



2023-2024 Principal Residency Grant Cycle 6
Letter of Interest (LOI) Application Due 11:59 p.m. CT, October 28, 2022

NOGA ID

Authorizing legislation

This LOI application must be submitted via email to 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 28, 2022**.

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 4: Instructional Leadership Meeting

Attachment 2: Supplemental Narrative Question Responses

Attachment 5: District Coaching Tool

Attachment 3: Educator Preparation Program's Scope and Sequence

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 UEI

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 2023-2024 Principal Residency Grant Cycle 6 Program Guidelines.
- 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2023-2024 Principal Residency Grant Cycle 6 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 2023.
- 12. LEA 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 ebonylove@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.

Richardson ISD has partnered with Dallas Baptist University to provide a Masters in Educational Leadership program with the mission to build a diverse leadership pipeline. Through a Masters of Educational Leadership program that includes a full year of residency as a leader, strategic academic job-embedded courses, and a 2 year commitment to the District, RISD will build a sustainable leadership pipeline that will increase the diversity within our district leadership.

Richardson ISD has a specific need to increase the pipeline for highly-qualified diverse leaders to support Richardson ISD's 55 campuses, we have established a partnership with Dallas Baptist University to deliver a Masters of Educational Leadership program. Richardson ISD serves almost 40,000 students with 11,000 bilingual students and 76 different languages and dialects. Richardson ISD's diversity is a community strength, and as educators we have an obligation to curate an inclusive academic and social culture rooted in equitable practices and opportunities. These opportunities include supporting our educators who have a desire to lead beyond the classroom. RISD believes that "all people have immeasurable value and deserve respect" and "all people have something unique to contribute." At this time, RISD does not have a specific program to strategically identify strong principal leaders from within. RISD hired 28 new assistant principals to start the 2022-2023 school year. Almost 30% of assistant principals were new to their role or new to the district. Of the 102 assistant principal in RISD, only 11 identify as Hispanic.

If awarded the Principal Residency grant, RISD will gain a diverse group of leaders who are fully prepared for the challenges they will face in school leadership positions. This preparedness will increase a sustainable leadership pipeline of administrators who are ready to serve in an assistant principal role and decrease administrative turnover rates. The mission of the program is to increase the pipeline of highly-qualified diverse leaders who are prepared to become assistant principals in our schools. With a more diverse leadership team that has participated in a full-year authentic residency program, it is expected that we will meet the needs of diverse leadership across all campuses. In addition, this diversity will meet a need to have leaders who mirror the diversity within our student population.

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 mission of Richardson Independent School District is to ensure that ALL connect, learn, grow and succeed through relevant and personalized learning experiences. A major goal of the Principal Residency Program is to ensure an equal opportunity for a diverse group of educators ready to lead in an administrative capacity. Richardson ISD will work closely with Dallas Baptist University to co-design and develop a dynamic, sustainable, rigorous and job-embedded leadership pipeline. The year-long residency program will intentionally interweave the district DNA (mindsets, skillsets and toolsets) with the state principal as instructional leader competencies. All classes will be taught in Richardson and customized for Richardson ISD leaders in partnership with DBU. The residents will discover and develop their unique attributes and strengths (Gallup Strengths Coaching) while exploring and developing new ideas around the TASA's School Transformation Framework. The residency will use a gradual release model where candidates will observe, then participate and then lead in many different instructional and operational aspects of the school. During the residency, candidates will be involved in solving real, challenging and substantive issues faced by school leaders. The program is designed with a two-semester residency course to give students powerful experiences that align with and integrate other coursework, Richardson ISD's vision and values, and the principal competencies and the 268 pillars. Structure and flexibility are designed into the program where students are required to select projects (or propose their own - with the permission of their university and site mentors) in each of the 11 principal competencies. Candidates will be encouraged and shown how to extend these projects into building blocks toward their required PASL tasks. Site mentors and university supervisors will work together weekly with the residents to discuss priorities, develop plans and provide ongoing coaching feedback.

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.

These residents will be paired with a high-performing, mentor principal that is able to guide and coach throughout their year of residency. Performance measures will include multiple check points, feedback loops and opportunities for course correction and modification to ensure residents' and district success throughout the program. Four major areas will be continuously monitored for progress and success where feedback will be provided for the residents: 1) student performance 2) practical application and experience with the principal competencies 3) performance standards within T-PESS and 4) preparation for the 268 exam and PASL tasks. The district will work alongside DBU to develop rubrics that measure a residents' ability to facilitate and serve as the leader in critical instructional capacities. This will include activities such as observation and feedback around instruction and leading data meetings during PLC's. Residents will be assigned teachers to coach, student performance in those classes will be monitored using informal assessments, MAP and STAAR data. If student progress is not satisfactory, residents will work closely with that teacher to develop plans and pedagogies to best help struggling students. As developing instructional leaders, residents will also receive feedback on the quality and growth in their instructional practices and reflective coaching skills from the teachers they are assigned to coach. Both university and site mentors will assess residents' performance regularly through observations during PLC's, classroom walk-through calibrations, evaluations with feedback, and coaching conferences. Residents and their DBU site supervisors will complete an evaluation of the candidates' knowledge, skill and experiences with the TExES Principal competencies at least 3 times (beginning, middle and end) during the program. Residents will also take the Pearson 268 online practice certification exam at least three times during the program. Each course is aligned with the principal competencies and contains at least two constructed-response like exercises. DBU will also provide a seminar for students to help them prepare for the exams. Both university and district personnel will provide coaching, assistance, resources and direction to ensure residents' success on the exam. Throughout their Master in Educational Leadership program grades will be tracked to ensure progress and successful completion of all courses. Professors will communicate any concerns to the university program director who will conference with students and provide assistance as needed.

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.

Richardson ISD believes that the one-year, full-time residency program is a powerful strategy to prepare instructional leaders. It provides real-world experiences with the advantages of a gradual release model and lots of real-time mentoring and coaching. These candidates will be not only prepared as certified administrators, but with the DBU partnership and customization for Richardson ISD, they will be fully prepared with the RISD mind-sets, skill-sets, and tool-sets to immediately be effective leaders in RISD.

Grant funds will be used to help provide the salaries for the 8 residents (\$48,000 per resident = \$384,000). The District will also contribute at least \$15,000 toward the salary of each resident plus benefits from local funds. Grant funds will also provide a small stipend for the mentoring principal (\$1,000 per mentor principal = \$8,000). DBU will provide a 33% tuition scholarship for each resident throughout their program of study and the grant will pay for the remaining tuition (\$25,125 per resident = \$201,000). We believe that residents should have at least some "skin in the game" so residents will be required to pay the university fees and for course materials (~\$1500 each). Grant funds will be used to reimburse residents for the TExES 268 and 368 fees when they pass the exams (\$575 per resident = \$4,600). This will help them continue to build their professional experience and network. Grant funds will be used to provide this important experience for the residents (\$300 per resident = \$2,400). Finally, \$10,400 of grant funds will be used to provide supplies and materials for specific district training for the residents.

The District and DBU will also make a substantial investment in the preparation of the residents. DBU has committed to providing a 33% tuition scholarship to these residents and any future District Name cohorts. The tight integration Richardson ISD tools, processes, philosophies, and beliefs into the DBU courses and the authentic and substantive residency experiences, will expedite the high-quality preparation of the residents and allow the district to suspend the district's usual leadership development program and redirect those funds to support and sustain the residency partnership.

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.

Richardson ISD will implement a strategic recruitment, application, and selection process to identify a diverse group of principal residents to reflect our student population. This plan will be designed in partnership with Dallas Baptist faculty to ensure a fair, yet rigorous process to identify the applicants aligned with the identified needs and most likely to succeed. The RECRUITMENT process will include a targeted selection of potential candidates based on: (1) former demonstrated success on student achievement and growth within teacher performance (2) successful experience working in a Title 1 school (3) referrals by current campus or central administration. The RISD Human Resources department will work with DBU to develop a profile meeting the above criteria. The criteria will be communicated to all stakeholders via district administrator meetings and electronic communication avenue to nominate potential candidates. Human Resources will reach out to the Board of Richardson Area Association of Black School Educators (RAABSE) and the Richardson Association for Latino Administrators (RALA) for help in identifying potential applicants to recruit. The APPLICATION and PREDICTOR process: RISD Human Resources will communicate to the identified nominees that they have been identified as a potential candidate and host an in-person information meeting to describe the identified needs and build excitement for the Principal Resident Program. Nominees interested in applying will provide an online application, resume, and three letters of recommendation. The application will demonstrate the candidates' educational background, certification areas, and leadership experience and potential. The SELECTION process will be based on a face-to-face panel interview, in partnership with Dallas Baptist University, where the candidate will be scored on a rubric including: (1) growth mindset (2) strong problem-solving ability (3) probability to succeed in a low-income school (4) comprehensive understanding of equity and diversity in education (5) evidence of measurable student achievement (6) scenario-based role play situations showing competency in leadership readiness. If for any reason one of the 10 candidates selected chooses to withdraw or cannot be admitted to the university, the next highest rated alternate will be selected from the application pool.

2. Provide a description of the year-long, full-time residency that includes the following opportunities for the resident: 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; 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, e) how the district and EPP will support the candidate's gradual release of responsibility, and f) provide frequent short cycle coaching related to intentionally designed learning experiences.

Throughout the grant period (February 10, 2023 - August 31, 2024) Richardson ISD will work alongside DBU as the EPP to co-design and develop a rigorous, hands-on experience that will embed the competencies of the Texas Principal As Instructional Leader (PASL). Selected residents will start their residency year in the summer of 2023 taking three foundational classes. These first classes will help set the theoretical and practical foundations for clinical experiences and be taught in Richardson. The residents will discover and develop their unique attributes and strengths (Gallup Strengths Coaching) while exploring and developing new ideas around the TASA's School Transformation Framework. The residency will use a gradual release model where candidates will observe, then participate and then lead in many different instructional and operational aspects of the school. During the residency, candidates will be involved in solving real, challenging and substantive issues faced by school leaders. The program is designed with a two-semester (year-long) residency course to give students powerful experiences that align with and integrate other coursework, Richardson ISD's vision and values, and the principal competencies and the 268 pillars. Structure and flexibility are designed into the program where students are required to select projects (or propose their own - with the permission of their university and site mentors) in each of the 11 principal competencies. Candidates will be part of the campus improvement team where they will collaborate with peers to analyze school data, perform a comprehensive needs analysis, decide on priority needs, develop action plans and budgets, implement the plans, monitor the fidelity of implementation, collect data and report on findings. Site mentors will work weekly to discuss priorities, develop plans and provide reflective coaching feedback.

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.

Richardson ISD has established a data driven culture through established processes and protocols modeled after Paul Bambrick-Santoya's DDI processes. Richardson ISD has a comprehensive assessment program that balances formative and summative assessment opportunities designed to inform differentiation and support quality Tier I instruction. District-level assessments include content and subject based grade level and course assessments aligned to STAAR as well as norm referenced assessments. In addition to summative assessments, common formative assessments, performance assessments and quick checks monitor student progress and mastery of daily learning objectives. Assessments are built into the district assessment calendar and facilitates planned campus and central level planned data meetings. Leadership teams at the campus level regularly discuss and analyze data from assessments as a part of the continuous improvement model. Data is collected and then studied by campus, grade, content, teacher, student and TEKS/ SE level. Campuses track student performance and create action plans to meet the needs of students including designing targeted interventions and reteach opportunities for not yet mastered standards. Campuses receive differentiated support from principal supervisors and central office content specialists. DuFours PLC Model serves as a backbone for weekly Data Driven Instructional Planning meetings where teachers, coaches and campus leaders come together to answer 1) what do we want our students to learn? 2) How will we know if they learned it? 3) How will we respond if they did not learn it? 4) How will we respond if some students already know it?

RISD has partnered with Big Rocks Educational Services and Insight Education to construct customized protocols and processes to support the evaluation of student and teacher performance. The goal is to make data visible and actionable. Professional development and coaching of DDI practices is aligned to Paul Bambrick's strategies. Through use of these practices schools have seen dramatic improvements.

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.

Richardson ISD administrators and campus leaders provide frequent, short walkthroughs focused on specific T-Tess Domains and identified instructional priorities designed to support and monitor quality tier 1 instruction and provide specific feedback and coaching. Campus and central level administrators are trained in the common district observation walkthrough form and participate in regularly scheduled calibration walks to ensure fidelity, consistency of practice, and maintaining of high standards. The common walkthrough form provides a systematic mechanism for collecting walkthrough data and a tool to identify trends at the campus level, learning community level, and district level which informs professional learning and coaching opportunities. Administrators and Instructional Coaches are expected to observe everyone on their caseload weekly and to provide feedback to teachers using the See it, Name it, Do it protocol. Through this process, teachers that need additional support are identified, receive additional coaching and instructional support from campus instructional coaches and are equipped with the tools and resources needed to improve their craft. Administrators and Instructional Coaches are trained in observation and feedback processes based on Paul Bambrick-Santoya's strategies in Leverage Leadership 2.0. Administrators and Instructional Coaches receive support and training by the Area Superintendent and Academic Facilitator to help sharpen their ability to identify pedagogical gaps and model more successful practices for struggling teachers. The intent is to support teachers to identify and plan instruction that would be the highest leverage move for improving student outcomes and planning and executing quality targeted tier 1 instruction.

Program Requirements (Cont.)

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

If awarded the Principal Residency grant, RISD will gain a diverse group of leaders who are fully prepared for the challenges they will face in school leadership positions. This preparedness will increase a sustainable leadership pipeline of administrators who are ready to serve in an assistant principal role and decrease administrative turnover rates. In order to sustain the plan, the District will review current leadership pipeline expenditures to include continued leadership development for these and future residents. Part of the plan is to continue to seek out Educational Prep Partners in an effort to expand the opportunity for new principal residents. In addition, RISD Human Resources will partner with the Richardson ISD Education Foundation, the Board of Richardson Area Association of Black School Educators (RAABSE) and the Richardson Association for Latino Administrators (RALA) to fund scholarships for future candidates. The District understands that annual adjustments to the program would be needed and the funding source can change upon completion of the initial Principal Residency Grant award.

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

Richardson ISD and DBU have designed a wide range of experiences throughout the cycle of the school year to give the full-time residents the vital experiences and continuous feedback from both site mentors and university supervisors. The EPP will have a point of contact for RISD and each resident will have an assigned site and university mentor.

The EPP and the District will develop and MOU to include:

- Program specific assurances
- Design of the residency model (recruitment and selection criteria, DBU course layout, RISD authentic campus learning experiences, performance assessments, culturally responsive pedagogy, mentor and supervisor agreements)
- Expectation of continuous two-way communication to include key stakeholders
- Mutually agreed upon calendar and timeline to meet in partnership (virtually and in-person)

The purpose of the partnership meetings will be to review progress, discuss any challenges and/or successes, upcoming events, academic calendars, and review expectations and the development of any needed follow up. Part of the intentional collaboration will include reviewing feedback collected by survey and reflective forms from the EPP, District, and the residents. Other analytics and performance measures may include student performance, residents' program progress, and ongoing performance evaluation data.

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"/>
LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)	<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
<input type="text"/>	
<input type="text"/>	
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