



2021-2022 Texas Education for Homeless Children and Youth

Competitive Grant Application: Due 11:59 p.m. CT, May 18, 2021

NOGA ID

Application stamp-in date and time

TEA will only accept grant application documents by email, including competitive grant applications and amendments. Submit grant applications and amendments as follows:

Competitive grant applications and amendments to competitivegrants@tea.texas.gov

McKinney Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX, Part A of the ESSA (42 U.S.C. 11431 et seq.)

Authorizing legislation:

Grant period: From **09/01/2021** to **08/31/2022** Pre-award costs: **ARE NOT** permitted for this grant

Required attachments: Refer to the program guidelines for a description of any required attachments.

Amendment Number

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

1. Applicant Information

Name of organization

CDN Vendor ID ESC DUNS

Address City ZIP Phone

Primary Contact Email Phone

Secondary Contact Email Phone

2. 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
- ESSA Provisions and Assurances requirements

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.

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Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

3. Shared Services Arrangements

Shared services arrangements (SSAs) are permitted for this grant.

Check the box below if applying as fiscal agent. See Program Guidelines for SSA limitations for this grant.

- The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing the fiscal agent and SSA member responsibilities. Complete the attached **TEHCY ESC SSA Member Chart**, see the Program Guidelines for further guidance on completing the attachment.

4. 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
Our students who are experiencing homelessness are in need of supplemental tutoring services to assist them in being able to master course content and be successful on STAAR testing.	We will be hiring temporary instructional aides with these grant funds who will perform these tutoring services for those students experiencing homelessness who have the greatest academic needs.
It is vital that we ensure outreach to the parents/guardians/families of students experiencing homelessness.	A variety of district and campus staff are active in this area, but the instructional aides will be able to view grades/progress/attendance reports; they will be another resource able to contact families of students whom they are serving.

5. 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.

Students experiencing homelessness will increase STAAR passing rates by a minimum of 5% in all areas tested in 2021-2022.

6. 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

- Time and Effort: Increase in number of students experiencing homelessness accessing supplemental tutoring services.
- Parental Involvement: Increase in number of parents/guardians being contacted on a consistent basis on student progress.
- Academic Performance: Increase in number of students experiencing homelessness successfully passing all courses in first nine-week grading period.

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

Time and Effort and Parental Involvement benchmarks from first quarter will continue.

Academic Performance: Improvement in attendance through first semester and successful passing of courses for first semester.

Third-Quarter Benchmark

Time and Effort and Parental Involvement benchmarks from first and second quarter will continue.

Academic Performance: Continued improvement in attendance through second semester and successful passing of courses for the second semester and the year.

STAAR/End of Course Testing: Students experiencing homelessness will increase STAAR passing rates by a minimum of 5% in all areas tested in 2021-2022.

7. Project Evaluation and Modification

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

If our benchmarks and/or our smart goal do not show the progress that we had hoped for, we will adjust by providing more instructional support from our Title I-A funding. While that allotment does exist, we would increase it to provide additional support in an instructional fashion. We also will look at the instructional delivery methodology and determine if changes are needed. If attendance has become an issue that has precluded students from seeing success, our department has an excellent relationship with district and campus personnel who work with attendance and course completion. While we maintain and implement this relationship on a regular basis for our students who are experiencing homelessness, we will ensure that we target the specific students for which this difficulty arises and ensure that it will not become a barrier. Finally, we will continue to ensure that our students receive extra tutoring in specific subjects, content, etc., to the greatest extent possible through campus Title I-A and state compensatory education programs.

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8. 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 accept and will comply with [Every Student Succeeds Act Provisions and Assurances](#) requirements
4. The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the 2021-2022 Texas Education for Homeless Children and Youth Program Guidelines.
5. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2021-2022 Texas Education for Homeless Children and Youth Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
6. 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.
7. The applicant provides assurance that all data requests from TEA and any entity acting on the behalf of TEA are accurately and promptly reported.
8. The applicant provides assurance that performance evaluation reports are submitted for each year grant funds are received.
9. The applicant provides assurance that fiscal monitoring reports are submitted for each year grant funds are received.
10. The applicant provides assurance that the use of subgrant funds will comply with section 11432(g)(3) through (7) of the McKinney-Vento Homeless Assistance Act.
11. The applicant provides assurance that all homeless children and unaccompanied youth have equal access to the same free, appropriate public education, including public prekindergarten programs in accordance with TEC 29.153, as provided to other children and youth.
12. The applicant provides assurance that it will review and revise any policies that may act as barriers to the identification, enrollment, and retention of homeless children and unaccompanied youth; including policies related to outstanding fees, fines, absences, proof of residency, immunizations, birth certificates, guardianships, school records, transportation and other documentation.

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8. Statutory/Program Assurances (Cont.)

13. The applicant provides assurance that it will provide access to educational and other services needed for homeless children and unaccompanied youth, to ensure that such children and youth have an opportunity to meet the same challenging state academic standards to which all students are held.
14. The applicant provides assurance that all homeless children and unaccompanied youth receive prompt and appropriate placement in programs such as: Special Education, Career and Technical Education, Gifted and Talented, and English Learner.
15. The applicant provides assurance that it will collaborate with district stakeholders to implement and monitor early warning academic interventions, to ensure on time promotion and graduation for homeless children and unaccompanied youth.
16. The applicant provides assurance that collaboration will occur with the McKinney-Vento Liaison and district stakeholders for proper identification and coding of homeless children and unaccompanied youth.
17. The applicant provides assurance that services provided by grant funds will not replace regular academic programs.
18. The applicant provides assurance that all identified and enrolled are accurately reported in Texas Student Data System (TSDS) Public Education Information Management System (PEIMS) in a timely manner.
20. The applicant provides assurance that all homeless children and unaccompanied youth receive free meals and transportation to the school of origin, when requested by the parent, guardian, or unaccompanied youth, if it is deemed in the best interest of the student.
21. The applicant provides assurance that it will remove barriers to accessing academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, online learning, and charter school programs.
22. The applicant provides assurance that at least one person affiliated with the management of this grant will attend required trainings
23. The applicant provides assurance to submit a detailed report that includes all grant activities and usage of funds for the 2021-2022 Texas Education for Homeless Children and Youth (TEHCY) grant.

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9. Statutory Requirements

1. Provide a description of the proposed grant activities, programs, and services. This description should include how they address the identified needs and promote equitable access to program services needed to improve academic outcomes for homeless children and unaccompanied youth. Include the resources, strategies and/or systems that will be implemented to support target goals and outcomes, document progress and milestones, and observable results of the proposed grant activities, programs, and services. **(*Complete the attached TEHCY Grant Activity Chart, see the Program Guidelines for further guidance on completing the attachment)**

Our students who are experiencing homelessness are in need of supplemental tutoring services to assist them in being able to master course content and be successful on STAAR testing, and it is vital that we ensure outreach to the parents/guardians/families of students experiencing homelessness. We will be hiring temporary instructional aides with these grant funds who will perform these tutoring services for those students experiencing homelessness who have the greatest academic needs. These instructional aides will be able to view grades/progress/attendance reports and will be another resource able to contact families of students whom they are serving.

2. Provide a description of the extent to which: A) The application reflects coordination/collaboration with other local and state agencies that serve homeless children and unaccompanied youth. Include a list of agency, community, and LEA collaborators and a brief description of the proposed coactivities that will support implementation of the proposed grant activities, programs, and services; B) the proposed use of funds will facilitate the enrollment, identification, and educational outcomes of homeless children and unaccompanied youth; C) the extent to which the applicant will promote the meaningful involvements of parents or guardians of homeless children and youth in the education of their children; and D) The extent to which homeless children and unaccompanied youth will be integrated into the regular education program.

Community Resources: Region 19 Education Service Center, El Paso Coalition for the Homeless, Texas Homeless Education Office, UTEP Foster Homeless Adoptive Resources (FAHR) Community Agencies: 211 (Resources in Texas), General Assistance (rent, mortgage, utility assistance), Coordinated Assessment (Screening and referral for various housing programs), Project BRAVO (housing, rental and utility assistance), St. Vincent De Paul Catholic Charities (utility assistance and thrift store vouchers), El Pasoans Fighting Hunger, CASFV Family Resource Center, Texas Rio Grande Legal Aid (Free legal services to low-income residents), Transitional Living Centers (Fresh Start, Reynolds Home, YWCA TLC, La Posada Home, La Posada TLC, Project Vida, Villa Maria, Winchester Home, Willie Sanchez Family Center), Rescue Mission (Single men, single women and families), Salvation Army (Families), El Paso Center for Children (Youth outreach and housing, drop-in center, emergency shelter for youth 11-17). LEA Collaborators: Academic Compliance Officer (Attendance and Loss of Credit, Leaver support), Outreach worker (home visits), Director of Administrative Services (Registration, student transfers, parent and student support), Campus Behavior Coordinators (Discipline, attendance), Campus Counselors (academic support, college and career readiness, social/emotional), Campus Nurses (access to adequate healthcare, health records), CIS Coordinators (dropout prevention, parent and family engagement, supportive guidance, enrichment activities), Instructional Aides (one to one tutoring, small group instruction), Child Nutrition Services (free meals), transportation department (provide am and pm transportation), Campus Registrars/PEIMS Specialists (identification, assist parents and UY fill out paper version of SRQ). Students experiencing homelessness are integrated into the regular education program at all times through their enrollment and access to services, academic and other, that all students who are not experiencing homelessness have access to. It is ensured that barriers are lifted for this access. Our proposal to fund supplemental instructional aides, as referenced in other areas of the the application, will provide additional personnel to instruct as well as work toward faster processes in identification and enrollment. Parents/guardians have a major amount of involvement every step of the way when looked at through that proposal and all persons/entities with whom we collaborate.

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9. Statutory Requirements (Cont.)

3. Identify the types, intensity, and coordination of services to be provided in coordination with Title I, Part A, Homeless Reservations including: A) The process to review and develop the LEA's plan for coordinating services to support eligible homeless children and unaccompanied youth using Title I, Part A Homeless Reservations. Include the actual reservation for 2019 -2020 and the planned reservation for 2020 -2021 (**Complete the attached Title I, Part A and McKinney-Vento Program Coordination Chart**), and B) How the LEA determine its reservation amount for services to support homeless children and unaccompanied youth. Include how the LEA assists staff in understanding the LEA's policy or procedure to support homeless children and unaccompanied youth on all campuses regardless of the Title I status, use of these funds, and how the LEA addresses the needs of homeless children and youth in their district or campus improvement plan.

The Title I, Part A reservations for McKinney have been historically determined based on our homeless/unaccompanied youth population and their need for basic, general supplies in order for them to be able to carry on with instruction. Normally, setting aside \$18,000 to \$20,000 assists with these needs based on the population we have on the average All schools in Socorro ISD are Title I-A; we are a schoolwide district. From the district level through campus assistance, all students are identified, coded, and provided services. For the last six years, SISD has received the TEHCY grant and has focused on supplemental academic services with that funding; the reservation of Title I-A funds is therefore able to be used for base expenditures for students experiencing homelessness. It should be noted that if necessary, we will increase the allotment in Title I-A to further assist students experiencing homelessness at any time it is deemed necessary to do so through identification of needs. Homeless student performance is discussed in our district's comprehensive needs assessment, and in our plan, several strategies are present relating to their educational needs. Our district homeless liaison provides professional development to all relevant parties at the beginning of every school year, and is available at all times for all types of assistance for our students and our staff who serve them in our schools.

4. Provide a description of established LEA processes to develop, review and revise current LEA policies and procedures to ensure that its proposed grant activities, programs, and services will not isolate or stigmatize homeless children and unaccompanied youth. (**Complete the attached McKinney-Vento Policies and Procedures Chart**)

The McKinney-Vento Policies and Procedures Chart has been completed and attached. Additionally, Board Policy FDC (Local) has been attached as we have a local policy on dispute resolution. Board Policy FDC (Local) specifically states that "the District shall not stigmatize or segregate a student who is homeless. The principal and campus admissions staff shall notify the liaison for homeless students within one school day of admission of a student who is homeless."

The above statement satisfies that students who are experiencing homelessness will not be stigmatized or isolated, and the reference to our district homeless liaison being notified within one day sets in motion coding and services to be received, which are required in policy and law to remain confidential to avoid stigmatization and violation of student rights.

Policies are developed, reviewed, and revised on an ongoing basis by the district with the guidance of the Texas Association of School Boards (TASB). When new laws or regulations are passed, policies are updated. TASB also assists district administration, counsel, and the Board of Trustees with the development of local policies added to legal policies; all policies go through a vetting process to include administrative review, Board Policy Committee review, required number of readings, and Board approval.

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9. Program Requirements

Note to Applicants: Refer to the TEHCY Program Implementation Levels of Service and Support when addressing the four program requirements listed below.

1. Provide a description of the process and procedures that are utilized to enroll, identify, and provide all three levels of TEHCY program services and support for homeless children and unaccompanied youth who are: A) Entering and/or returning to their schools from summer or holiday break, B) Experiencing homelessness after the school year has started, C) Are not currently enrolled or attending school, and D) Are eligible for early childhood and/or prekindergarten programs.

For all areas described above, a "team approach" is taken in which the Homeless Liaison trains all relevant staff and also reviews and codes all eligible students. The more people who are trained and involved means that the most students possible can be enrolled, identified, and provided the necessary services that they need to be successful in school. The following describes the process for all of the areas above:

- * Annual training on SRQs, intake forms, Program services, and coding for LEA Staff, administrators, nurses, PEIMS Specialists, Campus registrars, campus nurses, campus counselors, CIS Coordinators, and at-risk instructional aides.
- * Digital and paper format of SRQ (English and Spanish) are used throughout all schools in the district.
- * Online registration includes an SRQ (English and Spanish) that must be filled out for each student. SRQs are sent to the Homeless Liaison for review. The intake process is completed in a timely manner to determine if the student is eligible for McKinney-Vento services, and it is ensured that eligible students are coded at the time of identification. The Homeless Liaison also assists unaccompanied youth with all registration activities.

2. Provide a description of the annual McKinney-Vento professional development plan that is currently in place to increase awareness, support enrollment and identification, and increase staff capacity to respond to the unique educational needs of homeless children and unaccompanied youth. Include training dates, duration of training, who was trained/will be trained, and a summary of the training content and evaluation process. Include both external and internal professional development activities.

At-Risk instructional aides, PEIMS Specialists, Registrars, Nurses, Counselors, Parent Liaisons, Campus At-Risk Coordinators (assistant principals), Campus Behavior Coordinators, Transportation Department, and CIS Coordinators are provided annual McKinney-Vento professional development during Job-Alike week in July of each year, before the start of our school year.

The Homeless Liaison attends all of these meetings as they are held by different administrators and coordinators; it is ensured in advance that the Homeless Liaison has a place on the agenda of each training and has the time to go over all vital McKinney-Vento requirements. The training includes the following topics: McKinney-Vento definition and history, clarification on housing, immediate enrollment, school stability, pre-school support, school of origin rights, transportation, additional supports under Title I, Part A, LEA HANDS Program support and overview, SRQs, coding on student records, and additional supports for students who are in foster care and unaccompanied youth.

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9. Program Requirements (Cont.)

3. Provide a description of how the proposed grant activities, programs, and services will address the unique academic needs and support equitable outcomes for elementary homeless children and unaccompanied youth. Include a timeline, milestones, strategies, and/or systems that will be utilized to implement academic progress monitoring, interventions, and services to support: A) Attendance and engagement, B) On-time promotion, C) Coordination of targeted services for homeless children and unaccompanied youth who have been identified and are receiving other special program services (e.g. Special Education, English Learners, and Gifted and Talented), D) Bridging program support services, E) Assessment interventions and scores, F) Discipline interventions, G) Tutoring services, H) Supplemental academic programs, and I) Other programs or services.

* All identified students are monitored using the following items:

attendance logs, progress monitoring documentation, benchmark data spreadsheet, grades, and assessment documentation (formative assessments, nine-weeks assessments, STAAR/EOC results)

* One to one Tutoring

* Small group instruction

With respect to ensuring that our students who are experiencing homelessness are receiving the services through other educational programs, it is common practice to ensure that they are fully coded and are in the proper placements if other services are received, such as early childhood education, bilingual education, gifted and talented, special education, migrant education, dyslexia, etc. This is addressed in the same way as in the general education program or through Title I schoolwide and state compensatory education programs, in which barriers are lifted to ensure participation in all areas of need with inclusion in as many general education programs and activities as possible. This also includes extracurricular activities and the opportunity to participate in specialized innovative programs such as our district's elementary dual language academy.

4. A description of how the proposed grant activities, programs, and services will address the unique academic needs and support equitable outcomes for secondary homeless children and unaccompanied youth. Include a timeline, milestones, strategies, and/or systems that will be utilized to implement academic progress monitoring, interventions, and services to support: A) Attendance, engagement, and truancy interventions, B) On-time promotion, C) Coordination of targeted services for homeless children and unaccompanied youth who have been identified and are receiving other special program services (e.g., Special Education, English Learners, and Gifted and Talented), D) Advanced placement and dual credit course work, E) Transcript review for appropriate full or partial credit, F) Credit recovery or credit repairs services, G) Assessment interventions and scores, H) Discipline interventions, I) Four-year cohort graduation, J) Graduation of all homeless students (e.g., current cohort, continuers and early graduates), K) College and career readiness programs and support services, L) Post-secondary transition plan, and M) Other programs or services.

* All identified students are monitored using the following items:

attendance logs, progress monitoring documentation, benchmark data spreadsheet, grades, and assessment documentation (formative assessments, nine-weeks assessments, STAAR/EOC results)

* One to one Tutoring

* Small group instruction

With respect to ensuring that our students who are experiencing homelessness are receiving the services through other educational programs, it is common practice to ensure that they are fully coded and are in the proper placements if other services are received, such as ESL education, gifted and talented, special education, migrant education, college and career readiness, dyslexia, advanced placement courses, etc. This is addressed in the same way as in the general education program or through Title I schoolwide and state compensatory education programs, in which barriers are lifted to ensure participation in all areas of need with inclusion in as many general education programs and activities as possible. This also includes extracurricular activities and the opportunity to participate in specialized innovative programs such as our district's early colleges and magnet programs.

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10. 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"/>
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Group	<input type="text"/>	Barrier	<input type="text"/>

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12. 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

1.	Instructional Aides: Supplemental instructional support for students experiencing homelessness	\$25,790.00
2.		
3.		
4.		
5.		

Professional and Contracted Services

6.		
7.		
8.		
9.		
10.		

Supplies and Materials

11.		
12.		
13.		
14.		

Other Operating Costs

15.		
16.		
17.		

Capital Outlay

18.		
19.		
20.		

Direct and indirect administrative costs: \$1050.00

TOTAL GRANT AWARD REQUESTED: \$26,840.00

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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 emailed to competitivegrants@tea.texas.gov Include all sections pertinent to the amendment (including budget attachments), along with a completed and signed copy of page 1 of the application. More detailed amendment instructions can be found on the last page of the budget template.

You may duplicate this page.

For amendments, choose the section you wish to amend from the drop down menu on the left. In the text box on the right, 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.

Section Being Negotiated or Amended	Negotiated Change or Amendment
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