Missouri
DEPARTMENT OF ELEMENTARY & SECONDARY EDUCATION™

Office of College and Career Readiness

FY2019 Technical Centers That Work (TCTW) Grant Packet

(2019-20 School Year)

(Applications must be emailed to the Office of College and Career Readiness, Missouri Department of Elementary and Secondary Education, not later than May 17, 2019 at 1:00 PM)

This document provides guidance to Missouri public area career centers seeking to implement Technology Centers That Work (TCTW), either as a stand-alone school reform model or in partnership with one or more public high schools from the appropriate career-technical education consortium which would implement High Schools That Work (HSTW) and/or one or more middle schools from the same consortium of districts which would implement Making Middle Grades Work (MMGW).

Background Information on TCTW

Founded in 2007, the TCTW school improvement model is designed to assist shared-time area career centers in preparing graduates for postsecondary studies and employment in high-demand, high-wage, and high-skill fields.

TCTW was modified from the Southern Regional Education Board's (SREB) HSTW design to address area career centers' specific challenges. Like HSTW, TCTW is an effort-based model founded on the conviction that most students can master rigorous career and technical education (CTE), as well as rigorous academic studies, if schools create an environment that motivates them to make the effort to succeed.

Area career center leaders and teachers can take these actions to motivate students to achieve at high levels:
- Expand students' opportunities to pursue a career-focused program of study that joins a "ready" academic core and a CTE concentration taught in ways that enable students to see the usefulness of what they have been asked to learn.
- Create supportive relationships between students and adults and between home high school and area career center staff. These relationships provide students with the support needed to meet challenging course standards and complete a career-focused program of study, enabling more students to transition successfully from the high school to postsecondary studies, advanced training or work.
- Work with parents and home high schools to help students set educational and career goals and complete the right combination of academic and CTE courses that prepare them for postsecondary studies, further training or employment.
- Support teachers with common planning time and professional development to improve what and how students are taught.

The TCTW initiative builds the capacity of technology center staff to teach essential college and career-readiness academic standards in the context of CTE courses through authentic projects, problems and activities. This emphasis highlights the shift from old views of CTE as a way to teach occupational skills to low-achieving students to new beliefs that CTE, embedded with academic skills, intellectually demanding assignments and joined with a coherent sequence of academic courses, can help more students complete high school and graduate prepared for a wide variety of postsecondary options.

Following are the Goals and Conditions for Continuous Improvement, Goals and Conditions for Accelerating Student Achievement, and Key Practices of TCTW programs.

TCTW Goals/Conditions for Accelerating Student Achievement

TCTW believes everyone — teacher, school, district, local and state leaders — must work together to create the conditions in which student achievement, graduation rates and school culture can improve. To achieve this, schools and districts should do the following:
- Create a clear, functional mission statement to prepare students for success in postsecondary education and the workplace.
- Develop strong, committed leaders to improve the quality of instruction and raise student achievement in grades nine through adulthood.
- Plan an organizational structure and process that ensures continuous involvement with faculty on what to teach, how to teach it, what students are expected to learn, how to assess what they have learned, and how faculty relate to each other, to the students and to the home high school, family and community.

- Have qualified teachers with in-depth knowledge of their program/content areas and of teaching strategies appropriate to students' needs for success. Alternatively certified technology center teachers lacking certification in their content areas should be supported by the technology center to acquire them.
- Commit to achieving and implementing the TCTW Goals and Key Practices and having all students complete a career-technical concentration and rigorous academic core.
- Work with home high schools to adopt flexible schedules, enabling students to attend technology centers, earn college credit and certifications, and complete an upgraded academic core.
- Support teachers with instructional materials, planning time, and professional development for implementing new curricula and research-based instructional methods.

Key Practices

Technology Centers That Work (TCTW) has identified a set of Key Practices that impact student achievement through development of multiple programs of study that prepare students for postsecondary studies and careers. These Key Practices provide direction and meaning to comprehensive school improvement:

High expectations: Motivate more students to meet high expectations by integrating high expectations into CT and academic classroom practices and giving students frequent feedback.

Program of study: Require each student to complete a career-focused program of study, including both a concentration of at least four CT courses and a "ready" academic core, leading to better preparation for postsecondary studies and advanced training.

Academic studies: Teach more students the essential concepts of the college-preparatory curriculum by encouraging them to apply academic content and skills to real-world problems and projects within their CT studies.
- Align CT and academic courses to essential state and national standards that prepare students for postsecondary studies and careers.
- Align student assignments, student work and classroom assessments to college- and career-readiness standards as measured by the *HSTW* Assessment, state assessments, college placement exams and employer certification exams.

Career/technical studies: Provide students with access to intellectually demanding CT studies that emphasize higher-level mathematics, science, literacy and problem-solving skills needed in the workplace and in further education in high-demand fields.
- Create new courses that blend academics and technical content, using applied teaching methods and new measures of academic and technical proficiency.
- Develop standards, conditions and agreements for awarding postsecondary credit in high-demand CT fields to high school students.
- Require students to complete senior projects aligned with academic and technical standards.
- Provide students with opportunities to earn a recognized employer certification.
- Include 21st-century skills in each student's learning experiences.

Teachers working together: Provide teachers with time and support to work together in planning integrated lessons and projects to help students succeed in challenging CT and academic studies.

Embed reading, writing and speaking as strategies for learning into all parts of the curriculum and embed mathematics and science into CT courses through authentic problems, projects and other learning activities. Technology center leaders need to support CT and academic teachers to engage students in reading books and articles, writing, making presentations, and using high-level reasoning and thinking skills.

Work-based learning: Enable students and their parents to choose a program of study that integrates challenging academic and CT studies and work-based learning and is planned by educators, employers and students. Strive to make work-based learning a part of each student's learning through internships, job shadowing and formal work-study programs.

Students actively engaged: Engage students in CT and academic classrooms in rigorous and challenging assignments using research-based strategies and technology.

Guidance: Work with the home high school staff to create a system of guidance and advisement that involves students and their parents in planning a career-focused program of academic and CT studies. Provide each student with the same mentor throughout high school — at the home high school and at the technology center — to assist with setting goals, selecting courses, reviewing the student's progress and suggesting appropriate interventions as necessary.
- Hold an annual meeting with students, their parents and their mentors to review progress and develop plans for the next year.

- Develop efforts to educate middle grades and high school parents, school leaders and students about the achievement level needed for success in challenging high school and CT studies, postsecondary studies and careers.

Extra help/transitions: Provide a structured system of extra help to assist students in completing accelerated programs of study with high-level academic and technical content.

- Support all CT students to become independent learners by giving them opportunities to practice the habits of successful learners (e.g., study skills, time management, cooperative learning).
- Give students opportunities to meet course standards and graduate on time with their peers.
- Support teachers in forming nurturing relationships with CT students aimed at improving students' work and achievement.
- Establish a system to analyze student progress on technology center standards and provide remediation focused on CT skills to ensure students can pass both hands-on performance and written certification exams.
- Identify 11th-grade CT students not ready for postsecondary studies and employment. Implement special strategies and courses in the senior year to prepare these students for their planned next step — further study, work or both.

Culture of continuous improvement: Use a variety of data (student assessments, program evaluation data, technology center performance reports, program enrollment, retention and placement reports, college remediation reports, student follow-up reports and advisory committee input) to continuously improve school culture, organization, management, curriculum and instruction to advance student learning.

TCTW Key Conditions for Accelerating Student Achievement

The TCTW Key Conditions assist state and district leaders, school administrators and teachers in working together to align policies, resources, initiatives and accountability efforts to support technology centers as they implement a comprehensive school improvement design.

A clear, functional mission statement: Technology centers have a clear, functional mission to prepare students for employment, advanced career training and postsecondary studies.

Strong leadership: Technology center and home high school leaders are committed to aligning and benchmarking curricula to high standards, improving the quality of instruction, and raising academic and technical achievement. The leadership team at each technology center includes the campus director, assistant director, counselors and teacher leaders. School and district teams participate in annual leadership development workshops aimed at more fully implementing the TCTW design.

Plan for continuous improvement: Technology center leaders create an organizational structure and process that ensures continuous faculty involvement in determining what to teach; how to teach it; what students are expected to learn; how to assess what they have learned; and how faculty members relate to each other, to the students, to the home high school, to families and to the community.

Qualified teachers: Technology center teachers have in-depth knowledge of their CT field and of the most essential academic skills needed for continued learning and training. Further, they have knowledge of the 21st-century skills their students will need for success in careers and postsecondary studies and of all aspects of industry related to their CT field. Technology center teachers must be able to plan and deliver effective instruction and, to do so, must understand not only their CT field, but their students' talents, interests and aspirations. They must be equipped with instructional planning tools for developing course syllabi, mapping curricula, and planning effective project-based units and lessons.

Commitment to goals: School leaders and teachers are committed to achieving the TCTW Goals and implementing the Key Practices. School boards are committed to having all students complete a CT concentration and a ready academic core. Continuous review of local policies and practices ensures that a strong message of high expectations is sent to the school administration, faculty, staff and the home high school(s).

Flexible scheduling: Technology center leaders and school boards work with home high schools to adopt flexible schedules enabling students to attend technology centers, complete a ready academic core, and earn college credit and industry certifications.

Support for professional development: Technology center leaders provide teachers with instructional materials, planning time and professional development for implementing new curricula and research-based instructional methods.

The TCTW-Recommended Ready Curriculum

The centerpiece of TCTW is a challenging curriculum focused on preparing high school students for further education and the workplace. The difference between this and the *HSTW*-recommended curriculum is that students completing

the TCTW-recommended curriculum will complete many, if not all, academic courses at the home high school while taking CT courses at the technology center. The recommended ready curriculum includes:

- at least **four college-preparatory English courses** that emphasize reading, writing and presentation skills. Students should read the equivalent of eight books annually, write short papers weekly and write one or more research papers annually.
- at least **four mathematics courses**, including Algebra I, geometry, Algebra II and a higher-level mathematics course. A fourth higher-level mathematics course or a specially developed mathematics course designed to prepare students for postsecondary studies will help 12th-graders avoid remedial college mathematics. Technology centers should show evidence of increasing annually the number of students completing Algebra II
- a gateway course for success in postsecondary studies — and consider giving special recognition to CT completers who complete Algebra II.
- at least **three college-preparatory science courses**, such as biology, chemistry, physics or applied physics, or anatomy/physiology. Students conduct lab experiments and investigative studies; read, critique and discuss three to five books or equivalent articles about scientific discoveries and how science is used in the real world; keep lab notebooks; make presentations; and complete research projects and written reports. Students design and conduct group or individual projects. TCTW recommends that schools using block schedules require four years of science.
- at least **three college-preparatory social studies courses** emphasizing reading and writing to learn. Students will read five to eight books or equivalent articles, write weekly, make presentations, complete research projects and prepare at least one major research paper in each course.
- at least **one computer course**, which students should take early in high school to be prepared to use computer-based technical skills in other classes, or demonstrated proficiency in computer technology beyond simple keyboarding.
- at least **four credits in a concentration** that consists of an approved sequence of CT courses. Each student will have a choice from at least four CT concentrations in career cluster pathways or a blended concentration, such as mathematics/science/technology or humanities and business studies. All CT courses include embedded numeracy and literacy skills.

Maximum Funding Award for Initial Year

$12,500 (base funding) to up to $19,000. Grant funds will be variable the first year depending on the applicant's area of focus and the cost of the curriculum and instruction review (CIR) that must take place during the fall of the initial year of funding.

Grant Renewal

Funds made available through this grant award are eligible for renewal annually for a maximum total not to exceed five (5) years. Schools must submit a summary report of the grant activities from the previous school year along with an FV4 budget request to renew. Aside from reduced funding each year based on a varying formulaic scale described below, all terms and conditions from the original period of performance shall remain in place and in effect during each renewal period, unless specified otherwise by the Department. The Department shall determine grant renewal eligibility upon the availability of funds and the grantee's progress made toward implementation of the TCTW model, as a stand-alone initiative, or in partnership with one or more HSTW and/or MMGW sites.

Second-year renewals shall be budgeted at not more than 200 percent of year one base funding or $25,000.00. Year three funding shall be at an amount not to exceed 150 percent of year one base funding or up to $18,750.00, with year four's budget not to exceed 125 percent of the original year one base funding level up to $15,625.00. The final available grant renewal in year five will be funded up to a level equal to year one's base funding level not to exceed $12,500.00.

Grant renewals are contingent upon the school/district successfully completing and evaluating the activities outlined in the school's TCTW plan and submitting a program summary report for the previous year along with a request for funds (FV4) not later than June 15 of each grant year.

Contact Person

Grantees may contact the following representative of the Office of College and Career Readiness regarding questions relating to this grant award:

       Janice Rehak, Coordinator
       Office of College and Career Readiness
       Department of Elementary and Secondary Education
       P.O. Box 480
       Jefferson City, Missouri 65102-0480
       573-526-4900
       Janice.rehak@dese.mo.gov

PART TWO
GRANT-RELATED REQUIREMENTS

Specific TCTW Grant Requirements

Any grantee selected for funding through this grant award will have the following requirements placed upon them by the Department as a condition of funding:

➢ The appointment of site leaders such as a superintendent, school board members, site-based advisory committee members, building administrator and a core group of teachers who examine the goals, key conditions, and key practices of the program(s) for which the grantee has received funding. This group should have the authority to make policy changes necessary to ensure the types of changes necessary to fulfill a minimum commitment of five years to implement said goals, practices and conditions.

➢ Host an onsite, three-day curriculum and instruction (CIR) during the first year of implementation. The CIR is chaired by SREB staff and includes team members chosen by the school, SREB staff and DESE staff. The purpose of the visit is to help school leaders and teachers identify changes needed to achieve TCTW goals. The report generated as a result of the CIR is the basis for the school's five year improvement plan. CIR s are usually scheduled in the fall.

➢ Develop a five year improvement plan using data gleaned from the CIR and/or other relevant sources.

➢ Participate in at least one onsite staff development workshop with SREB staff. This workshop takes place at the school site, consists of "unpacking" the CIR report, and results in the school's development of an initial plan.

➢ Schools are highly encouraged to send a team of at least three persons, including a teacher, building administrator, and a school counselor to the 33rd annual Making Schools Work Conference (formerly the HSTW Conference), July 10-13 in Baltimore, Maryland. See https://www.sreb.org/hstw-staff-development-conference for conference information and registration.

   Schools are also highly encouraged to attend the TCTW National Leaders' Forum. This convening is usually held in late January or early February of each year.

➢ The appointment of someone to coordinate TCTW action planning, staff development, technical assistance, coordinate data collection, monitor progress, foster communication, attend meetings called by Missouri's state coordinator and integrate the TCTW goals and key practices with other school improvement efforts.

➢ Support of academic and career teachers with staff development, materials, and time to work together to implement the key practices.

➢ Organization of a school improvement committee comprised of key academic and career teachers, administrators, guidance counselors, representatives of business and industry and postsecondary education. Subcommittees are named to address curriculum, guidance, evaluation and staff development.

➢ Participate in the TCTW teacher and student surveys during years one, three, and five of the grant cycle to obtain baseline data and to measure progress in raising student achievement. The cost of the assessment is estimated to be approximately $500 for each year for the recommended sample of 60 students.

➢ Active membership in the state and multi-state TCTW network for sharing information and ideas. The membership fee is $2000. This fee is waived for schools in their first year of an initial or continuation grant as long as that school participates in a CIR.

➢ Completion and submission of the annual self-study and annual progress report by the deadline set forth by the Department and/or SREB.

➢ Maintenance of a follow-up system for TCTW graduates.

➢ Providing students access to modern career courses either at the high school, area career center, college or university or in a work setting that is connected to school-based academic and technical studies. Site leaders work closely with employers and two-year postsecondary institutions.

➢ Payment of any SREB-levied membership dues for program participation. As of the release of this grant award, only TCTW has such a fee for membership into the program network. The anticipated fee structure for the 2019-2020 school year is $2,000 for each TCTW site. This fee is waived during the year the school is participating in a CIR.

➢ All expenditures from this grant must align to the school's TCTW plan.

➢ Provide the Department an annual summary of where the school is in meeting goals and objectives, achievements, activities, and other information. This annual summary report is required prior to approval of subsequent (FY20-FY24) grant year funds. All TCTW grant recipient reports are compiled and posted on the DESE website. See Appendix I for further information.

➢ Submit all fiscal reports and requests within announced timeframes.

PART THREE
GRANT SUBMISSION INFORMATION

Grant Submission

Grants must be signed and returned (with all necessary attachments) to the Department no later than May 17, 2019, at 1:00 p.m.

All components of the grant, including grant application page, narrative addressing each of the questions found on the grant application page, budget and budget explanation must be submitted or the grant will be determined to be non-responsive. All grants must be submitted electronically to Janice Rehak at webreplyvae@dese.mo.gov as a single PDF.

Grant Application Requirements

Each eligible applicant school will be evaluated on their plan to implement TCTW as a stand-alone initiative, or if applying in partnership with one or more comprehensive high schools and/or middle schools, the evaluation will expand to HSTW and/or MMGW. Applicants must include descriptions of links with any long-range, comprehensive planning and/or educational reform efforts planned or already actively engaged in implementation. Submitted grants shall also be evaluated on evidence of program commitment.

➢ The reason(s) the school(s) desires to become a TCTW site. Include in the description any current factors at your school which can be improved by TCTW initiative(s). Provide data which would indicate areas where improvement could be expected (Question 1).

➢ Descriptions of the applicant school's assessment of existing outstanding practices as they pertain to the TCTW Key Practices and of challenges and barriers that must be overcome to fully implement these key practices within five (5) years (Question 2).

➢ Current reform efforts in which your district is currently engaged. Provide any data that the district might have which substantiates the success of your reform efforts (Question 3).

➢ A descriptive assessment of the applicant school's plan and commitment to utilize TCTW professional development offerings from the Department and SREB (Question 4)

➢ The applicant school's existing or planned services to better enable transition into postsecondary education without remediation or into the world of work with skills necessary for advancement (Question 5).

➢ How access to challenging career education programs and overall academic achievement will be increased (Question 6).

➢ How the access to challenging career-technical programs will be increased (Questions 5 and 6).

➢ The commitment and leadership being made by the school superintendent, local school board and building administrator (Question 7).

➢ The connection between budgeted items and implementation of the proposal (Question 8).

Eligible categories of applicants are Missouri public LEAs which have not previously received funding from the Department for implementation of TCTW unless the applicant is an area career center which has exhausted a maximum five-year funding cycle for implementation and now is seeking to expand improvement activities through a partnership with a feeder high school or middle school.

After determining that a grant satisfies the mandatory requirements stated in this grant award, the comparative assessment of the relative benefits and deficiencies of the grant regarding the published grant evaluation criteria shall be made by using subjective judgment. The grant award shall be based on the best grant received in accordance with the grant evaluation criteria.

The grantee is cautioned that it is their sole responsibility to submit information related to the evaluation categories and that the Department is under no obligation to solicit such information if it is not included with the grant.

Evaluation Criteria

Grants will be evaluated based upon the adequacy and sufficiency of the descriptions and information provided for the following sections, with an available 200 point maximum score:

- Evidence of commitment to the implementation of TCTW   100 points
- Cost Effectiveness   100 points

PART FOUR
Core Assurances (06.10.2016)

The grantee understands and agrees that by signing the grant award, they certify the following:

Consistent with 34 C.F.R. Sections 75-77 and 81, and 2 C.F.R Part 200, the Local Educational Agency (LEA) assures:

1. All federal and state funds granted to the LEA are conditioned upon the availability and appropriation of funds by the United States Congress and the Missouri General Assembly. These funds are subject to reduction or elimination by the United States Congress or Missouri General Assembly at any time, even following award and disbursement of funds. Except as otherwise provided by law, the LEA shall hold DESE harmless for any reduction or elimination of Federal or state funds granted to it. In the event of non-appropriation or reduction of appropriation and notice, the LEA shall immediately cease further expenditures under any federal or state project.

2. Funds are accepted in accordance with applicable Federal and State statutes, regulations, program plans, and applications, and administer the programs in compliance with all provisions of such statutes, regulations, applications, policies and amendments thereto.

3. The adoption of a financial management system that provides the following:
• Identification, in its accounts, of all Federal awards received and expended (revenues and expenditures must be separately identified with codes and must not be comingled with other state, federal, and local funds).
• Accurate, current, and complete disclosure of the financial results.
• Records that identify adequately the source and application of funds for federally-funded activities.
• Effective control over, and accountability for, all funds, property, and other assets.
• Comparison of expenditures with budget amounts.
• Written procedures to implement the requirements of minimizing the time elapsing between receipt and expenditure of federal funds.
• Written procedures for determining the allowability of costs.
• Establish and maintain effective internal controls over the federal award that provides reasonable assurance that the LEA is managing the federal award in compliance with Federal Regulations, terms, and conditions of the federal award.

4. The obligation of funds is within the approved project period or upon substantial approval of a budget application, whichever is later. The expenditure of funds is during the period of performance. The liquidation of funds is no later than 90 days after the end of the project period. State funds must be expended by June 30.

5. All Federal funds requested must be on a reimbursement basis in accordance with the Cash Management Improvement Act (2 CFR Part 200.305). State funds requested must be on a reimbursement basis.

 6. The purchase of equipment and supplies complies with local, state and Federal procurement policies. In addition, property records are maintained in accordance with 2 CFR 200.313. Title to property acquired under a Federal award will vest with the LEA. Compliance with any applicable federal, state and local health or safety requirements for facilities and equipment used for grant programs.

7. Records are maintained, including the records required under 34 CFR Part 81 of the General Education Provisions Act ("GEPA"), and access is provided to DESE or other representatives in the conduct of audits authorized by Federal Law or State Statute. This cooperation includes access without unreasonable restrictions to its records and personnel for the purpose of obtaining relevant information.

8. Records are maintained for 3 years following the date of submission of the Final Expenditure Report (FER).

9. Reports to DESE are completed and submitted by required due dates in accordance with the standards and procedures designated by DESE and are supported by appropriate documentation when applicable.

10. Cooperation in any evaluation and/or monitoring performed on grants.

11. A single or program specific audit is conducted when federal expenditures exceed $750,000 or more during the fiscal year in accordance with the Single Audit Act Amendments of 1996.

12. In the event of a sustained audit exception, and upon demand of DESE, the LEA reimburses DESE for that portion of the audit exception attributable under the audit to the LEA. The LEA agrees to hold DESE harmless for any audit exception arising from the LEA's failure to comply with applicable regulations.

13. That DESE has the authority to take administrative sanctions, including, but not limited to, suspension of cash payments for the project, suspension of program operations and/or, termination of project operations, as necessary to ensure compliance with applicable laws, regulations and assurances for any project.

14. Any application, evaluation, periodic program plan or report relating to each program will be made readily available to parents and to other members of the general public.

15. Compliance with all relevant laws relating to the privacy and protection of individual rights including requirements under the Family Educational Rights and Privacy Act of 1974.

16. Reasonable opportunities are provided for the participation by teachers, parents, and other interested agencies, organizations and individuals in the planning for and operation of each program, as may be necessary according to Federal Law or State Statute.

17. There is no policy which prevents or otherwise denies participation in constitutionally protected prayer by students or teachers, as detailed by guidance issued by the U.S. Department of Education on February 7, 2003.

18. Compliance with requirements regarding Lobbying; Debarment, Suspension, Ineligibility and Voluntary exclusion; Davis Bacon Act; and, Drug-Free Workplace.

19. All federal subawards are conditioned upon the entity providing their DUNS number

20. Not to discriminate on the basis of race, color, religion, gender, national origin, age, or disability in its programs or employment practices as required by Title VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975 and Title II of the Americans with Disabilities Act of 1990.

The "Application for Authorization of Career Education Expenditures" (FV-4) form is to be completed and signed by the chief financial officer of the district. Note that this form is available on the DESE website at: https://dese.mo.gov/college-career-readiness/career-education/forms.

Expenditures

Allowable Expenditures
Schools must align all grant expenditures to their plan. This is not an exhaustive list, but there are certain expenditures that schools may expect to take from their grant:
1. Meals required by the CIR team are not to exceed the state meal reimbursement rate.   In many cases meals could be provided at a lower rate. Schools must submit a sign-in sheet with original signatures of participants, date and location of the CIR. The CIR agenda noting a working lunch or working dinner must also be submitted. These expenses will not be reimbursed if proper documentation is not provided. This would be a first year expenditure only.   It would be unusual for schools to use TCTW Grant funds for food items not associated with the CIR and it is recommended schools seek prior approval before doing so.
2. Any required fees to SREB (affiliation fees, survey fees, etc.).
3. Follow-up on-site meeting with TCTW facilitator to unpack CIR report and begin process to align plan to TCTW Key Practices. The approximate cost for this is $2000.
4. Travel and registration expenses to send teams to the Making Schools Work Conference, the TCTW Leaders' Forum, and appropriate state and regional conferences are appropriate and highly recommended. This includes registration, airfare, ground transportation costs, hotel costs not to exceed the conference-quoted rate, parking, and other costs associated with in- and out-of-state travel.
5. Fees for onsite staff development and training. Training required by statute is not eligible for funding with these grant dollars.
6. Substitute teacher costs for teachers attending TCTW Grant activities.

CIR
The CIR is critical for implementation of the TCTW program. This gives schools baseline data and valuable feedback on current practices. The comprehensive report generated by SREB staff after the CIR is an invaluable planning resource. The SREB cost for the CIR will be added to the first year grant. DESE will work with grantees on this after awards are announced. Other costs, such as meals provided during the CIR, may come out of the grant. Grantees may, but are not required, to pay for travel costs, subs, etc. for other CIR team members. It is more desirable, however, for grant recipients to provide team members quid pro quo to other schools that are having CIR s in subsequent years. That way schools learn from, and network with, one another.

Following the initial CIR, schools must align all grant expenditures to their TCTW plan. All expenditures must comply with the Department's Perkins Basic Grant—List of Allowable Costs found on the DESE website. Although this is not a Perkins grant, funds used to match the state's obligation to Perkins are used for the TCTW Grant, and fiscal procedures for both funding streams are aligned.

Important Note: The Department has revised the guidance on food costs at LEA hosted meetings or trainings. Effective July 1, 2015, LEAs must abide by the new guidance. TCTW Grant awards are intended as school improvement start-up funds. Food purchases should be limited, in line with current state reimbursement rates, and include a justification, agenda that clearly specifies a working meal was necessary, and a sign-in list of participants. Schools are advised to request this type of approval in advance of purchase or obligation. Schools in their first year with TCTW will be permitted to provide a working dinner and appropriate lunches during their CIR.

Unallowable Expenditures

1. All funds from this grant are to be used for teacher and leader professional development and materials and supplies necessary to support the program improvement plan developed as a result of the CIR. Funds are to be used specifically for grades 7-12 educational purposes.   Schools implementing MMGW along with their TCTW project should contact the Department for further guidance on using these funds for professional development at the middle level.

2. The purchase of equipment, furniture, textbooks and instructional software is not permitted with these funds. Supplementary materials and supplies that support plan implementation are permissible expenditures.

3. Food purchases, with the exception of the mandatory CIR or that are associated with travel costs, are not allowed without written approval from the Department.

4. Supplanting expenditures with TCTW funds is not permitted.

Estimated costs for year one of the TCTW grant:
CIR: $8500
One-day follow-up to CIR: $2000
Student surveys in years one: $500
Making Schools Work Conference: varies, depending on how the school assigns sleeping rooms. Plan on at least $1000/person for airfare, meals and shared accommodations.
(The TCTW grant will cover all of the above costs. Grant recipients may have variable awards in year one, depending on the CIRs that will be required and bundling agreements between DESE and SREB. First year grant recipients will be notified immediately of their award so they can determine who/how many staff to send the annual Making Schools Work summer conference).

Estimated costs for years two-five of the grant:
Student surveys in years three and five of the grant: $500/year
Making Schools Work conference
TCTW Leadership Forum

Appendix I

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Technical Centers That Work

Summary Report and New Year Planning
(This annual report is due by June 15, 2020 for schools receiving funds for school year 2019-20 or FY20)

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Please include a narrative of goals and objectives from the previous and upcoming grant years with your FY2021 TCTW FV4 request for funding. All funds from this grant must be used to implement the plan, and any subsequent revisions to your plan, developed as a result of your school's initial CIR.

The following questions can guide you in your narrative:

- How many years has your school been involved with the TCTW grant?
- What is the focus of your grant/TCTW plan?
- What were your goals for the school year just ended?
- What are your goals for the upcoming school year?
- How has instruction and student performance changed as a result of this grant? Be specific. Provide data (e.g. The percent of teachers who met their SLO targets; number of students who earned IRCs and/or passed their TSAs as a result of this grant; examples of more productive, mutually beneficial business and industry partnerships; etc.).
- What is your plan for continuation of this work once the grant funds have ended?
- Other information you would like to provide such as unintended consequences of the grant.
- Please put your school name and school year 2019-20 in the footer of the document. All narratives will be compiled and posted on the DESE website. FY16, FY17 and FY18 TCTW summary reports can be found at this link.

Schools are highly encouraged to use their school's letter-head stationary for the first page of their report.

Appendix II:

Important Timelines

May 17, 2019	All TCTW Grants are due by 1:00 P.M. Email submissions to webreplyvae@dese.mo.gov.
May 30, 2019	New TCTW Grant awards will be announced by this date
July 1, 2019	First day grant recipients may obligate FY2019 funds (the fiscal year is from July 1, 2019 through June 30, 2020)
July 10-13, 2019	Making Schools Work Conference (formerly the HSTW Conference), Baltimore, MD
Sept-Nov, 2019	Grant recipients must host a technical assistance visit (CIR); schools will determine on-site follow-up at end of Curriculum and Instruction Review (CIR)
Fall, 2019	On-site meeting with SREB liaison to unpack CIR report
February, 2020	TCTW Leadership Forum (date and location to be announced)
April-May, 2020	TCTW surveys and other assessments administered by schools
May 15, 2020	FV2s for FY2020 are due at DESE by close of business
June 15, 2020	FV4s for FY2021 are due. Schools may not obligate funds for FY2021 until after approval of their FV4 **and** after July 1, 2020.
June 15, 2020	Summary statement of TCTW Grant activities are due. This summary report on the school's grant activities for the year just ended, as well as anticipated activities and outcomes for the coming year, must be submitted along with the FY21 FV4.

Appendix III

Grant Submission Checklist

The following items should be submitted as your grant:

_____   TCTW application page, completed and signed by the district representative

_____   Narrative, not to exceed ten (10) pages is included

_____   FV4

_____   Budget description

_____   A PDF of your grant must be submitted to Janice Rehak by 1:00 PM Wednesday, May 15, 2019.
                                       Submit to webreplyvae@dese.mo.gov

ALL FY20 TCTW GRANTS MUST BE SUBMITTED VIA EMAIL TO webreplyvae@dese.mo.gov NOT LATER
THAN 1:00 PM, MAY 17, 2019.