

# RIDE Career and Technical Education Programs: Innovation & Equity Grants

*Objective: Provide underserved student populations expanded access to high-quality career preparation opportunities in priority industries.*

Rhode Island Department of Education

Office of College and Career Readiness

*Release Date: January 19, 2018*

*Application Due Date: March 30, 2018*



**RIDE** Rhode Island  
Department  
of Education

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# I. Introduction

## Purpose of CTE Innovation & Equity Grants

RIDE CTE Program: Innovation & Equity Grants will ensure historically underserved student populations have expanded access to quality career preparation opportunities in priority sector industries. RIDE will award grants on a competitive basis to local educational agencies (LEAs) for new or existing Career and Technical Education (CTE) programs that:

- 1) Expand access to CTE for student populations that are currently underserved (either by launching a new program or expanding and enhancing services in an existing program);
- 2) Align to a priority sector industry (as defined by the Governor’s Workforce Board); and,
- 3) Meet the industry-specific content standards adopted by the Career and Technical Education Board of Trustees (see [www.prepare-ri.org/cte](http://www.prepare-ri.org/cte)).

## About PrepareRI - Rhode Island’s Career Education Strategy



CTE Innovation & Equity Grants are part of Rhode Island’s larger statewide career education strategy: **Prepare Rhode Island (PrepareRI)**. PrepareRI is the statewide career education initiative that unites many partners — including Rhode Island government, private industry leaders, the public education system, universities, and non-profits — around a common strategic plan to improve youth career readiness. PrepareRI began in 2016 after Rhode Island was awarded a New Skills for Youth grant from JPMorgan Chase and the Council of Chief State School Officers.

PrepareRI aims to close the gap between what students learn in school and what they need for high-demand jobs. The initiative was built on the belief that all young people, regardless of their previous background or intended career, will need some form of postsecondary credential and practical work experience to be successful. RIDE-approved CTE programs play a critical role in this effort.

PrepareRI’s goals for 2020 are:

- All career pathway programs will be aligned to Rhode Island’s **high-demand career fields**
- All high school students will **graduate with college credit or an industry credential**
- All high school students will have access to a **work-based learning** experience, such as an internship in a relevant career field

- All students will have **career awareness and exploration opportunities** beginning in elementary and middle school, and **individualized learning plans** based on their unique strengths and interests

To learn more about PrepareRI, visit [www.prepare-ri.org](http://www.prepare-ri.org).

## The Need for an Equity Focus in Career Education

In 2012, RIDE revised the regulations governing CTE programs to help ensure that every student is provided the opportunity to enroll in any CTE program of their choice, irrespective of the student's zip code or circumstances. While these changes helped provide many opportunities to students who otherwise would not have had them, RIDE recognizes that more needs to be done to fulfill the promise that *all* students participate in opportunities that prepare them for high-demand jobs in today's economy.

CTE Innovation & Equity Grants will help deliver on that promise by incentivizing LEAs to address current equity gaps and create opportunities for students who have not traditionally participated in high-quality CTE opportunities. For example, based on 2015-16 enrollment data of students participating in RIDE-Approved CTE Programs:

- **English language learners:** Students identified as Limited English Proficiency (LEP) made up 5% of Rhode Island's high school population, but only 1% of students completing a CTE program in the state. These students participate in CTE programs at similar rates to their native English-speaking peers, but have a completion rate that is 22% lower.
- **Gender:** Girls comprised 15% or fewer of the students in CTE programs in many priority industries, such as STEM, transportation, manufacturing, and construction. Instead, female students were concentrated in fields stereotypically associated with female roles, such as human services (98% female) and nursing/health sciences (81% female).
- **Disabilities:** Students identified with a disability through an Individual Education Plan (IEP) were underrepresented among CTE completers in priority industries. For example, 15% of Rhode Island high school students had IEPs, but those students comprised less than 5% of CTE completers in STEM, health science, and finance.
- **Race:** While students of color participated in CTE programs at rates comparable to statewide averages, they were disproportionately enrolled in non-priority or lower-paying industries. Students of color comprised 40% of the high school population, but less than 10% of total enrollments in CTE programs such as STEM, business management, and marketing.
- **Poverty:** Students living in poverty enrolled in CTE programs at a similar rate to their wealthier peers, but were underrepresented in many priority industries. Students in poverty comprised 43% of the state's high school population, but less than 20% of enrollment in STEM and business management programs.



## II. Application Process Information

### Application Timeline

Step	Date
Grant application released	January 19, 2018
Deadline for application submission	March 30, 2018 (5:00pm EST)
RIDE announces grant winners	Late spring 2018

### Grant Duration and Amounts

The maximum grant size for an Innovation & Equity Grant is up to \$150,000 over two years. LEAs may use those two years for either (a) two years of implementation (assumes the CTE program will exist in the 2018-19 school year) or (b) a first year for planning followed by a second year for implementation (assumes the CTE program will begin during the 2019-20 school year). The following table explains the different grant options:

Proposal Type	Maximum Grant Size		
	18-19 School Year	19-20 School Year	Total
Implementation year 1 Follow-through year 2	Implementation: \$100,000 max	Follow-through: \$50,000 max	\$150,000 max
Planning year 1 Implementation year 2	Planning: \$50,000 max	Implementation: \$100,000 max	\$150,000 max
One year only	Implementation: \$100,000 max		\$100,000 max

This grant may be used for either the creation of new CTE programs or improvements to existing CTE programs, and both types of proposals are eligible for the full \$150,000 over two years. However, RIDE anticipates that proposals for the new programs are most likely to require the full \$150,000 (due to the large startup costs involved), and existing projects will receive a smaller grant size. That being said, if approved, RIDE will determine the appropriate grant award for each proposal based on the specifics of its budget.



## What Entities are Eligible to Apply?

All Rhode Island local education agencies (LEAs) are eligible to apply. Single high schools may apply through their LEA. A partnership between or among local education agencies to support a single strategic initiative is allowed, provided that one LEA is designated as the lead applicant and fiscal agent. All partnering LEAs must be identified and provide the designated lead applicant with a notice of intent to participate. Community-based organizations may participate in partnership with an LEA serving as the designated lead applicant and fiscal agent.

LEAs are encouraged to partner with nationally-recognized organizations for the development of CTE curricula. Such organizations include curriculum organizations (such as Project Lead The Way) and national accreditation organizations (such as NCCER). See RIDE's [CTE Recognized Accreditation List](#) for more information.

## Application Requirements

1. The application must be complete.
2. The application must address the Selection Criteria listed below.
3. The application must include a plan to identify and expand access to CTE for student populations that are currently underserved by such programs. Such underserved students populations may include (but are not limited to) those defined by poverty status, gender, race, special education status, or limited English proficiency status.
4. The application must align to one of the priority industry sectors as determined by the [Governor's Workforce Board](#).
5. The proposed program must be aligned to Rhode Island's industry-specific CTE Board of Trustees Standards (see [full CTE Board Standards](#) or [CTE Board Standards summary document](#)). These standards include requirements such as implementing a work-based learning experience that leads to the awarding of core academic credit in the chosen priority industry sector program.
6. All applicants must operate proposed programs so as to adhere to the [2012 Regulations of the Board of Regents Governing Career and Technical Education in Rhode Island](#). Visit [prepare-ri.org/cte](http://prepare-ri.org/cte) to learn more.
7. The maximum grant request is \$150,000 over two years and \$100,000 in one year. See "Grant Duration and Amounts" above.
8. The requested funds may be spent in one or more fiscal years, not to exceed two fiscal years.

9. All applicants must provide a local match of 25% of the amount of funding received. See section III.D below for more information.
10. All applicants must provide an assurance that they will not reduce the amount of federal, state, or local funding provided to support this program or other existing career and technical education programs.
11. RIDE will conduct mid-year and year-end reviews of Innovation & Equity grant recipients' programs to ensure adequate progress and to determine second-year funding, as appropriate.

## Submission Procedure

Applications must be submitted electronically as an attachment to an email to [spencer.sherman@ride.ri.gov](mailto:spencer.sherman@ride.ri.gov). The email subject line must read, "CTE Innovation & Equity grant submission - School Name". Save the application file as a PDF with the filename "CTE\_Innovation\_Equity\_18\_SchoolName."

### Application Format

The Application for new programs should apply the following:

- One-inch margins
- 12-point font
- Double-spaced
- A table of contents that references all components
- Page numbers (including on attachments)
- All submissions must be proofread

## Technical Assistance

For more information about this grant, visit [www.prepare-ri.org/grants](http://www.prepare-ri.org/grants).

For more information about CTE in Rhode Island, visit [prepare-ri.org/cte](http://prepare-ri.org/cte) or [ride.ri.gov/cte](http://ride.ri.gov/cte).

Applicants requiring additional assistance can contact [spencer.sherman@ride.ri.gov](mailto:spencer.sherman@ride.ri.gov) or [paul.mcconnell@ride.ri.gov](mailto:paul.mcconnell@ride.ri.gov).

# III. Application Components & Criteria

## Application Components

All applications must include the five application components, and each component must address the Selection Criteria outlined below. RIDE will evaluate grants against the Selection Criteria, as well as a broader consideration of how all the awarded Innovation & Equity Grants will impact underserved students, prioritized industries, and the geographic distribution of high-quality programs in the state of Rhode Island. A complete application consists of the following sections:

- A. Cover Sheet (see Appendix A)
- B. Executive Summary
- C. Project Proposal
- D. Budget Narrative
- E. Budget Details

### Part A: Cover Sheet

Please fill out the cover sheet found in Appendix A of this application.

### Part B: Executive Summary

Provide a one-page (double-spaced) executive summary that provides an overview of the application, including:

- i. Program name, school, LEA, and location
- ii. Program industry sector and entry level career field (from CTE Board standards)
- iii. Application type (existing or new program)
- iv. Number of disadvantaged students that will have access to quality career education in a priority industry sector due to this program
- v. Explanation of how the proposed program will achieve its goals
- vi. Summary of how the grant money would be spent.

## Part C: Project Proposal

The Project Proposal section is where applicants provide the details of what their proposal is and why they think it should win a grant. Please ensure that this section addresses all of the Selection Criteria outlined below. This section should not exceed 10 pages, double-spaced. Any pages beyond 10 pages will not be read or considered for the application.

The Project Proposal section must be organized under headings that correspond to each criteria (Criteria 1.A, Criteria 1.B, etc.). RIDE will evaluate whether the proposal met each criteria by the content under that criteria's heading, so applicants should ensure that their arguments are organized accordingly.

### *Criteria 1: Student Need*

#### Criteria 1.A: Meets state standards in a priority industry sector

In this section, include a narrative of approximately one page that satisfies the following criteria:

- i. The program would expand access in a prioritized (also known as “high-skill, high-demand”) industry, as identified by the Governor’s Workforce Board. These priority industry sectors are bioscience, community, construction, defense, design, education, finance and insurance, health care, hospitality, information technology, manufacturing, and marine trades. Visit [www.gwb.ri.gov](http://www.gwb.ri.gov) to learn more.
- ii. The proposed program must be aligned to Rhode Island’s [CTE Board Standards](#). The specific sector and entry-level career field from the CTE Board Standards must be indicated. These standards include requirements such as implementing a work-based learning experience that leads to the awarding of core academic credit in the chosen priority industry sector program.

#### Criteria 1.B: Problem Definition

In this section, include a narrative of approximately 1-2 pages that satisfies the following criteria:

- i. The proposal identifies a specific equity gap that needs closing, including both a disadvantaged student group and an industry sector.
- ii. Proposal makes a compelling argument that there is an equity gap for that student group’s access to that industry sector. This argument should be based on actual student data, such as the data presented in the Introduction above. Such data might include:
  - a. For existing programs, the difference in completion rate for the disadvantaged group versus the advantaged group in the current CTE program.

- b. For proposed new programs, the number of students of the disadvantaged group that are unable to access programs in that sector due to distance or transportation issues.
- iii. Proposal identifies the likely root cause of the equity gap outlined above. For example, is the gap caused by problems of recruitment, retention, support, or other issues? The applicants should include evidence about why they believe that that root cause is driving the equity gap. Such evidence could include student data, interviews with students or teachers, national research, etc.

## *Criteria 2: Program Design*

### Criteria 2.A: Outcome Goals

In this section, include a narrative of approximately one page that satisfies the following criteria. That page should include tables like the ones below.

- i. Program includes goals and metrics for the program. These goals should be clear, objective, quantitative, and use data that is readily available. These goals should indicate a specific numerical target for each year of the grant. RIDE will use these metrics to determine the success of the program. For multi-year proposals, progress toward these goals in the first year will determine whether the program earns the second year's funding.
- ii. Program includes outcome goals, which measure the ultimate impact of the program on the student. These goals must include a Credentials Gap and Credentials Earned metric (see table below for details). Programs may include additional outcome goals as well.
- iii. Program includes implementation goals, process-focused metrics that show whether the program carried out the plan proposed in this grant application. One of these implementation goals should include an Equity Seats metric (see table below for details). The other goals should be about carrying out specific parts of the proposal's plan.

Goals should be provided using charts similar to the sample charts provided on the following page:

Outcome Goals			
Goal Name	Metric Definition	Current Baseline	Goal and Date
<b>Credentials Earned</b> (required)	<p><u>Formula:</u> Credentials earned = # of disadvantaged students earning a credential</p> <p><u>Definitions:</u> Credential: an industry-recognized credential listed in CTE Board Standards Disadvantaged student: students from the specific disadvantaged group targeted in the grant</p>	X%	X% by 7/1/19 X% by 7/1/20
<b>Credentials Gap</b> (required)	<p><u>Formula:</u> Credentials Gap = (# of disadvantaged students earning a credential in LEA) / (total # of students earning a credential in LEA) - (# of disadvantaged HS students in LEA) / (total # of HS students in LEA)</p> <p><u>Definitions:</u> See above</p>	X%	X% by 7/1/19 X% by 7/1/20

Implementation Goals			
Goal Name	Metric Definition or Description	Current Baseline or Status	Goal and Date
<b>Equity Seats</b> (required)	# of new high-quality CTE seats for disadvantaged students the proposal will make available	X%	X% by 7/1/19 X% by 7/1/20
EXAMPLE OF ADDITIONAL GOAL:  <b>CTE Advisor</b>	Hiring an additional paraprofessional to support students with IEPs in our CTE program	There is only one CTE advisor.	CTE advisor will be hired and start working by 9/1/18



## Criteria 2B: Proposed Solution

In this section, include a narrative of approximately 2-3 pages that satisfies the following criteria:

- i. Proposal clearly outlines a plan that is aligned to, and clearly addresses, the equity gap and its root cause identified previously.
- ii. Proposal makes a compelling argument for why the solution would solve the identified problem. The proposal presents convincing evidence that the solution will succeed. Such evidence could include research, best practices, or prior experience.

## *Criteria 3: Likelihood of Sustained Success*

### Criteria 3.A: Preconditions for Success

In this section, include a narrative of approximately 1-2 pages that satisfies the following criteria:

- i. Proposal describes the existing or planned capacity of staff (e.g. program leaders, instructors, and other staff) that will implement the plan. Proposal makes a convincing, evidence-based case for the staff's ability to successfully implement the plan.
- ii. Proposal describes the existing or planned systems for monitoring the progress of the plan and intervening to ensure it succeeds. Proposal makes a convincing, evidence-based case that these systems will guide the program to success.
- iii. Proposal makes a convincing case that the LEA/school is committed to making the plan a success.

### Criteria 3.B: Sustainability Plan

In this section, include a narrative of approximately 1-2 pages that satisfies the following criteria:

- i. Proposal convincingly explains how the proposed improvements will continue beyond the life of the grant.
- ii. Proposal does not plan to use one-time grant funds for recurring costs, or has a realistic plan for how to transition recurring costs to a recurring funding source.
- iii. Proposal explains how the changes outlined in the grant plan will be incorporated into existing structures, and will be institutionalized so they continue for the foreseeable future.

## Part D: Budget Narrative

Provide a narrative explaining how and why the grant money will be spent. This section should not exceed three pages. This section should describe each expense, and may take the form of paragraphs, bullet points, or a table.

This section should satisfy the following criteria:

- i. Proposal includes a budget that requests no more than the maximum allowable amount (\$150,000 over two years) from RIDE. See Grant Duration and Amounts above for details.
- ii. LEA/school must provide a local match of 25% of the amount of funding received. For example, a request of \$150,000 (the maximum two-year request) from RIDE should include a total budget of \$187,500. The additional \$37,500 (25% of \$150,000) would be provided by the LEA. This does not mean that the LEA must fund 25% of *each* budget item; rather, the total LEA contribution must equal 25% of the *total* grant request. This 25% may be funded through direct district expenditures, or in-kind expenses.
- iii. Proposal makes it clear that this funding—as opposed to some non-financial resource or another available funding source—is needed to solve the identified problem.
- iv. Proposal explains how the funds will be used, and how this expense will advance the program goals. All expenses must be clearly described, justified, and aligned to the proposed solution.
- v. Each cost is identified as recurring or one-time. For recurring expenses, the proposal indicates how this expense will be funded beyond the lifetime of the grant.
- vi. The cost estimates for each item reflect reasonable market prices.
- vii. The relative size of different expenses in the overall budget is proportionate to their importance. That is, most of the budget is spent on the items most important for achieving the program’s goals.



## Part E: Budget Details

Please complete a budget details chart using a chart similar to the one identified below:

Item	Year 1 Expenses			Year 2 Expenses <i>(if applicable)</i>			Grand Total
	Funded by Grant	Funded by LEA	Year 1 Total	Funded by Grant	Funded by LEA	Year 2 Total	

## Appendix A: Cover Sheet – RIDE CTE Innovation & Equity Grants

<b>CTE Program Name</b>	
<b>School</b>	
<b>Proposal Title</b>	
<b>Program Type</b>	<i>Select one:</i> <input type="checkbox"/> Existing program <input type="checkbox"/> New Program
<b>Priority Industry Sector</b>	<i>Select one of the following:</i> <input type="checkbox"/> Business & Finance <input type="checkbox"/> Education <input type="checkbox"/> Information Technology <input type="checkbox"/> Construction & Life Sciences <input type="checkbox"/> Environmental <input type="checkbox"/> Manufacturing <input type="checkbox"/> Defense <input type="checkbox"/> Health care <input type="checkbox"/> Marine Trades <input type="checkbox"/> Design <input type="checkbox"/> Hospitality & Tourism
<b>Entry Level Career Field</b>	<i>(Use names of fields from CTE Board Standards)</i>
<b>Number of New Students Served</b>	<i>(Number of disadvantaged students that would gain access to quality CTE in a priority sector because of the proposed program)</i>
<b>School Address</b>	
<b>Project Lead</b> <i>(If different from Principal or Superintendent)</i>	Name: Email: Phone:
<b>Principal/School Leader</b>	Name: Email: Phone:
<b>LEA</b>	
<b>LEA Superintendent</b>	Name: Email: Phone:

### Superintendent Signature

Signature - Superintendent

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