

Application Guide:
**RIDE Career and Technical
Education Programs**
Perkins Reserve Fund—
***CTE Comprehensive Equity Grant:
Supporting Differently Abled Students***

Rhode Island Department of Education
Office of College and Career Readiness

Release Date: November 15, 2024
Application Due Date: December 2, 2024



RIDE Rhode Island
Department
of Education

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 Certification & Professional Learning
- 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 leverages 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 focus on Differently Abled Students (DASs) as well as students with 504 Plans.***

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. Now, in its fifth year, this grant will be released again in early spring 2025.

Perkins Reserve funding Equity Grants are intended to target special populations so that all students may participate and be successful in Rhode Island's CTE programs. RIDE has already identified MLLs in a former round of Equity Grants, and for this cycle, RIDE will again focus on Differently Abled Students (DAS). We know that Career and Technical Education has proven to be a powerful mechanism for diverse learners to become college and career ready. Through completing CTE programs, students have been able to enter the full range of occupations that are represented in RI's economy, as well as nationally.



Differently Abled Student and Students with 504 Plans Context

According to RIDE’s data finalized for the 2022-23 school year, there are over 2,900 Rhode Island high school students enrolled in CTE who either have an IEP, 504 Plan, or both. Stated differently:

- Out of the total 7,100+ high school students with IEPs, approximately 1,400 participate in CTE (~20%).
- Out of the total 3,300+ high school students with 504 Plans, approximately 1,600 participate in CTE (~48%).
- Out of the total 163 high school students with both IEPs and 504 Plans, 137 participate in CTE (84%).

RIDE’s data also show that out of the total number of high school students enrolled in CTE during the 2022-23 school year (~12,000), approximately 25% have an IEP, 504 Plan, or both.

We know that CTE has proven to be a powerful mechanism for diverse learners, and so it is no surprise that so many choose this path. Still, we also know that supporting and instructing students with IEPs/504 Plans requires specific strategies and resources for CTE teachers to learn and implement.

Grant Opportunity & Requirements

Grant Opportunity

Unfortunately, we know that some students with IEPs and 504 Plans have faced a range of challenges accessing and successfully completing CTE because of systemic barriers such as: *accessibility and accommodations, attitudes and stereotypes, teacher capacity and confidence with instruction, and policy and administrative challenges.*

In corroboration, in the fall of 2022, RIDE administered the Rhode Island CTE/Special Education Survey to all RI CTE teachers to understand the level to which these educators believed they had the ability to effectively teach students with IEPs or 504 Plans in their respective CTE coursework. The results were overwhelmingly clear: *CTE teachers both wanted and needed targeted and specific professional learning aimed at boosting their skills and knowledge in delivering instruction to these students.*

Therefore, RIDE has partnered with professional learning provider to develop a cross-discipline professional development training series that will support CTE teachers in best practices to translate complex concepts (i.e., accommodating students with IEPs/504 Plans) into actionable strategies specific to CTE that will lead to transformative change in the field. This vision for a high-quality professional learning series that adeptly marries CTE and special education will impact teacher effectiveness, and most importantly, student outcomes.



Training Series Requirements & Schedule

RIDE will offer high quality professional learning for a cohort of approximately fifty CTE teachers (i.e., 50 teachers/LEA). This series will aim to boost CTE teachers' knowledge base and confidence levels in delivering instruction to diverse learners so that they may successfully complete their CTE programs.

This cohort will formally begin in the second semester of the 2024-25 school year (January 2025) and will commence in June. However, there will be a required pre-survey due in late December 2024. Additionally, teachers will be required to complete 2-3 hours of prework, participate in surveys, and be willing to observe / be observed by another teacher in their cohort. The total time commitment will be approximately 20 hours over the course of the semester.

Participating teachers will receive more detailed information regarding the scope and sequence of this series once all teachers have been identified. The following provides a general overview of requirements:



MONTH/DATE	CONTENT
Mid-December 2024	Pre-Survey ✓ Participants will complete a pre-survey prior to the start of the spring training series
Mid-February 2025 Tuesday 2/11 (4-6 pm) OR Thursday 2/13 (4-6 pm)	*Synchronous online Session #1 (two hours) ✓ Participants will attend one of the two offered live sessions. ✓ Participants may choose the date that works best for their schedule.
Mid-March 2025 Tuesday 3/11 (4-6 pm) OR Thursday 3/13 (4-6 pm)	*Synchronous online Session #2 (two hours) ✓ Participants will attend one of the two offered live sessions ✓ Note: participants may choose the date that works best for their schedule.
Mid-Late March 2025 Monday 3/17-Monday 3/31	Asynchronous Online Session (two hours) ✓ Participants will complete the online module on their own/at own pace
Early-April 2025 Wednesday, 4/2	All-day in person training (6.5 hours with one hour lunch break) ✓ Location: NEIT, East Greenwich; 8:30 am- 4:00 pm ✓ This in-person training is required; participating CTE teachers must be able to commit to this date/time
Early April-Mid-May 2025 Friday 4/04 – Thursday 5/15	Peer Observations/Site Visit Exchanges ✓ Participants will have a little over one month to observe one another in their respective classrooms and produce a report on the experience.



Early June 2025 Tuesday, 6/3 (4-6 pm) OR Thursday, 6/5 (4-6 pm)	*Synchronous follow up coaching seminar (two hours) ✓ Participants will reflect on the content, experiences they received during the training series, and the peer observation.
Mid-June 2025 Date TBD	Submission of Deliverables ✓ Participants will be required to submit end-of-training series work product(s) as evidence of skill and knowledge attainment.

Participants are required to attend every session and complete all mandatory prework, as instructed. Failure to do so will result in a reduction in the stipend amount. *Additionally, for the virtual sessions, participants must be on a device with an enabled camera and the ability to access the chat feature. They must also secure a dedicated, quiet space that is conducive to learning and engaging for the entirety of the session (i.e., no Zooming from a phone, no joining a meeting while driving in a car).

Grant Eligibility, Funding Amount & Duration

Eligible Entities

RIDE is thrilled to be able to provide every LEA with RIDE-approved CTE programs the opportunity to send at least one of its CTE teachers to focused training designed to better support DASs in CTE classrooms. *Those LEAs with more than one high school and/or those LEAs with ten or more RIDE-approved CTE programs will be afforded more than one seat in this series, if desired (all other LEAs will get one seat):*

LEA	#Seats
Chariho	2
Coventry	2
Cranston (CHSE, CHSW, AES)	3
Davies	2
East Providence	2
Foster-Glocester	2
Newport	2
Pawtucket (Shea, Tolman, Walsh)	3
Providence (Various)	3
Warwick (Pilgrim, Tollgate)	2
West Warwick	2



Use of Funds

Awarded funding will pay the participating CTE teacher a generous stipend for completing the full training series, as well as cover the costs of substitute teachers when they need to leave their classroom for required observation activities/site visits.

Again, all LEAs are eligible to identify one CTE teacher to participate in this training. (See previous page for those LEAs that are afforded more than one seat.) LEAs should ensure that the selected teacher(s) is committed to completing the full training session and all its requirements. There will be a signature sheet as part of the application that requires the nominated teacher(s) to commit to the training dates and work identified.

Funding Amount & Duration

Total available Perkins Reserve Funding for this grant will be **\$5,300 per teacher** for attending this professional learning series. This amount includes a **\$5,000 stipend** plus up to **\$300 for substitute coverage**, as needed for the site visit and in-person training day.

This professional learning opportunity will begin in January 2025 and run until the end of June 2025. All deliverables and training requirements will be finalized prior to the end of the 2024-25 school year.

Application Process Information

Application Timeline

Step	Date
Grant application released	November 15, 2024
Deadline for application submission	December 2, 2024 @4pm
RIDE announces grant recipients	Mid December 2024



Submission Procedure, Planning Questions & Support

Applicants must submit their application using the online form [located here](#) by 4pm on Monday, December 2, 2024.

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

1. Application Signature Sheet

- Superintendent signature
- Building principal/leader signature
- CTE Director/Coordinator signature
- Selected teacher(s) signature

2. CTE Teacher Information

- Identification and general information for selected teacher (*please note that identified teacher(s) must be fully RIDE CTE certified*)
- Teacher's students' IEP/504 Plan data
- Short answer responses from both selected teacher and school leadership

3. LEA Talent Management Strategy

- Explanation of LEA's strategy for retaining selected teacher in the school/district
- Explanation for sharing takeaways from this professional learning opportunity with LEA's/school's other CTE teachers

Please email CTE@ride.ri.gov for immediate questions and concerns.

