



## School Improvement *Bridge* Grants

The Rhode Island Department of Education (RIDE) recognizes that the transition to governance of school improvement activities under the *Every Student Succeeds Act* (ESSA) and the federally-approved Rhode Island ESSA State Plan signals a significant change in the expectation of practices for schools and LEAs. Within this change, as the criteria have been updated for the identification of schools, several schools that were previously identified as *Focus* or *Priority* were not re-identified as in need of Comprehensive Support and Improvement (CSI). Due to this, these schools will not be eligible for *School Improvement: Support Grants*, which have replaced the previous 1003(a) funding stream. Considering the work that LEAs and schools are doing to adjust to this transition, RIDE is offering a one-time Bridge grant program targeted at closing funding gaps for projects that were previously operated under 1003(a), as schools transition out of eligibility for these dollars.

### Request for Proposals (RFP) for School Improvement *Bridge* Grants

School Improvement *Bridge* Grants are one-time, short-term, non-renewable grants available to all schools in the state of Rhode Island that were previously identified as *Focus* or *Priority* schools that have not been re-identified as in need of Comprehensive Support and Improvement (CSI).

Similar to the previous administration of 1003(a) funds, the amount available for each school has been reserved by formula based on a dollar amount (\$51.50, or half of the previous 1003(a) allocation) per pupil. If a particular LEA has more than one school that meets the eligibility criteria for these funds, this grant does offer flexibility for that LEA to bundle the value of the grant for all schools in their supervision, for the purposes of increasing purchasing power or providing coherent resources or services across a cohort of schools.

In order to secure funding, each interested LEA must provide the following: a brief project narrative outlining the plan of action; an identified project manager; the signature of the superintendent or executive director, as well as the building principal(s); a complete and accurate budget; and an associated spend-down plan to demonstrate capacity to expend funds within the duration of the project period and by the closure of the grant award **(9/30/2018)**.

### Available Funding

District	School	Bridge Grant Allocation
Central Falls	Veterans Memorial Elementary School	\$25,853.00
	Central Falls Senior High School	\$33,011.50
	Dr. Earl F. Calcutt Middle School	\$35,226.00
	<b>Central Falls District Total</b>	<b>\$94,090.50</b>

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East Providence	Agnes B. Hennessey School	\$14,780.50
	Orlo Avenue School	\$15,089.50
	<b>East Providence District Total</b>	<b>\$29,870.00</b>
Providence	Central High School	\$62,881.50
	Esek Hopkins Middle School	\$28,016.00
	Alan Shawn Feinstein Elementary School at Broad Street	\$23,793.00
	Mary E. Fogarty Elementary School	\$23,278.00
	The Sgt. Cornel Young, Jr. & Charlotte Woods Elementary School @ the B. Jae Clanton Complex	\$32,290.50
	Lilian Feinstein Elementary School, Sackett Street	\$22,145.00
	George J. West Elementary School	\$40,273.00
	Harry Kizirian Elementary School	\$29,200.50
	Frank D. Spaziano Elementary School and Annex	\$30,179.00
	Pleasant View School	\$23,432.50
	<b>Providence District Total</b>	<b>\$315,489.00</b>

Telephone (401) 222-4600 Fax (401) 222-6178 TTY (800) 745-5555 Voice (800) 745-6575 Website: [www.ride.ri.gov](http://www.ride.ri.gov)

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**Application Guidance**

While RIDE commits to providing LEAs and schools with a wide degree of reasonable flexibility in how they choose to spend their **Bridge** funding, in the interest of capacity-building and field support, the agency offers the following possible ideas, which align to the Rhode Island Comprehensive Framework for School Improvement, for allocating this one-time Bridge grant funding. Proposals may include, but are not limited to—

- Resources directly linked to high quality materials for curriculum and instruction and the areas that caused the school to be identified as Priority or Focus
- Resources that build capacity in the effective implementation of the Common Core State Standards.
- Resources to scaffold instruction for the most academically at-risk students (in particular any subgroups that have been identified for targeted support and improvement (TSI))
- Funds to provide additional instructional support such as:
  - Personnel – instructional coaches, tutors, reading specialists and personnel benefits
  - Instructional materials
  - Professional learning opportunities for staff (trainers, training stipends, summer hours)
  - Purchase of software and/or hardware and the associated professional training for software and/or hardware use
  - Consultants that target curriculum, instruction, pedagogy, and resources that improve student achievement
- Programs that provide supports to at-risk students who attend eligible schools during the academic year or summer

**School Improvement *Bridge* Grant Timeline**

<b>Complete RFP Due to RIDE:</b>	<u>Rolling deadline</u> until March 15, 2019; submit digitally via email
<b>Funding Notification + GAN:</b>	RIDE commits to turning around any RFP <u>within two weeks</u> of receipt
<b>Bridge Grant Spend Down Complete:</b>	All awarded funds <u>must be completely spent down</u> by September 30, 2019

**Project Narrative**

In the space below, please provide a narrative of the project proposal as currently planned. How will these funds serve as a bridge between the work of the school when it was identified and the work it is now undertaking? Please attempt to be as specific as possible, and highlight anticipated impact. This section is limited to 1,000 words or less (per school).



**Sustainability:**

In the box below, please address how the projects, or associated learning, that will be supported by *Bridge* funding will be sustained after the close of the grant period (9/30/2019).

Empty box for sustainability response.

**District Assurances, check and initial**

An LEA must provide the following assurances as part of the application for a School Improvement *Bridge* Grant.

The LEA must assure that it will:

- Verify that it has requested no more than it will be able to expend fully by 9/30/19. It is understood that under no circumstances can or will an extension be granted.
- Acknowledge and affirm that each principal of every eligible school was consulted in the selection of this funding strategy, by signing below.
- Monitor and evaluate the actions a school has taken, as outlined in the approved application, to recruit, select, and provide oversight to external providers to ensure their quality.
- Report to RIDE any and all school-level data required, including any relevant baseline data.

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	<input type="checkbox"/> Ensure that each and every school that it commits to serve in this application continue to receive all of the state and local funds it would normally receive in the absence of these school improvement Bridge funds.  <input type="checkbox"/> Adhere faithfully and fully to all additional IDEA and Civil Rights assurances, as appended to this application file.  _____ <i>Initial Here</i>
<b>Project Manager Name, <i>print</i></b>	
<b>Project Manager Signature</b>	
<b>Building Principal Name, <i>print</i></b>	
<b>Building Principal Signature</b>	
<b>Superintendent Name, <i>print</i></b>	
<b>Superintendent Signature</b>	
<b>Total Budget Request + Proposed Project Period</b>	

Please remember to include a **full budget** on the provided template that is both complete and accurate, as well as an associated **spend-down plan** for the funds you have requested.

Note: RIDE will use these materials to support accountability of funds, review of spend down, and monitoring of associated activities funded by the grant.



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## *CIVIL RIGHTS ASSURANCES*

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All recipients of assistance under these grants made pursuant to the ESEA shall comply with the following Federal and State civil rights statutes and regulations:

- (a) 42 USC, Sections 1981 and 1983 (...acts prohibited on the basis of race);
- (b) Title VI and VII of the Civil Rights Act of 1964 (...acts prohibited on the basis of race, color, religion, sex, or national origin);
- (c) Title IX of the Education Amendments of 1972, as amended, 20 United States Code 1681 et. Seq. (acts prohibited on the basis of sex);
- (d) 42 USC, Section 1601 et seq. (...acts prohibited on the basis of age);
- (e) Section 504 of the Rehabilitation Act of 1973, as amended, 20 USC 794 (...acts prohibited on the basis of handicap);
- (f) 24 USC, Section 12100 et seq. [The Americans with Disabilities Act] (...acts prohibited on the basis of disability);
- (g) Section 16-38-1 of the Rhode Island General Laws, as amended (discrimination because of race or age);
- (h) Section 16-38-1.1 of the Rhode Island General Laws, as amended (discrimination because of sex);
- (i) Chapter 42-87 of the Rhode Island General Laws, as amended (Civil Rights of People with Disabilities); and
- (j) Sections 28-5.1-13 and 28-5.1-14 of the Rhode Island General Laws, as amended (Private education institutions – compliance with state policy of non-discrimination and affirmative action).

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## *IDEA ASSURANCES*

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The Local Education Agency hereby provides the following assurances:

- A free appropriate public education is available to all eligible resident children with disabilities between the ages of 3 and 21, inclusive, including children with disabilities who have been suspended.
- All eligible children with disabilities, including children with disabilities who are in need of special education and related services are identified, located, and evaluated within timelines required under IDEA. Children with disabilities are evaluated in accordance with subsections (a) through (c) of 20 U.S.C. 1414. (20 U.S.C. 1412(a) (7))
- Children participating in early intervention programs assisted under Part C, and who will participate in preschool programs assisted under this part, experience a smooth and effective transition to those preschool programs in a

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manner consistent with 20 U.S.C. 1437(a)(9). By the third birthday of such a child, an individualized education program has been developed and is being implemented for the child. The local educational agency participates in transition planning meetings collaboratively arranged with early intervention agencies under 20 U.S.C. 1435(a)(10). (20 U.S.C. 1412(a)(9))

- The LEA collaborates with families and public and private agencies to ensure timely and smooth transitions for young adults with disabilities from school to post-school activities beginning no later than 14 years old, including transition to post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. Upon each student's exit from public education due to graduation, aging out, or dropping out, the LEA provides the student with a summary of his or her academic and functional skills performance, accompanied by recommendations.
- An individualized education program is developed, implemented, reviewed, and revised for each eligible child with a disability in accordance with 20 U.S.C. 1414(d). (20 U.S.C. 1412(a)(4))
- To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled, and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily in accordance with 20 U.S.C. 1412(a)(5)(A)-(B).
- Preschool students with disabilities are provided access to the general early education curriculum to ensure that preschool children with disabilities achieve high developmental standards and have access to learning opportunities and assessment in the general early childhood curriculum, including the development of IEPs aligned to state and district standards.
- Children with disabilities and their parents are afforded the procedural safeguards required by 20 U.S.C. 1415 and in accordance with 20 U.S.C. 1412(a)(6).

The LEA ensures that:

Every parent, as defined by IDEA 2004, of a student with a disability is fully informed of and assisted in accessing his/her due process rights in accordance with IDEA 2004, through use of understandable explanation in his/her native language or mode of communication, as well as through written guidance; and

In response to each due process hearing request, it makes available to the parent(s) a resolution session in accordance with timelines and procedures under IDEA.

- The LEA complies with requirements of the IDEA and the Family Educational Rights and Privacy Act (FERPA) and IDEA in protecting the confidentiality of records and information pertaining to students with disabilities.
- To the extent consistent with the number of children with disabilities enrolled by their parents in private elementary and secondary schools, including religious schools, located in the school district, provision is made for the participation of those children in the program assisted or carried out under IDEA by providing for such children special education and related services in accordance with the requirements found in 20 U.S.C. 1412(a)(10)(A)-(C).



- For such purposes, the district reserves a proportionate share of its IDEA funds and consults with representatives of both private schools and parents of parentally placed private school children with disabilities in its municipality to determine child find activities, student needs, exchange of resources, and the provision of services for students with disabilities.
- All children with disabilities are included in all general State and district wide assessment programs, including assessments described under section 1111 of the Elementary and Secondary Education Act of 1965, with appropriate accommodations and alternate assessments where necessary and as indicated in their respective individualized education programs as noted in 20 U.S.C. 1412(a)(16)(A)-(E).
- The LEA adopts the National Instructional Materials Accessibility Standard for the purposes of providing instructional materials to blind persons or other persons with print disabilities, in a timely manner after the publication of the National Instructional Materials Accessibility Standard in the Federal Register in accordance with 20 U.S.C. 1412(a)(23)(A) and (D); 34 CFR §300.172.
- The LEA has indicated in its submitted Consolidated Resource Plan application whether or not it is coordinating with the National Instructional Materials Access Center to address this standard.
- Policies and procedures designed to prevent/reduce disproportionate representation, by race and ethnicity, of students with disabilities due to inappropriate identification are being revised in cooperation with the Rhode Island Department of Education. (20 U.S.C. 1412(a) (24); 34 CFR §300.173
- Personnel are prohibited from requiring a child to obtain a prescription for a substance covered by the Controlled Substances Act (21 U.S.C. 801 et seq.) as a condition of attending school, receiving an evaluation under subsection (a) or (c) of 20 U.S.C. 1414, or receiving services under the IDEA as described in 20 U.S.C. 1412(a)(25)(A)-(B).
- The district restricts to those limits allowable under IDEA its expenditures of IDEA funds for incidental benefit to all students, such as expenditures for early intervening services and other prevention activities for students K-12. Expenditures budgeted for early intervening services are identified in this plan and accompanied by an articulated system for tracking all student beneficiaries of such services.
- Fiscal control and fund accounting procedures are in place that insure proper disbursement of and accounting for Federal funds under IDEA. (34 CFR §76.702
- Expenditures of these federal funds comply with requirements of IDEA Part B and Section 619 (preschool) and the Education Department General Administrative Regulations (EDGAR) and are utilized to offset the excess cost of operating the LEA special education program and providing special education and related services to students with disabilities.
- An LEA is eligible for assistance under Part B of the Act for a fiscal year if the agency submits a plan that provides assurances to the SEA that the LEA meets each of the conditions in §§ 300.201 through 300.213. (Authority: 20 U.S.C. 1413(a))



- The LEA, in providing for the education of children with disabilities within its jurisdiction, must have in effect policies, procedures, and programs that are consistent with the State policies and procedures established under §§ 300.101 through 300.163, and §§ 300.165 through 300.174. (Authority: 20 U.S.C. 1413(a)(1))
- Except as provided in §§ 300.204 and 300.205, funds provided to an LEA under Part B of the Act must not be used to reduce the level of expenditures for the education of children with disabilities made by the LEA from local funds below the level of those expenditures for the preceding fiscal year.
  - o Except as provided in paragraph (b)(2) of this section, the SEA must determine that an LEA complies with paragraph (a) of this section for purposes of establishing the LEA's eligibility for an award for a fiscal year if the LEA budgets, for the education of children with disabilities, at least the same total or per-capita amount from either of the following sources as the LEA spent for that purpose from the same source for the most recent prior year for which information is available:
    - Local funds only.
    - The combination of State and local funds.
  - o An LEA that relies on paragraph (b)(1)(i) of this section for any fiscal year must ensure that the amount of local funds it budgets for the education of children with disabilities in that year is at least the same, either in total or per capita, as the amount it spent for that purpose in the most recent fiscal year for which information is available and the standard in paragraph (b)(1)(i) of this section was used to establish its compliance with this section.
  - o The SEA may not consider any expenditures made from funds provided by the Federal Government for which the SEA is required to account to the Federal Government or for which the LEA is required to account to the Federal Government directly or through the SEA in determining an LEA's compliance with the requirement in paragraph (a) of this section. (Authority: 20 U.S.C. 1413(a)(2)(A))
- Notwithstanding the provisions of §§ 300.202 and 300.203 or any other provision of Part B of the Act, an LEA may use funds received under Part B of the Act for any fiscal year to carry out a schoolwide program under section 1114 of the ESEA, except that the amount used in any schoolwide program may not exceed—
  - o (1)(i) The amount received by the LEA under Part B of the Act for that fiscal year; divided by (ii) The number of children with disabilities in the jurisdiction of the LEA; and multiplied by
  - o (2) The number of children with disabilities participating in the schoolwide program. The funds described in paragraph (a) of this section are subject to the following conditions:
    - The funds must be considered as Federal Part B funds for purposes of the calculations required by § 300.202(a)(2) and (a)(3).
    - The funds may be used without regard to the requirements of § 300.202(a)(1)(c) Except as provided in paragraph (b) of this section, all other requirements of Part B of the Act must be met by an LEA using Part B funds in accordance with paragraph (a) of this section, including ensuring that children with disabilities in schoolwide program schools—
      - Receive services in accordance with a properly developed IEP; and
      - Are afforded all of the rights and services guaranteed to children with disabilities under the Act.(Authority: 20 U.S.C. 1413(a)(2)(D))
- Children with disabilities who attend public charter schools and their parents retain all rights under this part.
  - o In carrying out Part B of the Act and these regulations with respect to charter schools that are public schools of the LEA, the LEA must—



- Serve children with disabilities attending those charter schools in the same manner as the LEA serves children with disabilities in its other schools, including providing supplementary and related services on site at the charter school to the same extent to which the LEA has a policy or practice of providing such services on the site to its other public schools; and
- Provides funds under Part B of the Act to those charter schools—
  - On the same basis as the LEA provides funds to the LEA's other public schools, including proportional distribution based on relative enrollment of children with disabilities; and
  - At the same time as the LEA distributes other Federal funds to the LEA's other public schools, consistent with the State's charter school law.
  - If the public charter school is a school of an LEA that receives funding under § 300.705 and includes other public schools—
    - The LEA is responsible for ensuring that the requirements of this part are met, unless State law assigns that responsibility to some other entity; and
    - The LEA must meet the requirements of paragraph (b)(1) of this section.
  - If the public charter school is an LEA, consistent with § 300.28, that receives funding under § 300.705, that charter school is responsible for ensuring that the requirements of this part are met, unless State law assigns that responsibility to some other entity.
  - (1) If the public charter school is not an LEA receiving funding under § 300.705, or a school that is part of an LEA receiving funding under § 300.705, the SEA is responsible for ensuring that the requirements of this part are met. (2) Paragraph (d)(1) of this section does not preclude a State from assigning initial responsibility for ensuring the requirements of this part are met to another entity. However, the SEA must maintain the ultimate responsibility for ensuring compliance with this part, consistent with § 300.149. (Authority: 20 U.S.C. 1413(a)(5))
- The LEA must provide the SEA with information necessary to enable the SEA to carry out its duties under Part B of the Act, including, with respect to §§ 300.157 and 300.160, information relating to the performance of children with disabilities participating in programs carried out under Part B of the Act. (Authority: 20 U.S.C. 1413(a)(7))
- The LEA must make available to parents of children with disabilities and to the general public all documents relating to the eligibility of the agency under Part B of the Act. (Authority: 20 U.S.C. 1413(a)(8))
- The LEA must cooperate in the Secretary's efforts under section 1308 of the ESEA to ensure the linkage of records pertaining to migratory children with disabilities for the purpose of electronically exchanging, among the States, health and educational information regarding those children. (Authority: 20 U.S.C. 1413(a)(9))