TEA
Texas Education Agency®

2024-2025 Principal Residency Grant Cycle 7
Letter of Interest (LOI) Application Due 11:59 p.m. CT, October 27, 2023

NOGA ID [ ]

Authorizing legislation | ESEA of 1965, as amended by P.L. 114-95, Every Student Succeeds Act (ESSA), Title II, Part A

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 27, 2023**.

Application stamp-in date and time

Grant period from | **February 12, 2024 - August 31, 2025**

Pre-award costs permitted from | **Pre-award costs are not allowed.**

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 Meeting
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	Ballinger ISD	CDN 200901	Campus	ESC 15	UEI
Address	802 Conda Ave	City Ballinger	ZIP 76821	Vendor ID

Primary Contact Leslie Griffis | Email leslie.griffis@ballingerisd.net | Phone 325-365-3588

Secondary Contact Caroline Toliver | Email caroline.toliver@ballingerisd.net | Phone 325-365-3588

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
☐ General and application-specific Provisions and Assurances
☐ Debarment and Suspension Certification
☐ Lobbying Certification

Authorized Official Name Jeff Butts | Title Superintendent

Email jeff.butts@ballingerisd.net | Phone 325-365-3588

Signature *[signature]* | Date 10/17/2023

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 have no more than two hours per day of 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, district managers of the Principal Residency Grant, and EPP representatives managing resident's on- site coaching will be present at TEA Principal Residency Summer Institute in Summer 2024.

☒ 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 *Principal Residency Grant Fidelity of Implementation Rubric for LEAs* and *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 kyla.jaramillo@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 differentiated methods to develop leader competencies.

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.

MISSION: Ballinger ISD's mission is enter to learn, go forth to serve. BISD strives to foster a positive and engaging environment conducive to education and prepare all students for success in life. This mission is supported by 5 beliefs. 1) In Ballinger ISD, we believe that every student has strengths, and each student deserves the opportunity to grow and to achieve their potential. 2) We believe that all of Ballinger ISD's staff members should build positive and productive relationships with students, parents, and community members. 3) We believe that all students should feel valued and cared for in all aspects of their lives. 4) We believe in building leaders at every level of students and staff. 5) We believe all behavior communicates a need. Children will imitate behaviors that are modeled to them by adults they trust.

This program directly aligns with our mission, specifically beliefs 2, 3 and 4. Strong leaders in our schools directly impact the positive culture and relationships we build with students, parents and the community. As we develop strong leaders for our school, we are also building up our pedagogy and culture to help bring about higher achievement in student learning.

NEEDS: As we plan for a future in public education with fewer educators and administrators, we recognize the need to prepare to grow our current staff into leaders for our district.

Need 1: Ballinger ISD needs instructional leaders to meet academic demands within our district. Ballinger ISD campuses have struggled to compensate for learning loss experienced during the COVID-19 epidemic. The district received lower scores in accountability from the 2019 to the 2021 school years and moved from a 'B' rated campus to a 'C' overall. The junior high campus is currently labeled as needing comprehensive support. We will address the learning loss through a leadership of data-driven instruction through the Effective Schools Framework and active participation from campus level administrators in PLCs. We will ensure that all instructional leaders are effective in creating and implementing an MTSS framework in alignment with HB 4545.

Need 2: With over 25% of the Ballinger ISD student population qualifying for a special program, we have a significant need to grow strong instructional leaders with a foundation in special populations. We will address this need by training and immersing our candidates in special programs and ensuring that they have leadership experiences in various capacities.

Goals, Objectives, and Strategies

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

Goal and Objective:
The goal of Ballinger ISD Principal Residency Program is that by September 2024, 100% of the Ballinger ISD principal residency interns will become strong instructional leaders with an emphasis on special populations as they complete a year-long residency, Master of Education, Principal as an Instructional Leader and T-TESS certification.
Strategies:
1. Recruit and select up to 5 BISD teacher leaders for admission into the Principal Residency Program. (December 2022)
2. Principal Residency teacher leaders apply for admission and are accepted into the Angelo State University.
3. Candidates will perform quarterly data analysis to assess project effectiveness and inform needed changes in the program scope.
4. Principal residents will complete the Angelo State University Principal Residency program scope and sequence.
5. Grant participants will attend TEA led institutes.
6. Interns without a current Master's degree will complete EDG 6341, EDCT 6304, EDCT 6347, EDCT 6302, EDCT 6303, EDG 6302, EDCT 6348, EDCT 6301, EDG 6305, and EDCT 6305 at ASU.
7. Interns who currently hold a Master's degree will complete EDG 6341, EDCT 6304, EDCT 6347, EDCT 6302, EDCT 6303, EDCT 6348, and EDCT 6301 at ASU.

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.

All principal mentors will be selected according to criteria identified and agreed upon by BISD and Angelo State University (ASU). All principal residents will be selected via interview panels at Ballinger ISD. All principal residents will undergo and continue their initial course work with ASU. The educational leadership program is designed to explicitly connect course content, authentic leadership opportunities of residency, resources and materials, and course assessment measures. The courses connect the 268 Identified Integrated Pillars, the §149 Administrator Standards, the §241.15 Principal as Instructional Leader Standards, required trainings, authentic field experiences for leadership opportunities, and specific assessments to measure proficiency and readiness to pass the 268 and 368 certification exams and step into a leadership role successfully. The two internship courses EDCT 6347 and EDCT 6348 provide structured support, coaching, and feedback for candidates as they complete the authentic leadership experiences throughout the internship.

Coaching:
The principal residents will begin and continue to shadow their mentor during the T-TESS evaluation process and receive coaching during the duration of the program. The principal mentor will provide feedback to the principal resident regarding his/her selection of teachers for ongoing coaching. The principal mentor and principal resident will then collaborate on the final selections. All principal residents will undergo Positive Behavioral Interventions and Supports professional learning.

Evaluation:
The principal mentor along with the principal resident will advocate for students during either 504 meetings, ARD meetings, or LPAC reviews. The principal mentor will assign the resident to lead one professional learning community (PLC) outside their area of content strength. The principal resident will complete ASU program course work and demonstrate leadership competencies through the T-PESS instrument self evaluation. The principal residents will demonstrate calibration with their mentor during the T-TESS evaluation process. All principal residents will continue coaching and supporting identified teachers via the ASU framework and provide student growth data and teacher walk-through data as evidence of coaching effectiveness. All principal residents will provide student growth data and teacher surveys as evidence of PLC effectiveness implementing the Data Driven Instruction systems. All residents will pass the TExES Principal (268) test. The mentor and resident principals will complete a survey regarding residency program effectiveness.

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.

Ballinger ISD will request grant funds to meet the needs and goals of the program. The number of principal residents participating in the 2023-2024 Principal Residency Grant Program will be 3 as well as 3 Mentor Principals.

* The matched amount (number of principal residents participating in the program x $15,000) amounts to $45,000
* Payroll costs (6100) not including the $15,000 match per intern would amount to $150,000
* Professional and Contracted Services (6200) would include $5000 for professional development training and $36,000 for tuition, fees, principal TExES exam and PASL.
* Supplies and materials (6300) would amount to $1500 and would include required textbooks, curriculum, readings and potential items needed for the internship.
* Other operating costs (6400) would include travel costs directly related to the grant.

Ballinger ISD has experience and success at facilitating grant expenditures and allocating funding to ensure the fidelity and overall success of the program.

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.

Ballinger ISD aims to identify teacher leaders who reflect the diversity of the student body. These prospective leaders should have a proven track record of effectively working with special populations and at-risk youth. They should not have previously served in a principal role or currently hold principal or mid-management certification. Teachers interested in becoming Principal Residents must complete an application that outlines their educational philosophy, background, certification areas, and teaching experience. This application also includes a professional resume, letters of recommendation from current supervisors, and examples of student progress and success.

The district committee will work collaboratively with Angelo State University to determine each candidate's leadership capacity and skills based on five admission criteria specified by the TEA:

Demonstrated Student Achievement: The team will analyze student data, such as TPRI, STAAR, and 3 and 6 Week Test benchmark scores, to evaluate a candidate's track record in terms of student achievement and growth. Candidates who have shown notable success with traditionally underperforming student groups will receive the highest ratings.

Performance Evaluations: The team will conduct a comprehensive review of formative and summative T-TESS evaluation rubrics over a three-year period to identify each teacher's strengths and weaknesses. Candidates who have excelled in the Planning and Instruction domains will receive the highest ratings.

Interpersonal Leadership: The team will scrutinize letters of recommendation from Ballinger ISD leaders and assess the candidate's performance in the T-TESS Learning Environment and Professional Practices domains to determine their excellence in working with students and colleagues.

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.

a) Sustained and Rigorous Clinical Learning: The residency will immerse residents in a genuine school setting, providing them with an authentic and sustained clinical learning experience.
b) Substantial Leadership Responsibilities: Residents will be entrusted with substantial leadership responsibilities, including the capacity to address and resolve significant challenges within the school that directly impact teaching practices and student learning outcomes. This real-world problem-solving will foster their leadership development.
c) Professional Development Skills: Throughout the residency, residents will acquire the skills required to establish and support ongoing professional development initiatives for the teaching staff assigned to them. They will learn how to create an environment conducive to continuous growth and improvement.
d) Building Collaborative Teams: Residents will develop the ability to facilitate stakeholders' efforts to build collaborative teams within the school. These teams will be dedicated to enhancing instructional practices, elevating student achievement, and fostering a positive school culture.
e) Gradual Release of Responsibility: Both Ballinger ISD and Angelo State University will actively support the candidate's gradual release of responsibility. This means that residents will receive guidance and mentoring as they assume increasing leadership roles, allowing them to transition smoothly into their future roles as principals.
f) Frequent Coaching: The residency program will provide residents with frequent short-cycle coaching related to intentionally designed learning experiences. This coaching will ensure that residents receive timely feedback and guidance to enhance their leadership and

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.

Ballinger ISD is dedicated to continuous student growth by implementing data-driven instructional techniques and employing the Fundamental Five instructional practices to enhance the quality of teaching across all classes. The district employs a backward design planning model, starting with the desired outcomes to guide instructional choices. Throughout the year, Ballinger ISD employs 3-week and 6-week performance assessments to assess student mastery of content. All student assessment data is electronically collected and summarized for use by our collaborative teams of teachers and administrators.

To support this commitment, the district allocates specific time in the academic calendar for professional development during each grading period. This time is utilized to scrutinize data, identify areas for improvement, and develop interventions, as well as to evaluate student progress for potential placement in tutorial and remediation groups.

Within BISD campuses, there is a strong commitment to the Professional Learning Community (PLC) model. Teacher teams are provided with structured time during the school day to analyze data, revise curriculum, and create student intervention and enrichment activities. Each team is allotted a minimum of 45 minutes per week for this purpose. Furthermore, BISD schools have a well-established support system to break down data by student subgroups and have developed deliberate measures to assist underperforming students. The district's teachers receive support from district and campus administrators, as well as instructional coaches, who utilize data rooms and exemplary practices to demonstrate data analysis and curriculum adjustments to teacher teams.

In alignment with effective, widely-recognized strategies, PLC teams consistently initiate the DDI process by reviewing student data, analyzing student work, identifying gaps, planning for re-teaching of lessons, and documenting effective practices to incorporate into future lessons.

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.

Ballinger ISD has established a robust Observation and Feedback system at the campus level, complying with the guidelines approved by the Texas Education Agency and incorporating a combination of T-TESS and Fundamental Five processes.
T-TESS System: The district has implemented the Texas Teacher Evaluation and Support System (T-TESS), which is authorized by the Texas Education Agency. In this system, school principals are certified T-TESS appraisers. Annually, the T-TESS process is executed for all teachers, encompassing various phases such as goal-setting, pre-conference, observation, and post-conference.
Fundamental Five Walk-Throughs: In conjunction with the T-TESS framework, campus administrators conduct Fundamental Five documented classroom walk-throughs for every teacher. These walk-throughs provide valuable insights into classroom instruction and adherence to the Fundamental Five instructional practices.
Feedback Mechanisms: Teachers receive feedback through post-conference sessions and documentation managed via the Eduphoria online system. This online platform is accessible to both the campus administrator and the respective teacher, facilitating an effective exchange of feedback and insights.
Summative Evaluations: The summative evaluation of teachers is based on a combination of the formal T-TESS observations and the documented walk-throughs. These evaluations are comprehensive and provide a well-rounded view of a teacher's performance.
Routine Observation and Feedback: Walk-throughs using the T-TESS and Fundamental Five rubrics are regularly employed as part of the ongoing observation and feedback processes throughout the entire school district. This consistency ensures that all teachers receive consistent, constructive feedback to enhance their teaching practices.
Quality Assessment: Campus administrators use a checklist and the T-TESS assessment instrument to evaluate the quality of lesson delivery and student engagement. This assessment process aims to ensure that teaching practices align with established standards.
Professional Learning Communities (PLCs) and Data Talks: The district fosters a culture of collaboration and data-driven decision-making by conducting PLCs and data talks at each campus. These sessions provide a platform for teachers to serve.

Program Requirements (Cont.)

5. The LEA must provide a description of a sustainability plan for the continuation of the Principal Residency Program beyond the 2024-25 school year.

Ballinger ISD recognizes the critical importance of recruiting and retaining high-quality leaders to ensure the district's future success. As part of our commitment to developing educational leaders, we plan to sustain and expand the Principal Residency Program through our ongoing partnership with Angelo State University. The success of our collaboration with ASU is evidenced by our New Teacher Academy, which has grown in size and effectiveness over the past three years.

Our dedication to funding new teachers underscores our commitment to investing in the development of new principals with the same level of priority. This ensures the sustainability of the Principal Residency Program.

To guarantee the continuation of this program, Ballinger ISD will maintain an internal review process to assess the financial requirements necessary to support the Principal Residency Program. These ongoing evaluations will be integral in making informed financial decisions to ensure program continuity, even in the event that external funding sources, such as the principal residency grant, may change or cease.

Our partnership with Angelo State University will remain a cornerstone of our efforts to build a strong leadership pipeline within the district. While the principal residency grant has played a pivotal role in funding the program, we are prepared to consider any additional costs needed to maintain and expand the program in the future. By actively exploring options and remaining flexible in our approach, we are committed to securing the sustainability and growth of the Principal Residency Program for the long term.

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

The communication system between Angelo State University (ASU), Ballinger ISD, and the Educational Preparation Program (EPP) team is designed to ensure a robust and supportive partnership for the Principal Residency Program. This communication system fosters collaboration, support, and feedback among key district players:
1. Working Relationship: The EPP, ASU, and Ballinger ISD have established a strong and collaborative working relationship. This relationship ensures that all stakeholders are aligned in their goals and objectives for the program. Regular interactions and communication channels are central to this partnership.
2. In-Person, Virtual, and Email Communications: Communication methods include in-person meetings, virtual meetings (such as through Zoom), and email correspondence. These methods provide flexibility to accommodate various needs and situations. In-person meetings and virtual sessions offer opportunities for more extensive discussions and exchanges of information.
3. Field Supervisor Engagement: The field supervisor from ASU plays a pivotal role in providing support and guidance to both the resident and the campus administrator. These interactions involve in-person meetings, virtual check-ins, and email correspondence to address areas of success and areas for professional growth for each principal resident.
4. Collaborative Observations and Feedback: ASU and Ballinger ISD collaborate closely on the observation and feedback process for the principal residents. This collaboration includes shared feedback mechanisms and discussions on the performance and development of the residents.
5. Email Communication: Email serves as a primary means of communication between ASU and Ballinger ISD. It is utilized for the exchange of important information, sharing of resources, and ongoing collaboration between the EPP team and the district.
6. Open Communication: Principal residents are encouraged to maintain open lines of communication with district administration. Monthly check-ins with district administration provide opportunities for residents to discuss their progress, express any specific training needs, or seek assistance beyond what the campus mentor and ASU field supervisor provide. This ensures that residents have a strong support system and that their needs are met throughout the program.

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		Barrier	
Group		Barrier	
Group		Barrier	
Group		Barrier	

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 _____

2. Enrollment of all participating private schools _____

3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2) _____

4. Total current-year program allocation _____

5. LEA reservation for direct administrative costs, not to exceed the program's defined limit _____

6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5) _____

7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3) _____

LEA's total required ESSA PNP equitable services reservation (line 7 times line 2) _____

CDN 200901　Vendor ID [　　　　　]　　　　　　　　　Amendment # [　　]

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**

Amended Section	Reason for Amendment