

Career and Technical Education (CTE) Innovation & Equity Grants

Question and Answer Session

March 8, 2018

Website: prepare-ri.org/grants

Grant deadline: March 30



Background



- 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.

Grant objective

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

The Need for an Equity Focus in CTE

Methodology

- Using 2015-2016 CTE data from RIDE
- Gap = the difference between a group's representation in RI high schools versus their representation in RI CTE programs
- For example:
 - 40% of students in RI high schools are students of color
 - 34% of completers in RI CTE programs are students of color
 - Gap = 34% - 40% = -6%
- Did this same calculation for participation, concentration, completion, and completion rate
 - Completion rate is how many concentrators ended up completing

Equity Gaps in CTE - Overall

<u>Group</u>	<u>Participation Gap*</u>	<u>Concentration Gap*</u>	<u>Completion Gap*</u>		<u>Completion Rate Gap**</u>
Race (non-white/white)	-0.3%	1.3%	5.6%		4.3%
Poverty (FRPL)	5.6%	4.3%	5.9%		1.6%
Language (LEP)	-0.1%	-1.6%	-3.8%		-22.0%
Disability (IEP)	0.9%	4.1%	2.4%		-3.9%
Gender (female)	-0.3%	-1.7%	1.2%		2.8%

*Difference between disadvantaged group's % in CTE programs and % in overall RI HS enrollment. Positive numbers indicate overrepresentation; negative numbers indicate underrepresentation.

**Difference disadvantaged group completion rate (completers/[completers + concentrators]) and advantaged group's completion rate.

Source: 2015-2016 RIDE data

Equity Gaps in CTE by Industry Sector

Industry	Race (non-white)	Poverty	Language	Disability	Gender (female)
Agriculture, Food & Natural Resources	3.5%	3.5%	-2.1%	4.1%	-13.2%
Architecture & Construction	-0.1%	2.4%	-3.4%	0.6%	-38.1%
Arts, Audio/Video Technology & Communications	1.7%	8.1%	-4.0%	-8.1%	5.6%
Business Management & Administration	-27.8%	-21.7%	-5.1%	-10.0%	-11.7%
Education & Training	13.8%	16.9%	-1.9%	3.3%	18.1%
Finance	5.7%	-3.3%	-5.1%	-12.0%	-17.0%
Government & Public Administration	-27.2%	-3.9%	-5.1%	1.4%	-36.0%
Health Science	19.1%	12.0%	-2.9%	-12.6%	32.1%
Hospitality & Tourism	17.3%	11.4%	-3.2%	-1.3%	19.1%
Human Services	6.5%	19.4%	-3.8%	-0.5%	50.2%
Information Technology	-19.0%	-16.7%	-5.1%	-0.5%	-27.2%
Law, Public Safety, Corrections & Security	19.8%	18.1%	-2.7%	-7.4%	6.8%
Manufacturing	11.7%	13.8%	-5.1%	-7.1%	-38.0%
Marketing	-31.2%	-14.2%	-5.1%	-10.5%	28.4%
Science, Technology, Engineering & Mathematics	-25.0%	-26.1%	-5.1%	-15.3%	-41.9%
Transportation, Distribution & Logistics	15.5%	14.8%	-1.8%	-3.9%	-41.3%

CTE Equity Gaps: Key findings

- **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 Program (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.

CTE Innovation & Equity Grant Types

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

- For new and existing programs
- Implementation does not need to begin immediately

Application Requirements (abridged)

- Local education agencies (LEAs) must be the lead applicants
- 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.
- The application must align to one of the priority industry sectors as determined by the [Governor's Workforce Board](#).
- 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.
- 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 to learn more.
- 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.

Deadlines and Submission

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

- Applications must be submitted electronically as an attachment to an email to 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 Components

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

A. Cover Sheet

- Word version at prepare-ri.org/grants
- PDF version in Appendix A

CTE Program Name													
School													
Proposal Title													
Program Type	<i>Select one:</i> <input type="checkbox"/> Existing program <input type="checkbox"/> New Program												
Priority Industry Sector	<i>Select one of the following:</i> <table border="1"> <tr> <td><input type="checkbox"/> Business & Finance</td> <td><input type="checkbox"/> Education</td> <td><input type="checkbox"/> Information Technology</td> </tr> <tr> <td><input type="checkbox"/> Construction</td> <td><input type="checkbox"/> Environmental & Life Sciences</td> <td><input type="checkbox"/> Manufacturing</td> </tr> <tr> <td><input type="checkbox"/> Defense</td> <td><input type="checkbox"/> Health care</td> <td><input type="checkbox"/> Marine Trades</td> </tr> <tr> <td><input type="checkbox"/> Design</td> <td><input type="checkbox"/> Hospitality & Tourism</td> <td></td> </tr> </table>	<input type="checkbox"/> Business & Finance	<input type="checkbox"/> Education	<input type="checkbox"/> Information Technology	<input type="checkbox"/> Construction	<input type="checkbox"/> Environmental & Life Sciences	<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	
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Entry Level Career Field	<i>(Use names of fields from CTE Board Standards)</i>												
Number of New Students Served	<i>(Number of disadvantaged students that would gain access to quality CTE in a priority sector because of the proposed program)</i>												
School Address													
Project Lead <i>(If different from Principal or Superintendent)</i>	Name: Email: Phone:												
Principal/School Leader	Name: Email: Phone:												
LEA													
LEA Superintendent	Name: Email: Phone:												

Superintendent Signature

Signature - Superintendent

[SIGNATURE]

[DATE]

B. Executive Summary

- Provide a one-page (double-spaced) executive summary that provides an overview of the application, including:
 - Program name, school, LEA, and location
 - Program industry sector and entry level career field (from CTE Board standards)
 - Application type (existing or new program)
 - Number of disadvantaged students that will have access to quality career education in a priority industry sector due to this program
 - Explanation of how the proposed program will achieve its goals
 - Summary of how the grant money would be spent.

C. Project Proposal

- The “meat” of the application
- No more than 10 pages, double-spaced
 - Estimated pages for each criteria are included, but these are rough guidelines
- Must be organized by headings for each criteria (Criteria 1.A, Criteria 1.B, etc.)

Criteria

- 1. Student Need
 - 1.A. Meets state standards in priority industry sector
 - 1.B. Problem Definition
- 2. Program Design
 - 2.A. Outcome Goals
 - 2.B. Proposed Solution
- 3. Likelihood of Sustained Success
 - 3.A. Preconditions for Success
 - 3.B. Sustainability Plan

Project Proposal:

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:
- 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 to learn more.
- 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.

Project Proposal:

Criteria 1 – Student Need

Criteria 1.B: Problem Definition

- In this section, include a narrative of approximately 1-2 pages that satisfies the following criteria:
- The proposal identifies a specific equity gap that needs closing, including both a disadvantaged student group and an industry sector.
- 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:
 - For existing programs, the difference in completion rate for the disadvantaged group versus the advantaged group in the current CTE program.
 - 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.
- 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.

Project Proposal:

Criteria 2 – Program Design

Criteria 2.A: Outcome Goals

- Program includes goals and metrics for the program. These goals should be clear, objective, quantitative, and use data that is readily available. 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.
- Program includes outcome goals, which measure the ultimate impact of the program on the student. Program also includes implementation goals, process-focused metrics that show whether the program carried out the plan proposed in this grant application.

Outcome Goals			
Goal Name	Metric Definition	Current Baseline	Goal and Date
Credentials Earned (required)	<p><i>Formula:</i> Credentials earned = # of disadvantaged students earning a credential</p> <p><i>Definitions:</i> 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
Credentials Gap (required)	<p><i>Formula:</i> 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>	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
Equity Seats (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: CTE Advisor	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

Project Proposal:

Criteria 2 – Program Design

Criteria 2B: Proposed Solution

- In this section, include a narrative of approximately 2-3 pages that satisfies the following criteria:
- Proposal clearly outlines a plan that is aligned to, and clearly addresses, the equity gap and its root cause identified previously.
- 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.

Project Proposal:

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:
- 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.
- 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.
- Proposal makes a convincing case that the LEA/school is committed to making the plan a success.

Project Proposal:

Criteria 3 – Likelihood of Sustained Success

Criteria 3.B: Sustainability Plan

- In this section, include a narrative of approximately 1-2 pages that satisfies the following criteria:
- Proposal convincingly explains how the proposed improvements will continue beyond the life of the grant.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- The cost estimates for each item reflect reasonable market prices.
- 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

- Complete chart like the one below
- Can be Excel or Word

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	

Contact Information

- Email us for questions:
 - Paul McConnell: Paul.McConnell@ride.ri.gov
 - Spencer Sherman: Spencer.Sherman@ride.ri.gov
 - Chiara Deltito: Chiara.Deltito@ride.ri.gov
- FAQs from this session will be posted on websites:
 - www.prepare-ri.org/grants
 - www.prepare-ri.org/cte
 - ride.ri.gov/cte
- Stay updated on PrepareRI opportunities
 - PrepareRI monthly newsletter: www.prepare-ri.org/newsletter
 - Come to the PrepareRI Summit on Saturday, March 24, 8 – 2 at CCRI Warwick: www.prepare-ri.org/summits

Additional Questions?