



**2023-2024 Texas Migrant Interstate Program (TMIP)
Letter of Interest (LOI) Application Due 11:59 p.m. CT, June 13, 2023**

NOGA ID

Authorizing legislation

ESEA as amended by P.L. 114-95 Every Student Succeeds Act (ESSA), Title I, Part C

This LOI application may be submitted via email to **competitivegrants@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, June 13, 2023**

Application stamp-in date and time

Grant period from

September 1, 2023 to August 31, 2024

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)

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 program.

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.

- 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.
- 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.
- The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the 2023-2024 Texas Migrant Interstate Program Guidelines.
- The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2023-2024 Texas Migrant Interstate Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
- The applicant provides assurance that they accept and will comply with [Every Student Succeeds Act Provisions and Assurances](#) requirements.
- The applicant assures it will designate one primary contact person with these specific responsibilities: program compliance, expenditure of funds, completion of all required grant activities, monitoring the grant budget, quarterly compliance reporting and responsibility for all program activities.
- The applicant assures it will designate a minimum of 2 Full Time Employees (FTEs) to implement grant requirements.
- The applicant assures it will operate and manage the Texas MEP Hotline as a toll-free 800 telephone number with bilingual staff to assist meeting the needs of migratory children. The toll free number will be provided for Texas-based migratory students and families to call for information on educational and/or support services, when needed.
- The applicant assures it will facilitate the exchange of critical student information between home base and receiving schools by doing the following: Assist TEA in inter/intrastate coordination by utilizing TX-NGS and MSIX to monitor student mobility by running Mobility Reports and transfer of records; Assist TEA with MSIX move notifications and data requests not assigned to a specific ESC or LEA, as needed; and Assist with coordination of out-of-state student assessment testing (STAAR) for mobile migratory children, including ensuring the receiving state proctors have been trained on the assessment delivery process.
- The applicant assures it will provide technical assistance to LEAs statewide and to states that receive Texas migratory students.
- The applicant assures it will coordinate with the Statewide MEP Capacity Building Initiative subgrantee for online resources available on the Texas MEP Portal (TMEP).
- The applicant assures it will assist LEAs and ESCs by researching and coordinating student opportunities such as leadership academies and/or STEM programs and providing that information in a timely manner.
- The applicant assures it will assist LEAs and ESCs by researching and coordinating HEP and CAMP programs throughout the country and provide guidance as needed and provide links of resources to the Capacity Building Initiative for inclusion in the TMEP portal as appropriate.
- The applicant assures it will assist LEAs and ESCs by researching resources for Out of School Youth (OSY) and students at risk of not graduating as well as provide links to those resources to the Capacity Building Initiative for inclusion in the TMEP Portal as appropriate.

Statutory/Program Assurances Cont'd

- The applicant assures it will assist parents and students, including OSY and students at risk of not graduating, by directing them to resources available.
- The applicant assures it will meet monthly with TEA staff to discuss the initiative tasks and timelines.
- The applicant will provide Test Administrator Training to designated staff at participating states with interstate agreements.
- The applicant assures it will plan, coordinate, and conduct an annual Secondary Credit Accrual Workshop virtual or face-to-face as determined by TEA.
- The applicant will provide presentations at LEAs, ESCs, and/or TEA meetings as requested by MEP stakeholders.
- The applicant will participate in meetings or conferences as requested by TEA with approval of ESC Executive Director for out-of-state events.
- The applicant assures all trainings/meetings/events required to be conducted for this grant can be held in a setting as per the applicants policies and procedures unless instructed otherwise by TEA.
- The applicant will conduct a Customer Satisfaction Survey annually to rate the effectiveness and usefulness of the services provided.

WEBSITE AND PRODUCT DEVELOPMENT REQUIREMENTS

- The applicant will ensure all new/updated training materials, presentation, resources, and technical assistance materials will be reviewed and vetted by TEA and include TEA's logo (as directed by TEA).
- The applicant will maintain and update all online resources, links, and materials posted on the TMIP website and will ensure the website is easily accessible, navigable, and in a format and language understandable to parents.
- The applicant will create and disseminate the TMIP Newsletter (English and Spanish) at least twice a year.

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.

The primary mission of the ESC1 Texas Migrant Interstate Program (TMIP) is to provide comprehensive educational support to migratory students in K-12 schools throughout Texas and the contiguous states, enabling them to overcome unique challenges and achieve their full potential. Migratory students face various obstacles, including interrupted schooling, language barriers, cultural adjustments, and limited access to academic resources. By addressing these needs holistically, the TMIP will work towards minimizing the achievement gap and ensuring that migratory students receive equitable educational opportunities.

The TMIP overview to address the mission and fulfill the needs of migratory students from September 1st to August 31st include the following: (1) offer wraparound support services and academic support to migratory students, (2) facilitate intra and interstate coordination efforts, (3) enhance educational opportunities for migratory students, enabling them to meet the same state content and performance standards established by the state of Texas, (4) Increase graduation and retention rates of migratory secondary students, ensuring they have the necessary support to succeed academically, (5) forge strategic partnerships with LEAs statewide, collaborating with school districts by establishing regular channels and information-sharing platforms among interstate migrant education programs, (6) conduct training and provide technical assistance to educators, particularly school counselors or their intra/interstate counterparts on meeting the needs and retention of Priority for Services (PFS) and Out-of-School Youth (OSY), (7) establish partnerships with parents by assisting parents and students by directing them to resources available, including parent/family engagement education workshops to raise parents' awareness of their child's educational needs, (8) assist TEA in inter/intrastate coordination by utilizing TX-NGS and MSIX to monitor student mobility by running mobility reports and transfer of records and meet montly with TEA staff (9) provide technical assistance to LEAs statewide and receiving states, and (10) coordinate with the Statewide MEP Capacity Building Initiative.

The program timeline includes the following tasks: (1) administas scheduled by the Texas Education Agency, (2) credit accrual/recovery via semi-annual data collected from MSIX, (3) exchange of critical student information done year-round, (4) test administrator training conducted twice a year and/or as needed, (5) gathering data from ESCs year-round, (6) TMIP services presentations conducted year-round, (7) TMIP intra and interstate secondary credit accrual workshop hosted by sharing and coordinating effective secondary credit accrual and recovery best practices and networking and exchange of information between receiveing states' MEP and Texas MEP staff/LEAs, (8) attending and presenting at state and national conferences, (9) conducting an annual survey for feedback on refining the TMIP, and (10) operating and managing the Texas MEP Hotline as a toll-free number with bilingual staff ready to assist.

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
Texas Migrant Interstate Program (TMIP) Coordinator	Master's degree or higher from an accredited institution, minimum of 3 years in campus and/or district leadership, minimum of 3 years of successful teaching, leading and managing staff, ability to present in English and Spanish (preferred)
Texas Migrant Interstate Program (TMIP) Specialist	Master's degree or higher from an accredited institution, counseling certification (preferred), minimum of 3 years in campus and/or district leadership, minimum of 3 years of successful teaching, ability to present bil. (nref)
Texas Migrant Interstate Program (TMIP) Program Assistant	High school diploma or GED equivalent, work cooperatively with stakeholders, proficient skill in Microsoft Office programs, keep accurate records and engage in multitasking of various projects

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 ESC1 TMIP will work towards its major goals and objectives by implementing the program's strategies with fidelity, ultimately improving the educational outcomes and opportunities for migratory students in Texas and ensuring their successful integration into challenging state standards and graduation pathways.

Goal #1: Increase the graduation and retention rates of migratory students by facilitating interstate coordination efforts among all contiguous states to which Texas migrant students travel.

Objective 1: Provide professional development to counselors in Texas and receiving states to raise awareness of out-of-state testing and credit accrual and recovery for student on-time graduation.

Objective 2: Raise parent and student awareness of the intra and interstate options for testing and credit accrual/recovery for on-time graduation.

Objective 3: Increase stakeholders' awareness of services and resources available in the twenty (20) Education Service Centers, Local Education Agencies, and receiving states to assist Texas migratory student in advancement of courses and staying on track for graduation. These strategies will fulfill the program's goals: conduct monthly virtual sessions, host TMIP Interstate Secondary Credit Accrual Workshop, and actively participate in PAC meetings at the state and local level (if possible become a member of the State PAC)

Goal #2: Foster collaboration and facilitate interstate coordination efforts and provide technical assistance to migrant education programs and stakeholders among all contiguous states to which Texas migratory students travel, ensuring transitions and continuity of education.

Objective 1: Provide technical assistance to all stakeholders (receiving states, ESCs, LEAs, parents, students, and community). The following strategies will fulfill the program's goals: host an annual TMIP Secondary Credit Accrual Workshop, provide a toll-free number for Texas-based migratory students and families, provide information on the educational services and resources available to Texas migratory students, execute the coordination necessary for the delivery of educational services and resources available to Texas migratory students as applicable, facilitate and provide the exchange of critical student information via a secure method for educational purposes such as enrollement, out-of-state testing, grade level placement, course placement, and program placement; gather and compile credit/hours earned by students who have migrated out-of-state; send data collected from receiving states on credits/partial credits/hours earned by Texas migratory students to their respective LEA; and assistance with student transcript analysis to determine partial work completion strategies and course recommendations and assist with grade level placement.

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.

Various performance measures will be evaluated to ensure TMIP's effectiveness and continuous improvement of project objectives and strategies.

Performance Measure #1: Number of TMIP workshops and/or technical assistance provided for stakeholders (i.e., ESCs, LEAs, parents, and students) to establish a baseline. Host monthly virtual and/or in-person training sessions for the twenty (20) ESCs and participating receiving states. The sessions will target counselors, parents, students, and MEP contacts in the receiving states. Additionally, we will raise awareness by building an ESC1 TMIP website and publishing the TMIP newsletter.

Performance Measure #2: Number of out-of-state migratory students participating in the State of Texas Assessments of Academic Readiness (STAAR) testing as a result of TMIP coordination with receiving states to establish a baseline.

Performance Measure #3: Number of Out-of-School Youth (OSY) and/or students at-risk of not graduating that are assisted by providing guidance and access to resources. Report semi-annually, the number of OSY and students at risk of not graduating that are being tracked by TMIP to aid them by providing guidance to resources.

Performance Measure #4: Number of MSIX worklist items resolved to establish a baseline. Mobility rates will be generated before and during each Texas assessment window. The reports will be produced for all receiving states that have an enrollment line for Texas students. Moreover, TMIP personnel will check TX-NGS for a Texas enrollment line for these students to verify the students' testing needs. Also, each receiving state will be provided an encrypted student list with their academic needs, such as credits, testing, course recovery, etc.

Performance Measure #5: Percentage of the annual TMIP services stakeholder survey results rated as satisfactory. An annual survey will be developed, disseminated, and used as an evaluation tool to rate the effectiveness and usefulness of the services provided by the TMIP.

Budget Narrative

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

The proposed budget will meet the needs and goals of the TMIP by employing a team of three individuals: TMIP coordinator, TMIP specialist, and a TMIP program assistant. The majority of the \$350,000 will be expended to cover the team's salaries and benefits. Additionally, the budget will pay for employee travel, local mileage, meal reimbursements. A small portion will be used to pay for operating costs such as office space rental, supplies for presentations/workshops, printing, website development via ESC1, technology equipment and furniture.

To determine future TMIP needs, the coordinator and specialist will regularly progress monitor by assessing, analyzing and acting by making adjustments as needed.

The ESC1 TMIP team will be charged with the implementation of the program. ESC1 educators are highly experienced in meeting the needs of migratory students and their families. ESC1 migrant department, serving as a state leader in servicing migratory students and their families, are readily available to collaborate and cooraborate with the TMIP team.

Statutory/Program Requirements

1. Describe the plan to fund a minimum of 2 full time employees (FTEs) from initiative funds to carry out the work of the program.

The proposed budget of \$350,000 will fund 2 full time employees, TMIP Specialist and TMIP Program Assistant, to carry out the work of the program. Approximately \$147,000 will be expended on salary and benefits for these two FTEs.

The TMIP grant funds for the TMIP Specialist will provide migratory students and their families the key support needed to successfully navigate the educational system. The specialist will work arduously with all stakeholders, specifically with families and students. Additionally, the specialist will work cooperatively with personnel from receiving states, ESC staff/administration, LEA staff/administration and TMIP coordinator. The specialist will create content and deliver high quality workshops for parents, students, ESCs, and LEAs. The ESC1 TMIP team will work closely with TEA and will facilitate anything the agency needs with migrant education programs. ESC1's MEP is currently a state leader and is ready to partner with TEA in the TMIP.

2. Describe the plan to fund a minimum of 1 FTE from initiative funds to coordinate the work of the program and carry out the required responsibilities.

The proposed budget of \$350,000 will fund one FTE from initiative funds to coordinate and lead the work of the program. The TMIP Coordinator will be funded at approximately \$126,165 for salary and benefits. The TMIP Coordinator's duties and responsibilities include the following:

1. Maintain ongoing coordination and collaboration with the TEA, TEA Student Assessment Division, Student Assessment Training Center, 20 ESCs, all LEAs, and receiving states' contacts.
2. Foster cooperation with all stakeholders including students, parents, LEA staff/administration, ESC staff/administration, communities, and receiving states' personnel.
3. Work collaboratively with intrastate parental engagement programs to ensure parents receive the most up-to-date information regarding their migratory children.
4. Develop, use, and evaluate ideas and/or innovative approaches to improve his/her leadership performance.
5. Actively seeks and utilize evaluative data and feedback to improve the TMIP.
6. Gather information on youth-oriented activities/resources for migratory students that are Priority for Service, failing or at risk of failing, and Out-of-School youth that each ESC offers.
7. Be knowledgeable of how to utilize data from TX-NGS and MSIX to assist receiving states with placement, testing, and credit accrual/recovery for Texas migratory students.
8. Be able to conduct literal translations of Mexican academic transcripts for LEAs to review.
9. Demonstrate responsible fiscal control over the TMIP budget.

Statutory/Program Requirements (Cont.)

3. Describe the plan to develop and disseminate information to receiving states and other MEP stakeholders (i.e. ESCs, LEAs, parents and students) on credit accrual and recovery resources.

A comprehensive plan is needed to develop and disseminate information on credit accrual and recovery resources. In developing information, partnerships amongst the ESCs MEP personnel is vital. ESC1 TMIP will work collaboratively with MEP personnel from each ESC. Each ESC will post a link to the TMIP website for migratory families and students. ESC1 TMIP will also conduct presentations as requested. The presentations can be in-person or virtual. Sessions at the TMIP workshop will be made available. Flyers, brochures testing calendars and other pieces of literature will be made available as well. For parents and students, virtual and/or in-person workshops and presentations will be hosted to provide pertinent information. Additionally, flyers, brochures, testing calendars will also be provided.

For receiving states, ESC1 TMIP will create and foster partnerships to facilitate receiving states' access to resources that can support out-of-state summer programs serving Texas migrant students. Critical student information will also be shared with receiving states via a secure method. Moreover, state assessment administration training, inclusive of training and material and other necessary related information, will be made available. The team will provide receiving states with MSIX/TXNGS worklist of students that are eligible for STAAR testing and those who do not need testing but are in that state so they can follow up with student enrollment and verify those migratory students in need of credit accrual/recovery assistance.

A series of ESC1 TMIP monthly virtual and/or in-person workshops/meetings/sessions will be held to share information on the availability of credit accrual and recovery resources at education service centers and local education agencies. This information will be shared with receiving states, all ESCs and LEAs. Migratory families will also receive this information.

4. Describe the plan to provide outreach activities for migratory children and their families to inform such children and their families of other education, health, nutrition, and social services to help connect them to such services as required by ESSA, Section 1304(c)(6) [20 U.S.C. 6394].

Collaboration with MEP personnel from each ESC is critical to provide outreach materials for migratory students and their families. The following outreach activities help connect migratory families and children with key information:

1. Develop Outreach Materials: collaboratively create informational brochures, pamphlets and/or digital resources that provide clear and concise information about available services, eligibility criteria and contact details; specifically, an On-Time Graduation brochure with timeline and next steps will be created with a checklist and links to each ESC and resources; ensure that the outreach materials are available in multiple languages commonly spoken by migratory families.

3. TMIP and ESC and LEA-Based Outreach: foster relationships and connections with ESCs and LEAs to disseminate outreach materials to migratory students and their families; foster partnerships with each ESCs Migrant PAC contact and will present virtual and/or in-person learning sessions to raise awareness of resources and services and also provide sessions at the TMIP Secondary Credit Accrual Workshop. TMIP's website will list all ESCs links to their resources and services.

4. Online Platforms and Communication: develop a dedicated section on the TMIP's website that provides comprehensive information about available services and resources for migratory families and include all ESCs' links to their resources and services; leverage ESC1's social media platforms, ESC1 homepage to regularly communicate with migratory families by sharing updates about services, upcoming events, and relevant resources.

5. Develop Strong Connection with Workforce Solutions: provide migratory students and their families Workforce Solutions resources and services available and connect them with individuals ready to assist.

Statutory/Program Requirements (Cont.)

5. Provide of description of the plan to assist migratory parents on navigating the educational system.

ESC1 TMIP will empower migratory parents with the knowledge and skills to effectively navigate the educational system, advocate for their children, and ensure their academic success. Informing migratory parents is key.

Parent Orientation and Education Sessions: conduct orientation sessions specifically tailored to migratory parents, providing an overview of the educational system, school policies, and key information on enrollment, academic programs, and support services. This includes providing parents with their LEA and campus migrant contact information, intra/interstate attendance policy, grading/reporting period and types of student schedules, how to access the family portal (STAAR scores), and TMEP (parent resources).

Workshops on Academic Support: (1) organize workshops focused on helping parents support their children's academic progress by connecting them to their LEA contact and campus contact, (2) share LEA's reporting periods, including 3-week progress reporting time, 6 or 9 week reporting period for report cards, and withdrawal grade versus final grade (3) share and review LEA/campus class schedule, (4) share and assist parent(s) with navigating the txschools.gov website to access student's STAAR data, (5) how to access MEP resources, and (6) how to read and understand a student's transcript, graduation requirements, graduation plans and endorsements.

6. Provide a description of the plan on assisting Out of School Youth (OSY) and those at risk of dropping out of school.

ESC1 TMIP will provide comprehensive support and interventions to assist migratory out-of-school youth and those at risk of dropping out in reengaging with education and achieving their academic and personal goals.

1. Identification and Outreach: collaborate with ESCs and LEAs' migrant education programs to identify migratory out-of-school youth and at-risk students; conduct targeted outreach efforts to reach out to these youth and their families, informing them of available educational opportunities and support services by providing website links and locations of resources and services by the ESC; provide contact information to each ESC and colleges/universities that offer continuing education programs.

2. Develop Reengagement Plans: develop a seminar for students at-risk of dropping out to include parents to create plans taking into consideration their child's unique needs, interests, and aspirations; assess their educational background, skills, and goals to determine the most appropriate educational pathway. Additionally, the seminar will raise parents and students' awareness of tools, resources, and services available to help get them back on track for graduation.

3. Academic Support and Credit Recovery: provide academic support services; and collaborate with ESCs and LEAs to facilitate students' transition back into the educational system.

4. Wraparound Support Services: offer counseling, social-emotional support, and case management to address the underlying challenges and barriers that may have led to disengagement or risk of dropping out; collaborate with social service agencies and ESC1 mental health professionals to provide access to healthcare and other necessary support services. Moreover, train counselors, develop independent seminars for regular, consistent communication between parent, student and TMIP team and develop and disseminate information to raise awareness of all available resources and services.

Training Requirement

1. Provide examples of trainings the initiative could develop for high school counselors and other MEP stakeholders (i.e. ESCs, LEAs, parents and students) regarding credit accrual and recovery resources.

Meeting the needs of migratory students requires professional learning. The following stakeholders and specific learnings are critical to successfully support migratory students and their families:

Training for High School Counselors and Other MEP Stakeholders: providing coordination training between home-based and receiving school systems and ESC1 TMIP, identifying Priority for Service (PFS) students to determine course placement, secondary credit accrual and specific educational program placement, out-of-state testing needs, other issues related to intra and interstate coordination, disseminating information regarding student moves, their needs and availability of services and/or resources, how to develop strong relationships between counselors and parents, analyzing and comparing receiving states' course descriptions and Texas home-based course descriptions to determine the best match for student to earn appropriate course credit, and attendance requirements training.

Other trainings would include sessions to raise awareness such as who are Out-of-School Youth and students who are at risk of failing and why, being knowledgeable of the difference between the Interstate MEP and MEP program in a receiving state with regards to curriculum, credit accrual and recovery. Also, sessions on the how to monitor student progress toward meeting graduation requirements, coordination of progress regarding on-time graduation, developing a process for family/home visitations regarding academic progress and collaborating to provide timely and appropriate interventions for academic and non-academic issues. Detailed training sessions on out-of-state testing to ensure students have the opportunity to test would be scheduled. Finally, options for credit accrual/recovery would be hosted. Trainings on varied tutorias, course packets, online access to programs, and sessions on the PASS program while in a receiving state, and credit accrual/recovery programs offered by the receiving states would be held.

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"/>

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