



2021-2022 Nita M. Lowey 21st Century Community Learning Centers (CCLC), Cycle 11, Year 1

Competitive Grant Application: Due 11:59 p.m. CT, January 07, 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: Public Law 114-95, Elementary and Secondary Education Act of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)

Grant period: From 07/01/2021 to 07/31/2022 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): N/A

1. Applicant Information

Name of organization: Pioneer Technology Arts Academy (PTAA)
Campus name: N/A, CDN: 057850, Vendor ID: 1461537310, ESC: 10, DUNS: 080012141
Address: 3200 Oates Drive, City: Mesquite, ZIP: 75150, Phone: 972-375-9672
Primary Contact: Derrick Love, Email: dlove@ptaaschool.org, Phone: 903-355-4255
Secondary Contact: Shubham Pandey, Email: shubham@ptaaschool.org, Phone: 972-375-9672

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: Shubham Pandey, Title: Super., Email: shubham@ptaaschool.org

Phone: 972-375-9672, Signature: [Handwritten], Date: 01/21/2021

Grant Writer Name: Lisa Seiser, Signature: [Handwritten], Date: 01/21/2021

Grant writer is not an employee of the applicant organization.

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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.

- 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. All participants understand that the “Shared Services Arrangement Attachment” must be completed and signed by all SSA members, and submitted to TEA before the 80% reserve on the NOGA is lifted.

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
College Readiness - Pioneer Technology Arts Academy has limited post-secondary opportunities. None of the students are graduating Career, College, and Military Ready (CCMR). Currently, no CTE courses are offered and there are no TSI testing options in the charter.	Partnerships will be established with community organizations that will offer students presentations and demonstrations in high-demand career fields. STEM programming will be offered to students in order to increase their interest in science, technology, engineering and math career pathways. Finally, TSI/ACT test preparation and testing will be offered during the after school program.
As per TAPR, charter suffers from a high percentage of inexperienced teachers (100% in first year), a 30.7% annual teacher turnover rate (16.8% statewide), and none of the charter's teachers are bilingual certified.	To ensure that inexperience does not affect instruction, professional development training and support services will be provided to teachers, which will enhance the educational skill set they bring to their classroom. This will build confidence and commitment to the charter, intended to improve long-term teacher retention.
Social/Behavior - PTAA has 25.4% of students who have behavior disabilities (20.8% statewide). With the impact of COVID-19 on these and other students, there is a risk of long-term social-emotional instabilities without appropriate intervention.	Provide training to teachers and parents to recognize the signs in students who may be suffering depression, anxiety or other mental/behavioral challenges. Teachers and parents will be trained how to approach and communicate with students about their emotions, struggles and fears in a caring and understandable manner that creates a safe and nurturing environment.

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.

Pioneer Technology Arts Academy (PTAA) and its six (6) Community Learning Centers will incorporate quality and daily academic support, host social/emotional training and education, professional development for teachers, a variety of STEM and CTE enrichment activities and working family engagement/parental involvement events as a focused strategy to provide academic growth, social-emotional support, improve teacher retention, and increase parental involvement/knowledge. Through these various measures and by closely following the 21st CCLC Blueprint, PTAA will annually increase its TSI testing opportunities, and will indicate through teacher/parent surveys 75% of participating students improving behavior and social/emotional stability and understanding. By 2026-27, the charter will see overall improvements in STEM/CTE learning opportunities and students pursuing CTE career fields.

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

- Advertise, recruit, interview and hire staff, including Program Director and Site Coordinators for centers.
- Create program marketing plan and outreach materials using Texas ACE branding.
- Site Coordinators recruit, select, hire and train/prepare center staff of teachers, paraprofessionals, volunteers and tutors to provide programming for students.
- Enter into formal partnership (Memorandum of Understanding) with The Fulton School.
- Identify and prioritize students most in need to enroll targeting at least 65% of at-risk/ED students.
- Select students to participate in program and begin offering program activities.
- Develop charter-wide and center-level logic models for programming as well as budgets for each center.

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

- Schedule regular bi-weekly meetings between Site Coordinators and campus administration to ensure priority academic objectives are being met as determined by regular school day leaders and curriculum advisors.
- Site Coordinators meet with teachers bi-weekly to ensure lesson plans complement regular school day learning.
- Identify specific academic and family engagement activities that fit the needs and objectives of the centers.
- Administer surveys to students/parents/guardians to determine level of quality of academic/enrichment activities.
- Implement and build recruitment efforts for enrollment creating a list of eligible students for each center.
- Administer surveys to regular day teachers/staff to determine impacts of program and for improvement ideas.
- Meet at least 75% of center-specific enrollment number targets.
- Create and implement Professional Development (PD) plan.

Third-Quarter Benchmark

- Provide regularly scheduled PD opportunities for ACE staff individually and as a team.
- Utilize peer assessments to evaluate 21st CCLC staff effectiveness and skills, led by the Site Coordinators.
- Provide coordination and support as needed for local and external evaluation processes including site visits and data collection.
- Meet daily attendance percentages - no less than 75% at each.
- Meet target of students on track for 45-day attendance - no less than 75% each.
- Meet at least 75% of the target number of parents for annual goal figures.
- Meet enrollment numbers - at least 80% capacity.

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.

PTAA intends to provide a program that fully aligns with the goals identified in the 21st CCLC blueprint and guidelines. That is why it is imperative SMART goals, objectives and benchmarks are met creating an importance in monitoring and evaluating data throughout the initial grant cycle as well as the continuations beyond Year 1. PTAA will build a timeline to determine if grant objectives and benchmarks are being met. This will also be used to modify processes and implementation of the grant that may not be meeting its goals. Led by the 21st CCLC Program Director, the Site Coordinators and others in the charter involved in the program, data and feedback will be used from numerous quantitative and qualitative measures, including but not limited to the three (3) annual submissions of the Texas ACE Quality Assurance Process (QAP) monitoring (intended to measure implementation and improvement over time. Stakeholders and staff also will analyze standardized testing and local student data, daily attendance numbers in the program using the 21st CCLC tracking system and during the school day, 6-week student grades, and weekly ACE lesson plan alignment with school day learning to ensure positive student outcomes at all grade levels. The Texas ACE Capacity Development Process will be facilitated to result in quality improvement action plans through self-assessments with grantee staff site visits, internal collaboration and capacity development coaches supporting specific center/charter improvement plans. This also will play a significant role in meeting the project goals and objectives.

In addition, PTAA will contract with an external evaluator, who will be responsible for collecting and reviewing numerous pieces of data to monitor student academic achievement, attendance, behavior and participation to ensure program effectiveness and suggest any adjustments or implementation strategies for improvement. If it is determined the benchmarks provided in this proposal are not or cannot be met, the 21st CCLC program leaders will discuss immediate and impactful modifications to the timeline, processes or objectives, depending on the cause of the failure to meet the benchmark. If additional guidance is needed, the charter's assigned TEA assigned technical consultant will be asked provide potential suggestions for improvement to these deficiencies.

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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 program will take place in a safe facility that is properly equipped and easily accessible.
- 2. The proposed program was developed, and will be carried out, in active collaboration with the schools that participating students attend, including through the sharing of relevant data among the schools, all participants of the eligible entity, and any partnership entities in compliance with applicable laws relating to privacy and confidentiality and in alignment with the challenging state academic standards and any local academic standards.
- 3. The program will target students who primarily attend schools eligible for schoolwide programs under ESEA as amended, Section 1114 and the families of such students.
- 4. Applicants that receive priority points for serving: 1) students in schools implementing comprehensive support and improvement activities or targeted support and improvement activities under ESEA as amended, Section 1111(d) and other schools determined by the local education agency to be in need of intervention and support and 2) students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities or who lack strong positive role models assure that they will target these students.
- 5. 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. Funds will be used to increase the level of state, local, and other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case, supplant federal, state, local, or non-federal funds.
- 6. The community has been given notice of an intent to apply and the application and any waiver request will be available for public review after submission of the application.
- 7. 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.
- 8. The applicant provides assurance to adhere to all Statutory Requirements, TEA Program Requirements, and Performance Measures, as noted in the 2021-2022 Nita M. Lowey 21st Century Community Learning Centers (CCLC), Cycle 11, Year 1 Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the grant program.
- 9. The applicant agrees to all applicable program-specific assurances as described in the 2021-2022 Nita M. Lowey 21st Century Community Learning Centers (CCLC), Cycle 11, Year 1 Program Guidelines.

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9. Statutory/Program Requirements

1. Applicants are required to evaluate community needs and resources and describe the results, including the resources available in the community, and how the program strategies and activities proposed to be carried out in the center(s) will address the identified needs of students and their families. In alignment with the information provided in the application, *Part I: Identify Address Needs*, please provide the following information related to needs assessment.

- a. Describe the needs assessment process, center-level needs assessment process, multiple sources of data used, and stakeholder feedback that occurred for this grant application.
- b. Describe the results including the student population deemed “most in need” for each campus proposed to be served and provide the estimated number of students that meet the need-based criteria, including the percent of eligible students at the campus that the program plans to serve.
- c. Describe the plan for how the center will continually assess and recruit the students most in need and how the plan addresses the needs of working families.

Needs assessment process: Pioneer Technology Arts Academy (PTAA) was founded in 2016 based on the belief that the strength of the community depends on the successes of its students. We believe that a comprehensive place-based approach will rebuild the lives of students and parents and transform the neighborhoods dealing with issues such as poverty, crime, and poor health. PTAA has a long-term commitment to see students reach college and graduate with a degree. The idea is this after school program will combat the effects of poverty and keep students on track toward the charter's goals and objectives.

In order to determine how this after school program would operate, leadership worked closely with members of the community, businesses and continued partner organizations to develop this 21st CCLC plan. A needs assessment was conducted online and during open houses with key stakeholders, including students, parents and community members. Survey results show 30% of students at each campus consider the idea of dropping out of school. There also is a significant need for affordable after school programs that can offer a variety of activities, in a safe environment with flexible hours that support working parents and families. Some of the specified areas of need as identified by both parents and students included academic enrichment such as reading and STEM to help support student performance as well as extracurricular activities to enhance the learning experience and student engagement.

PTAA is an open enrollment campus that serves a diverse student body from various communities in the area around the charter schools. In Dallas County, where these schools are located, there's an educational attainment gap with 19% of residents 18 and older have less than a high school diploma and 48% have no college education. In the charter, 45.9% are Hispanic, 12.8% African American and 36.5% are white. However, the teacher demographics don't match the students. Only 5% are African American, 10% are Hispanic, 72.9% are white and 7% are Asian. Additionally, more than 19% of the students in the charter are ELL and 5% are special needs. However, there are no ELL certified or special education certified out of 95 teachers. Campus specific demographics and targets are as follows:

- Mesquite (6-12) - Out of 625 students, 44.4% are ELL and 75.5% at risk. Of these in need students, 20% (94) will be targeted.
- Greenville (K-12) - Out of 419 students, 47.5% are Economically Disadvantaged. Of those, 30% (63) will be targeted.
- Fate (6-12) - Out of 150 students in the school, 15% (23) will be targeted.
- Mesquite Elementary (K-5) - Out of 295 students, 20% (59) will be targeted.
- Royse City Elementary (K-5) - Out of 285 students, 20% (57) will be targeted.
- North Dallas (K-10) - Out of 341 students, 47.9% Economically Disadvantaged. Of those, 15% (25) will be targeted.

Assess and recruit: To target these most in need students as well as other students who should be enrolled in the program, the charter will have counselors and teachers recruit and refer students in order to provide them additional support services through the 21st CCLC grant. The most in need students at each campus center will receive priority enrollment.

Address Working Families: The charter is aware of significant family financial constraints and schedule of the hard-working families within the area. Therefore, PTAA will as much as possible limit travel costs incurred by the family members, as well as offer them on-line or pre-recorded activities in both English and Spanish to assist with time constraints for those single parents and those who work unique hours and more than one job. To ensure the needs of the parents are being addressed, the charter will also provide surveys (online and in print) to gather feedback on the program opportunities for the parents/guardians and ideas on what could better assist parents in attending functions with their child.

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9. Statutory/Program Requirements (Cont.)

2. Programs must help students meet academic standards as defined by the measures of effectiveness (i.e., growth in state assessment, improved GPA, increased school day attendance, improved school day behavior, and increased student engagement in learning) listed in the Purpose of Program section of this RFA. (See Program Guidelines) Describe how the proposed program design will positively impact this set of measures at the grant and center levels. Provide data and SMART goals describing the expected estimated impact over time on one or more measure.

To meet student academic standards, the 21st CCLC program will hire qualified personnel as the full-time Project Director, full-time Site Coordinators and full-time Family Engagement Specialist. Other academic/enrichment/college and career readiness support will come from volunteers, charter staff, contracted trainers and vendors. By utilizing 15:1 student to adult ratios that result in individualized attention and small groups improving understanding and social emotional connections. The design will involve five main components, each intended to address one or more needs identified above. All centers will provide the same academic components in order to promote consistency, align with TEKS, and ensure students are able to meet or exceed the academic and other standards set forth in the SMART goals and objectives.

- Academic excellence is the principle goal of PTAA, but high quality education must be supported by stable and nurturing parents and families, supporting youth development, improving health through fitness and nutrition, and cultivating engaging and involved adults and community stakeholders. The program will be designed to provide engaging, hands-on opportunities for students to learn content through application and creation, and provide a more personalized setting to better provide individual attention to students based on their needs. This will address any lagging academic, emotional and social skills of the students, which will equip them with the resources they need to be successful within the school day, leading to more engagement in classes, better student retention, better grades and fewer disruptions. Also, partnerships will be developed to offer students of limited English additional support.

- Career, College and Military Readiness - PTAA's core values are based on graduating college and workforce ready students (currently 0% are CCMR ready). However, the charter remains in the early stages of implementing college and career readiness goals, which now will be included as objectives within the 21st CCLC program in an effort to complement and supplement those efforts. The intent here will be to strengthen students' of all ages attitude toward that possibility of college, which will help motivate students for the future through these career and college opportunities. This programming also will improve behavior, grades and attendance, which are intended to improve ability to graduate college-ready students from the charter.

- STEM/CTE Enrichment - With the growing need for students who are workforce ready in STEM-related fields as well as positions that require only an industry-based certification instead of a college degree, PTAA needs to train its teachers to support its students to successfully fill these high-demand career fields.

- Social-emotional support - Students of all ages in the 21st CCLC program will be provided through professional trainers/specialists and partner organizations information such as drug and violence prevention, conflict resolution and emotional skills to equip them with the resources they need to be successful in school and beyond. This support will assist students in attaining more positive, robust social, emotional, intellectual and coping skills they can use now and into the future. This will create habits and patterns for these students in their every day lives. When students have the opportunity to engage with a network of caring individuals who are invested in their well being, they are more likely to integrate positive feelings of self esteem and self control when trying to achieve their goals.

- Parental and Family - Meaningful engagement activities will be created to increase family/parent/guardian participation in their child's academics and the school as a whole. For parents of children in a charter such as PTAA, literacy and other related educational development such as financial literacy activities can make an impact and change families for generations with regard to wage rates and employment. Student and family needs will determine the duration and intensity of activities and parental sessions will be tied to campus data and needs assessed.

SMART Goal: English Language (EL) students will meet weekly with PTAA's partnering agencies to receive assistance in core area subjects, which will show a 5% increase in their STAAR results.

SMART Goal: At least 50% of the charter high school after school participants will attend TSI/ACT preparation courses offered by the charter and successfully pass the TSI/ACT tests.

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9. Statutory/Program Requirements (Cont.)

3. Describe the proposed program activities and how they are expected to improve student academic achievement and overall student success. Include a plan for how the center-level programs will coordinate with the regular school day to address student needs and integrate program activities with the curricular program of the campus. Address activity oversight and how the program will ensure that activities are engaging for students.

PTAA will offer students and their families a variety of programs and activities that are supported by the 21st CCLC ACE Program. By utilizing the five (5) ACE components (academic, STEM/CTE, parent and family, social-emotional services, and college and career readiness) that includes SMART goals based on grade-level TEKS, this project will offer student activities to improve their academic achievement. The program will offer innovative, center-level, evidence-based educational activities that coordinate with regular school day instruction.

Academics: In order to address any needs that have developed due to the COVID-19 pandemic, the charter will offer homework assistance and tutorials to students who have fallen behind in their core academic subjects. In addition, partnerships will be developed to address educational gaps for special needs and ELL students. Customized activities will be provided to these most in need students. PTAA charter staff will work closely with the Site Coordinators to receive crucial insight into lesson plan preparation and certified-level knowledge of TEKS along with local and state classroom standards. Site Coordinators along with administrators, teachers, counselors, parents, and staff will be the key factor in the consistent alignment of after school programming to regular school day instruction and targeting student needs. The overall program will be designed to support the regular academic program and provide high-quality activities that include small group instruction, targeted tutoring, project-based learning, homework assistance and academically aligned enrichment activities. Activities will utilize research-based software and innovative, proven instructional materials.

Social-emotional support: The COVID-19 pandemic has caused many students to suffer from anxiety, depression, uncontrolled anger and thoughts of suicide. Many parents and teachers are unprepared to address this in students. PTAA will provide mentors, counselors and professional speakers to meet with parents, teachers and students to address and respond to these thoughts and emotions to ensure the students' mental well being. Teachers will be provided training on how to recognize and identify students who are in need of additional support.

College and career readiness: It is important for PTAA to ensure their students are prepared to join the labor market. The after school program will offer a host of activities that will increase students' college, career and military interests. Local businesses and military recruiters will hold guest speaking events detailing the benefits of their career pathway. Local businesses also will offer students the opportunity to tour their facilities and potentially offer hands-on internships/apprenticeships to obtain a better understanding of the high demand career fields. In order to properly prepare students for post secondary education, TSI and ACT preparation courses will be offered to 21st CCLC participants. Once students complete their preparation courses, they will register to take these exams.

STEM/CTE/Enrichment: Students will engage in hands-on STEAM-focused activities such as robotics, coding, and science experiments. CTE courses such as Computer Basics, Intro to Cybersecurity, Microsoft suite certifications will be among the activities offered to participating students. Other enrichment activities may include (but are not limited to) arts and crafts, recreational sports, competitive sports, gardening/horticulture, culinary arts, chess, reading/book club, and more.

Parental and family: Activities for these working parents will include literacy/financial literacy, computer educational programs to assist with employment opportunities and learning soft job skills, as well as healthy cooking options for the families. More educated, more confident and healthy parents can better assist their child(ren) with homework and become lifelong learning mentors and educational leaders. These events will be typically held in the evening or on weekends and will include childcare.

Oversight: Continuous and regular attendance of the 21st CCLC program will be one gauge used to determine whether activities are engaging and interesting. Program staff will consistently monitor that attendance, including in individual enrichment activities, and will utilize suggestions and resources from highly qualified teachers about what types of engaging and educational hands-on activities should be included to match school day lesson plans.

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9. Statutory/Program Requirements (Cont.)

4. Describe the planned partnership between the applicant and the proposed eligible partner organization. Include how the partnership will contribute to achieving stated objectives and sustaining the program over time. Check the box if applying for priority points for such a partnership. To receive priority points, the applicant must provide information that demonstrates the activities proposed in the application are, as of the date of the submission of the application, not accessible to students who would be served; or that it would expand access to high-quality services available in the community.

TEA will provide the same priority to an application submitted by a local education agency (LEA) if the LEA demonstrates that it is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements of this grant. Check the box if applying for priority points under this special rule. If this box is checked, provide clear relevant evidence that the LEA is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements.

This applicant is part of a planned partnership

The applicant is unable to partner

The Pioneer Technology & Arts Academy will be partnering with The Fulton School, a private school that offers extracurricular activities to PTAA students from grades kindergarten to 5th grade. Since the charter's inception, Fulton has been a partner of PTAA, now with a location at five PTAA campuses: Fate, Royse City, Greenville, Mesquite, and Dallas. To supplement and complement the 21st CCLC after-school program, The Fulton School will focus on new, additional activities including conducting field trips, extracurricular and recreational club activities, and summer programs aligned to the enrichment programs of the 21st CCLC.

Through The Fulton School, PTAA's Greenville campus has a basketball camp, Fate has a swimming and basketball program, and Royse City has a swim program. The Fulton School also offers technology camps during the school year and in summer, which will be implemented into this 21st CCLC program. Expanding PTAA and Fulton's partnership will positively impact program students and their families. Working together, both organizations will identify additional services and sustainable opportunities over time, including beyond the grant cycle. To fulfill this commitment, the Fulton School will assign staff to work alongside PTAA school administrators and 21st CCLC program staff to develop site plans that identify, prioritize, and address each participating school's challenges.

The Fulton School is not the charter's only partner. PTAA has contacted and already has established a partnership with various community-based organizations and businesses to assist in providing opportunities for academic enrichment, youth development activities, service learning, nutrition and health education, drug and violence prevention programs, counseling, arts, music, physical fitness, wellness programs, technology programs, internships or apprentice programs, literacy programs, mathematics, science, career and technology education and other ties to in-demand industry sector or occupations for high school students that are designed to reinforce and complement regular academic programs.

In Greenville, the organizations include Richland Community College, Greenville Parks and Recreation, United Way of Greenville, Hunt County Children's Advocacy Center and various business and industry partners. In the Mesquite area, partners include Mesquite Parks and Recreation, Eastfield Community College, Dallas Boys & Girls Club, and the Mesquite Public Library system as well as business partners.

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9. Statutory/Program Requirements (Cont.)

5. Explain how the program will apply best practices, including research- or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students.

The charter plans to utilize information from the 21st Century Blueprint to help identify and implement best practices and create a foundation to build and develop activities that are evidence-based and have supporting research showing their ability to positively impact academic achievement, performance and development of students among other objectives as cited in this application. High quality programming is the goal and PTAA stakeholders believe two aspects of the program design are evidenced to provide positive educational outcomes and youth development.

One of the core enrichment concepts for PTAA is a focus on STEM, which brings together various learning that can support academic achievement as well as developmental growth. These hands-on efforts are supported by the study, "Alignment of Hands-on STEM engagement Activities with Positive STEM Dispositions in Secondary School Students," published in 2015 by Spring Science+Business Media. It states, "Using approaches that have the essential elements of active learning may help increase student interest in STEM careers." The implication stated in this peer-reviewed study implies, "many kinds of hands-on, active learning, engaging STEM programs related to making things relevant to the real world may be effective in promoting (or retaining) positive interest in STEM content and careers."

Training will be provided to 21st CCLC staff. According to a 2018 study in the Journal of Education and Practice, called Uncovering a Connection between the Teachers' Professional Development Program and Students' Learning, most research suggests professional development improves teachers' knowledge and pedagogy and enhances teachers' confidence to facilitate a positive attitude about student learning. The study also stated, after the training of professional development program, teachers improved their classroom performance as their teaching became more communicative, organized, attentive to students' needs, and principled.

6. Describe the transportation needs of participating students and how those needs will be addressed. Specifically describe how students participating in the program will travel safely to and from each center and home.

The 21st CCLC program will be held at the individual centers, so no bus transportation is needed to the facilities. Also, because the proposed centers are open enrollment campuses, bus transportation home is not needed, nor is feasible. Students who attend are not zoned to PTAA by proximity to the school, compared to a public ISD. Parents drop off their students in the morning prior to work and pick them up after school or after programming has ended.

This after school program will offer accommodations to working families by providing extended school day hours beyond what other programs designed for working parents have. Most childcare centers and other after school programs in the area are open until 6:30 p.m., requiring working families to pick up students at that time. PTAA understands students who attend the charter come from families in which parents often have more than one job. Some of them from single-parent households and have younger siblings. This 21st CCLC program is intentionally focused to meet the needs of these families. The centers will be open until 7 p.m. to serve as a safe, supervised place for students to remain until parents are able to pick them up. To help ensure the safety and security of students, each participant attending the ACE program will need to have a parent or guardian complete and sign an ACE Student Participation Form. This form will list the names and relationship of individuals that will be authorized to pick-up a student. Only those persons who have been designated as authorized pick-ups by the parent/guardian of record will be permitted to take the child.

In addition, some parental activities that will be scheduled for the evening will offer childcare to parents as a way to encourage attendance and participation prior to taking their children home for the night. For students whose parents would potentially be unable to pick them up from the center campus by 7 p.m., discussions during the charter's needs assessment process included potential carpooling among parents. However, while the school does not endorse or encourage this option, parents are making these arrangements. According to the Parent Needs Assessment survey, the greatest barrier to students attending the after school program was parental work hours.

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9. Statutory/Program Requirements (Cont.)

7. If awarded, applicants must disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. Please describe the applicant's plan to inform the community about the center and participating in the program.

To ensure effective dissemination of information about the community learning center, including the locations of its centers, to the community in a manner that is understandable and accessible, all printed and online literature will be in both English and Spanish. Fliers and electronic messages will be distributed and sent directly to parents notifying them of the expanded learning opportunities available to them for this new to the charter's after-school opportunity at all six (6) charter campuses. Fliers also will be posted at churches, businesses, and local community organizations to engage and inform the public about the after-school programming and its benefits to the charter and community. Information on the location and learning center activities will also be communicated to the community via a variety of media outlets including newspaper, radio, school marquees, announcements, and social media such as Facebook and others as well as on the PTAA charter and campus websites. All of these items as well as wall signage at the schools will include the ACE logo. The most important component will be word of mouth by students who will enjoy the dynamic age-appropriate academic and hands-on activities, caring staff, and safe learning environment, which will motivate them to join and attend the program on a daily basis to meet the objectives set forth.

The 21st CCLC Program Director will present at least once per year, an update to the charter's leadership team and other stakeholders about the status of the program, whether it is meeting its goals and provide any other information desired, such as opportunities for participation and information about each specific center. The program's Advisory Committee will involve parents, community members, business owners and more to ensure awareness and buy-in of the after school program. All outreach, marketing and communication materials will comply with the Texas ACE branding guidelines. To ensure compliance, ACE staff will use the branding guidelines resources such as webinars and 21st CCLC Blueprint.

8. Demonstrate how the proposed program will coordinate federal, state, and local programs and make the most effective use of public resources at each campus served. If applying for Program Priority 1- Program Integration, include a description of how the grant program will integrate with other TEA or local initiatives designed to increase specific academic student outcomes. Use data to explain how the program will realistically impact short- and long-term goals for student academic achievement.

Since opening in fall of 2016, PTAA has focused on establishing a project-based curriculum and workplace learning experiences with a college attending culture. So, funding from this 21st CCLC will be used to supplement and not supplant any of the charter's local, state and federally-funded programs. The charter will use resources not funded from grant including maintenance and front-office personnel, and coordinate with other campus programs and available staffing. The Superintendent, Business Manager, along with the ACE staff Project Director, will collaborate by combining resources for targeted interventions.

Program Priority 1 Integration - PTAA has a history of coordinating local and grant funds such as the Charter School High Quality Replication grant to better serve the needs of the charter students and its teachers. The charter will integrate its Lonestar STEM grant to support expansion of STEM career and college pathways, and the Technology Lending grant to provide computers and Wi-Fi to students. The 21st CCLC programs will supplement/enhance their recently P-Tech-designated campuses, which in the long term will provide professional certifications to teachers and lead to student certifications in computer technology. Other funding sources to coordinate and supplement the 21st CCLC program will include Title 1, Title II, Title III, Title IV. The charter will include all 21st CCLC personnel in staff development opportunities, such as back-to-school kickoffs, new employee training and throughout the school year as a collaborative effort to better serve the participating students, teachers and the working families. The existing school facilities such as the cafeteria, gym, outdoor fields, computer labs, and classroom space; and equipment such as computers and printers will also be utilized for students, and training teachers, volunteers and staff. To fund snacks and meals, PTAA will utilize funding from the National School Lunch Program to provide nutritional after school snacks to participating students within the first 30 minutes of the program. Those who stay beyond 6 p.m. will be provided a meal by the Afterschool Meal Program as 21st CCLC grant funds will not be used for this purpose.

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9. Statutory/Program Requirements (Cont.)

9. Describe a preliminary plan for how the community learning center will continue after funding under this grant ends. Include how the resources provided by this grant will assist the program in local sustainability efforts.

PTAA understands the success of an after-school program depends on family and community involvement and seeks to establish a continuum of services in schools that provide academic support, family involvement, school staff development, and access to community social and human services. PTAA and key stakeholders will develop a plan for continuing a high-quality program after grant funding ends.

If PTAA receives the 21st CCLC, leaders will meet with stakeholders to form an Advisory Committee, which will hold meetings throughout the grant and implement the five steps outlined in the Texas ACE Blueprint regarding sustainability, which include: 1. The committee will continuously review grant participation and performance to determine a sustainability target. 2. The committee will review which service model is more effective by site to create an effective plan. 3. The resources utilized throughout the grant, will be inventoried, and cultivated so that they can be utilized at the conclusion of the grant to aid sustainability. 4. A partnership between the charter and city will focus on building buy-in from the community to move toward creating an external funding stream such as possible sales taxes to support the program. 5. A logic model will be created and presented to the school board to highlight the program accomplishments and build buy-in. These steps, when followed and implemented, will create an opportunity for the ACE staff to discuss and plan for program sustainability.

The resources provided through this grant will assist PTAA in making secure and long-standing partnerships with strong community organizations that have complementary missions and vision to PTAA, who will remain active in community and conduct frequent meetings with those partners to discuss progress toward obtaining additional funding to sustain the after school program.

10. If the program plans to use volunteers in activities carried out through the community learning center(s), describe how the program will encourage and use appropriately qualified persons to serve as the volunteers. Explain the policy for screening and placing volunteers. If the entity does not plan to use volunteers, please indicate that in the space provided. (Choosing not to use volunteers will not lower review scores)

PTAA has volunteer involvement in all of its schools and intends to utilize them in this program as well, providing a valuable asset to the staff serving in these centers. Just like for the schools, ensuring any volunteers used during this after school program will require policies and procedures to recruit, select and train them.

Volunteers already working with the school as well as those with qualifying experience (such as computers, technology, STEM, arts, robotics and core academics) and either former/retired teachers, social workers, guidance counselors and coaches, will be given preference. PTAA will seek these types of volunteers as well as others, including college students, through continuous recruitment efforts through various forms of media, social media and word of mouth.

Volunteers can play an imperative role in a program such as this by providing additional guidance, knowledge and care for the students. A 2020 article published in the Journal of Youth Development, stated volunteers "connect organizations to their communities and enable them to offer services that might otherwise not exist." The study also stated volunteers "provide many intangibles that cannot be easily quantified" and their contributions "improved organizational outcomes and/or achieved broader community and social impacts."

Any volunteer interested in being part of the program will fill out a form that includes information about the volunteer's background, such as former employers, education as well as providing references. Those selected to assist with the program will be fingerprinted and undergo a criminal background check (following the charter's procedures). Once the volunteers are approved to serve the charter, they will receive extensive training related to student safety, program protocols, acceptable behavior from volunteers, mandated reporting and any other relevant information. This training will be provided by the Site Coordinators to assist in informing the volunteers about the goals and objectives of the program as well as providing skills to properly and safely work with students of all ages.

Volunteers at PTAA understand they are valued for what they do. Volunteers will have scheduled regular meetings with site coordinators to address any concerns or questions they may have about the program or their role.

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9. Statutory/Program Requirements (Cont.)

11. The level of attendance in the program (i.e., dosage) is correlated with certain positive student outcomes. Describe the program's strategies for recruiting and retaining students in the program over time. Provide SMART goals specifically related to student attendance targets and dosage for a typical school year (fall, spring) and separately for summer.

Positive student outcomes occur when students are in attendance and engaged in activities and learning. That makes recruiting and retainment imperative to realize consistent, long-lasting, sustained participation over time, which is a key factor in students achieving the desired program outcomes.

Recruitment and Retainment - Throughout the school year, students who are at-risk of academic failure, those who have behavioral, disciplinary or attendance concerns will be added to the 21st CCLC enrollment list by a teacher, administrator or parent within the charter. Site Coordinators will track this list of students to be enrolled in the program, if the program is at capacity. If the program is not at capacity, these at-risk students will join the program upon parental approval. Students who are consistently absent from the after school programming will be replaced by students who are placed on the waiting list. However, in order to meet targeted numbers and provide the best student outcomes, all efforts will be made to ensure the chronically absent students attend the after school program on a regular basis, which will be done by contacting parents/guardians and providing them information on the important of attendance both for their child and the program as a whole. The plan for retaining students throughout the school year also involves providing potential incentives such as free time/games or special activities held on Fridays for those who attend programming during the first 4 days of the week.

Attendance SMART goal for fall/spring: During the school year, about 22% (428) of the K-12 students in the six (6) PTAA campuses (1,938 total) will be enrolled in the 21st CCLC program (at least 65% will be most in need) and by the end of the school year just more than 75% (321) will reach the 45-day target for attendance 2 hours per day. Attendance SMART goal for summer: During summer, 100 K-12 PTAA students will attend 21st CCLC programming 12 or more days for 4 hours or more each day.

12. Describe how the center-level needs assessments informed the proposed center operations schedule and corresponding staffing and budget plans. Describe how the plan will help meet the measures of effectiveness and student service targets while maintaining center-level quality.

One of the main goals when this program was discussed at PTAA was to create a cost-effective and results-based program budget. The administration and stakeholders reviewed the goals, student needs, the number of students and parents to be targeted for participation as well as how the measures of effectiveness and center-level quality would be impacted financially. Based on the needs analysis performed, it was determined the best course was to have each campus center be open five (5) days per week, at least three (3) hours each day during the school year for 29 weeks. The program also will be open for five (5) weeks in summer for 24 hours per week to ensure the most impact is made for these students in regard to emotional support, college and career readiness, parental involvement and academics. All of this was done to ensure appropriate staffing levels, provide necessary equipment and supplies/materials, implement high quality academic and enrichment activities, provide a safe location as well as travel for students, and provide appropriate staff training.

The plan is to serve as many students as possible with a minimum of 15:1 student to adult ratio to ensure individual and small-group learning and activities will be effective to meet objectives set in the needs section. Limited funds are being used for administration and other services that do not directly benefit the students. A significant portion of the funds will be allocated to the required grant staff, extra duty pay for teachers and paraprofessionals, busing, supplies, materials and equipment for hands-on activities assisting in academics and enrichment opportunities for children. This budget request is reasonable for the number of students targeted to be served in this program. The cost is within the state approved amounts as indicated in the guidelines and grant activities are achievable based on prior experience with after school programs. Only allowed and requested to cover costs for personnel and materials have been allocated to meet the requirements of the grant and at the same time provide the highest quality possible services.

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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" value="Parents and teachers"/>	Barrier	<input type="text" value="Parental Involvement"/>
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

Are any private nonprofit schools located in the public school attendance zones of the campuses and feeders proposed to be served by the centers in the application?

- 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 applicant 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.
- The applicant assures the appropriate Affirmations of Consultation will be provided to the TEA Private Schools Ombudsman in the manner and timeline to be requested.
- The applicant assures that the total grant award requested includes any funding necessary to serve eligible students from private nonprofit schools within the attendance area of the public schools to be served by the grant.

Equitable Services Calculation

1. Total 21st CCLC program enrollment for all centers	<input type="text"/>
2. Enrollment in 21st CCLC of students attending participating private schools	<input type="text"/>
3. Total 21st CCLC program and participating private school students (line 1 plus line 2)	<input type="text"/>
4. Total year 1 proposed grant budget for serving students in all centers	<input type="text"/>
5. Applicant reservation for required staff payroll.	<input type="text"/>
6. Total grant amount for provision of ESSA PNP equitable services (line 4 minus line 5)	<input type="text"/>
7. Per-pupil grantee amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	<input type="text"/>
Grantee's total required ESSA PNP equitable services reservation (line 7 times line 2)	<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.	Project Director	\$56,000
2.	6 Site Coordinators	\$306,000
3.	Family Engagement Specialist and Part-time Secretary/Administrative Assistant	\$65,500
4.	Teachers/Paraprofessional/support staff extra duty pay	\$155,700
5.	Employee benefits	\$87,480

Professional and Contracted Services

6.	External Evaluator - Administrative costs not included with indirect/direct admin below	\$18,000
7.	Partnership - The Fulton School	\$75,500
8.	Consultants contracted to perform training and services not provided by assigned TAC	\$64,105
9.		
10.		

Supplies and Materials

11.	Supplies for ACE staff to oversee and manage the program	\$36,880
12.	Supplies to provide parents/families training and activities to increase involvement	\$23,795
13.	Supplies and materials to support student academic, STEM and enrichment activities	\$57,927
14.	Technology for use in parent resource rooms at the centers	\$30,000

Other Operating Costs

15.	Travel for ACE staff between centers and to attend trainings and conferences	\$21,600
16.	Nutritional snacks provided during parental workshops and training sessions	\$6,000
17.	Travel for students to visit colleges, tour local businesses and participate in internships	\$8,518

Capital Outlay

18.	Computers on Wheels for use in parent resource room	\$60,000
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 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"/>	

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Center Operations Schedule

County-district number or vendor ID: 057850

Part 2: Center Overview Table

In the chart below, applicants must enter information on each of the proposed centers. Applicants must ensure that the center number entered in the chart below is the same as that used in the Center Operation charts that follows (Part 3).

Center #	9 Digit campus ID #	Name of Center/Host Site, Physical Address, City, ZIP, Program Contact Phone	# of Feeder Schools	Grade Levels Served (PK to 12)	Proposed "Regular" Student target to be served 30 or 45 days or more annually	Proposed Parent/Legal Guardian Target
1	057850001	Pioneer Technology Arts Academy- Mesquite 3100 Oates Drive Mesquite, Texas 75150 (972) 375-9672		6-12	94	24
2	057850002	Pioneer Technology and Arts Academy- Greenville 300 Aerobic Lane Greenville, Texas 75402 (903) 257-3920		KG-12	63	16
3	057850003	Pioneer Technology and Arts Academy- Fate 1626 Smirl Drive Heath, Texas 75032 (972) 402-5592		6-12	23	6
4	057850004	Pioneer Technology and Arts Academy- Mesquite Elementary 1412 South Belt Line Road Mesquite, Texas 75149 (972) 375-9672		KG-5	59	15
5	057850005	Pioneer Technology and Arts Academy- Royse City Elementary 3200 FM 548 S Royse City, Texas 75189 (469) 707-3505		KG-5	57	15
6	057850006	Pioneer Technology and Arts Academy- North Dallas 15720 Hillcrest Road Dallas, Texas 75248 (469) 405-8967		KG-10	25	7
7						
8						
9						
10						

Texas ACE Center Operations Schedule (one per center)							Program Year 2021-2022					
<i>(Part 3) Applicant will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 1	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP					Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target			
Center	057850001	Pioneer Technology and Arts Academy-Mesquite 3100 Oates Drive Mesquite, Texas 75150 (972) 375-9672					6-12	94	24			
Feeder												
Feeder												
Program Operations			Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks			
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term			8/30/2021			12/10/21			14			
Spring Term			1/3/2022			4/15/22			14			
Summer Term			6/6/2022			7/15/2022			6			
Total number of weeks:									34			
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday			3:50	7:00			3:50	7:00	8:00			2:00
Tuesday			3:50	7:00			3:50	7:00	8:00			2:00
Wednesday			3:50	7:00			3:50	7:00	8:00			2:00
Thursday			3:50	7:00			3:50	7:00	8:00			2:00
Friday			3:50	7:00			3:50	7:00				
Saturday												
Sunday												
Total Hours Per Week:	15 hours & 50 minutes				15 hours & 50 minutes				24			
Adjunct Sites, If applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	The PTAA will make accommodations based on the COVID-19 pandemic at the start of the program. These will include remote instruction, if necessary. PTAA is also planning on educational or recreational field trips for students, which will require bus travel to partnering agencies, local business, and/or colleges and universities.											
Parent/Legal Guardian Activities	Parental activities offered by the 21 st CCLC after-school program will include courses and workshops, such as financial literacy, technology skills, and community events for families.											

Texas ACE							Program Year						
Center Operations Schedule (one per center)							2021-2022						
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>													
Center 2	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP					Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target				
Center	057850002	Pioneer Technology and Arts Academy-Greenville 300 Aerobic Land Greenville, Texas 75402 (903) 257-3920					KG-12	63	16				
Feeder													
Feeder													
Program Operations			Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks				
Summer Term Jump Start <i>(Must be approved in NOGA)</i>													
Fall Term			8/30/2021			12/10/21			14				
Spring Term			1/3/2022			4/15/22			14				
Summer Term			6/6/2022			7/15/2022			6				
Total number of weeks:									34				
Center Schedule													
Day of the Week	Fall Term				Spring Term				Summer Term				
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	
Monday			3:05	7:00			3:05	7:00	8:00			2:00	
Tuesday			3:05	7:00			3:05	7:00	8:00			2:00	
Wednesday			3:05	7:00			3:05	7:00	8:00			2:00	
Thursday			3:05	7:00			3:05	7:00	8:00			2:00	
Friday			3:05	7:00			3:05	7:00					
Saturday													
Sunday													
Total Hours Per Week:	19 hours, 35 minutes				19 hours, 35 minutes				24				
Adjunct Sites, If applicable (site name and full address)													
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		The PTAA will make accommodations based on the COVID-19 pandemic at the start of the program. These will include remote instruction, if necessary. PTAA is also planning on educational or recreational field trips for students, which will require bus travel to partnering agencies, local business, and/or colleges and universities.											
Parent/Legal Guardian Activities		Parental activities offered by the 21 st CCLC after-school program will include courses and workshops, such as financial literacy, technology skills, and community events for families.											

Texas ACE Center Operations Schedule (one per center)							Program Year 2021-2022						
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>													
Center 3	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP					Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target				
Center	057850003	Pioneer Technology and Arts Academy-Fate 1626 Smirl Drive Heath, Texas 75032 (972) 402-5592					6-12	23	6				
Feeder													
Feeder													
Program Operations			Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks				
Summer Term Jump Start <i>(Must be approved in NOGA)</i>													
Fall Term			8/30/2021			12/10/21			14				
Spring Term			1/3/2022			4/15/22			14				
Summer Term			6/6/2022			7/15/2022			6				
Total number of weeks:									34				
Center Schedule													
Day of the Week	Fall Term				Spring Term				Summer Term				
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	
Monday			3:50	7:00			3:50	7:00	8:00			2:00	
Tuesday			3:50	7:00			3:50	7:00	8:00			2:00	
Wednesday			3:50	7:00			3:50	7:00	8:00			2:00	
Thursday			3:50	7:00			3:50	7:00	8:00			2:00	
Friday			3:50	7:00			3:50	7:00					
Saturday													
Sunday													
Total Hours Per Week:	15 hours & 50 minutes				15 hours & 50 minutes				24				
Adjunct Sites, If applicable (site name and full address)													
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		The PTAA will make accommodations based on the COVID-19 pandemic at the start of the program. These will include remote instruction, if necessary. PTAA is also planning on educational or recreational field trips for students, which will require bus travel to partnering agencies, local business, and/or colleges and universities.											
Parent/Legal Guardian Activities		Parental activities offered by the 21 st CCLC after-school program will include courses and workshops, such as financial literacy, technology skills, and community events for families.											

Texas ACE Center Operations Schedule (one per center)							Program Year 2021-2022					
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 4	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP					Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target			
Center	057850004	Pioneer Technology and Arts Academy-Mesquite Elementary 1412 South Belt Line Road Mesquite, Texas 75149 (972) 375-9672					KG-05	59	15			
Feeder												
Feeder												
Program Operations		Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks				
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term		8/30/2021			12/10/21			14				
Spring Term		1/3/2022			4/15/22			14				
Summer Term		6/6/2022			7/15/2022			6				
Total number of weeks:								34				
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday			3:05	7:00			3:05	7:00	8:00			2:00
Tuesday			3:05	7:00			3:05	7:00	8:00			2:00
Wednesday			3:05	7:00			3:05	7:00	8:00			2:00
Thursday			3:05	7:00			3:05	7:00	8:00			2:00
Friday			3:05	7:00			3:05	7:00				
Saturday												
Sunday												
Total Hours Per Week:	19 hours, 35 minutes				19 hours, 35 minutes				24			
Adjunct Sites, If applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		The PTAA will make accommodations based on the COVID-19 pandemic at the start of the program. These will include remote instruction, if necessary. PTAA is also planning on educational or recreational field trips for students, which will require bus travel to partnering agencies, local business, and/or colleges and universities.										
Parent/Legal Guardian Activities		Parental activities offered by the 21 st CCLC after-school program will include courses and workshops, such as financial literacy, technology skills, and community events for families.										

Texas ACE Center Operations Schedule (one per center)							Program Year 2021-2022					
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 5	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP					Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target			
Center	057850005	Pioneer Technology and Arts Academy-Royse City Elementary 3200 FM 548 S Royse City, Texas 75189 (469) 707-3505					KG-05	57	15			
Feeder												
Feeder												
Program Operations			Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks			
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term			8/30/2021			12/10/21			14			
Spring Term			1/3/2022			4/15/22			14			
Summer Term			6/6/2022			7/15/2022			6			
Total number of weeks:									34			
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday			3:05	7:00			3:05	7:00	8:00			2:00
Tuesday			3:05	7:00			3:05	7:00	8:00			2:00
Wednesday			3:05	7:00			3:05	7:00	8:00			2:00
Thursday			3:05	7:00			3:05	7:00	8:00			2:00
Friday			3:05	7:00			3:05	7:00				
Saturday												
Sunday												
Total Hours Per Week:	19 hours, 35 minutes				19 hours, 35 minutes				24			
Adjunct Sites, If applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		The PTAA will make accommodations based on the COVID-19 pandemic at the start of the program. These will include remote instruction, if necessary. PTAA is also planning on educational or recreational field trips for students, which will require bus travel to partnering agencies, local business, and/or colleges and universities.										
Parent/Legal Guardian Activities		Parental activities offered by the 21 st CCLC after-school program will include courses and workshops, such as financial literacy, technology skills, and community events for families.										

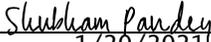
Texas ACE Center Operations Schedule (one per center)						Program Year 2021-2022						
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 6	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP				Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target				
Center	057850006	Pioneer Technology and Arts Academy-North Dallas 15720 Hillcrest Road Dallas, Texas 75248 (469) 405-8967				KG-10	25	7				
Feeder												
Feeder												
Program Operations		Start Date (MM/DD/YY):		End Date (MM/DD/YY):		Total Weeks						
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term		8/30/2021		12/10/21		14						
Spring Term		1/3/2022		4/15/22		14						
Summer Term		6/6/2022		7/15/2022		6						
Total number of weeks:						34						
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday			3:05	7:00			3:05	7:00	8:00			2:00
Tuesday			3:05	7:00			3:05	7:00	8:00			2:00
Wednesday			3:05	7:00			3:05	7:00	8:00			2:00
Thursday			3:05	7:00			3:05	7:00	8:00			2:00
Friday			3:05	7:00				7:00				
Saturday												
Sunday												
Total Hours Per Week:	19 hours, 35 minutes				19 hours, 35 minutes				24			
Adjunct Sites, If applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		The PTAA will make accommodations based on the COVID-19 pandemic at the start of the program. These will include remote instruction, if necessary. PTAA is also planning on educational or recreational field trips for students, which will require bus travel to partnering agencies, local business, and/or colleges and universities.										
Parent/Legal Guardian Activities		Parental activities offered by the 21 st CCLC after-school program will include courses and workshops, such as financial literacy, technology skills, and community events for families.										

2021-2022 Nita M. Lowey 21st Century Community Learning Centers (CCLC)
Cycle 11, Year 1

PARTNERSHIP AGREEMENT

Pioneer Technology & Arts Academy will work with Fulton School (Non-profit partner) to plan and design a STEM-related after-school program. Both partners agree to support and participate in the activities as outlined in the application and within this document.

<p>Applicant School Districts/addresses</p>	 <p>Pioneer Technology & Arts Academy (PTAA) 3200 Oates Drive Mesquite, Texas 75150</p>
<p>Name/address of Partner Organization</p>	 <p>The Fulton School 1626 Smirl Drive Heath, Texas 75032</p>
<p align="center">Roles and Responsibilities of Partner Organization</p>	
<p>Pioneer Technology & Arts Academy (PTAA) and The Fulton School will act as partners when working together to provide high quality activities for all ages of program participants as well as those activities that are sustainable over the long term, including the next five (5) year grant period. The Fulton School will:</p> <ul style="list-style-type: none"> • Promote and facilitate delivery of community social services, health, educational services, enrichment and other support services to participating PTAA students; • Provide necessary curriculum for already developed programs and activities; and • Provide necessary materials/supplies for teachers and students to participate in these activities. <p>To fulfill this commitment, The Fulton School will assign staff to work alongside PTAA school administrators and 21st CCLC program staff to develop site plans that identify, prioritize and address each participating school’s challenges.</p> <p>Fulton will be focused on conducting field trips, extracurricular and recreational club activities, and summer programs.</p>	
<p>Costs for Services Provided by the Partner Organization</p>	
<p>The Pioneer Technology & Arts Academy (PTAA) 21st CCLC program will provide funding to The Fulton School through grant monies for the cost of the curriculum materials and supplies required for activities that will be led by Fulton School staff at participating schools. Fees will be determined annually based on the requested scope of services needed from PTAA.</p>	

Long-Term Sustainability of Partnership and After School Programming	
Expansion of this partnership will positively impact participating students and their families in the short-term and long-term. Both organizations will work together to identify additional services and opportunities that can be sustained over time, including beyond the grant cycle.	
Fiscal Agent - Applicant – Pioneer Technology & Arts Academy	Partner Organization – The Fulton School
Authorized Official: Shubham Pandey	Authorized Official: Dee Chhabra
Title of Authorized Official: Superintendent	Title of Authorized Official: Board Member
Signature: 	Signature: 
Date Signed: 1/20/2021	Date Signed: 1/20/2021