



**2025-2026 Effective Advising Framework Planning 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 Planning 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 **Edu Service Center- Region 19** CDN **071950** Campus **N/A** ESC **19** UEI **YWFFUSMU1RC1**

Address **6611 Boeing Dr.** City **El Paso** ZIP **79925** Vendor ID **741588856**

Primary Contact **Angelica Haro** Email **aharo@esc19.net** Phone **915-780-6505**

Secondary Contact **Rodolfo Nuñez** Email **rnunez@esc19.net** Phone **915-780-6522**

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 **Sonia Eubank** Title **Associate Executive Director**

Email **seubank@esc19.net** Phone **915-780-6571**

Signature **Sonia Eubank** Date **5/20/2025**

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 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 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

a) Provide an overview of the program to be implemented with grant funds. b) Describe how this program will support individual planning in the context of comprehensive school counseling. c) Describe how this program will foster innovation in CTE programming and/or promote careers pathways aligned to high-skill, high-wage careers or industries.

a. Provide an overview of the program to be implemented with grant funds.

Education Service Center- Region 19 (ESC19) is a community partner that provides core guidance and services for the educational success of every student. ESC19 is committed to ensuring success for all students by providing quality services to all educational partners in our region through a continuous improvement process. The mission and vision of the ESC are aligned to support CCMP initiatives for all students in the region. A pivotal part of our success is the participation in regional committees meant to enhance opportunities and access for all students. Region 19 students are not just becoming eligible to continue their education at a postsecondary institution, but more importantly, ESC19 and the districts are committed to CCMP for all students upon graduation. The intent of the program is to merge the collective knowledge and expertise that the consultants at ESC19 have gained through their extensive and varied experiences in college and career advising, CCMP, and programs such as GEAR UP and translate this knowledge to assist counselors at large in implementing an effective, comprehensive school counseling program. The mission of ESC19 is to empower educators across the state with research-based practices to provide effective counseling and advising opportunities for all students. Consultants at ESC19 are leaders in remote and blended learning environments. Their expertise, coupled with their knowledge and familiarity of effective counseling and advising programs is the perfect combination for targeted, regional deployment of training and best practices.

b. Describe how this program will support individual planning in the context of comprehensive school counseling.

At ESC19, Rudy Nuñez, Professional Development Consultant, will take the lead in coordinating communication efforts as a whole and with Effective Advising Program Leads. Rudy Nuñez has extensive experience as a designated and certified EAF Coach and GEAR UP Coordinator. Rudy has been an EAF lead for the ESC working with two districts during the first and second EAF Grant planning cycles. With Mr. Nuñez years of experience as a CTE teacher, GEAR UP Coordinator, and consultant, EAF efforts in our region will continue to thrive. He is also our direct connection and representative in El Paso Area Director's of Guidance and Counseling (EPADOG) Counselor Network. Support personnel at ESC19 includes Gabriela Camacho, Professional Development Consultant, who will be a new coach being trained under Mr. Nuñez leadership and the deliverables of this grant in partnership with El Paso Leadership Academy. Dr. Angie Haro, Director of Technology Services & CCMP will work to further align communication efforts with all necessary stakeholders. When it comes to CCMP, the comprehensive school counseling program plays a critical role by equipping students with the knowledge, skills, and attitudes necessary for postsecondary success through: career awareness and exploration, career and college planning, career readiness activities, college and career access, collaborative efforts, and data-driven practices.

ESC19 will begin by assessing the culture of advising that currently exists in the partner district- El Paso Leadership Academy. This will allow the ESC19 to serve in a facilitator and partner capacity gathering existing college and career advising data and current advising practices. ESC19 has extensive experience conducting Career & Technical Education (CTE) evaluations, focus groups, and surveys to arrive at solutions for programmatic improvement in collaboration with campus leadership. Focusing on assessing the culture of advising at the onset will allow ESC19 and the districts to establish and/or refine campus and district goals related to college and career advising aligned to regional, state, and national initiatives.

c) Describe how this program will foster innovation in CTE programming and/or promote careers pathways aligned to high-skill, high-wage careers or industries.

Planning a strong program that fosters innovation in CTE is an area that should be addressed at the onset of the pilot implementation. ESC19 and the partner districts understand that all effective advising program team members (whether they are participating at the administrator or student service deliver level) should have clear roles and responsibilities tied to student outcomes that ensure all students graduate from high school prepared for college and career, including careers in the military. These roles and responsibilities are to include certain identified key educators in K-12. For example, CTE teachers are clear examples of champions of the effective advising cause. They are experts within their areas and have a primary role of recruitment for their programs. ESC19 believes to have strong systems in place to support all EAF Levers. The ESC has strong partnerships, solid networks, and trained personnel with many years of experience coupled with supportive and innovative leadership.

ESC19 works on scaling and expanding opportunities as related to growing high-skill, high-wage, in-demand labor market areas in the region. The ESC and regional networks focus on identified regional pathways that have multiple entry/exit points and include advanced academics curriculum embedded in the pathway leading to dual credit and Advanced Placement (AP) opportunities for students. Supported regional pathway efforts seamlessly integrate rigorous academic requirements for students while preparing students for the regional workforce. As milestones throughout the grant year, ESC19 and the pilot school districts intend to focus on conducting a needs assessment as well as asset mapping of currently existing college and career advising mechanisms within the districts at the inception of the grant.

Qualifications and Experience of Key Personnel

1. **Project Leadership: a) EAF Coach** - Who will serve as the EAF Coach(es)? What are this person's qualifications and what is your reason for selecting them as the EAF Coach? What percentage of time will the EAF Coach(es) be allocated to this project? Include any other roles the EAF Coach holds and the percentage of time they are allocated to other projects, not to exceed 100%. If selecting more than one EAF Coach, indicate which district(s) each coach will be responsible for supporting for the duration of the grant cycle. **b) EAF Coach Strategy** - What is the training and communication strategy the EAF Coach(es) will use to ensure participating districts fulfill their commitments to the deliverables of this project? How will the EAF Coach(es) monitor progress toward completion of district deliverables? How will an EAF Coach intervene, if necessary, with districts who are not meeting expectations? **c) ESC Strategy** - How will the ESC ensure the EAF Coach(es) have the necessary time and resources to successfully complete all grant requirements? How will the ESC monitor the performance of the EAF Coach(es) and track progress toward grant deliverables? What protocol will be followed if the ESC recognizes the EAF Coach is at risk or if they are notified by TEA that an EAF Coach is at-risk? What steps will be taken if the ESC does not retain the selected EAF Coach(es) for the entirety of the grant? How will the ESC ensure the grant project is integrated with other internal efforts?

a) EAF Coach

Mr. Rudy Nuñez is the ESC19 primary project lead and EAF Coach. Mr. Nuñez is a Texas Certified CTE teacher. He also knows industry very well having worked several years in law enforcement. He has been GEAR UP Coordinator for 5 years at ESC19 as well as serving as our department point of contact for parental engagement network meetings and events. He has provided direct guidance, advising, and instructional services for students at several of our districts. Mr. Nuñez is well known in the Region 19 area, serving as lead in the El Paso Area Directors of Guidance and Counseling (EPADOG). Not only is Mr. Nuñez very knowledgeable in comprehensive school counseling programs, but he also has great buy-in with counselors, administrators, and teachers. He is well-respected and a perfect lead for implementing EAF efforts aside. The EAF coach will be allocated about 25% to this project. He is currently assisting with GEAR UP and Texas Regional Pathways Network (TRPN) the remaining 75% of his time.

b) EAF Coach Strategy

Mr. Rudy Nuñez, backed by the team at ESC19, is poised to serve as an innovative, certified EAF Coach that uses various data analysis software tools as a primary source of essential information to drive effective college and career advising and improve outcomes for students. ESC19's ability to produce data resources internally will expedite turnaround time and position the ESC as the grant lead to produce analytics that can be used as real time resources. Mr. Jesus Ramos, Research and Evaluation Coordinator has extensive experience producing data-based reports. The reports that he has been tasked with putting together included a collection of both qualitative and quantitative data. The information he gathers for field officers allowed them to work strategically with Region 19 migrant students, as they were able to develop intervention plans based on at-risk and academic metrics. Now, he is instrumental in serving as GEAR UP support. Ms. Nancy Cruz, IT Systems Specialist, has been selected to support the EAF metric of providing support in reviewing the information for quality of data reporting, but more importantly, in aiding the recipient of the data. She too, has been instrumental in producing and gathering data that gives field officers methods of data collection that highlight emerging problems, forecast areas of concern, and show projections of growth. It is our intention to add additional EAF metrics to ensure that we keep assessing not only the quality of our data, but the use and implementation of it. It is vital that data collection processes be integrated with the delivery of EAF implementation so that all stakeholders understand that to achieve goals of college & career advising as well as exposure, we must all work in unison instead of silos. Mr. Ramos and Ms. Cruz will then work directly with Mr. Nuñez to provide the necessary tools and data to support the EAF leadership teams at the partner district.

c) ESC strategy

ESC19 works on scaling and expanding opportunities as related to growing in-demand labor market areas in the region. The ESC and regional networks focus on identified regional pathways that have multiple entry/exit points and include advanced academics, curriculum embedded in the pathway leading to dual credit and Advanced Placement (AP) opportunities for students. Supported regional pathways efforts seamlessly integrate rigorous academic requirements for students while preparing students for the regional workforce. As milestones throughout the grant year, ESC19 and the pilot school district intend to place special focus on conducting the needs assessment as well as asset mapping of currently existing college and career advising mechanisms within the district to address EAF levers. Data will drive all aspects of benchmarks and milestones. El Paso Leadership Academy is a charter district locally incorporated in the El Paso region. ESC19 has an ongoing relationship with the charter district in through several other projects. The EAF coach Mr. Nuñez and Ms. Camacho are anticipated to continue employment with ESC19 throughout the duration of the grant period. However, Ms. Camacho is being trained by Mr. Nuñez to ensure continuity of the the EAF grant, deliverables, and support for the identified school districts.

Qualifications and Experience of Key Personnel, cont'd.

3. **District Leadership:** a) Outline the process the ESC undertook to select the **partner school district(s)**. Explain the reasoning behind your selection, considering key elements such as current initiatives, participation in other projects, district and/or campus level leadership, etc., that informed the selection. b) Explain **EAF Project Lead** selection. Who is the identified EAF Project Lead at each partner district and what are their qualifications to serve as EAF Project Lead? How will the district ensure this person has the necessary time and resources to successfully complete grant deliverables? c) Explain in detail how the district(s) you have selected meet the **CTE defined criteria** listed in the Eligible Applications section of these Program Guidelines. Include information for the criterion met by the individual districts.

a) Outline the process the ESC undertook to select the partner school district(s).

The most important element in identifying and selecting school districts to partner and participate is their willingness to commit to the work of the EAF. ESC19 focuses on the participation of small rural districts in the region so that we can gage resources, practices, and roll out in different instructional and advising settings that are of high need where educators wear many hats. El Paso Leadership Academy has expressed an interest in strengthening their industry-based certification efforts in alignment with additional, structured CTE programs of study at their high school campus. Efforts are underway for better alignment of counseling and career advising services within CTE programs. El Paso Leadership Academy has over 93% economically disadvantaged student population. Additionally, El Paso Leadership Academy lacks funding Perkins formula grant funding due to their small enrollment numbers at the district as a whole that continue to decline. CTE and counseling leadership within the district have expressed a desire for better communication between district and campus initiatives. They feel that often initiatives are decentralized and left up to campus decisions without a more cohesive district plan. The ESC will focus on awareness and implementation of the EAF Levers with the assistance and guidance of TEA. GEAR UP best practices will also be braided into the support for success. The use of the TEA data analytics tools will create authentic and state supported analytics for the districts. The legitimacy and validity of the data as it pertains to their own students in achieving postsecondary goals will thus place the districts in a position for key data-drive decision-making.

b) Explain the Project Lead selection.

The identified Project Lead at El Paso Leadership Academy is the Chief Academic Officer. She has the necessary authority to convene stakeholders within the district / campus and wishes to strengthen their district and campus school counseling programs. The Project Lead has the full support of district administration to ensure this project is successful.

Additionally, she has the support of her superintendent in undertaking this work. The ESC19 EAF Coach is familiar with and works extensively with the Project Lead and members of the steering committee. He will be able to provide resources, updates, meetings, and trainings as required by the grant. The CAO has a comprehensive view of academic programs, policies, and student success initiatives. This allows her to align advising strategies with institutional goals and ensure consistency across departments. As a senior leader, the CAO can drive policy changes, allocate resources, and coordinate cross-functional efforts (e.g., between academic departments, student services, and IT) to improve advising systems. Effective advising is critical to retention, timely graduation, and academic achievement. These are core responsibilities of the CAO, making advising a natural area of focus under their leadership. The CAO oversees faculty who often serve as advisors. Their leadership can promote training, accountability, and recognition for advising as a key component of faculty responsibilities. Ms. Monsivais typically has access to academic performance and district data, which can inform proactive advising strategies that identify and support at-risk students.

c) Explain in detail how the district you have selected meets the CTE defined criteria listed in the Eligible Applications section of these Program Guidelines.

El Paso Leadership Academy qualifies under CTE program with high numbers of CTE concentrators or completers. Additionally, EPLA will address disparities and gaps in performance for their students as described in the district's Comprehensive Local Needs Assessment (CLNA) Part 2: Student Performance. El Paso Leadership Academy has been identified as a Comprehensive CSI Low Performance with an overall rating for 2023 of 59 or F with student achievement at a 57 or F. El Paso Leadership Academy will strengthen academics through Texas Instructional Leadership and intentional CTE programs of study. Targeted CLNA intervention in all the tested subjects for CTE learners will identification and support At-Risk Students. Effective advising helps identify students who are under-performing or disengaged by monitoring grades, attendance, and other performance indicators. Targeted instruction addresses gaps in knowledge or skills through interventions such as tutoring, differentiated instruction, or supplemental learning plans. This will positively impact CLNA through improvement in performance indicators like graduation rates, academic proficiency, and postsecondary readiness.

Goals Objectives and Strategies

Provide an overview of the program to be implemented with grant funds. Describe the major goals/objectives of the proposed program. What activities/strategies will be implemented to meet those goals/objectives?

Mission: To prepare highly effective educators at all levels to deploy state and local college and career advising best practices to foster the social, emotional, and academic growth of all learners.

Goal 1: All students will be prepared for college, career, and/or the military upon graduation.

Goal 2: CTE and advanced academics will be an integral part of the EAF at El Paso Leadership Academy with administrators, educators, advisors, and other key personnel having the necessary knowledge to advise on CTE programs of study, regional pathways, and college, career & military to include dual credit and AP opportunities.

Goal 3: College & career advising alignment throughout the K-12 continuum for El Paso Leadership Academy. ESC19 under CCMP works as a team and collaborates on several projects. The EAF coach is an integral part of all CCMP regional efforts, participating in the Regional College and Career Readiness Committee, CTE professional development, and other important updates. A local budget is set aside to provide assistance in the event the grant NOGA takes some time for approval. The EAF coach has the support of an entire team with many years of experience both in education and at the ESC. The EAF coach will have a time allocation of 25% to 40% to this project with 60% to 75% of time allocated to other projects. It is highly beneficial for the EAF coach to participate in other projects related to CCMP to gather additional insight and experience to nurture and grow the EAF experience with the selected partner districts. The EAF Coach regularly meets with the Director overseeing CCMP projects. Anytime there are extra efforts and interventions needed, the Director and the team will provide assistance. The grant budgets are overseen by the Director and expenses are reconciled periodically with the business office. If the ESC recognizes that the EAF Coach is at risk, the Director will participate in any necessary follow up meetings and conversations necessary in order continue to provide services under the grant.

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 and data used to measure performance, as well as the processes that will be used to ensure the effectiveness of project objectives and strategies.

The EAF Coach is part of the the ESC19 CCMP team. All notices, meetings, collaborations, and updates are available and sent out to the entire team to include the EAF Coach. Department meetings and regional collaborative meetings ensure that information trickles down to all parties involved. The EAF Coach is a lead in the El Paso Area Director's of Guidance and Counseling (EPADOG) Network where he closely works with area directors of guidance and counseling for all districts. Mr. Rudy Nuñez is also very familiar with CCMP legislation and TEA initiatives. He has also been trained as a district practitioner in Texas OnCourse Academy, serving as Texas OnCourse Fellow.

ESC19 has a very close relationship with El Paso Leadership Academy . The district has a strong participation and track record of success with the Effective District Framework (EAF) and the Effective School Framework (ESF). They have been engaged and receiving services through the Texas Regional Pathways Network and the Tri-Agency for Regional Convener efforts. Representatives from El Paso Leadership Academy regularly attend various committee meetings that ESC19 oversees such as the CTE Advisory Committee and CCR Regional Committee. These channels of communication are already strong, which provides a natural fit for El Paso Leadership Academy to the EAF Planning Grant for new coaches. ESC19 will enhance data literacy for effective planning and data-driven decision-making by producing analytical reports that monitor the implementation and execution of EAF goals. Mr. Nuñez, Mr. Ramos, and Ms. Cruz have extensive experience in collecting qualitative data to produce program evaluation reports using a variety of resources. Staff are well versed in obtaining data from sources such as THECB, TEA, TWC, National Student Clearinghouse, the Census, and the Bureau of Labor Statistics. They can then customize the reports to address the individual data needs of the district and each of the campuses for effective data use. The evaluation of the grant activities will be critical to provide a holistic view of program.

Budget Justification

Describe how the proposed budget will meet the needs and goals of the proposed program. Include justification for the specific funding allocations in the proposed budget and provide detail on stipends and hours expected for services rendered.

The proposed budget is intended to cover about 25% of one consultant FTE as the EAF Coach. This position is critical in ensuring that internal grant deliverables and objectives are met in a timely manner. Supplies and materials allocation has been included to purchase any needed consumables for partner districts. A budget allocation within the supplies and materials category also exists for IT support. ESC19 will use its existing servers account access, zoom licenses, and Constant Contact accounts used for other programs in order to minimize costs. For any necessary data requests, the ESC will utilize its OnData Suite and Power BI accounts, which has also proven to be very cost effective for districts. El Paso Leadership has also requested support with their student information system and processes. This will be essential in order to better track students to successful graduation, CTE program of study completion, and other metrics needed for CCMP accountability and funding. Professional and contracted services has been allocated for any program outreach services that may be deemed necessary. In addition to the EAF Coach, the largest grant expenditure will be for district employee stipends. This is key and essential as outlined in the program guidelines. ESC19 business office has extensive experience managing grant expenditures. In order to minimize travel costs, Zoom meetings will be used extensively. However, mileage has been included to support El Paso Leadership Academy campuses on-site. Although statewide travel may not be necessary as most meetings can be done via Zoom or another webinar platform, a small amount of funds as allowable per the program guidelines has been included in the event that it may be necessary for the EAF Coach to travel. Budget amendments are not expected as adjustments can be made using the twenty-five percent allowable movement between fund codes. ESC19 departments have undertaken competitive grant work in various other areas such as CCMP and Title III, where budgets are set up in a similar manner and program timelines are continuously being met in a timely manner with successful reporting. Finally, ESC19 understands the new federal fiscal guidelines on pre-award costs being unallowable.

Equitable Access and Participation

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

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

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

PNP Equitable Services

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

☒ Yes ☐ No

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

Are any private nonprofit schools participating in the program?

☐ Yes ☒ No

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

5A: Assurances

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

5B: Equitable Services Calculation

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

Appendix I: Amendment Description and Purpose (leave this section blank when completing the initial application for funding)

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the [Administering a Grant](#) page. The following are required to be submitted for an amendment: (1) Page 1 of the application with updated contact information and current authorized official's signature and date, (2) Appendix I with changes identified and described, (3) all updated sections of the application or budget affected by the changes identified below, and, if applicable, (4) Amended Budget Request. Amendment Instructions with more details can be found on the last tab of the budget template.

You may duplicate this page

Amended Section

Reason for Amendment

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