2021-2022 Teacher Leadership Cycle 2
Letter of Interest (LOI) Application Due 11:59 p.m. CT, December 7, 2020

Texas Education Agency

NOGA ID

Authorizing legislation	**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, December 7, 2020**.

Application stamp-in date and time

Grant period from	**March 1, 2021 - July 31, 2022**
Pre-award costs permitted from	**Pre-Award costs are not permitted for this grant.**

Required Attachments

1. Excel workbook with the grant's budget schedules (linked along with this form on the TEA Grants Opportunities page)

2. Refer to the Program Guidelines for required attachments by Pathway.

Amendment Number

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

Applicant Information

Organization	Royse City ISD	CDN	199902	Campus	Administration	ESC	10	DUNS	044970366

Address	810 Old Greenville Road	City	Royse City	ZIP	75189	Vendor ID	75-6002352

Primary Contact	Dana Grieb	Email	dana.grieb@rcisd.org	Phone	972-636-2413

Secondary Contact	Julia Robinson	Email	robinsonj@rcisd.org	Phone	972-636-2413

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	Kevin Worthy	Title	Superintendent

Email	worthyk@rcisd.org	Phone	972-636-2413

Signature	Please find scanned, original signature page attached to application email.	Date	12-04-2020

Shared Services Arrangements

☐ Shared services arrangements (SSAs) are NOT PERMITTED for this grant.

Pathway Selection: Please select ONE pathway.

☒ Pathway 1: Teachers as Instructional Leaders

☐ Pathway 2: National Board Candidacy Cohorts

☐ Pathway 3: Teacher Policy Fellowships

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 2021-2022 Teacher Leadership Cycle 2 Program Guidelines.

☒ 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2021-2022 Teacher Leadership Cycle 2 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 agrees to all applicable program-specific assurances as described in the 2021-2022 Teacher Leadership Cycle 2 Program Guidelines.

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.

Royse City Independent School District (RCISD) is dedicated to continuous improvement and to recruiting and retaining highly qualified, high performing teachers. As a part of this commitment, RCISD has invested time and resources into implementation of the instructional leadership skills and instructional protocols studied and practiced through the Relay GSE Texas ILPD Program and the Texas Instructional Leadership training over the past three years. Currently, our central office curriculum staff and our campus leadership teams have either participated in Relay GSE Texas ILPD or are currently participating in Texas Instructional Leadership training with the Region 10 Education Service Center (ESC).

As a rapidly growing district, it is vital that we build capacity within the next tier of leaders on our campuses: our highly effective classroom teachers, in order to retain our most successful teachers and coach them to be successful leaders in the future. In order to do so, a systemic approach to improving teaching and learning is necessary. By creating a cohort of teacher leaders to take part in Texas Instructional Leadership training and support, we believe that the implementation of best practices and protocols will take hold within teacher teams and lead to increased ownership and accountability for student learning across these campuses.

According to a 2016 research study conducted by The Learning Policy Institute, supporting and satisfying the needs of teachers is the single most important factor in retaining highly qualified teachers. Research indicates that the development of the leadership skills of school staff greatly impacts retention rates in this group. Providing ongoing, targeted, and specific professional development programs like TIL, that increase teachers' professional knowledge and leadership skills, is an extremely important factor that helps to promote teacher retention. Teachers need and want support to promote their professional growth as successful educators. By including our leadership cohort teachers on the larger instructional leadership teams on the campus and in the district, we will provide valuable opportunities for contributions and input on important decisions, as well as opportunities for gaining understanding for and experience in what will be required should they gain higher level administrative roles in our district in the future. We hope this program will serve as an incentive for our best teachers to grow and stay in our district.

Qualifications and Experience for Key Personnel

Outline the required qualifications and experience for primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program. Include whether the position is existing or proposed.

Title and Responsibilities of Position	Required Qualifications and Experience
Assistant Superintendent, Curriculum and Instruction - Manages the curriculum team, instructional coaches (existing)	Manages the district curriculum and guides the instructional and assessment practices of the district, oversees the curriculum director, professional learning director, curriculum coordinators, and supervises campus principals.
Director of Professional Learning and Grant Administrator (existing)	Manages professional learning in the district and oversees the training and retention strategies for new teachers. Experience in compliance reporting, grant documentation, evaluation, and overall management
K-5 District Curriculum Team – ELAR/SS and Math/Science (existing)	In-depth knowledge in the content areas and curriculum, instruction, and assessment best practices, support the implementation of TIL protocols, assist in leading data meetings, building know/show charts, and planning reteaching.

Goals, Objectives, and Strategies

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

Royse City ISD currently has six PK-5 elementary schools, two 6-8 middle schools, and one high school. Two of the six elementary campuses were previously 5-6 intermediate schools; however, this changed due to student growth and the addition of a new middle school. Based on 2018-2019 accountability ratings, the elementary campus ratings range from A through D with one campus identified for targeted support and another for additional targeted support. As of the 2019-2020 school year, RCISD's economically disadvantaged students comprised 39% of the district's student population. In an effort to address this wide variance and better serve our youngest learners, the focus of this grant program will be on providing training and support to potential instructional leaders on these six elementary campuses.

The goals of the project are to: 1) develop and retain highly effective teachers as instructional leaders; and 2) increase the instructional effectiveness of teachers through a campus-based, distributed leadership model that leads to improved student performance on each campus. To achieve these goals, the following objectives will be used to guide the program. Goal 1, Objective 1: Identify and train diverse, high-achieving teachers in the areas of Data Driven Instruction (DDI), Lesson Planning/Formative Assessment in order to retain effective teachers and build their capacity for leadership. Goal 1, Objective 2: Retain diverse and highly qualified teachers who are instructional leaders on their campus and poised to serve in other leadership roles within the district. Goal 2, Objective 1: Build the instructional leadership capacity of high performing teachers to improve the quality of teaching and learning practices on the campus and to impact student achievement.

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.

To address Goal 1, Objective 1, cohort members will assess their leadership skills, set goals, and begin building a working portfolio. Self assessments will be administered at the beginning/end of the program to gather data and set a personalized learning path for leaders and to measure growth. Next, cohort members will be assigned an administrator mentor and will complete TIL training on the high leverage areas of Data Driven Instruction and Lesson Planning/Formative Assessment to build leadership capacity and aid in improving the level of teaching and learning on the campus. Region 10 ESC will provide TIL training. Cohort members will commit fully to the guidelines of the program and sign commitment forms to document their agreement to fulfill the requirements. The grant administrator will collect attendance and feedback data at all meetings and training sessions. Makeup sessions will be required if any training is missed. Additional data from the instructional leader and campus principals will be documented through observations and conferences. TIL implementation requirements will include recording data meetings, observations of planning sessions, and building a working portfolio that details leadership activities. Feedback and implementation support will be provided by Region 10 and mentors based on this evidence. District/campus leaders will be coached on effective ways to support this program (by Region 10) and meet with the cohort regularly to ensure that members are making progress. 100% of elementary campuses will have the appropriate number of highly qualified, diverse candidates that match the demographics of the student body.

To address Goal 1, Objective 2, cohort members will be provided leadership opportunities and adequate collaboration time with 3-8 assigned staff members by utilizing substitutes each month so that cohort members can lead PLCs, conduct demonstrations and observations, and provide feedback to team members. The growth of paired teachers will be compared to those who did not work with cohort members (control group).

To accomplish Goal 2, Objective 1, cohort members will utilize the systems and protocols of TIL to improve the quality of work done by teachers on the campus and in PLCs. Effective data analysis practices and planning procedures will result in: increased student performance; student growth in learning, and closing performance gaps between subgroups. To measure the program's impact on teacher growth and student achievement, local assessment data (summative, formative, progress monitoring), observations, SLO performance, mentor feedback, and STAAR will be used.

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.

Over the past three years, RCISD leaders have embraced the opportunity and committed to attend Relay GSE Texas ILPD training provided by the Texas Education Agency and our Region 10 ESC. Central office staff and campus leaders have been trained through Relay. 12 of the district's newest administrators are currently completing Texas Instructional Leadership training which is provided by Region 10 ESC. RCISD committed $10,000 to support this continued training and provided additional supplies including 12 copies of Teach Like a Champion 2.0, by Doug Lemov, to help administrators guide and support their teachers in using these powerful instructional strategies that align with the TIL protocols.

The attached budget details how RCISD plans to allot funding to train and coach a diverse and highly effective group of classroom teachers as instructional leaders in the areas of Data Driven Instruction and Lesson Planning/Formative Assessment. The attached budget will permit our district to cover the most essential costs related to training a minimum of one teacher for every 20 teachers on each of six elementary campuses. We estimate that this will create a cohort of 19 RCISD elementary teachers. This funding will impact nearly half of the teachers on each campus directly, while indirectly, but substantially, impacting the entire instructional team. Most importantly, this program will provide the training needed for effective teachers who aspire to be administrators to serve in a leadership role. The leaders will be prepared to actively assist with implementation of highly effective instructional protocols, and to gather the knowledge and skills needed to be considered qualified for other leadership positions in the district; therefore, retaining that cohort of proven, effective educators in the district.

Additional costs incurred for teacher release time, supplies, and related resources will be paid by the district. RCISD commits to funding the growth of our instructional leadership staff by training new administrators, continuing to implement the protocols that have been adopted through TIL training, and by adding a new class of participants each year. Through this funding we hope to build a strong foundation for a leadership program that we can then sustain through local funding in the future, should this grant be discontinued.

A $3,000 stipend will be paid to each cohort member for participation in the program during the 2021-2022 school year for a total of $57,000 in stipends. In addition, $800 will be used to provide each cohort member with release time each month to work with other teachers on the campus, attend training, and tend to other program tasks. The total budget for teacher release is estimated at $15,200. Regular meetings will be held to complete the TIL training with Region 10 ESC and for district and campus leaders to work with cohort members. Additional funding for teacher release time will be provided by the district as needed.

RCISD and the Region 10 ESC have negotiated a preliminary plan to partner on this project and provide training and support. $20,000 has been allotted to cover two TIL modules with instructional leaders in the cohort. RCISD is only seeking to gain funding to cover the essential costs of launching this program including stipends, teacher release, and Region 10 ESC training costs. The total amount requested in this proposal is $92,200. Other costs will be covered through the district's professional learning budget.

Program Requirements

1. Teacher Leader Recruitment & Selection: Consider the degree to which the diversity of your LEA's leadership mirrors that of the student population in your district. Describe the following: a) how you will recruit and select a diverse group of teacher leaders representative of the LEA's student population; b) research-based best practices you will use related to recruitment and selection; c) how you will ensure teacher leaders have a demonstrated track record of excellence improving student outcomes, exhibit strong interpersonal skills and leadership potential, and demonstrate an interest in the teacher leadership model of the pathway you have chosen.

Royse City ISD's leadership is less diverse than the student population. Through this program, we hope to attract more diverse educators to our rapidly growing district, and retain and grow our most effective teachers to address this imbalance. The recruitment and selection process will be rigorous. Prospective cohort candidates must have at least three years of teaching experience with a proven track record of success with students in all subpopulations. Teacher efficacy will be rated using local assessment and progress monitoring data, administrator observation and evaluation data, state assessment data, and through professional references. Leadership potential will be gauged by how well a candidate scores in each of these areas.

The program will be widely publicized through district communications and social media in hopes of attracting a diverse group of qualified candidates. RCISD has implemented many TIL protocols over the past three years. Teachers are familiar with the path that our program will take as a result of these practices. Interested candidates will complete an application that is aligned to the Overarching Teacher Leader Competencies and Instructional Leadership Competencies recommended for growing transformative leaders by the Teacher Leadership Initiative, a partnership between the National Education Association, the National Board for Professional Teaching Standards, and the Center for Teaching Quality known as the Teacher Leadership Initiative. In an effort to keep highly effective educators working and growing within the profession and within our district, RCISD will use these research-based competencies to create a strong framework for identifying and recruiting instructional leaders, and to guide our program. Data used to identify highly effective teachers will include principal and other professional recommendations, student performance on local assessments, student growth measures (mClass, MAP Growth), student STAAR performance, T-TESS performance, student growth based on SLOs, and evidence of leadership in current and past positions.

Once a diverse group of prospective candidates has been identified, a panel of school leaders will interview the top ranking applicants to assess their interpersonal and communication skills and overall leadership potential. The highest ranking applicants from each campus will be offered the opportunity to join the cohort. A calendar as well as all program requirements and tasks will be thoroughly reviewed with prospective cohort members and a commitment form will be signed by the cohort member and the campus administrator. Onboarding will consist of an orientation that will be provided in May of 2021, before the school year closes. This will provide the background cohort members will need to begin training in the summer of 2021 and prepare them to take on their instructional leadership role at the start of the 2021-2022 school year.

2. Teacher Leader Role & Responsibilities: Describe in detail the following: a) the main role and responsibilities of teacher leaders in your grant pathway, b) the main activities in which teacher leaders will engage each month of the school year and approximate time commitments for each month, and c) how you will measure the success of teacher leaders in their respective roles.

The main role of the leadership cohort member is to gain more insight into the DDI and Lesson Planning protocols practiced in the TIL training. This understanding will prepare the cohort members to support the implementation of these practices while working with the teachers that have been assigned to them, by working with their own and other teams in PLCs, and by assisting the campus administrators accomplish a wider implementation of the protocols. Instructional leaders will conduct observations and provide feedback as a coach or support to teachers in their assigned group. This will not be evaluative in nature. This process will help the assigned teachers improve their instructional skills, therefore impacting that teacher's ability to improve student achievement and achieve growth in all students. Having three to four additional instructional leaders on each campus team will greatly increase the fidelity with which the research-based best practices described in the Effective Schools Framework, the foundation of TIL, are implemented. Building capacity in this group of high quality teachers will in turn build capacity in the teachers with which they work.

Program Requirements (Cont.)

2. Teacher Leader Role & Responsibilities (Cont.):

Cohort members will commit to the following activities for the estimated amount of time noted:
1) attend face-to-face Orientation/Onboarding with RCISD Leadership for 1-2 days in May 2021;
2) attend all days of TIL training beginning in the summer of 2021 for 2-3 days in June/July 2021;
3) attend 2 days of TIL training duing each semester of 2021-2022;
4) participate in Mentor Meet Ups for 1-2 hours monthly, plus additional time working on administrative tasks, observations, etc.;
5) schedule a minimum of 8 hours per month (substitutes provided) to work with 3-8 assisgned teachers or in PLCs with principals and other staff members on DDI and Lesson Planning protocols;
6) provide mini-professional learning sessions for campus staff as needed.

Performance measures include various methods and tools throughout the year. Prior to the start of the project, cohort members will assess their current leadership skills and set goals for the project. Once the project begins, attendance at training sessions and meetings as well as time spent with assigned teachers, in PLCs, and with administrator mentors will be documented in the district's data management system (Edugence). Throughout the project, cohort members will complete three surveys required by the Texas Education Agency and any surveys that are required by the district. At the end of the project, cohort members will re-assess their leadership growth and set new goals to guide future learning and achievement. A working portfolio will be maintained throughout the project that provides work samples, evidence of progress toward goal attainment, and data and evidence related to campus improvement that occurs as a direct result of the teacher leader's work. This portfolio can be used when interviewing for future leadership positions in the district.

3. Teacher Leader Training & Support: Indicate whether you will partner with an external entity to provide training and teacher leader support specific to your pathway (required for pathways one and three). Describe in detail the following: a) the content, frequency, duration (total hours), and measures of success of your teacher leader training over the course of school year, which may include summers, b) additional supports your LEA, campus leadership, and external partner (if applicable) will provide teacher leaders to ensure a strong onboarding process and success in this program, and c) the qualifications you and your external partner, if applicable, have to provide these supports.

As we have done in the past, RCISD will partner with our Region 10 ESC to provide training, implementation support, and coaching in the Texas Instructional Leadership program, specifically in the areas of DDI and lesson planning/formative assessment. In addition to Region 10 training, district and campus leaders will meet with cohort members a minimum of six times throughout the school year to ensure that cohort members are supported and successfully executing the tasks required in the TIL program and this grant. Other content addressed in these meetings will include: strategic planning, goal setting and use of the Teacher Leadership Toolkit 2.0 provided by Center on Great Teachers and Leaders, digital portfolio development, and ways of supporting the district and campus initiatives as a teacher leader.

Cohort members will commit to the following activities for the estimated amount of time:
1) attend 1-2 days of face-to-face Orientation/Onboarding with RCISD Leadership in May 2021 that includes a program overview, teacher commitments, goal setting and portfolio planning;
2) attend 2-3 days of Region 10 TIL training in June 2021, and throughout the school year (2 days each semester);
3) participate with principals in coaching activities with Region10 during the Fall 2021, Spring 2022 (3-6 coaching visits throughout the school year and a professional learning session on how to support the work);
4) Monthly Meet Ups with Administrator Mentors each month August 2021-June 2022;
5) Implementation Support from Region 10 ESC Fall 2021-Spring 2022 that includes walk throughs, submitting evidence of implementation such as conducting data meetings, and submitting other evidence of success through artifacts/portfolio.

Program Requirements (Cont.)

3. Teacher Leader Training & Support (cont.)

6) implementation of protocols, with teacher teams, PLCs and the campus leadership team. This will be overseen by RCISD leadership beginning in July 2021 until the end of the program in July 2022. This will require a minimum of one full day each month or the equivalent (substitutes provided) and includes implementation of DDI, Lesson Planning, and reteach support in PLCs and one on one as needed. Cohort members will provide mini-professional learning sessions for campus staff as needed.

This intensive program will require a minimum of six days of training in TIL protocols. The majority of time requirements involve coaching, implementation support, meeting with administrator mentors, and direct work with campus leadership teams and assigned teachers and/or PLCs.

4. Highly Effective Teacher Retention Strategies: Describe how you will use this grant to increase the retention of highly effective teachers that are representative of your LEA's student population. Describe: a) your LEA goals related to the retention of highly effective teachers that are representative of your student population, b) the retention strategies will you implement to achieve these goals, including action steps, owners, and timelines, and c) how the design and implementation of this grant program will align to the retention strategies you list in your response.

The mission of RCISD is to provide meaningful and innovative educational experiences that cultivate a passion for learning. To accomplish this, the district must continue to recruit and retain our best teachers who are able to connect with students from diverse backgrounds with varied learning needs. Based on RCISD's current district wide strategic plan, implementing and sustaining a viable induction process that is designed to ensure the retention and growth of highly qualified employees is paramount. District and campus leaders work in concert to create a culture of mutual respect, rewards, and recognition for employees at all levels to ensure retention and loyalty.

In 2020, RCISD created a new cabinet level position, Executive Director of Cultural Development. This important position was created to make recruiting and retaining teachers of varied backgrounds, races, and ethnicities a high priority. In addition, decision making, programming, and professional learning are guided by the need for equity, cultural responsiveness, and inclusivity in working and learning environments. By setting these priorities, RCISD hopes to effectively recruit, retain, and grow a diverse group of educators who feel supported, understood, and connected. Creating a leadership path for high performing teachers based on these important values will ensure retention of teachers and offer the training and support necessary to grow as district leaders.

RCISD rewards high performing educators in many ways. These educators are encouraged to share their successful methods with colleagues through district-wide professional learning opportunities. Educators who exceed expectations in professional learning are recognized monthly at board meetings and with tokens of appreciation. A Learn 2 Lead cohort was offered to striving administrators last year. Stipends are provided in high need instructional areas to attract highly qualified teachers. Bilingual teachers receive a $6000 stipend because of their diverse background and specialized skills.

Building and maintaining meaningful relationships with administrators, teachers, and students is another high priority in RCISD. After working through the Capturing Kids' Hearts (CKH) process for many years, the district was honored as one of only six National Showcase Districts in Texas for 2019-2020. All educators are trained in the CKH research-based strategies that help us care for students' and staff members' social-emotional well being, create a relationship-driven culture, and ensure student connectedness. By creating a caring culture, the district is able to retain a number of high quality teachers.

Royse City ISD will offer many new leadership opportunities in the near future. A proposed bond package that, if passed, will create three additional elementary campuses in the next five years. These elementary leadership cohort members will be poised to compete with outside applicants for these highly sought after positions.

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)

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