



SAS#: TSSGAA25

Organization: PIONEER TECHNOLOGY AND ARTS ACADEMY
Campus/Site: N/A
Vendor ID: 1465137310

County District: 057850
ESC Region: 10
School Year: 2024-2025

2025-2027 Texas Strategic Staffing Grant for Paid, Sustainable Teacher Residency Program

General Information GS2000 - Certify and Submit

Due: 03/07/2025 11:59 PM
Application Status: Submitted

Amendment #: 00
Version #: 01

Description	Required	Status	Last Update
General Information			
GS2100 - Applicant Information	*	Complete	01/16/2025 02:18 PM
GS2300 - Negotiation Comments and Confirmation		New	
Program Description			
PS3013 - Program Plan	*	Complete	02/03/2025 06:11 PM
PS3014 - Program Narrative	*	Complete	02/04/2025 09:00 AM
Program Budget			
BS6001 - Program Budget Summary and Support	*	Complete	02/03/2025 06:28 PM
BS6101 - Payroll Costs	*	Complete	02/04/2025 09:01 AM
BS6201 - Professional and Contracted Services	*	Complete	02/04/2025 09:03 AM
BS6401 - Other Operating Costs	*	Complete	02/04/2025 09:03 AM
BS6501 - Debt Services	*	Complete	02/04/2025 09:03 AM
BS6601 - Capital Outlay	*	Complete	02/04/2025 09:03 AM
Provisions Assurances and Certifications			
CS7000 - Provisions, Assurances and Certifications	*	Complete	02/03/2025 06:31 PM

Certification and Incorporation Statement

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 further certify that any ensuing program and activity will be conducted in accordance with all applicable Federal and State laws and regulations; application guidelines and instructions; the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules submitted. It is understood by the applicant that this application constitutes an offer and, if accepted by the Texas Education Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official

Select Contact: or

First Name: Derrick Initial: Last Name: Love Title: Regional Executive Director
 Phone: 469-405-8967 Ext: E-Mail: dlove@ptaaschool.org

Submitter Information

First Name: Derrick Last Name: Love
 Approval ID: derrick.love Submit Date and Time: 02/04/2025 02:13:24 PM



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2025-2027 Texas Strategic Staffing Grant for Paid, Sustainable Teacher Residency Program**General Information
GS2100 - Applicant Information****Part 1: Organization Information**

A. Applicant
Organization Name: PIONEER TECHNOLOGY AND ARTS ACADEMY
Mailing Address Line 1: 15720 HILLCREST RD
Mailing Address Line 2:
City: DALLAS State: TX Zip Code: 75248

B. Unique Entity Identifier (SAM)
UEI (SAM):

Part 2: Applicant Contacts

A. Primary Contact	Select Contact: <input type="text" value="Select One"/> or <input type="button" value="Add New Contact"/>
First Name: Derrick Initial: Last Name: Love	
Title: Regional Executive Director	
Telephone: 469-405-8967 Ext.: 2216 E-Mail: dlove@ptaaschool.org	

B. Secondary Contact	Select Contact: <input type="text" value="Select One"/> or <input type="button" value="Add New Contact"/>
First Name: shubham Initial: Last Name: pandey	
Title: superintendent	
Telephone: 612-207-6438 Ext.: E-Mail: shubham@ptaaschool.org	



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General Information

GS2300 - Negotiation Comments and Confirmation

Part 1: General Comments

General Comments (TEA Use Only)

Part 2: Negotiation Items

This schedule is for TEA to document any required changes and communications to the applicant in the event this application requires negotiation. It will also require applicants to acknowledge that they have made the changes requested.

- Applicants: For all negotiation notes below, please make the requested changes in the grant application itself.
- Please do check the "Change Completed" box.
 - Please do not enter information in the "Grantee Comments" section, unless you are specifically instructed to do so.

Negotiation Items

1.

Date:

Schedule:

Select One

TEA Negotiation Note:

Grantee Comments:

☐ LEA Completed Change

Add Row

Delete Row



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Program Description PS3013 - Program Plan

A. Standard Statutory/Program Assurances

1. The following assurances apply to this program. In order to meet the requirements of the program, the applicant must comply with these assurances. Selecting all assurances is required.

- ☒ 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.
- ☒ The applicant assures to adhere to all the Statutory and TEA Program requirements as noted in the 2025-2027 Texas Strategic Staffing Grant for Sustainable, Paid Teacher Residency Program, Program Guidelines.
- ☒ The applicant assures to adhere to all the Performance Measures, as noted in the 2025-2027 Texas Strategic Staffing Grant for Sustainable, Paid Teacher Residency Program, Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
- ☒ 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 Texas Administrative Code (TAC) 206, 1 TAC Chapter 213, Federal Section 508 standards, and the Web Content Accessibility Guidelines (WCAG) 2.0 level AA.
- ☒ The applicant acknowledges that Per Section 22.0834 of the Texas Education Code (TEC), any person offered employment by any entity that contracts with TEA or receives grant funds administered by TEA (i.e., a grantee or subgrantee) is subject to the fingerprinting requirement. TEA is prohibited from awarding grant funds to any entity, including nonprofit organizations, that fails to comply with this requirement. For details, refer to the General and Fiscal Guidelines, Fingerprinting Requirement.

B. Program Assurances Regarding Applicant-EPP Partnership

1. The following assurances apply to this program. In order to meet the requirements of the program, the applicant must comply with these assurances. Selecting all assurances is required.

- ☒ A. The applicant must assure that they have established a partnership with at least one educator preparation program (EPP) that has applied or been approved to offer an enhanced residency certificate through the Texas Teacher Residency Preparation Route (TTRPR). To apply, the applicant must provide a signed verification form (linked on the TEA Grant Opportunities page) from the EPP(s). In this form, the EPP must confirm they have submitted an application for the TTRPR, been notified of recommendation to SBEC, or received SBEC approval to offer the residency certification. The EPP(s) must also confirm their commitment to the strategic staffing design and implementation process with the district.
- ☒ B. The applicant must assure that they will enter into a partnership with the EPP for contracted services utilizing at least \$10,000 of grant funds from 2025-2027. These contracted services must support the field supervisor that oversees teacher residents in the district in the 2026-2027 school year.
- ☒ C. The applicant must assure that they will hold structured governance meetings with their EPP partner at least quarterly to analyze teacher resident data and develop plans for teacher residency continuous improvement during the SY 26-27 residency implementation year.
- ☒ D. The applicant must assure that they will provide preferential hiring, to the greatest extent possible, to teacher residents who have successfully completed the teacher residency program and received standard certification.
- ☒ E. The applicant must assure that they will report the following data to TEA during the SY 25-26 design year (if applicable) and the SY 26-27 implementation year: a. Number of teacher residents participating in the year-long teacher residency, b. Demographics of teacher residents participating in the program, c. Number and type of teacher certifications awarded to teacher residents d. Selected staffing models implemented

C. Program Assurances Regarding Sustainable Funding for High Quality, Paid Teacher Residencies

1. The following assurances apply to this program. In order to meet the requirements of the program, the applicant must comply with these assurances. Selecting all assurances is required.

- ☒ A. The applicant must assure that they will provide a stipend to each teacher resident placed within the district/charter. Districts/charters will work with their EPP to mutually agree on a stipend amount. The recommended stipend/salary amount per resident is \$12,000-\$25,000 per year, with a recommended minimum of at least \$10,000. Districts are welcome to pay more than the recommendation.
- ☒ B. If the district is utilizing grant funds to support teacher resident stipends in the 2026-2027 school year, the applicant must assure that teacher resident stipends meet the minimum of \$10,000 per year. The LEA must locally fund at least \$3,000 of this stipend in the 2026-2027 school year. If the district is not utilizing grant funds to support teacher resident stipends in the 2026-2027 school year, the applicant should make a good faith effort to meet the \$10,000 minimum stipend requirement.
- ☒ C. The applicant must assure that they will make a good-faith effort to provide a stipend to each host teacher that is supporting a teacher resident. The recommended stipend amount per host teacher is \$1,000-\$3,000 per year, but can vary widely depending on amount of residents in the district, additional leadership duties of the host teacher, etc.
- ☒ D. If the district is utilizing grant funds to support host teacher stipends in the 2026-2027 school year, the applicant must assure that host teacher stipends meet a minimum of \$2,000 per year. The LEA must locally fund at least \$1,000 of this stipend in the 2026-2027 school year. Districts are welcome to pay more than the minimum recommendation.



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2025-2027 Texas Strategic Staffing Grant for Paid, Sustainable Teacher Residency Program

Program Description PS3013 - Program Plan

D. Texas Strategic Staffing (TSS) Technical Assistance for Design and Implementation and Shared District/Charter and EPP

Assurances

1. The following assurances apply to this program. In order to meet the requirements of the program, the applicant must comply with these assurances. Selecting all assurances is required.

- ☒ A. The applicant and their EPP partner(s) assure they will sign a letter of commitment or an established memorandum of understanding (MOU) with the regional Texas Strategic Staffing technical assistance provider or, where necessary, TEA appointed technical assistance provider.
- ☒ B. The applicant must assure that the lead point-person would be engaged in all the strategic staffing responsibilities during the design and implementation year, including coordinating with other key district/charter leadership at various points of the design process, and manage implementation year.
- ☒ C. The applicant must assure they will work closely with a technical assistance provider for the 25-26 and 26-27 school years to make key decisions and design structures that enable internal capacity to continue the strategic staffing models without the support of the technical assistance provider in SY 2027-2028 and beyond.
- ☒ D. The applicant and their partner EPP(s) must assure they will set shared goals for district/charter paid resident placements in mutually beneficial staffing model positions.
- ☒ E. The applicant and EPP partner must assure that they will adhere to all educator preparation program requirements for residency in the Texas Administrative Code (TAC).
- ☒ F. The applicant must assure that a designated team of district/charter, campus, and partner EPP-level leaders will actively participate in strategic staffing model training and technical assistance support activities beginning in SY 2025-2026.
- ☒ G. The applicant and EPP must attend sustainability meetings with their technical assistance provider each semester of SY 2026-2027 implementation year to determine sustainable strategic staffing model and funding sources after the life of the grant.
- ☒ H. The applicant must assure that they will design and implement a strategic staffing model plan that will ensure that the teacher residency model will be sustainable and fully-funded by district/charter dollars by SY 2027-2028. The plan must include sustainable funding for teacher resident stipends/salaries.



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Program Description PS3014 - Program Narrative

Please include complete responses for each question below.

A. Summary of Program

1. Provide an overview of the program to be implemented with grant funds. Include the overall mission and specific instructional, teacher development, and/or teacher recruitment and retention needs of the organization. If your district currently HAS a yearlong teacher residency program, describe its connection to your district's mission and how participating in the Texas Strategic Staffing (TSS) technical assistance service will benefit your residency program. If your district does NOT currently have a yearlong teacher residency program, describe how a paid residency program will benefit your district's mission and needs.

OVERVIEW OF PROGRAM: If funded, Pioneer Technology & Arts Academy (PTAA) will appoint a Program Director who will work alongside The University of Texas Permian Basin (UTPB) over the next two years. During the first year, they will collaborate on setting goals, determining resident placements, and designing a strategic staffing model tailored to the charter's instructional needs. In the second year, funds will be allocated towards implementing a paid, year-long initiative termed the High-Quality, Sustainable (HQS) Teacher Residencies program. By addressing these challenges, the charter foresees supporting its OVERALL MISSION of "fostering a nurturing environment where each student's unique talents are recognized, cultivated, and celebrated."

SPECIFIC NEEDS: To meet this mission, the charter must address the following key challenges:

- 1) Instructional Needs: The charter school's instructional needs are evident in its poor academic performance. According to the Texas Academic Performance Report (TAPR), the charter performs at or below state averages in both reading and math across multiple grade levels, including 3rd through 8th grade, highlighting an urgent need for targeted instructional interventions to address widespread academic deficiencies.
- 2) Teacher Recruitment/Retention: As a small charter school with only 2,603 students (5 pts), PTAA faces financial challenges due to limited Average Daily Attendance (ADA) funding.

2. If needed, use this space to continue the Summary of Program response. Enter N/A if the additional space is not needed.

The average teacher salary at PTAA is \$51,098, which is \$11,376 below the state average. Additionally, our teacher turnover rate stands at a staggering 34.7%, far exceeding the state average of 19.1%. These factors highlight an urgent need for financial support to stabilize staffing.

3) Teacher Development: With 62.1% of teachers having fewer than five years of experience, there is an urgent need for targeted development to enhance teaching effectiveness and improve student outcomes.

HOW A PAID RESIDENCY PROGRAM WILL BENEFIT OUR CHARTER'S NEEDS: The paid residency program will significantly benefit the charter by:

1. Designing a staffing model tailored to our current needs will ensure a more strategic alignment between teacher placements and instructional priorities, directly contributing to improving student performance and addressing gaps in academic achievement (NEED).
2. Providing new teachers with comprehensive mentorship opportunities to build confidence and skills, addressing the charter's need for robust teacher development. (NEED).
3. Attracting a broader and more diverse pool of candidates to combat the ongoing teacher shortages and high turnover rates the charter faces. By offering paid residencies, the program will serve as an incentive to draw in more qualified educators, ultimately stabilizing the workforce and reducing attrition (NEED). This program enhances instructional goals, advances our mission, and ensures long-term success.

B. Qualifications and Experience for Key Personnel

1. Outline the required qualifications and experience for primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program. Include whether the district strategic staffing lead position that would be supported by this grant is existing or proposed. Include at least one role from the LEA and one role from the partner EPP(s).

To effectively implement the program within budget and grant requirements, we propose three key roles:

The Project Director, a PROPOSED internal position, will oversee the IMPLEMENTATION and DELIVERY of the program. **QUALIFICATIONS/EXPERIENCE:** The Project Director must have a bachelor's degree in education and at least five years of experience in the education sector, including knowledge of project management and leadership.

The Host Teachers, serving as EXISTING internal positions, will mentor teacher residents and provide direct classroom guidance.

QUALIFICATIONS/EXPERIENCE: Host Teachers must hold a bachelor's degree in education, valid teaching certification, and at least three years of teaching experience with demonstrated knowledge of effective mentorship skills. Host Teachers must also have experience in supporting early-career educators and providing classroom guidance.

UTPB, a PROPOSED external consultant, will serve as the program's Educator Preparation Program (EPP). **QUALIFICATIONS/EXPERIENCE:** The EPP Partner must be TEA-approved as an Educator Preparation Program and have prior experience collaborating with Local Education Agency (LEA) personnel in developing teacher residency programs. Knowledge of building sustainable pipelines for high-quality educators and providing mentorship and technical support is essential.

These carefully selected roles ensure that the IMPLEMENTATION and DELIVERY of the program align with grant requirements and charter goals.



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Program Description PS3014 - Program Narrative

C. Goals, Objectives and Strategies

1. Review the objectives of the Texas Strategic Staffing (TSS) service found on our website at <http://tss.tea.texas.gov>. Describe the alignment between TSS goals/objectives and your district's decision to pursue participation in the two-year Texas Strategic Staffing program, including any additional or unique district goals/objectives. What activities/strategies will be implemented to meet TSS and/or district objectives?

REVIEW OF TSS OBJECTIVES: PTAA has thoroughly reviewed the OBJECTIVES of the Texas Strategic Staffing (TSS) service, as outlined on their website at <http://tss.tea.texas.gov>. The TSS objectives focus on addressing Texas students' learning needs and ensuring equitable access through high-quality teacher residencies. These goals include preparing effective teachers through year-long pre-service practice, developing mentor teachers to support residents in high-need areas, and supporting charters in sustainably funding residency programs to build enduring talent pipelines. While the TSS OBJECTIVES serve as a guiding framework for the charter, PTAA has also identified ADDITIONAL/UNIQUE CHARTER GOALS/OBJECTIVES to address its specific needs, including:

1. Appoint a Program Director within 60 days of receiving the Notice of Grant Award (NOGA).
2. Partner with the Educational Preparation Provider (EPP) within the same 60-day timeframe to draft and sign a Memorandum of Understanding (MOU) detailing meeting schedules, roles, and responsibilities.
3. Create detailed job descriptions for host teachers and teacher residents during the program's first year.
4. Implement a strategic staffing model tailored to our charter's needs within the initial year of the program.
5. Select host teachers during the first program year.

TSS GOALS/OBJECTIVES AND CHARTER'S DECISION TO PURSUE PARTICIPATION: The TSS OBJECTIVES align closely with PTAA's goals to build a sustainable teacher pipeline, improve

2. If needed, use this space to continue the Goals, Objectives and Strategies response. Enter N/A if the additional space is not needed.

instruction, and address staffing challenges through high-quality, funded teacher residencies. The charter's decision to PURSUE participation in the two-year TEXAS STRATEGIC STAFFING PROGRAM reflects its commitment to leveraging the TSS framework to meet instructional needs, support the charter's mission, and ensure long-term success for both educators and students.

To meet grant goals and objectives, PTAA will execute GRANT ACTIVITIES/STRATEGIES according to the following timeline:

- Year 1:
 - o Host three full-day, in-person sessions.
 - o Facilitate 1-3 virtual meetings per month with the technical assistance provider from October 2025 to May 2026.
 - o Conduct regular reviews of grant deliverables.
 - o Offer summer training sessions for teacher residents and host teachers.
- Year 2:
 - o Conduct weekly reviews of staffing model implementation led by the Program Director.
 - o Deliver job-embedded training for teacher residents.
 - o Regularly evaluate grant performance measures and share data with the partnering EPP.

Through these aligned OBJECTIVES, CHARTER GOALS, and targeted ACTIVITIES/STRATEGIES, PTAA aims to establish a fully IMPLEMENTED and sustainable Teacher Residency Program by the 2026-2027 school year, addressing staffing challenges, improving instructional quality, and ensuring equitable opportunities for all students.

D. Performance and Evaluation Measures

1. Describe the performance measures identified for this program related to student outcomes and consistent with the purpose of the program. Example performance measures may include, but are not limited to: resident recruitment data, teacher certification data, teacher hiring and retention data, perception surveys and student achievement data. Which key performance measures have you identified for the program? What tools do you use to measure and analyze the data to ensure the effectiveness of talent project objectives and strategies?

In the event that PTAA is funded, progress will be tracked using PERFORMANCE MEASURES that are RELATED TO STUDENT OUTCOMES and CONSISTENT with the PURPOSE of the PROGRAM that includes:

1. Maintain activity logs to monitor participation in training and technical assistance activities.
2. Produce quarterly reports during the 2025-2026 school year to document program activities and progress towards milestones.
3. Continue issuing quarterly reports in the 2026-2027 school year, focusing on data like recruitment, certification, retention, and student achievement.
4. Conduct program evaluations in 2025-2026 and 2026-2027 school year to assess resident placements and host teachers.

TOOLS TO MEASURE: PTAA will utilize various tools, including Teacher Monitors conducting walkthroughs, Perception Surveys, Testimonials, Attendance Records, STAAR assessments, Benchmarks, Observation Logs, Sign-in Sheets, and shared platforms provided by UTPB.

Processes for ENSURING THE EFFECTIVENESS OF OBJECTIVES AND STRATEGIES: To evaluate progress toward grant objectives, PTAA will analyze teacher resident grades, quarterly contact hours, and pre- and post-program surveys to measure effectiveness. To adhere to project objectives, the Superintendent will oversee the Project Director's work, ensuring timely reporting, while the Business Manager will manage fiscal compliance and budget oversight. This oversight will drive the program's success and effective resource allocation.



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Program Description PS3014 - Program Narrative

E. Budget Narrative

- Describe how the proposed budget will meet the needs and goals of the program, including contracted services with the EPP, district-level staffing, and supplies and materials. If applicable, include a high-level snapshot of funds currently allocated to similar programs. Please note that this budget should encompass two years (2025 through 2027). Include a short narrative describing how adjustments will be made in the future to meet needs. If your proposed budget includes funding for teacher resident or host teacher stipends/salaries, describe how you will meet the cost-match requirements (at least \$3,000 locally funded per resident or \$1,000 per host teacher). Reminder: The resident/host teacher stipend funds can only be budgeted for residents/host teachers placed in SY 2026-2027 and can make up a maximum of \$40,000 of the proposed budget.

HOW BUDGET WILL MEET NEEDS AND GOALS OF THE PROGRAM: To meet the needs and goals of the program, PTAA has created a budget that is two years in length and addresses the following three key areas: CONTRACTED SERVICES WITH AN EPP, CHARTER-LEVEL STAFFING, and SUPPLIES/MATERIALS.

Below is an overview of grant allocations that that will be used for each area:

Below is an overview of grant allocations that that will be used for each area:

- Contracted Services: As per the grant guidelines, PTAA is committed to allocating at least \$10,000 to contracted services with UTPB. These funds will specifically support the work of EPP field supervisors in overseeing residency candidates during the 2026-2027 Implementation Year, ensuring effective program execution.
- Charter-Level Staffing: Upon selection, \$36,000 will be allotted specifically to the Project Director to co-fund the salary of an existing position, Regional Executive Director, who will lead the work. Additionally, \$22,000 in funding will be used to cover resident pay and host teacher stipends.
- Supplies/Materials: An allocation of approximately \$1,400 will be designated to obtaining all necessary supplies and materials to best support the program's implementation.

- If needed, use this space to continue the Budget Narrative response. Enter N/A if the additional space is not needed.

HIGH-LEVEL SNAPSHOT: A high-level snapshot of PTAA's current funding allocations that will assist this Teacher Residency Program include: 1) Facilities and Materials: Investments in classroom facilities and instructional materials will support an effective teaching environment for residents; 2) Technology Infrastructure: Funding for laptops, tablets, and interactive classroom technology can be used to enhance teaching and learning experiences for residents and mentors; 3) Professional Development: Ongoing training for teacher residents and mentors will be offered using current funds to help adopt best instructional practices; 4) Recruitment and Marketing: Allocations for outreach campaigns, promotional materials, and recruitment events will be used to attract high-quality residency candidates; and 5) Administrative Support: Budget provisions for part-time administrative staff to manage residency logistics, communications, and data collection will be allocated with current funding streams.

ADJUSTMENTS: Adjustments will be made as needed through regular budget reviews. This includes reallocating existing funds, pursuing additional grants, or leveraging community partnerships to ensure all program components remain funded beyond the grant period. By proactively aligning financial resources with program goals, we aim to ensure the sustainability of this initiative.



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Program Description PS3014 - Program Narrative

F. TEA Program Requirements

1. Talent and Instructional Needs: Please answer the following questions about the connection between strategic staffing for paid residency and your LEA's instructional and talent needs and strategies.

1. a. What vacancies have been historically difficult to fill in your district? What other staffing needs (e.g., lack of certified teachers) exist in your district? How could paid residencies help address those needs?

A: CONNECTION BETWEEN VACANCY AND HIRING NEEDS AND PAID RESIDENCIES: PTAA faces 10 to 12 teacher vacancies each year, with persistent challenges in recruiting qualified educators for high-need areas such as mathematics, special education, and bilingual education. Additionally, 50 to 60 of the current teachers are uncertified, further straining the charter's ability to provide consistent, high-quality instruction. These challenges are compounded by the charter's rural location, which limits access to a broad talent pool, and non-competitive compensation, making it difficult to attract and retain skilled teachers.

Paid residencies present a transformative solution by creating a sustainable pipeline of certified, skilled educators who are prepared to meet the charter's unique needs. Through hands-on training, mentorship, and financial support, teacher residents gain the expertise necessary to excel in high-need roles. This approach not only helps fill vacancies with committed, high-quality teachers but also ensures long-term stability in the charter's workforce, directly addressing its hiring challenges (CONNECTION BETWEEN VACANCIES AND HIRING NEEDS).

2. b. What other instructional needs exist? How could paid residencies help to address this issue? (e.g., small group support, substitute teaching, etc.) If your district is currently implementing or plans to implement high-quality instructional materials (HQIM), please also include how paid residencies may support your plan for HQIM implementation.

CONNECTION BETWEEN INSTRUCTIONAL NEEDS AND PAID RESIDENCIES, INCLUDING HQIM IMPLEMENTATION PTAA faces multiple instructional challenges, including limited capacity for small group instruction, lack of trained teachers, insufficient mentorship opportunities, and substantial learning gaps. Data from the Texas Academic Performance Report (TAPR) shows PTAA students performing at or below state averages in reading and math across grades 3-8, highlighting the urgent need for improved instructional support and targeted interventions. Paid teacher residencies address PTAA's instructional and workforce challenges by closing academic gaps and stabilizing staff. Residents provide small group instruction to improve outcomes, targeting grades 3-8 where performance lags behind state averages. The program supports retention in a charter with an extremely high teacher turnover rate of 34.7% and salaries \$11,376 below the state average. Additionally, mentorship and professional development for the 62.1% of teachers with less than five years of experience enhance educator effectiveness, creating a pipeline of skilled teachers and improving student achievement.

Paid teacher residencies and High-Quality Instructional Materials (HQIM) enhance instruction by expanding capacity, enabling small group support, and personalizing learning. Trained residents integrate HQIM to boost engagement, proficiency, and outcomes while reducing student-teacher ratios.

3. c. How do paid residencies fit into your district's long-term talent strategy this year? The next five years?

Paid teacher residencies align with the charter's long-term talent strategy by cultivating a pipeline of qualified, passionate educators who are committed to our overall mission and students. This year, the focus is on building a strong foundation for teacher retention and addressing immediate staffing needs through the implementation of a year-long teacher residency model. This model emphasizes rigorous training, mentorship, and real-world classroom experience to ensure residents are fully prepared to meet the charter's instructional and talent needs.

Over the next five years, this model will ensure a continuous flow of well-prepared teachers, improve instructional quality, and reduce teacher turnover. The residency program will be a sustainable strategy for developing highly skilled teachers who are equipped to address the charter's evolving needs and support its mission of fostering academic excellence and equitable opportunities for all students



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Program Description PS3014 - Program Narrative

G. TEA Program Requirements Continued

2. Commitment of Local Resources: Please answer the following questions to describe how your LEA, alongside your partner EPP, will commit resources and time to the year-long design process and the implementation year.

1. a. Who from the district/charter will be leading this work? How does their role fit into broader talent management in your district? What additional responsibilities, if any, does or will this person have related to talent in your district?

THE CONNECTION BETWEEN THE CHARTER LEAD/ROLE AND BROADER TALENT STRATEGY AT THE CHARTER: The Program Director, a new position, will serve as the CHARTER LEAD and play a key role in ensuring that the residency program ALIGNS with the charter's broader TALENT STRATEGY. The Program Director's RESPONSIBILITIES will include:

1. Collaborating with the Superintendent to oversee program implementation, ensuring that communication with the Educator Preparation Provider (EPP) is seamless and mentor-resident pairings are effective. This ensures the residency program aligns with the charter's strategy to build a strong and sustainable teaching workforce.
2. Partnering with the Charter HR/Finance Coordinator to manage recruitment, hiring, and data collection for teacher residents. This collaboration ensures that recruitment aligns with charter goals, attracting the best candidates and ensuring diversity and quality in the talent pool.
3. Working with Campus Principals to identify and recommend suitable host teachers, ensuring that the right match is made between residents and mentors. This helps create a positive learning environment that supports the charter's mission to enhance teacher development and reduce turnover.

By fostering a sustainable pipeline of skilled, well-prepared educators, the Program Director ensures long-term staffing stability, supports our BROADER TALENT MANAGEMENT STRATEGY, and reinforces the charter's commitment to providing high-quality education for all.

2. b. How will you ensure that the district lead has adequate time to fulfill responsibilities in the design and implementation year of strategic staffing in accordance with program assurances? What are some ways you will ensure that time and effort for these responsibilities are locally funded beyond the life of the grant?

ENSURING ADEQUATE TIME FOR THE CHARTER LEAD'S RESPONSIBILITIES AND SUSTAINING THE ROLE BEYOND THE GRANT:

To ensure the Program Director has adequate TIME AND EFFORT to fulfill their responsibilities during the design and implementation year of strategic staffing, their workload will be structured to prioritize the objectives of the grant. The Program Director will be based in the central office and will dedicate at least 50% of their time to the project, enabling them to focus on the design, coordination, and implementation of the residency program.

Being located in the central office will allow the Program Director to participate in regular meetings with administration, ensuring continuous support and guidance from charter leaders. This structure will help guarantee the proper allocation of time and resources to this critical role.

To sustain the Program Director's role BEYOND THE LIFE OF THE GRANT, PTAA will explore co-funding options, with at least 50% of the salary covered by local funds or reallocated resources. This plan will include: 1) Pursuing additional grants from foundations, state agencies, or corporate sponsors aligned with the residency program's goals; 2) Redirecting savings from improved teacher retention and reduced turnover to sustain the role; and 3) Integrating the Program Director position into the annual budget by identifying ongoing funding sources, such as Title I, Part A, Title II, Part A, as well as state compensatory funding.

3. c. How will district executive leadership, such as the superintendent or CFO, be included in strategic staffing design and implementation?

Charter EXECUTIVE LEADERSHIP, including the Superintendent and Finance Coordinator (serves as CFO) will play pivotal roles in both the design and implementation of the PAID RESIDENCY INITIATIVE/strategic staffing model.

During the design phase, the Superintendent will provide overarching guidance, ensuring that the strategic staffing plan aligns with the charter's long-term goals. The Business Manager will be responsible for overseeing the budget, ensuring that the design activities are appropriately funded and that expenditures align with the approved budget. The Business Manager will also ensure that all grant funds are optimized and used only for allowable costs, providing financial oversight for the planning phase.

For implementation, both the Superintendent and Finance Coordinator will continue to work closely with the Program Director and EPP partners. The Superintendent will oversee the strategic progress of the program, ensuring alignment with charter priorities. Meanwhile, the Finance Coordinator will monitor ongoing expenditures, making sure that funds are being used efficiently and according to grant guidelines. In addition, both the Superintendent and Finance Coordinator will collaborate with the Program Director to explore how funds can be reallocated for the sustainability of the program beyond the grant period. This division of responsibilities ensures that the program is both strategically sound and financially sustainable.



SAS#: TSSGAA25

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Campus/Site: N/A
Vendor ID: 1465137310

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School Year: 2024-2025

2025-2027 Texas Strategic Staffing Grant for Paid, Sustainable Teacher Residency Program

Program Description PS3014 - Program Narrative

H. TEA Program Requirements Continued

3. Partnership Foundations: Please answer the following questions about your LEA-EPP partnership.

1. a. If this is an existing LEA-EPP partnership: How many years have you been engaged in a residency partnership with the EPP? How many yearlong residents have you placed each year of the partnership? Were these residents paid or unpaid? If residents are already paid, why is the LEA interested in engaging in the strategic staffing design and implementation strategic process for paid residency? b. If this is a new LEA-EPP partnership: How did you decide to partner with this EPP for residency?

b. NEW LEA-EPP PARTNERSHIP: This marks a new and promising partnership between PTAA and UTPB. The decision to collaborate with UTPB was driven by their proven track record of fostering high-quality teacher development and our positive past experiences working with them. They have consistently demonstrated responsiveness, innovation, and the capacity to prepare teachers who are well-equipped to meet the diverse needs of our students, particularly in high-need areas such as mathematics, special education, and bilingual education.

Moreover, as a non-previous TSS awardee, UTPB brought an additional strategic advantage by contributing five points to our application for the strategic staffing grant. This unique benefit further solidified their role as an ideal partner for advancing our charter's staffing and educational goals.

2. c. What other key features of the partnership will help ensure success throughout the two-year design and implementation process for paid residency?

KEY FEATURES: In addition to their demonstration of strong communication skills with our staff, other factors we considered when selecting this EPP include:

- Their focus on recruiting and supporting teacher candidates from underrepresented backgrounds, ensuring a diverse teacher workforce.
- Their emphasis on providing extensive hands-on classroom experience through structured residencies or internships.
- Their robust mentor-teacher program to guide candidates and support their professional growth.
- Their commitment to aligning their curriculum and training with PTAA's strategic goals and priorities.

These features, built into the LEA-EPP partnership, are designed to ensure the successful DESIGN and IMPLEMENTATION of the paid residency program, contributing to the charter's long-term staffing and instructional goals.

I. TEA Program Requirements Continued

4. Communication Elements: Please answer the following questions to describe how you will maintain strong communication with your EPP partners and your technical assistance provider.

1. a. If this is an existing LEA-EPP partnership: What shared processes or norms do the LEA staff and EPP faculty currently have in place in order to address issues with residency (e.g., challenges for residents, host teachers, school sites, etc.)? Provide detailed explanations (e.g., who leads the communication, how are action steps determined, who follows up to make sure steps are complete, etc.). b. If this is a new LEA-EPP partnership: How does the LEA plan to work with the EPP to manage issues that arise with residency (e.g., challenges for residents, host teachers, school sites, etc.)? Provide detailed explanations (e.g., who would lead the communication, at what point do you surface the challenges, how do you follow up on action steps, etc.).

b. In our new LEA-EPP partnership, the Program Director will serve as the primary point of contact, leading communication between the charter and the EPP. Regular meetings will be held to assess residency challenges, with feedback gathered from residents, host teachers, and school sites. These discussions will allow any issues to be surfaced early on, allowing for prompt intervention.

Once challenges are identified, the Program Director and EPP faculty will work together to determine appropriate action steps to address the issues. Follow-up on these action steps will be the responsibility of the Program Director, who will track progress and ensure that the agreed-upon resolutions are implemented. This system of regular check-ins and clear follow-up ensures that issues are effectively addressed and resolved.

2. c. Has your LEA partnered with your regional ESC or other external provider for other programs or initiatives? If so, describe how you have maintained strong communication with external service providers in the past.

Yes our LEA has partnered with the regional ESC and other external service providers in the past for LASO I and LASO II. We have maintained strong communication by scheduling regular check-in meetings, typically on a quarterly basis, and ensuring key personnel are involved in these discussions. Additionally, we have used collaborative platforms like shared google folders and email updates to track progress, address concerns, and ensure alignment with program goals. Our partnership has been based on transparent communication, setting clear expectations, and ensuring timely feedback and support from both internal and external stakeholders.



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SAS#: TSSGAA25

2025-2027 Texas Strategic Staffing Grant for Paid, Sustainable Teacher Residency Program

Program Description
PS3014 - Program Narrative

J. TEA Program Requirements Continued

5. Grow Your Own (Optional Response for Priority Points): If your LEA currently maintains a Grow Your Own program or plans to implement a Grow Your Own program through the 2024-2026 Grow Your Own High School Education and Training Program, please respond to the following questions. If you do not have a Grow Your Own program, write N/A.

1. a. Which TEA Grow Your Own grants, if any, has your district received? b. How long has your district maintained a Grow Your Own program? If applicable, how many of your Education and Training students have returned to teach in your district. c. Provide a high-level description of your district's Grow Your Own program.

a. WHICH TEA GROW YOUR OWN GRANTS, IF ANY, HAS YOUR CHARTER RECEIVED?

PTAA received the TEA Grow Your Own grant under the Texas COVID Learning Acceleration Supports (TCLAS) initiative, supporting the development of a teacher pipeline by training high school students interested in education. (5 pts)

16. b. HOW LONG HAS YOUR CHARTER MAINTAINED A GROW YOUR OWN PROGRAM? IF APPLICABLE, HOW MANY OF YOUR EDUCATION AND TRAINING STUDENTS HAVE RETURNED TO TEACH IN YOUR CHARTER?

PTAA has operated its Grow Your Own program from 2021 to 2024. While no participants have yet returned to teach in the charter, some recent graduates are in the process of pursuing teaching careers and plan to return upon completing their certification. This highlights the program's potential in fostering local talent and addressing staffing needs, particularly in high-need areas such as special education and bilingual education.

16. c. PROVIDE A HIGH-LEVEL DESCRIPTION OF YOUR CHARTER'S GROW YOUR OWN PROGRAM.

PTAA's Grow Your Own program identified and supported high school students interested in teaching careers. It provided education courses, classroom experience, and mentorship from educators. Partnering with local Institutes of Higher Education (IHEs), the program offered dual credit opportunities. By addressing teacher shortages and attracting graduates, especially in special education and bilingual education, the program built a strong educator pipeline and earned 5 priority points.

eGrants

TEXAS EDUCATION AGENCY

SAS#: TSSGAA25

Organization: PIONEER TECHNOLOGY AND ARTS ACADEMY

Campus/Site: N/A

Vendor ID: 1465137310

County District: 057850

ESC Region: 10

School Year: 2024-2025

2025-2027 Texas Strategic Staffing Grant for Paid, Sustainable Teacher Residency Program

Program Budget
BS6001 - Program Budget Summary and Support

Statutory Authority: GAA, Article III, Rider 39, 88th Texas Legislature

View List of SSA Members [All]

View List of SSA Members

Part 1: Available Funding

Available Funding	
Description	2025-2027 Strategic Staffing
1. Fund/SSA Code	429
2. Planning Amount	
3. Final Amount	\$80,000
4. Carryover	
5. Reallocation	
Total Funds Available	\$80,000

Part 2: Budget Summary

A. Budgeted Costs		
Description	Class/ Object Code	2025-2027 Strategic Staffing
1. Consolidated Administrative Funds		<input type="radio"/> Yes <input type="radio"/> No
2. Payroll Costs	6100	\$64,574
3. Professional and Contracted Services	6200	\$10,000
4. Supplies and Material	6300	\$1,400
5. Other Operating Costs	6400	\$1,000
6. Debt Services	6500	
7. Capital Outlay	6600	
8. Operating Transfers Out	8911	
Total Direct Costs		\$76,974
9. Indirect Costs		\$3,026
Total Budgeted Costs		\$80,000
Total Funds Available Minus Total Costs		\$0
10. Payments to Member Districts of SSA	6493	



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 School Year: 2024-2025

2025-2027 Texas Strategic Staffing Grant for Paid, Sustainable Teacher Residency Program

Program Budget BS6001 - Program Budget Summary and Support

B. Pre-Award Costs

Description	Class/ Object Code	2025-2027 Strategic Staffing
1. Payroll Costs	6100	
2. Professional and Contracted Services	6200	
3. Supplies and Material	6300	
4. Other Operating Costs	6400	
5. Debt Services	6500	
6. Capital Outlay	6600	\$0
7. Operating Transfers Out	8911	
Total Direct Costs		
8. Indirect Costs		
Total Pre-Award Costs		

C. Breakout of Direct Admin Costs

Part 2C Breakout of Direct Admin Costs is hidden because it does not apply to the funding source(s) for this grant application.



SAS#: TSSGAA25

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2025-2027 Texas Strategic Staffing Grant for Paid, Sustainable Teacher Residency Program

Program Budget BS6101 - Payroll Costs

Part 1: Total Payroll Costs

Payroll costs entered on BS6001	
Total Payroll Costs	2025-2027 Strategic Staffing
	\$64,574

Part 2: Number and Type of Positions

A. Administrative Support or Clerical Staff	
Position Type	2025-2027 Strategic Staffing
1. Administrative support or clerical staff (integral to program)	1

B. LEA Positions	
Position Type	2025-2027 Strategic Staffing
1. Professional staff	<input checked="" type="checkbox"/>
2. Paraprofessionals	<input type="checkbox"/>
3. Administrative support or clerical staff (paid by LEA indirect cost)	<input checked="" type="checkbox"/>

C. Campus Positions	
Position Type	2025-2027 Strategic Staffing
1. Professional staff	<input type="checkbox"/>
2. Paraprofessionals	<input type="checkbox"/>
3. Administrative support or clerical staff (paid by LEA indirect cost)	<input type="checkbox"/>

Part 3: Substitute, Extra-Duty, Benefits

Substitute, Extra-Duty, Benefits	
1. For schoolwide personnel (includes staff salary, extra-duty pay/beyond normal hours, and substitutes for staff positions at schoolwide campuses)	<input type="checkbox"/>
2. Extra duty pay/beyond normal hours for positions not indicated above	<input checked="" type="checkbox"/>
3. Substitutes for public and charter school teachers not indicated above	<input type="checkbox"/>
4. Stipends for positions not indicated above	<input type="checkbox"/>

Part 4: Confirmation of Payroll Requirements

Confirmation of Payroll Requirements	
1. <input checked="" type="checkbox"/> The grantee certifies the federally funded portion of this position and duties are reasonable, necessary, allowable and allocable under the applicable federal fund source. The grantee further certifies that it is in compliance with the federal supplement, not supplant provision applicable to each federal fund source. The grantee assures the grant-funded portion of this position and duties meet the purpose, goals, and objectives of the federal fund source. Documentation must be maintained locally by the grantee that clearly demonstrates the allowable and supplemental nature of the position, as required by each federal fund source, and will provide such documentation to TEA upon request.	



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2025-2027 Texas Strategic Staffing Grant for Paid, Sustainable Teacher Residency Program

Program Budget BS6201 - Professional and Contracted Services

Part 1: Professional and Contracted Services

Budgeted Costs		
Description	Class/Object Code	2025-2027 Strategic Staffing
1. Rental or Lease of Buildings, Space in Buildings, or Land	6269	
2. Professional and Consulting Services	6219 6239 6291	\$10,000
Subtotal Professional and Contracted Services Costs		\$10,000
Remaining 6200 Costs That Do Not Require Specific Approval		
Total Professional and Contracted Services Costs		\$10,000

Part 2: Direct Administrative Costs

Part 2 Breakout of Direct Administrative Costs is hidden because it does not apply to the funding source(s) for this grant application.

Part 3 : Itemized Professional and Consulting Services

Itemized Professional and Consulting Service (6219, 6239, 6291)		
Description		2025-2027 Strategic Staffing
1. Service:	<div>Educator</div>	\$10,000
Specify Purpose:	<div>Will partner with the district to offer a high-quality, sustainable paid teacher residency.</div>	
		<div>Add ItemDelete Item</div>
Total Professional and Consulting Services Costs		\$10,000



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2025-2027 Texas Strategic Staffing Grant for Paid, Sustainable Teacher Residency Program

Program Budget BS6401 - Other Operating Costs

Part 1: Other Operating Costs

Budgeted Costs		
Description	Class/ Object Code	2025-2027 Strategic Staffing
1. Out-of-State Travel for Employees LEA must keep documentation locally.	6411	
2. Travel for Students to Conferences (does not include field trips) Requires pre-authorization in writing.	6412	
3. Educational Field Trips LEA must keep documentation locally.	6412 6494	
4. Stipends for Non-employees other than those included in 6419 Requires pre-authorization in writing.	6413	
5. Travel Costs for Officials such as Executive Director, Superintendent, or Board Members Allowable only when such costs are directly related to the grant. If Out-of-State Travel, LEA must keep documentation locally.	6411 6419	
6. Non-Employee Costs for Conference Requires pre-authorization in writing.	6419	
7. Hosting Conferences for Non-Employees LEA must keep documentation locally.	64xx	
Subtotal Other Operating Costs		
Remaining 6400 Costs That Do Not Require Specific Approval		\$1,000
Total Other Operating Costs		\$1,000

Part 2: Direct Administrative Costs

Part 2 Breakout of Direct Admin Costs is hidden because it does not apply to the funding source(s) for this grant application.



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2025-2027 Texas Strategic Staffing Grant for Paid, Sustainable Teacher Residency Program

Program Budget BS6501 - Debt Services

Part 1: Subscription-Based Information Technology Arrangement (SBITA) and Capital Lease Liability Costs

Budgeted Costs		
Description	Class/ Object Code	2025-2027 Strategic Staffing
1. SBITA Liability - Principal	6514	
2. SBITA Liability - Interest	6526	
3. Capital Lease Liability - Principal	6512	
4. Capital Lease Liability - Interest	6522	
5. Interest on Debt	6523	
Total Debt Service Costs		

Part 2: Description of SBITA

Subscription			
<input type="checkbox"/>	1. SBITA Description:	<input type="text"/>	Subscription Cost: <input type="text"/>
	Fund Source:	<input type="text"/> <input type="text"/>	Contract Start Date: <input type="text"/> Contract End Date: <input type="text"/>
		<input type="text"/>	
		<input type="text"/>	

Part 3: Description of Property

Property			
<input type="checkbox"/>	1. Property Description:	<input type="text"/>	Property Value: <input type="text"/>
	Fund Source:	<input type="text"/> <input type="text"/>	Contract Start Date: <input type="text"/> Contract End Date: <input type="text"/>
		<input type="text"/>	

eGrants

TEXAS EDUCATION AGENCY

SAS#: TSSGAA25

Organization: PIONEER TECHNOLOGY AND ARTS ACADEMY

Campus/Site: N/A

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ESC Region: 10

School Year: 2024-2025

2025-2027 Texas Strategic Staffing Grant for Paid, Sustainable Teacher Residency Program

Program Budget
BS6601 - Capital Outlay

Part 1: Capital Expenditures

Budgeted Costs	
Description	2025-2027 Strategic Staffing
1. Library Books and Media (Capitalized and Controlled by Library)	
2. Capital Expenditures for Additions, Improvements, or Modifications to Capital Assets Which Materially Increase Their Value for Useful Life (not ordinary repairs and maintenance)	
3. Furniture, Equipment, Vehicles or Software Costs for Items in Part 2	
Total Capital Outlay Costs	

Part 2: Furniture, Equipment, Vehicles or Software

Items

1. Generic Description:

Number of Units:

Fund Source:

Select One

Total Costs:

Describe how the item will be used to accomplish the objective of the program:

Add Item

Delete Item



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2025-2027 Texas Strategic Staffing Grant for Paid, Sustainable Teacher Residency Program**Provisions Assurances
CS7000 - Provisions, Assurances and Certifications**

Provisions, Assurances and Certifications	
1. <input checked="" type="checkbox"/> I certify my acceptance and compliance with all General and Fiscal Guidelines.	General and Fiscal Guidelines
2. <input checked="" type="checkbox"/> I certify my acceptance and compliance with all Program Guidelines.	Program Guidelines
3. <input checked="" type="checkbox"/> I certify my acceptance and compliance with all General Provisions and Assurances requirements.	General Provisions and Assurances
4. <input checked="" type="checkbox"/> I certify I am not debarred or suspended. <input checked="" type="checkbox"/> I also certify my acceptance and compliance with all Debarment and Suspension Certification requirements.	Debarment and Suspension Certification
5. Choose the appropriate response for Lobbying Certification:	
a. <input checked="" type="checkbox"/> I certify this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance and compliance with all Lobbying Certification requirements.	Lobbying Certification
b. <input type="checkbox"/> This organization spends non-federal funds on lobbying activities and has attached the required OMB Disclosure of Lobbying Activities form, as described below.	
Instructions for completing and attaching the Disclosure of Lobbying Activities form.	
<ul style="list-style-type: none">• Print and sign the form.• Scan the signed form and save it to your desktop.• Click the Attach Files icon on the Table of Contents page to attach your signed form to this eGrants application.	

SSA Funding Report

Region	County District	Organization	ADC Submitted Date								
				R:	R:	R:	R:	R:	R:	R:	R:
Total:				R: \$0	R: \$0	R: \$0	R: \$0	R: \$0	R: \$0	R: \$0	R: \$0