



**2022-2023 Principal Residency Grant Cycle 5**  
**Letter of Interest (LOI) Application Due 11:59 p.m. CT, October 4, 2021**

NOGA ID

Authorizing legislation

This LOI application must be submitted via email to [loiapplications@tea.texas.gov](mailto:loiapplications@tea.texas.gov).

The LOI application may be signed with a digital ID or it may be signed by hand. Both forms of signature are acceptable.

TEA must receive the application by **11:59 p.m. CT, October 4, 2021**.

Application stamp-in date and time

Grant period from

Pre-award costs permitted from

**Required Attachments**

Application Part 2: Budget Workbook, Excel workbook with the grant's budget schedules (linked along with this form on the TEA Grants Opportunities page)

- Attachment 1: Leverage Leadership Readiness Assessment
- Attachment 2: Supplemental Narrative Question Responses
- Attachment 3: Educator Preparation Program's Scope and Sequence

- Attachment 4: Instructional Leadership
- Attachment 5: District Coaching Tool

**Amendment Number**

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

**Applicant Information**

Organization  CDN  Campus  ESC  DUNS

Address  City  ZIP  Vendor ID

Primary Contact  Email  Phone

Secondary Contact  Email  Phone

**Certification and Incorporation**

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the LOI application, as applicable, and that these documents are incorporated by reference as part of the LOI application and Notice of Grant Award (NOGA):

- LOI application, guidelines, and instructions
- Debarment and Suspension Certification
- General and application-specific Provisions and Assurances
- Lobbying Certification

Authorized Official Name  Title

Email  Phone

Signature  Date



**Shared Services Arrangements** Shared services arrangements (SSAs) are **NOT** permitted for this grant.**Statutory/Program Assurances**

The following assurances apply to this program. In order to meet the requirements of the program, the applicant must comply with these assurances.

Check each of the following boxes to indicate your compliance.

- 1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this LOI will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- 2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- 3. The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the 2022-2023 Principal Residency Grant Cycle 5 Program Guidelines.
- 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2022-2023 Principal Residency Grant Cycle 5 Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
- 5. The applicant provides assurance that they accept and will comply with [Every Student Succeeds Act Provisions and Assurances](#) requirements
- 6. The applicant assures that any Electronic Information Resources (EIR) produced as part of this agreement will comply with the State of Texas Accessibility requirements as specified in 1 TAC 206, 1 TAC Chapter 213, Federal Section 508 standards, and the WCAG 2.0 AA Accessibility Guidelines.
- 7. LEA assures that the principal residency is full-time and at least one year in length.
- 8. LEA assures that residents do not have significant classroom responsibilities.
- 9. LEA assures that residents do not hold a principal certification in the state of Texas.
- 10. LEA assures that residents will receive ongoing support from an effective mentor principal or school leader who ensures the resident is exposed to substantial leadership opportunities
- 11. LEA assures that all mentor principals and EPP representatives managing resident's on-site coaching will be present at TEA Principal Residency Summer Institute in Spring 2022.
- 12. EA assures that partner principal EPP provides residents with a full-time residency experience including certification; evidence-based coursework; opportunities to practice and be evaluated in a school setting; and consistent coaching and evaluation with a minimum of six sessions per year.
- 13. LEAs and EPPs must utilize *Attachment 2: Principal Residency Grant Fidelity of Implementation Rubric for LEAs* and *Attachment 3: Principal Residency Grant Fidelity of Implementation Rubric for EPPs* to design and implement residency.



**Statutory/Program Assurances, cont'd.**

The following assurances apply to this program. In order to meet the requirements of the program, the applicant must comply with these assurances.

Check each of the following boxes to indicate your compliance.

14. If preliminarily selected for award, LEA assures they will select their EPP per their compliant procurement policies and procedures and will develop an MOU with the EPP and submit it to [principalresidency@tea.texas.gov](mailto:principalresidency@tea.texas.gov) for approval.
15. LEA assures it will choose from the list of approved EPP providers. An approved provider list is posted on the [TEA Grant Opportunity page](#), with all documents pertaining to the RFA.
16. If preliminarily selected for award, LEA agrees that the full grant award will not be released until TEA staff have concluded the negotiation process and verified that an approved EPP provider was selected and the MOU contains all the required elements, including the following: a) Courses that are designed to develop leader competencies including the Texas 268 Identified Integrated Pillars: Communication with Stakeholders; Diversity and Equity; Professional Development; Curriculum Alignment; Hiring, Selection and Retention; School Vision and Culture; Data-Driven Instruction; Observation and Feedback; Strategic Problem Solving, b) Course designs that explicitly connect course content, authentic leadership opportunities of residency, resources and materials, and course assessment measures, c) Residency design provides candidates with performance assessments of best practices for use in reflecting upon and refining specific competencies being developed, d) Residency design includes structured authentic leadership opportunities in which residents apply new learning and become familiar with various real-world contexts, e) Residency design utilizes formative feedback, provided to the resident at least on a weekly basis, as an essential tool in guiding learning toward objectives and formative and summative goals, and f) Residency design that uses culturally responsive methods to develop leader competencies at the personal, instructional, and institutional level.

**Summary of Program**

Provide an overview of the program to be implemented with grant funds. Include the overall mission and specific needs of the organization. Describe how the program will address the mission and needs.

Lubbock ISD has a mission to recruit and retain diverse and highly qualified administrators to serve in our urban district. While we are urban, we are located in a primarily rural area of the state. Our location often presents recruitment challenges. As a result, the district has partnered with Texas Tech University since 2014 to pilot and continue to implement the Principal Fellows Program that is now used across the state and in Louisiana. This program allows us to Grow Our Own Administrators and has served as an effective model not only for our district, but on a much larger scale. The PFP and Lubbock ISD partnership's seven-year history has led to 19 Principal Fellows who now serve as Assistant Principals and Principals in the district. 18 of 19 serve at high needs campuses.

As a district committed to taking bold action to put strong leaders in challenging schools, the Fellows program has allowed the development of administrators with a unique set of strengths due to their internship process. This allows us to have a pool of administrators who are well-prepared and ready to face the challenges of schools which are not performing to the highest level. These candidates are immediately ready to step into leadership positions as a result of this work. To continue this valuable work, Lubbock ISD will use grant funds to identify and support two principal fellows. These fellows will be partnered with strong change agent principals who will serve as mentors. Fellows will shadow these strong leaders throughout the course of an entire school year. They will complete their principal certification program and graduate with a Masters degree and be placed immediately into a campus administration position. They will participate in job-embedded learning experiences to address the competencies that are shown to be most important in a leader as identified in the Texas 268 Identified Integrated Pillars. The application and selection process will ensure that these candidates are selected from a diverse pool and maintain demonstrated success as teacher leaders in the district and in the classroom. Through the internship process, candidates will engage in equity audits to identify teachers and students that will serve as case studies throughout the internship. They will be tasked with creating action plans to address areas of deficits. Results of their work will be presented to stakeholders in a principal showcase at the conclusion of the school year. By participating in this work, principal fellows will be skilled at data analysis and problem solving, observation and feedback, coaching, and other daily tasks of a campus administrator.



**Goals, Objectives, and Strategies**

Describe the major goals/objectives of the proposed program. What activities/strategies will be implemented to meet those goals/objectives?

The goal of Lubbock ISD is to recruit a diverse pool of principal candidates that are reflective of the student demographics in the district and partner with TTU to identify two fellow candidates who will participate in job embedded instructional leadership experiences. These experiences are designed to provide candidates with skills in the following areas:

- 1) Observation and feedback via TTESS POP Cycles with identified teachers
- 2) Data Analysis and Action Planning via Equity Audits and Teacher and Student Case Studies that will be conducted throughout the year and presented in a Showcase to stakeholders in the spring of 2023. Participation in DDI activities.
- 3) Knowledge and skills in supporting students of special populations via identification of an EL and a SPED student and ongoing development of support plans based on those student's needs
- 4) Knowledge and skills in growing teachers via identification of two at-risk teachers in core content areas which they will support through coaching and observation and feedback using Get Better Faster.
- 5) Knowledge and skills of effective leadership of PLCs via identification of a core content PLC which they will lead throughout the school year
- 6) Development of leadership competencies reflected in T-PESS via daily mentoring and shadowing of effective school principals. The two candidates will complete certification in the T-TTESS process as well as successfully completing the Masters degree and principal certification process.
- 7) Addressing Cultural Relevancy via examination of personal biases through school and community lenses

**Performance and Evaluation Measures**

Describe the performance measures identified for this program which are related to student outcomes and are consistent with the purpose of the program. Include the tools used to measure performance, as well as the processes that will be used to ensure the effectiveness of project objectives and strategies.

As a partner in the Systems of Great Schools Network, Lubbock ISD has a bold goal of increasing the number of students served in A/B schools from 42% to 80% by the end of the 2026 school year. This goal requires highly effective leaders guiding campus based work in planning, instruction, and classroom management. Principal fellows will engage in a process of providing support to high-need campuses to improve student outcomes in the following ways:

- 1) By August 2022, fellows will conduct an equity audit to identify two core content areas which they will work with in PLCs in order to address planning, instruction and classroom management and improve student performance on formative and summative assessments. Outcomes will be shared with stakeholders at March Showcase and will demonstrate growth in content areas on CFAs and District Assessments as well as TIA pre/post tests.
- 2) By March 2023, fellows will identify two at-risk teachers who will be supported through observation and feedback using the T-TTESS pop-cycle. Using the Get Better Faster Process, fellows will provide coaching to teachers to address management and rigor in the classroom. Teachers will show an increase on student growth measures in their classrooms. Outcomes will be shared with stakeholders at March Showcase.
- 3) By March 2023, fellow will identify a SPED student and an EL student that will be a target of action planning and support in order to improve those students performance on formative and summative assessments. Outcomes will be shared with stakeholders at March Showcase.
- 4) By June 2024, campuses supported by fellows will show an overall positive improvement of student performance on formative and summative assessments as a result of additional PLC support, coaching through observation and feedback, and general support of campus initiatives such as ESF, SGS, and TIA.

Additional program measures of success will include evaluation data on principal fellows, successful certification of candidates, successful placement of candidates, and satisfaction rates of fellows and mentors.

**Budget Narrative**

Describe how the proposed budget will meet the needs and goals of the program, including for staffing, supplies and materials, contracts, travel, etc. If applicable, include a high-level snapshot of funds currently allocated to similar programs. Include a short narrative describing how adjustments will be made in the future to meet needs.

The budget for this program will fund the residency of two principal fellows who will serve in a full-time capacity and will be relieved of all other duties. This allows candidates to be fully immersed in the learning opportunities. Funds will cover the following items:

1. \$86,000 will be provided to supplement the salary of the principal fellows to allow them to participate fully in the job-embedded fellow experience.
2. Mentor stipends of \$1000.00 will encourage highly effective administrators to serve in the role of mentor to fellows. This ensures that candidates have the best preparation for future service.
3. Tuition, books and materials to provide for effective instruction and completion of Masters Program. This will cost approximately \$37,000 and ensures that candidates receive a high quality educational experience to prepare for successful certification and service in high-need campuses.
3. Certification costs for T-TESS and AEL, and principal certification costs to prepare candidates to be ready to serve in the 23-24 school year. This ensures candidates are skilled at observation and feedback and well-calibrated. \$6100 has been set aside to cover this and incidental costs associated with the program.
4. Travel to Summer Institute to prepare for effective implementation and participation in the PFP program. This will equip them to receive highest levels of support from EPP and LEA staff and be prepared to meet expectations for the program. \$2500.00 has been set aside to help with these costs.
5. Contracted Service costs with Texas Tech University to provide for Faculty coaching and instruction. This cost is budgeted for \$12,500 and ensures a quality educational experience to prepare for successful certification and service in high-need campuses.

The district will provide a match of \$15,000 per candidate to offset salary costs.



## Program Requirements

1. The LEA must provide a description of the targeted recruitment and selection process which utilizes demonstrated criteria including evidence of measurable student achievement, strong evaluations/appraisals, interpersonal leadership, effective response to observations and feedback, evidence of strategic problem solving, and growth mindset. LEA must also provide their plan for considering the degree to which the diversity of the residents mirrors that of the student population in their recruitment and selection strategy.

In order to recruit a diverse set of applicants, Lubbock ISD will actively recruit minority candidates through campus recruitment, principal nomination, and personal invitations to qualified candidates. To ensure diversity potential is attained and a diverse pool of educators (gender, ethnicity, and age/service) are reached, recommendations from counselors, lead teachers/department chairs, instructional coaches and specialist will also be considered. These educators working closely with teacher leaders, they will also provide further insights into the recruitment of high performing candidates and aspiring administrators that match student demographics and might otherwise be overlooked for program participation.

The candidates in the TTU PFP are highly vetted by the school district and university personnel. LISD will consider the evidence for each candidate's leadership capacity by reviewing candidate's student achievement data (STAAR/istation), progress data (Value Added Data, Common Formative Assessments/Benchmarks, TPRI, TEJAS Lee, TELPAS), TTESS appraisal data and goal attainment, the overall body of work, and how well the candidate applicant pool reflects the student body of the district.

Following the vetting and selection of candidates at the district level, potential candidates are required to complete an application including open-ended questions on educational leadership that demonstrate problem-solving ability and leadership decision-making. Collected information for applicant selection also includes education background, certification areas, teaching experience, professional resume, letter of recommendation from current supervisors, and current artifacts as evidence of their students' progress. The TTU faculty members utilize rubrics to rate each of the components listed above in the university application process. In addition, the university faculty members conduct virtual live interviews of the candidates put forward by the partnering school district with semi-structured questions on leadership dispositions, teacher content knowledge, advocacy for at-risk students, teacher mindset, and instructional knowledge. Faculty members examine multiple forms of rubric and application data, discuss the overall scores, district partner's selection notes and input to select the candidates who will participate in the next Principal Fellows cohort for the following school year.

2. The LEA must provide a description of the year-long, full-time residency and include a) sustained and rigorous clinical learning in an authentic school setting; b) substantial leadership responsibilities such as the ability to address and resolve a significant problem/challenge in the school that influences practice and student learning; c) the skills needed to establish and support effective and continuous professional development with assigned teaching staff; and d) the ability to facilitate stakeholders' efforts to build a collaborative team within the school to improve instructional practice, student achievement, and the school culture.

The PFP is framed by best practices that focus on the preparation of instructional leaders to meet the needs of students & improve teacher effectiveness to advance student outcomes. The PFP and Lubbock ISD partnership has a seven-year history with 19 Principal Fellows who now serve as Assistant Principals and Principals in the district. The program involves a highly selective, competency-based residency model that provides evidence-based professional enhancement activities which lead to a Master's degree in Educational Leadership, the completion of Principal Certification, and builds competencies in TTESS implementation. The TTUPFP uses the full-time clinical experience to provide aspiring leaders the opportunity to develop instructional leadership skills to transform schools and demonstrate competency. The TTU Faculty Coaches lead clinical supervision experiences with weekly individual coaching sessions examining Fellows growth and performance through formative/summative assessment during the 15-month program. Competencies and skills are progress monitored using performance assessments, quarterly instructional coaching feedback cycles, and supporting the progress monitoring of instructional goals. The PFP uses a just-in-time curriculum to embed coursework that provides Fellows to apply equity audit data literacy skills in real-time in schools and apply new learning in root cause analysis, progress monitoring of instructional goals, and lead learning in PLCs in authentic school settings. The program includes coaching and mentoring from current exemplary campus mentor principals, a selection conversation based on data with the mentor principal leads to the selection of two struggling teachers the Principal Fellows coach, and grow over the academic year. Principal Fellows also lead selected PLC over the year to model best practice with various forms of data and student evidence. They identify and support an ELL and SPED student through teacher coaching and planning.



**Program Requirements (Cont.)**

3. The LEA must provide a description of Data-Driven Instruction systems currently implemented at campus level and complete the *Leverage Leadership Readiness Assessment: Data-Driven Instruction* provided in Attachment 1.

LISD district assessments have demonstrated a high correlation to state achievement tests. Student performance on these assessments serves as an indicator of how students will perform on state assessments. LISD also uses additional assessments such as iStation to track student growth. CFAs, tests for measuring student growth for TIA are examples of other assessments that are analyzed in PLCs to determine if students are learning.

In order to utilize this data effectively and support instruction, LISD has developed a PLC framework to support teachers in unpacking the standards, designing lessons, and analyzing assessment. This framework is supported through Content Focus Sessions that are conducted each six weeks. The purpose of these sessions is to support teachers in developing lesson plans that address the trends that are identified in district and campus data. Campus administrators participate in these sessions as well in an effort to develop their expertise in the content areas. In addition, campus level PLCs conduct data meetings to analyze student achievement and modify instruction accordingly.

LISD has developed a comprehensive RTI model to support students' diverse learning needs. This model includes screening, progress monitoring, multi-tiered prevention systems, and data-based decision making to ensure that high-quality core instruction is being provided for all students. Campus leadership teams receive ongoing training and support in data analysis to ensure the quality of these practices. Professional learning around Leverage Leadership and Driven by Data, and Get Better Faster has taken place over the past seven years to support the provision of effective feedback with clear action steps and practice.

In regards to teacher performance, T-TESS data is reviewed by administrative teams to measure teacher performance and identify areas that need improvement through professional development and instructional coaching. Conversations around these data points are critical to improving the learning of students.

4. The LEA must provide a description of Observation and Feedback systems currently implemented at campus level and complete the *Leverage Leadership Readiness Assessment: Observation and Feedback* provided in Attachment 1.

LISD utilizes T-TESS as the framework for Observation and Feedback systems. This model includes pre-conference, observation, and post-conference cycles (POP). Feedback is provided to the teacher utilizing the T-TESS rubric to provide feedback on planning, instruction and learning environments. In addition to the POP, campus administrators conduct a minimum of two walkthroughs on every teacher over the course of the school year. Campuses conduct observation through instructional rounds and focus and learning walks to identify trends on the campus and develop action plans to improve instruction. There are a variety of formats for these walks. In order to provide quality content support to teachers, principals have been trained in a process known as Principal as a Process Champion. While it may be challenging for a campus administrator to feel confident in all contents, it is very feasible to become an expert on the process standards within a content. Based on this knowledge, principals are able to conduct walkthroughs and provide feedback using the process standards as a guide. To further support the content knowledge of administrators, LISD identifies key look-fors at every level and in every content area and shares this with principals via google documents. Principals are able to identify key strategies and learning in each content and level that should be observable over the course of a six weeks. This allows administrators to be knowledgeable and provide just-in-time feedback to teachers on their instruction. AVID campuses utilize WICOR walks to identify the level of AVID implementation on campuses. Through these walks campus teams are looking for evidence (or lack thereof) of Writing, Inquiry, Collaboration, Organization, and Reading. Finally, campus administrators and coaches have participated in training on identifying key action steps and six steps to effective feedback from Leverage Leadership. This learning helps ensure that administrators are well-equipped to conduct observations and provide quality feedback. As we take further steps to improve observation and develop leaders as coaches all administrators will participate in Get Better Faster training. This will add additional tools to the administrators observation and feedback skill set and will reinforce the need to attach practice to feedback given.



**Program Requirements (Cont.)**

5. The LEA must provide a description of a sustainability plan for the continuation of the Principal Residency Program.

Lubbock ISD and Texas Tech University have partnered together on the Principal Residency grant since its pilot phase. Our district leaders and partners at TTU are fully committed to continue working with the program as long as it is funded, but our district leaders understand that grant funding is also finite. To that end, Lubbock ISD has existing measures in place that anticipate future scenarios for training future campus leaders without the Principal Residency Grant. [[Paragraph]] Currently, the district matches \$15,000 of the Principal Fellows' salary and continues to provide them fringe benefits, health coverage, and all other Lubbock ISD employee services. In the post-grant period, our district leaders are committed to covering the remaining portions of the Principal Fellows' salary using alternative funding streams obtained both locally and externally. In addition, Lubbock ISD and TTU will negotiate tuition coverage to ensure Principal Fellows will continue to receive their graduate degree and certification at little to no cost. Lastly, our Superintendent has initiated a local leadership cohort called "Aspiring Administrators" that provides highly-effective teachers opportunities to take on leadership roles in the district. In the post-grant period, Aspiring Administrators will add the competitive process used by the Principal Fellows Program (PFP) to provide continuity for the PFP through the support of existing district systems which will ensure its continued operation.

6. The LEA must provide a clear description of a proposed communication system between the EPP team and key district players.

Lubbock ISD and EPPs will have multiple avenues of communication.

Faculty coaches will conduct campus visits to meet with fellows and mentor principals. These meetings will be followed up with a phone or face-to-face conference with key district players to review progress and make any necessary adjustments. These conferences will address strengths, weaknesses, and opportunities for growth. The district is committed to making necessary adjustments to ensure that the candidate has a successful learning experience.

In addition, key district personnel will meet with fellows and mentor principals and make similar reports back to the EPP. These meetings will take place at least once per nine weeks unless data indicates there is a need for more frequent contact. Because of the healthy relationship that has been built over time, Lubbock ISD and Texas Tech have an excellent partnership and are able to make informal contacts as well. These are frequently done via email, phone call, or face-to-face visits.

In addition to these campus based conversations, the LEA and EPP have ongoing meetings and conversations to address grant opportunities such as this, the scope-and-sequence of the curriculum, the implementation of the program, and opportunities for further development of the existing program. Additionally, we partner to address other related educational issues such as teacher pipelines to ensure that we are expanding our most valuable human resource. Most recently we have established a Research Practice partnership to allow us to easily transfer data. This partnership allows us to expediently analyze our programs and outcomes and make necessary improvements. This is possible due to our healthy and collaborative partnership.



**Equitable Access and Participation**

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this program.

- The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this program.
- Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group <input type="text"/>	Barrier <input type="text"/>
Group <input type="text"/>	Barrier <input type="text"/>
Group <input type="text"/>	Barrier <input type="text"/>
Group <input type="text"/>	Barrier <input type="text"/>

**PNP Equitable Services**

Are any private nonprofit schools located within the applicant's boundaries?

- Yes
- No

*If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.*

Are any private nonprofit schools participating in the program?

- Yes
- No

*If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.*

**5A: Assurances**

- The LEA assures that it discussed all consultation requirements as listed in Section 1117(b)(1) and/or Section 8501(c)(1), as applicable, with all eligible private nonprofit schools located within the LEA's boundaries.
- The LEA assures the appropriate Affirmations of Consultation will be provided to TEA's PNP Ombudsman in the manner and time requested.

**5B: Equitable Services Calculation**

1. LEA's student enrollment	<input type="text"/>
2. Enrollment of all participating private schools	<input type="text"/>
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	<input type="text"/>
4. Total current-year program allocation	<input type="text"/>
5. LEA reservation for direct administrative costs, not to exceed the program's defined limit	<input type="text"/>
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	<input type="text"/>
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	<input type="text"/>
<b>LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)</b>	<input type="text"/>



**Appendix I: Amendment Description and Purpose (leave this section blank when completing the initial application for funding)**

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the [Administering a Grant](#) page. The following are required to be submitted for an amendment: (1) Page 1 of the application with updated contact information and current authorized official's signature and date, (2) Appendix I with changes identified and described, (3) all updated sections of the application or budget affected by the changes identified below, and, if applicable, (4) Amended Budget Request. Amendment Instructions with more details can be found on the last tab of the budget template.

*You may duplicate this page*

**Amended Section**

**Reason for Amendment**