



2025-2026 Discipline and Behavior Supports Grant
Informal Discretionary Competition (IDC) Due 11:59 p.m. CT, August 5, 2025

NOGA ID

Authorizing legislation

Authorized by PPL 108-446, IDEA, as amended, Part B, Section 611. Sec. 611. (a).

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, August 5, 2025**.

Application stamp-in date and time

Grant period from **September 1, 2025 to August 31, 2026**

Pre-award costs are not permitted for this grant program.

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):

N/A

Applicant Information

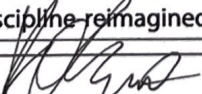
Organization **Advising Generation Z** CDN **N/A** Campus **N/A** ESC ☐ UEI **JZ4KUNN8LAZ6**
Address **12609 Lillybrook Lane** City **Fort Worth** ZIP **76244** Vendor ID **N/A**
Primary Contact **Patricia Robinson** Email **accounting@advisinggenerationz.com** Phone **214-935-2444**
Secondary Contact **Kristen Geez-Evuleocha** Email **kgeez@discipline-reimagined.com** Phone **214-991-9353**

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 **Kristen Geez-Evuleocha** Title **Founder & Executive Director**
Email **kgeez@discipline-reimagined.com** Phone **214-991-9353**
Signature  Date **August 4, 2025**

RFA #

SAS #

2025-2026 Discipline and Behavior Supports Grant

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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 Discipline and Behavior Supports Grant Program Guidelines.
- ☒ 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2025-2026 Discipline and Behavior Supports 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.
- ☒ 6. The applicant acknowledges that Per Section 22.0834 of the Texas Education Code (TEC), any person offered employment by any entity that contracts with TEA or receives grant funds administered by TEA (i.e., a grantee or subgrantee) is subject to the fingerprinting requirement. TEA is prohibited from awarding grant funds to any entity, including nonprofit organizations, that fails to comply with this requirement. For details, refer to the General and Fiscal Guidelines, Fingerprinting Requirement.
- ☒ 7. The applicant assures funds will be used as stipulated in this document and use of funds other than in the manner authorized may be construed as misuse and may result in the reclamation of these funds.
- ☒ 8. The applicant will account for all funds separately and appropriately according to generally accepted accounting principles, the Financial Accountability System Resource Guide, and the Program Guidelines.
- ☒ 9. All encumbrances shall occur on or between the beginning and ending dates of the grant. The grantee must liquidate (record as an expenditure) all obligations (encumbrances) incurred between the beginning and ending dates of the grant. The term obligation means the amounts of orders placed, contracts and subgrants awarded, goods and services received, and similar transactions during a given period that will require payment by the grantee during the same or a future period. Obligations representing orders placed are reflected in the accounting records as encumbrances. In no manner shall encumbrances be considered or reflected as accounts payable or as expenditures. Obligations that are liquidated and recognized as expenditures must meet principles in 2 CFR 200, Subpart E of EDGAR (as applicable) and program rules, regulations, and guidelines contained elsewhere.
- ☒ 10. Products, materials, and outputs, etc. (hereafter called "products"), funded with IDEA-B funds and developed by the grantee (or subcontractors, agents, or assignees under the direction of the grantee) are the property of TEA. Within an agreed-upon timeframe after the development of such products, the grantee shall provide to TEA the native/source files and all assets acquired with grant funds.
- ☒ 11. IDEA-B discretionary funds must be used for activities that are directly related to the improvement of services to students with disabilities, ages 3 through 21.

Statutory/Program Assurances (Cont'd)

- ☒ 12. TEA maintains the right of final approval of all products before publication, dissemination, or presentation.
- ☒ 13. The grantee may not promote commercial products on project websites or products without the express written consent of TEA.
- ☒ 14. The grantee may not reference or link to Common Core Standards or materials in any way on project websites or products.
- ☒ 15. The grantee is responsible for citing resources appropriately and ensuring proper permissions are obtained, if applicable, for the use of all published content, including but not limited to published research material and video recordings, used on project websites or products.
- ☒ 16. The grantee is responsible for obtaining, and submitting to TEA, the proper permissions using the appropriate TEA Release Form when recording or photographing individuals for use in project videos and images prior to use or dissemination. Additionally, the grantee shall submit to TEA all images used in products developed with grant funds.
- ☒ 17. All products intended for use with parents and families will be at a 6th-grade reading level or less and made available in English and Spanish.
- ☒ 18. Any personnel, agencies, or organizations subcontracted by the applicant must have the appropriate licenses, credentials, and skills to perform the services required (19 TAC §89.1131).
- ☒ 19. The percentage of staff salary funded by this grant program should directly correspond to the amount of time he or she works on grant projects and activities. For example, staff who are 100% funded by the 2025-2026 Discipline and Behavior Supports Grant will spend 100% of their time and effort on activities to implement the grant.
- ☒ 20. A non-Federal entity (i.e., grantee) may not earn or keep any profit resulting from Federal financial assistance (i.e., trainings developed and implemented from IDEA-B funds) per Code of Federal Regulations (CFR) §200.400. However, a nominal fee may be charged to recoup costs for materials, logistics, and travel. Costs for trainings should not be a barrier to a local education agency (LEA) participating in training and coaching. Please note that recoupment of costs are not eligible for expenses reflected in the budget submitted to TEA as part of the grant application.
- ☒ 21. The applicant provides assurance that the required proof of nonprofit status will be submitted with the grant application as described in the General and Fiscal Guidelines, Fiscal-Related Documentation Required to Be on File section.
- ☒ 22. Any personnel or consultant travel approved in this grant must be reimbursed according to the applicant's written policies and procedures; however, reimbursement may not exceed State of Texas mileage allowance, General Services Administration (GSA) hotel rate, and per diem rate existing in the current Texas State Appropriations Act.
- ☒ 23. Special education personnel in an educational related setting working with students will be certified, endorsed, or licensed in the area of assignment in accordance with provisions in 19 TAC Chapters 227-242, as appropriate, or their licensing agency. All special education teachers must meet the criteria for special education teachers in accordance with 19 TAC Chapter 231.
- ☒ 24. The applicant will comply with all reporting requirements (34 Code of Federal Regulations [CFR] §300.645, Program Guidelines, Public Education Information Management System [PEIMS] Data Standards, and Education Department General Administrative Regulations [EDGAR], as applicable) in a timely manner.
- ☒ 25. This application and all related documents, evaluations, and reports will be available to parents/families and to the general public (34 CFR §§76.304 and 300.212).
- ☒ 26. The applicant assures that funds expended for services, programs, and projects comply with EDGAR, as applicable, and 34 CFR Part 300.
- ☒ 27. The grantee will collaborate with TEA staff to provide any necessary documentation and related information to accomplish the goals of this project. This includes, at minimum, quarterly reports provided to TEA by the grantee that track progress on metrics and other data described in the approved required activities document.
- ☒ 28. The grantee will regularly submit their expenditures (monthly preferred, quarterly at minimum) to remain on-track for grant expenditures.

Statutory/Program Assurances (Cont'd)

- ☒ 29. The grantee will participate in, at minimum, monthly calls with TEA staff to provide progress updates on activities.
- ☒ 30. All products created for public dissemination will comply with the current version of the TEA Brand Book, Style Guide, and copyright standards. Such products will carry the TEA logo in addition to the project logo (i.e., Texas SPED Support, SPEDTex, Legal Framework). Other project logos must be approved by TEA prior to use.

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.

Despite efforts to implement inclusive educational policies, exclusionary discipline remains a significant challenge in Texas schools, particularly impacting students with disabilities. A 2024 longitudinal study by Trussell highlights the persistent over-representation of special education students in discretionary removals and placements into Disciplinary Alternative Education Programs over the past 15 years. Frequently, these removals are due to non-violent, subjective infractions like "disruption of class" or "insubordination," underscoring a systemic misalignment between student needs and institutional responses. Current data further emphasizes the urgency of addressing this issue: students with disabilities comprise around 9–10% of public-school enrollments yet constitute nearly 27–29% of all out-of-school suspensions statewide. These disproportionate disciplinary actions negatively affect educational trajectories, restrict access to consistent instruction, and heighten risks of juvenile justice involvement. Such findings reflect significant gaps in schools' abilities to provide timely, personalized, trauma-informed, and culturally responsive behavioral supports. Texas Appleseed's 2024 legislative priorities have underscored the excessive use of discretionary removals for minor infractions, advocating for broader implementation of restorative alternatives aligned with the TEA's goals of reducing disproportionate discipline and creating inclusive learning environments. In response, nonprofit Advising Generation Z introduces the Texas Behavior Excellence Advancement Model (T-BEAM), designed to reduce exclusionary discipline and enhance inclusive behavioral practices through integrated, evidence-based interventions. Central is the Discipline Reimagined Journey (DRJ), a systemic, restorative discipline intervention implemented through a structured 12-stage roadmap (see attachment). The stages encompass administrator orientations, technology onboarding, strategic planning sessions, staff identification and comprehensive training, family engagement, data-informed cross-sector collaboration, student lived experience leadership, and ongoing improvement processes. The DRJ framework utilizes two complementary components: AdvisingGenz software platform and data dashboard that delivers simulation-based strategies to build student social-emotional competencies and support educators in scaffolded restorative discipline implementation; and The WELL which provides wraparound services targeted to socio-emotional interventions, fostering healthier relationships within school communities. Successful piloting of AdvisingGenz across North Texas ISDs (i.e., Crowley, Denison, Sherman) and The WELL at Chapel Hill ISD (funded through TEA's Stronger Connections grant) demonstrates promising outcomes such as reduced punitive discipline measures, improved student emotional regulation, and enhanced behavioral health. T-BEAM establishes a scalable model promoting accountability, collaboration, and equity statewide by integrating Multi-Tiered Systems of Support, counseling interventions, professional development cycles, local budgets, and ESSA/IDEA funding alignment. Districts will sustain this initiative by incorporating AdvisingGenz dashboards into equity reporting systems, committing in-kind resources (e.g., staff time, IT support), and leveraging Regional Education Service Centers through DRJ Train the Trainer modules, ensuring long-term implementation beyond the grant period.

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**

T-BEAM Project Coordinator (1 existing; 1 proposed): Lead implementation of project across designated ISDs; ensure communication among stakeholders.

Valid Texas certification in Special Education (one required). Minimum five years' experience in special education, student behavioral supports, or related roles within educational settings. Strong knowledge of MTSS.

WELL Counselor (1 existing; 1 proposed): Integration of services into MTSS structure; case management services ensuring wraparound support.

Related Master's degree; Valid Texas state license or Licensed Professional Counselor, Clinical Social Worker, Specialist in School Psychology; Minimum 3 years services to students with disabilities (e.g., crisis response, group therapy)

Contractors (7 existing): DRJ Trainers (2), IT (2), Curriculum Development (1), Performance and Evaluation (1), Translation Services as needed (1)

Terminal degree and/or extensive experience in area of expertise (minimum of five years). Specific requirements for each contractor are attached to Appendix: Supplemental Content.

Goals, Objectives, and Strategies

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

Goal 1: Strengthen Educator Capacity. Objective: provide Discipline Reimagined Journey (DRJ) training to 90% of educators in participating school districts by June 1, 2026. Strategies: deliver comprehensive professional development sessions focusing on restorative and trauma-informed practices; provide ongoing coaching, mentorship, and follow-up training sessions. Milestones and Deliverables: DRJ implementation training completion; quarterly training feedback reports. annual educator capacity survey.

Goal 2: Reduce Discipline Disparities. Objective: decrease out-of-school suspensions for students with disabilities by 10% by August 31, 2026. Strategies: implement comprehensive DRJ training for educators, counselors, and staff to enhance restorative, trauma-informed, culturally responsive discipline practices; utilize AdvisingGenz platform consistently for proactive intervention tracking, early identification, and data-driven responses; support AdvisingGenz platform with The WELL wrap-around services to support students social-emotional health and offer resources to their families. Milestones and Deliverables: baseline discipline data report; mid-year suspension rate analysis; year-end reduction analysis report.

Goal 3: Institutionalize Data Use. Objective: fully implement AdvisingGenz platform into participating school districts by August 31, 2026. Strategies: provide initial training on AdvisingGenz platform utilization, followed by periodic refreshers; establish structured monthly data review meetings and quarterly data connects to reinforce continuous data-informed practice. Milestones and Deliverables: AdvisingGenz initial implementation at all 10 participating district sites; quarterly data dashboard reports published and reviewed; annual platform utilization assessment completed; and toolkit developed to scale across the State of Texas. A timeline and implementation plan are attached to Appendix: Supplemental Content.

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.

This project will employ a Performance and Evaluation contractor to collect quantitative data measures (e.g., suspension/expulsion rates disaggregated by disability and grade, staff training completion rates), qualitative feedback from educators (training satisfaction surveys), and data analytics from AdvisingGenz intervention tracking software, student behavioral progress, and social-emotional learning development indicators. The AdvisingGenz data dashboard will serve as the central hub for monitoring project effectiveness, enabling district administrators, frontline staff, and the evaluation team to review discipline trends in real-time and adjust supports based on emerging patterns. Quarterly data connects will ensure systematic evaluation, stakeholder engagement, iterative refinement of practices, as well as updates to TEA to track progress. Evaluation metrics will include outcomes specifically associated with the integration of The WELL services, measuring enhancements in mental, emotional, behavioral, and physical well-being indicators across participating campuses.

The following logic model description summarizes how T-BEAM resources (inputs) will lead to specific strategies (activities), resulting in clear outcomes.

1. Resources/Inputs: Texas Education Agency grant funds, T-BEAM project coordinators, The WELL counselor, Discipline Reimagined Journey trainers, Advising Generation Z consultants (i.e., trainers, technology contractor, curriculum developer, project evaluator), school district administrators.
2. Strategies/Activities: DRJ onboarding and training, AdvisingGenz implementation, and ongoing touchpoints.
3. Outputs: 90% staff training, AdvisingGenz implementation, quarterly data reports.
4. Short and Mid-Term Outcomes: Improved educator capacity, increased proactive data use, decreased in-school and out-of-school suspensions for students with disabilities, a T-BEAM replication toolkit meeting TEA Branding guidelines.
5. Long-Term Outcomes: Inclusive discipline sustained, statewide replication, reduced exclusionary discipline, increased academic engagement, and transformation of AdvisingGenz into a statewide early warning system.

Budget Narrative

Describe how funds will be used with fidelity for activities in relation to the development of training and resources on topics outlined in the program purpose.

Funds will be utilized with fidelity to ensure effective and targeted implementation of training, resources, and evaluation activities as outlined in the proposed Texas Behavior Excellence Advancement Model (T-BEAM). The AdvisingGenz Platform is central to the development of sustainable discipline reform, and dedicated resources will ensure comprehensive adoption, seamless integration, and continuous improvement in all participating school districts.

1. Payroll:

-Project Coordinators (2 FTE): Responsible for leading project implementation, ensuring fidelity monitoring, compliance with special education guidelines, coordination, and stakeholder communication.

-WELL Counselors (2 FTE): Provide direct counseling and behavioral support interventions, integrated within Multi-Tiered Systems of Support structures.

2. Professional and Contracted Services:

-DRJ Staff Trainers (2) will deliver comprehensive administrative and front line staff training and ongoing coaching in restorative, trauma-informed practices.

-Curriculum Contractor (1) will develop culturally responsive and trauma-informed educational materials within the AdvisingGenz platform.

-IT Contractors (2) manage technical setup, platform customization, and provide ongoing support for AdvisingGenz users.

-Performance and Evaluation Contractor (1) will lead data collection, analysis, quarterly reporting, and continuous feedback loops for program improvement.

3. Supplies & Materials:

-Equipment/Hardware (under \$10,000 per unit): Fidelity in implementation requires reliable access to technology. Funds will purchase tablets or comparable portable devices, ensuring counselors, intervention specialists, and other frontline staff have immediate and portable access to the AdvisingGenz platform. These devices will be essential tools for real-time documentation of student interactions, progress monitoring, and participation in ongoing training and coaching sessions.

-DRJ Professional Development: Training materials, curriculum guides, and workbooks essential for effective staff training.

-WELL Concept Resources: Counseling resources and materials to support social-emotional health and family engagement.

-Multimedia Training Materials: Development of video-based training for 24/7, asynchronous modules, facilitator guides which will provide statewide dissemination.

4. Other Operating Costs: Mileage for staff travel between school districts.**5. Capital Outlay:**

-AdvisingGenz technology platform software licenses for educators, counselors, administrators, frontline staff members, family, and students with ongoing access to comprehensive discipline intervention tools, data integration, and dashboard customization.

-Evaluation Tools: To maintain rigorous evaluation standards, funds will be dedicated to specialized survey tools and analytic software licenses (e.g., Qualtrics, Adobe Creative Cloud, and Microsoft Office Power BI) unless the same or similar software tools are available within the school districts for use. This ensures accurate, consistent, and timely measurement of program outcomes, fidelity assessments, and identification of ongoing training needs. Regular survey administration and analytics reporting will inform continuous refinement of training activities, resources, and intervention methods. Dashboard customization funds will facilitate tailored views of data analytics, intervention tracking, and district-specific reporting to drive continuous improvement cycles in restorative discipline practices.

6. Direct Administrative Costs (8%): Grant administration, fiscal management, and oversight; and Spanish language translation services as needed.

The strategic use of these funds aligns explicitly with program objectives to enhance educator capacity, reduce discipline disparities, and institutionalize data-driven practices. Implementation fidelity will be regularly monitored by designated Project Coordinators and the Performance and Evaluation contractor, using standardized fidelity checklists, periodic assessments, and ongoing stakeholder feedback loops. This structured approach ensures continuous accountability, timely adjustments, and sustained positive outcomes aligned with Texas Education Agency's objectives for discipline reform.

Statutory/Program Requirements

1. Describe your knowledge and experience on the behavior topics identified in the program guidelines and outline your plan to address any gaps. Provide specific details on how you will support trainers and ensure fidelity of implementation for trainers and trainees, citing evidence of your previous success in training and coaching.

Advising Generation Z's T-BEAM project team possesses extensive knowledge and practical expertise in key behavioral topics outlined in the program guidelines, specifically restorative practices, trauma-informed care, culturally responsive strategies, and proactive behavioral interventions. The team's combined qualifications include valid Texas certification in Special Education, professional counseling credentials, and experience as educators within Texas school districts. Collectively, the team has successfully implemented and sustained behavioral intervention programs within diverse educational settings, demonstrating measurable reductions in disciplinary referrals, suspensions, and expulsions.

To proactively address potential gaps, the Special Education-certified Project Coordinator will provide targeted oversight, ensuring interventions are customized effectively for students with disabilities. An experienced Performance and Evaluation Contractor will conduct regular needs assessments and feedback processes with trainers, trainees, administrators, and school-based staff, ensuring continuous identification and addressing of training needs. Additionally, subject matter experts in restorative justice, trauma-informed education, and culturally responsive teaching will enhance and regularly update the training content.

Trainers will be supported through structured onboarding, continuous coaching, and regular professional development updates. The implementation will be maintained through systematic use of fidelity checklists, observational rubrics, regular feedback cycles, and quarterly reviews. Trainers and trainees will engage in ongoing reflection and adaptation processes to maintain high-quality program delivery. Oversight from team members holding Special Education certification will further ensure strategies are effectively tailored and responsive to the unique needs of students with disabilities, supporting sustainable, positive outcomes.

Statutory/Program Requirements (Cont.)

2. Describe your experience with activities similar to the additional requirements of this grant, such as stakeholder engagement, technical assistance, collaboration with other organizations, resource development, data collection, analysis, and reporting. Include details on how you have successfully navigated emerging needs within the parameters of previous grants.

The Advising Generation Z (AGZ) team has significant experience addressing requirements similar to those outlined in this grant, including stakeholder engagement, technical assistance, collaboration with partner organizations, resource development, and comprehensive data collection, analysis, and reporting. The team has successfully implemented multiple discipline and behavioral support initiatives in Texas school districts, consistently achieving measurable improvements in student behavior, reduced disciplinary incidents, and increased educator effectiveness.

Collaboration with other stakeholders has been central to AGZ's approach, including partnerships with Grayson County Juvenile Justice services and the Honorable Judge Dunn, The WELL mental health professionals at Chapel Hill ISD, educational consultants such as Retired K-12 Educator and Administrator, technology providers (i.e., Pyramid Technology), pilot school districts in Northern Texas such as Crowley, Arlington, and Fort Worth ISDs, and regional educational service centers. AGZ's collaborations have enriched program offerings and enhanced sustainability.

In terms of resource development, AGZ has consistently created and disseminated high-quality, culturally responsive curricula, multimedia training modules, and practical implementation guides tailored to the unique needs of participating districts. Continuous feedback loops, facilitated by experienced evaluation consultants, have enabled the team to effectively identify and address emerging needs, refining resources and training methodologies in real-time.

Data collection and analysis have been rigorously managed through structured tools like fidelity checklists, observation rubrics, and real-time data dashboards. The AGZ team has reliably leveraged quantitative and qualitative data to inform practice adjustments, report outcomes transparently to stakeholders, and continuously enhance program effectiveness. Previous grant-funded initiatives under AGZ's management have consistently demonstrated significant reductions in disciplinary referrals and improvements in educator and student engagement, showcasing the team's ability to effectively navigate emerging needs within the defined parameters of grant objectives.

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