



2024-2025 Charter School Program Grant (Subchapter C & D, Cycle 2)
COMPETITIVE GRANT Application Due 11:59 p.m. CT, September 09, 2024

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: P.L 114-95, ESEA, as amended by ESSA, Title IV, Part C; TEC, Chapter 12; TAC, Chapter 100, Subch. AA

Grant period: November 01, 2024 - September 30, 2025 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 Leadership Prep School

Campus name North Campus CDN 061804 Vendor ID 27-1616131 ESC 10 UEI 965589059

Address 8100 Teel Parkway City Frisco ZIP 75034 Phone 9723703650

Primary Contact Stacy Alton Email salton@lpsfrisco.com Phone 9722946907

Secondary Contact Audra Floyd Email afloyd@lpsfrisco.com Phone 9722946907

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):

- [x] Grant application, guidelines, and instructions [x] Debarment and Suspension Certification
[x] General Provisions and Assurances [x] Lobbying Certification
[x] Application-Specific Provisions and Assurances [x] ESSA Provisions and Assurances requirements

Authorized Official Name Stacy Alton Title Superintendent Email salton@lpsfrisco.com

Phone 9722946907 Signature [Signature] Date 9/6/24

Grant Writer Name Audra Floyd Signature [Signature] Date 9/6/24

[x] Grant writer is an employee of the applicant organization. [] Grant writer is not an employee of the applicant organization.

For TEA Use Only:

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
By the end of 2025, the percentage of students scoring meets or masters on Math, ELA, and Science STAAR 3-8 and EOC tests will increase by 50%. Targets are at least 60% meets and 20% masters in Math, science, and ELA.	Implement adaptive learning platforms for personalized practice and targeted remediation. Align the curriculum with STAAR and EOC standards, and provide ongoing professional development in data-driven instruction and technology integration. Enhance support for struggling students by hiring additional staff and upgrading classroom technology for a more interactive learning environment.
By the end of 2025, the academic growth rating in the school progress domain will increase by 10 % from a scaled score of 76 to an 84 .	Implement adaptive learning software and upgrade technology, while revising the curriculum for engaging, standards-aligned content. Provide ongoing professional development and hire additional staff to support differentiated instruction and meet the needs of all students.
Increase Community and Family Engagment from to a total of 149 to at least 160 in elementary and from 138 to at least 150 in secondary using the Leader in Me MRA Survey.	Introduce the Leader in Me curriculum to foster student leadership and align with community values, while offering professional development for educators to integrate leadership principles effectively. Enhance community outreach through regular communication, events, and workshops to engage parents, local organizations, and businesses in school initiatives.

5. SMART Goals

1. Describe the summative SMART goal (a goal that is Specific, Measurable, Achievable, Relevant, and Timely) you have identified for this program related to student outcomes.

Our charter school plans to expand by implementing research-based instructional strategies and high-quality materials across all grade levels, while enhancing family engagement and supporting special populations through differentiated instruction. We aim for a 10% increase in student performance, a 15% rise in family and community engagement, and a 20% improvement in outcomes for special populations, measured by standardized tests and special populations reports such as IEP progress reports. The grant will fund professional development, acquisition of instructional materials, and programs to strengthen family involvement. This initiative aligns with our mission to provide a high-quality, inclusive education and foster strong community partnerships.

2. Describe 3-5 SMART goals related to project implementation. Ensure that these goals are aligned to the purpose of the grant.

#	Implementation SMART Goal	Progress Measure
1.	By Febuary of 2025 Leadership Prep School has hired key personal pertinent to planning activities for a new campus.	End of November job posting are up, by mid December interviews are scheduled, by mid January employees are selected
2.	By February of 2025 Leadership Prep school will have purchased essential furniture and equipment for a new campus.	By November receive quotes from multiple sources, by January present formalized plan to board, place order in February.
3.	By April of 2025 Leadership Prep School will have placed orders for all curriculum for new campus.	By December select curriculum needed and receive quotes, by March formalize list with key stakeholders, place orders by April.
4.	By April of 2025 Leadership Prep School will have professional development planned for new campus staff.	By January staff, using needs assessment, will create a list of needed PD, By March finalize list with newly hired staff.
5.		

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

6. Measurable Progress

Describe 3-5 quarterly benchmarks you will use throughout the grant period to measure progress toward your student outcome SMART goal. For this grant the quarters are as follows: 1st Quarter = Beginning of Grant to 1/31/2025, 2nd Quarter = 2/01/2025 to 5/01/2025; 3rd Quarter = 5/02/2025 to 7/02/2025 and 4th Quarter = 7/03/2025 to 9/30/2025.

#	Benchmark Used	Goal
1.	Q1: jobs posted, interviews held Q2: Hiring complete	By Febuary of 2025 Leadership Prep School has hired key personal pertinent to planning activities for a new campus.
2.	Q1: Receive quotes on furniture and equipment and present plan to board Q2:Place order for all furniture and equipment	By February of 2025 Leadership Prep school will have purchased essential furniture and equipment for a new campus.
3.	Q1: select curriculum needed and receive quotes Q2: Formalize list with key stakeholders and place orders	By April of 2025 Leadership Prep School will have placed orders for all curriculum for new campus.
4.	Q1: Needs assessment administered and reviewed, create list of needed PD, Q2: Finalize list with newly hired staff. Q3: Schedule PD.	By April of 2025 Leadership Prep School will have professional development planned for new campus staff.
5.		

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.

To ensure our program is effective and sustainable, we will regularly analyze project evaluation data, including standardized test scores, family engagement surveys, and special populations reports such as IEP progress reports. We will review this data at the end of each semester to assess whether we are meeting our benchmarks of a 10% increase in student performance, a 15% rise in family engagement, and a 20% improvement in outcomes for special populations. If the data indicates that we are not on track to achieve these goals, we will first conduct a root cause analysis to identify specific areas of weakness. Based on these findings, we will adjust our instructional strategies, refine our professional development programs, or enhance our family engagement initiatives as needed. For example, if student performance is not improving as expected, we may increase targeted support for teachers or introduce additional instructional resources. If family engagement remains low, we might explore new strategies for reaching out to families or providing more flexible involvement opportunities. This ongoing evaluation process will allow us to make timely modifications, ensuring that our program remains adaptable and sustainable, ultimately supporting the success of all students.

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

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 assurances, Statutory Requirements, TEA Program Requirements, and Performance Measures, as noted in the 2024–2025 Charter School Program Grant (Subchapter C & D, Cycle 2) 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 provides assurance that they accept and will comply with Every Student Succeeds Act Provisions and Assurances requirements.
5. 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.

For TEA Use Only:

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

9. Statutory Requirements

1. Describe the roles and responsibilities of the eligible applicant, any partner organizations, and charter management organizations, as applicable, including the administrative and contractual roles and responsibilities of such partners.

The eligible applicant for Leadership Prep School - North Campus will oversee the strategic direction and governance of the school, ensuring alignment with its mission and regulatory compliance. This includes setting long-term goals, managing the budget, and engaging with the community. At all stages of project implementation and management, the project will involve highly qualified administrative business office staff who will oversee adherence to all policies and procedures related to maintaining fiduciary and financial responsibility for all grant activities, including keeping accurate accounting data and records. Leadership Prep School - North Campus will handle day-to-day operations, including financial management and academic support, ensuring that the school meets its performance targets. Clearly defined administrative and contractual roles will outline responsibilities and expectations for each party, fostering collaboration and accountability to ensure the school's success.

2. Describe the quality controls agreed to between the eligible applicant and the authorized public chartering agency involved (TEA or the school district authorizer), such as a contract or performance agreement, how a school's performance in the state's accountability system and impact on student achievement (which may include student academic growth) will be one of the most important factors for renewal or revocation of the school's charter, and how the authorized public chartering agency involved (TEA or the school district authorizer) will reserve the right to revoke or not renew a school's charter based on financial, structural, or operational factors involving the management of the school.

Leadership Prep school is a Subchapter D, open-enrollment charter school system, authorized by the Texas State Board of Education under the Generation 15 charter application process on September 24, 2010. Charter contract was renewed by expedited renewal August 1, 2016 for a term of ten(10) years by the Commissioner of Education. As a charter school we are held to academic accountability performance as defined in TEC 39 and 39A. In addition, additional performance standard include financial integrity as determined by FIRST rating as well as the performance framework for charter schools. If academic accountability is not met, financial integrity standards are not met or a combination of either as defined in TEC 12.115 the charter may be revoked or non-renewed.

3. Describe how the autonomy and flexibility granted to the proposed charter school or high-quality charter school campus is consistent with the definition of a charter school in Section 4310, including how the proposed charter school campus will have a high degree of autonomy over budget and operations and personnel decisions. Include a detailed description of the ways in which the proposed charter school or high-quality charter school campus will be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus and their input with regard to the school's curriculum, calendar, budget, and daily operations. For a charter school campus authorized by the local board of trustees pursuant to TEC, Chapter 12, Subchapter C, describe how this autonomy is above and beyond the degree of flexibility and autonomy afforded to traditional campuses within the school district.

Leadership Prep School - North Campus will operate with a high degree of autonomy, consistent with TEC 12 definition of charter schools. This autonomy will encompass significant control over budgeting, operations, and personnel decisions, allowing the campus to tailor its resources and practices to meet the specific needs of its students. As a school dedicated to leadership and distributive leadership, the campus will empower its leadership team and staff to make critical decisions about curriculum, staffing, and day-to-day operations, including setting the school calendar and managing financial resources. This approach fosters a collaborative environment where leadership responsibilities are shared across the school community, promoting innovative instructional strategies and personalized interventions. Unlike traditional district schools, which must adhere to district-wide policies and regulations, Leadership Prep School - North Campus will have the flexibility to create a unique educational environment, make rapid adjustments based on data, and ensure that every aspect of its operation aligns with its mission and goals. This level of flexibility is designed to enhance student outcomes and foster a more responsive and adaptive learning environment through a distributed leadership model.

For TEA Use Only:

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

9. Statutory Requirements (Cont.)

4. Describe how the planned academic program will support improved academic outcomes for educationally disadvantaged students.

The planned academic program will improve outcomes for educationally disadvantaged students by using differentiated instruction and research-based strategies tailored to their unique needs. Professional development will equip teachers to provide targeted support, ensuring that students with learning challenges receive appropriate interventions. Additionally, family engagement initiatives will strengthen home-school partnerships, creating a more supportive environment for academic success. Regular assessments will allow for data-driven adjustments to ensure continuous improvement.

5. Describe how the eligible applicant will solicit and consider input from parents and other members of the community on the implementation and operation of the proposed charter school campus.

The school will actively solicit and consider input from parents and community members through multiple channels, including regular surveys, focus groups, and town hall meetings. These forums will allow stakeholders to provide feedback on the implementation and operation of the charter school, ensuring their voices are heard. Additionally, a parent and community advisory committee will be established to offer ongoing input and recommendations. By fostering open communication and collaboration, the school will ensure that the program aligns with community needs and strengthens family involvement in the educational process.

6. Describe the eligible applicant's plans for ongoing, effective parent and community engagement.

The school's plan for ongoing, effective parent and community engagement includes regular communication through newsletters, social media updates, and parent-teacher conferences to keep families informed and involved. The school will also host workshops and family events to equip parents with tools to support their children's learning at home. A parent and community advisory committee will provide continuous feedback and foster collaboration, ensuring that the school's programs align with the needs and expectations of the community. This approach will strengthen partnerships and increase engagement, driving improved academic and social outcomes for all students.

For TEA Use Only:

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

9. Statutory Requirements (Cont.)

7. Describe the eligible applicant's plan for meeting the transportation needs of the students at the proposed charter school campus.

Pursuant to TEC Sec. 12.109 Leadership Prep School shall provide transportation to each student attending the school to the same extent a school district is required by law to provide transportation to district students.

8a. Describe the eligible applicant's planned activities and expenditures of grant funds for planning activities. *Planning activities are related to the planning and program design of the charter school.*

The planned activities and expenditures of grant funds for the charter school's planning phase will focus on creating a research-based program design and a supportive learning environment. Funds will be allocated for professional development, enabling teachers to receive training in differentiated instruction and strategies for supporting educationally disadvantaged students. A portion of the funds will be dedicated to purchasing technology to achieve a 1:1 device ratio, ensuring all students have access to digital learning tools. Additionally, funds will be used to acquire high-quality instructional materials, conduct needs assessments, and establish family engagement programs. These planning efforts will ensure the school is well-prepared to implement a high-quality, inclusive education program aligned with its mission.

8b. Describe the eligible applicant's planned activities and expenditures of grant funds for implementation activities. *Implementation activities are related to the implementation of the charter school and its educational program.*

For the implementation phase, grant funds will be used to execute the core elements of the charter school's educational program. This includes purchasing high-quality, research-based instructional materials for all grade levels and maintaining a 1:1 technology ratio to enhance digital learning. Funds will also support ongoing professional development for teachers, ensuring they are equipped to deliver differentiated instruction and effectively meet the needs of educationally disadvantaged students. Additionally, the school will implement family engagement programs, including workshops and events to foster strong home-school partnerships. These expenditures will ensure the successful rollout of the academic program, driving improvements in student performance and community involvement.

For TEA Use Only:

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

9. Statutory Requirements (Cont.)

8c. Describe how the eligible applicant will maintain financial sustainability after the end of the grant period.

The primary source of funding for the continued operation of Leadership Prep School- North Campus will be the per-pupil allotment from the State.

9. Describe and justify any requests for waivers of any Federal statutory or regulatory provisions that the eligible applicant believes are necessary for the successful operation of the charter school, and a description of any state or local rules, generally applicable to public schools, that the applicant proposes to be waived or otherwise not apply to the school.

Leadership Prep School will not be requesting waivers of any Federal statutory or regulatory provisions.

9. Statutory Requirements Subchapter C Applicants ONLY

In addition to the requirements listed above, campus charters established under TEC, Subchapter C, Campus Charter Schools, must also address each of the following requirements (numbers 10-14):

10. Describe the educational program* at the proposed charter school campus, including: a. how the program will enable all students to meet challenging state student academic achievement standards; b. the grade levels or ages of children to be served; and c. the curriculum and instructional practices to be used. *If the district has partnered with an entity to replicate a high-quality charter school model, the description of the educational program should include the name of the high-quality charter school that is being replicated, along with additional pertinent information to demonstrate that the charter school meets the definition of a high-quality charter school.

N/A

For TEA Use Only:

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

9. Statutory Requirements Subchapter C Applicants ONLY (Cont.)

11. Describe how the district authorizer will monitor the proposed charter school campus in recruiting, enrolling, retaining, and meeting the needs of all students, including children with disabilities and English learners.

N/A

12. Describe the manner in which an annual independent financial audit of the campus is to be conducted. The campus charter must have a plan for an audit that is separate and apart from the district's annual financial audit.

N/A

13. Describe the manner in which the campus will provide information necessary for the school district in which it is located to participate, as required by TEC, Chapter 12, Subchapter C, or by SBOE rule, in public education information systems (PEIMS).

N/A

14. Describe the manner in which the district will flow other federal and state funds to the proposed charter school campus. Describe the timelines for flowing the federal and state funds to the campus that will ensure students are promptly receiving the benefit of services that appropriate federal and state funds can provide.

N/A

For TEA Use Only:

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

9. TEA Program Requirements

1. Provide the number of students in each grade, by type of school, projected to be served under the grant program in 2024–2025.

Charter School Type	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
<input type="text"/>															

Not Applicable - No students will be served during the 2024–2025 school year.

Total Staff **Total Parents** **Total Families** **Total Campuses**

2. Provide the number of students in each grade, by type of school, projected to be served under the grant program in 2025–2026.

Charter School Type	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Replicating State-Authorized		100	100	100	100	100	100								600

Total Staff **Total Parents** **Total Families** **Total Campuses**

3. Provide the number of students to be served in 2024 -2025 who would otherwise attend an F-rated campus (from the most recent accountability ratings) that serves the same grade levels as the proposed charter school. Please click on the [All Campuses by Rating](#) for more information.

Charter School Type	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
<input type="text"/>															

Not Applicable - No students will be served during the 2024–2025 school year.

Total Staff **Total Parents** **Total Families** **Total Campuses**

4. Provide the names and nine-digit county/district/campus numbers of the F-rated campuses (from the most recent accountability ratings) that serve the same grade levels as the proposed charter school that you will be impacting as described above. Please click on the [All Campuses by Rating](#) link for more information.

#	District Name	Campus Name	9 Digit CDC Number
1.	Lewisville ISD	Rockbrook Elementary	61-902-139
2.	Lewisville ISD	Lewisville Elementary	61-902-143
3.			
4.			
5.			
6.			

Not Applicable - No students will be served during the 2024–2025 school year.

5. Qualified Opportunity Zone: Provide the census tract number if the proposed campus will be located in a [Qualified Opportunity Zone](#).

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

9. TEA Program Requirements (Cont.)

6. If more students apply than the campus is able to accommodate, describe the lottery procedures to admit students.

If there are more eligible applicants than available spaces in a grade level, then a lottery will be conducted. All applications in the grade level(s) will go into a lottery system. Students whose names are drawn, up to ceiling limits, will be accepted. Those not drawn may be placed on a waiting list to be admitted in the event of a vacancy. The charter school will exempt from the lottery returning students, the siblings of returning students, and/or the children of the school's founders and staff as long as they only comprise a small percentage of the enrollment. LPS will accept applications that are submitted outside of the designated application period. If there is a waiting list, applicant's whom apply outside of the designated enrollment period will be placed on the waiting list in order of when the application is received or by lottery process if more than one application is received on any given day. If there is no waiting list and a space is available with only one applicant, the applicant will be admitted. If there is no waiting list and a space is available with multiple applicants, the space will be filled through a lottery process with remaining applicants being placed on a waiting list.

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"/>

11. PNP Equitable Services

PNP Equitable Services **does not apply** to this grant.

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

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.

Planning Payroll Costs

1.	Key Personnel	\$68,250
2.		
3.		
4.		
Payroll Subtotal:		\$68,250

Implementation Payroll Costs

1.	All Staff	\$203,500
2.		
3.		
4.		
Payroll Subtotal:		\$203,500

Planning Professional and Contracted Services

5.		
6.		
7.		
8.		

Professional & Contracted Subtotal:

Implementation Professional and Contracted Services

5.		
6.		
7.		
8.		

Professional & Contracted Subtotal:

Planning Supplies and Materials Costs

9.	FF&E	\$464,250
10.	Administrative Software	\$150,000
11.	Curriculum	\$241,943

Supplies and Materials Subtotal:

Implementation Supplies and Materials Costs

9.	FF&E	\$258,059
10.	Administrative Software	\$75,000
11.	Curriculum	\$9,000

Supplies and Materials Subtotal:

Planning Other Operating Costs

12.	Recruitment- Student	\$10,000
13.	Recruitment- Staff	\$10,000
14.		

Other Operating Costs Subtotal:

Implementation Other Operating Costs

12.	Professional Development	\$5,000
13.		
14.		

Other Operating Costs Subtotal:

Planning Capital Outlay

15.		
16.		

Capital Outlay Subtotal:

Implementation Capital Outlay

15.		
16.		

Outlay Subtotal:

TOTAL GRANT AWARD REQUESTED:

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

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

For TEA Use Only:

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