According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 1830-0029. The time required to complete this information collection is estimated to average 68 hours per response, including the time to review instructions, search existing data resources, gather and maintaining the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington DC 20202-4651. If you have comments or concerns regarding the status of your individual submission, please contact your State’s Perkins Regional Coordinator (PRC) who can be located under the "Contact Us" tab on the Perkins Collaborative Resource Network (PCRN) at https://cte.ed.gov.

1. Eligible Agency (State Board) Submitting Plan on Behalf of State:
   Agency Name: Rhode Island Council on Elementary and

2. Lead individuals completing this plan:
   Select the lead individuals completing the plan. If additional individuals without accounts will be completing the plan, return to the Submit Your Report page and click "Request Access" to submit a request for additional user accounts.

1. A. Please select the individual responsible for the narrative descriptions in this plan:
   [Nicole Smith]

2. B. Please select the individual responsible for the budget in this plan:
   [William Trimble]

3. C. Please select the lead individual who may be contacted to answer questions about this plan:
   [Nicole Smith]

3. Type of Perkins V State Plan Submission:
   ☑ 1-Year Transition Plan (FY 2019 only) ☑ State Plan (FY 2019-2023)

4. Submission of Perkins V State Plan as part of a Workforce Innovation and Opportunities Act (WIOA) combined State Plan: ☑ Yes ☑ No

5. Governor’s Joint Signatory Authority of the Perkins V State Plan:
   Date Governor was sent State Plan for signature: 4/16/2019 12:00:00 AM

   If the Governor has provided a letter that he or she is jointly signing the State Plan for submission to the Department, please upload the letter.

   Uploaded file:
   GovernorGMR-EndorsementTransitionalPlanFY19.pdf
May 13, 2019

Ms. Betsy Devos
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Secretary DeVos:

I write to convey my approval of Rhode Island’s Perkins V Transitional Year State Plan submission to the U.S. Department of Education. The plan submitted by the Rhode Island Department of Education (RIDE) on behalf of the State of Rhode Island reflects the joint efforts of RIDE, the Department of Labor and Training, the Executive Office of Commerce, the Office of Postsecondary Education, the Career and Technical Education Board of Trustees and Trust, and the Governor’s Workforce Board.

Since the first year of my administration, we have prioritized the essential work of aligning Rhode Island’s PK-12 education system, our post-secondary education system, and workforce and economic development strategies and policies, branding that effort as PrepareRI. Since its official launch in 2016, PrepareRI has made tremendous progress in increasing opportunities for students to experience work-based learning and increasing access to high-quality CTE programs. Through PrepareRI, the State is able to provide support and professional development opportunities to teachers, collect and analyze data, and coordinate efforts across the multiple state agencies that are engaged in this important work. In 2018, over a third of the students who graduated in Rhode Island had participated in a CTE program. For the 2018-2019 school year, RIDE has already approved 203 CTE programs, each of which met the industry-approved, high standard established by the State, demonstrating a growth of 56% over 2015.

Despite our significant progress, the increased availability of programs, and the fact that a greater number of students are taking advantage of CTE opportunities, I know that we can do more. The Transitional Year State Plan will allow Rhode Island time to strategically grow the successes we have seen as we develop a new four-year plan for 2020-2024. The submission outlines our intention to fully engage important stakeholders to inform the four-year plan while continuing to provide federal support for exciting programs. The process will involve aligning all possible federal, state, and philanthropic funding sources as well as policy development efforts to provide high quality career and technical education and workforce development opportunities to all students.
Secretary DeVos  
May 13, 2019  
Page 2

I look forward to working with the Rhode Island Department of Education and other stakeholders over the next six months as we develop the 2020-2024 plan.

Sincerely,

Gina M. Raimondo  
Governor of the State of Rhode Island
U. S. Department of Education
Office of Career, Technical, and Adult Education

Strengthening Career and Technical Education for the 21st Century Act
(Perkins V) State Plan

I. COVER PAGE

A. State Name: Rhode Island

B. Eligible Agency (State Board) Submitting Plan on Behalf of State:
   Rhode Island Council on Elementary and Secondary Education

C. Person at, or officially designated by, the eligible agency, identified in Item B above, who is responsible for answering questions regarding this plan. This is also the person designated as the “authorized representative” for the agency.
   1. Name: Nicole Smith
   2. Official Position Title: State Coordinator, Career & Technical Education
   3. Agency: RI Department of Elementary and Secondary Education
   4. Telephone: (401) 222-8436
   5. Email: Nicole.smith@ride.ri.gov

D. Individual serving as the State Director for Career and Technical Education:

   X Check here if this individual is the same person identified in Item C above and then proceed to Item E below.

   1. Name: 
   2. Official Position Title: 
   3. Agency: 
   4. Telephone: 
   5. Email: 

E. Type of Perkins V State Plan Submission - FY 2019 (Check one):

   X 1-Year Transition Plan (FY2019 only)
   ☐ State Plan (FY 2019-23)
F. Type of Perkins V State Plan Submission - Subsequent Years (Check one):

- State Plan (FY 2020-23)
- State Plan Revisions, FY 2020
- State Plan Revisions, FY 2021
- State Plan Revisions, FY 2022
- State Plan Revisions, FY 2023

G. Special Features of State Plan Submission (Check one):

- WIOA Combined State Plan - Secondary and Postsecondary
- WIOA Combined State Plan - Postsecondary Only

H. Governor’s Joint Approval of the Perkins V State Plan (Fill in text box and then check one box below):

<table>
<thead>
<tr>
<th>Date Governor was sent State Plan for signature:</th>
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<td>April 15, 2019</td>
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- The Governor has provided a letter that he or she is jointly approving the State plan for submission to the Department.
- The Governor has not provided a letter that he or she is jointly approving the State plan for submission to the Department.

I. By signing this document, the eligible entity, through its authorized representative, agrees:

1. To the assurances, certifications, and other forms enclosed in its State plan submission; and
2. That, to the best of my knowledge and belief, all information and data included in this State plan submission are true and correct.

<table>
<thead>
<tr>
<th>Authorized Representative Identified in Item C Above (Printed Name)</th>
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II. NARRATIVE DESCRIPTIONS

Rhode Island Introduction
For the Academic Year 2019-20 (FY19), Rhode Island will execute Career and Technical Education programs and Perkins funding distribution aligned to the plan set forth in the 2007-2012 (extended through 2018) in the Rhode Island Perkins State Plan. Rhode Island will then spend the following six months (May – October 2019) engaging stakeholders in the development of a four-year plan for 2020-2024. This strategy allows the state and our local education agencies time to thoughtfully plan for the following fiscal year. The time will be spent considering the key questions described below.

Key Questions
That plan will build upon the strong foundation and momentum for Career and Technical Education by considering and addressing key questions necessary to move CTE forward in Rhode Island, such as:

- **State Alignment:** How can Rhode Island maintain momentum regarding alignment of secondary, post-secondary, and workforce efforts as ignited by the state’s work thus far under the Perkins IV State Plan and through the state’s coordinated PK-20 Career Education effort, Prepare Rhode Island (PrepareRI)?
- **Secondary to Post-Secondary Transition:** How can Rhode Island increase alignment between secondary career and technical programs and those of the state public institutions, particularly the Perkins-grant-eligible Community College of Rhode Island?
- **Middle School:** How can and should Rhode Island increase career education in our earlier grades?
- **Funding Procedures:** How can Rhode Island strengthen our Perkins grant distribution models and additional sources of funding to align with state goals for Career and Technical Education?
- **Equity:** How can Rhode Island increase the participation and outcomes of underrepresented student groups in career and technical education programs?
- **Sector Priorities:** How should Rhode Island’s Career and Technical Education system recognize and account for high wage, high growth industries, emerging industries, and industries that are not identified as either?
- **Performance/Accountability:** How can RI continue to improve upon our system to hold our state and grantees accountable for ensuring students are graduating high school and post-secondary career ready?

Stakeholder Engagement
The RI Department of Education will work with the Career and Technical Education Board of Trustees, a body established by RI State Law §16-53 charged with advising the Commissioner of Education and Board of Education in regards to all Career and Technical Education policies and procedures, to engage with and consult with representative of various stakeholders, including, but not limited to those required by the Strengthening Career and Technical Education for the 21st Century Act: representatives of secondary and postsecondary career and technical education programs; community representatives; school counselors, school and LEA administration and teachers; parent, student, and community organizations; state workforce development boards; members and representatives of special populations; representatives of business and industry; representatives of agencies serving out of school youth including the State Coordinator for Education of Homeless Children and Youths; and individuals with disabilities.

The committee will meet regularly over the course of May 2019 – October 2019 to hear, develop, and make proposals to the RI Department of Education and the Board of Education regarding the RI State Plan.

Timeline
Rhode Island anticipates having a proposed state plan in Fall 2019. Following the draft, the RI Department of Education will conduct public comment and ensure Governor support. Local Education Authorities will conduct
their needs assessment in Spring 2020 ahead of their application deadline. A final state plan will be submitted by the US Department of Education’s April 2020 deadline.

**FY19 RI State Plan Description**

The following information, which uses the questions identified as required of a State’s FY19 Transition Plan in the US Department of Education’s State Plan Guide (as of March 29, 2019), describes RI’s plan to execute on the current state plan as approved by the US Department of Education for 2007-2018 which will allow for thorough, bold conversations regarding efforts for continuous improvement of Career and Technical Education through the development of the next state plan.

**Program Administration and Implementation (Section B)**

1. Implementing Career and Technical Education Programs and Programs of Study

   a. Describe the career and technical education programs or programs of study that will be supported, developed, or improved at the State level, including descriptions of the programs of study to be developed at the State level and made available for adoption by eligible recipients. (Section 122(d)(4)(A) of Perkins V)

   In Rhode Island, Career and Technical Education (CTE) is available as an educational choice for all interested high schools students as they prepare for postsecondary education and/or work – entry-level through professional levels. CTE programs are offered at over forty-three (43) high schools including ten (10) regional career and technical centers across the state. The Rhode Island Department of Education (RIDE) seeks to institute a statewide career and technical education system designed to assist schools to design and implement rigorous and relevant career and technical education programs defined as high standard, high skills, sequential and progressive secondary school programs of study leading to high skill/high wage employment and/or additional postsecondary preparation in any of the following broad cluster areas and/or pathways: agriculture and natural resources, architecture and construction, arts, audio/video technology and communications, business and administration, education and training, finance, government and public administration, health science, hospitality and tourism, human services, information technology, law and public safety, manufacturing, retail/wholesale sales and service, scientific research and engineering, and transportation, distribution and logistics. This system is designed to provide Rhode Island high schools and career and technical education centers with opportunities to prepare for and obtain advanced standing for post-secondary education and employment.

   Activities to achieve these goals will include but not be limited to providing funding and technical assistance for programs of study in areas determined to be critical to local, state and national labor market needs and which address standards in: 1) design and evaluation, 2) curriculum and instructional design, 3) instructional organization and support, 4) operations, and 5) accountability leading to “approved” program status to be issued by the state. CTE programs will be:

   - Recognized as a part of the statewide career and technical education system.
   - Eligible for state and federal funds earmarked for career and technical education.
   - Recommended to students and their families for student enrollment with high probability for outstanding outcomes.
   - Recommended to local industry for investment, partnership, and recruitment purposes.
   - Referenced in a statewide public relations campaign designed to recruit students, secure state and private funding, attract industry, and promote education for the state’s economic development.
Further, CTE Programs have been made available to postsecondary students and adult learners through federally funded programs aligned to the goals of the Community College of Rhode Island and Rhode Island’s local workforce boards respectively.

**b. Describe the process and criteria to be used for approving locally developed programs of study or career pathways, including how such programs address State workforce development and education needs and the criteria to assess the extent to which the local application under section 132 will—**

i. promote continuous improvement in academic achievement and technical skill attainment;

ii. expand access to career and technical education for special populations; and

iii. support the inclusion of employability skills in programs of study and career pathways.

*(Section 122(d)(4)(B) of Perkins V)*

The program funding application contains specific criteria to assess the quality of program designs that incorporate strategies and activities for continuous improvement of both academic achievement and technical skill attainment. The criteria also address the relevance of the proposed program in targeting career areas that are or will be priorities with regard to local and/or national economic development.

The application narrative will describe how the CTE activity is designed and will be implemented and monitored to ensure that students are obtaining academic, technical, and employability skills. The CTE activity narrative communicates strategies to support further those schools and students are not becoming proficient. Further, in January 2018, as part of the PrepareRI effort, the Governor’s Workforce Board released statewide standards for Work-based Learning. Applicants’ proposed strategies to meet these standards are now reviewed as part of the Career and Technical Education program approval process.

Further, through the Rhode Island Department of Education’s new public reporting of student achievement in Career and Technical Education Programs, disaggregated student data will be available for students and parent decision making. In 2018, the Rhode Island Department of Education reserved $1.2MM of state dollars for a one-time initiative to distribute “CTE Equity Grants” - a competitive grant open to LEAs that could be earned by identifying participation and performance gaps of special populations in a given program and proposing a strategy to decrease those gaps.

**c. Describe how the eligible agency will—**

i. make information on approved programs of study and career pathways (including career exploration, work-based learning opportunities, early college high schools, and dual or concurrent enrollment program opportunities) and guidance and advisement resources, available to students (and parents, as appropriate), representatives of secondary and postsecondary education, and special populations, and to the extent practicable, provide that information and those resources in a language students, parents, and educators can understand;

Applicants are required to submit evidence of their student and family communication strategies. Additionally, information will be made available in a variety of ways. Some of these strategies include the following:

- Transitional activities will be supported on a local and statewide basis not limited to school presentations, program tours, open house sessions, parent nights, etc.
- Programs of study will be promoted through partnerships with middle schools, business and industry and postsecondary institutions.
- Through the Rhode Island Department of Education’s Career and Technical Website and the state’s coordinated effort for career education, PrepareRI, at Prepare-RI.org.
• Professional development opportunities will be provided to school counselors to address CTE opportunities for students, such as the PrepareRI Summit.

ii. facilitate collaboration among eligible recipients in the development and coordination of career and technical education programs and programs of study and career pathways that include multiple entry and exit points;
Through the State Career and Technical Education Board of Trustees, programs serving the same sectors meet with each other and representatives of employers within that sector to examine and codify best practices. Further, Rhode Island’s current model of regional programs requires local education authorities to meet regularly with the regional lead to develop, coordinate, and report on career and technical education programs at each LEA.

iii. use State, regional, or local labor market data to determine alignment of eligible recipients’ programs of study to the needs of the State, regional, or local economy, including in-demand industry sectors and occupations identified by the State board, and to align career and technical education with such needs, as appropriate;
Most recently, a statewide data analysis organization, DataSpark, housed at the University of Rhode Island, has developed a coordinated data platform, RI Talent Dashboard, that shares information about Rhode Island’s PK-20 outcomes, alongside labor market and other relevant information. This tool is intended to support policy-making at state and local levels.

Further, all program applications must submit evidence of partnerships with local employers and a rationale for the need for the program in the community as it relates to future employment opportunities for their students.

iv. ensure equal access to approved career and technical education programs of study and activities assisted under this Act for special populations;
Rhode Island’s Regulations Governing Career and Technical Education establish that Career and Technical Education Programs must be accessible to all interested students. As part of the state program approval process, schools must assure that students with individual education plans and multi-lingual learners are eligible to participate in their programs and are supported in doing so. Programs are required to share disaggregated student information in midyear and end of year reporting.

v. coordinate with the State board to support the local development of career pathways and articulate processes by which career pathways will be developed by local workforce development boards, as appropriate;
RIDE regularly work with members of the state’s local Workforce Investment Boards and Governor’s Workforce Board, including serving on subcommittees of the Governor’s Workforce Board. Further, the State Career and Technical Board includes representatives who engage with these bodies.

Finally, as a result of the state’s comprehensive statewide Career Education strategies – Prepare Rhode Island (PrepareRI) – representatives of the Commerce Corporation, Governor’s Workforce Board, Department of Labor and Training, Office of the Post-Secondary Commissioner, and the Department of Elementary and Secondary Education meet weekly to set career education goals, measure progress, and coordinate efforts.
vi. Support effective and meaningful collaboration between secondary schools, postsecondary institutions, and employers to provide students with experience in, and understanding of, all aspects of an industry, which may include work-based learning such as internships, mentorships, simulated work environments, and other hands-on or inquiry-based learning activities; and

Rhode Island’s PrepareRI Core Team made up representatives of the Commerce Corporation, Governor’s Workforce Board, Department of Labor and Training, Office of the Post-Secondary Commissioner, and the Department of Education meets weekly to help to ensure policy-level coordination. This group also coordinates a bi-annual gathering of secondary, post-secondary, labor, and other community stakeholders to support collaboration and coordination among these critical groups.

Further, in January 2018, as part of the PrepareRI effort, the Governor’s Workforce Board released statewide standards for Work-based Learning. Applicants’ proposed strategies to meet these standards are now reviewed as part of the Career and Technical Education program approval process.

vii. Improve outcomes and reduce performance gaps for CTE concentrators, including those who are members of special populations. (Section 122(d)(4)(C) of Perkins V)

Rhode Island requires Career and Technical Education programs to review disaggregated student performance data with their advisory board to identify and address any student performance gaps including members of special populations. Further, through the Rhode Island Department of Education’s new public reporting of student achievement in Career and Technical Education Programs, disaggregated student data will be available for students and parent decision making. In 2018, the Rhode Island Department of Education reserved $1.2MM of state dollars for a one-time initiative to distribute “CTE Equity Grants” - a competitive grant open to LEAs that could be earned by identifying participation and performance gaps of special populations in a given program and proposing a strategy to decrease those gaps.

d. Describe how the eligible agency, if it chooses to do so, will include the opportunity for secondary school students to participate in dual or concurrent enrollment programs, early college high school, or competency-based education. (Section 122(d)(4)(D) of Perkins V)

The Rhode Island Board of Education’s Regulations governing Secondary Design: Middle and High School Learning Environments and the Rhode Island Diploma System establish a proficiency-based (also known as a competency-based) approach to secondary education by eliminating methods such as Carnegie Units and instead focusing on mastery of state adopted content standards. This policy applies to all coursework in secondary schools including coursework in Career and Technical Education systems therefore all students should be participating in competency-based education.

Further, RI State Law §16-100, The Dual Enrollment Equal Opportunity Act, allows all public high school students access to college-level coursework at Rhode Island’s three public institutions: University of Rhode Island, Rhode Island College, and Community College of Rhode Island. Further, the State’s PrepareRI Dual Enrollment Fund covers the tuition and fees for participation in these courses which increases equity of access to college level coursework. The Career and Technical Education Board has embedded expectations of college credit alongside recognized credentials as part of their program content standards. Through these standards, concurrent enrollment has been embedded in a number of Career and Technical Education Programs across the state and is a consideration of the state adopted career and technical education program standards which govern state approval.
e. **Describe how the eligible agency will involve parents, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), labor organizations, and representatives of Indian Tribes and Tribal organizations, as appropriate, in the planning, development, implementation, and evaluation of its career and technical education programs.** *(Section 122(d)(12) of Perkins V)*

The program standards, embedded in all procedures that the Department of Education engages in with programs, require that all program planning activities include substantial and significant engagement of parents, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local businesses, and the labor organizations in all aspects of the design, implementation, and evaluation of career and technical education programs. Further, the program standards require active involvement of an advisory board in both evaluation and continuous improvement activities.

h. **Provide the eligible agency’s definition for “size, scope, and quality” that will be used to make funds available to eligible recipients pursuant to section 135(b) of Perkins V.**

Over the course of the Perkins State Plan development, RIDE will work to organize and define the state definition of Size, Scope, and Quality. Until then, the state will use the following definition of “size” “scope” and “quality” derived from the Rhode Island Council on Elementary and Secondary Education’s Regulations Governing Career and Technical Education:

**Secondary**
- Definition of Size, Scope, and Quality:
  - Eligible recipients must have at least one industry-aligned career education activity or program
  - Recipients must offer coursework and activities that lead to academic, technical and employability skill obtainment within at least one of the 16 clusters
  - Students must achieve or make progress toward Perkins V core indicators and
  - Programs must provide opportunities for gaining advanced standing through the obtainment of college credits and/or industry recognized credentials.

**Postsecondary**
- Definition of Size, Scope, and Quality:
  - Eligible recipients must offer programs that address both high school students and college level students
  - Recipients must offer coursework that leads to a recognized degree or postsecondary credential
  - Students must achieve or make progress toward Perkins V core indicators
  - Programs must include strategies for engaging historically underserved student populations
B. **Fiscal Responsibility**

1. **Describe the criteria and process for how the eligible agency will approve eligible recipients for funds under this Act, including how—**
   a. each eligible recipient will promote academic achievement;
   b. each eligible recipient will promote skill attainment, including skill attainment that leads to a recognized postsecondary credential; and
   c. each eligible recipient will ensure the local needs assessment under section 134 takes into consideration local economic and education needs, including, where appropriate, in-demand industry sectors and occupations. (Section 122(d)(5) of Perkins V)

Funding application procedures will not change for FY19. The program funding application contains specific criteria to assess the quality of program designs that incorporate strategies and activities for continuous improvement of both academic achievement and technical skill attainment. The criteria also address the relevance of the proposed program in targeting career areas that are or will be priorities with regard to local and/or national economic development.

The application narrative will describe how the CTE activity is designed and will be implemented and monitored to ensure that all relevant areas of the agreed upon performance levels are met. The CTE activity narrative communicates strategies to support further those schools and students who do not meet these levels.

A local needs assessment tool will be developed during FY19 for implementation in FY20.

2. **Describe how funds received by the eligible agency through the allotment made under section 111 of the Act will be distributed—**
   a. among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including how such distribution will most effectively provide students with the skills needed to succeed in the workplace; and

   Financial procedures will not change in FY19. As in previous years, Rhode Island has chosen to allocate the bulk of the funding to Secondary programs (83% of the funds distributed for programs) versus Post-Secondary (17% of the funds distributed for programs, including the “Reserve” funds).

   b. among any consortia that may be formed among secondary schools and eligible institutions, and how funds will be distributed among the members of the consortia, including the rationale for such distribution and how it will most effectively provide students with the skills needed to succeed in the workplace. (Section 122(d)(8) of Perkins V)

   For this transition year, Rhode Island will also maintain the regional distribution method for the Secondary program funding. For FY19, Rhode Island will continue to allocate Secondary funds to regional groupings of LEAs, rather than directly to every LEA individually.

3. **Provide the specific dollar allocations made available by the eligible agency for career and technical education programs and programs of study under section 131(a)-(e) of the Act and describe how these allocations are distributed to local educational agencies, areas career and
technical education schools and educational service agencies within the State. (Section 131(g) of Perkins V)

Rhode Island will allocate $4,345,454 for Secondary programs using Census data in accordance with the formula in Section 131(a). As in previous years, Rhode Island will group its LEAs into 10 regional groups and the combined allocations of all the constituent LEAs will go to the regional group.

4. Provide the specific dollar allocations made available by the eligible agency for career and technical education programs and programs of study under section 132(a) of the Act and describe how these allocations are distributed to eligible institutions and consortia of eligible institutions within the State.

Rhode Island will allocate $421,023 for Post-Secondary programs. The entire amount will be distributed to the Community College of Rhode Island, as they are the only institution that meets the criteria of being public and offering a two-year technical program of study.

5. Describe how the eligible agency will adjust the data used to make the allocations to reflect any changes in school district boundaries that may have occurred since the population and/or enrollment data was collected, and include local education agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Education. (Section 131(a)(3) of Perkins V)

Because the Census data used for allocating funds is based on municipalities and does not include charter schools or state schools, RIDE adjusts the data to shift students from their district of residence to the appropriate charter or state school based on the most recent enrollment figures available. For a poverty measure, RIDE assumes that the number of students at the charter or state school in poverty reflect the same proportion as the district they came from. This method is the same one that is also used for other Rhode Island education funding based on poverty (for example, Title I).

6. If the eligible agency will submit an application for a waiver to the secondary allocation formula described in section 131(a)—
   a. include a proposal for such an alternative formula; and
   b. describe how the waiver demonstrates that a proposed alternative formula more effectively targets funds on the basis of poverty (as defined by the Office of Management and Budget and revised annually in accordance with section 673(2) of the Community Services Block Grant Act (42 U.S.C. 9902(2)) to local educational agencies with the State. (Section 131(b) of Perkins V)

   Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).

RI will not be applying for a waiver for the formula distribution for FY19.

7. If the eligible agency will submit an application for a waiver to the postsecondary allocation formula described in section 132(a)—
   a. include a proposal for such an alternative formula; and
b. describe how the formula does not result in a distribution of funds to the eligible institutions or consortia with the State that have the highest numbers of economically disadvantaged individuals and that an alternative formula will result in such a distribution. (Section 132(b) of Perkins V)

Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).

RI will not be applying for a waiver for the formula distribution for FY19.

8. Provide the State’s fiscal effort per student, or aggregate expenditures for the State, that will establish the baseline for the Secretary’s annual determination on whether the State has maintained its fiscal effort, and indicate whether the baseline is a continuing level or new level. If the baseline is new, please provide the fiscal effort per student, or aggregate expenditures for the State, for the preceding fiscal year. (Section 211(b)(1)(D) of Perkins V)

Consistent with Section 211(b)(1)(D)(ii), Rhode Island will use a baseline of $26,268,880, which is 95% of the projected FY 2019 amount of $27,651,453.
A. **Statutory Assurances**

- The eligible agency assures that:

1. It made the State plan publicly available for public comment for a period of not less than 30 days, by electronic means and in an easily accessible format, prior to submission to the Secretary for approval and such public comments were taken into account in the development of this State plan. (Section 122(a)(4) of Perkins V)

2. It will use the funds to promote preparation for high-skill, high-wage, or in-demand industry sectors or occupations and non-traditional fields, as identified by the State. (Section 122(d)(13)(C) of Perkins V)

3. It will provide local educational agencies, area career and technical education schools, and eligible institutions in the State with technical assistance, including technical assistance on how to close gaps in student participation and performance in career and technical education programs. (Section 122(d)(13)(E) of Perkins V)

4. It will comply with the requirements of this Act and the provisions of the State plan, including the provision of a financial audit of funds received under this Act, which may be included as part of an audit of other Federal or State programs. (Section 122(d)(13)(A) of Perkins V)

5. None of the funds expended under this Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization. (Section 122(d)(13)(B) of Perkins V)

6. It will use the funds provided under this Act to implement career and technical education programs and programs of study for individuals in State correctional institutions, including juvenile justice facilities. (Section 122 (d)(13)(D) of Perkins V)

B. **EDGAR Certifications**

- By submitting a Perkins V State Plan, consistent with 34 CFR 76.104, the eligible agency certifies that:

  1. It is eligible to submit the Perkins State plan.
  2. It has authority under State law to perform the functions of the State under the Perkins program(s).
  3. It legally may carry out each provision of the plan.
  4. All provisions of the plan are consistent with State law.
  5. A State officer, specified by title in Item C on the Cover Page, has authority under State law to receive, hold, and disburse Federal funds made available under the plan.
  6. The State officer who submits the plan, specified by title in Item C on the Cover Page, has authority to submit the plan.
  7. The entity has adopted or otherwise formally approved the plan.
  8. The plan is the basis for State operation and administration of the Perkins program.
C. Other Forms

- The eligible agency certifies and assures compliance with the following enclosed forms:

1. Assurances for Non-Construction Programs (SF 424B) Form (OMB Control No. 0348-0040) - https://www2.ed.gov/fund/grant/apply/appforms/sf424b.pdf
IV. BUDGET

A. Instructions

1. On the form in Item IV.B below, provide a budget for the upcoming fiscal year. As you prepare your budget, refer to the statutory descriptions and assurances in Section II.C and Section III.A, respectively, of this guide.

2. In completing the budget form, provide--

   Line 1: The total amount of funds allocated to the eligible agency under section 112(a) of Perkins V. This amount should correspond to the amount of funds noted in the Department’s program memorandum with estimated State allocations for the fiscal year.

   Line 2: The amount of funds made available to carry out the administration of the State plan under section 112(a)(3). The percent should equal not more than 5 percent of the funds allocated to the eligible agency as noted on Line 1, or $250,000, whichever is greater.

   Line 3: The amount of funds made available to carry out State leadership activities under section 112(a)(2) of Perkins V. The percent should equal not more than 10 percent of the funds allocated to the eligible agency as noted on Line 1.

   Line 4: The percent and amount of funds made available to serve individuals in State institutions, such as: (a) correctional institutions; (b) juvenile justice facilities; and (c) educational institutions that serve individuals with disabilities pursuant to section 112(a)(2)(A) of Perkins V. The percent of funds should equal not more than 2 percent of the funds allocated to the eligible agency as noted on Line 1.

   Line 5: The amount of funds to be made available for services that prepare individuals for non-traditional fields pursuant to section 112(a)(2)(B) of Perkins V. The amount of funds should be not less than $60,000 and not more than $150,000.

   Line 6: The amount of funds to be made available for the recruitment of special populations to enroll in career and technical education programs pursuant to section 112(a)(2)(C) of Perkins V. The percent of funds should equal 0.1 percent of the funds allocated to the eligible agency, or $50,000, whichever is lesser.

   Line 7: The percent and amount of funds to be made available to eligible recipients [local education agencies (secondary recipients) and institutions of higher education (postsecondary recipients)] pursuant to section 112(a)(1) of Perkins V. The percent of funds should be not less than 85 percent of the funds allocated to the eligible agency as noted on Line 1.

   Line 8: The percent and amount, if any, of funds to be reserved and made available to eligible recipients under section 112(c) of Perkins V. The percent of funds should be not more than 15 percent of the 85 percent of funds noted on Line 7.

   Line 9: The percent and amount, if any, of funds to be reserved and made available to secondary recipients under section 112(c) of Perkins V.
Line 10: The percentage and amount, if any, of funds to be reserved and made available to postsecondary recipients under section 112(c) of Perkins V.

Line 11: The percent and amount of funds to be made available to eligible recipients under section 112(a)(1) of Perkins V. The percent and amount of funds should represent the funds remaining after subtracting any reserve as noted on Line 8.

Line 12: The percent and amount of funds to be distributed to secondary recipients under the allocation formula described in section 131 of Perkins V.

Line 13: The percent and amount of funds to be distributed to postsecondary recipients under the allocation formula described in section 132 of Perkins V.

Line 14: The amount of funds to be made available for the State administration match requirement under section 112(b) of Perkins. The amount of funds shall be provided from non-Federal sources and on a dollar-for-dollar basis.
State Name: Rhode Island  
Fiscal Year (FY): 2019

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<th>Budget Item</th>
<th>Percent of Funds</th>
<th>Amount of Funds</th>
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</thead>
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</tr>
<tr>
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<td>State Leadership</td>
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<td>4</td>
<td>• Individuals in State Institutions</td>
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<tr>
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<td>– Correctional Institutions</td>
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<td>4c</td>
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<td>• Reserve</td>
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<td>10</td>
<td>– Postsecondary Recipients</td>
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<td>– Postsecondary Recipients</td>
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<tr>
<td>14</td>
<td>State Match <em>(from non-federal funds)</em></td>
<td>Not applicable</td>
<td>$307,440</td>
</tr>
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Statutory Assurances

The eligible agency assures that:

1. It made the State plan publicly available for public comment for a period of not less than 30 days, by electronic means and in an easily accessible format, prior to submission to the Secretary for approval and such public comments were taken into account in the development of this State plan. (Section 122(a)(4) of Perkins V)

2. It will use the funds to promote preparation for high-skill, high-wage, or in-demand industry sectors or occupations and non-traditional fields, as identified by the State. (Section 122(d)(13)(C) of Perkins V)

3. It will provide local educational agencies, area career and technical education schools, and eligible institutions in the State with technical assistance, including technical assistance on how to close gaps in student participation and performance in career and technical education programs. (Section 122(d)(13)(E) of Perkins V)

4. It will comply with the requirements of this Act and the provisions of the State plan, including the provision of a financial audit of funds received under this Act, which may be included as part of an audit of other Federal or State programs. (Section 122(d)(13)(A) of Perkins V)

5. None of the funds expended under this Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization. (Section 122(d)(13)(B) of Perkins V)

6. It will use the funds provided under this Act to implement career and technical education programs and programs of study for individuals in State correctional institutions, including juvenile justice facilities. (Section 122(d)(13)(D) of Perkins V)

I understand that the use of the Personal Identification Number (PIN) supplied to me by the Department to certify and submit these assurances is the same as certifying and signing the document with a hand-written signature.

Signature of Authorized Individual (PIN):  ****
Title/Agency: Rhode Island Department of
Date: 5/23/2019 12:00:00 AM
EDGAR Certifications

By submitting a Perkins V State Plan, consistent with 34 CFR 76.104, the eligible agency certifies that:

1. It is eligible to submit the Perkins State plan.
2. It has authority under State law to perform the functions of the State under the Perkins program(s).
3. It legally may carry out each provision of the plan.
4. All provisions of the plan are consistent with State law.
5. A State officer, specified by title in Item C on the Cover Page, has authority under State law to receive, hold, and disburse Federal funds made available under the plan.
6. The State officer who submits the plan, specified by title in Item C on the Cover Page, has authority to submit the plan.
7. The entity has adopted or otherwise formally approved the plan.
8. The plan is the basis for State operation and administration of the Perkins program.

I understand that the use of the Personal Identification Number (PIN) supplied to me by the Department to certify and submit these assurances is the same as certifying and signing the document with a hand-written signature.

Signature of Authorized Individual (PIN): ****
Title/Agency: Rhode Island Department of
Date: 5/23/2019 12:00:00 AM
ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.

2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.

3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.

4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.

5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4783) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).

6. Will comply with all Federal statutes relating to nondiscrimination. These include, but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicap; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§295 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VII of the Civil Rights Act of 1966 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is $10,000 or more.

11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).


14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.

15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.

16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.

17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."

18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

---

**SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL**

**A. Infante - Green**

**TITLE**

Commissioner of Education

**APPLICANT ORGANIZATION**

Rhode Island Dept of Education

**DATE Submitted**

5/15/21

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*Standard Form 424B (Rev. 7-97) Back*
1. **Type of Federal Action:**
   - [x] contract
   - [ ] grant
   - [ ] cooperative agreement
   - [ ] loan
   - [ ] loan guarantee
   - [ ] loan insurance

2. **Status of Federal Action:**
   - [ ] initial filing
   - [ ] material change
   - [ ] initial award
   - [x] post-award

3. **Report Type:**
   - [ ] initial filing
   - [ ] material change

4. **Name and Address of Reporting Entity:**
   - **Name:** Rhode Island Department of Education
   - **Street 1:** Shepard Building
   - **Street 2:** 355 Westminster Street
   - **City:** Providence
   - **State:** RI
   - **Zip:** 02903

5. **Federal Department/Agency:**
   - Education

6. **Federal Program Name/Description:**
   - Vocational Education - Basic Grants to States

7. **Federal Action Number, if known:**
   - $ [ ] Award Amount, if known:
   - [ ]

8. **Federal Action Number, if known:**
   - [ ]

9. **Name and Address of Lobbying Registrant:**
   - **Prefix:**
   - **First Name:** B/A
   - **Middle Name:**
   - **Suffix:**

10. **Individual Performing Services** (including address if different from No. 10a)
    - **Prefix:**
    - **First Name:** B/A
    - **Middle Name:**
    - **Suffix:**

11. **Signature:**
    - [ ]

   **Name:**
   - **Prefix:**
   - **First Name:** Annette
   - **Middle Name:** Green
   - **Suffix:**

   **Title:**
   - Commissioner
   - **Telephone No.:** (401)1222-8700
   - **Date:** 05/19/2015

   **Disclaimer:**
   - Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.
CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

* APPLICANT'S ORGANIZATION
Rhode Island Dept. of Education

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE
Prefix: 
* First Name: Praglica 
Middle Name: 
* Last Name: Infantino-Green 
Suffix: 
* Title: Commissioner

* SIGNATURE: G. Infantino-Green * DATE: 

[Signature]
NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about the following provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether any or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave, SW, Washington, DC 20210-4537 or email PIR@asEdereference the OMB Control Number 1894-0005.
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</tr>
</tbody>
</table>
State Plan Certification

I certify that to the best of my knowledge and belief, all information and data included in this State plan submission are true and correct.

I understand that the use of the Personal Identification Number (PIN) supplied to me by the Department to certify and submit these assurances is the same as certifying and signing the document with a hand-written signature.

Signature of Authorized Individual (PIN): ****
Title/Agency: Rhode Island Department of...
Date: 5/23/2019 12:00:00 AM