



**2019-2020 Perkins Reserve Grant**  
**COMPETITIVE GRANT Application Due 5:00 p.m. CT, February 14, 2019**

NOGA ID [redacted]

Authorizing Legislation

**Carl D. Perkins Career and Technical Education Act of 2006, P.L. 109-270, Title I, Part C, §112(a)(1)**

Applicants must submit one original copy of the application **and** two copies of the application (for a **total of three copies of the application**). All three copies of the application **MUST** bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division  
 Texas Education Agency  
 1701 N. Congress Avenue  
 Austin, TX 78701-1494



Grant period from

**July 1, 2019 – August 31, 2020**

Pre-award costs are not permitted.

**Required Attachments**

No attachments are required to be submitted with this application.

**Amendment Number**

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

**Applicant Information**

Organization  CDN  Vendor ID  ESC  DUNS   
 Address  City  ZIP  Phone   
 Primary Contact  Email  Phone   
 Secondary Contact  Email  Phone

**Certification and Incorporation**

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- Grant application, guidelines, and instructions
- General Provisions and Assurances
- Application-specific Provisions and Assurances
- Debarment and Suspension Certification
- Lobbying Certification

Authorized Official Name  Title

Email  Phone

Signature  Date

Grant Writer Name  Signature  Date

Grant writer is an employee of the applicant organization.  Grant writer is **not** an employee of the applicant organization.

## Shared Services Arrangements

SSAs are **not permitted** for this grant. **Check the box below if applying as a fiscal agent.**

- The applicant organization submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing fiscal agent and SSA member responsibilities. All participants understand that the written SSA agreement is subject to negotiation and must be approved before a NOGA can be issued.

## Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
The 2017-18 Texas Academic Progress Report for SAISD lists only 7.1% of students graduate from high school with an Industry Based Certification (IBC). This is disproportionately lower than the state avg. of 17.1%.	Adding twenty students to a pathway that ends in Industry Based Certification will account for an additional 20% of students in the eleventh and twelfth grades graduating with a certification. This increase in students will allow for more alignment with the state avg. in the area of Industry Based Certifications.
Forty-eight percent of SAHS students are enrolled in Career and Technology courses, which is significantly higher than the percentage of students seeking pathways designed for Industry Based Certifications	Adding twenty students to an Industry Based Certification will model for other SAHS students enrolled in CTE courses a way to enhance their career pathway. This increase will close the gap on the number of students that are seeking a career path but do not seek a certification because of outside variables
According to the U.S. Dept. of Labor, certified nurse assistants consist of 55.7% of employees in facilities for the elderly. There are four facilities for the elderly in the SAISD community in need of CNA's.	Providing an additional twenty students per year to achieve certification without monetary limits will allow for more qualified applicants for the local facilities for the elderly, thereby solving an employment demand in the local and regional job force.

## SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

Ninety percent of all students in the Certified Nurse Assistant courses will attain an Industry Based Certification by June of 2020, and 100% of those students will be employed in the local or regional workforce by September of 2020.

## Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

### First-Quarter Benchmark

One hundred percent of SAHS students enrolled in the Certified Nurse Assistant courses will have a minimum Grade Point Average (GPA) of 3.0, with all major exams or milestones receiving a mark of 70 or higher. Also, a survey benchmark will be conducted at the end of first-quarter to evaluate the fidelity of student, instructor, and counselor implementation.

**Measurable Progress (Cont.)****Second-Quarter Benchmark**

Ninety percent of SAHS students enrolled in the Certified Nurse Assistant courses will maintain or exceed a Grade Point Average (GPA) of 3.0, with all major exams or milestones receiving a grade of 70 or higher. A second-quarter benchmark survey will be completed by the students, instructor, and counselor to evaluate program satisfaction.

**Third-Quarter Benchmark**

One hundred percent of SAHS students enrolled in the Certified Nurse Assistant courses will attempt the CNA certification exam. Eighty percent of SAHS students enrolled in the Certified Nurse Assistant courses will attain an Industry Based Certification by the end of the third-quarter. A third-quarter benchmark survey will be completed by the students, instructor, and counselor to evaluate program goals for continued improvement.

**Project Evaluation and Modification**

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks do not show progress towards meeting your summative SMART goal, describe how you will use evaluation data to modify your program for sustainability.

At each benchmark, personal conferences will be held with the student, instructor and counselor to evaluate student performance. Personal goals and additional tutoring for the student will be determined after each benchmark is reviewed and lack of progress is determined.

The development of personal goals will utilize the four-step process of Jim Rohn to engage SAHS students in evaluation and reflection, defining dreams and goals, development of SMART goals, and having accountability for goals. Also, individualized tutoring for each student will be implemented during school and after school to assist in student deficiencies at each benchmark. This progress monitoring will increase the sustainability of the program by honing in on each student, each deficiency, and each learning goal.

The instructor will work with the SAISD Instructional Coach to provide pedagogic assistance in creating and delivering instruction with best teaching practices (i.e. differentiated instruction, collaboration with colleagues, blended learning, individual feedback, individual goal setting, and formative assessments) as most nurses have limited expertise in creating and delivering quality instruction. The pedagogical coach model will ensure sustainability of quality instruction and increased student performance.

A blended learning environment to foster differentiated instruction will be possible through the grant with two newly designed classrooms. One classroom will host state of the art technology for a true blended learning environment where each student sets their learning goals and works on areas of need. The second classroom will replicate a medical hospital with all equipment provided for laboratory experiences prior to actually on-site visits with patients.

**Statutory/Program Assurances**

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee 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 grant 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 that they will continue to meet all Statutory Requirements as outlined in their 2019–2020 Perkins Formula Grant, which is incorporated by reference.
- 4. The applicant provides assurance that curriculum will be appropriately aligned to regional labor market supported CTE programs of study.
- 5. The applicant provides assurance to adhere to all Statutory Requirements and TEA Program Requirements as noted in the 2019–2020 Perkins Reserve Grant Program Guidelines.
- 6. The applicant provides assurance to adhere to all Performance Measures, as noted in the 2019–2020 Perkins Reserve Grant Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the program.
- 7. **Focus Area 1** applicants provide assurance that they will submit a Memorandum of Understanding (MOU) detailing the relationship between the institute of higher education, the LEA, and business and industry partner(s) within 90 days of the grant start date. The MOU will establish joint decision-making procedures that allow for planning and implementation of a coherent program across the institutions. The partnership and the MOU must include provisions and processes for collecting, sharing, and reviewing student data to assess the progress of the students.
- 8. **Focus Area 1** applicants provide assurance that they and at least one representative from each required partner organization will attend all required conferences as described in the 2019–2020 Perkins Reserve Grant Program Guidelines.
- 9. **Focus Area 2** applicants provide assurance that any industry-based certifications supported through this grant are listed on the 2018–2019 or 2019–2020 Final List of Industry-Based Certifications of the A-F Accountability System.

**TEA Program Requirements**

1. **FOCUS AREA 1 APPLICANTS:** Identify partner organizations the applicant organization has collaborated with to implement the proposed project. Identify high-wage and in-demand occupations and CTE programs of study that lead to these occupations. Include and explain how regional labor market information was used in identifying and determining the CTE programs of study in collaboration with partner organizations.

N/A

**TEA Program Requirements**

2. **FOCUS AREA 1 APPLICANTS:** Provide a design for at least one CTE program of study that spans secondary and postsecondary education and includes an appropriate sequence of courses that are aligned with high-wage and in-demand occupations identified by the local regional workforce board. The design must:

- Describe the commitment from all partners to assist with curriculum development to support relevant and frequent industry experiences for students participating in the program.
- Identify strategic partnerships that are already in place that provide an advantage in implementing the proposed project.

N/A

**TEA Program Requirements**

3. **FOCUS AREA 1 APPLICANTS:** Provide a sample crosswalk that identifies postsecondary coursework that would be required of a student in the program of study in order to complete a certificate or receive an associate degree from the partnering general academic teaching institution(s) within two to three years of graduating from high school. The crosswalk should align to higher education program of study curricula where applicable and also demonstrate how the project can lead to a bachelor's degree.

N/A

**TEA Program Requirements**

4. **FOCUS AREA 1 APPLICANTS:** Propose a sustainability plan to ensure that the applicant and partner organizations will continue to meet the goals of the grant after the end of the grant program.

N/A

5. **FOCUS AREA 1 APPLICANTS:** Identify and describe the operational capacity (i.e. dedicated personnel, advisory boards, data-sharing agreements) and recent track record of the identified grant intermediary in supporting key functions including work-based learning, cross-sector partnerships, collective impact initiatives, and multi-stakeholder grants.

N/A



**TEA Program Requirements**

**6. FOCUS AREA 2 APPLICANTS:** Identify industry-based certifications and programs of study for the proposed project. Include information provided by local workforce development boards, economic development organizations, and/or chambers of commerce to determine high-wage and in-demand occupations and programs of study that lead to these occupations. Include and explain how regional labor market information was used in identifying and determining the industry-based certifications selected.

San Augustine ISD (SAISD) is a small 2A district in San Augustine County with a county population of 8000 and a city population of around 2000. As of October 1, 2018, the district is 100% rural with an economically disadvantaged percentage of 88.5%. According to the 2017-18 Texas Academic Performance Report for SAISD, the high school campus has a dropout rate of 0%, which is well below the state average of 2%. The district attributes the low dropout rate to the CATE clusters and blended learning environment. Career and technical education enrollment at the high school is 48.4%. San Augustine ISD, in conjunction with academic and business partnerships, seeks to establish a Community Education and Career Center that is focused on offering and promoting a Health Sciences pathway. Health Sciences, in the region and especially in the local community, is the top occupational need identified by local vendors and the United States Dept. of Labor, Bureau of Labor Statistics, and the Texas Workforce Commission. Health care support occupations in Texas has a mean hourly wage of \$14.18 per hour, which is well above the median pay for employment in the city and county of San Augustine. In addition to these statistics, San Augustine is unique for a rural county in that there are four nursing facilities, a large hospital, and a large ambulance service, with several doctor's offices and home health agencies. The majority of the available jobs in the city are in the health science field. As noted by the institutions' human resource departments, the turnover rate for the employees at these institutions is estimated around 40%, as most of the employees are commuters and not local citizens. It is through collaboration and partnerships with these institutions that the sustainability of this Community Education and Career Center will prove longevity and meet the demands of the local employment market. Students attending San Augustine High School have been participating in an articulated Certified Nurse Aide program in partnership with Angelina College; however, costs have prohibited many students and the district from meeting the student needs through the certification testing. This grant would assist in growing the program from one semester of five students with the students absorbing the costs, to two semesters of ten students with no costs other than one uniform. The grant would fund the dual credit costs, equipment, books, and state certification fees, as well as costs to create the classroom and lab for instruction. The local nursing facilities will partner to provide the on-site training and required hours of practicum.

With pledged support and interest in participating in the Community Education and Career Center, San Augustine will rely on numerous local partnerships, including our local hospital, CHI St. Luke's Memorial Hospital and clinics, local doctors, El Camino Assisted Living Center, Twin Lakes Nursing, Colonial Pines Nursing, Summit Rehabilitation and Nursing, and San Augustine County Ambulance Service. Angelina College and their dedicated Health Allied Services department has partnered with San Augustine ISD for numerous years in several dual credit areas. This partnership will be enhanced with the grant in providing classroom space, curriculum and materials, and certification fees for SAISD students in the health industry. In the past, the district has not had the monetary means to pay for student certifications or textbooks. This grant would allow for greater success and employability of the students by providing the funding source for testing and certification fees. Partnerships with Angelina College and the nursing homes have provided the required instructors for the district. We will continue to utilize their partnership for the benefit of all institutions. In addition, SAISD currently has a working partnership with the Deep East Texas Work Force Solutions. The district will utilize this pathway in collaboration with Work Force Solutions to provide additional soft skills training to place students into the local agencies for immediate employability following the Certified Nurse Aide licensing. With the focus of a Health Sciences pathway, the district has long range plans to grow the program to add phlebotomy, medical assistant, and emergency medical technician. The initial creation of these classrooms to enhance the existing Certified Nurse Aide coursework will allow for sustainability and growth in a high needs employment area for our small and rural community. The agencies located within the city limits employ more than 150 nursing positions. The ambulance service employees 30 part-time and full-time employees. Home health agencies and doctor's offices add additional nursing employees. Certified Nurse Aide is a prerequisite for licensed and registered nursing students. The Certified Nurse Aide/Assistant Certification will be robust and offered as dual credit through a partnership with Angelina College, which will allow students seeking more nursing education to use this credit in their coursework toward their degree. The Community Education and Career Center will provide a lifeline for residents and businesses in San Augustine while providing a career pathway for students at San Augustine High School.

**TEA Program Requirements**

7. **FOCUS AREA 2 APPLICANTS:** Identify how many students will benefit from the grant funding and explain how offering of industry-based certifications will benefit students currently enrolled in the aligned CTE programs of study.

- If choosing to **certify a teacher in the industry-based certification to test students**, identify how many students will benefit from the grant funding and explain how this will benefit students.
- If choosing to **become a testing site**, the identify how many students will benefit from the grant funding and describe how becoming a testing site will benefit students in the LEA and within the region.

Twenty students for the 2019-2020 school year in the eleventh or twelfth grade of San Augustine High School (which accounts for approximately 20% of all students enrolled in these two grade levels) will have the opportunity at no cost to achieve the Certified Nurse Aide/Assistant Industry Based Certification course through partnership with Angelina College. Costs have been prohibitive to our 88.9% economically disadvantaged students in San Augustine ISD. Previously, less than five students per year have successfully completed the certification process. On average, eight to ten students per year have taken the CNA course of study. As of last enrollment in January 2019, more than 20 students requested to take the course, while only seven were able to fund the cost. Of those seven, less than half will have the funds to pay for the Industry Based Certification exam. Currently the district does not have the funds to cover the testing fees. Collaboration with the Angelina College Certified Nurse Assistant instructor and the local health facilities, employment of our students 16 and under was not possible. Previous to the district partnership with the entities, only 18 year olds and older were allowed application to these positions. This networking has altered this process and has opened up more opportunities to utilize this pathway for our younger students and create part-time jobs for our economically disadvantaged youth while still in high school.

**TEA Program Requirements**

**8. FOCUS AREA 2 APPLICANTS:** Explain the process for paying for exams for students.

SAISD students will pay for their certification exam and the school district will reimburse the testing fees. Should the student not receive a passing score, the counselor will arrange extended tutoring and allow up to two more opportunities to pass the exam. Students would have until the end of the 2020 calendar year to seek certification with reimbursement from the district.

**9. FOCUS AREA 2 APPLICANTS:** Explain efforts that have already been made to ensure success during the grant period.

SAISD is focused to expand our current Health Sciences pathway; therefore, collaboration meetings have already been conducted with Angelina College and local nursing facilities to plan the pathways for the 2019-20 school year. Job fair visits have been scheduled with each of the employers (i.e. CHI St. Luke's Memorial Hospital and clinics, local doctors, El Camino Assisted Living Center, Twin Lakes Nursing, Colonial Pines Nursing, Summit Rehabilitation and Nursing, and San Augustine County Ambulance Service) to visit the tenth and eleventh grade students for recruitment purposes. This will ensure maximum capacity of 20 students enrolled for the 2019-20 school year. The Health Sciences pathway has been presented to our tenth and eleventh grade students as a Program of Study option for next school year and many students are excited about the opportunity.

**TEA Program Requirements**

10. **FOCUS AREA 2 APPLICANTS:** Explain how the applicant organization will ensure that students are prepared for the industry-based certification exams.

Local nursing facilities will provide opportunities for hands-on skills, practice, and require documentation of hours with certified instructors at no cost to the district or the students. Mock testing with study sessions prior to the state certification test will be conducted. The instructor will create usable, hands-on study materials (i.e. flash cards, journals, PowerPoints, Prezies, etc.) in each class lesson for testing review. A stipend has been added to the grant to include extra tutoring with the college instructor. Students will participate in a group registration for the state testing. Transportation will be provided by the instructor so that all students travel together with the instructor to the same testing site. This will encourage all students to follow through with testing, following immediate instruction and tutorials, to best ensure success on the first attempt. All will be provided at no cost to the students.

11. **FOCUS AREA 2 APPLICANTS:** Identify strategic partnerships already in place that provide an advantage in implementing the proposed project.

Angelina College has been partnering with the local LEA to provide dual credit opportunities for San Augustine High School for more than 30 years. Angelina College has a dedicated passion for reaching out to the regional labor forces as they have a newly created position of Dean of Community Services. It is through this added partnership that sustainability will be fostered with added resources from this department. Local nursing facilities participate in recruiting and hiring students from the high school.

Deep East Texas Council of Government and the Texas Workforce Commission both work with San Augustine ISD as well. The Texas Workforce Commission is currently participating in another grant partnership with SAISD to provide additional soft skills training and recruitment into the local and regional job force during and post high school. The workforce commission places specialized employment recruiters in the high school on a rotating basis to assist students in successfully reaching a job market. The instructor for the dual credit Certified Nurse Assistant course is also a full-time employee of Colonial Pines Nursing and Rehabilitation Facility in the local community. That partnership proves beneficial in collaborating with other skilled employees to provide easy access to hands-on experience exceeding the minimum number of hours required. This instructor also teaches the Certified Nurse Assistant course for the other facilities in the community as well. This forges a continued relationship and connection to our students having access to real life experiences and an introduction to future employment as they demonstrate their skills in their laboratory experiences at these facilities

**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 grant.

- The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this grant.
- 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 grant?

- 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 grant allocation	<input type="text"/>
5. LEA reservation for direct administrative costs, not to exceed the grant'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"/>
<b>LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)</b>	<input type="text"/>

**Request for Grant Funds**

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

<b>PAYROLL COSTS (6100)</b>	<b>BUDGET</b>
Instructor Tutoring Stipen	\$1,000
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

<b>PROFESSIONAL AND CONTRACTED SERVICES (6200)</b>	<b>BUDGET</b>
Network cabling and data drops for new technology	\$2,000
Tuition and certification examination fees	\$9,700
Contract labor	\$2,400

<b>SUPPLIES AND MATERIALS (6300)</b>	<b>BUDGET</b>
Active Smart Panel Television/Projector/Printer/Document Camera/Computers	\$8,950
Textbooks	\$500
Nursing Equipment, i.e., stethoscopes, blood pressure cuffs, etc.	\$1,850

<b>OTHER OPERATING COSTS (6400)</b>	<b>BUDGET</b>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

<b>CAPITAL OUTLAY (6600)</b>	<b>BUDGET</b>
Electrical, plumbing and construction modifications	\$2,400
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

**Total Direct Costs**

**Indirect Costs**

**TOTAL BUDGET REQUEST (Direct Costs + Indirect Costs)**

**Appendix I: Negotiation and Amendments (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 of the TEA website and may be mailed OR faxed (not both). **To fax:** one copy of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to either (512) 463-9811 or (512) 463-9564. **To mail:** three copies of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to the address on page 1. More detailed amendment instructions can be found on the last page of the budget template.

*You may duplicate this page*

**Negotiated/Amended Section**

**For amendments: Choose the section you wish to amend from the drop down menu.**

**Negotiated Change/Amendment**

**For amendments: Describe the changes you are making and the reason for them. Always work with the most recent negotiated or amended application. If you are requesting a revised budget, please include the budget attachments with your amendment.**

FOR TEA USE ONLY  
 Changes confirmed with \_\_\_\_\_ on this date \_\_\_\_\_  
 Via phone/fax/email by TEA staff person \_\_\_\_\_

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