



2021-2022 Texas Education for Homeless Children and Youth

Competitive Grant Application: Due 11:59 p.m. CT, June 8, 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

Authorizing legislation:

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

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

Ennis ISD

CDN 070903

Vendor ID 1756001384

ESC 10

DUNS 076725159

Address

303 West Knox Street

City

Ennis

ZIP

75119

Phone

972-872-7000

Primary Contact

Cliff Mathes

Email

cliff.mathes@ennisw.k12.tx.us

Phone

972-872-7053

Secondary Contact

Lisa Fincher

Email

lisa.fincher@ennis.k12.tx.us

Phone

972-872-7015

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

Cliff Mathes

Title

Director of Spec

Email

cliff.mathes@ennis.k12.tx.us

Phone

972-872-7053

Signature

Date

6/7/2021

Grant Writer Name

Cliff Mathes

Signature

Date

6/8/2021

Grant writer is an employee of the applicant organization.

Grant writer is not an employee of the applicant organization.

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RFA/SAS #

701-21-114/293-22

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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
Students must have school appropriate clothing to meet standardized dress guidelines. Students who do not wear appropriate clothing including pants/shorts, shirts, shoes, underwear, will miss class.	Students must be in attendance in class to benefit from the academic program, therefore students must have the clothing to attend class.
Students need appropriate school supplies to participate in class. Students without paper pencil/pen cannot take notes.	Students cannot learn and succeed unless they are actively involved with instruction. To be engaged with instruction, students need necessary school supplies.
Homeless students exhibit lower attendance rates and lower passing rates on state mandated assessments. Homeless students need a dedicated individual to monitor attendance and achievement.	Students who are identified for and receive intervention quickly will be able to maintain steady growth and achievement. and require less remediation.

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.

During the 2021-2022 school year, with the use of state and federal funds, Ennis ISD will provide additional resources with supplemental interventions and supplemental materials for Homeless students to increase students academic achievement and attendance with 5% increase in student outcomes with attendance rates.

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

The first quarter will measure professional development for all campus counselors on the identification process of Homeless youth and access to local resources. The documentation used will be paper and electronic forms to update the current PEIMS.

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8. Measurable Progress (Cont.)

Second-Quarter Benchmark

Family and Community Engagement (F&CE) Coordinator will monitor interventions with Homeless students in need of interventions for low academic and attendance rates. The campus counselors with support from Community In School site coordinators will communicate with the F&CE coordinator on "at-risk" student intervention needs. Supplemental clothing and school supplies will be provided as appropriate.

Third-Quarter Benchmark

Family and Community Engagment (F&CE) Coordinator will be the Homeless Liaison for Ennis ISD. The Homeless Liaison will evaluate students low attendance rates and low academic performance per campus. The campus counselors with support from Community In School site coordinators will communicate with the Homeless Liaison about "at-risk" student in need of intervention support. Supplemental clothing and school supplies will be provided.

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.

Final evaluation of attendance rates and student ahievmnt rates on STAAR will be summarized using PEIMS data to meet at least a 5% increase from 2019. Additional modications will be made by the F&CE coordinator to identify trends with services for Homeless students.

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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)

Students in homeless situations are identified each day, this does not mean a Homeless ID for is made every school day, but the process of assessing students is ongoing and daily. The activities of this proposal (provision of appropriate clothing, school supplies, and interaction with parents and students) occur daily. Supplies and clothing are provided as needed and parents are contacted as needs are identified. The Homeless Liaison will work with the Community In School site coordinators and school counselors to carry out grant activities. The Homeless Liaison will also regularly monitor the implementation of the proposed grant program. The number of students served, the number of parents contacted, and the expenditure of funds will be tracked carefully to ensure compliance.

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.

Ennis ISD collaborates with the service agencies within the area. No shelters exist in Ennis, however the director of the shelter in the neighboring town of Waxahachie has the contact information for the Ennis Homeless Liaison and calls if any families from Ennis are in the shelter. Additionally, the directors of Helping Hands of Ennis- an emergency relief agency, Across- transitional housing, and Give a Kid a Chance- ,a faith based support charity, all work with the Homeless Liaison of Ennis ISD. These groups will send information to the Homeless Liaison and refer families the Homeless Liaison and school counselors.

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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.

A) All campuses within Ennis ISD are Title 1A school wide programs. All homeless students in Ennis ISD receive Title 1 services as members of the schoolwide campuses. Students in homeless situations take part in the support services as appropriate and benefit from the teachers who participate in staff development activities. In Ennis ISD, Title 1A funds instructional specialists that support instruction needs for all students. Title 1A district reservations provide professional development for English Language Arts, Math, Science, and Social Studies. All students benefit from well trained and supported teachers. B) The Campus Improvement Plan is a process that is a non-stop activity as the plan is regularly updated and adjusted based on campus identified needs. The EISD Homeless Liaison is directly involved in the Campus Improvement Plan process as a resource to all principals and campus staff and is a checkpoint for all campus improvement plans. Throughout the planning cycle, the Homeless Liaison answers questions, reviews content, and verifies that service requirements are met. Each campus includes strategies to address the needs of homeless students. As the number of homeless student in Ennis ISD has grown, the needs of this population have become more visible and support inclusion in the Comprehensive Needs Assessment and Campus Improvement Plan.

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)

Ennis ISD school officials will meet with parents, guardians, and students determined to be homeless. Students will be enrolled immediately in school, needs identified, and educational services provided as needed. Campus counselors personally meet with the parent/guardian/student so that no family is inadvertently identified as homeless to others.

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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.

A) At the start of each school year every parent completes an updated Pupil Registration Information sheet for each student whether new or a returning student. The Pupil Registration Information sheet contains the questions to identify students who meet the McKinney-Vento definition of homeless. Ennis ISD has chosen to include the questions on the form to ensure that information is collected for all students. B) Each campus of Ennis ISD has a certified counselor, with the secondary campuses having a certified counselor per grade level. All counselors and registrars in Ennis ISD are trained in the identification of homeless children. Both professionals work directly with students and teachers to monitor any changes in living arrangements. If a student does become homeless, a Homeless Identification form is completed listing specific needs for the student and submitted to the Homeless Liaison. Students in homeless situations are identified using the documentation and verbal communication with the parent/guardian/student throughout the year. Communications include teacher conferences and progress monitoring throughout the school year. If homelessness is experienced during the year activities of this proposal will provide clothing school supplies, and interaction with parents and students. Clothing and supplies are distributed as needed, and parents are contacted as needs are identified. C) Campus counselors and registrars at two Early Childhood Centers are trained in the identification of homeless children. Communication with local ECI contacts will provide opportunities to review current needs of students unenrolled and eligible for early childhood and/or prekindergarten programs.

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.

Trainings covering Homeless identifications occur prior to the first day of school for students in August. These trainings are provided by the the Homeless Liaison. The content of the training includes definitions of homelessness, forms used to document needs, and procedures associated with communication with the Homeless Liaison. 1) Each campus of Ennis ISD has a certified counselor, with the secondary campuses having a certified counselor per grade level. All counselors and registrars in Ennis ISD are trained in the identification of homeless children. Both groups of professionals are the initial contact of a homeless identification. They work directly with students and teachers to monitor any changes in living arrangements. If a student does become homeless, a Homeless Identification form is completed listing specific needs for the student and submitted to the Homeless Liaison. 2) The transportation department staff are also trained in the indicators of homelessness. Often, a family will contact the transportation department to request a change in a bus stop at which point the transportation secretary works to determine if a child has become homeless. The transportation secretary will contact the Homeless Liaison and the school counselor to provide updated information. The school counselor will speak with the student and/or parent to confirm changes and complete a Homeless Identification Form. 3) Free lunch applications are also used during the school year to identify homeless students. If a family submits a new or changed application indicating homelessness or a dramatic reduction in income, the information is provided to the school counselor to communicate with the student and/or parent to determine if the child is homeless. Crisis events like house fires and employment reductions in the community are reported through this small town. When they occur, the school counselor reaches out to the family to identify any needs and possible homeless situations.

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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.

The grant activities originate from the needs assessment looking at current student numbers, attendance data, and achievement data. The gathered data is reviewed and studied for trends of elementary homeless services. One activity is to provide school appropriate clothing to students. The assessment of this activity is the number of students receiving clothing. The parent involvement activity is individual contact with the family; a parent/family contact log will be maintained to document when contact was made with the family and a brief summary. Data collection begins immediately with Homeless ID forms collected by the Homeless Liaison. A) Attendance and engagement in school will be monitored by campus counselors with 9-week summaries provided to the Homeless Liaison B) On-time promotion will be monitored by campus counselors with 9-week summaries provided to the Homeless Liaison. C) Targeted services for special programs will be monitored by campus counselors with 9 week summaries provided to the Homeless Liaison. D) Bridging program support will be available through a Student Support committee, C.A.R.E. team, created on each campus. These teams meet every 6-9 weeks and consist of teachers, counselor, and campus principal. E) Assessment interventions and scores will be monitored by CARE team monitoring with 9-week summaries provided to the Homeless Liaison. F) Discipline interventions will be monitored by campus principals with 9-week summaries provided to the Homeless Liaison. G) Tutoring services will be available for Homeless students and will be monitored by campus counselors with 6-week summaries provided to the Homeless Liaison. H) Supplemental academic programs and I) Other are available for Homeless students and will be monitored by campus counselors with 6-week summaries provided to the Homeless Liaison.

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.

The grant activities originate from the needs assessment looking at current student numbers, attendance data, and achievement data. The gathered data is reviewed and studied for trends of secondary homeless students services. One activity is to provide school appropriate clothing to students. The assessment of this activity is the number of students receiving clothing. The parent involvement activity is an individual contact made with the family; a parent/family contact log will be maintained to document when contact was made with the family and a brief summary. Data collection begins immediately with Homeless ID forms collected by the Homeless Liaison. The proposed grant activities will address the unique academic needs of homeless students. By supporting their needs for clothing and school supplies with continuous monitoring and communication the student outcomes will increase for secondary homeless children and unaccompanied youth. At the secondary level school counselors will provide homeless students direct guidance with services of support using the SOAR program for credit recovery each semester. As school counselors monitor progress of student transcripts, advanced placements, and dual credit course work additional support from special programs will be provided to support the individual needs of homeless students. Campus counselors will use graduation plans to promote student college and career readiness. Other program support will be available as needed (i.e. AVID) to provide a homeless student with additional academic support. Graduation cohorts will be monitored and reported to the Homeless Liaison annually.

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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"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
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.		
2.		
3.		
4.		
5.		

Professional and Contracted Services

6.		
7.		
8.		
9.		
10.		

Supplies and Materials

11.	General program supplies	\$2,000.00
12.	Student school supplies required	\$8,000.00
13.	Emergency clothing, shoes, hygiene items	\$12,000.00
14.		

Other Operating Costs

15.	Travel costs for employee, and non-employee (In-state travel only, conference/workshop)	\$2,090
16.		
17.		

Capital Outlay

18.		
19.		
20.		

Direct and indirect administrative costs:

TOTAL GRANT AWARD REQUESTED:

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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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