

**Rhode Island Department of Elementary and Secondary Education  
FY 2015 Revised and FY 2016 Request  
BR-10 Narrative Information**

<b>Narrative Information</b>	<b>Agency:</b> Elementary & Secondary Education <b>Program:</b> ACES (Administration of the Comprehensive Education Strategy) <b>Subprogram:</b> N/A
<p><b>Program Explanation:</b> The primary objective of the Rhode Island Strategic Plan, <i>Transforming Education in Rhode Island</i>, is to ensure that all Rhode Island students are ready for success in college and in challenging careers. Our goal is that, by 2015, at least 85 percent of all Rhode Island students will graduate with an approved diploma. Rhode Island has been making remarkable headway toward that goal, with the most recent four-year graduation rate at an all-time high of 80 percent.</p> <p>Under the leadership of the Commissioner of Elementary and Secondary Education, the Council on Elementary and Secondary Education, and the Board of Education, the work of the R.I. Department of Education (RIDE) is focused on five external priorities:</p> <p><u>Ensure Educator Excellence</u></p> <ul style="list-style-type: none"><li>• Every student must have highly effective teachers.</li><li>• Every school must have highly effective leaders.</li><li>• We must support educators throughout their careers.</li></ul> <p><u>Accelerate All Schools and other Learning Environments Toward Greatness</u></p> <ul style="list-style-type: none"><li>• Rhode Island must not allow failing schools to exist.</li><li>• Leadership must be responsible for quality improvement.</li><li>• Communities must commit to supporting high-quality schools.</li></ul> <p><u>Establish World-Class Standards and Assessments</u></p> <ul style="list-style-type: none"><li>• Standards must be clear, high, and internationally benchmarked.</li><li>• We must hold all educators and students to high expectations.</li><li>• We must hold schools accountable for student achievement.</li></ul> <p><u>Develop User-Friendly Data Systems</u></p> <ul style="list-style-type: none"><li>• Everyone must have access to usable data.</li><li>• Data must be relevant, timely, and practical.</li><li>• Data systems must drive continuous improvement.</li></ul> <p><u>Invest Our Resources Wisely</u></p> <ul style="list-style-type: none"><li>• Financing must be adequate, effective, and equitable.</li><li>• We must use incentives to promote efficiencies and effectiveness.</li><li>• We must be capable stewards of the taxpayers' investment.</li></ul>	

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<p>These external priorities are augmented by an important internal priority:</p> <p><u>Provide High-Quality Primary Support to Rhode Island Districts, Schools, and Residents</u></p> <ul style="list-style-type: none"> <li>• Provide timely and reliable services to the public.</li> <li>• Align agency resources to focus on student success</li> <li>• Continuously measure and strive for improvement of agency performance</li> </ul> <p>To enable RIDE to fulfill these objectives, to better align efforts and resources, and to provide leadership and support to the education community in Rhode Island, the Commissioner has organized RIDE into four divisions: Accelerating School Performance, Accountability and Quality Assurance, Educator Excellence and Instructional Effectiveness, and Fiscal Integrity and Efficiencies, working in conjunction with the Commissioner's Office.</p> <p><b>Ensuring Educator Excellence</b></p> <p>To ensure that we have excellent teachers in every classroom and excellent leaders in every school, RIDE focuses on the continuum spanning an educator's career, from pre-service preparation to retirement. In support of educator quality, RIDE is responsible for providing support for the high-quality preparation of all educators throughout their careers. We provide this support through:</p> <ul style="list-style-type: none"> <li>• approval of all educator-preparation programs offered by Rhode Island institutions of higher education and private providers leading to the initial licensure of beginning educators;</li> <li>• re-certification of current educators;</li> <li>• ensuring the availability of high-quality professional-development opportunities with a focus on early career supports and Common Core State Standards readiness;</li> <li>• encouragement for educators seeking the highest professional credential available to educators (National Board Certification);</li> <li>• educator-recognition programs for distinguished teachers and administrators; and</li> <li>• support for teacher assistants in school districts.</li> </ul>	

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<p>Most notably, RIDE is charged with ensuring that all districts have educator-evaluation systems that fully meet the Board Standards for Educator Evaluation. During Fiscal Year 2012, every school in Rhode Island began gradual implementation of an educator-evaluation system that meets all Board standards; during Fiscal Year 2013, all districts fully implemented evaluation systems in every school. RIDE has also developed a data system to measure student growth and achievement; beginning in Fiscal Year 2014, all districts use this data system as part of the evaluation process for all educators; during Fiscal Year 2015, all districts are implementing educator evaluation and preparing for the addition of evaluation of support professionals.</p> <p>RIDE is statutorily responsible for managing the system for educator credentialing. In the last few years, this system has been redesigned to focus on ease of use, reduction of wait time for applicants, and ensuring a fair and clear connection to educator-quality efforts. In Fiscal Year 2015, the Department is moving forward with the web-based interface for teacher-certification application and renewal. This upgrade (along with its intuitive relationship to other systems) has ended the necessity for lengthy, administratively burdensome, and sometimes drawn-out paper-record review.</p> <p>In Fiscal Year 2013, RIDE greatly expanded its programs of educator recognition, more than doubling the statewide participation in the Rhode Island Teacher of the Year selection process. RIDE's commitment to elevating the profession has continued to expand. In Fiscal Year 2015, teacher recognition efforts include:</p> <ul style="list-style-type: none"> <li>• District and state teacher of the year celebrations and regular engagement of all district teachers for their period of their award;</li> <li>• Golden Apple recognition (in partnership with Channel 10 and Hasbro), which provides regular, surprise recognition of educators selected through a community-nomination process;</li> <li>• Support for the national Milken Family Foundation, helping to ensure that a Rhode Island educator receives a prestigious Milken Educator Award every year; and</li> <li>• Establishment and maintenance of the Distinguished Educator Committee, an active advisory body that meets to discuss pressing educational issues with the Commissioner.</li> </ul>	

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RIDE is also responsible for all compliance issues related to teacher quality under the Elementary and Secondary Education Act. These responsibilities include:

- the development and submission of the Revised State Plan for Equitable Distribution; and
- Title II HEOA, Title IIa, and Title V monitoring and reporting.

The metrics for success vary by function. Success for aspects of programs in development and supported by federal funds and regulations is outlined in federal regulation and in the Scope of Work for the Rhode Island Race to the Top (RTTT) federal grant. Performance measures are identified within the grant. Additionally, our strategic plan, *Transforming Education in Rhode Island*, outlines success measures for these areas.

The success of the approval of educator-preparation programs is measured by the improvement seen over time in program quality. Though we ensure that we implement the process each year, improvements are the true measure of each program.

Measures of success for other aspects of ensuring educator excellence include:

- **Certification:** The day-to-day functions of certification are measured by our ability to respond in a timely and accurate manner to educator inquiries and to applications for certification.
- **Educator Evaluation:** The data collected through and results generated by the educator-evaluation program are important measures of success.
- **Educator Recognition Programs:** Success of the educator-recognition programs is measured by participation levels at both the nomination and awardee level.
- **Teacher Assistants:** Success of the teacher-assistant programs is measured by the accurate reporting of assignments, attendance rates at RIDE-managed professional-development sessions, and the

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<p>RIDE-managed professional-development sessions, and the RIDE management of the teacher-assistant professional development programs.</p> <p><b>Accelerating All Schools Toward Greatness</b></p> <p>To accelerate all schools toward greatness, RIDE supports our lowest-achieving schools (Focus and Priority Schools). Closing the achievement gap for students in poverty, students of color, students with disabilities, and English Learners is a top priority for RIDE and requires additional time, effort, and resources beyond those offered to other schools.</p> <p>RIDE is also responsible for the charter public school community, whose members offer innovative educational strategies to students in communities throughout Rhode Island, with a focus on urban communities.</p> <p>In addition, RIDE supports and advances educational opportunities for the many students who benefit from supportive learning environments other than the standard school model. Students are provided with diverse learning opportunities in Career and Technical Education (CTE), Adult Basic Education and GED, and Virtual Learning environments, as well as through multiple strategies in secondary schools. Long-term goals for secondary education and CTE work include:</p> <ul style="list-style-type: none"><li>• ensuring that all students graduating from high school are college and career ready;</li><li>• reducing dropout rates; and</li><li>• ensuring that, by 2015, all graduates will be prepared to attend postsecondary education and training programs without needing remediation.</li></ul> <p>In Fiscal Year 2012, the Board of Regents approved regulations on Career-Technical Education, which allow students to enroll in the program that best meets their educational goals and objectives, regardless of location, and that focuses our development efforts on programs likely to lead to career opportunities in Rhode Island economic priority sectors (currently, health industries, information technology, and STEM fields). This regulatory change has been supported with funding formula categorical awards in Fiscal Years 2013 and 2014, which have been further leveraged to promote the establishment of high-quality programs and to provide</p>	

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<p>districts with critical funding necessary to operate high-cost career preparation programs.</p> <p>In Fiscal Year 2014, the General Assembly passed legislation that further supports career and technical education, establishing a statewide advisory committee and Career and Technical Education. These new bodies will advance and support RIDE efforts to engage business and industry and to leverage their expertise and support to improve the quality and coordination of career-and-technical education throughout Rhode Island.</p> <p>Two new charter public schools opened during Fiscal Year 2015, and the Board of Education has before it five pending charter applications for FY 2016. During Fiscal Year 2015, RIDE will continue efforts to attract more high-quality charter public schools to Rhode Island and to build professional partnerships between charters and traditional public schools.</p> <p>Virtual and blended learning are agency priorities and have been rapidly expanding throughout Rhode Island. In Fiscal Year 2013, the then-Board of Regents promulgated regulations governing Virtual Learning, shortly after the General Assembly passed legislation to support and promote the responsible growth of digital-learning opportunities. RIDE continues to promote virtual learning and innovation powered by technology in Rhode Island schools. RIDE has funded two model schools that are using a 1 student:1 laptop ratio to rapidly accelerate digital and blending learning. These model sites, combined with rapid district adoption of blended and digital learning and the annual 1,000-person statewide digital-learning conferences, have helped dramatically expand the effective use of digital learning in Rhode Island.</p> <p>These initiatives – support for districts and schools identified for improvement, creating and expanding secondary pathways, improving and expanding the charter sector, and promoting digital and blended learning – will accelerate our schools toward greatness by leading to positive student outcomes, including improved graduation rates and lower dropout rates, better postsecondary placement and retention, and increased rates of graduates’ earning credentials and licensure.</p> <p>We are continuing with our efforts, supported in part by the Race to the Top – Early Learning Challenge federal grant, to improve preschool programs and to expand</p>	

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the Rhode Island Pre-kindergarten Program, which serves about 300 our youngest learners living in 8 of our urban districts. Our goals are to:

- increase access to high-quality early-childhood education programs for all children;
- provide professional development for early-childhood professionals;
- provide information to families about supporting their child's learning; and
- ensure that children with developmental delays or disabilities are identified and have access to specialized services.

Through the funding formula categorical fund, Rhode Island has begun expanding statewide access to high-quality early childhood programs.

RIDE's focus on early learners is complemented by a well-organized strategy for supporting adult learners that is focused on program accessibility and quality. In Fiscal Year 2014, the then-Board of Regents approved the college and career-ready standards for adult education, which align adult-education programming to select and appropriate Common Core State Standards. This alignment, coupled with the revisions to the GED regulations, have demonstrated both RIDE's active role in adult education and the strong position of leadership taken by the Board on this important topic. RIDE is the largest funder of adult education services in Rhode Island. Through careful fund-braiding, RIDE distributes approximately \$6 million in funding that provides critical adult-education services for unemployed - and under-employed adults in Rhode Island. RIDE-funded adult-education programs include adult basic education, English as a Second Language, GED training, and job-embedded training; as a whole, these programs support thousands of Rhode Islanders annually. As a further testament to our efforts to ensure that adult-education resources are widely and effectively invested, Fiscal Year 2015 marks the third year of performance-based funding for adult-education providers. The results are resounding: Rhode Island continues to outperform the national average on most key measures, and Rhode Island results improve every year.

RIDE responsibilities combine elements of education, workforce development, social services, and information technology in a way that is unique in state government. These programs affect the quality of instruction and learning environments for students in all middle schools and high schools and for adults accessing GED and adult basic-education programs.

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In order to accelerate all schools toward greatness, RIDE:

- supports students with diverse needs through the Title I, IDEA, and Title III (ELL) programs;
- oversees academic and student support programs, such as the 21<sup>st</sup>-Century Community Learning Centers; and
- oversees the School Health Programs.

Success measures for the Federal Programs (Title I, Title III (ELL), IDEA), for the 21<sup>st</sup>-Century Community Learning Centers grant, and for the School Health Requirements (federal and state) are established by the U.S .Department of Education (USED), and each program includes performance goals and targets. The targets vary by program; however, all fit under the goals of our strategic plan, *Transforming Education in Rhode Island*. Outcomes for each program include the closing of achievement gaps for students in targeted groups:

- Title I (children in poverty);
- Title III (children learning English);
- IDEA (children with disabilities);
- 21st Century (children in need of intervention beyond the school day); and
- School Health (meeting state and federal school safety and health requirements).

RIDE measures the outcomes of these federal programs and grants through student progress on state assessment results, attendance and graduation rates, discipline data, and other measures of student success. In addition, each program includes specific performance targets beyond the broad measures used for the success of all students. For a good example of detailed measures, you can view the 20 performance indicators for IDEA, reported on the RIDE website, at: <http://www.ride.ri.gov/OSCAS/SPPAPR/sppapr.aspx>

There are essentially two measures of success in the federal programs, grants, and school-health regulations. First, there are a number of “compliance” measures that are tracked by each of the federal programs to ensure that the LEAs are providing at least the minimum federally required entitlement for each targeted group of students. These compliance measures ensure that schools meet expected expenditure and program requirements for targeted students. In Fiscal Year 2014,

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<p>RIDE was one of a handful of states that met 100 percent of the rigorous federal performance measures for students with disabilities.</p> <p>Second, each federal program and grant has a number of performance measures or indicators to evaluate the effectiveness of the federal program and the effect of the expenditure of the federal funds. All of the performance indicators align with the goals of <i>Transforming Education in Rhode Island</i>, are evaluated and reported on annually, and are monitored by RIDE and the USED.</p> <p>As we work together to accelerate all schools toward greatness, RIDE advances the vital support services and functions that allow every school throughout Rhode Island to educate all children and to help every student achieve his or her full potential.</p> <p><b>Establishing World-Class Standards and Assessments</b></p> <p>RIDE provides guidance, resources, and technical assistance to support standards-based curriculum and instruction as part of the Basic Education Program, through a variety of initiatives for PK - 12. Fiscal Year 2014 concluded our intensive efforts to provide professional development on the Common Core State Standard, resulting in preparation for nearly 6,000 educators. RIDE has also worked with most school districts in Rhode Island on revising curricula so as to align with the Common Core State Standards.</p> <p>In addition to the Common Core State Standards for literacy and mathematics, RIDE has been engaged in developing new standards for Rhode Island that lie outside the scope of the Common Core. Rhode Island is a lead state working with a national consortium organized by Achieve, Inc., on the Next Generation Science Standards, which were approved in Fiscal Year 2014. In addition to a focus on internationally benchmarked science standards, RIDE and the Board have also updated Early Learning Standards, both of which went into effect in Fiscal Year 2014.</p> <p>In addition, RIDE has developed formative assessment online-training modules, interim-assessment resources, and a rich new Instructional Support System. The new Instructional Support System, which has been under development in Fiscal Year 2014 and which launched phase one in Fiscal Year 2015, has a multitude of capabilities including:</p>	

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<ul style="list-style-type: none"> <li>• real-time access to state and local assessment data, including the ability to drill down to the level of individual students to gain a complete picture of their academic strengths, gaps, and performance dating back to the 2009-10 school year;</li> <li>• data about student attendance, including historical attendance by student, grade level, instructor, and class;</li> <li>• granular authentication so that users can see the data that they need and <i>only</i> the data appropriate for their role;</li> <li>• an early warning system, enabling educators to identify students who are manifesting early indicators of risk for eventual drop-out;</li> <li>• lesson and unit sharing options that will link Rhode Island educators to other educators around the country; and</li> <li>• a library of vetted instructional tools to support instruction.</li> </ul> <p>RIDE is also responsible for the administration of the all aspects of the Rhode Island State Assessment Program, which includes the PARCC, NECAP (science), the R.I. Alternate Assessment, Developmental Reading Assessment, ACCESS for English Learners Assessment, and NAEP.</p> <p>RIDE is a Governing State in the Partnership for the Assessment of Readiness for College and Careers (PARCC), a multistate consortium designing new statewide assessments in literacy and mathematics to go into use in the spring of Fiscal Year 2015. This assessment system, which students will participate in at various points throughout the school year and that students will take on laptops or other portable electronic devices will align with the Common Core and has replaced the NECAP assessments in mathematics, reading, and writing.</p> <p>RIDE is actively engaged in developing several user-friendly data systems that will provide educators and families with accurate and timely information on student, teacher, school, district, and state performance. Among the data systems RIDE is developing are the RIDE Data Warehouse and other statewide data platforms that will support:</p> <ul style="list-style-type: none"> <li>• tools to help educators drive instruction, such as our Instructional Support System and our Educator Performance Support System;</li> </ul>	

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<ul style="list-style-type: none"> <li>• improved internal data systems at RIDE (such as our Teacher Certification Data System);</li> <li>• tools to help the general public understand public education in Rhode Island such as InfoWorks Live! and the Growth Model Visualization Tool, which shows what percentage of students attained proficiency and how much progress students have made; and</li> <li>• integration of RIDE data systems with external systems, such as the RIDE DataHUB, which brings together financial data and student data on educational achievement, demographics, health, and student-risk factors from early childhood into adulthood.</li> </ul> <p>Federal funding from our Race to the Top grant has helped to support some of the development of these data systems. With support from the \$20-million technology bond that went into effect in Fiscal Year 2013, we are able to build technology infrastructure in the Rhode Island schools and libraries, providing wireless access to all Rhode Island classrooms by Fiscal Year 2015. This investment in our schools will ensure that data can flow directly to the classroom so that educators and students will have access to the many opportunities offered by virtual learning and on-line assessments that are an essential part of teaching and learning in the 21<sup>st</sup> century.</p> <p><b>Investing Our Resources Wisely</b></p> <p>To ensure that we invest our education resources wisely, the Board of Education has recognized the need to improve and consolidate the work that each school district must do to gather and report information on finances. We also realize that all districts need to increase their purchasing power in order to generate cost savings. A resulting combination of RIDE and district savings and efficiencies include:</p> <ul style="list-style-type: none"> <li>• <b>Statewide Food-Services Contract:</b> The Nutrition Program at RIDE has fiduciary, regulatory, and programmatic responsibilities as an agent of the U.S Department of Agriculture. Since 2007, through an RFP process RIDE, has secured the services of a qualified firm to operate a statewide school food-services program, which has resulted in more than \$ 5 million in savings to date.</li> </ul>	

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- **Statewide Transportation System:** This system mandated by the General Assembly is now in its sixth year of operation transporting students with disabilities and other out of district students for the majority of our school districts. To date the program has saved districts nearly \$15M when adjusted for inflation. The Statewide Transportation System currently transports 3,300 students to over 200 different school locations using 222 buses and serves 32 districts. Of the 3,300 students transported, 792 are students with disabilities attending private placements outside of their home district and the remainder is students attending private, parochial, charter, and career-technical schools outside of their home district.
- **Statewide Office- and School-Supply Contract:** The cost for school and office supplies, especially paper products and toner, can be a large line item in a school-district budget. In an effort to alleviate the bidding burden on the districts and to offer better pricing for the state and for our districts, since January 2007 every school district and charter public school has been a co-issuer of an RFP for school and office supplies on a statewide basis, which has achieved not only savings as a result of fixed pricing for most items for a five-year period, but also rebates to districts, based on a purchasing volume totaling approximately \$1 million.
- **School Construction Regulations:** In 2007, the then-Board of Regents adopted regulations which guide the RIDE review of necessity of school-construction applications that the districts submit. Our review process encourages efficiencies while determining necessity, establishing design standards, ensuring state reimbursement through the housing-aid program, and ensuring that students have equitable, safe, and healthy learning environments. Through this process, RIDE has helped school districts achieve an estimated \$90 million in savings through consolidating programs, identifying programmatic efficiencies, and developing other design and construction efficiencies. RIDE also provides incentives for school districts to conserve energy and water, ultimately reducing their operating budgets.
- **The RIDE Uniform Chart of Accounts (UCOA):** Our UCOA enables comparisons across schools and districts and helps to achieve our

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<p>mission of spending all resources wisely in order to advance student achievement. The UCOA is a system of numbers and a method of accounting that provides transparency, uniformity, accountability, and comparability of financial information for all schools and districts. Through the use of UCOA, we can examine our data to see where investments in education have led to improved student achievement, and RIDE continues to develop and generate new UCOA reports that compare expenditures and investments with outcomes and with data on student achievement.</p> <p>Success for these initiatives is achieved when participating districts realize efficiencies in the delivery of service, improvement in the quality of facilities provided for learning, improvement in the quality and an increase in student participation in the school-meal programs, and reduction in the amount of labor expended or increased financial savings that allow the savings realized to be redirected toward areas that directly affect the education and the success of our students. Outcomes in these programs are student-based so as to promote the equitable distribution of funds and access to core services. In Fiscal Year 2013, RIDE began the process of developing a budget model that all districts could use for most effective management of resources and reporting of information. Minimum budget presentation standards were approved by the Board of Education for adoption beginning with Fiscal Year 2014. Further development and expansion of the budget standards is under way.</p> <p>Following an Order from Governor Chafee, in Fiscal Year 2012 RIDE took on new responsibilities for providing oversight and financial review to help school districts in financial distress, including temporarily taking on responsibility for budgets, contract negotiations, and financial management of the Central Falls School District. Subsequently, new state legislation (2012) required RIDE to provide support and oversight for districts facing financial distress, and RIDE has worked in this regard with several districts, including East Providence and Woonsocket.</p> <p>As part of the management of state and federal resources, RIDE is also responsible for oversight of state aid to education, school construction, and food-services programs:</p>	

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<ul style="list-style-type: none"> <li>• RIDE has responsibility for administering the allocation of state aid to school districts, charter public schools, and state-operated schools, as well as to some programs, such as the Recovery High School, as determined by the School Funding Formula, which is entering Year 6 in Fiscal Year 2016. RIDE continues to manage all calculations of aid and to ensure the accurate and timely distribution of aid to all school districts.</li>   <li>• The RIDE School Construction Program employs registered building professionals to assist 55 school districts and charter public schools in determining the necessity of school construction, ensuring statewide equity, ensuring the responsible and efficient use of state and local resources, and helping districts find cost savings throughout the design and construction process. The RIDE staff is also uniquely qualified and positioned to work with districts to align facility planning, design, and construction with the all applicable regulations and codes.</li>   <li>• The RIDE Child Nutrition Program is one of two USDA-funded child-nutrition programs that improve the health and well-being of the children in Rhode Island. The Department of Health WIC Program is similar, in that it is funded by USDA and has a process for monitoring its local sponsors. The WIC sponsors are health centers and its "customers" are pregnant or breastfeeding women or children through age 5, and the nutrition benefits are issued to families through vouchers. The RIDE Child Nutrition Program sponsors, however, are child-care and adult-care centers and child-care homes, residential child-care institutions, school districts, charter public schools, and nonpublic elementary and secondary schools. Monitoring is conducted primarily in schools and child-care centers, and monitoring includes reviews of menus, food service, and compliance with both USDA and RIDE nutrition standards and program requirements. The monitoring reviews, following the prescribed USDA process, are conducted by nutrition specialists and the reviews include targeted technical assistance. The RIDE nutrition benefits are individual meals served on site that comply with USDA nutrition standards.</li> </ul>	

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**Fiscal Year 2016 current Service Level Budget Request:**

The Fiscal Year 2016 (FY16) current-service level budget submission requests a total of \$1.291 billion, including \$1 billion in General Revenue expenditures. This request represents a \$50.343 million increase in General Revenue expenditures from the Fiscal Year 2015 enacted budget. The largest element of this increase is \$40.7 million to fund Year 5 of the funding formula; the second largest increase is \$3.3 million for increases in teacher retirement.

The Fiscal Year 2016 current-service level budget requests an increase of \$3.4 million beyond the FY16 budget targets. This additional funding will be dedicated to increasing RIDE support to districts and schools, the most significant component of which is \$2.5 million to restore Progressive Support and Intervention funds to their FY10 funding level, the last year these funds were available to Rhode Island's schools. Progressive Support and Intervention funds are sub-granted to school districts to support the lowest-achieving schools in Rhode Island. We are also seeking \$600,000 to increase district and school access high-speed internet connections. This general revenue increase will yield a \$1.2 million federal match, producing a total of \$1.8 million dedicated to increasing the bandwidth available to our schools.

We are also seeking \$529,000 to provide our districts and school with continued access to critical statewide data systems and instructional tools. These systems and tools help our teachers and administrators collaborate and share resources; deliver useful, real-time data to every classroom; and ease the day-to-day administrative burden on our administrators.

Finally, we are seeking \$435,000 to fund three new full-time positions at RIDE. These positions are dedicated to serving districts. Two of the three positions would support district implementation of educator-quality initiatives, and the third would be responsible for monitoring and measuring agency performance, including the quality of our services to districts and schools.

**FY 2016 Constrained Budget Submission**

In accordance with State Budget Office instructions, we are also submitting a Fiscal Year 2016 constrained budget for Elementary and Secondary Education that achieves an \$883,000 reduction. This reduction is the result of

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three proposed cuts in service: personnel savings from the Rhode Island School for the Deaf (\$261,000), the elimination of a Channel 36 pass-through grant (\$250,000), and the final year of the planned three-year phase out of the Vision Services program (\$247,000). In addition to these cuts in service – but outside the constrained budget -- RIDE has also enabled \$980,000 FY16 savings in savings in the educational costs of students living in group homes. If RIDE included the benefit of these savings (which were accepted in our FY15 constrained budget), we would have met the 7.5 percent savings target.

At 3.4 percent, the constrained budget falls short of the 7.5 percent target. RIDE staff, the Council of Elementary and Secondary Education, and the Rhode Island Board of Education all strongly believe that any cuts beyond the \$883,000 we offer in our FY16 constrained request will severely compromise the ability of RIDE to deliver essential services to our districts and schools and to meet our statutory and regulatory obligations.

The Fiscal Year 2016 budget submission does not seek an expansion of RIDE capacity to support early-learning initiatives, although early learning is one of priorities for both the Board and RIDE. The infrastructure for this priority is currently funded largely through the federal Race to the Top -- Early Learning Challenge grant. RIDE is currently pursuing a highly competitive and important federal grant to accelerate the expansion of high-quality pre-kindergarten programs. In the event that Rhode Island is selected as a winning state, RIDE will seek limited internal capacity to plan and manage the rapid increase in high-quality pre-kindergarten seats for the youngest learners in Rhode Island.

**Fiscal Year 2015 Revised Budget Request**

The Fiscal Year 2015 (FY15) revised budget submission for Elementary and Secondary Education contains a \$539,000 increase from the FY15 enacted budget. This adjustment falls into education and housing aid. The education aid increase is the result of an increase of three group home beds (\$45,000); the school housing aid is the result of a \$480,000 adjustment to cover the less-than-expected savings from the refinancing of school-construction bonds.

**Rhode Island Department of Elementary and Secondary Education  
FY 2015 Revised and FY 2016 Request  
BR-10 Narrative Information**

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**Fiscal Year 2016 current Service Level Budget Request:**

The Fiscal Year 2016 (FY16) current-service level budget submission requests a total of \$1.291 billion, including \$1 billion in General Revenue expenditures. This request represents a \$50.343 million increase in General Revenue expenditures from the Fiscal Year 2015 enacted budget. The largest element of this increase is \$40.7 million to fund Year 5 of the funding formula; the second largest increase is \$3.3 million for increases in teacher retirement.

The Fiscal Year 2016 current-service level budget requests an increase of \$3.4 million beyond the FY16 budget targets. This additional funding will be dedicated to increasing RIDE support to districts and schools, the most significant component of which is \$2.5 million to restore Progressive Support and Intervention funds to their FY10 funding level, the last year these funds were available to Rhode Island's schools. Progressive Support and Intervention funds are sub-granted to school districts to support the lowest-achieving schools in Rhode Island. We are also seeking \$600,000 to increase district and school access high-speed internet connections. This general revenue increase will yield a \$1.2 million federal match, producing a total of \$1.8 million dedicated to increasing the bandwidth available to our schools.

We are also seeking \$529,000 to provide our districts and school with continued access to critical statewide data systems and instructional tools. These systems and tools help our teachers and administrators collaborate and share resources; deliver useful, real-time data to every classroom; and ease the day-to-day administrative burden on our administrators.

Finally, we are seeking \$435,000 to fund three new full-time positions at RIDE. These positions are dedicated to serving districts. Two of the three positions would support district implementation of educator-quality initiatives, and the third would be responsible for monitoring and measuring agency performance, including the quality of our services to districts and schools.

**FY 2016 Constrained Budget Submission**

In accordance with State Budget Office instructions, we are also submitting a Fiscal Year 2016 constrained budget for Elementary and Secondary Education that achieves an \$883,000 reduction. This reduction is the result of

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<p>three proposed cuts in service: personnel savings from the Rhode Island School for the Deaf (\$261,000), the elimination of a Channel 36 pass-through grant (\$250,000), and the final year of the planned three-year phase out of the Vision Services program (\$247,000). In addition to these cuts in service – but outside the constrained budget -- RIDE has also enabled \$980,000 FY16 savings in savings in the educational costs of students living in group homes. If RIDE included the benefit of these savings (which were accepted in our FY15 constrained budget), we would have met the 7.5 percent savings target.</p> <p>At 3.4 percent, the constrained budget falls short of the 7.5 percent target. RIDE staff, the Council of Elementary and Secondary Education, and the Rhode Island Board of Education all strongly believe that any cuts beyond the \$883,000 we offer in our FY16 constrained request will severely compromise the ability of RIDE to deliver essential services to our districts and schools and to meet our statutory and regulatory obligations.</p> <p>The Fiscal Year 2016 budget submission does not seek an expansion of RIDE capacity to support early-learning initiatives, although early learning is one of priorities for both the Board and RIDE. The infrastructure for this priority is currently funded largely through the federal Race to the Top -- Early Learning Challenge grant. RIDE is currently pursuing a highly competitive and important federal grant to accelerate the expansion of high-quality pre-kindergarten programs. In the event that Rhode Island is selected as a winning state, RIDE will seek limited internal capacity to plan and manage the rapid increase in high-quality pre-kindergarten seats for the youngest learners in Rhode Island.</p> <p><b>Fiscal Year 2015 Revised Budget Request</b></p> <p>The Fiscal Year 2015 (FY15) revised budget submission for Elementary and Secondary Education contains a \$539,000 increase from the FY15 enacted budget. This adjustment falls into education and housing aid. The education aid increase is the result of an increase of three group home beds (\$45,000); the school housing aid is the result of a \$480,000 adjustment to cover the less-than-expected savings from the refinancing of school-construction bonds.</p>	