



2025-2026 Effective Advising Framework Implementation Grant Informal Discretionary Grant (IDC) Application Due 11:59 p.m. CT, June 17, 2023

NOGA ID

Authorizing legislation

This IDC application must be submitted via email to competitivegrants@tea.texas.gov.

The IDC 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 17, 2025**.

Application stamp-in date and time

Grant period from **September 1, 2025 - August 31, 2026**Pre-award costs permitted from **Pre-Award Costs Are Not Permitted****Required Attachments** (linked along with this form on the TEA Grants Opportunities page)

Excel workbook with the grant's budget schedules

Attachment 1: 2025-2026 Effective Advising Framework Implementation Grant Program Agreement

Amendment Number

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

Applicant Information

Organization Waxahachie ISD CDN 070912 Campus ESC 10 UEI DWG8MCMRBGM9
Address 411 Gibson Street City Waxahachie ZIP 75165 Vendor ID 1756002723
Primary Contact Christi Kubin Email ckubin@wisd.org Phone 972-923-4727
Secondary Contact Ginger Robinson Email grobinson@wisd.org Phone 972-923-4727

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 IDC application, as applicable, and that these documents are incorporated by reference as part of the IDC application and Notice of Grant Award (NOGA):

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

Authorized Official Name Christi Kubin Title Director of Federal Programs and Grants

Email ckubin@wisd.org Phone 972-923-4727 ext. 32537

Signature Christi Kubin Digitally signed by Christi Kubin Date: 2025.06.17 13:30:36 -05'00' Date 06/17/2025

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 2025-2026 Effective Advising Framework District Planning Grant Program Guidelines.
- ☒ 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2025-2026 Effective Advising Framework District Planning Grant Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
- ☒ 5. 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.

Summary of Program

1. How this program will support individual student planning in the context of comprehensive school counseling, and 2. How this program will foster innovation in CTE programming and/or promote career pathways aligned to high-skill, high-wage careers or industries.

The Effective Advising Framework grant has served as a catalyst for enhancing Waxahachie ISD's approach to college and career advising by integrating innovative CTE programming and strategically aligning student pathways with high-skill, high-wage careers. Through EAF, our district has strengthened interdepartmental collaboration, bringing together counseling, CTE, Bilignual/ESL, Special Education, and Advanced Academics, to support a shared vision of equitable student planning. The implementation of the EduThings platform has been central to this effort, enabling students to build personalized, 7-year graduation plans that connect endorsement selection and course planning to labor market data, industry certifications and post secondary opportunities.

EAF funding has allowed us to offer TSI Blitz Days. These are dedicated days where students engage in one-on-one PGP updates, career exploration, and targeted planning aligned to CTE pathways. Additionally, EAF has aided us in identifying trends in student interest and course demand, allowing CTE leaders to adapt offerings based on enrollment projections and workforce needs such as growing Automotive and Cosmetology programs through increased certification support. We have also been able to intergrate career readiness content and career exploration into Discovery classes, supporting early exposure to in-demand industries and the education and/or training required. Lastly, WISD has increased accessibility for all student populations, including Spanish-speaking families and Life Skills students through translated materials and tailored planning tools.

This program not only enhances our advising infrastructure but also ensures that every student, regardless of background, has a clear, supported pathway to a successful career. EAF has positioned Waxahachie ISD to build a sustainable system that drives both academic and economic outcomes through intentional advising, responsive CTE programming, and data-informed decision making. Through continued support of the EAF Implementatioan grant, we will be able to continue this great work and expand the program's elements, reaching more student and ensuring their future success.

Qualifications and Experience of Key Personnel

- EAF Coach** - Who is the EAF Coach and what are their qualifications? What percentage of their time will be allocated specifically to the district to support implementation and what is the ESC fee for the contracted support?
- EAF Project Lead** - Who is the EAF Project Lead and what are their qualifications? What percentage of their time is allocated to this project? How will the district ensure the EAF Project Lead has the appropriate time and capacity to lead this project? How will the district ensure the steering committee provides the necessary support to the EAF Project Lead? Include the stipend amounts allocated for the Project Lead and each steering committee member. (Total stipend amounts for Project Lead and steering committee members are not to exceed 20% of the total grant budget.)
- District Commitment** - Outline the district's commitment to this project. Reference the District Commitments from Lever 1 and Lever 3 of the EAF in your response. Describe district leadership's involvement in the EAF grant from the 2024-2025 school year and the evidence of support shown for this initiative. In addition, how will the district communicate this initiative to necessary stakeholders in this grant project to ensure buy-in and foster an internal culture of advising?
- Steering Committee** - Who are the steering committee members and how do they meet the required criteria outlined in the Program Elements below? How will the district ensure the steering committee provides the necessary support to the EAF Project Lead? Include the stipend amounts allocated for the EAF Project Lead and each steering committee member. (Total stipend amounts for the EAF Project Lead and steering committee members are not to exceed 20% of the total grant budget.)

1. Our EAF Coach is contracted through ESC Region X and will continue to serve in the same capacity as the previous two years. Approximately 10% of her time will be allocated specifically to our district to support EAF Implementation. The support includes facilitating quarterly steering committee meetings, providing ongoing consultation and guidance to the EAF Lead, reviewing and advising on quarterly updates, priorities, and implementation strategies, and offering phone and email support as needed between meetings.

2. Our EAF Project Lead is WISD's Director of Educational Support and Counseling, Ginger Robinson. With extensive experience in counseling program leadership and district-wide student support systems, she is highly qualified to oversee implementation of the important and effective work of this grant. Many of the responsibilities required for this grant are already embedded in this leadership role defined by the Texas Model of Comprehensive School Counseling. She is knowledgeable of best practices and individual student planning. Approximately 20% of the Project Lead's time will be dedicated to coordinating EAF implementation, collaborating with the EAF Coach and submitting required quarterly reports. Through constant contact via email, in-person meetings and strategic planning, Robinson will oversee the cross-functional steering committee, monitor and track activities to ensure implementation of the identified goals and priorities established by the EAF Steering Committee. The Project Lead will receive a \$5,000 stipend, while the Director of Federal Programs and Grants will receive a \$3,000 and all other Steering Committee members will receive a \$2,000 stipend.

3. Waxahachie ISD is fully committed to the long-term implementation and sustainability of the EAF. The district will ensure the Steering Committee provides the necessary support to the EAF Project Lead through the following structured mechanisms. Regularly scheduled meetings will be held to review progress, address challenges, and strategize on next steps. The Project Lead will initiate continuous communication, and alignment with goals. The committee members will have defined roles and responsibilities which will ensure comprehensive support. Cross-departmental representation will ensure the program addresses the diverse needs of all student populations. Data-driven decision making and strategic input and feedback will inform continuous improvement of the EAF program. Regarding Lever 1 which emphasizes strong programs leadership and planning, a dedicated Steering Committee has been established, made of key personnel from counseling, CTE, Advanced Academics, Special Education, Bilingual/ESL, and district and campus administration. Additionally, campus counselors across the district use the EduThings platform to conduct annual PGP conferences and build out personalized 7-year graduation plans for students. Other district personnel use data collected through EduThings to inform scheduling, staffing and advising decisions, ensuring the system remains student-centered data driven. WISD has taken significant steps this year to embed a culture of advising across all campuses, with initiatives that directly align with Lever 3. TSI Blitz Days at Waxahachie High School helped prepare student for the Texas Success Initiative exam, with 55% participants passing one or more sections. Counselors at both Global High School and WHS collaborated to align TSI preparation curriculum, while joint FAFSA day and night events improved access to financial aid support for families. Counselors led the implementation of 7-year graduation planning and facilitated a smooth registration process, aligning elementary to junior high transitions through student presentations and parent education nights. The district also purchased student and parent handbooks that included guidance on goal setting, college planning, career exploration and financial literacy. Targeted investments in CTE certification test preparation material contributed to improve outcomes, with Automotive Technology pass rates rising from 25% to 48% and Cosmetology written exam pass rates increasing from 56% to 61%. Leadership throughout the district continues to support the program as the Project Lead provides consistent updates during District Leadership Team meetings and has full support of the Superintendent's Council. Leadership across the district has recognized the measurable, positive impact the EAF program has had on student success and they share the commitment to continue aligning and collaborating to improve advising systems across grade levels. Communication to stakeholders will continue through campus leadership, meetings, district newsletters, and ongoing family events. By embedding EAF practices into existing structures and reinforcing shared responsibility among staff, WISD is building an internal culture of advising that ensures all students graduate with a clear plan for postsecondary success.

4. In addition to the Project Lead, the remainder of the Steering Committee is composed of a diverse group of leaders including the Director of Federal Programs and Grants, Christi Kubin. She represents both elementary and secondary students and will receive a \$3,000 stipend. All other committee members will receive a \$2,000 stipend including: CTE Director Blake Harrison, Advanced Academics Director Melissa Abadie, CTE Coordinators Brooke Sanchez and Danielle Baze, ESL/LOTE Coordinator Gloria Walker, Counselor Andra Chapman, and College and Career Advisor Stephanie Rogers.

Goals, Objectives, and Strategies

Indicate the four EAF Priorities the district will implement in the 2025-2026 school year that were developed with the support of the EAF Coach in spring 2025 using either the EAF Gap Analysis Tool or the SY25-26 EAF Priorities and Student Outcomes resource. For each EAF Priority, include the following: a description of the EAF Priority to be implemented, the aligned SMART student outcome goal, the targeted grade level(s), the targeted development area (academic, career, personal/social, or financial literacy and aid), the key staff who will lead and support implementation of this priority, and the strategy to support the priority. Include in the strategy the necessary staff training, communication to stakeholders, advising resources, and external partnerships.

1. Provide the information above for the district's first EAF Priority.
2. Provide the information above for the district's second EAF Priority.
3. Provide the information above for the district's third EAF Priority.
4. Provide the information above for the district's fourth EAF Priority.

1. Priority 1 - Provide junior high students with meaningful career exploration opportunities by organizing a campus-hosted Career Fair that aligns with their interests, connects them to industry professionals, and equips them with knowledge to make informal educational and career decisions. The goal that aligns with this priority states, 'By the end of 2025-2026 school year, we will increase the percentage of 8th grade students who participate in career fairs from 33%(baseline) to 95%(target). Additionally, we will increase the percentage of students who report feeling more confident in making informed decisions about their educational and career goals from 0%(baseline) to 75%(target) as measured by post-event surveys'. The targeted grades are 6th through 8th and the targeted development area is career development. Key staff needed to support this priority include a Career Fair Logistics Coordinator, CTE department, campus counselors, and the Career Exploration teachers. The Career Fair Logistics Coordinator will be a designated staff member to oversee the event planning, secure speakers, manage schedules, and coordinate with businesses. External partners may include industry professional liaisons, high school and local college career-based organizations. Necessary training and/or communication to staff may include: providing clear instructions for students on how to prepare for the event including research on careers and questions they might ask professionals; planning for interactive booths, workshops, and one-on-one sessions to facilitate meaningful interactions between students and professionals; training on the use of tools such as newsletters, social media, and Parent Square to promote the event and its benefits; integration of career exploration activities into the 8th grade curriculum to prepare student for the Career Fair including lessons on career paths, industry sectors, and the importance of making informed decisions; understanding career inventories and securing videos from industries to help students identify career interests; securing at least ten industry professionals across diverse fields to present at the Fair and post event; assisting in delivering and collecting survey responses to measure the effectiveness of the event and how to use the survey data to benefit future events. Advising resources will include EduThings for the career interest inventory, CTE programs guides and high school course catalogs, Career Fair Student guidebook to help students navigate career choices and a Family Career Conversation Guide to help prompt discussions between parents and their children.

2. Priority 2 - Ensure all families have equal access to information about academic and elective options by aligning the district-create Planning a Pathway to Success family event across all junior high campuses, providing a consistent and comprehensive overview of available pathways to support informed decision making for student's educational futures. The goal that aligns with this priority states, 'By June 2026, 100% of junior high campuses will implement the Planning a Pathway to Success family event for incoming 6th grade students, using a district-developed rubric to ensure consistent content and equitable access to academic and elective information for all families, as evidenced by completed rubric checklists and campus event plans.' The targeted grade level is 5th and the targeted development area is Academic. Key staff needed to support the priority are elementary and junior high campus counselor and junior high administrative team. Spanish-speaking staff will be available on-site to assist families who need language support. Program representatives, including coaches and band directors, will be present to explain course-specific details and answer questions. Families will receive a copy of the program agenda prior to the event, and both the agenda and presentation materials will be shared afterward for those unable to attend. Door prizes will be available and a post-event survey will be offered to gather feedback of the event's effectiveness. Communication will be sent to families through Parent Square, email, and phone messages. Parents will be given a map of the school, and a program of participating content area teachers, clubs, elective and extracurricular opportunities that will be available at each junior high campus. Advising resources will include: a campus developed rubric; EduThings for tracking course requests and CCMR indicators; student advising workbooks for students to track goals, interests and aid in career/college planning; parent advising handbooks that include endorsements, graduation requirements, post-secondary planning and key dates; career pathways flyers explaining CTE tracks, certifications and post-secondary outcomes; Annual Course Selection guides with clear explanations or prerequisite endorsements, dual credit, AP and CTE offerings; district-created presentations for family night, course registration sessions and transition events; Campus Advisory Toolkit with checklists, talking points, data trackers, and intervention protocols; CTE Industry Certification guides that list certification options, prep resources and career outcomes; and resources from mental health care providers, college and workforce partners. External partners will include community partners focused on student wellness topics such as vaping, drug and alcohol prevention, social media safety and mental health resources.

3. Priority 3 - Equip students with self-awareness and practical skills to navigate conflicts effectively by helping them understand their own responses to conflict and apply new resolution strategies that promote positive communication, problem-solving and relationship building. The goal that supports this priority states, 'By the end of the 2025-2026 school year, we will increase the percentage of 5th grade students who have participated in targeted conflict resolution activities from 10% to 95%. Additionally, we will increase the percentage of 5th grade students from 25% to 95% that can demonstrate an understanding of their own conflict response styles and apply new strategies learned to real-life situations, as measured by self-reflection and teacher observations'. 5th grade is the targeted grade level and personal/social is the targeted development area. Key staff for implementation is elementary counseling staff. Key staff is the district's Coordinator of Mental Health. She will work with campus counselors overseeing the implementation of the district's adopted SEL program and will develop a rubric to track student data. Teachers and staff will receive ongoing training on the Choose Love SEL program and learn how to teach the effective conflict resolutions strategies to students. As Choose Love is the district-wide adopted program, we will have consistent expectations for implementing conflict resolution lessons and expect support from campus leadership through classroom walkthroughs and feedback. WISD will provide professional development for teachers on the Choose Love curriculum. Teachers will be trained on how to identify students who may need additional support in conflict resolution. These students will be referred to small-group intervention focused on resolution strategies. Campus counselors will facilitate small-group sessions for students who need extra guidance in applying conflict resolution strategies. Counselors will use role-playing, guided discussions, and real-life scenario practice to reinforce skills. Every classroom will be required to display CALM posters as a visible reminder of conflict resolution steps. Students will be taught the steps and learn how to apply the CALM(Cooperate, Ask questions, Listen to each other, Make your move) strategy in real-life situations through direct instruction, modeling and practice activities. During guidance lessons, counselors will incorporate regular classroom discussions and reflections activities to reinforce learning. As external partners, families will have the opportunity to engage in workshops, be updated through newsletters and have access to digital resources to learn strategies being taught to their children and how they can reinforce the principles of the Choose Love program at home. Most of the resources will be provided by the Choose Love program, but additional materials, such as classroom posters, and handouts may be needed.

4. Priority 4 - Empower students to make informed post-secondary decisions by exploring the cost of colleges relative to the education required for their career interest, helping them understand financial planning, scholarship opportunities, and the long-term value of their educational investment. The goal that supports this priority states, 'By the end of the 25-26 school year, we will increase the percentage of 8th graders that will complete Post-Secondary Individual Research from 0% to 100%'. The targeted grade level is 8th and the development area is financial aid and literacy. Key staff implementing the activities for this priority include College & Career Advisors and campus and district counseling department staff. Additionally, Counselors and Advisors will collaborate with the Teaching, Learning and Innovation department staff to develop lesson plans based on the workbook entitled Navigate-Exploring College & Careers. The TLI team will provide ongoing support to teachers as they implement the lessons and guide students through the research process. This course will support the district's effort to empower students to make informed post-secondary decisions. WISD will partner with Navarro College to provide guest speakers to discuss college costs, financial aid options, and career pathways. Navarro will also provide insights into cost-saving opportunities for students through the Dual Credit program at both Waxahachie and Global High Schools. Additionally, financial experts from local banks, colleges financial aid offices and non-profit organizations specializing in college funding will present to students during Discovery class. Discovery class sessions will include Q&A, real-life case studies and student activities. Various resources needed to implement and sustain this priority include structured Discovery class lessons on career exploration, education requirement and financial planning, slide presentations, videos, Eduthings for career inventories, and various student workbooks.

Performance and Evaluation Measures

For each of the four EAF Priorities indicated above, describe how you will monitor progress throughout the year to ensure successful implementation so that student outcome goals are met. Include in your response the types of data used to monitor progress, the tools that will be used to collect and analyze data, and the process for reflecting on the data.

To monitor progress toward our four EAF priorities, WISD will implement a structured evaluation process using both quantitative and qualitative data. For Priority 1, we will track 8th grade Career Fair participation rates and analyze pre/post event survey data to measure increases in student confidence about future career decisions. Tools such as Google Forms, attendance logs, and career interests inventories will guide data collection, with quarterly reviews informing adjustments. In regarding to Priority 2, all junior high campuses will implement the Planning A Pathway To Success Family Night using a district-created rubric. We will collect completed rubrics, event plans, and family feedback to ensure consistent and equitable implementation. Monitoring will include pre/post reviews, with end-of-year reflections to refine the event model. For Priority 3, we will increase 5th grade student participation in conflict resolution activities and assess their understanding through teacher observation and student self-reflections. Participation will be logged monthly, and progress reviewed during counselor PLCs to adapt strategies as needed. Regarding Priority 4, we will track completion of the 8th grade Post-Secondary Individual Research project using tracking sheets, project rubrics and student self-assessments. Monthly teacher check-ins and end-of-year presentations help ensure alignment with post-secondary goals. Across all priorities, reflection will occur through mid-year and year-end data reviews with staff to identify successes, address challenges and inform future planning.

Budget Justification

Describe how the proposed budget will meet the goals of the proposed program. For each category below, include the following: How does this budget category align to one or more of the four EAF Priorities the district has identified? Provide a justification for the specific funding allocations in the proposed budget which may include explanation of pay rates and hours expected for services rendered.

Payroll, Professional and contracted services, Supplies and materials, Other operating costs

Payroll - To ensure the effective execution of the grant's priorities, stipends totaling no more than \$22,000 will be allocated to members of the Steering Committee and Project Lead. This allocation complies with grant specifications, which limit stipends to no more than 20% of the total grant award. Committee members will dedicate an estimated ten to twenty-five hours per month to support the strategic planning, oversight, and implementation of the grant-funded initiatives. An additional \$8,000 will be reserved for Extra Duty compensation, paid at a rate of \$25 per hour. These funds will support staff involvement in essential services such as language translation at family engagement events, as well as planning and supervision required to ensure their success. To support the expansion of the TSI Blitz Days, \$2,000 will be used to pay staff for extra lesson planning. In alignment with Priority 1, the district will expand the current model to include all three junior high schools. To facilitate this expansion, approximately \$2,000 will be allocated to compensate a staff member responsible for coordinating the Career Fair across all three campuses, ensuring consistent implementation and equitable access for all students and families. Contract Services - The district will partner with our local Education Service Center for the support of a Project Coach at a cost of \$15,000. To support Priority 2, an additional \$2,500 will be set-aside for professional development for staff supporting the vision of the program. Supplies and Materials - In alignment with Priority 2, the district will need to purchase print materials for CTE course catalogs, maps, agendas, workbooks for families, and Parent and Family Engagement pamphlets for a total of \$12,000. To support Priority 3, expenditures will include print materials such as posters, student handouts, Conflict Resolution Toolkits for classrooms, and other miscellaneous costs for Parent Engagement Night in the amount of \$16,500. Regarding Priority 4, the district will purchase student workbooks and TSI Prep books for approximately \$15,000. In response to a significant increase in student certifications and academic achievement, WISD will continue to support the 2024-2025 EAF Priorities costing \$17,000.

Equitable Access and Participation

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

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

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

PNP Equitable Services

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

- ☒ Yes ☐ No

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

Are any private nonprofit schools participating in the program?

- ☒ Yes ☐ No

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

5A: Assurances

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

5B: Equitable Services Calculation

1. LEA's student enrollment	<input type="text" value="11,052"/>
2. Enrollment of all participating private schools	<input type="text" value="12"/>
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	<input type="text" value="11,064"/>
4. Total current-year program allocation	<input type="text" value="1,197,846"/>
5. LEA reservation for direct administrative costs, not to exceed the program's defined limit	<input type="text" value="0"/>
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	<input type="text" value="1,197,846"/>
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	<input type="text" value="108"/>
LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)	<input type="text" value="1,296"/>

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
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