

Transforming Education in Rhode Island



The Race to the Top Opportunity

Providence Race to the Top Implementation Update: Years 1 and 2

The Annual Stocktaking provides both the state and the Local Education Agency (LEA) with an opportunity to review LEA accomplishments and challenges over the course of the Race to the Top (RTT) grant implementation period (i.e., from September 2010 to date). In this summary, RIDE has included relevant LEA-reported data as well as other evidence sources (e.g., training participation) for the purposes of reviewing programmatic successes. The contents of this report were developed under a Race to the Top grant from the U.S. Department of Education. However, those contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government.

This report also identifies areas (if any) in which LEAs are struggling with their ability to meet Race to the Top commitments and may need assistance and support to meet their goals. We have also included suggestions, based on the LEA's accomplishments and anticipated activities, of implementation strategies that your CLO colleagues would benefit from hearing.

Stocktaking Overview

The table below shows Providence's self-reported status against the Year 2 Race to the Top projects. During Year 2, Providence has fully participated in the following projects: Study of the Standards, Model Curriculum and Intensive Curriculum Alignment, Project-Based Learning, Educator Evaluation, Recruitment Platform, New Teacher Induction, Alternative Certification, and Transformation.

In addition, Providence has begun planning for the implementation of the following Year 3 projects: Formative Assessment Professional Development, Data-Use Professional Development, Interim Assessments, and the Instructional Management System (IMS).

	STUDY OF THE STANDARDS				MODEL CURRICULUM				EDUCATOR EVALUATION				RECRUITMENT (SchoolSpring)				INDUCTION				TRANSFORMATION			
LEA	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Providence	GREEN	GREEN	GREEN	GREEN	GREEN	GREEN	GREEN	GREEN	GREEN	GREEN	GREEN	GREEN	GREEN	GREEN	GREEN	GREEN	YELLOW	GREEN	GREEN	GREEN	YELLOW	GREEN	GREEN	GREEN

GREEN	Implementation is on track and there is evidence that the work is taking hold at the LEA/school level
YELLOW	Implementation is delayed and more preparation or alternative strategies are needed for the work to take hold at the LEA/school level
RED	Implementation is at risk or off track; there are significant barriers to implementation that your LEA is facing in the short-term (3-6 mos)
NA	The LEA is not implementing this project, or the project implementation has not yet started

Summary of Performance Management Participation

As you know, participation in the Collaborative Learning for Outcomes (CLO) process and the submission of the corresponding quarterly progress report is our method for monitoring LEA progress against implementing RTT. More importantly, though, we believe that quality implementation of RTT is best supported through peer-to-peer sharing and that the CLO meetings provide LEAs with an opportunity to gain insights on how to address specific challenges of capacity and practice. RIDE wants to acknowledge that Providence was a thoughtful partner in developing the CLO process as well as the original LEA scope of work (SOW). We also want to acknowledge the LEA's preparation for and participation in Rhode Island's Year 2 on-site visit from the U.S. Department of Education.

In addition to Providence's participation in the CLO process and in individual RTT projects, we also want to thank the district for its active participation in the RTT Steering Committee, as well as its participation in the December 'moving forward' evaluation panel. Additionally, we would like to note that Providence attended the training for the Virtual Learning Math Modules in summer 2012 and participated in the summer scale-up of these modules. In the upcoming fall, RIDE will provide additional training opportunities and support for districts implementing these modules. We also want to acknowledge the contributions that Providence made through their participation in the RIDE-RISSA-RISTE Data Team meetings. Additionally, we want to thank the Superintendent and the Chief of Staff Performance and Technology Integration for their active participation in RIDE's collaborative work with various stakeholders to identify communication and engagement strategies that will build a deeper understanding of the goals for transforming education in Rhode Island.

During the 2011-2012 year, Providence met the bar for participation in all four quarterly CLO meetings. All quarterly progress reports were submitted on time, and Providence sent consistent participants to the quarterly meetings, representing appropriate levels of LEA leadership. We also appreciated Providence's practice-sharing during the quarter 3 meeting.

In the upcoming year, we are looking forward to having more meaningful conversations around the implementation accomplishments and challenges faced by each LEA. With that in mind, we would encourage you to continue sharing the tools and strategies you are using in your district and have made suggestions in this report regarding areas that we would appreciate hearing about in greater detail.

System of Support 1: Standards and Curriculum

As of July 2012, Providence is on track against the System of Support 1 Year 1 and Year 2 commitments and tasks for Race to the Top, reflected in the tables below. Based on the quarterly progress reports submitted by Providence, we have assessed the district as 'on track,' 'delayed,' or 'off track/at risk' on each task utilizing the criteria described on page 1 of this report.

Study of the Standards	Year 1: SY10-11	Year 2: SY11-12	
Identify educators to participate in the Study of the Standards	X*	X	X
Specify names and invite participants	X	X	X
Coordinate schedule with RIDE for all participants	X	X	X
Complete planned educator training	X	X	X

*Please note: the 'X' in the above table represents the anticipated completion timeline set by RIDE, not when the district completed the task.

Intensive Curriculum Alignment and Model Curriculum Development	Year 1: SY10-11	Year 2: SY11-12	
Develop and communicate a multi-year Transition Plan for the Common Core State Standards implementation, including clear expectations for school level transition benchmarks and a plan for developing a curriculum aligned to the CCSS in grades K-12	X	X	X
Identify opportunities for educators to work collaboratively to deepen understanding of CCSS (e.g. Common Planning Time, grade level team, department meetings, faculty meetings)		X	X
Conduct analyses of each core curricula to ensure that each is aligned to standards, guaranteed and viable	X		
Identify which, if any, curriculum development is needed as well as the method by which curriculum will be developed (i.e. Model Curriculum with the Charles A. Dana Center, through an LEA cohort, or individually)	X	X	
Create implementation plan, including the identification of aligned resources, to support roll out of new curricula		X	X
Develop curriculum aligned to the Common Core State Standards, including participation in Dana Center curriculum writing and leadership sessions (if applicable)		X	X

Project Based Learning	Year 1: SY10-11	Year 2: SY11-12	
Identify which grades and content areas would benefit from focusing on Project Based Learning		X	X
Specify names and invite participants			X
Coordinate schedule with RIDE for all participants			X

Providence provided professional development on the Common Core State Standards to all K-12 ELA teachers as well as K, 1, and 8-12 mathematics teachers. This initial session was supplemented by an additional Study of the Standards session given by the Providence ELA department. This level of participation met their RTT goals (i.e., 85% of core educators in the district) around attendance at the Study of the Standards training sessions. Additionally, Providence distributed the standards guidebooks to all applicable faculty.

RIDE would like to commend Providence on its efforts to expand and deepen educator and administrator knowledge of the Common Core State Standards (CCSS). In its progress reports, Providence noted that it provided a quarterly CCSS overview to all educators who attended the initial Study of the Standards. The ELA team of reading coaches, the supervisor of literacy, and K-5 ELA staff attended the Council of Great City Schools conference, where the team worked on developing Common Core-aligned, text-dependent questions based on the basal reading series. Additionally, the district has attended supplemental RIDE professional development geared toward increasing readiness to transition through focusing on text complexity and developing text-dependent questions.

Providence has made significant progress against implementing a guaranteed and viable curriculum aligned to the new Common Core State Standards. During the 2011-2012 school year, Providence continued its partnership with the Dana Center to write and revise the K-12 mathematics curriculum. This work was completed in May 2012, and the district continued working over the summer to ensure that it is well prepared to implement the curriculum during the 2012-2013 school year. In parallel, Providence partnered with the University of Connecticut to create a plan for the revision of their K-12 ELA curriculum during the 2012-2013 school year.

In preparation for implementation of project-based learning (PBL), Providence attended a one-day conference to learn about research-based PBL best practices. The district also created a team (including the PPSD science supervisor, district CTE director, and the CTE program coordinator at Providence Career and Technical Academy and Central High School). This team will be responsible for the coordination and monitoring of PBL activities. As of May 2012, Providence had developed a project plan with action steps, deliverables, and timelines for PBL professional development activities taking place in the upcoming school year. The district also identified teachers to participate in the pilot, as well as options for delivering the professional development.

In its quarterly progress reports, Providence noted that it has encountered the following challenges around this work:

- Substitute coverage while teachers participated in curriculum development work, which led to inconsistent attendance at sessions
- Teacher reluctance to attend curriculum writing sessions taking place during class time
- Attendance at district-wide professional development is voluntary
- Clarifying the respective roles and responsibilities of the Dana Center and PPSD

We want to commend Providence on its collaboration around the resources and strategies that will deepen educator understanding of the new CCSS and accelerate the implementation of the new standards at the classroom level. Additionally, we appreciate that during the quarter 3 CLO meeting Providence shared its approach to creating resources to aid the CCSS transition. We hope that the district will continue to share the curriculum materials it is developing with CLO colleagues during upcoming meetings, or with all districts through the Instructional Management System (IMS).

System of Support 2: Instructional Improvement Systems

As of July 2012, Providence is on track against the System of Support 2 Years 1 and 2 commitments and tasks for Race to the Top. RIDE would like to thank Providence for its participation in the RISSA-RISTE-RIDE meetings. The participation and feedback during that process helped ensure a successful launch for the RTT data systems.

Thus far, Providence has reported that it intends to implement the Formative Assessment online professional development modules and has registered facilitators to attend RIDE facilitator orientation sessions. The district also plans to implement the Interim Assessment test construction tool during the upcoming school year.

The district will engage school data leadership teams from the United Providence (UP) schools in Data-Use professional development during the 2012-2013 school year and intends to roll out the training during the 2013-2014 school year for the remaining schools in the district. Finally, Providence has attended Instructional Management System (IMS) administrator training and started configuring the Primary (Pinnacle) and RtI platforms.

RIDE would like to remind the district that several crucial steps must be taken before the district can implement any of the RTT data systems (including the IMS and Educator Performance and Support System (EPSS)); for example, some functionality in the IMS is dependent upon the timely submission of Teacher-Course-Student data. For questions or concerns, contact helpdesk@RIDE.ri.gov

In the upcoming CLO sessions, we look forward to hearing about the successes and challenges that Providence has encountered while implementing these systems, as well as the district's progress around building teacher engagement with the various IMS tools and resources. Additionally, for those participating in the Data-Use professional development, we would be interested in hearing some of the strategies that Providence has learned regarding deepening collaboration around data and using data to change instructional outcomes.

Formative Assessment Online Professional Development Modules	Year 1: SY10-11	Year 2: SY11-12	
Create multiyear plan for implementation of formative assessment PD modules, including the process and timelines by which all educators will participate in the formative assessment training modules			X
Identify facilitators who will support the implementation of formative assessment practices in daily instruction			X

Interim Assessments	Year 1: SY10-11	Year 2: SY11-12	
Identify method by which all educators will have access to interim assessments			X
Develop timeline for training of all educators in the use of interim assessments utilizing train-the-trainer model			X
Develop protocols or expectations regarding the use of interim assessment to inform instruction including timelines for administration and process for scoring and reporting results			X

'Data Use' Professional Development	Year 1: SY10-11	Year 2: SY11-12	
Complete a needs assessment survey indicating the use of and collaboration around data within schools and across the LEA			X
Based on RIDE implementation plan, determine the timing (i.e. Year 1, Year 2, or staggered across Year 1 and Year 2) of LEA participation in 'Data Use' Professional Development and provide RIDE with the schools that will participate in Year 1 and/or Year 2 training cohorts			X
In coordination with RIDE, select 'Data Use' training dates for each cohort of schools, as applicable			Year 1
Identify and provide RIDE with the leadership team members from each school who will participate in the Year 1 and/or Year 2 training cohorts, as applicable			Year 1

** Please note that, for this project, 'year 1' refers to cohort 1 taking place during the 2012-2013 school year, and 'year 2' refers to cohort 2 taking place during the 2013-2014 school year.*

Instructional Management System (IMS)	Year 1: SY10-11	Year 2: SY11-12	
Designate an LEA data steward to support decision making around data collections and systems implementation and to provide input and feedback on data initiatives through designated representatives	Identify LEA Data Steward	X	X
Maintain data quality standards of local student information systems and upload local assessment data and program information as required by RIDE in a timely manner	X	X	X
Review the RIDE <i>IMS Training Plan</i> and develop a multiyear training and implementation plan to provide all educators with access and training on the system			X
Based on <i>IMS Training Plan</i> guidance, register and attend training for Administrative Users (i.e. users who will maintain and configure both the Primary IMS and RtI Module) and LEA Trainers (i.e. staff to be trained as trainers)			X
Following RIDE training, LEA Administrative Users and LEA Trainers configure the IMS for educator use and to provide end users with access and training needed to utilize the IMS for daily activities			X

System of Support 3: Educator Effectiveness

As of July 2012, Providence is on track against the System of Support 3 Years 1 and 2 commitments and tasks for Race to the Top.

Educator Evaluation	Year 1: SY10-11	Year 2: SY11-12	
Participate in educator evaluation model design, development and refinement feedback opportunities	X	X	X
Identify District Evaluation Committee members, responsible for monitoring the implementation of the system and providing recommendations to LEA leadership teams	X	X	X
Participate in field testing to support RI Model development	X		
Identify individuals who will serve as primary and, if applicable, secondary/complementary evaluators	X		X
Send all required evaluators to RIDE-provided evaluator training on model; Send evaluators and system administrators to training on the Educator Performance Support System (EPSS) data system	X	X	X
Examine LEA Policies and Contracts for Challenges; where applicable, consider memorandums of understanding or contract renewal language which will support district implementation of evaluations	X	X	X
Create a plan for the appropriate use of funds to support implementation of educator evaluation system	X		X
Complete required components of RIDE approved model for educator and building administrator evaluations		X	X
Submit evaluation data and documentation (e.g. component and summative level ratings, verified rosters); provide other requested information to support RIDE research and system improvement			X

Based on its quarterly progress reports, Providence has implemented all components of the RIDE-approved Innovation Model for evaluating teachers and the Rhode Island Model for evaluating building administrators. The district has submitted the final summative evaluation ratings for teachers and building administrators to RIDE. The district also created a District Evaluation Committee (composed of teachers, support personnel, principals, central office staff, and union reps) and submitted this information to RIDE.

To support the educator evaluation implementation process, principals were provided with an opportunity to practice observation protocols and discuss findings during their monthly labs. In its progress reports, Providence noted that this practice was invaluable in maintaining a structure for ongoing calibration and developing a common vision of effective teaching amongst administrators. In order to prepare teachers for the evaluation process, the district provided presentations to teachers on model components as well as the plan for implementation. The district also created an educator evaluation page on its website. The Office of Professional Learning drafted a concise handbook outlining the evaluation process, which was then posted online as a support resource for teachers, administrators, and other stakeholders.

During the 2011-2012 school year, Providence attended all 13 teacher evaluation training as well as the RIDE Student Learning Objective (SLO) and building administrator evaluation training. Currently, participants from the district are registered for applicable summer evaluation training. We want to remind the district that all personnel responsible for evaluating building administrators must attend Academy training during summer 2012, as well as two half-days of additional professional development taking place over the 2012-2013 school year and online observation practice. Personnel responsible for evaluating both teachers and building administrators (e.g., a principal who evaluates teachers and an assistant principal) are required to attend only the *Academy for Personnel Evaluating Teachers*.

In its quarterly progress reports, Providence noted that it has encountered the following challenges around this work:

- District size presents a challenge when training all teachers, administrators, and central office staff along with implementation

RIDE has appreciated Providence's collaboration and thoughtful partnership around the development and refinement of educator evaluation processes. Through their participation in advisory committees, RIDE has received valuable feedback on model refinement and the cyclical evaluation process. We hope that this additional level of participation has been as beneficial to the district as it has been to RIDE. In the upcoming school year, we hope that Providence continues to share the strategies and resources it is using to support the evaluation process.

System of Support 4: Human Capital Development

As of July 2012, Providence is on track against the System of Support 4 Years 1 and 2 commitments and tasks for Race to the Top.

Recruitment (SchoolSpring)	Year 1: SY10-11	Year 2: SY11-12	
Provide RIDE with feedback on the desired functionality of a state-wide recruitment platform	X		
Attend orientation sessions with selected vendor and train relevant personnel as needed	X	X	
Post open positions using the state-wide Recruitment Platform (SchoolSpring)		X	X

Beginning Teacher Induction	Year 1: SY10-11	Year 2: SY11-12	
Provide RIDE with feedback around the proposed design of the Induction Coach program	X		
If applicable, recommend potential Induction Coaches to RIDE	X		X
Review and revise hiring policies, timelines and processes in order to support appropriate and timely projections for anticipated hires requiring induction coach services	X		X
Provide RIDE with list of beginning teachers who will receive Induction Coach support in a timely manner in order to ensure that all beginning teachers have coaching	X		X
Participate in RIDE-provided information opportunities in order to learn about induction coach program	X	X	X

Alternative Certification	Year 1: SY10-11	Year 2: SY11-12	
Provide projections to Teach For America (TFA) and/or The New Teacher Project (TNTP) for recruitment needs in hard to staff areas for upcoming school year			X
Review and revise hiring policies, timelines and processes in order to support appropriate and timely assessment of alternative certification staff needed			X
Monitor building administrator satisfaction with candidates from alternative certification pathways	X	X	X

In preparation for the 2012-2013 school year, Providence began utilizing the SchoolSpring recruitment platform to recruit additional staff, and the district successfully integrated SchoolSpring capabilities with the PPSD applicant tracking platform. The district noted that this integration provided significant incremental value and exposure. The district also received several new placements through its alternative certification partnerships with The New Teacher Project (TNTP) and Teach for America (TFA). For the 2011-2012 school year, Providence placed 8 teachers from TNTP and 18 teachers from TFA.

During the 2011-2012 school year, Providence released two teachers to serve as full-time RIDE Induction Coaches, supporting the district's 24 beginning teachers. In addition to the participation by Providence's principals and teachers, RIDE would like to thank Providence for its participation in the Induction Advisory Board meetings at RIDE. The thoughtful contributions of the Mentor Coordinator were instrumental in shaping the Induction program.

In its quarterly progress reports, Providence noted that it has encountered the following challenges around this work:

- Training staff on the new SchoolSpring recruitment platform involved renegotiation of clerical job descriptions
- Alignment of SchoolSpring with the existing tracking system
- Communication across PPSD about how SchoolSpring would be used in conjunction with the existing applicant tracking system
- Clarification from RIDE on the definition of 'new to profession' teachers

In the upcoming CLO sessions, RIDE looks forward to engaging in a deeper conversation around the revisions that Providence and other LEAs have made to their hiring policies, timelines, and processes in order to support broader human capital initiatives including recruitment of highly qualified and diverse candidates and providing data-driven induction support to beginning teachers.

System of Support 5: School Transformation and Innovation

As of July 2012, Providence is on track against the System of Support 5 Years 1 and 2 commitments and tasks for Race to the Top. RIDE appreciates that Providence has been an active participant in the design of this system, including the development of RIDE's amendment of System of Support 5 to the U.S. Department of Education. As the implementation of United Providence progresses, we look forward to engaging with Providence on successes and challenges during the tactical meetings and hope that the continuation of those meetings will help address and resolve any major issues that could affect Providence's implementation of Race to the Top.

	Year 1: SY10-11	Year 2: SY11-12	
School Achievement Specialists			
Procure School Achievement Specialist services for Cohort I and Cohort II		I	II
Monitor the effectiveness of School Achievement Specialists in supporting identified schools in collaboration with RIDE			I

	Year 1: SY10-11	Year 2: SY11-12	
Turnaround Principal Leaders Corps			
Assess leadership needs for the identified PLAs		X	X
Identify and recommend to RIDE school-based, district-based and non school-based leaders within the LEA as potential participants for the turnaround principal leadership corps group I and group II			I

	Year 1: SY10-11	Year 2: SY11-12	
Spring 2012 and Summer Leadership Institute			
Provide feedback on the design and delivery of spring 2012 and summer institutes			X
Identify a core team to attend spring 2012 and summer institute			X
Attend spring 2012 and summer institute training			X
Identify the need for up to 5 days of additional job-embedded follow-up to spring 2012/summer institute and coordinate delivery with the RIDE vendor			X

	Year 1: SY10-11	Year 2: SY11-12	
Teacher Evaluation Support			
Design and submit a program and budgetary plan for implementing Teacher Evaluation Support in PLA schools			X
Hire/procure Teacher Evaluation Support services			X

Since its Cohort I and Cohort II identification, the Providence school district has developed School Reform Plans (SRP) and implemented all or portions of the RIDE-approved plans. In addition to the work completed thus far on the Race to the Top projects, Providence has also been a strong partner in the state's redesign and amendment process for these projects. The successful redesign of portions of this system of support is the result of strong SEA/LEA collaboration, and we are pleased to note that the resulting suite of professional development and leadership training and support initiatives appears to be meeting key needs of the district.

Providence contracted with MassInsight to work with administrators on the design and implementation of a district partnership 'zone' strategy for transformation of the district's struggling schools. In addition to the high-level administrative and organizational support provided by MassInsight, Providence contracted with Teachscape starting in school year 2010-2011 to provide School Achievement Specialist (SAS) services and to support instructional leadership and institutionalization of reform efforts in Cohort I schools. This has been supplemented by support from Cambium/NAEP, which is providing SAS services in three Providence schools during the 2012-2013 school year.

The Providence school district completed an assessment of its leadership needs, both at the district and school levels. Additionally, Providence has contributed to the design as well as the residency costs for the turnaround leadership program; as such, the district will have the option of hiring up to three aspiring principals from the current cohort and another seven from the next cohort.

Providence, in partnership with RIDE and the New York City Leadership Academy (NYCLA), developed the curriculum for the turnaround leader intensive training, which took place during spring and summer 2012 as part of the Academy of Transformative Leadership. The district sent key administrators and school leadership teams from six of the nine Cohort I and II schools, along with 10 aspiring principals, to the spring intensive. Three of the five Cohort II schools, along with Central High School, sent teams to the summer intensive. Moving forward, RIDE anticipates that Providence will continue to participate fully in the additional professional development offered through the Academy of Transformative Leadership, and we appreciate the thoughtful approach that the district is taking to ensure that the professional development offered through the Academy is in alignment with additional district and school professional development and district coaching needs.

Providence has utilized Race to the Top funds to support educator evaluation through the hiring of a full-time coordinator of the district evaluation program. This is augmented by the investment of 'Educator Evaluation Implementation Specialist' funding to support Peer Assistance and Review (PAR) in turnaround schools. PAR will provide specialized support for teachers that, on the basis of full implementation of the educator evaluation system, require teacher growth plans or additional support.

Summary of Fiscal Spending To Date (As of August 15, 2012)

The table below contains an overview of Providence’s fiscal spending through August 15, 2012, as well as the total funds available for reimbursement from Years 1 and 2 and for the remaining grant period.

As we approach Year 3 of Race to the Top implementation, RIDE will be revising all LEA allocations in AcceleGrants as necessary to align with the updated state scope of work and the revised budget that was approved by the U.S. Department of Education in April. Our Race to the Top revised budget allowed us to redistribute unspent funds and savings realized after the first year-and-a-half of the program. Savings were primarily due to less spent on personnel, lower-than-anticipated costs for contracts, and revisions to some program designs. These revisions affected LEA budgets as well as the state budget. Savings in contracts were passed along to LEAs.

Please note that, in the table below, the Total Years 1-4 remaining does not reflect the amended funding. As a result of the budget amendment, LEAs will likely see the funds increase or shift to SEA set-asides. We will be sending out instructions to all LEA business managers on the shifts in LEA direct allocations and set-asides and on how to amend Race to the Top budgets for the remaining funding available.

If you have any questions on the budget table below or the revised allocations, please contact David Alves at 222-4271 (david.alves@ride.ri.gov) or Crystal Martin at 222-8482 (crystal.martin@ride.ri.gov).

	Total Years 1-2 Allocation	Reimbursed through 8/15/12	Years 1-2 Funds Remaining	Total Years 1-4 Remaining
STANDARDS & CURRICULUM	\$1,337,328.00	\$417,129.42	\$920,198.58	\$920,198.58
INSTRUCTIONAL IMPROVEMENT SYSTEMS*	\$392,543.00	\$0.00	\$392,543.00	\$392,543.00
EDUCATOR EFFECTIVENESS	\$1,338,500.00	\$360,727.58	\$977,772.42	\$977,772.42
HUMAN CAPITAL DEVELOPMENT	\$2,296,041.00	\$0.00	\$0.00	\$0.00
SCHOOL TRANSFORMATION AND INNOVATION	\$5,645,250.00	\$618,600.00	\$5,026,650.00	\$5,026,650.00
NON-COMMITTED	\$329,308.00	\$0.00	\$329,308.00	\$329,308.00
TOTAL	\$11,338,970.00	\$1,396,457.00	\$7,646,472.00	\$7,646,472.00

* RIDE has allocated an additional \$34,623.00 in funds to Providence for the support of the Teacher-Course-Student data collection.

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