



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

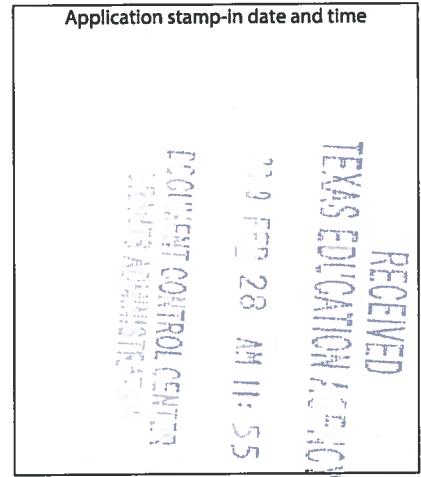
NOGA ID [Redacted]

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 [Redacted] **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
- Debarment and Suspension Certification
- General Provisions and Assurances
- Lobbying Certification
- Application-specific Provisions and Assurances

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.

2019-010397

701-19-104-068

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 district needs to increase the number of individuals who can sustain themselves after they graduate high school. The current median income for families within the target area is only \$27,375, which is 50% less than the State's average. (US Census Bureau)	Through grant funding, and with student interest in the fields of nursing, veterinary medical technician, mechanical engineering technology, computer science, and drones, we can provide the required certification exam fees needed for students. This will lead to a broader accessibility to certification opportunities for all CTE students.
6% of graduating seniors in May 2018 graduated with an industry-based certificate. The district realizes the need for preparing our students for the workforce.	By utilizing grant funding, the district will expand its catalog of CTE courses and certification preparatory classes through an online platform with curriculum focused on college and career readiness. This will provide students with a broader range of classes and a higher rate of success on certification exams.
A review of data finds that fields of nursing, veterinary medical tech, engineering, and computer science are all targeted occupations and are expected to grow by 18% or more by 2024. These are areas of need.	To increase the number of FISD students who obtain an in-demand certification in one of these fields, we plan to purchase curricular materials to prepare students to be successful on these particular certification exams. This will allow students to fill these workforce needs.

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.

Based on the needs assessment, Fruitvale ISD has developed and is committed to the following goal:

By the end of the 2019-2020 school year, students earning high-demand industry certifications (aligned with the 2019-2020 draft Accountability Industry-Based Certification list) will increase from 6% to at least 16%.

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

July 1st-Oct. 31st

Fruitvale ISD will have identified students who are on track to earn a high-demand industry-based certification by the end of the 2019-2020 school year.

Fruitvale ISD will have assigned each of these students to a CTE teacher as a mentor to provide support to the students.

Fruitvale ISD will have secured access for students to an online platform with curriculum focused on college and career readiness to expand its CTE offerings.

Fruitvale ISD will have researched and compared appropriate test preparation materials for each of the eligible certification exams and determined which will be purchased for students.

Measurable Progress (Cont.)

Second-Quarter Benchmark

Nov. 1st- Jan. 31st

Fruitvale ISD will have purchased and secured access to appropriate test preparation materials for each eligible certification exam for students.

Fruitvale ISD will continue tracking students through mentoring meetings with CTE teacher mentors.

Fruitvale ISD will continue monitoring student progress in online CTE coursework and on test preparation materials.

Third-Quarter Benchmark

Feb. 1st-April 30th

Fruitvale ISD will have provided students eligible for high-demand industry certifications effective certification exam preparation.

Fruitvale ISD will have secured student testing seats for eligible industry-based certification exams.

Fruitvale ISD students eligible for industry-based certification exams will have began completing those assessments.

Fruitvale ISD will administer surveys to participating students to gauge their input of readiness for certification exam.

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.

Fruitvale ISD will use the following evaluation data to determine progress and impact of implementing the Perkins Reserve Grant (Focus Area 2) program. Based on the quarterly benchmark timeline, the data will be reviewed, as information becomes available.

1. Number and percent of students eligible to obtain a high-demand industry certification at the end of the 2019-2020 school year.
2. Evaluation of students' learning to be measured through classroom performance via class work and report cards.
3. Progress of students toward high-demand industry certifications through mentor meetings.
4. Number and percent of students eligible to obtain industry certification at the end of 2019-2020 who are successful in doing so.
5. Input from students via end of year student surveys on the efficacy of the test preparation materials.

Fruitvale ISD will hold monthly campus improvement team meetings as well as district improvement team meetings, supported and attended by district and campus administration, members of the CTE team, parents, and community members to analyze collected data and determine the level of progress made and adjustments that need to be made to meet the SMART goal.

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.

Fruitvale ISD has been working diligently this year as a recipient of the Industry Cluster Innovative Academy planning grant to evaluate and determine which areas of industry are most in-demand in East Texas. As a result of this, several members of the Fruitvale administration team were invited to be an East Texas participant at the Tri-Agency Education to Workforce Summit in November of 2018. The Tri-Agency group consists of TEA, the Texas Higher Education Coordinating Board, and the Texas Workforce Commission. To aid us in our efforts to pinpoint high-demand, well paying career paths, the Tri-Agency group provided us with a list of targeted occupations for East Texas as well as a list of industries sorted by projected growth (2014-2024) for East Texas. We utilized this data at the summit to identify the industries with the most need and highest hourly wages to make determinations on which industry-based certifications to focus on in our district.

Each year, we not only re-evaluate the industry-based certifications we offer to students by using workforce data, but we also use the accountability list of industry-based certifications as a guidepost as well in addition to the Carl Perkins list. This year we looked to the draft accountability list for 2019-2020. We know it is VITAL to ensure that we are providing our students with career pathways and credentials for viable career fields that will result in students earning a self-sufficient wage.

We have chosen to focus on the following high-demand industry-based certifications:

- *Certified SolidWorks Associate (CSWA)- aligned to the Engineering program of study
- *Texas Veterinary Medical Association (TVMA) Certified Veterinary Assistant (CVA), Level 1- aligned to the Animal Science program of study
- *NHA (National Healthcare Association) Certified Clinical Medical Assistant (CCMA)- aligned to the Healthcare Therapeutic program of study
- *FAA (Federal Aviation Administration) Certified Commercial Drone Pilot- aligned to the Aviation program of study
- *Microsoft Office Expert (MOS Expert) Word- aligned to the Business Management program of study

The district's goal through pursuing the Perkins Reserve Grant (Focus Area 2) is to provide students with the opportunity to pursue the five certifications named above which align with local workforce needs and projections. Through preparation materials as well as an online platform, such as Edgenuity or Edmentum, which offers a broader range of courses to support these five certifications, we will work to ensure our students are successful in attaining these certifications. In turn, this will fill the needs of the local workforce while easing students' transition into the workforce environment and providing students a livable wage upon graduation.

To further support the need for students to fill these workforce needs, several of our partners and local community businesses have stressed their support for Fruitvale ISD focusing on these industry certifications. Our partners at the Canton Veterinary Clinic (vet med tech), Trinity Valley Community College (IHE partner), and Mitchell Engineering (mechanical engineering tech) have all expressed support for FISS in our mission to focus on the above listed high-demand certifications. We've also received support from Jerry Crane, P.A. at ACO Medical Clinic (CCMA certification) and Janna Pearman, Re-Max realtor in support of the FAA drone pilot license due to its many uses in surveying property in the real estate field.

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.

Through Perkins Reserve grant funding, out of our 100 students enrolled in Fruitvale High School, we estimate that 38% (38) of students will benefit directly from this grant funding. Those benefiting will do so through online CTE offerings related to the programs of study that lead directly to the above stated high-demand industry certifications. They will also benefit through certification test preparation materials purchased to help students succeed in earning their industry certification. Students will also benefit directly through the purchase of the certification exams themselves.

Upon award of the Perkins Reserve grant, the district will promote the benefits provided by the grant, including certification exam fees, test preparation material, and the online CTE class offerings within the related programs of study within the online platform. Currently, 90% of our students are enrolled in a CTE class. Therefore, offering assistance in paying for certifications along with the purchase of exam preparation materials and a offering a more robust range of classes within related programs of study will most likely attract more students into these particular programs of study and will likely boost the number of students who will benefit directly from this grant funding.

Offering these high-demand industry-based certifications will benefit students currently enrolled in the aligned programs of study by providing an incentive to remain in the program and also providing students the opportunity to earn an in-demand certification that can be applied upon graduation to earn a considerable wage.

Currently, in the city of Fruitvale, 29.6% of the population is living below the poverty line compared to the state average of 16% (US Census Bureau-Fact Finder 2017). The ability to earn a sustainable wage by earning an industry credential would be beneficial to the student as well as to the community at large. Fruitvale currently has only 53.2% of its population in the workforce compared to 64.6% statewide. Supported by the funding provided by the Perkins Reserve grant, the increase in students earning an industry certification aligned with workforce needs will spark a rise in the labor force and a reduction of those living below poverty in the community.

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

Upon successful completion of the test preparation materials, students will then be recommended to take the industry-based certification exam by their CTE mentor teacher. After recommendation by their mentor teacher, the curriculum director or high school counselor will then submit a requisition to purchase a seat for their respective certification exam for the student. Upon approval these seats will be purchased with grant funds. The student will not have any cost to take the certification exam.

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

Fruitvale ISD is committed to ensuring that our students are career ready upon graduation from high school. We have fervently pursued opportunities that allow us to provide the most up-to-date and in-demand career preparation for our students. Although we are a rural, 1A school, we have been a designated T-STEM academy for more than ten years. Beginning in the fall, our high school campus will also become an Industry Cluster Innovative Academy (ICIA) which will allow our students the opportunity to earn 60 hours of college credit and/or an industry-based certification or credential. We are also establishing CTE teacher mentors for each of our students in order to better attend to our students academic and social-emotional needs.

We also currently have work-based learning experiences in place for our vet med tech students that will continue into the future. Also, beginning next year, our mechanical engineering technology students will be provided a number of work-based learning experiences like job shadowing, mentoring, work site visits, and paid internships for some to provide hands-on learning which will further support them in preparing for their respective exams.

The district also developed an employability rubric three years ago that provides students weekly lessons on a multitude of real-world employability skills needed to be a successful person and employee. Lessons are on such topics as communication, collaboration, critical thinking, problem-solving, initiative, punctuality, work ethic, resiliency, and moral ethics.

This Perkins Reserve grant opportunity would go hand-in-hand with our many prior efforts aimed at providing our students the opportunity to earn credentials that would allow them to be self-sufficient upon graduation and, in turn, increase the median income for our small community in the future.

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.

Through grant funding, Fruitvale ISD will ensure our students are thoroughly prepared for their industry-based certification exam. One way of doing that is through our online platform that provides a multitude of CTE offerings. This allows our district to offer many CTE options to students than we would be able to do otherwise. It also allows our students to take more in-depth classes related to their program of study which expands their base of knowledge and skills in their area of focus.

Another way we plan to utilize grant funding to prepare students is through the purchase of materials aimed to prepare students for each of the aforementioned industry-based certifications. These materials will allow students to better prepare for the format as well as the content of each test and allow them to have the best opportunity to successfully complete their certification.

Students in vet med tech and mechanical engineering technology will also be participating in work-based learning experiences that will cement their learning and leave them better prepared for success on their exams. For vet med tech, we currently partner with the Canton Veterinary Clinic where students intern two days a week which provides them invaluable experience that will prepare them for success on their certification exam. Beginning next fall, mechanical engineering students will also be participating in job shadowing, mentoring, work-site visits and culminate in paid internships for some students which will invariably have a positive impact on them when they complete their SolidWorks certification exam.

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

Fruitvale ISD believes that strategic partnerships are invaluable when bridging the gap between secondary and college or career paths. As a result of our push over the last several years to meet the needs of our students and the workforce, we have built a number of great partnerships.

We currently partner with Trinity Valley Community College (TVCC) as our IHE. This partnership has been going strong for a number of years and continues to be extremely beneficial to our students. Through TVCC, we are able to provide students the classes and content to allow them to pursue their CCMA, CSWA, and the pathway to their FAA Commercial Drone Pilot License through their Information Systems Support and Administration AAS program.

We also currently partner with the Canton Veterinary Clinic to allow our veterinary medical technician students to intern in their vet clinic. This provides hands-on practice for students that will benefit them not only in their career, but also as they prepare to take their CVA, Level 1 certification exam.

Another new partnership we have built is with Mitchell Engineering. They have partnered with us as we begin offering a mechanical engineering technology pathway. They collaborate with our district in several ways. First, they are a part of our advisory board and help to steer our programs based on the current workforce needs. They assist in choosing curriculum and ensuring our engineering students are learning skills valued in the workplace. They also provide a multitude of work-based learning opportunities for our students. They are available as speakers to discuss with students the various disciplines of engineering. They allow our students opportunities to tour job sites and job shadow. Mitchell Engineering has also offered to provide qualified students with paid internships. This will allow our students to have a leg up on the competition in the workforce and give them the skills and hands-on practice with drafting software to ensure success on the SolidWorks CSWA exam.

Fruitvale ISD has partnered with FIRST in Texas and Pitsco. We also partner and meet with Educate Texas regularly as we continue our T-STEM and begin our ICIA program. They provide support and ensure that we are on track to meet our goals within those two programs. Fruitvale ISD is always searching for new strategic partnerships to enhance our programs.

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"/>
LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)	<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.

PAYROLL COSTS (6100)

BUDGET

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

PROFESSIONAL AND CONTRACTED SERVICES (6200)

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

SUPPLIES AND MATERIALS (6300)

Total supplies and materials that do not require specific approval	\$30,000
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

OTHER OPERATING COSTS (6400)

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

CAPITAL OUTLAY (6600)

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

[Empty box for section selection]

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

[Empty box for describing changes]

[Empty box for section selection]

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

[Empty box for describing changes]

[Empty box for section selection]

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

[Empty box for describing changes]

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

[Empty box for describing changes]

[Empty box for section selection]

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

[Empty box for describing changes]