



# FY2021 Technical Centers That Work (TCTW) Grant Packet (2020-21 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 18, 2020 at 1:00 PM)**

The Department of Elementary and Secondary Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. Inquiries related to Department programs and to the location of services, activities, and facilities that are accessible by persons with disabilities may be directed to the Jefferson State Office Building, Civil Rights Compliance (Title VI/Title IX/504/ADA/Age Act), 5th floor, 205 Jefferson Street, Jefferson City, MO 65102-0480; telephone number 573-526-4757 or Relay Missouri 800-735-2966.

**PART ONE**  
**INTRODUCTION AND GENERAL INFORMATION**  
**TCTW Grant—2020-21 School Year**

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:

1. Create a culture of high expectations in every classroom and throughout the school.
2. Ensure each student develops and completes a personalized program of study that leads to postsecondary and career success.
3. Teach academic content through the lens of real-world problems and projects.
4. Ensure that all students, including underrepresented and nontraditional students, have access to high-quality career pathways.
5. Use research-based instructional strategies and innovative technology practices to engage each student.
6. Provide teams of teachers with training, time and support to work together to improve instruction.
7. Provide each student with a continuum of real-world learning experiences that connect classroom and workplace learning.
8. Offer guidance and advisement that empower students to pursue a full range of career and college options after high school.
9. Provide students with the extra help or accelerated learning strategies they need to graduate college and career ready.
10. Engage the whole school community in continuously using data to identify problems and develop plans to solve them.

### **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](mailto: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. It is preferable that the CIR be conducted in the fall so that schools can use the information collected to develop their improvement plan. Schools opting out of the CIR will not receive subsequent year funding.
- 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 7-10 in New Orleans, LA. See <https://www.sreb.org/making-schools-work-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 current 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 2020-2021 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 (FY22-FY26) 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 18, 2020, 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](mailto: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 FIVE**  
**PROPOSED BUDGET SUMMARY**

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](https://dese.mo.gov/college-career-readiness/career-education/forms) 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 state or federal 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, computers, instructional software, etc. 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, three and five of the grant: \$500 per year

Making Schools Work Conference: varies, depending on how the school assigns sleeping rooms. Plan on at least \$1000/person for registration, 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).

## **Grant recipients should plan their budgets in years two-five of the grant to include:**

Student surveys in years three and five of the grant

Making Schools Work conference

TCTW Leadership Forum

Local staff professional development

Professional development that facilitates the implementation of the school's TCTW plan

## Technical Centers That Work

### Summary Report and New Year Planning

*(This annual report is due by June 15, 2021 for schools receiving funds for school year 2020-21 or FY21)*

Please include a narrative of goals and objectives from the previous and upcoming grant years with your FY2022 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 2020-21 in the footer of the document. All narratives will be compiled and posted on the DESE website. FY17, FY18 and FY19 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 18, 2020	All TCTW Grants are due by 1:00 P.M. Email submissions to <a href="mailto:webreplyvae@dese.mo.gov">webreplyvae@dese.mo.gov</a> .
May 30, 2020	New TCTW Grant awards will be announced by this date
July 1, 2020	First day grant recipients may obligate FY2021 funds (the fiscal year is from July 1, 2020 through June 30, 2021)
July 10-13, 2020	Making Schools Work Conference (formerly the HSTW Conference), New Orleans, LA
Sept-Nov, 2020	Grant recipients must host a technical assistance visit (CIR); schools will determine on-site follow-up at end of Curriculum and Instruction Review (CIR)
Late Fall, 2020	On-site meeting with SREB liaison to unpack CIR report
February, 2021	TCTW Leadership Forum (date and location to be announced)
April-May, 2021	TCTW surveys and other assessments administered by schools
May 18, 2021	FV2s for FY2021 are due at DESE by close of business
June 15, 2021	FV4s for FY2021 are due. Schools may not obligate funds for FY2022 until after approval of their FV4 <b>and</b> after July 1, 2021.
June 15, 2021	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 FY22 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 18, 2020.  
Submit to [webreplyvae@dese.mo.gov](mailto:webreplyvae@dese.mo.gov)

ALL FY21 TCTW GRANTS MUST BE SUBMITTED VIA EMAIL TO [webreplyvae@dese.mo.gov](mailto:webreplyvae@dese.mo.gov) NOT LATER THAN 1:00 PM, MAY 18, 2020.