Application Guide:

RIDE Career and Technical Education Programs

Perkins Reserve Fund—

CTE Comprehensive Equity Grant: Supporting Multilingual Learners (MLLs)

Rhode Island Department of Education

Office of College and Career Readiness

Release Date: February 27, 2023

Application Due Date: March 31, 2023

RIDE Rhode Island Department of Education

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Overview

Purpose & Context: Perkins V Reserve Funding Grants

The Rhode Island Department of Education has allocated funds from its Perkins V allocation from the U.S. Department of Education (USED) for the [Perkins V Reserve Fund grant](#) program, to include the following four grant opportunities:

- CTE Teacher
- Career Exploration
- Equity
- Postsecondary Partnerships

To uphold the [Rhode Island State Perkins V Plan's](#) tenet to improve equity and access to quality CTE programs for *all* learners, RIDE will begin to leverage a portion of Perkins V Reserve Funding for identified subgroups to better access and participate in high-quality CTE programming and instruction.

This funding will help deliver on this principle by incentivizing LEAs to address current equity gaps and create opportunities for students who have not traditionally participated in—or have not been successful in—high-quality CTE opportunities. ***This grant cycle's focus will be Multilingual Leaners (MLLs).***

Multilingual Learner Context

According to data compiled in the most recent Office of Civil Rights (OCR) Report, MLLs comprise 10% of all Rhode Island high school students in schools with RIDE-approved CTE programs. This same data source shows that while MLLs represent 10% of student enrollment, they only account for 6% of all CTE students.

Within this population, MLLs are enrolling in high-wage high-demand fields at a lower rate than their non-MLL peers. For example, MLLs are enrolling in Information Technology (IT) programs at half the rate of their non-MLL peers.[1] Despite considerable benefits of CTE for MLLs, there clearly remains significant barriers for these learners to fully access and succeed in CTE programs.

Fortunately, in 2022, RIDE released the [Rhode Island Blueprint for Multilingual Learner Success](#). This comprehensive guide identifies the need to provide increased supports for MLLs to graduate ready for college and career. With its requirements for industry partnerships, industry-recognized credential achievement, work-based learning

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[1] Data from the [RIDE Data Center](#)

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activities, and early college opportunities, RIDE-approved CTE programming is the ideal lever to ensure MLLs can achieve postsecondary success.

RIDE's Office of College and Career Readiness (OCCR) will use both a targeted and competitive process to award funding to eligible local education agencies (LEAs) that meet certain established criteria regarding their MLLs' access to, and participation in, their RIDE-approved CTE programs.

Perkins Reserve Funding Context

During spring 2021, RIDE released the first-ever CTE Teacher Grant as part of Perkins Secondary Reserve Funds. The purpose of [this grant opportunity](#) is to pay for the costs associated with providing professional development to CTE teachers and for reimbursing teachers for the cost of certification to teach in CTE programs. This grant was released again in spring 2022 and we plan to do so in the early spring of 2023, as well.

Additionally, in spring 2021, RIDE held a series of stakeholder feedback sessions in which we discussed various CTE items. The sessions focusing on Perkins V Reserve funding revealed the field's overwhelming desire for a streamlined application process that would *bundle* the Career Exploration, Equity, and Postsecondary Partnership grants for ease of alignment and execution.

RIDE believes a comprehensive approach that addresses career exploration, equity, and postsecondary partnerships maximizes both opportunity and funding. RIDE maintains that to foster and promote the development and implementation of an all-inclusive strategy, braiding available reserve funding around a guiding principle that supports students' needs and interests, and sets them on a successful path to college and career is not only sensible, but also, essential.

Therefore, combining the Career Exploration, Equity, and Postsecondary Partnerships grants will allow for each separate grant's objectives to be realized in a holistic, impactful, and innovative way. They aim to:

- Support schools in implementing strong career awareness programs, beginning in middle school, to accelerate the integration of career exploration activities with existing learning experiences (*Career Exploration*)
- Encourage schools to develop innovative supports for students from special populations—**MLL-focused for the 2023-24 school year** (*Equity*)
- Support transcripted, program-aligned college credit earned while in high school CTE programs (*Postsecondary Partnerships*)

> With this, eligible LEAs, along with trusted and committed postsecondary and industry partners, will have a unique opportunity through the ***CTE Comprehensive Equity Grant—Supporting Multilingual Learners*** to shore up an existing RIDE-approved CTE program(s) and/or to develop new pathways that expand opportunities for MLLs to explore, choose, and follow a career pathway to success.

Grant Eligibility, Funding Amount & Duration

Eligible Entities

Using RIDE's most recent dataset for Office of Civil Rights (OCR) reporting from the 2021-22 school year, RIDE analyzed those high schools with RIDE-approved CTE programs for **both** of the following criteria:

1. High schools that serve an MLL student population of 10% or more; **and**
2. MLL students that represent 5% or more of a school's CTE enrollment.

Applying the above criteria, the following LEAs/high schools are eligible to apply:

LEA	School	MLL Student Population	MLL CTE Enrollment
1. Central Falls	Central Falls High School	50%	38%
2. Cranston	Cranston East High School	13%	5%
	NEL/CPS	11%	14%
3. Newport	Rogers High School / NACTC	18%	13%
4. Pawtucket	Tolman High School	16%	18%
	Shea High School	25%	24%
5. Providence	Central High School	38%	14%
	Hope High School	38%	26%
	Mt. Pleasant High School	39%	18%
	Cooley High School	45%	31%
	PCTA High School	24%	24%
6. RINI	RINI	17%	17%
7. The MET	The MET	11%	11%
8. Woonsocket	Woonsocket High School / WACTC	14%	8%

Use of Funds

Awarded funding is to strengthen a specific RIDE-approved CTE program to better support MLLs in those programs and/or to develop pathways/opportunities for MLLs to equitably access CTE programming within the LEA.

Eligible LEAs should propose programmatic and/or policy solutions to demonstrate how they will support MLLs:
- Exploring career awareness and readiness in middle school.
- Improving teaching and learning opportunities for MLLs in high school through one or more of the following:
  - Providing MLL-specific evidenced-based instructional practices
  - Using technology in innovative ways to support MLL achievement in CTE programs
  - Offering professional learning opportunities for CTE educators to support MLLs
  - Reimagining the school's schedule to provide more CTE programming opportunities to MLLs (if needed)
- Partnering with a postsecondary institution that will offer dual/concurrent enrollment with corresponding transcripted credit to aid in the success of college and/or career.

Use of Comprehensive Local Needs Assessment (CLNA)

Using their most recent 2022 (CLNA), applicants must revisit their MLL data and narrative sections with fresh eyes to determine where the needs lie to best address the bulleted items listed above.

Specifically, they should focus on the following sections:
- Section 2: Student Performance
  - *How are your MLL students performing as compared to their non-MLL peers?*
- Section 4: Student Access & Participation
  - *Do MLL students in your LEA/school have access to and support in CTE programs?*
- Section 6: Educator Recruitment, Retention & Training
  - *Do your CTE teachers know how to best support MLLs' achievement in their CTE programs?*
- Section 7: Summary & Conclusions
  - *What salient findings reference MLLs? Do you have an MLL-related SMART goal?*

Additionally, LEAs are encouraged to use more recent local data sources, if available, to inform their plan to redress MLL subgroup inequities in their CTE programming.

Funding Amount

Total available Perkins Reserve Funding for this grant is $390K. This amount will be distributed proportionally to each of the identified LEAs, in accordance with application submissions and approvals. Therefore, please note that this funding amount is a 'moving target'—some of the eligible LEAs may choose to decline this opportunity; others' applications may be rejected. For planning purposes, assume the following: *if all eligible LEAs apply and are approved, each LEA's high school would be awarded approximately $28,000 each.*

Funding Duration

The MLL Equity Grant will run on a two-year cycle with strict spending guidelines. LEAs must demonstrate through the application the ability to meet the spending requirements of this grant. **Please be aware that 2/3 of the total award MUST be spent by September 30, 2023 and the remaining balance by June 30, 2024.**

SY 22-23 *Apply + Planning*	SY 23-24 *Implementation*
▪ *MLL Equity Grant released in Feb 2023* ▪ *Winners announced April 2023* ▪ *Planning will occur April-August 2023* ▪ ***Begin spending immediately upon approval*** ▪ *Spend down 2/3 of awarded funds by 9/30/23*	▪ *MLL Grant Implementation begins Sept 2023 and continues throughout the school year* ▪ ***Spend down remaining funds by 6/30/24***

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Application Process Information

Application Timeline

Step	Date
Grant application released	February 27, 2023
Deadline for application submission	**March 31, 2023**
RIDE announces grant winners	April 2023

Submission Procedure, Planning Questions & Support

Using the attached Word document, applicants must email their application as a PDF to CTE@ride.ri.gov by 5pm on Friday, March 31, 2023. Please use the following naming convention for your PDF file: "LEA Name_School Name_MLL Equity Grant".

Please see the list below for application planning purposes. You will be required to submit this information on your official application:

1. **Application Signature and Assurances Sheet**
    ▪ Superintendent signature
    ▪ Signature(s) of participating principal(s), if applicable
    ▪ CTE Director signature

2. **Project Narrative—*Provide a thorough overview of the proposed project. This should include, but is not limited, to the following critical elements:***
    ▪ Description of your MLL local context and need(s). Be sure to include the name of the CTE program(s) and the number of MLL students that will ultimately be impacted. Alternatively, describe how you plan to develop policies that will support pathways/opportunities for MLLs to equitably access CTE programming.
    ▪ Specific activities occurring throughout the period of availability to increase MLL achievement in CTE programs.
    ▪ Clear description of the intended MLL impact of this proposal (include both middle and high school students); identification of how these outcomes will be measured, including progress monitoring; define what the results of successful implementation will be.
    ▪ Identification of the roles and responsibilities of the postsecondary partner and types of early college opportunities and/or transcripted credit that will ultimately be offered.
    ▪ Identification of the roles and responsibilities of industry partner(s).

- Description of how the LEA will engage families around this project.
- Budget narrative that outlines key priorities for spending. Include any in-kind or matching funding, if available.
- A plan for how the LEA will track and evaluate the project's progress throughout the grant cycle.

3. **Budget/Expenses Information**
   - Budget Narrative. Provide a narrative explaining how and why the grant money will be spent. This section should describe each expense, and may take the form of paragraphs, bullet points, or a table. This section will satisfy the following criteria:
     o Narrative includes a budget that requests no more than the maximum allowable amount: **$28,000/per high school in the LEA**
     o Narrative explains how the funds will be used, and how this expense will advance the project's goals. All expenses must be clearly described, justified, and aligned to the proposed project.
     o Each cost is identified as recurring or one-time. For recurring expenses, the narrative indicates how this expense will be funded beyond the lifetime of the grant (if applicable).
     o The cost estimates for each item reflect reasonable market prices.

   - Budget Details. You will be required to complete a budget details chart like this one identified below:

Item	Year 1 Expenses *Spend down 2/3 of awarded funds by 9/30/23*			Year 2 Expenses *Spend down remaining funds by 6/30/24*			Grand Total
	Funded by Grant	Funded by LEA (if applicable)	Year 1 Total	Funded by Grant	Funded by LEA (if applicable)	Year 2 Total	

4. **Partnerships and Sustainability—*Provide an overview of key partnerships in this project and any commitments or plans for sustaining the proposal's activities beyond the period of availability. This should include the following critical elements:***
   - All educators and administrators share responsibility for the educational outcomes of MLLs. In this vein, please provide evidence of efforts to secure

engagement from educators and administrators of a range of certification areas and responsibilities in the LEA.
- Detailed description of any identified partnerships that will form to achieve the proposal's objectives.
- Memorandums of Agreement outlining key partnership(s) and the specific roles and tasks of each party, if available.
- Detailed plans for financial and overall sustainability beyond this funding. opportunity, if available. Please share details on these other resources that will support this project after SY 23-24.

Support

RIDE plans to hold weekly office hours to support eligible LEAs in identifying potential uses of this grant money. The CTE Team will be sure to field MLL-specific questions to RIDE's MLL Specialists, as needed. This thought partnering is completely optional and is therefore NOT a requirement for LEAs to be awarded funding.

Please note the following reserved times for Office Hours. Again, these sessions are encouraged but not required:

- **3/2 from 2-3pm**:
  https://us02web.zoom.us/j/89770884967?pwd=VFFVUWhNOHVMcnh2UXo0RmtCblltZz09
- **3/7 from 2-3pm**:
  https://us02web.zoom.us/j/86166158852?pwd=Q2VCS3JJb1F2OE1PSlFrQUtiZWJiZz09
- **3/14 from 2-3pm**:
  https://us02web.zoom.us/j/81343114347?pwd=V0VqOW53ZnRLUm8yVlNkdFlJMWNuUT09
- **3/21 from 2-3pm**:
  https://us02web.zoom.us/j/89875441838?pwd=N0MwdmdTY2kwb0RwcjR1bFA5V25Odz09
- **3/28 from 2-3pm**:
  https://us02web.zoom.us/j/84908620185?pwd=MXJvWE91QXJiVmEvSnBaY3hBcGFGQT09

In the meantime, please email CTE@ride.ri.gov for immediate questions and concerns.

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