

**Rhode Island Department of Elementary and Secondary Education  
FY 2016 Revised and FY 2017 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
<b>Program Explanation:</b> <p>The primary objective of the Rhode Island Strategic Plan, 2020 Vision for Education, is to ensure that all Rhode Island students are well prepared for postsecondary education, work, and life. RIDE supports student success through initiatives that encompass every dimension of students' educational experiences from early childhood through graduation, supporting teachers and leaders, schools, high quality educational programs, and resource investment.</p> <p>In 2014, the Council on Elementary and Secondary Education embarked on a new process for developing the 2015-2020 RI Strategic Plan for Education. The collective efforts of 26 community writers and 15,000 Rhode Islanders resulted in a final plan that was approved by the Council of Elementary &amp; Secondary Education on August 24, 2015.</p> <p>2020 Vision for Education has six priority areas focus and organize the work of the statewide strategic plan:</p> <ul style="list-style-type: none"><li>• Teacher and Leader Support</li><li>• Early Childhood Education</li><li>• Personalized Learning Statewide</li><li>• Globally Competent Graduates</li><li>• Informed Instructional Decision-Making</li><li>• Student-Centered Resource Investment</li></ul> <p>Measures of success at the end of five years are described as the key outcomes for each priority area within 2020 Vision for Education. Additional internal measures of success include high quality performance and accuracy in undertaking regulatory and procedural responsibilities, high quality customer service, and increased communication to and engagement by families and the community.</p> <p>Priority 1: Teacher and Leader Support Every community has excellent teachers and building administrators for every student and in every school.</p> <p>RIDE supports all educators from their pre-service preparation to their retirement through initiatives in the following categories:</p> <ul style="list-style-type: none"><li>• Improved Educator and Leader Preparation<ul style="list-style-type: none"><li>○ Educator-preparation program approval for Rhode Island institutions of higher education and private providers</li></ul></li></ul>	

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- Induction support and resource advocacy to help first year educators and building administrators establish their practice
- Teacher assistant preparation and support
- High-Quality, Relevant Professional Development
  - Supporting professional learning opportunities for educators and leaders that are identified through data and aligned with the most important needs of students, educators, and leaders
  - Encouraging educator participation in professional learning communities for feedback and support
- Focused Training for Educators Working Urban Schools
  - Partnering with core educational partners to provide focused support for educators, schools, and leaders within urban districts
  - Support efforts to increase recruitment and retention of high quality educators and leaders in urban schools
- Effective Practices in Personnel Management
  - Educator certification through a tiered certification system and multiple pathways to certification
  - Models of educator-career continuum that fosters growth and leadership within and beyond the classroom, including encouragement for educators seeking the highest professional credential available to educators (National Board Certification)
  - Educator recognition programs for distinguished teachers and administrators
  - Frameworks, guidance, technical assistance, and support for best practices in personnel management and educator evaluation at the local level

**Priority 2: Early Childhood Education**

*Our youngest learners in every community are prepared to enter school.*

RIDE partners with other Rhode Island government agencies and community partners to ensure continued expansion of high-quality early learning programs across the state through initiatives in the following categories:

- Collaboration and Coordination
  - Coordination and streamlining of multi-agency oversight of early learning programs across Rhode Island

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<ul style="list-style-type: none"> <li>○ Distribution of family-friendly information about developmental benchmarks and screening, and the importance of education</li> <li>○ High-quality health and educational screening for young children, including for identification of and providing access to specialized services for children with developmental delays or disabilities</li> <li>● A Focus on Quality Standards           <ul style="list-style-type: none"> <li>○ Encouragement and support for comprehensive adoption and use of the RI Early Learning and Development Standards (RIELDS), including guidance and professional development for early childhood professionals in using the RIELDS</li> <li>○ Guidance and support in the use of standards-based expectations for early childhood educators, providers, and programs</li> </ul> </li> <li>● Targeted High-Quality Pre-Kindergarten           <ul style="list-style-type: none"> <li>○ Advocacy and resource allocation to expand access to high-quality early childhood education programs</li> </ul> </li> <li>● Full-Day Kindergarten           <ul style="list-style-type: none"> <li>○ Advocacy to support access to high quality full-day kindergarten programs statewide</li> <li>○ Monitor and enforce standards for high quality full-day kindergarten</li> </ul> </li> </ul> <p style="text-align: center;"><b>Personalized Learning Statewide</b></p> <p style="text-align: center;"><i>Every school provides every child with personalized instruction and resources that respond to his or her unique learning needs.</i></p> <p>RIDE provides guidance and support for schools and districts to implement and expand students' access to personalized learning within and outside the classroom in order to ensure all students' unique learning needs are met, leading to a reduction in statewide achievement gaps and an increase in successful completion of high school, through initiatives in the following categories:</p> <ul style="list-style-type: none"> <li>● Building Statewide Capacity to Personalize           <ul style="list-style-type: none"> <li>○ Educator preparation as pre-service and in-service professional learning in the areas of personalized instruction</li> <li>○ Models and resources for innovative and replicable best practices at elementary, secondary, and adult learning levels for student learning experiences and opportunities within and beyond the classroom and regular school day and building, including experiential learning (e.g., project-based learning, service learning)</li> </ul> </li> </ul>	

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<ul style="list-style-type: none"> <li>○ Policy and fiscal framework enabling students with flexibility and choice of educational options that meet their unique learning</li> <li>○ needs and state and local requirements, particularly for career and technical education (CTE) and dual-enrollment pathways, and supports and services for students with disabilities, English Language Learners, and other diverse needs</li> <li>○ Advocacy to improve statewide infrastructure to support instructional technology use within and beyond the classroom</li> <li>○ Charter public schools use of innovative and reliable educational strategies to meet the needs of students in communities throughout Rhode Island, with a focus on urban communities</li> <li>○ Transformation of low-performing schools into supported and collaborative learning environments that meet students' educational needs and yield an increase in student achievement</li> <li>● Blended and Digital Learning             <ul style="list-style-type: none"> <li>○ Guidance, models, and support for adoption of best and emerging practices in elementary, secondary, and adult learning classrooms for blended and digital learning statewide</li> <li>○ State technology plan and resource advocacy to support one-student-to-one-computer ratios, improvement to statewide technology infrastructure, and support for district and school technology planning to meet student and school needs</li> </ul> </li> <li>● Career Readiness and Pathways             <ul style="list-style-type: none"> <li>○ Flexible, high-quality opportunities for student and adult access to college and career ready education and training programs that yield portable credits and/or credentials</li> <li>○ Partnership with postsecondary education to support students' access, readiness, and ability to enroll in dual enrollment courses for postsecondary credit</li> <li>○ Collaboration with school districts, adult education providers, and business partners for career and technical education and other career-ready credentials and skill transcripts</li> <li>○ High-quality adult educational services funding, program accessibility, and performance monitoring to meet adult learner needs for graduation equivalency achievement</li> </ul> </li> </ul>	

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<p><b>Globally Competent Graduates</b></p> <p><i>Every student is supported and prepared throughout their PK-12 experience for college, career, and life.</i></p> <p>RIDE promotes, provides guidance for, and oversees school-level implementation of student wellness and cultural and language competency programs and policies in the following categories:</p> <ul style="list-style-type: none"> <li>● Social and Emotional Learning and Wellness           <ul style="list-style-type: none"> <li>○ Standards, curricular resources, and best practice approaches for social and emotional learning</li> <li>○ Collaboration with districts and key educational partners to measure and improve school climate and culture</li> <li>○ Collaboration with public and private mental- and behavioral-health providers for expansion of the quality and quantity of in-school services</li> <li>○ High-quality student health and wellness education programs and school nutrition programs</li> <li>○ Best practices and relevant, high-quality special education services</li> <li>○ Partnership between schools and communities to provide in-school and outside of school learning opportunities and services for students and families</li> </ul> </li> <li>● Cultural Competency           <ul style="list-style-type: none"> <li>○ Adoption of cultural competency standards and promotion of statewide understanding and best practices approaches</li> <li>○ Partnership with postsecondary and community partners to provide professional development and guidance for current and pre-service educators to understand and implement cultural competency standards</li> <li>○ Promotion of best practices that develop students' cultural competency</li> </ul> </li> <li>● Dual-Language and World Language Instruction           <ul style="list-style-type: none"> <li>○ Advocacy for expansion of world language coursework at all levels</li> <li>○ Expansion of dual-language programming through advocacy and promotion</li> <li>○ Promotion of biliteracy achievement for all students, including adoption of a biliteracy seal</li> </ul> </li> </ul> <p style="text-align: center;"><b>Informed Instructional Decision-Making</b></p> <p><i>Every educational decision for every student is based on relevant, valid, reliable data.</i></p>	

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<p>RIDE supports standards-based instruction and curriculum development integrated with a comprehensive assessment system that provides data on student learning to inform instructional decisions that support increased student achievement, understanding, and educational involvement through initiatives in the following categories:</p> <ul style="list-style-type: none"> <li>• Data and Assessment Literacy for Educators           <ul style="list-style-type: none"> <li>○ Creation and implementation of statewide vision for development and use of assessments that improve teaching and learning and are useful to educators at the state, district, and school levels</li> <li>○ Statewide focus on assessment literacy initiatives, including professional development, best practices and resources for assessment creation and administration, and establishment of educator cadres to partner with schools and districts on improving assessment practices and understanding of assessment literacy</li> <li>○ Resources and best practices for educators on standards-based instruction that is informed by data on student learning</li> </ul> </li> <li>• Multiple-Measure Systems that Include Authentic Assessment           <ul style="list-style-type: none"> <li>○ Guidance and support for school and district development of comprehensive assessment systems from PK-12 in all content areas</li> <li>○ Research and supports to share best practices and tools for innovative forms of assessment and data-based instructional decision-making</li> <li>○ Resources, tools (e.g., Instructional Support System), and technical assistance supporting standards-based instruction and assessment, standards-based curriculum development, and collaboration between schools and districts</li> </ul> </li> <li>• Balanced and Useful Assessment Systems           <ul style="list-style-type: none"> <li>○ Support and technical assistance for examining state and local assessment practices for insurance of an appropriate amount of time and personnel are invested in assessment administration</li> <li>○ Support school and district development of a balanced comprehensive assessment system that includes multiple measures and an appropriate blend of formative, interim, and summative assessments to support teaching and learning and inform curricular decisions</li> <li>○ Administration of the Rhode Island State Assessment Program (PARCC, RI Alternate Assessment, Developmental Reading Assessment, ACCESS for English Language Learner Assessment, and National Assessment of Educational Progress)</li> </ul> </li> </ul>	

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<ul style="list-style-type: none"> <li>● Stakeholder Understanding and Engagement           <ul style="list-style-type: none"> <li>○ Useful communication strategies, tools, and reports that help families, students, and the community access and understand educational data</li> <li>○ Promotion and communications supporting student and family engagement in student educational decisions, especially based on educational data.</li> </ul> </li> </ul> <p style="text-align: center;"><b>Student-Centered Resource Investment</b></p> <p style="text-align: center;"><i>Every community works together to ensure every school system can provide every student with an excellent education.</i></p> <p>RIDE oversees and implements statewide efficiencies and federal and state infrastructure-related programs with initiatives in the following categories:</p> <ul style="list-style-type: none"> <li>● Increased Resource Flexibility           <ul style="list-style-type: none"> <li>○ Pursuit of and collaboration with schools and districts for competitive and philanthropic funding to achieve the priorities in the strategic plan</li> <li>○ Promotion of district autonomy and relief from prescriptive policies and regulations for investing resources to meet student needs</li> </ul> </li> <li>● Improved Use of Fiscal Data           <ul style="list-style-type: none"> <li>○ Useful metrics, reports, and tools that blend fiscal and program data to support informed budget and program decisions at the state, district, and school level</li> <li>○ Best practices to support improved state and local budget creation, including multi-year budgeting aligned with strategic priorities</li> <li>○ Development and monitoring of reports through RIDE's Uniform Chart of Accounts (UCOA) to compare expenditures and investments with outcomes and with data on student achievement</li> <li>○ Tools to assist the general public in understanding important aspects and data relating to public education in Rhode Island, including aggregate level performance, demographic, fiscal, and health data for districts, schools, educators, and students.</li> </ul> </li> <li>● Improvement of the State Funding Formula           <ul style="list-style-type: none"> <li>○ Study of state funding formula to review its success in delivering equitable access to high-quality programs, services, and facilities across Rhode Island</li> <li>○ Proposal for refinement of the funding formula that responds to the results of its study and improves delivery of equitable access to high-quality programs, services, and facilities across Rhode Island</li> <li>○ Oversight and advocacy of allocation of state aid to districts</li> </ul> </li> <li>● Responsible State and District Resource Investment</li> </ul>	

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- Support for school and district leaders in budget development and fiscal investment in programs likely to yield the greatest benefit to students and to incrementally adjust investments with limited benefits to student learning
- Leadership in and promotion of collaboration across agencies and school districts to eliminate duplication of services and expenses and to maximize savings, including maintenance of current initiatives (e.g., food-services contract, transportation system, office- and school-supply contract, school construction applications, UCOA)
- Improved School Facilities
  - Development of facilities-adequacy standards that drive state and local facilities planning, promote investments in our highest-need school facilities, and equitably address statewide facilities' needs
  - School construction program management in accordance with regulations and for promotion of cost efficiency, space utilization, and asset protection to maximize investments and minimize state and municipal indebtedness

**FY 2016 Revised Budget Summary**

The FY 2016 revised budget submission contains an overall \$3.6M decrease in general revenue when compared with the FY 2016 enacted budget. This difference is primarily due to adjustments in housing aid as a result of bond refinancing and district adjustments in project completion schedules. It also includes a request for a \$467K increase to RIDE operations and support to school districts.

Additionally, there are increases in the Federal Funds budget of \$7M, RICAP funds of \$1.1M, and restricted receipt budget of \$1.6M. The total brings the 2016 Revised Budget to \$1,314B.

**FY 2017 Current Service Level Budget Submission**

The Department's FY 2017 current service level (CSL) budget submission requests a total of \$1.347B, including \$1.107B in General Revenue expenditures. It includes a \$40.2M increase in General Revenue expenditures from the FY 2016 enacted budget. The largest increase is \$42.2M to fund Year 6 of the funding formula, its attendant categorical funds for early learning, career and technical education, transportation, and high cost special education, and other state aid. An increase of \$6.2M in teacher retirement is the second largest increase.

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<p>Within the overall increase, the FY 2017 CSL budget also contains approximately \$1M to advance instruction in Rhode Island schools through the creation of an instructional fellows program that will help promote deep pedagogical and content expertise throughout the state. An additional \$.5M. is requested to expand the Department's capacity to engage families and the community in public education and ensure sustainability of approximately 3 FTEs for early learning. . Various other items within the budget have variances causing the overall increase to be less than the aid increase.</p> <p><u>FY 2017 Constrained Budget Submission</u></p> <p>The Department has also prepared a FY 2017 constrained budget that achieves \$.8M in savings. The Department strongly believes these are the only reductions available that will not seriously compromise the work or stymie the momentum of the Department and LEAs. The Constrained Budget reductions includes a phase-out of Channel 36 funding (\$.2M), RI School for the Deaf vacancy savings (\$.3M), and a reduction of the Department's expected contributions to a multi-agency settlement.</p>	



State of Rhode Island  
**Elementary And Secondary Education**

**BR-1 Agency Summary**

Agency: 072 ELEMENTARY AND SECONDARY EDUCATION

	FY 2014 Actuals:	FY 2015 Actuals:	FY 2016 Enacted:	FY 2016 Working:	FY 2016 Revised Budget:	FY 2017 Unconstrained Budget:	FY 2017 Constrained Budget:
<b>By Program</b>							
01 Administration of the Comprehensive Education	\$226,852,756	\$219,735,194	\$229,616,671	\$229,586,283	\$238,195,733	\$235,152,855	\$231,951,546
02 Davies Career and Technical School	\$17,306,046	\$17,966,600	\$18,916,400	\$18,916,400	\$19,080,188	\$19,340,725	\$19,340,725
03 School for the Deaf	\$6,687,781	\$6,855,047	\$7,384,095	\$7,368,659	\$7,357,905	\$7,422,590	\$7,069,575
04 Metropolitan Career and Technical School	\$17,277,120	\$12,406,596	\$13,700,795	\$13,700,795	\$13,850,795	\$9,482,753	\$9,482,753
05 Education Aid	\$742,824,655	\$778,751,210	\$815,639,686	\$815,635,312	\$817,053,543	\$858,708,966	\$858,708,966
06 Central Falls	\$38,399,591	\$39,010,583	\$39,520,102	\$39,520,102	\$39,520,102	\$39,836,067	\$39,836,067
07 School Construction Aid	\$67,663,036	\$68,100,072	\$90,907,110	\$90,907,110	\$86,808,458	\$80,000,000	\$80,000,000
08 Teacher Retirement	\$80,351,295	\$88,625,881	\$92,805,836	\$92,805,836	\$92,805,836	\$99,076,582	\$99,076,582
	\$1,197,362,280	\$1,231,451,183	\$1,308,490,695	\$1,308,440,497	\$1,314,672,560	\$1,349,020,538	\$1,345,466,214
<b>By Category</b>							
10 Salary/Wages and Benefits	\$39,402,144	\$38,548,978	\$39,822,937	\$39,779,455	\$40,188,296	\$41,232,550	\$40,078,735
30 Contracted Professional Services	\$40,772,484	\$38,783,980	\$38,070,507	\$38,070,507	\$44,456,157	\$40,970,796	\$39,091,129
40 Operating Supplies and Expenses	\$12,447,537	\$12,118,108	\$13,300,934	\$13,294,218	\$12,274,101	\$12,710,756	\$12,471,709
50 Assistance and Grants	\$15,888,703	\$16,352,386	\$20,071,579	\$20,071,579	\$21,005,448	\$23,324,373	\$23,125,378
60 Capital Purchases and Equipment	\$7,677,725	\$3,219,338	\$7,615,527	\$7,615,527	\$8,767,345	\$3,964,225	\$3,956,425
70 Aid to Local Units of Government	\$1,077,718,300	\$1,111,187,617	\$1,169,083,101	\$1,169,083,101	\$1,156,822,201	\$1,207,123,946	\$1,207,048,946
90 Operating Transfers	\$3,455,387	\$11,240,776	\$20,526,110	\$20,526,110	\$31,159,012	\$19,693,892	\$19,693,892
	\$1,197,362,280	\$1,231,451,183	\$1,308,490,695	\$1,308,440,497	\$1,314,672,560	\$1,349,020,538	\$1,345,466,214



Agency:	072 ELEMENTARY AND SECONDARY EDUCATION									
	FY 2014 Actuals:	FY 2015 Actuals:	FY 2016 Enacted:	FY 2016 Working:	FY 2016 Revised Budget:	FY 2017 Unconstrained Budget:	FY 2017 Constrained Budget:			
By Source										
01 General Revenue	\$959,927,061	\$1,002,464,660	\$1,067,719,085	\$1,067,668,887	\$1,064,087,780	\$1,107,876,413	\$1,104,322,089			
02 Federal Funds	\$203,805,167	\$196,476,518	\$203,962,314	\$203,962,314	\$211,002,640	\$206,208,757	\$206,208,757			
03 Restricted Receipts	\$25,529,786	\$28,575,427	\$28,948,926	\$28,948,926	\$30,571,770	\$30,691,368	\$30,691,368			
05 Operating Transfers from Other Funds	\$7,827,694	\$3,634,804	\$7,501,370	\$7,501,370	\$8,651,370	\$3,885,000	\$3,885,000			
09 Other Funds	\$272,572	\$299,774	\$359,000	\$359,000	\$359,000	\$359,000	\$359,000			
	\$1,197,362,280	\$1,231,451,183	\$1,308,490,695	\$1,308,440,497	\$1,314,672,560	\$1,349,020,538	\$1,345,466,214			
FTE										
Total FTE'	357.4	344.4	337.4	337.4	0.0	0.0	0.0			
	357.4	344.4	337.4	337.4	0.0	0.0	0.0			