



2024-2025 Stronger Connections Grant

Competitive Grant Application: Due 11:59 p.m. CT, July 18, 2023

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.

The application MUST bear the signature of a person authorized to bind the applicant to a contractual agreement

Authorizing legislation:

Grant period: Pre-award costs:

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

Campus name CDN Vendor ID ESC UEI

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
- General Provisions and Assurances
- Application-Specific Provisions and Assurances
- Debarment and Suspension Certification
- Lobbying Certification
- 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 not permitted for this grant.

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
Reduce the number of student referrals and or bullying, social pressure or peer conflicts by 50% at each campus to support diverse student needs and prevent suicide or hate crimes.	Implement a student support program/team structure with a Mutli-tier System of supports that will identify and address mental health concerns early on, providing the necessary support and resources to students, teachers, and parents for Positive Behavior Interventions and Support. The program will also be tailored to address specific needs and ensure inclusivity and equity among students.
To increase student support team referrals for non-academic needs and mental health services by 25% with a targeted focus on Robb Elementary students transferred to Sabinal ISD.	Funds will be utilized to hire the necessary personnel, early identification universal screening material, primary prevention (Tier 1) classroom curricula, tracking data base system technologies, and the necessary materials for Tier II and Tier III interventions and/or referrals to outside resources for mental health services.
Train 100% of faculty and staff in mental health and equip teachers with the necessary resources to implement a Multi-Tiered System of Supports for Social Emotional Learning and Mental Health.	Funds will secure the development of teacher, staff, and stakeholder training calendar throughout the 2023-2025 school years. This will also facilitate communication and collaboration between schools, parents, and the community which is essential for creating a holistic support system across various settings.

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.

By May 2025, Sabinal ISD will have implemented a comprehensive Student Support Program that aligns to the Texas Center for Student Supports, supported by parents and the community and that includes: student, parent, teacher and staff training, prevention and intervention measures through a Multi-Tiered System of Supports for positive behavioral interventions and supports, mental health, resources for students, teachers, parents, and the community. Sabinal ISD will have reduced behavioral incidents by 50% and increase non-academic mental health referrals by 25%; thus promoting the overall well-being of students by creating a supportive and inclusive learning environment and addressing mental health issues in a proactive and comprehensive manner.

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

- November 2023 through May 2024 - Planning Activities
- *Hiring of program director and specialists, purchasing of prevention and intervention program materials and supply
- *Sign in sheets and minutes of the Sabinal ISD Student Support Program Advisory Committee Meetings
- *Proof of Leadership attendance to the Texas Center for Student Supports trainings and teacher/staff trainings
- *Agenda, minutes, and sign in sheets for parent and community meetings
- *Establishment of Behavioral Threat Assessment Team Operation; Student, Parent, Teacher School Climate Surveys
- *Establishment of the Student Support Program with a Case Management, Data Collection and Reporting System

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

June 2024 through December 2024

- *Professional Development Calendar for continued Student Support Program trainings
- *Results from Student Universal Screenings
- *Data from the Student Support Program Tracking System
- *Number of students in each Tier I, Tier II, Tier III with appropriate progress monitoring data from support services
- *Number of referrals to specialized mental health services
- *Number of behavior incidents - reduction
- *Increased academic, behavioral, and social performance
- *Mid year feedback from students, parents, & teachers through assessments, surveys, and committee mtg. minutes

Third-Quarter Benchmark

January 2025 through September 2025

- *Continued Student Support Program Advisory Meetings - minutes
- *Academic Report Cards, STAAR Results, number of behavioral incidents, number of referrals for mental health services
- *Data from the Student Support Program Tracking System with percent of students accessing mental health services such as counseling, support groups, etc. and those moving amongst the Tiered support system
- *Middle and End of Year Mental Health Progress Monitoring Data
- *Continued Mental Health professional development
- *Plan for sustainability of the Student Support Program

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.

The Student Support Center Team will examine the data collected throughout the implementation of the program and look for patterns, trends, and key findings related to the program's impact, outcomes, strengths, weaknesses, and areas for improvement. Sabinal ISD will identify successes and challenges of the Mental Health Student Support Program using the data collected through the Student Support Program Tracking System and climate surveys. This analysis will help understand what elements are working well and what needs to be addressed. Consultation with key stakeholders involved in the program, such as students, staff, teachers, parents, and mental health professionals is also key. Their feedback on the program's strengths, weaknesses, and suggestions for improvement will provide diverse perspectives and ensure that modifications are aligned with the needs and expectations of the students and community. If we are not showing significant progress toward our summative SMART goal, clear objectives will be established for modifying the program. The objectives will include improving accessibility for mental health support by reviewing Tiered student data every 3 weeks instead of every 6 weeks, increasing the range of support services, walk throughs for fidelity monitoring of mental health curriculum implementation, and more frequent Tier II and Tier III student support team meetings. The modifications will be targeted components as they can be easily measured in a short amount of time. If necessary, adjustments in areas such as mental health service delivery and access methods, allocation of resources, partnerships, out reach, and awareness will be made. Sabinal ISD will implement the modifications and more closely monitor their impact. Data and feedback will be collected to assess the effectiveness of the changes and their alignment with desired outcome. This ongoing monitoring will allow us to make further adjustments if needed. Sabinal ISD will continuously revisit and evaluate the Student Support Program by conducting periodic evaluations, engage stakeholders in feedback sessions, and stay updated with best practices in the field of mental health and with the guidance of the Texas Center for Student Supports. This will help us improve and adapt our program to the evolving needs of our 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 to adhere to all Statutory Requirements, TEA Program Requirements, and Performance Measures, as noted in the 2024–2025 Stronger Connections Grant Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the grant program.
4. The applicant will formally establish a Student Support Program at three district campuses (one elementary, one intermediate/middle school, one high school) to address school climate and establish a student support team structure aligned to the training and support provided by the Texas Center for Student Supports and the regional ESC. If the applicant has few than three campuses or does not have three of the listed types of campuses, the applicant will establish the Student Support Program and the student support team structure at all campuses, up to three, served in the district.
5. The applicant will allocate 6% of awarded funds for contracted services for technical assistance provided by the regional ESC. Complete the transaction with the regional ESC in a timely manner. Time is of the essence in completing the transaction to ensure that the program is implemented efficiently and effectively to successfully achieve the goals of the program.
6. The applicant will allocate 10% of awarded funds for professional and contracted services with a partner approved by the Texas Center for Student Support and TEA. Complete the transaction with the regional ESC in a timely manner. Time is of the essence in completing the transaction to ensure that the program is implemented efficiently and effectively to successfully achieve the goals of the program.
7. The applicant will use the family engagement playbook developed by the Texas Center for Student Supports to partner and build support with parents and families prior to a student support team assessment, and during the student support implementation process to facilitate a student support partnership with families.
8. The applicant will establish a parent, student, and staff advisory committee to provide input on the establishment of the Student Support Program.
9. The applicant will engage in Student Support Program planning activities from the beginning of the grant program through implementation at the beginning of the 2024-2025 school year.
10. The applicant will establish and implement at the beginning of the 2024-2025 school year, the Student Support Program aligned to the content and training provided by the Texas Center for Student Supports.
11. The applicant will incorporate a case management system into the student support team structure aligned to the training and support provided by the Texas Center for Student Supports.
12. The applicant will align the student support team structure with behavioral threat assessment team operation and outcomes to ensure that students are well supported and that the effectiveness of interventions are monitored.
13. The applicant will implement the data collection and reporting system developed by the Texas Center for Student Supports to gather and analyze data to monitor efficacy of the implementation of the Student Support Program, including student support team structure, quality of support leading to positive outcomes, and data related to increases in desired outcomes (e.g. increase in student support team referrals for nonacademic needs, increase in effective supports received by students, reduction in disciplinary incidents, reduction in bullying and harassment, increase in referrals for mental health services, reduction in removals from class, etc.).
14. The applicant will provide timely response to requests from TEA for information and data regarding program development, implementation, and performance and evaluation measures.

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9. Statutory/ TEA Program Requirements

1. Describe how the LEA will identify the campuses that will participate in the establishment of the Student Support Program described in the program description? Include the criteria or considerations that will influence the determination by the LEA.

Sabinal ISD will implement the Student Support Program in their only two campuses - Elementary and Secondary Campuses. Sabinal does not have a third campus.

2. Describe how the LEA will ensure that campus leaders and staff are committed to the success of the Student Support Program.

Sabinal ISD will foster a culture of commitment and engagement among campus leaders and staff to ensure their active participation and support for the success of the Student Support Program. Strategies utilized will be clearly articulating the purpose, goals, and intended outcomes of the Student Support Program, emphasize the importance of mental health support for students and how the program aligns with the overall mission and values of Sabinal ISD. The training sessions and professional development opportunities for campus leaders and staff will enhance their understanding of mental health issues, student support strategies, and their roles within the program. Campus leaders will be engaged in the planning and decision-making processes of the Student Support Program. We will seek their input and insights to ensure that the program is aligned with the Texas Center for Student Supports, TEA, and Sabinal ISD initiatives. They will be kept informed about the progress, achievements, and challenges of the Student Support Program as they are provided regular updates, reports, and data on the program's impact, outcomes, and areas for improvement. They will be involved in discussions about program modifications, aligning school disciplinary policies with intervention approaches, resource allocation, and evaluation methods. Their dedication, innovative ideas, and positive impact on student well-being will be acknowledged. Sabinal ISD leaders and staff are committed to the success of the Student Support Program as they have first hand knowledge of the impact a hate crime can have on a school district, families, and an entire community. Sabinal ISD has enrolled students of families that were involved in the Robb Elementary Massacre. They desire the resources necessary for long-term outcomes such as improved resilience, increased help-seeking behaviors, sustained mental health services and access, and a community that is safe and mentally healthy.

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9. Statutory/Program Requirements (Cont.)

3. Describe how the LEA will engage parents and families to solicit support for the program.

Sabinal ISD will be engaging parents and families in securing support for the Student Support Program among the community. The following are strategies Sabinal ISD will implement:

- *Provide information about the program's goals, benefits, and available support services. Use various communication channels such as newsletters, emails, school websites, social media, and parent-teacher meetings to reach a wide range of families. Material will be translated to Spanish to ensure inclusivity and understanding.
- *Actively involve parents and families in the planning and implementation of the program. Parents will have an opportunity to fill out surveys, attend parent trainings, and serve on the Advisory Committee.
- *Host one event such as a mental health fair or parent-child wellness workshop. By fostering a sense of community and shared responsibility, we will strengthen support for the program and build relationships with parents and families.
- *Offer individualized communication and feedback channels, such as one-on-one meetings or phone calls where parents and families can seek personalized support, ask questions, or share concerns.
- *Reach out to community organizations where parents are already involved and share information there.
- *Target parents and families from diverse backgrounds and include them in implementation planning.
- *Highlight to parents the positive impact the Student Support Program has had on their children's well-being and academic and social/emotional performance.

4. Describe how the LEA will ensure that there is adequate staff to support the establishment and implementation of the Student Support Program.

Sabinal ISD has strong case for the importance of mental health support and the positive impact it can have on student well-being, academic performance, and overall school climate and we will ensure there is adequate staff to support the program. Sabinal has already assessed the staffing needs of the Student Support Program and identified the specific roles and responsibilities required to effectively implement the program. SISD will hire a Program Director and two campus program specialist/counselors and will contract with a Licensed Specialist in School Psychology or other mental health professional. SISD will also contract with a music and art therapist. These positions will ensure the overall implementation of a successful program. Sabinal ISD will also partner with external organizations, mental health agencies, or our local medical clinic to supplement staffing needs and provide additional expertise and support. Current staff will be provided ongoing professional development and training opportunities in support of the the Student Support Program and through collaboration and guidance with ESC 20 and the Texas Center for Student Supports. Staff workload will be monitored and assessed to ensure it remains manageable and sustainable. We will be considerate of their responsibilities to prevent burnout and maintain high-quality services. We will continuously assess the adequacy of staffing based on the program's goals, outcomes, and student needs. We will also collect feedback from staff members regarding workload, resource allocation, and support requirements. This information will help us make informed decisions on staff expansion, restructuring, or reallocation to ensure that the Student Support Program remains effective, align with the Texas Center for Student Supports, and adequately supported.

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9. Statutory/Program Requirements (Cont.)

5. Describe how each of the campuses will be supported by the grant program, if awarded, currently conduct behavioral threat assessments and how the campus will incorporate current systems into the student support team structure.

With a student support team on each school campus, the diverse needs of students will be addressed to provide a comprehensive support system that promotes academic success, social-emotional well-being, and overall student growth. Our student support team plays a crucial role in providing support to students facing academic, behavioral, social, or emotional challenges. Team members will include administration, counselors, Special Education educator, School Psychologist, classroom teachers, ESL specialist, school nurse, and parents and the student support program direct. Professional collaboration meetings will be held regularly to review and discuss student cases, data, progress, needs and make recommendations for actions or interventions. Sabinal ISD will incorporate current identification and intervention systems into the student support team structure. The advisory committee will compare intervention programs, behavioral threat assessments, and other materials available in the State of Texas to ensure the students and district are utilizing the most current research based practices and/or materials available.

6. Describe how the LEA currently identifies student support needs and how it identifies and establishes partnerships with external mental health and behavioral health providers to meet student needs.

Sabinal ISD teachers receive mandatory training to be aware of signs a student might show that indicate a need for a mental health intervention. Teachers and staff are required to serve as adult mentors to help identify students at risk. Students identified with social-emotional needs are supported through direct conversations with administrative staff including the district counselor. After the Robb Elementary incident, Sabinal ISD received additional support from Uvalde County and the Texas Workforce Commission. Parents of students that present a specific outcry for self harm behaviors are made aware of their obligations to seek out direct guidance by their private health care providers. Sabinal ISD has also partnered with agencies such as Bluebonnet Children's Center (Community Service for Mental Health) and Family Service Association of Uvalde to deliver services and meet specific student needs.

Sabinal ISD also houses Cluster V, which serves as a hub for seven area districts and provides special education services. Students identified for needing student support services go through a referral process and the school district seeks external mental and behavioral health providers to serve the students in need.

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9. Statutory/Program Requirements (Cont.)

7. Describe how the LEA currently partners with the regional ESC to support improvement in student mental health, behavioral and emotional health, physical health and wellbeing, and improving academic outcomes for students.

Sabinal ISD has established a great rapport with ESC 20. Our school counselor attended every session possible under the Mental Health Umbrella that was offered through ESC 20. Since Sabinal ISD is in Uvalde, County and has students and families from Uvalde, ESC 20 partnered to offer their mental health services. They have been very supportive and offered the same services to Sabinal ISD as they did Uvalde CISD. The service center has been very active in Uvalde County following the event that took place at Robb Elementary. ESC 20 personnel have been available to offer counseling to students as needed.

Prior to the incident, Sabinal ISD has utilized the different services offered by ESC 20 in the mental health department along with the many other services that target physical health and well being and improving academics.

8. Describe how the LEA will use this grant program to supplement current work to improve services and supports for the mental health, behavioral and emotional health, and physical health and wellness of students.

Sabinal ISD will supplement their current work with grant funding to improve services and supports for the mental health, behavioral and emotional health, and physical health and wellness of students. Supplements will include: More collaboration with local organizations, mental health agencies, healthcare providers, and non-profit organizations to enhance the availability of services and supports. Increasing mental health staff to ensure our students have access to adequate support for their mental and emotional well-being. Implement a comprehensive wellness programs that address the physical, mental, and emotional health of students by implementing fitness and wellness equipment, buddy benches, and emotional well-being curriculum. Implementing anti-bullying policies, fostering positive relationships among students and staff, and providing resources for conflict resolution and peer support programs. Invest in training and professional development opportunities through ESC 20 for teachers and staff to increase their understanding of mental health issues and equip them with effective strategies to support students. Implement early intervention and prevention strategies by implementing a screening program to identify students who may be at risk for mental health or behavioral issues. Sabinal ISD will utilize a Multi-tiered system of supports for social and emotional learning and mental health. More parental and family involvement will also be a manner in which we utilize grant funds to supplement our current work. Parents and families will be involved in the entire planning process and throughout the implementation of the Student Support Program meeting the Texas Center for Student Supports. Offer resources for mental health education and implementing digital platforms for students and parents to access information and support is another way to supplement our practices. Finally, evaluating our program more frequently to make informed decisions for the overall improvement of the program.

9. Enter the LEA Total Enrollment:

393

10. Enter the Regional Educational Service Center that serves the LEA:

20

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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.

Table with 2 columns: Group, Barrier. Contains 4 rows of empty input fields.

11. 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.

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.

Equitable Services Calculation

Table with 2 columns: Description, Amount. Rows include LEA's student enrollment (393), Enrollment of all participating private schools (0), Total enrollment of LEA and all participating PNPs (393), Total current-year grant allocation (862,706), LEA reservation for direct administrative costs (14,200), Total LEA amount for provision of ESSA PNP equitable services (848,506), Per-pupil LEA amount for provision of ESSA PNP equitable services (2,159), and LEA's total required ESSA PNP equitable services reservation (2,159).

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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.	Project Director- Reporting Focus	\$75,000
2.	Instructor - Music/Art Therapy	\$45,000
3.	Counselor/Program Specialist Secondary - Data Analysis Focus	\$50,000
4.	Counselor/Program Specialist Elementary - Parent Liaison	\$50,000
5.	Employee Benefits	\$10,000

Professional and Contracted Services

6.	Required 6% of funds for technical assistance provided by the regional ESC	\$42,600
7.	Required 10% of funds to the Texas Center for Student Supports	\$71,000
8.	Guest Speakers, Translator and Baby Sitting for Parent Meetings	\$55,000
9.	Licensed/Training - MTSS Program; Licensed Specialist in School Psychology	\$75,000
10.	PBIS Software License and Training, Data Plans for Ipads	\$25,000

Supplies and Materials

11.	Mental Health and Wellness Poster/Books; Parent Mtg. Supplies - make and take, snacks	\$20,000
12.	Supplies for Sensory Space in Classrooms; Supplies for Music/Art Therapy; PBIS Supplies	\$30,000
13.	Technology - ipads	\$85,000

Other Operating Costs

15.	Buddy Benches, Social Emotional Learning Curriculum	\$30,000
16.	Puberty Curriculum, Multi-Tiered System of Supports Training	\$30,000
17.	Travel and Training for Student Support Program Implementation	\$25,000

Debt Services

18.		
19.		

Capital Outlay

20.	Fitness/Wellness Equipment, Seraphic space for staff, Music/Art Therapy space	\$105,000
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Direct administrative costs:

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 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.

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