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UNITED STATES DEPARTMENT OF EDUCATION

OFFICE FOR CIVIL RIGHTS ADMINISTRATIVE COMPLAINT

November 14, 2022

BY FEDEX OVERNIGHT AND EMAIL (OCR.Boston@ed.gov, OCR@ed.gov)

Boston Office Office for Civil Rights US Department of Education 5 Post Office Square - 8th Floor Boston, MA 02109-3921

Re: Discrimination Civil Rights Complaint Against The Providence Public School District

To Whom It May Concern:

This is a federal civil rights complaint pursuant to the U.S. Department of Education's Office for Civil Rights ("OCR") discrimination complaint resolution procedures. *See* 42 U.S.C. § 2000d-1; 34 C.F.R. §§ 100.7, 100.8, and 100.9.

The Legal Insurrection Foundation ("LIF") is a Rhode Island tax-exempt non-profit that, among other things, seeks to ensure equal protection and non-discrimination in education. LIF

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makes this complaint as an interested third-party organization that opposes racial discrimination in America's schools.

LIF brings this civil rights complaint against the Providence Public School District in Providence, Rhode Island ("PPSD" or "the District") for PPSD's past, present, ongoing, and planned future practice of discriminating on the basis of race, color and national origin through a student loan forgiveness program for newly and recently hired District educators that is *only* available to non-white applicants. This program, which PPSD calls the "Educator of Color Loan Forgiveness Program," is funded by the Rhode Island Foundation (RIF), the largest charity in Rhode Island, and is administered and implemented by PPSD as part of PPSD's hiring process pursuant to a multi-year agreement.

PPSD does not even attempt to hide its racially discriminatory practices. To the contrary, PPSD brags about treating white applicants less favorably than non-white applicants. The unlawful discriminatory provisions of the program are advertised on multiple platforms, including on the PPSD's website and hiring portal. The program is a key part of PPSD's hiring efforts, and already has processed dozens of applicants on this discriminatory basis.

The program violates Title VI of the Civil Rights Act of 1964 ("Title VI"), 42 U.S.C. § 2000d, *et seq.*, and its implementing regulations at 28 C.F.R. Part 100. It also violates the Equal Protection Clause of the Fourteenth Amendment of the U.S. Constitution. "It is a sordid business, this divvying us up by race." *League of United Latin Am. Citizens v. Perry*, 548 U.S. 399 (2006) (Roberts, C.J., dissenting). Nowhere is that more true than here.

OCR should order that the discriminatory practices be discontinued immediately and take all necessary enforcement action to effectuate that order. This includes, if necessary, imposing fines, initiating administrative proceedings to suspend, terminate, or refuse to grant or continue federal financial assistance, and referring the case to the Department of Justice for judicial proceedings to enforce the rights of the United States.

I. <u>INTRODUCTION AND BACKGROUND</u>

In April 2021, PPSD – a recipient of federal financial assistance from the U.S. Department of Education – entered into a Memorandum of Agreement ("Agreement") with the Rhode Island Department of Elementary and Secondary Education ("RIDE") and the Rhode Island Community Foundation d/b/a the Rhode Island Foundation ("RIF") – the largest private, non-profit organization in Rhode Island – to implement a student loan forgiveness program for

¹ The Loan Forgiveness Program also violates a variety of state law anti-discrimination statutes including the Rhode Island Civil Rights Act of 1990, R.I. Gen. Laws § 42-112-1, and the Rhode Island Fair Employment Practices Act, R.I. Gen. Laws § 28-5-1.3.

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new teachers that is only open to non-white applicants. A copy of the Memorandum of Agreement is annexed hereto as **Exhibit 1**.²

According to the Agreement, PPSD pledged to recruit, over five years, up to 127 "teachers of color" – which was defined as "full-time (non-substitute) teachers providing classroom instruction who identify as Black, Hispanic, Asian, American Indian, and/or 2 or more races." To meet this goal, PPSD promised to pay each new "teacher of color" up to \$25,000 of that teacher's student loan debt. To fund this incentive program, RIF agreed to raise over \$3 million, and to provide that money to the Rhode Island Student Loan Authority, which, in turn, would use those funds to make student loan repayments directly to the teachers' loan providers.

Because a teacher's qualification for the loan repayment program turns on race, skin color, and ancestry, the program is discriminatory on its face and in practice and violates Title VI of the Civil Rights Act of 1964 and the Equal Protection Clause of the Fourteenth Amendment of the U.S. Constitution.

II. OCR HAS JURISDICTION

OCR has both subject matter and personal jurisdiction over this complaint.

The Title VI of the Civil Rights Act of 1964 prohibits discrimination in federally assisted programs. Section 601 of Title VI provides that "[n]o person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." 42 U.S.C. § 2000d. Section 602 authorizes "[e]ach Federal department and agency which is empowered to extend Federal financial assistance to any program or activity" to "effectuate the provisions of section 2000d ... by issuing rules, regulations, or orders of general applicability[.]" 42 U.S.C. § 2000d-1.

Title VI regulations promulgated by the Department of Education provide that recipients of federal funds may not (either directly or through contractual arrangements) discriminate based upon race or utilize race-based criteria to determine who is entitled to benefits. 34 C.F.R. § 100.3(b)(1), (2). Further, where a primary objective of the federal financial assistance is to provide employment, a recipient may not subject an individual to discrimination on the ground of race, color, or national origin in its recruitment practices. 34 C.F.R. § 100.3(c).

Public school districts that receive federal financial assistance are covered by Title VI. See Boston's Children First v. City of Boston, 62 F. Supp. 2d 247, 260 n.31 (D. Mass. 1999) ("Boston Public Schools are covered under Title VI because they receive federal financial assistance"); Wooden v. Bd. of Regents of the University System of Georgia, 32 F. Supp. 2d 1370,

² Attached to and referenced in this complaint are exhibits obtained from public sources and also from records obtained by LIF pursuant to the Rhode Island Access to Public Records Act.

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1379 (S.D. Ga. 1999)(to state a claim under Title VI, a plaintiff must allege that the defendant is "(1) receiving federal funds; and (2) engaging in racial discrimination").

PPSD receives millions of dollars in federal funding each year. Indeed, the proposed budget for Fiscal Year 2022-2023 included \$218,383,604 in federal entitlements and reimbursable grants including at least \$30 million through Title I, Title II, Title III Language Acquisition, Title IV, IDEA-Part B and IDEA- Preschool. A copy of the PPSD Budget Report for July 1, 2022 through June 30, 2023 is annexed hereto as **Exhibit 2**.

Providence Public School District O	perating budget
	Proposed FY 2023
Revenues (all sources)	
Local Budget (State and City)	\$426,418,543
Federal Entitlements & Reimbursable Grants	218,383,604
Total Revenues	\$644,802,147

Funding Source	Millions1	Purpose	District Programs Supported
Title 1	\$18.07	Improving academic achievement of disadvantaged students	Middle-school coaches, parent involvement, after-school programs, elementary childhood programs, elementary math coaches, K-1 teacher assistants, professional development, school-directed initiatives
Title II	2.80	Teacher quality, class size reduction	Elementary school literacy coaches, kindergarten teachers to reduce class size. Professional development in mathematics and science
Title III Language Acquisition	1,08	Limited English Proficient (LEP) students	Professional development
Title IV	1.99	Improve academic achievement by increasing the capacity of SEAs, LEAs	Social & Emotional supports at the Elementary Level
IDEA-Part B	6.51	Special Education	Professional development, materials and supplies, special programs, preschool programs
IDEA- Preschool	0.22	Special Education preschool	Special Education preschool
Total	\$30,67		

III. THE COMPLAINT IS TIMELY

This complaint is timely brought because it alleges that PPSD is engaged in a continuing violation and an ongoing pattern or practice of discrimination. Further, this complaint includes allegations of discrimination based on race, color and national origin that occurred within the last 180 days.

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IV. <u>RELEVANT FACTS</u>

A. The Providence Public School District

PPSD is the largest public school district in Rhode Island. It serves approximately 24,000 students in 22 elementary schools, 7 middle schools, 10 high schools and 2 public district charter schools.³

In April 2019, following abysmal state testing results, the commissioner of the Rhode Island Department of Elementary and Secondary Education (RIDE), the mayor of Providence and the governor of Rhode Island invited the Johns Hopkins Institute for Education Policy to conduct a comprehensive review of PPSD. A copy of the report created pursuant to this review is annexed hereto as **Exhibit 3**.

The review found that 90% of the students were not proficient in math and 86% were not proficient in English Language Arts. It "found unusually deep, systemic dysfunctions in PPSD's education system that clearly, and very negatively, impact[ed] the opportunities of children in Providence."

Given the dire state of affairs, in July 2019 the State Council on Elementary and Secondary Education granted RIDE the authority to take control of PPSD, and in October 2019, it did so. A copy of the Final Order of Control and Reconstitution is annexed hereto as **Exhibit 4**. In that Order, the commissioner of RIDE stated, "The time has come for the State to exercise control over the budget, program and personnel of PPSD and its schools and, if further needed, to reconstitute the schools by restructuring their governance, budget, program, and personnel and making decisions regarding their continued operation." 5

B. The Rhode Island Foundation

RIF is a tax-exempt entity founded in 1916 and headquartered in Providence, RI. RIF is one of the oldest and largest community foundations in the United States, and its mission states that it is a "proactive community and philanthropic leader dedicated to meeting the needs of the

³ See https://reportcard.ride.ri.gov/202021/DistrictSnapshot?DistCode=28 [https://web.archive.org/web/20221114153452/https://reportcard.ride.ri.gov/202021/DistrictSnapshot?DistCode=28] (accessed on Nov. 14, 2022).

⁴ Exh. 3 at 2. Notably, the one area that the Johns Hopkins review determined was a success was PPSD's teachers: "Every group noted the presence of many devoted teachers, principals, and some district leaders who go above and beyond to support student success. We hope that this core group of leaders and teachers provides the foundation upon which Rhode Island and Providence can build in the future." *Id.*

⁵ Exh. 4 at 11.

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people of Rhode Island." The Board of Directors of RIF, both past and present is comprised of the most prominent business and cultural leaders from Rhode Island. RIF is extremely well-funded. In 2021, its endowment was nearly \$1.5 billion, which included \$98 million in new funds raised.

In RIF's Annual Report for 2021, which is annexed hereto as **Exhibit 5**,⁸ RIF stated that equity was "front-and-center" in its mission to create "systemic change" in the education and health systems, and that it had committed \$8.5 million (above their traditional grant-making and civic leadership efforts) over three years to advance "diversity, equity and inclusion."

C. The Loan Forgiveness Program

In April 2021, RIF entered into a written "Memorandum of Agreement" with PPSD and RIDE pursuant to which RIF pledged to raise over \$3 million over five years to support a grant program that would provide up to 127 "new teachers of color" in PPSD up to \$25,000 in student loan repayments over the course of their first three years teaching in the district. Under the terms of the Agreement, teachers are eligible for up to \$6,000 in loan repayment after their first year of teaching, \$8,500 after their second year, and \$10,500 after their third year. ¹⁰

⁶ See https://archive.ph/E37kU] (accessed on Nov. 14, 2022).

 $^{^7}$ See https://archive.ph/benpG] (accessed on Nov. 14, 2022).

⁸ The report is available at https://web.archive.org/web/20221114152426/https://issuu.com/rifoundation/docs/amended 2021 annual report] (accessed on Nov. 14, 2022).

⁹ Among other things, this money funded "Anti-Racism" training grants for 26 local nonprofit organizations and "Implicit Bias Awareness" training for members of the Providence Police Department. *See* Exh. 5 at 18.

¹⁰ Exh. 1 at § 2(c)(ii).

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Memorandum of Agreement between the Providence Pubic School District, the Rhode Island Department of Elementary and Secondary Education, and the Rhode Island Community Foundation

This Agreement (the "Agreement") is made and entered into this 15th day of April, 2021 by and between the Rhode Island Community Foundation, a not-for-profit Community Foundation organized and existing under the laws of Rhode Island, whose address is One Union Station, Providence, Rhode Island 02903 (the "Foundation"), the Providence Public School District, a division of local government, whose principal address is 797 Westminster Street, Providence, Rhode Island 02903 (the "District"), and the Rhode Island Department of Elementary and Secondary Education, a division of state government, whose principal address is 255 Westminster Street, Providence, Rhode Island 02903 (the "Department").

WHEREAS, the Foundation will raise funds of at least \$3,175,000 ("Grant Funds") pledged over at least five years from various donors on behalf of supporting a student loan repayment program of up to \$25,000 over three years for new teachers of color to the District; and,

WHEREAS, the District will recruit and retain up to 127 teachers of color over five years (approximately 25-26 per school year beginning with 2021-2022) with an incentive of up to \$25,000 in student loan repayment over the course of their first three years teaching in the district; and.

WHEREAS, the Foundation has agreed to disburse the approved amount of Grant Funds to the Rhode Island Student Loan Authority ("RISLA") on a yearly basis for student loan repayments to be made directly to loan providers for eligible teachers (see section 2ci below).

NOW, THEREFORE, for good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged and more fully set forth below, the parties do hereby agree as follows:

Under the Agreement, "teachers of color" is defined as "full-time (non-substitute) teachers providing classroom instruction who identify as Black, Hispanic, Asian, American Indian, and/or 2 or more races." Even among candidates who fit these classifications, the Agreement provides that a "preference may ... be given for individuals who identify as Black." ¹¹

In its 2021 Annual Report, RIF explained The Loan Forgiveness Program ("the Program") is not intended to overcome the effects of any prior discrimination by PPSD, but simply to increase "diversity" in the "teaching pool":

"In Providence public schools – serving almost 22,000 students at 37 different schools – 80% percent of the teachers are white while 80% of the students are Black or Latino.

* * *

¹¹ Exh. 1 at § 2(a), (c)(i).

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"[T]he benefits of diversity in the teacher workforce are considerable for all students, regardless of their race or ethnicity. Schools that are more ethnically and racially diverse produce better academic results, create environments with reduced anxiety levels, and help improve students' social and emotional learning. Exposure to diversity better prepares all students for life and work in an increasingly global and diverse world.

"Teachers of color also boost the academic performance of students of color, including improved reading and math test scores, improved graduation rates, and increases in aspirations to attend college. It is not that children of color can or should only learn from teachers of color; rather, public schools need a teaching pool that is more reflective of the population of students. All students benefit from seeing and knowing that individuals from varied racial and ethnic backgrounds can and do have the potential and desire to excel in academic institutions.

"That is why the Rhode Island Foundation has raised \$3.2 million to increase the number of teachers of color in Providence public schools. The funding is being used to offer candidates a college loan repayment incentive totaling up to \$25,000 in the first three years of employment, over and above their regular compensation. Newly-hired, full-time teachers who identify as Black, Asian, Indigenous, Latino, or multi-racial are eligible." ¹²

To that end, the Agreement specifies that the funds raised by RIF will be "dedicated to the recruitment and retention of teachers of color" who are "identified and approved" by PPSD. RIF has touted the loan forgiveness program as "an incentive large enough to impact decision-making, either for external candidates to relocate or internal candidates to change careers." ¹³

¹² Exh. 5 at 15.

¹³ Exh. 5 at 16-17.

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1. Responsibilities of the Foundation

- a. Establishment of Fund. The Foundation shall establish a Fund dedicated to the recruitment and retention of teachers of color. The Foundation will utilize this fund for donations made to support this student loan repayment program. The Foundation has received pledges in the amount of \$3,175,000 over the next several years. Additional fundraising may be pursued by the Foundation to support this initiative. All funds raised for student loan repayment will be used directly to support loan repayments for new teachers of color (as defined by eligibility in section 2ci).
- <u>b.</u> <u>Disbursements.</u> The Foundation shall make payments using Grant Funds to RISLA annually for eligible teachers identified and approved by the District. The Foundation will be responsible and pay all administrative fees to RISLA directly.

The Agreement also provides that PPSD "shall be responsible for recruitment and retention efforts related to the recruitment of new teachers of color.": 14

2. Responsibilities of the District

a. <u>Project Implementation</u>. The District shall be responsible for recruitment and retention efforts related to the recruitment of new teachers of color. Grant Funds may be used as an incentive to encourage teachers of color to teach in the District. For the purposes of these Grant Funds, teachers of color are defined as full-time (non-substitute) teachers providing classroom instruction who identify as Black, Hispanic, Asian, American Indian, and/or 2 or more races.

The Agreement tasks PPSD, in consultation with RIF, with creating the eligibility criteria for the Loan Forgiveness Program as well as the application for participation in it.

¹⁴ Even among candidates who fit these classifications, the Agreement provides that a "preference may ... be given for individuals who identify as Black." Exh. 1 at § 2(c)(i).

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i. <u>Eligibility</u>. The District will create an eligibility criteria, along with application for participation in the student loan repayment program. If the number of eligible applicants is beyond the level of support available priority may be given based on financial need. A preference may also be given for individuals who identify as Black. The Foundation will be consulted in the development of these documents and reserves the right to provide final consent. Grant Funds will be available for new teachers of color to the District. For the purposes of these Grant Funds, new teachers of color are defined as being in their first year of full-time (non-substitute) teaching or their first year of full-time (non-substitute) teaching in the District who identify as Black, Hispanic, Asian, American Indian, and/or 2 or more races. In addition, the Foundation requests that Teach for America (TFA) candidates in Providence not be considered unless they remain in the District beyond their TFA commitment and meet all other eligibility requirements.

PPSD promotes the Loan Forgiveness Program in its job postings and on its website. A sampling of the PPSD's job postings are annexed hereto as **Exhibit 6**. The following is a screenshot of a portion of the online PPSD job application portal page.

We are currently offering the following incentives for all new educators to Providence Schools.

Experienced Staff Members -\$2,500 incentive for teachers with 3+ years of experience

Relocation Bonus-Up to \$3,000 in relocation expenses for people moving from a state other than RI, MA, or CT

Commitment Bonus-\$2,500 incentive for year 2 and \$2,500 for year 3 for those who stay in district

Student Loan Forgiveness- PPSD is also proud to partner with the Rhode Island Foundation to provide loan forgiveness to educators of color. Educators do not need to be in a hard-to-fill role area to qualify and can receive up to \$25,000 over a span of three years.

ESL Certification Coverage- ESL or Bilingual reimbursement up to \$8,000 **must stay 3 years from last reimbursement or need to repay**

ESL Certification Coverage-Special Educators pursing ESL or Bilingual certification up to \$2,500

If this is the first time you are applying using our online job application, you will need to create an account and select a Username and Password. After your account has been established, you can now apply online by clicking on the job title you are interested in and clicking on the "Apply" link! After viewing the Job Description, click the 'Apply' tab This application will be saved and used to apply for future job openings.

You can only apply to one position at a time. If you're interested in more than one position, simply click "Apply" on the next position you'd like, and complete the application process.

PPSD's website also lists the eligibility requirements for the program. To qualify, applicants must meet three criteria. They must: (1) "[B]e a newly hired full-time (non-substitute) teacher or be currently employed as a full-time (non-substitute) teacher"; (2) "Identify as Asian,

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Black, Indigenous, Latino, biracial, or multi-racial"; and (3) "Have a minimum of \$5,000 in student loans." ¹⁵

A printout of the "Educator of Color Loan Forgiveness Program" page of the PPSD's current website is annexed hereto as **Exhibit 7**, and a screenshot is provided below.



Applicants for the Program are required to mark one or more boxes from a list of "ethnicities." A printout of the PPSD's "Educator of Color Student Loan Repayment Program Application" is annexed hereto as **Exhibit 8**. ¹⁶ A screenshot of the "checkbox" list is provided below:

https://www.providenceschools.org/Page/5843 [https://web.archive.org/web/20221114160319/https://www.providenceschools.org/Page/5843] (accessed on Nov. 14, 2022).

Although PPSD's website and job postings continue to promote the District's Educator of Color Loan Forgiveness Program, the linked application Google form presently says it is not accepting new applications.

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Eth	nicity
	Black
	Latinx
	Asian/Pacific Islander
	Indigenous American
	Two or More
	Other:

As described above, RIF provides money on a yearly basis to the Rhode Island Student Loan Authority, which, in turn, uses those funds to make student loan repayments directly to the loan providers for teachers who are accepted into the Program, which is only open to non-white teachers.¹⁷

As of June 2021, 18 new hires to PPSD qualified for the Loan Forgiveness Program. Of those, eight identified as Hispanic, five as bi-racial, four as black, and one as Asian. Data obtained from PPSD pursuant to the Rhode Island Access to Public Records Act reveal that, as of September 22, 2022, 19 individuals were under consideration for the Loan Forgiveness Program for the 2022-23 school year. Each identified as either "Latinx," black, Asian, Indigenous American or multiracial. 19

V. THE RACE-BASED LOAN FORGIVENESS PROGRAM IS UNLAWFUL

Title VI provides that "[n]o person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." 42 U.S.C. § 2000d. Title VI's protections are coextensive with the Equal Protection Clause of the Fourteenth Amendment. *See Regents of Univ. of Cal. v. Bakke*, 438 U.S. 265, 287 (1978).

The Fourteenth Amendment's Equal Protection Clause declares that "[n]o State shall . . . deny to any person within its jurisdiction the equal protection of the laws." U.S. Const. amend. XIV § 1. The Supreme Court has explained that "[t]he central purpose of the Equal Protection Clause of the Fourteenth Amendment is the prevention of official conduct discriminating on the

¹⁷ Exh. 1.

¹⁸ A June 14, 2021 email from Ellen Sherratt to Jennifer Vorro, the current Acting Chief Talent Officer for PPSD, detailing this demographic apportionment is annexed hereto as **Exhibit 9.**

¹⁹ A copy of the 2022-2023 SY Educator of Color Student Loan Repayment Program Application (Redacted) spreadsheet, obtained by LIF pursuant to RI APRA, is annexed hereto as **Exhibit 10**.

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basis of race." Washington v. Davis, 426 U.S. 229, 239 (1976). Consequently, "any official action that treats a person differently on account of his race or ethnic origin is inherently suspect." Fisher v. Univ. of Tex., 570 U.S. 297, 311 (2013). "A statute or policy utilizes a 'racial classification' when, on its face, it explicitly distinguishes between people on the basis of some protected category." Hayden v. Cnty. of Nassau, 180 F.3d 42, 48 (2d Cir. 1999).

It is well established that "when the government distributes burdens or benefits on the basis of individual racial classifications, that action is reviewed under strict scrutiny." *Parents Involved in Cmty. Sch. v. Seattle Sch. Dist. No. 1*, 551 U.S. 701, 720 (2007); *accord Adarand Constructors v. Pena*, 515 U.S. 200, 227 (1995). The same is true for classifications based on national origin. *City of Cleburne, Texas v. Cleburne Living Center*, 473 U.S. 432, 440 (1985); *see generally Rice v. Cayetano*, 528 U.S. 495, 517 (2000) ("Distinctions between citizens solely because of their ancestry are by their very nature odious to a free people."); *Loving v. Virginia*, 388 U.S. 1, 11 (1967) ("the Equal Protection Clause demands that racial classifications . . . be subjected to the 'most rigid scrutiny.""). Thus, when Title VI applies, a recipient of federal funding is prohibited from engaging in race-based classifications unless such classifications can withstand strict scrutiny.

Under strict scrutiny, suspect classifications "are constitutional only if they are narrowly tailored measures that further compelling governmental interests." *Adarand*, 515 U.S. at 227. A "racial classification, regardless of purported motivation, is presumptively invalid and can be upheld only upon an extraordinary justification." *Shaw v. Reno*, 509 U.S. 630, 643-44 (1993) (citation omitted). This rigorous standard applies even when the government employs such classifications for "benign" reasons. *Bush v. Vera*, 517 U.S. 952, 984 (1996). Ultimately, it is the government that bears the burden to prove "that the reasons for any [racial or ethnic] classification [are] clearly identified and unquestionably legitimate." *Richmond v. J. A. Croson Co.*, 488 U.S. 469, 505 (1989).

Indeed, PPSD cannot demonstrate that the Loan Forgiveness Program serves any legitimate governmental purpose, let alone an extraordinary one. Classifications based on immutable characteristics like skin color and national origin "are so seldom relevant to the achievement of any legitimate state interest" that government policies "grounded in such considerations are deemed to reflect prejudice and antipathy – a view that those in the burdened class are not as worthy or deserving as others." *City of Cleburne*, 473 U.S. at 440.

The Supreme Court has recognized only two interests compelling enough to justify racial classifications. The first is remedying the effects of past de jure segregation or discrimination in the specific industry and locality at issue in which the government played a role, ²⁰ and the

²⁰ The bar to satisfy this criterion "is a high one." *Vitolo v. Guzman*, 999 F.3d 353 (6th Cir. 2021). *First*, the policy must target a specific episode of past discrimination; it cannot rest on a "generalized assertion that there has been past discrimination in an entire industry." *J.A. Croson Co.*, 488 U.S. at 498. *Second*, there must be evidence of intentional discrimination in the past – "[s]tatistical disparities don't cut it." *Id. Third*, the government must have had a hand in the past discrimination it now seeks to remedy.

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second is "the attainment of a diverse student body." *Parents Involved in Cmty. Sch.*, 551 U.S. at 720-22. Neither applies here. The Loan Forgiveness Program was not created for a remedial purpose, and the student body of the PPSD is already ethnically diverse. According to RIDE's 2020-21 school year "report card," which is the most current data publicly available, approximately 65% of PPSD students were Hispanic, 16% were black, 9% were white, 5% were Asian, 4% were multi-racial and 1% were Native American. ²²

Nor did the Johns Hopkins Institute for Education Policy identify the racial composition of the PPSD's educators as problematic in its 2019 comprehensive review of the PPSD. Quite the opposite, the review singled out the District's educators and administrators for praise, stating:

"Every group noted the presence of many devoted teachers, principals, and some district leaders who go above and beyond to support student success. We hope that this core group of leaders and teachers provides the foundation upon which Rhode Island and Providence can build in the future."

At the time of the study, PPSD employed 1,587 educators who identified as white, 154 who identified as black, 50 who identified as Asian, 10 who identified as American Indian, 1 who identified as Native Hawaiian, 20 who identified as multi-racial and 280 who did not report their race. Given the high marks these educators – most of whom were not "teachers of color" – earned in the comprehensive review, there was no reason, let alone a compelling one, for the District to have restricted the loan forgiveness recruitment incentive to non-white teachers.

Moreover, the aim of the Loan Forgiveness Program is to achieve racial balance – according to the RIF, "public schools need a teaching pool that is more reflective of the population of students" – an objective that the Supreme Court has "repeatedly condemned as

[&]quot;[I]f the government cannot show that it actively or passively participated in this past discrimination, race-based remedial measures violate equal-protection principles." *Id.*

²¹ The continued vitality of the latter category is uncertain and is currently before the U.S. Supreme Court. *See Students for Fair Admissions, Inc. v. President & Fellows of Harvard Coll.*, 142 S. Ct. 895 (2022); *Students for Fair Admissions, Inc. v. Univ. of N.C.*, 142 S. Ct. 896 (2022).

https://reportcard.ride.ri.gov/202021/DistrictSnapshot?DistCode=28 [https://web.archive.org/web/20221114153452/https://reportcard.ride.ri.gov/202021/DistrictSnapshot?DistCode=28] (accessed on Nov. 12, 2022).

²³ Exh. 3 at 4.

 $[\]frac{^{24} \ https://reportcard.ride.ri.gov/201920/DistrictSnapshot?DistCode=28}{[https://web.archive.org/web/20221114155304/https://reportcard.ride.ri.gov/201920/DistrictSnapshot?DistCode=28]} (accessed on Nov. 14, 2022).$

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illegitimate" and "patently unconstitutional." *Parents Involved in Cmty. Sch.*, 551 U.S. at 726, 730 ("Accepting racial balancing as a compelling state interest would justify the imposition of racial proportionality throughout American society, contrary to our repeated recognition that at the heart of the Constitution's guarantee of equal protection lies the simple command that the Government must treat citizens as individuals, not as simply components of a racial, religious, sexual or national class") (cleaned up, citation omitted).

Nevertheless, even if the Loan Forgiveness Program furthers a compelling interest, it is not narrowly tailored. *Grutter v. Bollinger*, 539 U.S. 306, 334 (2003) (to be to be narrowly tailored, a race-conscious program must be based on "individualized consideration," and race must be used in a "nonmechanical way"). Here, the Loan Forgiveness Program is mechanically applied. Applicants must check a box indicating their race or national origin, and if an applicant is not a "person of color" – i.e., Black, Hispanic, Asian, American Indian, or multi-racial – they are automatically excluded from consideration. To the extent that any individualized consideration exists, it only applies to distinguish between applicants who have first satisfied the threshold racial litmus test.²⁵

Further, a policy is not narrowly tailored if it is either overbroad or underinclusive in its use of racial classifications. *J.A. Croson Co.*, 488 U.S. at 506. Because the Loan Forgiveness Program applies in undifferentiated fashion to multiple racial and ethnic groups, it is overbroad and therefore not narrowly tailored. *Id.* (the "gross overinclusiveness" and undifferentiated use of racial classifications suggests that "the racial and ethnic groups favored by the [policy] were added without attention to whether their inclusion was justified....").

Similarly, the arbitrary requirement that applicants carry "a minimum of \$5,000 in student loans" makes the program underinclusive since it arbitrarily excludes from its coverage minorities who carry less than that amount of student debt. *See Vitolo*, 999 F.3d at 363 (a government grant program that gave preference to restaurants that were 51% owned and controlled by women or minorities was underinclusive because "the government fail[ed] to explain why that [percentile] cutoff relate[d] to its stated ... purpose").

Finally, for a policy to survive narrow-tailoring analysis, the government must show "serious, good faith consideration of workable race-neutral alternatives," *Grutter*, 539 U.S. at 339, and that "no workable race-neutral alternative" would achieve the purported compelling interest. *Fisher v. Univ. of Tex. at Austin*, 570 U.S. 297, 312 (2013). There is no evidence that any such alternatives were ever contemplated here.

Among qualifying applicants, the Loan Forgiveness Program also permits what appears to be arbitrary racial preference to African Americans. The relevant provision of the Memorandum of Agreement states, "If the number of eligible applicants is beyond the level of support available, priority may be given ... for individuals who identify as Black." *See* Exh. 1 at § 2(c)(i).

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To be sure, Title VI's implementing regulations provide that a recipient of federal funds may engage in affirmative action where doing so will "overcome the effects of conditions which resulted in limiting participation by persons of a particular race, color, or national origin." 34 C.F.R.§ 100.3(b)(6)(ii). PPSD does not claim that its purpose in restricting the Loan Forgiveness Program to "teachers of color" was to overcome any specifically identified past unlawful discriminatory practices at PPSD. But even if it had, PPSD would still have to demonstrate that the program satisfies the requirements of strict scrutiny – i.e., that it furthers a compelling interest and is narrowly tailored. *Greer's Ranch Café v. Guzman*, 540 F. Supp. 3d 638, 649 (N.D. Tx 2021) ("The fact that [a statute] is constitutional on its face ... does not give [a] government agency carte blanche to apply it without reference to the limits of strict scrutiny") (citation omitted). That it cannot do.

Because the blatant racial and ethnic classifications utilized by PPSD are presumptively invalid, and since PPSD cannot show any extraordinary government justification for engaging in such invidious discrimination, the Loan Forgiveness Program transgresses Title VI and the Equal Protection Clause of the Fourteenth Amendment.

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VI. CONCLUSION

The Providence Public School District, enabled by the Rhode Island Foundation, is engaged in unlawful discrimination through the "Educator of Color" student loan forgiveness program. Racial discrimination by a public school district is illegal regardless of which race suffers. Discrimination against white applicants is just as unlawful as discrimination against black or other non-white applicants. There is no good form of racial discrimination. Because PPSD receives federal funding, OCR had the power and obligation to make PPSD stop and to impose whatever remedial relief is necessary.

"The way to stop discrimination on the basis of race is to stop discriminating on the basis of race." *Parents Involved in Cmty. Sch.*, 551 U.S. at 748. OCR should promptly investigate the allegations in this complaint and take the necessary enforcement action to end the PPSD's ongoing unlawful policies and practices. This includes, if necessary, imposing fines, initiating administrative proceedings to suspend, terminate, or refuse to grant or continue federal financial assistance, and referring the case to the Department of Justice for judicial proceedings to enforce the rights of the United States under federal law.

Respectfully submitted,

William A. Jacobson, Esq.

President

Legal Insurrection Foundation Contact@legalinsurrection.com
Tel. 401-246-4192

-And-

Ameer Benno, Esq.

Of Counsel

Legal Insurrection Foundation

Ameer@legalinsurrection.com

Ilana Cutler, Esq.

Investigations Counsel

Legal Insurrection Foundation

Ilana@legalinsurrection.com

EXHIBIT 1

Memorandum of Agreement between the Providence Pubic School District, the Rhode Island Department of Elementary and Secondary Education, and the Rhode Island Community Foundation

This Agreement (the "Agreement") is made and entered into this 15th day of April, 2021 by and between the Rhode Island Community Foundation, a not-for-profit Community Foundation organized and existing under the laws of Rhode Island, whose address is One Union Station, Providence, Rhode Island 02903 (the "Foundation"), the Providence Public School District, a division of local government, whose principal address is 797 Westminster Street, Providence, Rhode Island 02903 (the "District"), and the Rhode Island Department of Elementary and Secondary Education, a division of state government, whose principal address is 255 Westminster Street, Providence, Rhode Island 02903 (the "Department").

WHEREAS, the Foundation will raise funds of at least \$3,175,000 ("Grant Funds") pledged over at least five years from various donors on behalf of supporting a student loan repayment program of up to \$25,000 over three years for new teachers of color to the District; and,

WHEREAS, the District will recruit and retain up to 127 teachers of color over five years (approximately 25-26 per school year beginning with 2021-2022) with an incentive of up to \$25,000 in student loan repayment over the course of their first three years teaching in the district; and,

WHEREAS, the Foundation has agreed to disburse the approved amount of Grant Funds to the Rhode Island Student Loan Authority ("RISLA") on a yearly basis for student loan repayments to be made directly to loan providers for eligible teachers (see section 2ci below).

NOW, THEREFORE, for good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged and more fully set forth below, the parties do hereby agree as follows:

1. Responsibilities of the Foundation

- a. Establishment of Fund. The Foundation shall establish a Fund dedicated to the recruitment and retention of teachers of color. The Foundation will utilize this fund for donations made to support this student loan repayment program. The Foundation has received pledges in the amount of \$3,175,000 over the next several years. Additional fundraising may be pursued by the Foundation to support this initiative. All funds raised for student loan repayment will be used directly to support loan repayments for new teachers of color (as defined by eligibility in section 2ci).
- <u>b.</u> <u>Disbursements.</u> The Foundation shall make payments using Grant Funds to RISLA annually for eligible teachers identified and approved by the District. The Foundation will be responsible and pay all administrative fees to RISLA directly.

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c. Communications & Media Relations. The Foundation will lead communication and outreach efforts related to this work with input from the District. The District agrees that any and all inquiries from press or media sources regarding the Foundation's involvement under this Agreement shall be immediately referred to:

Chris Barnett
Senior Public Affairs Officer
Rhode Island Foundation
1 Union Station
Providence, RI 02903
401-427-4055
Email: CBarnett@RIFoundation.org

- d. Auditing. The Foundation shall conduct its annual audit per the Foundation's audit committee.
- e. No General Liability. No provision of this Agreement shall require the Foundation to expend or risk its own general funds or otherwise incur any financial liability in the performance of any of its obligations hereunder.
- <u>f.</u> <u>Financial Records.</u> The Foundation shall maintain all financial records related to the Project and/or Grant Funds according to Generally Accepted Accounting Principles.

2. Responsibilities of the District

- a. Project Implementation. The District shall be responsible for recruitment and retention efforts related to the recruitment of new teachers of color. Grant Funds may be used as an incentive to encourage teachers of color to teach in the District. For the purposes of these Grant Funds, teachers of color are defined as full-time (non-substitute) teachers providing classroom instruction who identify as Black, Hispanic, Asian, American Indian, and/or 2 or more races.
- b. <u>Authorized Personnel.</u> The District shall advise the Foundation in writing of the identity of the District personnel who are authorized to approve teachers eligible for this program. This individual will also be authorized to share any completed applications or eligibility requirements with the Foundation as deemed necessary.
- c. <u>Approved Payees.</u> The District's authorized personnel shall inform the Foundation in writing of approved teachers who are participating in this program annually. In addition, any changes in participants' employment status at the District will be shared with the Foundation.

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- i. Eligibility. The District will create an eligibility criteria, along with application for participation in the student loan repayment program. If the number of eligible applicants is beyond the level of support available priority may be given based on financial need. A preference may also be given for individuals who identify as Black. The Foundation will be consulted in the development of these documents and reserves the right to provide final consent. Grant Funds will be available for new teachers of color to the District. For the purposes of these Grant Funds, new teachers of color are defined as being in their first year of full-time (non-substitute) teaching or their first year of full-time (non-substitute) teaching in the District who identify as Black, Hispanic, Asian, American Indian, and/or 2 or more races. In addition, the Foundation requests that Teach for America (TFA) candidates in Providence not be considered unless they remain in the District beyond their TFA commitment and meet all other eligibility requirements.
- ii. Terms of participation. The District shall monitor participant's eligibility to participate on an annual basis. The District shall recruit and retain up to 127 teachers of color over five years (approximately 25-26 teachers per year) beginning in the 2021-2022 school year. The final year of eligibility will be 2025-2026 (teachers in this cohort will continue to receive student loan repayment until 2027-2028). Individuals accepted into this program will be entitled to student loan repayment of up to \$25,000 over their first three years teaching in the District. The student loan repayment timeline is as follows:
 - Up to \$6,000 after the completion of one year of teaching in District
 - Up to \$8,500 after the completion of two years of teaching in District
 - Up to \$10,500 after the completion of three years of teaching in District
 - By participating in this program teachers agree to teach in the district for three consecutive years.

Teachers will be responsible for submitting appropriate loan details to RISLA. The District will work with RISLA and the Foundation to confirm all teachers' successful completion of the school year before funds are released to the loan provider.

The District also agrees to communicate the terms of participation with all teachers, including the fact that gifts made on the behalf of the teacher to pay student loans will be considered a taxable event. Teachers are encouraged to consult with a tax professional to understand any and all tax implications for student loan repayment.

- a. <u>Reporting.</u> The District will be responsible for reporting to the Foundation on overall efforts and progress related to the recruitment and retention of teacher of color. The following data will be required annually:
 - Number of new teachers of color hired (disaggregated by grade level and subject area)
 - Number of new teachers of color retained from year to year
 - Details on recruitment and retention efforts, including partnerships in place

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• Details on all incentives and supports being offered to new teachers of color The Foundation reserves the right to request additional data throughout the grant period.

3. Term

- a. Effective Period. This Agreement shall commence on the date of execution and shall expire on August 31, 2028.
- b. Termination. The Foundation may terminate this Agreement ("Termination");
 - (1) if the District fails to perform or observe any covenant of this Agreement and this failure in not remediated within fifteen (15) days after notice in writing; or
 - (2) if the Grant Funds are revoked.

4. Indemnification.

a. <u>District & Foundation</u>. The District and Foundation agree to jointly indemnify and hold harmless both parties, their agents, officers, servants, and employees, from any and all claims, demands, suits, and compromise, including attorneys' fees, which may result from the negligence, willful misconduct, or intentional wrong of either parties, their agents, officers, servants, and employees.

5. Miscellaneous.

- a. <u>Status</u>. All parties agree that at no time shall the terms of this agreement be interpreted or enforced in any way that is inconsistent with the tax-exempt status and charitable purposes of the Foundation
- <u>b. Captions.</u> Titles or captions of sections contained in this Agreement are inserted only as a matter of convenience and for reference, and in no way define, limit, extend, or describe the scope of this Agreement or the intent of any provision.
- c. Compliance. The District and the Foundation shall comply with all applicable federal and state laws and regulations.
- d. Entire Agreement. This Agreement constitutes the entire understanding between the District and the Foundation with respect to the transactions contemplated herein, and this Agreement shall not be modified except in a writing executed by all parties hereto.
- e. Severability. The invalidity, illegality, or unenforceability of any provision hereof shall not affect or impair any other provision, and this Agreement shall be construed as if such invalid, illegal, or unenforceable provision had never been contained herein, and the remainder of this Agreement shall be given full force and effect so far as possible.

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- <u>f.</u> <u>Notice.</u> All notices regarding this Agreement must be addressed and sent to each signatory of this Agreement.
- g. Waiver. The failure of any party to insist upon strict performance of a covenant hereunder or of any obligation hereunder, irrespective of the length of time for which such failure continues, shall not be a waiver of such party's right to demand strict performance compliance in the future. No consent or waiver, expressed or implied, to or of any breach or default in the performance of any obligation hereunder, shall constitute a consent or waiver to or of any other breach or default in the performance of the same or any other obligation hereunder.

4123121

IN WITNESS WHEREOF, the parties to this Agreement have affixed their signatures:

Neil Steinberg,

President & CEO

Rhode Island Foundation

Harrison Peters, Superintendent

Providence Public School District

Angélica Infante-Green, Commissioner

a. Infante

Commissioner

Rhode Island Department of Elementary & Secondary Education

April 15, 2021

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EXHIBIT 2



Providence Public School District

BUDGET REPORT

Fiscal Year 2023

July 1, 2022 - June 30, 2023







INTRODUCTORY SECTION



PROVIDENCE SCHOOL DEPARTMENT

School Board				
		Term Expires at Year End		
President	Kinzel Thomas	2023		
Vice President	Diagneris Garcia	2024		
Secretary	Mark Santow	2024		
	Travis Escobar	2025		
	Elizabeth Goldberg	2023		
	Muyideen Ibiyemi	2024		
	Night Jean Muhingabo	2025		
	Jesus Nunez	2025		
	Ty'Relle Stephens	2025		

Administration

Superintendent Javier Montañez

Senior Advisor to the Superintendent Joan Jackson

Deputy Superintendent of Operations Zachary Scott

Chief of Staff Vacancy





Department Heads and Executive Directors

Assistant Superintendent of Elementary Schools Patricia Royal

Assistant Superintendent of Secondary Schools James Boyd

Chief Academic Officer Evonne Alvarez

Chief Communications Officer Nicholas Domings

Chief of Data & Assessment Officer Jennifer Carney

Chief of Equity Nkoli Onye

Chief of Family & Community Engagement Nicanor Figueroa

Chief Operating Officer Salvador Pellerano

Chief of Student Support Services Sandra Stuart

Chief Talent Officer Vacancy

Executive Director, Curriculum & Instruction Matthew Joseph

Executive Director, Elementary Schools Sindy Giard & Cindy Townsend

Executive Director, Evaluations, Induction & Licensure Jennifer Vorro

Executive Director, Finance Christopher Petisce

Executive Director, Leadership Krystal Lofton

Executive Director, Multilingual Learners' Jennifer Efflandt

Executive Director, School Improvement Cory McCarthy

Executive Director, School Support of Early Childhood and Wellness Susan Chin

Executive Director, Secondary Schools Scott Sutherland & Vacancy

Executive Director, Specialized Instruction

Jennifer Connolly

Executive Director, Student Supports

Julie Lombardi

Executive Director, Teacher Development Colene Van Brunt





LETTER FROM THE COMMISSIONER

Dear Providence Community:

A few years ago, we started the Turnaround Action Plan with one of the toughest hands we could have been dealt – the start of the COVID-19 pandemic just a few months into our efforts to improve Providence's schools. It hasn't been easy, but together we have been able to make great strides to fix some of the systems most in need of repair in Providence, from implementing a single district-wide curriculum to finally approving a collective bargaining agreement with our teachers. These are the exact type of fundamental changes we need to make now to be able to accelerate our students' learning over the next few years.

We want to keep moving forward by doubling down on what makes Providence exceptional: our students' infinite potential to learn and grow, our educators' incredible dedication and talent, and our families' passionate desire to improving our schools. This year's budget reflects our steadfast commitment to empowering those groups with more resources and support. When those three groups have the tools they need to do their jobs and to work together, we can ensure that our schools are providing the high-quality education that the children of Providence deserve.

Here's some of the key items that this budget provides to each of those groups and how it will allow them to continue our Turnaround Action Plan:



• Excellence In Learning – This upcoming year, we will continue to push for a uniform high-quality learning experience in schools across Providence by implementing our first district-wide science curriculum — a crucial way to prepare our students to succeed in the 21st century. We also want to invest heavily in improving literacy at every level by adding reading specialists at schools across the district. And, to make sure our differently-abled students have the special focus they need to thrive, we are going to create several smaller special education classrooms where they can receive that vital support.



- World-Class Talent Our educators are exceptional, and we want to equip them with the skills they need to teach our diverse populations. We are increasing our reimbursements for ESL certification to \$8,000 so that our teachers can get the certifications they need without having to cover the cost out of pocket. We are also working to entice expert educators from across the country to join us here in Providence with a suite of new hiring incentives and signing bonuses. This year all of our teachers, whether new or veteran, will have everything they need to teach their students.
- **Engaged Communities** We are working harder than ever in this budget to ensure that Providence Public Schools are open and welcoming to every family. We're investing half a million dollars into enhanced translation and interpretation services so that every family can participate fully in the District's services and community engagement sessions. Additionally, we are going to expand our current Parent Ambassador Program to 10 more schools so that if families have an issue at school, they have a peer that they can rely on for help and guidance.

We are going to work hard to implement these programs, and to continue making our district systems more efficient through school facilities upgrades and brand new data infrastructure that our schools have desperately needed for years.

I'm deeply grateful to every student, family, teacher, and school leader working to make our schools a better place. Let's keep going together.

With respect,

Angélica Infante-Green

Commissioner of Elementary and Secondary Education

a. Infant



EXECUTIVE SUMMARY

As we close the end of the 2021-2022 school year and look to the next, we reflect on another successful school year in Providence Public Schools. While in school year 2020-2021 we focused on reopening schools in the midst of a global pandemic, in 2021-2022 we looked to accelerate student learning and continued implementation of the district's Turnaround Action Plan. Despite continuing challenges caused by COVID-19, our teachers, school leaders, staff members and students persevered and thrived.

Our Turnaround Action plan has been, and will continue to be, our district's "North Star." It guides district goals, priorities, and actions, and drives our investment priorities. Indeed, over the past two years we have invested in areas prioritized by our community and aligned to the needs of students.

FY2021 and FY2022 Investments Aligned to TAP

PPSD has made key investments over the past two years, both one-time and recurring. We will continue focusing our investments across the four TAP pillars for FY2023.



Excellence in Learning

- 32 additional literacy and math coaches at middle and high schools
- 18 additional guidance counselors at elementary schools
- Unified elementary curricular material for ELA and Math
- Unified secondary curricular material for ELA and Math



Word Class Talent

- 9 additional assistant principals
- Four additional professional development days
- Signing bonuses for teachers; pay increases for substitute teachers



Engaged Communities

- 26 additional school community specialists and culture coordinators
- · Increased translation services
- Digitization of student records to simplify student records management



Efficient District Systems

- Seeding of revolving fund to do \$50M+ work over next 10 years
- 10,000 pieces of new furniture for all schools and 450 rugs for elementary schools
- · 1,600 Laptops, 20,000+ Chromebooks, and 200 SmartBoards
- · PPE and health-related supplies for COVID/re-opening



FY23 budget investments

PPSD will continue investments in areas aligned to the Turnaround Action Plan leveraging multiple funding sources.



Excellence in Learning

- Unified high quality district science curriculum
- Additional special education classrooms for lower class sizes at elementary
- Addition of reading specialists to accelerate literacy initiatives



Word Class Talent

- Increase ESL reimbursement of \$8,000 for all teachers
- Differentiated signing bonuses for all teachers
- Director of School
 Operations pilot at high need schools



Engaged Communities

- \$500K investment in translation and interpretation services
- Expanding Parent
 Ambassador Program from
 30 schools to 40 schools



Efficient District Systems

- · Second year of capitol revolving fund (-\$7M in additional facilities improvements)
- Districtwide data warehouse and learning management system
- · Transition to student-based budgeting over time

FY2023 Investments Aligned to TAP

As we align our investments to the TAP, three additional guiding principles inform our planning:

- Deepen investments in areas that have proven effective: over the first two years of the state intervention, the district has made key strategic investments across TAP pillars. In FY2023, we look to deepen investments in several of these areas:
 - High-quality, uniform curriculum: one of the key findings of the Johns Hopkins report was a
 lack of district-wide, high-quality curricular materials. As a result, over the past two years, the
 district has made significant investments in English language arts and math curriculum across
 all grade spans. For next year, the district is investing in high-quality science curriculum across
 all grades.
 - Tuition reimbursement for ESL certification: one of the first steps taken following the state intervention was to provide teachers with tuition reimbursement for obtaining ESL certification.



The first program of its kind in the district provided teachers with up to \$3,200 in tuition reimbursement. Based on feedback from teachers about the growing cost of ESL certification programs, the district has increased reimbursement to up to \$8,000 per teacher.

- Translation and interpretation: The Johns Hopkins report also noted that the district faced challenges in connecting families and community members who speak a language other than English. The district has invested in translation and interpretation services for families, and looks to further investment in this area in the coming year.
- Launch pilot investments in areas of identified need: in addition to deepening investments, the district is also innovating in areas of identified need. If proven effective, the district will look to sustain these investments in the coming years. Several of these include:
 - Reading specialists: improving student literacy is key to improving overall student achievement.
 For FY2023, the district is seeking to hire additional reading specialists to support schools with literacy initiatives.
 - Directors of Operations: a key priority for the district is ensuring that school leaders can focus
 on improving instruction in their building and serve as true instructional leaders. This can be a
 challenge given the operational demands of running a school, including budget development,
 transportation and facilities management, and student supports. For FY2023, we are seeking
 to provide our high-need schools with a Director of School Operations to take on operational
 tasks at the school and allow school leaders to focus on instruction.
- <u>Plan for long-term financial sustainability</u>: as we invest for FY2023, we also want to ensure the long-term financial sustainability of the district. Three key items support this:
 - Transition to student-based budgeting: student-based budgeting (or "weighted-student funding")
 is a budgeting technique used by districts to better align funding allocations with student need
 and ensure more budget transparency to schools and the community. The district will use
 FY2023 as a planning year to support a broader launch for student-based budgeting for the
 FY2024
 - Analysis of key district cost drivers: previously, the district engaged with an outside vendor
 to develop a long-term financial model for the district as well as identify potential areas
 for savings. In the coming year, the district will do a deep dive into these areas to develop
 actionable recommendations to address the district's key cost drivers.
 - Adjusting staffing and transportation in response to enrollment changes: Like many districts in Rhode Island and across the country, Providence has seen declines in enrollment in recent years. As this has occurred, we have adjusted staffing and transportation to ensure that funds are used efficiently and ensure that the district is set up for long-term financial success.

Further details on PPSD's FY23 budget are included in the remainder of this document. We look forward to another successful school year!



PROVIDENCE SCHOOL DEPARTMENT'S LONG-TERM DIRECTION

Overview:

In June 2019, after participating in a comprehensive review of the District, the Johns Hopkins Institute for Education Policy released a heartbreakingly critical evaluation of the Providence Public Schools. In response to the Hopkins report, Rhode Island Education Commissioner Angélica Infante-Green, with the support of then-Governor Gina Raimondo and Providence Mayor Jorge Elorza, unveiled a proposal for a State intervention in PPSD. The State Council on Elementary and Secondary Education granted the Commissioner authority to take control of the Providence Public Schools in July of 2019. The intervention officially commenced on November 1, 2019. During the State intervention, the Rhode Island Department of Education (RIDE), led by Commissioner Infante-Green, oversees the District's budget, personnel, and programming.

Commissioner Infante-Green is committed to systemic, data-driven reforms that seek to close equity gaps, increase proficiency for all students, and recruit and retain a talented workforce. The district's strategic direction is outlined in its Turnaround Action Plan, which is a conscientious approach to change, created with recommendations from the community and led by the Community Design teams convened right after the intervention began. It is inspired by <u>Four Core Values</u> that infuse all of the education work happening in Rhode Island, <u>Three Pillars</u> that are fundamental to the Commissioner's vision and RIDE's Statewide approach to improvement, and <u>Five Promises</u> that are specific to the Providence community. The Turnaround Action Plan serves as the guiding document for the district's budgeting decisions.

Four Core Values:

Four core values, derived from extensive input from families, students, and educators, will continue to drive innovation and reform across the State moving forward:

- 1. **Students First:** Doing what is best for the students of Providence will always be the most important factor in any decision we make.
- 1. **Equity and Access:** We value diversity and believe all students are capable of learning and achieving. We will work together to ensure all students have access to high-quality schools.
- 1. **Transparency:** Information must be available and accessible to families so that decisions can be driven by data and informed by the community.
- 1. **Results:** We will ensure all strategies in our Turnaround Action Plan are focused on improving academics and lifelong outcomes for all students.





Three Pillars:

All students deserve world-class schools. As we reimagine the future of Providence Public Schools, we are committed to the most fundamental obligation to our students: fair and equitable access to a rigorous education for all. Working together as a community, we are developing a positive school experience that will prepare our students for success in the 21st-century economy, while recognizing that children and families from varying backgrounds often experience school in vastly different ways. We will use an equity lens to establish minimum requirements so that all students have equitable access to important educational tools, such as high-quality curriculum. We envision a PPSD where every student is enrolled in a modern classroom, equipped with the technology and resources needed for academic and social and emotional growth; all multilingual learners are taught by State-certified teachers; all teachers in the District are empowered and motivated; PPSD graduates are fully prepared for postsecondary success; students, families, and civic leaders have confidence in their schools; and the Providence community feels and shows immense pride in their local public schools. As a result of extensive thinking, engagement, and demand, three pillars have been outlined that guide our vision for success in education in Rhode Island. These are fully integrated into the Turnaround Action Plan:

- 1. Engaged Communities
- 2. Excellence in Learning, and
- 3. World-Class Talent.

An additional foundational principle, Efficient District Systems, is necessary for success in the TAP.

Five Promises:

This Turnaround Action Plan is a stake in the ground – a bold commitment to drive, measure, collaborate, and share with the community the changes taking place in PPSD. It represents a focused response to the cries of the community to end decades of inaction and failure. It is a call to action that requires an ongoing renewal and investment. It is a promise to Providence that change is coming, and it will benefit the future of the community, the City, and the State. Throughout the planning phase, the RIDE and PPSD team have been guided by five promises that were developed to govern the Turnaround Action Plan – and embody their commitment to the students and families of Providence:

- 1. Every student will attend a school that is safe, where there are high expectations, and where educators are committed to student success. There will be a positive, respectful school culture;
- 2. Every school will be staffed and led by supported, empowered educators;
- 3. Every family will have the opportunity to choose among multiple excellent instructional programs;
- 4. Every student will have access to robust, rigorous extracurricular and co-curricular programming; and:
- 5. Every student, family and educator in Providence will benefit from an efficient, effective, and responsive District administration.



SCHOOL BOARD'S CORE BELIEFS AND COMMITMENTS

We believe that all Providence students can and must learn at high levels, reach their full potential, and succeed in school and in life.

We believe:

- The potential to learn is neither fixed at birth nor determined by race or socioeconomic status; it develops over time with opportunity, challenge, and effort.
- Success includes not only academic achievement, but also social, emotional, physical, psychological, and moral development.
- Success means contributing to our society and participating in civic life.
- Schools must cultivate a love for learning, teach students how to learn, and help students develop their talents.
- Disparities in academic achievement along racial and economic lines are morally intolerable.
- Expert instruction, adequate time, and the right support can help every student succeed.

We commit to creating the conditions for all students to learn at high levels and to their full potential; we commit to closing the achievement gap.

We will:

- Challenge every student and hold all students to the same clear and high expectations.
- Create active, vibrant learning communities with strong academic, co-curricular, and extracurricular opportunities.
- Measure student success by what is learned, not just by what is taught.
- Provide students with multiple opportunities and options to succeed.
- Create trusting and respectful school communities.
- Promote student health and wellness.
- Form strategic partnerships with external organizations to enhance student support services.

We believe Providence teachers and Providence schools can and must have a positive influence and a profound effect on our students' lives.

We believe:

- The student-teacher relationship is central to learning.
- The effective teacher assumes responsibility for what happens in the classroom and accountability for what each student learns.
- Ultimately it is the teacher who makes the difference between student success and failure.
- Schools exist to support the student-teacher relationship; the district exists to support schools.



We commit to organizing our schools and all our resources to support the student-teacher relationship as the primary factor in student success.

We will:

- Have a highly effective teacher in every classroom.
- Have a strong instructional leader as principal of every school.
- Set policy and allocate resources by asking how our decisions will help students learn.

We believe Providence schools can and must be good places to teach and to learn.

We believe:

- Schools must be safe, caring, and orderly environments that nurture effective teaching and learning.
- Schools must value diversity among students, staff, and families.
- Students, staff, parents, and community partners must demonstrate truthful, moral, and nondiscriminatory conduct.

We commit to creating schools that have positive cultures and are housed in high quality facilities.

We will:

- Maintain attractive, clean, and secure schools.
- Renovate or replace buildings as necessary to accommodate 21st century learning and serve as community anchors.
- Hold students, staff, parents, and community partners to clear and high standards of behavior.

We believe the Providence School District can and must be a high-performing organization.

We believe:

- People and purpose drive high performance.
- We must capture the hearts and minds of our people with a clear and compelling vision for student success as well as opportunities for participation, collaboration, teamwork, and shared decision-making.
- We must have visionary and distributed leadership and a relentless focus on results.
- We must deliver measurable results in return for the commitment of public resources.

We commit to organizing the Providence School Department around its core business—teaching and learning.





We will:

- Hold the entire district and everyone in it accountable for student success.
- Target resources strictly to district priorities.
- Recruit, develop, support, and retain the highest-quality personnel.
- Operate effective instructional and business systems.
- Use public resources efficiently.

We believe Providence families and the entire Providence community can and must support our students' success.

We believe:

- Families are the first teachers of our students.
- Our community has rich cultural resources to support the education of our students.
- The school system and the community are mutually accountable to one another for student success.

We commit to partnering with family and community in shaping and supporting the education of our students.

We will:

- Welcome and engage families and community as valued partners and advocates for education.
- Establish good home-school communications by providing friendly ways for parents to contact us and by communicating with families in clear, straightforward language.
- Provide a range of ways for families to participate in the education of their children at home and in the schools.
- Partner with the community to connect schools, students, and families with community assets.





BUDGET DEVELOPMENT PROCESS AND TIMELINES

The development of the district's spending plan is a year-long process. The process for the fiscal year ending June 30, 2023 began in November 2021 when schools and departments started preparing budgets for the upcoming school year.

The Providence Public School District's local operating budget is prepared at the school and department level, and submitted to the Superintendent.

- The Superintendent, with appropriate staff, reviews the requests and submits a budget proposal to the School Board that will work to accomplish the district's goals and operate within the ever-present fiscal constraints of the District.
- The School Board may recommend approval of the Superintendent's Budget Proposal as submitted or make any adjustments it deems necessary.

All federal and restricted state funds are included in the district's Consolidated Resource Plan (CRP). Districts submit this plan to the Rhode Island Department of Education by June 1 for the fiscal year beginning July 1 and may amend this application one time during the fiscal year, in January.

An updated five-year capital plan is approved early each calendar year and submitted to the Providence Public Building Authority, which issues bonds for school construction.

Resource allocation within the local budget is largely determined by contractual commitments for staffing levels, salaries, and benefits; by contracts for outsourced services for transportation, food services, and facilities maintenance and repair; by state mandates including special education requirements for staffing levels, support to charter and nonpublic schools; and by debt obligations. Discretionary funds include funds for such things as staff outside collective bargaining units, maintenance, textbooks, educational supplies, furniture, and educational equipment. Some discretionary funds are allocated centrally for district purposes. Individual schools receive a per-pupil allocation from discretionary funds.

Federal funds, restricted state funds, and private grants are allocated to accomplish district initiatives consistent with the intended uses and restrictions on these funds. These funds are allocated through several mechanisms, including a comprehensive needs assessment based on student achievement data and systematic classroom observation of pedagogy, as well as comprehensive feedback from principals, teachers, students, parents, and community members.



Budget Timeline

The development of the local budget is a year-long process that gathers and generates a tremendous amount of information. Information about the budget is provided throughout this process. Below is a typical timeline.

Budget Timeline

DEADLINE DATE	ACTION
December 15, 2021	Local budget packages sent to schools and administrative offices
January 2022	Budget training for principals and administrators
February 18, 2022	All budgets due in the Budget Office
March 21-April 08,2022	Consolidated budget meetings with schools
April & May 2022	Budget Update, Spending Plan shared with School Board
June 2022	Budget meetings with City Council
June 2022	Budget meetings with the Commissioner
June 1, 2022	Consolidated Resource Plan due to Rhode Island Department of Education
July 2022	Final budget approved by the Commissioner
August 2022	Final budget adopted by the School Board



OVERVIEW OF REVENUES AND EXPENDITURES

In fiscal year 2022-2023, the Providence Public School District is proposing a local budget of \$426,418,543. These funds are augmented by \$218,383,604 from federal funds and reimbursable grants to constitute a total spending plan of \$644,802,147.

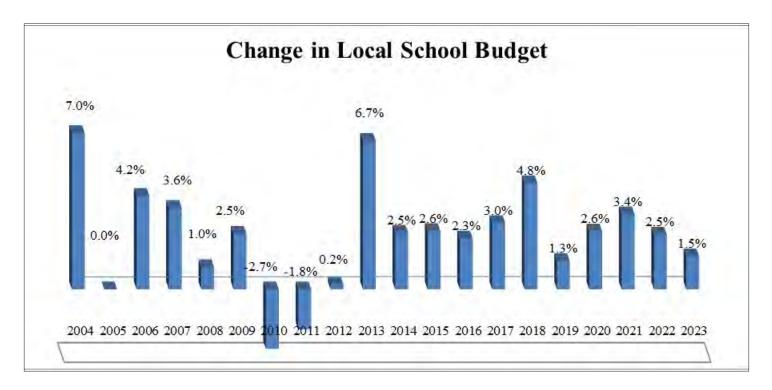
Providence Public School District Ope	rating Budget
	Proposed FY 2023
Revenues (all sources)	
Local Budget (State and City)	\$426,418,543
Federal Entitlements & Reimbursable Grants	218,383,604
Total Revenues	\$644,802,147

Approximately 97% of the School District's operating costs are determined by labor contracts, service contracts, state requirements, and health and safety requirements. Local funding (state and city appropriations) has not kept pace with increased costs, resulting from growing enrollments, rising benefits, and normal increases in operating costs.

	Budget	Proposed	Chan	ge
Expenditures	2021-2022	2022-2023	Amount	Percent
Salaries	\$211,892,129	\$211,626,793	(\$265,336)	-0.13%
Benefits & Other	105,633,444	108,812,316	3,178,872	3.01%
Services	89,610,678	94,863,691	5,253,013	5.86%
Supplies	3,404,557	3,062,480	(342,077)	-10.05%
Equipment	2,464,197	980,597	(1,483,600)	-60.21%
Utilities	7,204,766	7,072,666	(132,100)	-1.83%
Total	\$420,209,771	\$426,418,543	\$6,208,772	1.48%



The Providence Public School District (PPSD) *local budget* consists of city funding, state aid to education, Medicaid reimbursements, and school revenue. The PPSD local budget is used to teach students, transport them to and from school, and maintain school buildings and equipment. It supports all school administration and other daily school operations. The local budget supports education programs such as MLL Special Education, summer school and all-day kindergarten. All the salary and employee benefit costs for the staff required to carry out these services are appropriated in the Local Budget. The Providence Public School District's local budget increased from \$329 million in FY 2011 to a proposed of \$426 million in FY 2023. Since FY 2011, the local budget has experienced an average annual increase of 2.41%.





The **non-local budget** consists of restricted-use funds from the State of Rhode Island and the Federal Government, and grants from foundations. These funds are typically very restrictive, but give the School District the resources to conduct professional development, improve curriculum, enhance classroom activities, purchase technology, and plan and implement school reform. These funds are used to train teachers and other staff, to engage the parents and communities, to develop and implement a standards-based curriculum and curriculum frameworks, and to provide supplemental educational services such as literacy clinics, additional assistance in elementary school classrooms, and after-school programs.

Additionally, the grants are providing the resources for initiatives such as reforming high schools, building leadership capacity, and establishing technology infrastructure and training.



2022-2023 Consolidated Resource Plan (CRP) Funding

Funding Source	Millions1	Purpose	District Programs Supported
Title 1	\$18.07	Improving academic achievement of disadvantaged students	Middle-school coaches, parent involvement, after-school programs, elementary childhood programs, elementary math coaches, K-1 teacher assistants, professional development, school-directed initiatives
Title II	2.80	Teacher quality, class size reduction	Elementary school literacy coaches, kindergarten teachers to reduce class size. Professional development in mathematics and science
Title III Language Acquisition	1.08	Limited English Proficient (LEP) students	Professional development
Title IV	1.99	Improve academic achievement by increasing the capacity of SEAs, LEAs	Social & Emotional supports at the Elementary Level
IDEA-Part B	6.51	Special Education	Professional development, materials and supplies, special programs, preschool programs
IDEA- Preschool	0.22	Special Education preschool	Special Education preschool
Total	\$30.67		

¹Estimates do not include carryover funds



SIGNIFICANT TRENDS

Revenue Trends

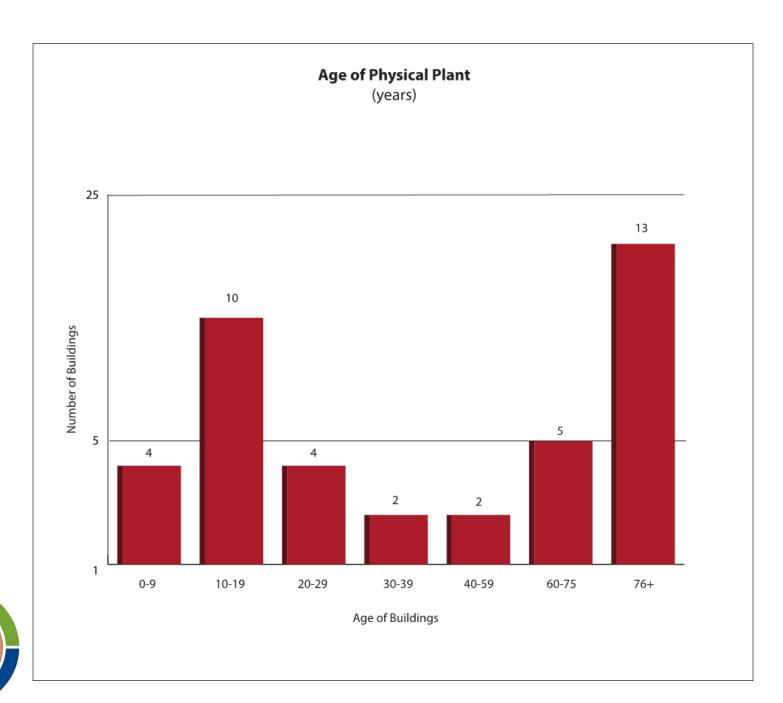
Historically nearly two-thirds of the Local Budget has been from the State of Rhode Island. The State's share of the budget for Fiscal Year 2022 is 65.12%. The average percentage increase in State Revenue for the past 15 years has been 2.52%.







SCHOOL CONSTRUCTION AND RENOVATION



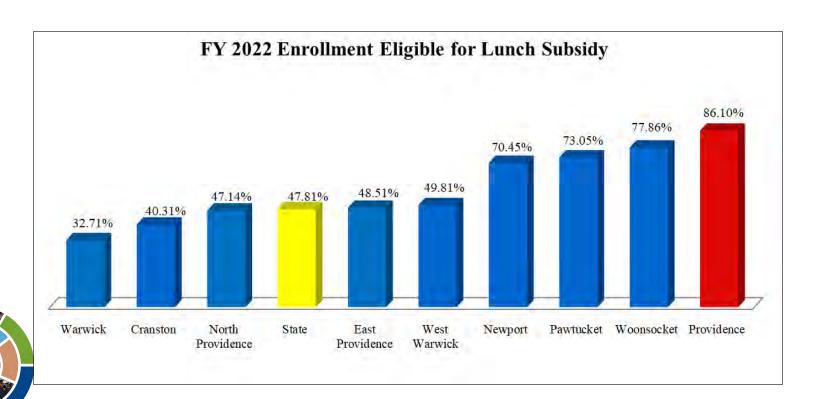
A total of \$29.8 million dollars is budgeted in FY2023 to maintain the 4.2 million square feet of building space currently in the district. Included in the \$29.8 million is \$7.1 million for utilities, \$3.9 million for maintenance and plant administrative costs, and \$18.8 million for custodial services. These costs represent 6.98% of the district's total local operating budget.



DEMOGRAPHIC TRENDS

The Providence Public School District is the largest school district in the State of Rhode Island. The student population is 16.97% larger than the combined total of the second and third largest districts (Cranston and Warwick) and makes up 15.42% of the students in Rhode Island public & charter schools.

86.10% (March 2021 RADM) of the City's enrollment is eligible for the Free/Reduced Lunch Programs. Providence has 18,915 of the 68,099 children eligible for the subsidized lunch program in the State, representing 27.77% of the State total.





PERSONNEL RESOURCE CHANGES

PPSD has taken steps to reduce staffing in response to reductions in enrollment, while also increasing staffing in areas needed for learning acceleration aligned with the guiding principles noted earlier in the document. In FY22, PPSD reduced teacher FTEs by ~64 through more efficient scheduling at the middle and high school level. For FY23, PPSD is reducing classroom staffing by 23 teachers in response to enrollment changes; we are also investing in reading specialists (38) and special education and pre-kindergarten classrooms (7), which lead to a net increase in teacher FTEs.

Similarly, the district has reduced the number of teacher assistants as classrooms have been reduced, though have added staff to support COVID-19 testing as well as Directors of Operations to pilot alternative school leadership team models.

A summary of personnel resource changes can be found below.

Personnel Re	esource Chan	ges - FTEs	
Employee Type	2021-2022	2022-2023	Change
Teachers	2,027.0	2,063.0	36.0
Teacher Assistants	497.0	478.0	(19.0)
School Clerical	130.0	129.0	(1.0)
Administration Clerical	54.0	61.0	7.0
Non Certified Support Personne	146.0	155.0	9.0
School Board Members	9.0	9.0	0.0
Bus Monitors	103.0	103.0	0.0
Other	258.0	295.0	37.0
School Administrators	96.0	98.0	2.0
Superintendent	1.0	1.0	0.0
Certified Personne	44.0	43.0	(1.0)
Total	3,461.0	3,531.0	70.0



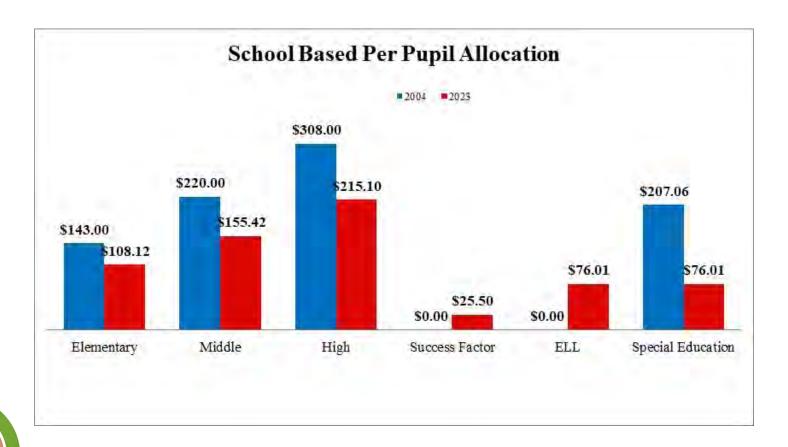






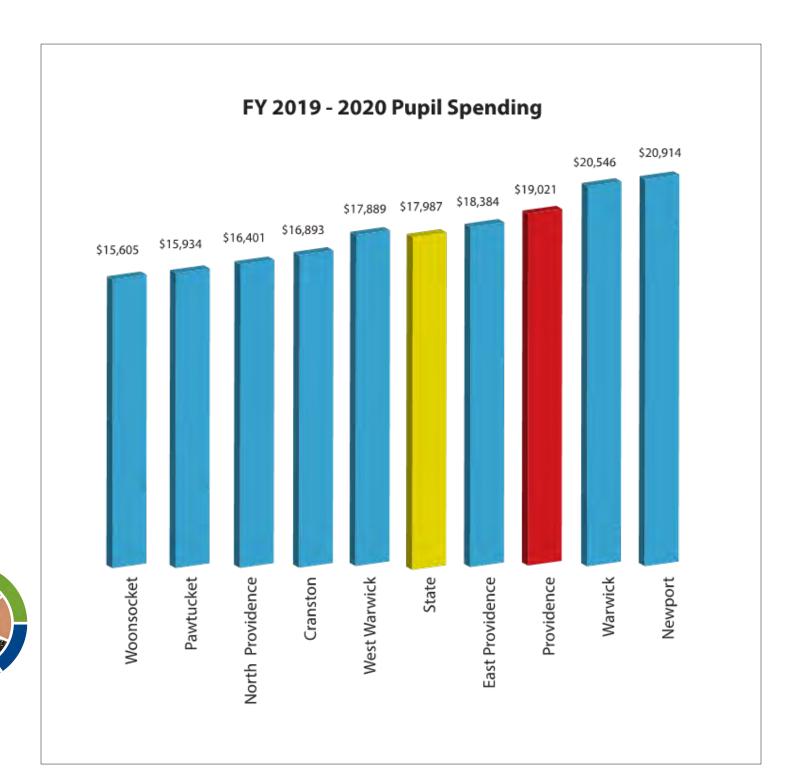
DISTRIBUTION AND ALLOCATION OF FUNDS

Approximately 98% of the School District's operating costs are determined by labor contracts, service contracts, state requirements, and health and safety requirements. Salary, substitutes, employee benefits, building maintenance, transportation, and administrative costs are appropriated centrally. Individual schools are allocated discretionary funds on a per student basis. These funds may be used by the school-level decision makers in the manner of their choosing. The 2022-2023 per pupil allocations are: elementary - \$108.12, middle - \$155.42, high school - \$215.10. In addition to these allocations, there are also allocations for special education - \$76.01, ELL - \$76.01, and success factor - \$25.50, for students experiencing poverty.

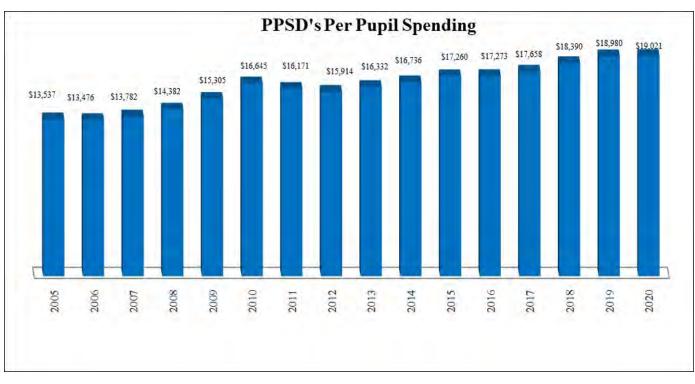


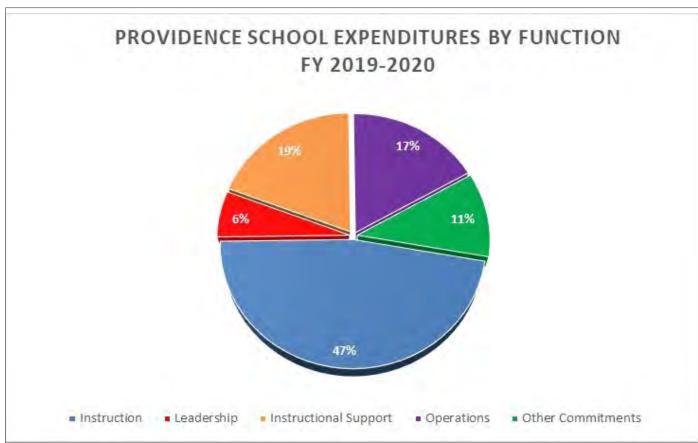
According to the Rhode Island Department of Education, the PPSD's per pupil cost for the 2019-2020 (latest comparable data) school year was \$19,021. The per pupil expenditures includes all funding sources and pass-troughs for non-public schools, not just the local budget. The 2019-2020 PPSD's per pupil expenditures also exceeded the State average of \$17,987 for per pupil expenditures. Statewide spending data comparisons are available online at: http://www.ride.ri.gov











Above Charts derived from In\$ite & RIDE UCOA Data



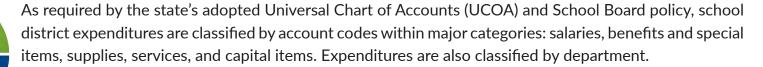
Organizational Section

The Providence Public School District serves approximately 21,968 students (March 2021 RADM) in grades Pre-K through 12. The district has 21 elementary schools, 7 middle schools, and 9 high schools.

Approximately 86.10% of Providence students live in poverty. Sixty-eight percent are Hispanic, 15% Black, 6.5% White, 4% Asian, 5.5% Multi-racial, 1% Native American. Approximately 16% of Providence students receive special education services. Thirty-one percent are English Language Learners, who come from 91 countries of origin and speak 55 languages.

The Providence Public Building Authority (PPBA) issues bonds to build and renovate schools. The State of Rhode Island shares the costs of building and renovating schools with local school districts; Providence currently receives about 80% of its building and renovation costs from the state. The PPBA is responsible for principal and interest payments on bonds issued for school construction; these costs do not appear in the district's budget. The School District leases its school buildings from the PPBA. If there are any lease payments, they would appear in the operating budget.

Revenues are classified as local and non-local. The local budget revenue consists of unrestricted aid to education, city revenue, Medicaid reimbursements, and other miscellaneous school revenue. Non-local revenue consists of restricted state aid, federal funds, and grants from private sources.



The Providence Public School District uses the accrual method of accounting for revenues and expenditures. This practice is required by UCOA and is consistent with Generally Accepted Accounting Principles.





BUDGET PLANNING

The fiscal year of the School Board is the same as the fiscal year for the City of Providence, July 1 to June 30. Budget planning usually begins in November for the next fiscal year and continues until a final budget is approved. All departments and individual schools participate in the development of a budget consistent with the district's goals, the Performance Management Plan, and individual school improvement plans.

Budget Implementation

The Superintendent approves expenditures and encumbers funds in accordance with the approved budget and district policies. The School District must maintain a balanced budget. If at any time actual revenue receipts do not equal the original estimates, the Superintendent must recommend changes necessary to balance the budget.

Funds from State Tax Sources/Funds from Federal Tax Sources

All positions created in anticipation of federal funds are dependent upon those funds, and the School District assumes no responsibility for continuing the positions.

Financial Accounting and Reporting

The School District's Executive Director of Finance is responsible for administering the department's accounting system, which must be consistent with all school, city, state and federal laws and regulations, and conform to generally accepted principles and methods of school and municipal fund accounting. All operating expenses are charged to the fiscal year in which they are incurred. Expenditures are limited to the amounts defined in the approved Budget, and the appropriation allotted.

Monthly Reports to the Board

The School Board receives a monthly summarized statement of operations and a statement of expenditures by major code items and the unencumbered balances for each code.

Financial Monitoring

The Executive Director of Finance is responsible for ensuring that contracts and purchases do not exceed funds allocated for those purposes. The Executive Director of Finance audits all charges to determine their regularity and correctness.

Purchasing Authority

Following the State intervention on November 1, 2019, the Providence Public School District implemented the following changes to streamline its purchasing procedures. As of April 2020, all purchases and contractual obligations over \$5,000 are approved by the Director of Purchasing, and the Executive Director of Finance, the Superintendent, and the Commissioner (or her designee). Purchases exceeding \$200,000, multi-year contracts, and sole source purchases must also be reviewed by the School Board Finance Committee and the School Board.



Local Budget



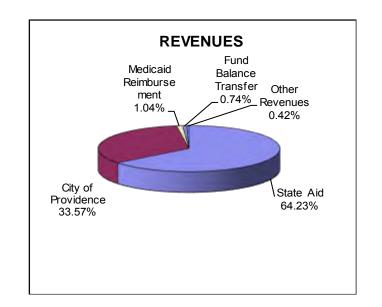


Providence School Department 2022-2023 Local Budget

REVENUES

State Aid	\$273,875,072
City of Providence	143,164,202
Medicaid Reimbursement	4,450,000
Fund Balance Transfer	3,144,269
Other Revenues	1,785,000

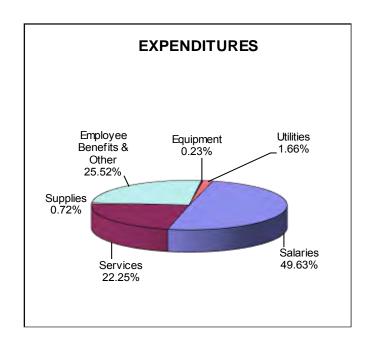
Total Budget \$426,418,543



EXPENDITURES

By Major Account Group

Total	\$426,418,543
Utilities	7,072,666
Equipment	980,597
Employee Benefits & Othe	108,812,316
Supplies	3,062,480
Services	94,863,691
Salaries	\$211,626,793
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Providence School Department 2022-2023 Local Budget 2 Year Comparison by Object Code

ACCOUNT	DESCRIPTION	2021-2022 BUDGET	2022-2023 PROPOSED	INCREASE/ (DECREASE)	% CHANGE
51110	SALARIES	\$204,115,397	\$203,738,389	(377,008)	-0.18%
51115	SUBSTITUTE TEACHERS	7,203,903	7,203,812	(91)	0.00%
51201	OVERTIME	459,734	530,470	70,736	15.39%
51308	AFTER SCHOOL	113,095	154,122	41,027	36.28%
	SUBTOTAL	211,892,129	211,626,793	(265,336)	-0.13%
52910	AUTO ALLOWANCE	68,400	44,750	(23,650)	-34.58%
53201	DIAGNOSTICIANS	79,150	62,000	(17,150)	-21.67%
53202	SPEECH THERAPISTS	181,860	200,000	18,140	9.97%
53203	OCCUPATIONAL THERAPISTS	141,900	141,900	0	0.00%
53205	PSYCHOLOGISTS	400,000	400,000	0	0.00%
53207	INTERPRETERS & TRANSLATORS	249,000	700,000	451,000	181.12%
53213	EVALUATIONS	20,000	34,200	14,200	71.00%
53218	STUDENT ASSISTANCE	0	0	0	0.00%
53222	WEB BASED INSTRUCTION	53,076	80,771	27,695	52.18%
53301	PROFESSIONAL DEVELOPMENT & TRAINING	52,500	32,500	(20,000)	-38.10%
53302	CURRICULUM DEVELOPMENT	619,000	19,700	(599,300)	-96.82%
53303	WORKSHOPS	34,205	62,368	28,163	82.34%
53401	ACCOUNTING FEES	80,000	86,215	6,215	7.77%
53402 53406	RECOVERY OF ATTORNEY FEES MISCELLANEOUS SERVICES	580,000	500,000	(80,000)	-13.79% -6.46%
53406	NEGOATIONS / ARBITRATIONS	957,394 20,000	895,570 20,000	(61,824) 0	0.00%
53410	POLICE DETAILS	106,850	99,400	(7,450)	-6.97%
53411	MEDICAL FEES	30,000	30,000	(7,430)	0.00%
53412	DENTAL FEES	78,000	78,000	0	0.00%
53414	MEDICAID SERVICES	117,375	117,375	0	0.00%
53416	OFFICIAL & REFEREE FEES	188,000	254,862	66,862	35.56%
53501	DATA PROCESSING	260,000	280,000	20,000	7.69%
53502	OTHER TECHNICAL SERVICES	1,045,499	1,091,148	45,649	4.37%
53705	POSTAGE	94,587	82,773	(11,814)	-12.49%
53706	CATERING	32,714	54,318	21,604	66.04%
54201	RUBBISH DISPOSAL SERVICE	499,636	565,654	66,018	13.21%
54202	RENTAL OF SNOW REMOVAL	550,000	700,000	150,000	27.27%
54203	CUSTODIAL SERVICES	18,943,508	19,275,086	331,578	1.75%
54205	RODENT & PEST CONTROL	45,000	60,000	15,000	33.33%
54206	CLEANING SERVICE	17,500	16,000	(1,500)	-8.57%
54310	NON TECHNOLOGY RELATED REPAIRS	2,250	12,022	9,772	434.31%
54312	OTHER REPAIRS	201,020	202,680	1,660	0.83%
54314 54320	MAINTENANCE/REPAIR STUDENT TRANS. VEHICLES TECHNOLOGY REPAIRS	3,000 283,115	2,000 277,195	(1,000) (5,920)	-33.33% -2.09%
54406	INSTALLATION OF COMMUNICATIONS	116,000	116.000	(5,920)	0.00%
54407	INTERNET CONNECTIVITY	260,871	348,861	87,990	33.73%
54601	RENTAL OF BUILDINGS	145,929	161,991	16,062	11.01%
54604	GRADUATION RENTALS	57,200	28,000	(29,200)	-51.05%
54902	ALARM & FIRE SAFETY SERVICES	680,190	696,886	16,696	2.45%
54903	MOVING & RIGGING	45,000	115,000	70,000	155.56%
55111	TRANSPORTATION	19,350,255	19,122,218	(228,037)	-1.18%
55401	ADVERTISING	27,000	24,000	(3,000)	-11.11%
55501	PRINTING	117,867	128,540	10,673	9.06%
55610	TUITION TO OTHER SCHOOL DISTRICTS	1,980,352	2,114,448	134,096	6.77%
55630	TUITION	15,344,472	14,631,361	(713,111)	-4.65%
55660	TUITION TO CHARTER SCHOOLS	25,125,716	30,609,369	5,483,653	21.82%
56404	SUBSCRIPTIONS & PERIODICALS	32,153	25,403	(6,750)	-20.99%
58101	PROFESSIONAL ORGANIZATIONAL FEES	107,683	123,652	15,969	14.83%
58102	OTHER FEES SUBTOTAL	185,451 89,610,678	139,475 94,863,691	(45,976) 5,253,013	-24.79% 5.86%
53503	TESTING MATERIALS	16,000	20,000	4,000	25.00%
56101	EDUCATIONAL SUPPLIES	1,871,425	1,458,715	(412,710)	-22.05%
56112	WEARING APPAREL	20,000	48,357	28,357	141.79%
56113	GRADUATION SUPPLIES	13,300	28,200	14,900	112.03%
56115	HEALTH SUPPLIES	77,254	80,850	3,596	4.65%
56116	ATHLETIC SUPPLIES	165,000	145,280	(19,720)	-11.95%
56117	AWARDS	6,000	5,300	(700)	-11.67%
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Providence School Department 2022-2023 Local Budget 2 Year Comparison by Object Code

ACCOUNT	DESCRIPTION	2021-2022 BUDGET	2022-2023 PROPOSED	INCREASE/ (DECREASE)	% CHANGE
56202	GASOLINE	73,000	73,000	0	0.00%
56204	PROPANE	1,600	1,600	0	0.00%
56213	GLASS	35,000	40,000	5,000	14.29%
56216	LUMBER & HARDWARE	90,000	105,000	15,000	16.67%
56217	PLUMBING SUPPLIES	25,747	25,747	0	0.00%
56219	HOUSEKEEPING SUPPLIES	13,000	12,000	(1,000)	-7.69%
56401	TEXTBOOKS	130,906	119,890	(11,016)	-8.42%
56402	LIBRARY BOOKS	64,562	53,099	(11,463)	-17.76%
56403	REFERENCE BOOKS	3,600	12,699	9,099	252.75%
56406	NON-PUBLIC TEXTBOOKS	142,000	42,000	(100,000)	-70.42%
56501	COMPUTER RELATED SUPPLIES	115,413	112,493	(2,920)	-2.53%
57311	TECHNOLOGY SOFTWARE	540,750	678,250	137,500	25.43%
	SUBTOTAL	3,404,557	3,062,480	(342,077)	-10.05%
52102	LIFE INSURANCE	123,408	125,876	2,468	2.00%
52103	DENTAL INSURANCE	2,868,749	2,743,749	(125,000)	-4.36%
52105	DISABILITY INSURANCE	138,293	141,059	2,766	2.00%
52108	TEACHER WELLNESS	595,195	595,504	309	0.05%
52121	EMPLOYEE MEDICAL	33,889,607	35,121,659	1,232,052	3.64%
52122	RETIREE MEDICAL	7,945,650	7,819,512	(126,138)	-1.59%
52203	STATE RETIREMENT	24,726,795	24,998,489	271,694	1.10%
52204	CITY RETIREMENT	10,124,934	11,829,760	1,704,826	16.84%
52301	FICA	16,209,748	16,179,779	(29,969)	-0.18%
52501	UNEMPLOYMENT	375,631	375,631	0	0.00%
52720	WORKERS COMPENSATION	1,950,000	1,950,000	0	0.00%
52730	WORKERS COMPENSATION-MEDICAL	800,000	800,000	0	0.00%
52902	EMPLOYEE ASSISTANCE PROGRAM	41,715	41,715	0	0.00%
52903	EMPLOYEE TUITION REIMBURSEMENT	17,500	17,500	0	0.00%
52915	LABORER'S PENSION AND BENEFITS	4,885,444	4,983,153	97,709	2.00%
55201	LIABILITY INSURANCE	740,775	888,930	148,155	20.00%
58206	CLAIMS SUBTOTAL	200,000 105,633,444	200,000 108,812,316	3,178,872	0.00% 3.01%
57305	EDUCATIONAL EQUIPMENT	113,739	55,014	(58,725)	-51.63%
57306	FURNITURE & FIXTURES	401,524	403,761	2,237	0.56%
57309	COMPUTER HARDWARE	1,948,934	521,822	(1,427,112)	-73.23%
0.000	SUBTOTAL	2,464,197	980,597	(1,483,600)	-60.21%
=			,		
54402	WATER	269,789	259,789	(10,000)	-3.71%
54403	TELEPHONE	345,533	318,433	(27,100)	-7.84%
54405	SEWER USAGE FEES	510,967	500,967	(10,000)	-1.96%
56201	NATURAL GAS	2,420,998	2,400,998	(20,000)	-0.83%
56209 56215	FUEL ELECTRICITY	26,394 3,631,085	26,394 3,566,085	0 (65,000)	0.00%
JUZ 13	SUBTOTAL	7,204,766	7,072,666	(132,100)	-1.79% -1.83%
	SUBTUTAL	1,204,100	1,012,000	(132,100)	-1.03%
,	TOTAL	\$420,209,771	\$426,418,543	6,208,772	1.48%



Providence School Department 2022-2023 Local Budget 5 Year Revenue Comparison

	2018-2019 ACTUAL	2019-2020 ACTUAL	2020-2021 ACTUAL	2021-2022 BUDGET	2022-2023 PROPOSED
FEDERAL REVENUE THROUGH STATE					
MEDICAID REIMBURSEMENT	\$4,441,959	\$4,704,296	\$4,257,924	\$4,450,000	\$4,450,000
TRANSFER FROM INDIRECT COST	240,526	827,593	640,373	1,200,000	1,200,000
TOTAL FEDERAL REVENUE THROUGH STATE	4,682,485	5,531,889	4,898,297	5,650,000	5,650,000
OTATE DEVENUE					
STATE REVENUE ESSER	0	14 200 224	0	0	0
FUNDING FORMULA	0 251,791,093	14,390,234 246,129,444	269,072,014	0 273,899,705	273,875,072
TOTAL STATE REVENUE	251,791,093	260,519,678	269,072,014	273,899,705	273,875,072
TOTAL STATE NEVENOL	251,751,055	200,515,070	203,072,014	213,033,103	210,010,012
SCHOOL REVENUE					
TUITION					
SPECIAL EDUCATION	0	0	0	20,000	20,000
SUBTOTAL TUITION	0	0	0	20,000	20,000
DUC INFRACTIONS	(24.920)	20.402	44.054	90,000	90,000
BUS INFRACTIONS OTHER SCHOOL REVENUES	(21,820)	39,182	14,851	80,000	80,000
SUBTOTAL OTHER SCHOOL REVENUES	968,193 946,373	589,706 628,888	818,797 833,648	485,000 565,000	485,000 565,000
SUBTUTAL OTHER SCHOOL REVENUES	940,373	020,000	033,040	303,000	505,000
TOTAL SCHOOL REVENUE	946,373	628,888	833,648	585,000	585,000
CITY REVENUE CITY APPROPRIATION	128,546,611	130,046,611	134,897,350	140,075,066	143,164,202
TOTAL CITY REVENUE	128,546,611	130,046,611	134,897,350	140,075,066	143,164,202
TOTAL CITT NEVENOL	120,540,011	130,040,011	134,697,330	140,073,000	143,104,202
TOTAL REVENUE BUDGET	385,966,562	396,727,066	409,701,309	420,209,771	423,274,274
FLIND DALANCE TRANSFER	0	0	0	0	2 444 200
FUND BALANCE TRANSFER	0	0	0	0	3,144,269
TOTAL BUDGET	\$385,966,562	\$396,727,066	409,701,309	\$420,209,771	\$426,418,543







DEPARTMENT	2018-2019 ACTUAL	2019-2020 ACTUAL	2019-2020 ESSER ACTUAL	2020-2021 ACTUAL	2021-2022 BUDGET	2022-2023 PROPOSED
ALAN SHAWN FEINSTEIN AT BROAD STREET AI FRED A I IMA	\$4,426,831 5 739 751	\$4,554,838 5,601,275	\$59,345 66,277	\$4,653,278 5,830,994	\$3,856,970	\$3,500,134
ALFRED A. LIMA ANNEX	3,396,757	3,481,574	91,531	3,890,896	3,404,905	3,552,872
ANTHONY CARNEVALE	10,230,226	9,393,454	144,562	9,641,118	8,187,028	9,039,383
ASA MESSER @ BRIDGHAM	6,872,742	6,678,407	135,345	7,071,205	6,092,015	6,681,565
B. JAE CLANTON COMPLEX	6,987,568	6,312,751	64,163	7,437,567	6,645,820	7,656,755
CARL G. LAURO	9,903,928	9,396,664	30,175	9,349,190	8,158,109	7,517,746
CHARLES N. FORTES	5,727,982	5,763,175	92,395	5,783,189	4,163,277	0
GEORGE J. WEST	7,344,502	6,923,436	79,124	7,004,465	6,000,867	6,297,241
HARRY KIZIRIAN	5,633,091	5,287,787	40,234	5,936,558	5,040,243	5,496,967
SPAZIANO	4,528,943	4,083,512	50,437	4,365,424	3,399,149	4,377,304
SPAZIANO ANNEX	1,823,179	1,696,429	25,146	1,957,934	1,825,844	0
LILLIAN FEINSTEIN AT SACKETT STREET	4,919,467	5,121,822	30,175	5,405,494	4,797,320	4,974,286
MARTIN LUTHER KING	5,782,527	5,396,890	50,291	5,242,055	4,429,151	4,993,948
MARY FOGARTY	5,051,567	4,986,339	42,044	5,136,891	4,659,588	4,877,226
PLEASANT VIEW	8,332,268	8,052,991	168,672	8,611,115	8,147,841	8,003,979
RESERVOIR AVENUE	2,992,096	2,782,472	10,058	3,267,287	3,036,672	2,969,119
ROBERT F. KENNEDY	4,707,401	4,695,298	20,117	5,088,753	4,526,520	4,583,340
ROBERT L. BAILEY IV	6,422,214	6,130,879	48,533	6,561,345	6,020,886	6,714,342
VARTAN GREGORIAN AT FOX POINT	5,298,728	5,101,508	95,890	5,258,127	4,177,379	4,422,675
VEAZIE STREET	5,958,936	5,823,908	20,117	6,221,264	5,354,103	5,728,791
WEBSTER AVENUE	3,812,172	3,562,673	74,214	4,179,799	3,509,093	3,580,569
WILLIAM D'ABATE	3,931,283	3,895,300	35,205	4,288,616	3,962,568	4,232,010
SUBTOTAL ELEMENTARY	129,824,159	124,723,382	1,474,050	132,182,564	114,729,119	116,920,010
CHRISTOPHER AND LOLA DELSESTO	11,168,100	11,036,552	167,085	11,875,278	10,063,213	10,322,717
ESEK HOPKINS	7,741,401	7,890,971	43,874	8,570,922	7,024,781	7,038,221
GILBERT STUART	10,607,585	10,754,484	52,854	11,054,458	9,446,843	9,754,261
NATHAN BISHOP	11,205,696	10,727,193	106,225	11,231,729	8,713,606	9,724,675
NATHANAEL GREENE	12,050,197	11,461,502	70,774	12,360,930	10,701,120	10,078,870
ROGER WILLIAMS	10,406,198	10,201,813	0	10,942,642	8,980,511	9,258,002
WEST BROADWAY MIDDLE	6,458,941	5,963,760	46,491	6,822,971	6,144,616	6,515,911
SUBTOTAL MIDDLE SCHOOLS	69,638,118	68,036,275	487,303	72,858,930	61,074,690	62,692,657





Providence School Department 2022-2023 Local Budget 5-Year Comparison by Department

DEPARTMENT	2018-2019 ACTUAL	2019-2020 ACTUAL	2019-2020 ESSER ACTUAL	2020-2021 ACTUAL	2021-2022 BUDGET	2022-2023 PROPOSED
CENTRAL	15 337 152	14 441 872	35 146	15 904 209	14 902 054	14 392 963
CLASSICAL	11,745,080	11,215,825	19,898	12,666,373	10,633,057	10,830,846
E-CUBED	5,569,412	5,292,192	23,807	6,025,709	5,808,090	6,200,602
HOPE	14,326,776	13,429,822	77,502	15,354,821	13,269,689	13,898,118
JORGE ALVAREZ	7,443,069	7,902,161	61,810	8,816,856	9,789,644	8,306,023
JUANITA SANCHEZ COMPLEX	8,644,070	6,926,968	105,840	7,765,795	6,757,870	6,175,924
MOUNT PLEASANT	15,475,073	13,880,278	156,047	17,453,299	15,207,510	16,239,140
360 HIGH SCHOOL	2,915,871	3,150,844	0	3,550,072	3,760,305	4,456,845
EVOLUTIONS HIGH SCHOOL	2,616,801	2,420,268	0	0	0	0
PCTA	12,008,541	11,474,914	21,155	12,491,967	10,759,556	11,195,314
SUBTOTAL HIGH SCHOOLS	96,081,845	90,135,144	501,205	100,029,101	90,887,775	91,695,775
ACE CHARTER SCHOOL	918,889	762,627	0	0	0	0
ACHIEVEMENT FIRST	4,131,653	4,971,919	0	6,503,460	8,053,716	10,148,439
BLACKSTONE	344,435	287,561	0	263,500	290,224	309,876
BEACON CHARTER SCHOOL	88,830	82,313	0	65,875	85,360	91,140
CHARETTE CHARTER SCHOOL	348,975	521,672	0	709,750	717,024	765,576
COMPASS SCHOOL	8,460	17,104	0	12,750	12,804	13,671
CUFFEY CHARTER SCHOOL	3,427,358	3,485,254	0	3,461,895	3,469,884	3,704,841
DAVIES VOCATIONAL	196,695	211,662	0	238,000	213,400	227,850
EXCEL ACADEMY	0	0	0	0	0	437,472
GREENE SCHOOL	64,508	67,347	0	86,063	64,020	68,355
HIGHLANDER CHARTER SCHOOL	1,665,563	1,824,188	0	1,843,228	1,843,776	1,968,624
HOPE ACADEMY	692,963	824,199	0	979,625	1,131,020	1,371,657
INTERNATIONAL CHARTER SCHOOL	442,035	434,014	0	440,938	452,408	483,042
KINGSTON HILL ACADEMY	11,633	24,587	0	8,500	21,340	22,785
LEARNING COMMUNITY CHARTER SCHOOL	448,380	488,533	0	481,313	482,284	514,941
MEDICAL PREPARATORY	0	0	0	0	115,236	123,039
MET REGIONAL	1,636,272	1,765,988	0	1,875,313	1,766,952	1,886,598
NEW ENGLAND LABORERS	115,268	135,763	0	127,500	136,576	145,824
NOWELL ACADEMY	322,538	354,908	0	383,563	341,440	364,560
NUESTRO MUNDO	0	0	0	0	580,448	1,089,123
OTHER SCHOOL DISTRICTS	330,581	614,527	0	637,555	0	0
PVD PREPARATORY	0	0	0	0	533,500	884,058
RIMA - BLACKSTONE VALLEY	25,380	39,553	0	44,625	42,680	45,570
RI NURSES ACADEMY	846,000	776,094	0	789,438	994,444	1,294,188
SEGUE CHARTER SCHOOL	0	4,276	0	4,250	0	0



BUDGET 2022- 2023



BUDGET 2022- 2023



5-Year Comparison by Department **Providence School Department** 2022-2023 Local Budget

DEPARTMENT	2018-2019 ACTUAL	2019-2020 ACTUAL	2019-2020 ESSER ACTUAL	2020-2021 ACTUAL	2021-2022 BUDGET	2022-2023 PROPOSED
SOUTH SIDE ELEMENTARY TRINITY ACADEMY TIMES ² CHARTER SCHOOL UCAP VILLAGE GREENE YOUTH BUILD	505,485 862,920 2,931,832 478,058 648,248	614,675 872,304 2,834,659 539,845 636,055	000000	604,563 867,000 2,935,935 482,375 659,813	610,324 870,672 3,098,568 533,500 640,200	651,651 929,628 3,308,382 569,625 683,550 615,195
SUBTOTAL CHARTER SCHOOLS	21,492,959	23,191,627	0	24,506,827	27,106,068	32,723,817
SCHOOL BOARD SUPERINTENDENT ASSISTANT SUPERINTENDENT of ADMINSTRATION CHIEF of STAFF COMMUNICATIONS DEVELOPMENT LEGAL	318,133 464,967 401,246 612,824 377,877 0 178,528	247,783 1,308,587 479,595 900,740 398,884 327,925 195,642	000000	257,765 1,088,487 436,728 469,341 545,960 0 573,970	1,013,898 721,812 8,460 569,465 428,907 0 418,097	850,006 766,166 548,171 470,694 525,026 0 652,556
SUBTOTAL EXECUTIVE	2,353,575	3,859,156	0	3,372,251	3,160,639	3,812,619
ACCELERATION ZONE ADVANCEMENT ZONE ALTERNATIVE LEARNING CHIEF ACADEMIC OFFICER CURRICULUM DEVELOPMENT & IMPLEMENTATION FAMILY & COMMUNITY ENGAGEMENT SPECIAL EDUCATION ADMINISTRATION 504 COMPLIANCE ADULT AND CONTINUING EDUCATION ADVANCED ACADEMIC SERVICES A-VENTURE PROGRAM NEW COMER PROGRAM ELEMENTARY EDUCATION ELL DEPARTMENT DROP OUT PREVENTION ENGLISH FINE ARTS GUIDANCE & SOCIAL SERVICES HEALTH OFFICE	291,205 233,099 1,449 22,854,464 104,291 0 52,200,759 1,177,948 294,784 602,422 155,449 5,039 89,036 1,042,240	0 397,775 0 82,934 23,713,239 1,802 1,214,237 2,891,992 1,214,237 238,516 468,823 165,394 2,189 72,541 98,099	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0 338,433 37,916 438,390 23,621,256 20 73,859 2,796,860 1,481,718 830,697 929,279 7,281 7,281 65,853 65,853	0 490,367 33,013 501,134 25,129,818 0 0 79,058 2,805,906 2,269,872 760,221 1,650,223 1,650,223 3,180 74,571 3,600	0 184,900 720,423 0 653,570 23,299,644 0 0 82,300 3,213,271 1,529,480 1,123,503 1,425,614 1,425,614 1,756,756







Providence School Department 2022-2023 Local Budget 5-Year Comparison by Department

DEPARTMENT	2018-2019 ACTUAL	2019-2020 ACTUAL	2019-2020 ESSER ACTUAL	2020-2021 ACTUAL	2021-2022 BUDGET	2022-2023 PROPOSED
HEALTH AND PHYSICAL EDUCATION	3,784	0	0	0	7,500	7,500
HIGH SCHOOL ZONE	210,831	263,148	0	1,374,884	2,879,741	1,161,810
HOME INSTRUCTION	204,636	186,188	0	114,888	0	0
HUMAN CAPITAL	571,300	30,516	0	474	239,914	443,196
INNOVATION ZONE	0	0	0	0	0	0
LITERACY	145,425	110,481	0	2,517	208,628	343,333
MATHEMATICS	155,795	44,067	0	42,824	219,720	246,935
MIDDLE LEVEL EDUCATION	250,247	262,359	0	7,659	0	11,000
PRE-SCHOOL	0	0	0	0	151,787	396,566
RESEARCH & ASSESSMENT	9,978	319,816	0	554,402	406,018	196,582
SCIENCE	98,993	135,939	0	74,141	145,671	182,798
SOCIAL STUDIES	1,475	1,050	0	41,128	142,070	177,789
STUDENT AFFAIRS OFFICE	1,513,020	1,530,643	0	685,235	390,347	0
STUDENT SUPPORT SERVICES	0	0	0	0	625,401	897,110
SUMMER SCHOOL	1,126,275	1,339,265	0	171,390	274,705	0
TRANSFORMATION OFFICE	0	0	0	0	0	0
WORLD LANGUAGE	0	0	0	0	0	58,666
VIRTUAL LEARNING ACADEMY	0	0	0	4,022,258	0	0
SUBTOTAL TEACHING AND LEARNING	34,275,553	34,445,143	143,264	38,726,649	40,828,090	38,186,950
CENTRAL SUPPLY	496,493	499,430	0	527,115	480.687	541,956
CONLEY STADIUM	40,917	49,369	0	40,313	65,000	65,000
CROSSING GUARDS⁴	16,181	122,673	645,889	1,057,267	3,420,669	3,507,574
DATA PROCESSING	406,717	454,901	0	467,242	695,600	756,975
EDUCATIONAL TECHNOLOGY	6,315	352,541	0	365,882	376,871	462,861
DIRECTOR of OPERATIONS	265,267	288,155	0	291,718	339,863	435,229
FOOD SERVICE	212,526	0	0	223,441	0	0
INFORMATION SERVICES	2,175,696	2,257,629	0	2,210,669	3,930,970	2,876,178
PLANT OPERATIONS⁴	1,639,492	1,326,746	4,371,118	1,640,567	21,991,736	22,679,617
SCHOOL OPERATIONS & STUDENT SUPPORT	283,345	305,691	0	308,162	281,030	268,006
STUDENT REGISTRATION CENTER	2,032,710	1,852,884	0	1,473,397	1,740,060	1,507,546
TRANSPORTATION⁴	291,641	0	0	129,571	26,869,527	25,158,468
VARSITY ATHLETICS (ADMINISTRATION)	107,050	76,879	0	44,944	123,650	87,450
SUBTOTAL OPERATIONS	7,974,350	7,586,898	5,017,007	8,780,288	60,315,663	58,346,860







DEPARTMENT	2018-2019 ACTUAL	2019-2020 ACTUAL	2019-2020 ESSER ACTUAL	2020-2021 ACTUAL	2021-2022 BUDGET	2022-2023 PROPOSED
FINANCE	374,623	548,098	0	786,571	468,284	560,175
BUDGET OFFICE	527,615	247,080	0	330,322	334,928	380,117
CONTROLLERS	2,110,772	1,918,958	0	2,206,808	1,933,354	2,083,932
GENERAL ADMINISTRATION	4,885,444	4,565,441	0	9,993,879	12,615,897	12,642,701
GRANT OVERSIGHT	38,580	89,392	0	164,364	247,254	381,860
HUMAN RESOURCES	2,847,316	3,014,613	0	3,155,046	3,426,900	3,551,801
MEDICAID & FEDERAL REIMBURSEMENT	240,054	229,281	0	222,760	228,144	210,482
NON-PUBLIC 1	5,159,339	1,196,242	190,178	1,990,570	142,000	42,000
PURCHASING	501,175	514,254	0	454,799	475,294	480,417
UTILITIES ²	0	0	0	0	0	0
SUBTOTAL FINANCE	16,684,918	12,323,359	190,178	19,305,119	19,872,055	20,333,485
AIDE SUBSTITUTES ³	0	0	0	0	0	0
BUS MONITOR SUBSTITUTES ³	0	0	0	0	0	0
CLERK SUBSTITUTES ³	0	0	0	0	0	0
EMPLOYEE BENEFITS	7,641,085	6,837,866	0	7,066,968	7,945,650	7,819,512
SUBTOTAL	7,641,085	6,837,866	0	7,066,968	7,945,650	7,819,512
ENROLLMENT SHIFTS ³	0	0	0	0	0	0
SUBTOTAL	0	0	0	0	0	0
SALARY ADJUSTMENT	0	0	0	0	(5,709,978)	(6,113,142)
SUBTOTAL	0	0	0	0	(5,709,978)	(6,113,142)
GRAND TOTAL	\$385,966,562	\$371,138,850	\$7,813,007	\$406,828,697	\$420,209,771	\$426,418,543



 $^{^{\}rm 1}$ budget & expenses include staff & services for non-public schools $^{\rm 2}$ utilities were expensed to buildings

³ expenses at the requesting departments

⁴ allowable actuals allocated to school levels



Total Spending Plan





Providence School Department 2022-2023 Budget Revenues from All Sources 2-Year Comparison

	FY 2022 BUDGET	FY 2023 PROPOSED	INCREASE/ (DECREASE)	% CHANGE
Local Budget			,	
Unrestricted State Aid	\$273,899,705	\$273,875,072	(\$24,633)	-0.01%
City of Providence	140,075,066	143,164,202	3,089,136	2.21%
Medicaid Reimbursement	4,450,000	4,450,000	0	0.00%
Fund Balance Transfer	0	3,144,269	3,144,269	100.00%
Other Revenues	1,785,000	1,785,000	0	0.00%
Subtotal Local Funds	420,209,771	426,418,543	6,208,772	1.51%
Federal Entitlements ¹				
ARP IDEA Part B	0	1,501,412	1,501,412	100.00%
ARP IDEA Preschool	0	148,900	148,900	100.00%
ESSER Set Aside	367,603	1,095,462	727,859	198.00%
ESSER II ²	26,562,892	30,600,427	4,037,535	15.20%
ESSER III ³	6,053,970	122,596,851	116,542,881	1925.07%
Title I	23,243,596	18,071,658	(5,171,938)	-22.25%
CSIP-Support	931,429	1,934,803	1,003,374	107.72%
CSIP-Innovation	133,163	634,753	501,590	376.67%
CSIP-Dissemination	142,487	142,616	129	0.09%
CLSD Pre-K	14,069	84,679	70,610	501.88%
CLSD Middle School	469,997	4,919	(465,078)	-98.95%
Title I School Improvement-Part G (Fogarty)	127,842	0	(127,842)	-100.00%
Title I School Improvement / Support	175,249	147,553	(27,696)	-15.80%
Title I School Improvement / Redesign	687,149	925,952	238,803	34.75%
IDEA Part B	7,634,227	6,513,689	(1,120,538)	-14.68%
Title II-Professional Development	3,637,683	2,804,881	(832,802)	-22.89%
Title III	1,199,805	1,178,426	(21,379)	-1.78%
Title IV	2,611,859	1,986,206	(625,653)	-23.95%
Perkins	1,845,875	1,845,875	0	0.00%
Section 619 Preschool	259,998	219,316	(40,682)	-15.65%
Subtotal Federal Entitlements	76,098,893	192,438,378	116,339,485	159.04%
Reimbursable Grants				
CTE Categorical	459,256	459,256	0	0.00%
ELL Categorical	2,830,525	2,685,036	(145,489)	-5.14%
TSL	4,210,374	3,737,874	(472,500)	-11.22%
Teacher Recruitment	110,000	0	(110,000)	-100.00%
Nellie Mae	110,000	0	(110,000)	-100.00%
RI Commerce	100,000	0	(100,000)	-100.00%
SBA COVID-19 Capital Fund	1,429,245	0	(1,429,245)	-100.00%
School Counselor Grant	300,000	150,000	(150,000)	-50.00%
School Based Mental Health	655,259	655,259	0	0.00%
Project Aware	360,000	360,000	0	0.00%
Universal Pre-K	893,021	892,850	(171)	-0.02%
XQ	400,000	0	(400,000)	-100.00%
Federal School Lunch Program	17,433,308	17,004,951	(428,357)	-2.46%
Subtotal Reimbursable Grants	29,290,988	25,945,226	(3,345,762)	-12.68%
Grand Total	\$525,599,652	\$644,802,147	\$119,202,495	22.68%

¹Preliminary Allocations do not include carry over

²Funds can be allocated until 9/23

³Funds can be allocated until 9/24



Providence School Department 2022-2023 Budget Revenues from All Sources

	FY 2019 ACTUAL	FY 2020 ACTUAL	FY 2021 ACTUAL	FY 2022 BUDGET	FY 2023 PROPOSED
Local Budget					
Unrestricted State Aid	\$251,791,093	\$246,129,444	\$269,021,017	\$273,899,705	\$273,875,072
ESSER	0	14,390,234	0	140,075,066	143,164,202
City of Providence	128,546,611	130,046,611	134,897,350	4,450,000	4,450,000
Medicaid Reimbursement	4,441,959	4,704,296	4,450,000	0	3,144,269
Other Revenues	1,186,899	1,456,481	1,785,000	1,785,000	1,785,000
Subtotal Local Funds	385,966,562	396,727,066	410,153,367	420,209,771	426,418,543
Federal Entitlements ¹					
ARP IDEA Part B	0	0	0	0	1,501,412
ARP IDEA Preschool	0	0	0	0	148,900
Supplemental Impact Education Aid (CRF)	0	4,644,797	33,959,445	0	0
ESSER Set Aside	0	0	383,919	367,603	1,095,462
ESSER II ²	0	0	102,305	26,562,892	30,600,427
ESSER III ³	0	0	0	6,053,970	122,596,851
Title I	18,625,104	17,972,422	14,199,382	23,243,596	18,071,658
Title I School Improvement- Part A	7,144	170,375	0	0	0
Title I School Improvement / Support	0	0	0	175,249	147,553
Title I School Improvement / Redesign	0	0	34,399	687,149	925,952
Title I School Improvement / ARC	0	0	415,866	0	0
CSIP-Support	0	133,762	54,127	931,429	1,934,803
CSIP-Innovation	0	45,797	86,422	133,163	634,753
CSIP-Dissemination	0	86,157	2,876	142,487	142,616
CLSD Pre-K	0	0	32,140	14,069	84,679
CLSD Middle School	0	0	241,335	469,997	4,919
Title I School Improvement- Part G	336,622	628,853	0	0	0
Title I School Improvement- Part G (Fogarty)	101,897	191,615	64,772	127,842	0
IDEA Part B	6,286,752	6,515,229	5,677,337	7,634,227	6,513,689
Title II-Professional Development	2,803,488	3,080,574	1,947,904	3,637,683	2,804,881
Title III	1,100,268	886,750	714,608	1,199,805	1,178,426
Title IV	1,655,905	1,681,136	2,137,514	2,611,859	1,986,206
Perkins	918,577	719,949	979,183	1,845,875	1,845,875
Section 619 Preschool	153,986	309,406	175,476	259,998	219,316
Subtotal Federal Entitlements	31,989,743	37,066,822	61,209,011	76,098,893	192,438,378





Providence School Department 2022-2023 Budget Revenues from All Sources

	FY 2019 ACTUAL	FY 2020 ACTUAL	FY 2021 ACTUAL	FY 2022 BUDGET	FY 2023 PROPOSED
Reimbursable Grants	NOTONE	AOTOAL	AOTOAL	DODOL!	T KOT GOLD
CTE Categorical	319,027	166,819	172,673	459,256	459,256
ELL Categorical	1,631,690	2,984,872	2,924,123	2,830,525	2,685,036
Summer Urban Block	0	0	536,811	0	0
Substitute Teacher	0	0	414,325	0	0
TSL	0	0	849,200	4,210,374	3,737,874
Teacher Recruitment	0	0	0	110,000	0
Nellie Mae	0	0	0	110,000	0
RI Commerce	0	0	0	100,000	0
SBA COVID-19 Capital Fund	0	0	29,623	1,429,245	0
School Counselor Grant	0	0	111,840	300,000	150,000
School Based Mental Health	0	0	0	655,259	655,259
Project Aware	0	0	270,281	360,000	360,000
Universal Pre-K	244,833	82,738	402,668	893,021	892,850
XQ	0	0	64,229	400,000	0
Federal School Lunch Program	16,986,714	15,932,211	15,843,379	17,433,308	17,004,951
Subtotal Reimbursable Grants	19,182,264	19,166,640	21,619,152	29,290,988	25,945,226
Grand Total	\$437,138,569	\$452,960,528	\$492,981,530	\$525,599,652	\$644,802,147

¹Preliminary Allocations do not include carry over



²Funds can be allocated until 9/23

³Funds can be allocated until 9/24



FY 2021-2022 Budget

FY 2022-2023 Budget

			'					
	PERSONNEL	LOCAL	NON-LOCAL	TOTAL	LOCAL	NON-LOCAL	TOTAL	CHANGE
ELEMENTARY SCHOOLS Alan Shawn Feinstein at Broad Street	Administrators Teachers Teacher Assistants Others Clerks	2.00 27.00 7.00 1.45 2.00	3.00 1.00 2.00	2.00 30.00 8.00 3.45 2.00	2.00 22.50 5.00 1.23 2.00	3.00	25.50 6.00 2.03 2.23	0.00 (4.50) (2.00) (0.22) 0.00
Alfred Lima	Administrators Teachers Teacher Assistants Others Clerks	3.00 58.20 21.70 3.80 3.00	3.00 0.30 0.30 2.00 2.00	3.00 61.20 22.00 5.80 3.00	3.00 3.00 49.50 19.00 3.78 3.00	3.00	3.00 23.00 23.00 5.78 3.00 3.00	(8.70) (8.70) (0.02) (0.02) (0.02)
Fortes / Lima Annex	Administrators Teachers Teacher Assistants Others Clerks Total	2.00 19.50 6.35 0.60 1.00	3.00 1.65 2.00 6.65	2.00 22.50 8.00 2.60 1.00 36.10	2.00 21.60 4.50 2.46 2.46 2.00 32.56	2.60 1.50 2.00 6.10	2.00 24.20 6.00 6.00 7.00 38.66	0.00 1.70 (2.00) 1.86 1.00 2.56
Anthony Carnevale	Administrators Teachers Teacher Assistants Others Clerks Total	2.00 47.50 32.45 11.05 2.00 95.00	3.00 2.55 3.00 8.55	2.00 50.50 35.00 14.05 2.00 103.55	2.00 44.23 31.45 10.67 2.00	7.10 2.55 3.00 12.65	2.00 51.33 34.00 13.67 2.00	0.00 0.83 (1.00) (0.38) 0.00
Asa Messer @ Bridgham	Administrators Teachers Teacher Assistants Others Clerks Total	2.00 35.80 12.60 6.20 2.00 58.60	3.00 3.40 2.00 8.40	2.00 38.80 16.00 8.20 2.00 67.00	2.00 37.70 14.60 9.71 2.00	4.00 3.40 2.00 9.40	2.00 41.70 18.00 11.71 2.00 75.41	0.00 2.90 2.00 3.51 0.00
B.J. Clanton Complex	Administrators Teachers Teacher Assistants Others Clerks Total	2.00 53.30 10.80 7.85 2.00 75.95	3.00 5.20 2.00 10.20	2.00 56.30 16.00 9.85 2.00 86.15	2.00 49.00 11.45 8.16 2.00 72.61	8.00 4.55 2.00 14.55	2.00 57.00 16.00 10.16 2.00 87.16	0.00 0.70 0.00 0.31 0.00
Carl G. Lauro	Administrators Teachers Teacher Assistants Others Clerks Total	3.00 54.40 18.50 1.60 3.00 80.50	3.00 5.50 5.00 13.50	3.00 57.40 24.00 6.60 3.00 94.00	3.00 50.60 14.00 1.53 3.00 72.13	4,00 4,00 5,00 13.00	3.00 54.60 18.00 6.53 3.00 85.13	0.00 (2.80) (6.00) (0.07) 0.00



CHANGE 0.00 0.00 0.00 0.00 0.00	0.00 0.40 0.00 0.21 1.00	0.00 0.00 0.00 0.00 0.00	0.00 0.30 (1.00) 2.65 0.00	0.00 1.00 0.00 0.24 0.00	0.00 3.20 0.00 0.20 0.00	0.00 (2.00) 0.00 1.88 0.00
101AL 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.	2.00 33.30 4.00 3.21 3.00	00000000	3.00 45.10 11.00 5.40 3.00 67.50	2.00 44.20 8.00 3.54 2.00	2.00 36.10 9.00 4.60 2.00	2.00 37.10 11.00 4.18 3.00 57.28
0.00 0.00 0.00 0.00	4.00 2.50 2.00 8.50	0.00	3.00 4.80 2.00 9.80	5.00 3.50 2.00	3.00 3.45 2.00 8.45	5.60 2.01 2.00 9.61
LOCAL 0.00 0.00 0.00 0.00 0.00	2.00 29.30 1.50 1.21 3.00	0.00	3.00 42.10 6.20 3.40 3.00 57.70	2.00 39.20 4.50 1.54 2.00	2.00 33.10 5.55 2.60 2.00	2.00 31.50 8.99 2.18 3.00
TOTAL 0.00 0.00 0.00 0.00	2.00 32.90 4.00 3.00 2.00 43.90	0.00	3.00 44.80 12.00 2.75 3.00 65.55	2.00 43.20 8.00 3.30 2.00	2.00 32.90 9.00 4.40 2.00	2.00 39.10 11.00 2.30 3.00 57.40
0.00 0.00 0.00 0.00	3.00	0.00	3.00 5.70 2.00 10.70	3.00 4.15 2.00 9.15	3.00 3.80 8.80 8.80	3.00 1.61 2.00 6.61
LOCAL 0.00 0.00 0.00 0.00 0.00	2.00 29.90 4.00 1.00 2.00 38.90	00.00 00.00 00.00	3.00 41.80 6.30 0.75 3.00 54.85	2.00 40.20 3.85 1.30 2.00	2.00 29.90 5.20 2.40 2.00 41.50	2.00 36.10 9.39 0.30 50.79
PERSONNEL Administrators Teachers Teacher Assistants Others Clerks Total	Administrators Teachers Teacher Assistants Others Clerks	Administrators Teachers Teacher Assistants Others Clerks Total	Administrators Teachers Teacher Assistants Others Clerks Total			
Charles N. Fortes	Frank D. Spaziano	Frank D. Spaziano Annex	George J. West	Harry Kizirian	Sackett Street	Dr. Martin L. King, Jr.



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More Ecoop	PERSONNEL Administrators	LOCAL	NON-LOCAL	TOTAL	LOCAL N	NON-LOCAL	TOTAL	CHANGE
Mary - Ogary	Tacher Assistants Teacher Assistants	33.00	3.00	36.00	34.90	3.00	37.90	09:1
	Others	1.10	2.00	3.10	3.46		5.46	2.36
	Total	42.75	8.35	51.10	47.36	8.00	55.36	4.26
Pleasant View	Administrators	2.00		2.00	2.00		2.00	0.00
	Teachers	47.40	3.00	50.40	40.32	9.20	49.52	(0.88)
	Teacher Assistants	33.96	2.04	36.00	33.26	1.74	35.00	(1.00)
	Others	13.45	2.00	15.45	8.80	2.00	10.80	(4.65)
	Clerks	2.00		2.00	2.00		2.00	0.00
	Total	98.81	7.04	105.85	86.38	12.94	99.32	(6.53)
Reservoir Ave	Administrators	2.00		2.00	2.00		2.00	0.00
	Teachers	19.30	3.00	22.30	19.60	3.40	23.00	0.70
	Teacher Assistants	2.20	1.80	4.00	3.00	1.00	4.00	0.00
	Others	1.20	2.00	3.20	1.24	2.00	3.24	0.04
	Clerks	2.00		2.00	2.00		2.00	0.00
	Total	26.70	08.9	33.50	27.84	6.40	34.24	0.74
Robert F. Kennedy	Administrators	2.00		2.00	2.00		2.00	0.00
	Teachers	32.40	3.00	35.40	30.70	00.9	36.70	1.30
	Teacher Assistants	00.9		00.9	4.00	1.00	5.00	(1.00)
	Others	0.50	1.00	1.50	2.33	1.00	3.33	1.83
	Clerks	2.00		2.00	2.00		2.00	0.00
	Total	42.90	4.00	46.90	41.03	8.00	49.03	2.13
Robert L. Bailey	Administrators	2.00		2.00	2.00		2.00	0.00
	Teachers	38.20	3.00	41.20	37.30	00.9	43.30	2.10
	Teacher Assistants	19.00	1.00	20.00	20.00	1.00	21.00	1.00
	Others	4.10	3.00	7.10	4.70	2.00	6.70	(0.40)
	Clerks	2.00		2.00	2.00		2.00	0.00
	Total	65.30	7.00	72.30	00.99	00.6	75.00	2.70
Vartan Gregorian	Administrators	2.00		2.00	2.00		2.00	0.00
	Teachers	26.50	3.00	29.50	22.90	5.40	28.30	(1.20)
	Teacher Assistants	11.70	3.30	15.00	8.80	4.20	13.00	(2.00)
	Others	5.15	2.00	7.15	8.37	2.00	10.37	3.22
	Clerks	2.00		2.00	2.00		2.00	0.00
	Total	47.35	8.30	55.65	44.07	11.60	25.67	0.02
Veazie	Administrators	2.00		2.00	2.00		2.00	0.00
	Teachers	39.60	3.00	42.60	35.20	2.00	40.20	(2.40)
	Teacher Assistants	14.15	3.85	18.00	13.15	3.85	17.00	(1.00)
	Others	06.0	2.00	2.90	3.86	2.00	5.86	2.96
	Clerks	2.00		2.00	2.00		2.00	00:0
	Total	58.65	8.85	67.50	56.21	10.85	67.06	(0.44)

CHANGE 0.00 3.90 (1.00) (1.90) 0.00	0.00 0.60 1.00 0.30 0.00	0.00 (1.11) (1.00) 0.74 0.00 0.00 0.00	0.00 0.00 0.00 0.00 0.00 0.00 1.00	0.00 8.41 (1.00) 0.00 1.00 0.00 0.00	0.00 1.00 0.00 (0.30) 1.00 0.00 1.70
TOTAL 2.00 28.50 7.00 2.85 2.08 42.35	2.00 32.00 7.00 4.00 2.00 47.00	4.00 72.05 16.00 8.59 1.00 2.00 4.00	3.00 47.25 11.00 6.20 1.00 1.00 3.00 72.45	3.00 75.51 4.00 3.20 1.00 1.00 4.00	3.00 64.33 19.00 5.75 2.00 2.00 5.00 5.00
NON-LOCAL 4.60 1.40 2.00	4.00 3.00 2.00	2.34 0.40 2.00 4.74	2.00 1.00 2.00 1.00 1.00 1.00	2.33 2.00 4.33	2.60 1.80 2.00 0.40
2.00 23.90 5.60 0.85 2.00 34.35	2.00 28.00 4.00 2.00 2.00 38.00	4.00 69.71 15.60 6.59 1.00 2.00 4.00	3.00 45.25 10.00 4.20 1.00 3.00 66.45	3.00 73.18 7.3.18 7.20 7.00 7.00 7.00 7.00 8.38	3.00 61.73 17.20 3.75 2.00 1.60 5.00 6.00
2.00 24.60 8.00 4.75 2.00 4.73	2.00 31.40 6.00 3.70 2.00 45.10	4.00 73.16 17.00 7.85 1.00 2.00 4.00	3.00 46.25 11.00 6.55 1.00 0.00 3.00 70.80	3.00 67.10 5.00 3.20 0.00 2.00 1.00 4.00	3.00 63.33 19.00 6.05 1.00 2.00 5.00 5.00
3.00 1.40 2.00 6.40	3.00 4.00 2.00 9.00	2.00 0.40 2.00 4.40	2.00 2.00 2.00 5.00	2.00	2.00 1.80 2.00 0.40
LOCAL 2.00 21.60 6.60 2.75 2.00 34.95	2.00 28.40 2.00 1.70 2.00 36.10	4.00 71.16 16.60 5.85 1.00 2.00 4.00	3.00 44.25 10.00 4.55 1.00 3.00 65.80	3.00 65.10 5.00 1.20 2.00 1.00 4.00	3.00 61.33 17.20 4.05 1.00 1.60 5.00
Administrators Administrators Teachers Teacher Assistants Others Clerks Total	Administrators Teachers Teacher Assistants Others Clerks	Administrators Teachers Teacher Assistants Others Senior School Community Specialists School Culture Coordinator Clerks Total	Administrators Teachers Teacher Assistants Others Senior School Community Specialists School Culture Coordinator Clerks Total	Administrators Teachers Teacher Assistants Others Senior School Community Specialist School Community Specialist School Culture Coordinator Clerks Total	Administrators Teachers Teacher Assistants Others Senior School Community Specialists School Culture Coordinator Clerks Total
Webster Ave	William D'Abate	Middle Schools DelSesto Middle School	Esek Hopkins	Gilbert Stuart	Nathan Bishop

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Providence Public Schools

	ı	<u> </u>	<u> </u>		
CHANGE 0.00 1.21 1.00 (0.18) 0.00 0.00	2.03 0.00 0.00 0.00 0.03 0.00 0.00 0.00	0.00 0.25 0.00 0.26 1.00 (1.00) 0.00	0.00 0.00 0.00 0.00 0.00 0.00 0.00	0.00 (1.99 (1.00) (1.13) (1.00) (1.00) (0.00) (0.14)	0.00 (1.94) 0.00 (0.08) 0.00 (2.02)
3.00 71.85 13.00 4.57 4.00	3.00 66.59 11.00 4.60 3.00 1.00 4.00 93.19	3.00 46.25 6.00 3.36 1.00 1.00 4.00	3.00 59.18 8.00 3.24 2.00 1.00 4.00	4.00 98.90 11.00 2.32 1.00 1.00 8.00	3.00 71.76 4.00 2.02 8.00 88.78
	7.00 2.33 2.00 2.00 2.00 0.40	2.00	2.00	2.00 0.30 1.00	1.00
3.00 69.85 12.00 2.57 2.00 4.00	3.00 64.26 9.00 2.60 1.00 0.60 4.00	3.00 44.25 6.00 1.36 1.00 4.00 6.61	3.00 57.18 8.00 3.24 2.00 1.00 4.00	4.00 96.90 11.00 2.02 1.00 1.00 8.00	3.00 70.76 4.00 2.02 8.00 87.78
101AL 3.00 70.64 12.00 4.75 4.00	98.39 3.00 65.00 11.00 4.25 2.00 1.00 4.00	3.00 46.00 6.00 3.10 0.00 2.00 4.00	3.00 56.16 8.00 3.50 2.00 1.00 4.00	4.00 96.91 12.00 3.45 0.00 2.00 1.00 8.00	3.00 73.70 4.00 2.10 8.00
NON-LOCAL 2.00 1.00 2.00 2.00	7.00 2.00 2.00 2.00 1.00 0.40	2.00 0.30 2.00	1.80	2.00 0.30 1.00	0.25
3.00 3.00 68.64 11.00 2.75 2.00 4.00	91.39 9.00 9.00 9.00 2.25 1.00 0.60 4.00 82.85	3.00 44.00 5.70 1.10 2.00 4.00 5.80	3.00 54.36 8.00 3.50 2.00 1.00 4.00	4.00 94.91 12.00 3.15 2.00 8.00	3.00 73.45 4.00 2.10 8.00
PERSONNEL Administrators Teachers Teacher Assistants Others School Community Specialists Clerks	Total Administrators Teachers Teacher Assistants Others School Community Specialists School Culture Coordinator Clerks Total	Administrators Teachers Teacher Assistants Others Senior School Community Specialist School Community Specialists Clerks Total	Administrators Teachers Teacher Assistants Other Senior School Community Specialists School Culture Coordinator Clerks Total	Administrators Teachers Teacher Assistants Others Senior School Community Specialist School Community Specialist School Culture Coordinator Clerks Total	Administrators Teachers Teacher Assistants Others Clerks
Nathanael Greene	Roger Williams	West Broadway	High Schools Dr. Jorge Alvarez	Central	Classical

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7.90

104.60

112.07

06.9

1.00 6.00 **105.17**

Teacher Assistants
Others
Senior School Community Specialist
School Community Specialist
Data Testing Coordinator
Clerks
Total

Administrators Teachers

Providence Career and Technology

0.00 0.48 0.00 0.00 0.00 1.00 (1.00) 0.00

3.00 79.60 14.00 7.90 1.00 1.00 0.00 6.00

3.00 76.60 14.00 3.00 1.00 1.00 0.00 6.00

3.00 79.12 14.00 7.95 1.00 0.00 1.00 6.00

3.00

2.00 4.90

3.00 77.12 14.00 3.05 1.00

CHANGE	0.00	1.08	00.00	0.00	0.00	1 00	00.0	2.14	0.00	0.40	00.00	(5.19)	00.00	0.00	00.00	(4.79)	0.00	6.91	1.00	(1.40)	0.00	1.00	0.00	0.00	7.51	000	0.03 10.03	10.5	(1.00)	1 00	3.00	(2.00)	5.80	0.00	(0.25)	00 0	9 6	0.00	00.0	(0.25)
TOTAL	2.00	44.40	2.00	2.21	1.00	2.00	4.00	57.61	2.00	41.50	8.00	3.86	1.00	1.00	4.00	61.36	4.00	95.41	17.00	5.50	0.00	1.00	2.00	7.00	131.91	4 00	102 74	28.00	16.09	100	00.9	8.00	165.80	2.00	32 51	3.00	0 0	2.00	99.5	44.51
NON-LOCAL		2.00				0.40		2.40		2.00		1.80		0.80		4.60		2.00		0.40			1.00		3.40		00 %		2 60				2.60		0000	į				2.00
LOCAL	2.00	42.40	2.00	2.21	1.00	1 60	4.00	55.21	2.00	39.50	8.00	2.06	1.00	0.20	4.00	92'99	4.00	93.41	17.00	5.10	0.00	1.00	1.00	7.00	128.51	4 00	00 71	00.80	13.40	1 00	00.9	8.00	160.20	2.00	30 51	3.00	9 6	2.00 8.00	00.5	42.51
TOTAL	2.00	43.32	2.00	2.15	1.00	1 00	4.00	55.47	2.00	41.10	8.00	9.02	1.00	1.00	4.00	66.15	4.00	88.50	16.00	06.9	0.00	0.00	2.00	7.00	124.40	4 00	07 70	00.00	16.30	00.0	3.00	10.00	160.00	2.00	32 76	3.00	9 6	2.00 2.00	00.0	44.76
NON-LOCAL		2.00				0.40		2.40		2.00		1.80		0.80		4.60		2.00		0.40					2.40		00 6	9	2 60				4.60		1 50	2				1.50
LOCAL	2.00	41.32	2.00	2.15	1.00	090	4.00	53.07	2.00	39.10	8.00	7.25	1.00	0.20	4.00	61.55	4.00	86.50	16.00	6.50			2.00	7.00	122.00	4 00	05.70	00.00	13.70	2	3.00	10.00	155.40	2.00	31.26	3.00	0000	2.00	00.00	43.26
PERSONNEL	Administrators	Teachers	Teacher Assistants	Others	Senior School Community Specialists	School Culture Coordinator	Clerks	Total	ex Administrators	Teachers	Teacher Assistants	Others	School Culture Coordinator	Data Testing Coordinator	Clerks	Total	Administrators	Teachers	Teacher Assistants	Others	Senior School Community Specialist	School Culture Coordinator	School Community Specialists	Clerks	Total	Administrators	Teachers	Toocher Assistants	Others	Senior School Community Specialist	School Community Specialists	Clerks	Total	Administrator	Teachere	Teacher Assistants		Sellor Scriool Corminal Specialists		Total
	E-Cubed								Juanita Sanchez Educational Complex Administrators								Hope High School Complex									Mt Pleasant								360 High School @ Hope	-)					

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Administration School Board	PERSONNEL School Board Members	9.00	NON-LOCAL	101AL	10CAL	NON-LOCAL	TOTAL 9.00	CHANGE 0.00
	School board Policy Advisor School Board Services, Policy, & Development Coordinator School Board Coordinator School Board Service Coordinator Total Superintendent Sr. Advisor to the Superintendent	1.00 0.00 10.00 1.00	0.00	0.00 1.00 1.00 1.00 1.00	0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.0	0.00	1.00 1.00 1.00 1.00 1.00	0.00 0.00 0.00 0.00 0.00 0.00
	Executive Assistant Executive Assistant II Total Legal Counsel Associate General Counsel	1.00 2.00 0.80	0.00	0.00 2.00 0.80 0.80	3.00 3.00 0.80 0.80	0.00	0.00 3.00 3.00 0.80 0.80	0.00 1.00 0.00 0.00 0.00
	Associate Counsel Associate Counsel Associate Counsel Confidential Executive Assistant Total Chief of Staff Deputy Chief of Staff	0.80 0.50 1.00 3.10	0.00	3.10 3.10 3.10 0.10 0.00	0.50 0.50 0.10 0.10 0.10 0.10 0.10	0.00	0.50 0.50 1.00 5.10 1.00 1.00	2.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00
	Director of Policy & Planning Dir. of Intergovernmental Affairs & Special Projects Chief of Equity Coordinator of Equity & Diversity Leadership Development Specialist Leadership Residents Leadership Development Coordinator Clerk Total	1.00	1.00 7.00 1.00 9.00	0.00 0.00 0.00 1.00 7.00 1.00 1.00 1.00	0.00 1.00 1.00	1.00 0.00 0.00 0.00 0.25 1.25	0.00 1.00 1.00 1.00 0.00 0.00 0.00 0.00	0.00 0.00 1.00 1.00 (1.00) (7.00) (1.00) 0.25 (5.75)
	Chief Communications Officer Translator Director of External Affairs Director of PPSD Cares Multimedia Specialist Communications Specialist Deputy Director of External Affairs	1.00	0.50	0.00 1.00 1.00 0.00 0.00 0.00	1.00 1.00 0.00 0.50 1.00 1.00	0.00	1.00 0.00 0.00 0.00 1.00 1.00	1.00 0.00 (1.00) 1.00 1.00 0.00
t & Implement:	Total Curriculum Development & Implement: Coordinator of Humanities, History, & Civics Coordinator of Literacy Coordinator of Professional Leaming Mgr. of Specialized Instruction & Services Clerk Total	2.50 0.50 0.50 0.50 1.00 1.00	1.50 0.50 0.50 0.50 0.00	4.00 1.00 1.00 1.00 1.00 5.00	4.50 0.00 0.00 0.00 0.00 0.00	0.50 0.00 0.00 0.00 0.00	5.00 0.00 0.00 0.00 0.00 0.00	(1.00) (1.00) (1.00) (1.00) (1.00) (5.00)



AL TOTAL LOCAL NON-LOCAL TOTAL 0.50 0.50 0.50 1.00 1.00 1.00 1.00 1.00 4.00 4.00 4.00 4.00 0.50 1.00 1.00 1.00 1.00 1.00 1.00 1.00 1.00 1.00 1.00 1.00 2.00 2.00 2.00 2.00 2.00 2.00 2.00 2.00 7.00 1.5.00 15.00	1.00 0.00 1.00 0.00 1.00 0.00 0.00 0.00	0.00 1.00 1.00 1.00 1.00 1.00 1.00 1.00	0.00 0.75 0.25 1.00 0.00 0.70 0.75 0.25 1.00 0.00 0.00 0.75 0.25 1.00 1.00 0.00 0.00 1.00 1.00 1.00 0.00 0.00 2.00 1.00 3.00 0.00 0.00 0.00 0.00 0.00 0
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agement artherships ialists ialists ager	mics Stuart) Int, Hope, Alvarez) J Pathways & Instruction Is g g ry, & Civics ning % Biliteracy	ovement velopment maround Initiatives ubed	s poort rood & Wellness in & Services ning & Mental Health ge/Career, Stud Sup
PERSONNEL Chief of Family & Community Engagement Director of Family & Community Partnerships Parent & Public Engagement Specialists Director of Strategic Partnerships Engagement & Events Coordinator Clerk Central Records & Volunteer Manager Customer Service Specialist Customer Service Supervisor Teacher Assistants Total	Deputy Superintendent of Academics Chief Academic Officer Director of School Innovations Director of Innovations Design Fellows (JSEC, DelSesto, Stuart) Redesign Fellows (Mount Pleasant, Hope, Alvarez) Executive Director of Accelerated Pathways Executive Director of Curriculum & Instruction Supervisor of Humanities & Civics Supervisor of Literacy Supervisor of Extended Learning Coordinator of Extended Learning Coordinator of Extended Learning Coordinator of Professional Learning Coordinator of Morld Language & Biliteracy Clerk Total	Executive Director of School Improvement Executive Director of Teacher Development Director of School Improvement Director of Special Projects for Tumaround Initiatives Design Fellows Redesign Fellows Director of CTE CTE Program Coordinator @ E-Cubed Clerk Total	Chief of Student Support Services Executive Director of Student Support Executive Director of Student Support Executive Director of Early Childhood & Wellness Manager of Specialized Instruction & Services Director of Social Emotional Learning & Mental Health Director of Alternative Learning Supv. Of Scheduling, Guid, College/Career, Stud Supt Teachers Clerks Total

FY 2022-2023 Budget





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1.00 1.00 1.00 1.35 1.00 20.00 24.35	2.00	0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.0	2.00 0.00 0.00 2.00	0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.0	1.00 1.00 0.00 2.00
1.00	0.00	0.70 1.00 0.10	0.25	0.75 0.00 0.00 0.75 0.00 0.00 0.00 0.75 0.75	0.25 0.50 0.75
LOCAL 1.00 1.00 1.35 20.00 23.35	2.00	1.00 0.30 1.00 1.00 3.90 0.00 2.00 9.20	1.75	0.00 0.25 0.00 0.00 0.00 0.00 0.00 0.00	0.75
1.00 1.00 1.35 0.00 8.00	2.00	1.00 1.00 1.00 0.00 2.00 2.00 8.00	0.00	1.00 0.00 1.00 1.00 1.00 0.00 0.00 0.00	0.00
NON-LOCAL	0.00	0.70	0.00	0.00 0.75 1.00 0.75 0.75 0.75 0.75	0.00
LOCAL 1.00 1.00 1.35 8.00	2.00	1.00 0.30 1.00 1.90 1.00 2.00 7.20	0.00	1.00 0.00 0.25 0.25 1.25 1.25 0.25 3.75	0.00
PERSONNEL Director of Nursing, Health, & PE Clerk Teacher Project Coordinator COVID-19 Other Total	Teacher Total	Executive Director of MLL Supervisor of MLL Instruction Supervisor of Dual Language Programs & Services Coordinator of MLL MLL Certified Program Director Manager of Multi-Lingual Learners EL Project Manager Clerks	Supervisor Clerk Teacher Total	Chief of Equity Chief of Data & Assessment Officer Executive Director of System Wide Performance Executive Director of Accountability & Innovation Director of Data Systems & Reporting Coordinator of Equity & Diversity Assessment Specialist for AYP Perform. & Accountability Spec. for College & Career Perform. & Accountability Spec. for Curr. & Instr. Data Specialist Data Engineer Manager of Assessment & Surveys Data Engineer Harvard Fellow Clerk Total	Supervisor Coordinator Clerks Total
Health Office	Health & Physical Education	English Language Learners	Mathematics	Research and Assessment	Science





FY 2022-2023 Budget

Elementary Transformation Office	PERSONNEL Network Superintendent of Elementary Schools	LOCAL 0.75	NON-LOCAL 0.25	TOTAL	LOCAL 0.00	NON-LOCAL 0.00	101AL 0.00	CHANGE (1.00)
	Executive Director of School Support Executive Director of Early Childhood & Wellness Director of Instructional Support	0.75 0.75 0.50	0.25 0.25 0.50	1.00 1.00 1.00	0.00 0.00 0.00	0.00	00.0 00.0 00.0	(1.00) (1.00) (1.00)
	Transformation Officer Asst. Superintendent of Elementary Schools	1.75	0.25	0 0 0 0 0 0	0.00	0.00	0.00	(2.00)
	Senior Director of Principal Support			0.00	0.50	, N	0.50	0.50
	Supervisor of Principal Support Network Data Manager	0.40	090	1 00	0.40	0.50	0.50	0.50
	Constituent Services Coordinator	0.50	0.50	1.00	0.00	0.00	0.00	(1.00)
	MTSS Culture Specialists	1.00	1.00	2.00	1.50	0.50	2.00	00.00
	Instructional Support Leader		4.00	4.00		2.00	2.00	(2.00)
	Manager of Specialized Instruction & Services Manager of Multi-Lingual Learners		1.00	1.00		0.00	0.00	(1.00)
	Clerk	0.75	0.25	1.00	0.75	0.25	1.00	0.00
	Total	7.15	10.85	18.00	3.15	6.85	10.00	(8.00)
Secondary Transformation Office	Network Superintendent of Secondary Schools	0.75	0.25	1.00	0.00	0.00	0.00	(1.00)
	Asst. Superintendent of Secondary Schools Executive Director of Secondary Schools			00.0		1.00	1.00	1.00
	Transformation Officer	1.75	0.25	2.00	0.00	0.00	00:0	(2.00)
	Supv. Of Scheduling, Guid, College/Career, Stud Supt	1.00		1.00	00.00		0.00	(1.00)
	Teacher		3.00	3.00		0.00	0.00	(3.00)
	Executive Director of School Support	0.75	0.25	1.00	0.00	0.00	0.00	(1.00)
	Supervisor of Principal Support			0.00	00.00	0 50	0.50	0.30
	Director of Instructional Support	0.50	0.50	1.00	0.00	0.00	0.00	(1.00)
	Assistant Director of Innovative Programs		1.00	1.00		00.00	0.00	(1.00)
	ion Offic	1.00		1.00	00.00		0.00	(1.00)
	Network Data Manager	1.00		1.00	0.00	(0.00	(1.00)
	MTSS Culture Specialists	1.00	1.00	2.00	1.50	0.50	2.00	0.00
	Manager of Specialized Instruction & Sociose	4	4. 6	00:4		2.00	2.00	(2.00)
	Manager of Multi-Lingual Learners	00.0	1.00	1 00	00.0	00.0	00.0	(1.00)
	Director of CTE		1.00	1.00		0.00	0.00	(1.00)
	CTE Program Coordinator @ E-Cubed		1.00	1.00		0.00	0.00	(1.00)
	Innovation Analyst	1.00		1.00	00.00		0.00	(1.00)
	Middle School Specialist (Teacher)		1.00	1.00		1.00	1.00	0.00
	Olerk	2.00	2.00	4.00	00.00	2.00	2.00	(2.00)
	Total	11.75	17.25	29.00	2.00	00.6	11.00	(18.00)
Advanced Academic Services	Administrator	0.38	0.13	0.50	0.38	0.13	0.50	0.00
	Total	0.38	0.13	0.50	0.38	0.13	0.50	0.00
Fine Arts	Administrator Turn-A-Round Arts Program Coordinator	0.38	0.13	0.50	0.38	0.13	0.50	00.00
	Total	0.38	1.13	1.50	0.38	1.13	1.50	0.00





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Providence Public Schools

CHANGE 0.00 (1.00) 0.00 2.00 0.00 (1.00) 0.00 0.00 0.00 0.00 0.00 0.00	0.00	1.00 7.00 1.00 0.00	0.00 1.00 (1.00) 0.00	0.00 1.00
1.00 0.00 1.00 4.00 1.00 58.20 14.00 7.00 3.16	1.00 1.00 1.34 3.34	1.00 7.00 2.00 1.00	1.00 1.00 0.00 0.33 2.33	0.50 1.00 0.00 0.00 0.00 0.00 1.00 1.00
NON-LOCAL 0.00 2.00 1.00 0.00 11.10 1.00	0.00	7.00 7.00	1.00 0.50 0.00 0.33 1.83	0.00 0.50 0.00 2.00 1.00
1.00 0.00 1.00 2.00 2.00 47.10 14.00 6.00 3.16 74.26	1.00	1.00 2.00 1.00 4.00	0.50	0.50 0.00 0.00 0.00 0.00 0.50 0.00 0.50 0.00 0.50 0.00 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0
1.00 1.00 1.00 2.00 1.00 58.20 14.00 6.00 3.30 88.50	1.00 1.34 3.34	0.00 0.00 1.00 2.00	1.00 0.00 1.00 0.33 2.33	0.50 0.00 1.00 1.00 1.00 0.00 1.00 0.00 0
0.25 1.00 1.00 0.70 11.10 2.00	0.00	0.00	1.00 1.00 0.33 2.33	1.00 0.50 0.50
LOCAL 1.00 0.75 1.00 1.00 47.10 14.00 4.00 3.30 72.45	1.00 1.00 1.34 3.34	1.00 1.00 2.00	0.00	0.50 1.00 1.00 0.50 3.00 1.00 1.00 22.00
Executive Director of Specialized Instr. & Serv Director of Student Services Supervisors Managers Translator Wellness Coordinator Teachers Teacher Assistants Clerks Others	Office of Operations & Student Suppor Director Of School Operations & Student Support Support Services Administrator Clerk	Chief Operating Officer Director of Operations Director Of School Operations & Student Support Clerk Total	Supervisor Operations Specialists Accountability Analyst Clerk	Deputy Superintendent of Operations Chief of Talent Officer Executive Director of Human Resources Senior Director of Human Resources Supervisor of Performance Management & PD Human Resource Officer Sr. Human Resource Managers Human Resource Managers Recruitment & Staffing Officers Deputy Staffing & Recruitment Officers Deputy Staffing & Recruitment Officers Administrator of HRIS/Records Administrator of PRIS/Records Administrative Assistant Professional Learning Coordinator Coordinator of Professional Learning Manager Clerks Others
Office of Special Populations	Office of Operations & Student Suppo	Office of Chief of Operations	Food Services	Human Resources

FY 2022-2023 Budget



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CHANGE 1.00 0.00 1.00 7.00	10.00 0.00 0.00 0.00 0.00 0.00	0.00 0.00 0.00 1.00 1.00	0.00 0.00 0.00 0.00 0.00 0.00	0.00	0.00 0.00 0.00 0.00	0.00 0.00 0.00 1.00 (1.00) 0.00 1.00
TOTAL C 1.00 2.00 1.00 7.00 1.00	12.00 1.00 1.00 1.00 3.00 6.00 2.00	1.00 1.00 2.00 4.00 103.00	0.50 1.00 1.00 1.00 1.00 1.00	1.00 1.50 0.50 3.00	1.00 1.00 2.33 4.33	1.00 1.00 1.00 1.00 0.00 1.00 0.00 12.00
NON-LOCAL 1.00 7.00 1.00	9.00	0.00	1.00	0.75 0.25 1.00	0.00	0.00
LOCAL 1.00 2.00	3.00 1.00 1.00 3.00 6.00 2.00 14.00	1.00 1.00 2.00 4.00 103.00	0.50 1.00 1.00 3.50	1.00 0.75 0.25 2.00	1.00 1.00 2.33 4.33	1.00 1.00 1.00 1.00 0.00 12.00 17.00
101AL 0.00 2.00 0.00 0.00	2.00 1.00 1.00 3.00 6.00 2.00	1.00 1.00 2.00 3.00 103.00	0.50 1.00 1.00 0.00 1.00 3.50	1.00 1.50 0.50	1.00 2.33 4.33	1.00 1.00 0.00 1.00 1.00 1.00 1.00
NON-LOCAL	0.00	0.00	0.00	0.75 0.25 1.00	0.00	0.00
LOCAL 2.00	2.00 1.00 1.00 3.00 6.00 2.00 14.00	1.00 1.00 2.00 3.00 103.00	0.50 1.00 1.00 1.00 3.50	1.00 0.75 0.25 2.00	1.00 1.00 2.33 4.33	1.00 1.00 1.00 1.00 1.00 1.00
PERSONNEL Ex. Director of Evaluations, Inductions & Licensures Teachers Executive Director of Leadership Leadership Residents Leadership Development Coordinator	Director of Student Placement Student Reg & Data Specialist Student Reg & Placement Analyst Teachers Placement Officers Clerks Total	Administrators Manager Route Foremen Clerks Bus Monitors	Deputy Superintendent of Operations Executive Director of Finance Business Manager/Budget Director Harvard Fellow Clerk	Senior Budget Coordinator Budget Coordinator Clerks	Foreman Driver Clerks Total	School Controller Deputy Controller Payroll Supervisor Director of Payroll Asst. Payroll Supervisor Fiscal Officer Fixed Asset Management Timekeeper Administrator Clerks Total
Human Capital	Student Registration Center	Transportation	Finance	Budget Office	Central Supply	Controllers Office

FY 2022-2023 Budget

FY 2021-2022 Budget



Crossing Guards **Total**

Crossing Guards



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FY 2022-2023 Budget

CHANGE 0.00 0.00 0.00	0.00 0.00 0.00 1.00 1.00	0.00 0.00 0.00 0.00 0.00 0.00	0.00	1.00 (1.00) 0.00 2.00 1.00 0.00 0.00	0.00	0.00 (0.10) 0.00 0.00 (0.10)
1.00 2.00 1.00 4.00	1.00 1.00 1.50 1.00 1.00 0.50 6.00	1.00 1.00 1.00 1.00 1.00 1.00 1.00	1.00	1.00 0.00 0.00 1.00 1.00 7.00	2.00 3.00 0.00 5.00	0.00 59.50 1.00 1.25 0.00
NON-LOCAL	0.90 1.00 0.75 0.25 2.90	0.00	0.00	1.00	0.00	1.00
LOCAL 1.00 2.00 1.00 4.00	0.10 0.75 1.00 1.00 0.25 3.10	1.00 1.00 1.00 1.00 1.00 1.00	1.00	1.00 0.00 0.00 2.00 1.00 6.00	2.00 3.00 0.00 5.00	0.00 57.50 1.00 0.25 0.00
1.00 2.00 1.00 4.00	1.00 1.50 1.50 0.00 0.50	1.00 1.00 1.00 10.00 1.00 1.00	1.00	0.00 1.00 0.00 0.00 0.00 2.00 1.00	2.00 3.00 0.00 5.00	0.00 59.60 1.00 1.25 0.00
NON-LOCAL	0.90 1.00 0.75 0.25	0.00	0.00	0.00	0.00	2.00 3.00
LOCAL 1.00 2.00 1.00 4.00	0.10 0.75 1.00 0.25 2.10	1.00 1.00 1.00 1.00 1.00 1.00	1.00	1.00 2.00 1.00 4.00	2.00 3.00 0.00 5.00	0.00 57.60 1.00 0.25 0.00
PERSONNEL Data Manager Data Support Technicians Clerks Total	Director of Grant Funding Federal Program Coordinator Budget Coordinator Budget Officer Grant Development Coordinator Clerk	Senior Information Technology Officer Network Operations Facilitator E-Mail Administrator Technology Service Coordinator Computer Management Specialists Tech Support Technician Clerk	Administrator Total	Director of Facilities Senior Manager of Facilities Facilities Manager Deputy Director of Facilities Deputy Director of Campus Safety Coordinators Clerks Total	Administrator Purchasing Agents Clerks Total	Administrators Teachers Teacher Assistants Others Clerks Total
Data Processing	Grant Oversight	Information Services	Medicaid Reimbursement	Plant Operations	Purchasing	Charter Schools





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CHANGE 0.00 1.00	12.30	(4.00)	0.00	10.25	0.00	(1.00)	(1.00)	0.00	(4.30)	(6.30)	0.00	0.00	0.00	0.00
1.00 1.00	29.30	2.00	2.00	39.30	1.00	00.00	1.00	1.00	11.80	14.80	00.00	0.00	00.00	00.00
NON-LOCAL 1.00 1.00				2.00					1.00	1.00	00.0	00.0	0.00	00'0
LOCAL	29.30	5.00	2.00	37.30	1.00	00.00	1.00	1.00	10.80	13.80				0.00
1.00 0.00	17.00	9.00	2.00	29.05	1.00	1.00	2.00	1.00	16.10	21.10	0.00	00.0	00.00	0.00
NON-LOCAL				0.00						0.00	00.00	00.00	0.00	00:00
LOCAL 1.00	17.00	9.00	2.00	29.05	1.00	1.00	2.00	1.00	16.10	21.10				0.00
PERSONNEL Executive Director Director Coordinator	Teachers	Teacher Assistants	Clerks	Total	Somer Pr Director	Coordinator of Dual Language/New Comer	Clerk	School Community Specialists	Teachers	Total	Director of Innovative Programs	Asst. Director of Innovative Programs	Administrators	Total
A-Venture Program					9th Grade Academy @ New Comer Pr Director						Virtual Leaming Academy			





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EXHIBIT 3

Providence Public School District: A Review

June 2019

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Executive Summary

In May 2019, the Johns Hopkins Institute for Education Policy led a review of the Providence Public School District (PPSD). We did so at the invitation of the Rhode Island Department of Education (RIDE) Commissioner, Ms. Angélica Infante-Green, with the support of Governor Gina Raimondo and Mayor Jorge Elorza. The Partnership for Rhode Island funded the review.

We know from existing data that student achievement in Providence has been low for decades. Despite the hard work of countless teachers, administrators, and city employees, the latest RICAS scores show that, across the grade levels, a full 90 percent of students are not proficient in math, and a full 86 percent are not proficient in English Language Arts.

Creating strong academic outcomes for urban students, many of whom are economically challenged and speak English as a second language, is a challenge across the United States – not only in Providence. That said, as our report lays out, our team found unusually deep, systemic dysfunctions in PPSD's education system that clearly, and very negatively, impact the opportunities of children in Providence.

Based on our direct observations and interviews, we found that:

- o The great majority of students are not learning on, or even near, grade level.
- o With rare exception, teachers are demoralized and feel unsupported.
- o Most parents feel shut out of their children's education.
- o Principals find it very difficult to demonstrate leadership.
- o Many school buildings are deteriorating across the city, and some are even dangerous to students' and teachers' wellbeing.

Our review work included: interviews and focus groups with parents, school leaders, teachers, and leaders at all levels; visits to schools across the city; input from a team of independent local and national education experts; and a review of a broad range of documents and data provided by PPSD and the Rhode Island Department of Education.

Primary Findings

As you will note in the full report, there are many interrelated challenges across PPSD. All of them point back to a central, structural deficiency:

Providence Public School District is overburdened with multiple, overlapping sources of governance and bureaucracy with no clear domains of authority and very little scope for transformative change. The resulting structures paralyze action, stifle innovation, and create dysfunction and inconsistency across the district. In the face of the current governance structure, stakeholders understandably expressed little to no hope for serious reform.

The great majority of those we interviewed reported that the system neither worked well nor presented a coherent vision. They differed only in their explanations and examples. By far the most frequently stated view was that the system lacks clear delineations of authority, responsibility, and accountability.

The consequences are multiple and seriously detrimental for the students in PPSD:

- 1. PPSD has an exceptionally low level of academic instruction, including a lack of quality curriculum and alignment both within schools and across the district. Very little visible student learning was going on in the majority of classrooms and schools we visited most especially in the middle and high schools. Multiple stakeholders emphasized that the state, district, and business community have very low expectations for student learning. Many district team members and community partners broke down in tears when describing this reality, which classroom observations verified.
- 2. School culture is broken, and safety is a daily concern for students and teachers. Our review teams encountered many teachers and students who do not feel safe in school. There is widespread agreement that bullying, demeaning, and even physical violence are occurring within the school walls at very high levels, particularly at the middle and high school levels. We were particularly struck by the high incidence of teacher and student absenteeism, which appears closely linked to school culture and safety.
- 3. Beyond these safety concerns, teachers do not feel supported. Educators report a lack of agency and input into decisions at their schools and classrooms. They are also unable to improve their teaching, with most citing a lack of professional development as a key factor. As a result, the review teams encountered meaningful gaps in student support. These gaps ranged from too few ELL-certified teachers and special education staff, to widespread difficulties with substitute teachers that leave students without subject-matter experts or coherent instruction. Many people noted that the collective bargaining agreement presents a systemic barrier to good teaching in two primary ways: limiting professional development opportunities and severely constraining the hiring and removal of teachers.
- 4. School leaders are not set up for success. This was a particularly striking finding, given how influential school leaders can be even in some of the deeply challenged school systems in which our Institute has worked. Principals and other school leaders repeatedly

reported that they are held accountable for results that they have neither resources nor authority to influence. Almost all of them are demoralized and defensive as a result. They all referenced the collective bargaining agreement as impeding their ability to exercise leadership and oversight in their schools. At the same time, we encountered some judgments and attitudes from individual principals that, based on what we know about effective schools, do not support higher student outcomes.

5. Parents are marginalized and demoralized. In a system that is majority Latino, we expected to encounter multiple initiatives and programs that connected parents to the schools their children attend. That was simply not the case. The lack of parent input was striking on its own, but the widespread acceptance of this marginalization was of particular note.

These realities run contrary to the necessary components of high-performing systems in the United States and around the world.

We note one particular success that consistently emerged across all constituencies: Every group noted the presence of many devoted teachers, principals, and some district leaders who go above and beyond to support student success. We hope that this core group of leaders and teachers provides the foundation upon which Rhode Island and Providence can build in the future.

We offer this report as a contribution to what we hope will be a positive and affirming process across the City of Providence to address the systemic challenges we highlight and to deliver greater educational opportunities to future generations of students who attend the city's schools.

Introduction

In May 2019, the Johns Hopkins Institute for Education Policy led a review of the Providence Public School District (PPSD). We did so at the invitation of the Rhode Island Department of Education (RIDE) Commissioner, Ms. Angélica Infante-Green, with the support of Mayor Elorza and Governor Gina Raimondo. The Partnership for Rhode Island funded the review.

Our task was three-fold:

- To review the academic outcomes of the students enrolled in PPSD, with some comparison to other districts (See Appendix A for full report).
- To visit and observe classrooms in multiple schools, and meet and converse with students, teachers, administrators, and members of the community (See Appendix B for the schedule).
- To hear the views of individuals and groups who hold or have held leadership positions within the PPSD governance structure, including the Mayor (and former Mayor), the Superintendent (and former Superintendent), members of the PPSD School Board, members of the City Council, and a wide variety of professionals involved in the district offices of PPSD. Most discussions took place face to face, with a few reserved for phone conversations. For details of the on-site discussions, please see "Final District Site Schedule," (Appendix C).

While we scrupulously report what our team heard and observed, it is very important to note that it was not within our purview to confirm, through further research, the veracity of what we were told by different leaders and district stakeholders. In some cases, inevitably, they reported on the same matter very differently (for example, on the success or lack of success of new disciplinary procedures). Readers may find themselves saying at one point or another, "That's not what I think is correct" – but it is what we were told by the identified groups or individuals. There were multiple cases of near universal agreement across all stakeholders or amongst members of certain groups; readers may wish to take note of such cases as having a special weight.

Our review was designed to be based upon publicly available academic data and the judgements of individuals with whom we met. We did not, and do not, intend to make value judgments about what we found or what we heard; that is up to those who read the relevant sections of this report. We did seek consensus from each review team, each member of which has been given the opportunity to

¹ On a few subjects, such as per-pupil funding, we included public data to provide context. It is not, however, our role to comment upon the adequacy of the funding.

review the relevant sections of this document.² Where the review teams encountered divergent views amongst the interviewees, we have noted them as such.³

There are important limitations to this report.

- Some members of leadership groups and individual stakeholders were not interviewed. For instance, not all members of the City Council were available to meet during the allocated times. To maximize our availability, we arranged for post-review conference calls for a number of individuals especially teachers who had expressed the wish to be heard but had not had the opportunity.
- We did not visit every school. The school-visit schedule was designed by RIDE. A larger sample may have produced slightly different findings. This is true of any sampling from a larger group. We did review the academic results from the selected schools and were satisfied that there had been no "cherry picking" to guide the team into unrepresentative schools.
- We did not include every statement made. The review process must synthesize rather than transcribe. Consensus thus holds a special weight.

However, the review team made twelve school visits (30% of regular district public schools) and engaged in multiple, standards-normed classroom observations in each school. Additionally, the review team conducted interviews and focus groups with parents, almost two hundred teachers (10% of district teachers), and dozens of students.

The number of schools visited and teachers interviewed was well above the level of sampling required for statistical significance, and gives us confidence that what we saw and heard was not materially different than if we had enlarged the sample.

No personal identification is used in this report; individual comments are identified only with their public positions (as in "member of the School Board" or "school principals"). While our visits to schools and classrooms were a matter of public record, we have taken care not to link any comments, particular classrooms, and description of facilities, with any particular school, except when there was particular praise for a certain school.

The exception on identification applies to individuals who could speak only for themselves, and who were thus told that their comments would be on the record unless specifically withheld from the record. Those individuals were the Mayor, the Superintendent, the School Board President, the former Mayor, and the former Superintendent. In the case of the Superintendent, a brief, off-the-record conversation was held prior to the formal interview, but nothing from that conversation is included in this document.

² The review team members were invited to comment upon the relevant sections and, if they disagreed substantively with its consensus findings, to compose a minority viewpoint under their own name which would be inserted in the document. All members of the public have, of course, the ability to respond publicly to the final report.

³ Because we interviewed key stakeholders in groups, one group did not hear what another group had said. Where strong consensus on a given topic is indicated, it is because similar views were expressed *across groups*. This does not indicate that everyone would have endorsed the precise wording.

The review team conducted classroom observations with the use of the Instructional Practice Guide (IPG) in math and English Language Arts (ELA), and with the Massachusetts Observation Protocol in other subjects. The IPG is explicitly aligned to the CCSS (Common Core State Standards) that form the core of RI's own standards in math and ELA. (For an overview of the IPG, see here.)

The Institute found a strong level of agreement about the strengths and challenges associated with the Providence Public School District. Different parties naturally emphasized different elements of the system, but we did not find fundamental disagreement.

One success consistently emerged across all constituencies:

• Praise for certain principals, teachers, and district leaders. Every group noted the presence of devoted teachers and principals who go above and beyond to support student success. Several groups noted the effectiveness of specific offices within the district, most notably the Teaching and Learning office.

Four challenges were articulated and observed again and again, across a majority of interviews and observations:

- There is an exceptionally low bar for instruction and low expectations for students. Very little visible student learning was going on in the majority of classrooms and schools we visited most especially in the middle and high schools. Multiple stakeholders emphasized that the state, district, and business community have very low expectations for student learning. Many district team members and community partners broke down in tears when describing this reality, which classroom observations verified.
- School culture is broken particularly in secondary schools. Our review teams encountered many teachers and students who do not feel safe in school. There is widespread agreement that bullying, demeaning, and even physical violence are occurring within the school walls at very high levels. Many participants cited the pressure to reduce suspensions as a causal factor.
- Student support is insufficient. The review teams encountered meaningful gaps in student support. These gaps ranged from too few English Language Learner (ELL) -certified teachers and special education staff, to widespread difficulties recruiting substitute teachers that leaves students without subject-matter experts. The consequences for student learning are evidenced in publicly available academic outcomes.
- Governance comes from multiple individuals and institutions, with overlapping responsibilities. Vision suffers as a result. Very few participants thought the system worked well or posed a coherent vision. They differed only in their explanations and remedies. While there was some finger pointing at individuals, by far the most frequently

stated view was that the system lacks clear delineations of authority, responsibility, and accountability.

Three additional, and perhaps related, challenges also emerged consistently.

- The Collective Bargaining Agreement constrains schools. Many teachers, principals, community partners, district leaders, and members of governing bodies emphasized the negative effects of two components of the Collective Bargaining Agreement: the hiring/firing process and the paucity of professional development days.
- Racial equity is a low priority. We heard from district, state, and school staff, and from community partners, that the system inadequately addresses, and at times actively avoids addressing, the mis-match between students of color and their teachers. The current student body is comprised of close to 30% ELL students. Some 87% of students are economically disadvantaged; 65% of students are Latino.⁴
- The procurement process is a barrier to success. All conversations with community partners and district offices (with one exception) emphasized that the procurement process is a key deterrent to district success.

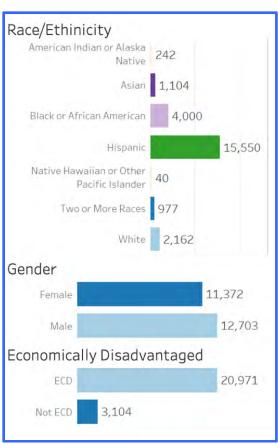
We explore each strength and weakness as they pertain to specific school visits and interviews.

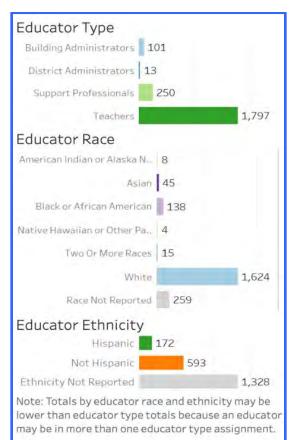
Because we know from international research that a strong school culture and a robust academic curriculum are signatures of high-performing systems, we begin with teaching and learning, and the context in which they occur - or don't. Student learning and wellbeing are at the core of an education system: the report that follows thus focuses strongly on these elements.

⁴ It is important to note that there were a small number of dissenters from one or more of these judgments. A member of the school board stated: "It's not the money." On another topic, a member of the school board stated "I have heard people say that "we have had this influx of ELL students into the district" and I respectfully disagree; we have had diversity since forever; these folks have been here the entire time; we have failed to provide them the supports they need; the system has always failed."

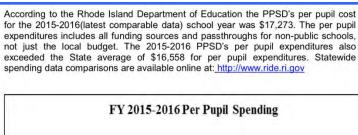
Assessment of Academic Outcomes

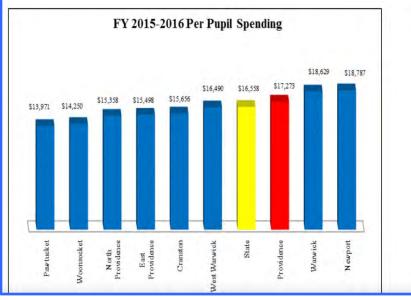
We believe it is important to place the following report into the context of Providence Public Schools Department. While the charts and text below are only high-level indicators, they do constitute an important snapshot of the district.

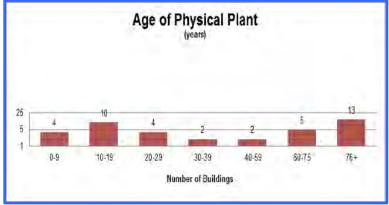




Source: https://reportcard.ride.ri.gov/DistrictSnapshot?DistCode=28







Source for both tables:

 $\frac{https://www.providenceschools.org/site/handlers/filedownload.ashx?moduleinstanceid=237\&dataid=22534\&FileName=2018-2019\%20Budget\%20Book.pdf}$

Providence Public School District: Analysis of Academic Outcomes

Lead Researcher: Dr. Jay Plasman, Johns Hopkins Institute for Education Policy

The Johns Hopkins Institute for Education Policy (the Institute) analyzed test score data for students in Providence, Rhode Island and two other comparison districts (Newark City, New Jersey and Worcester, Massachusetts). The Institute also examined comparative data for the state of Rhode Island as a whole to place Providence into context within the state. The analyses presented here focus on students in grades 3, 5, 8, and 10 in English Language Arts and grades 3, 5, 8, and algebra in mathematics during the school years of 2014-15 through 2017-18.

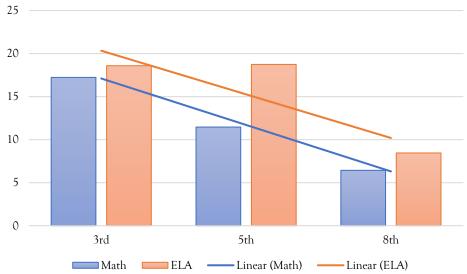
There are a few pieces of information that should be noted here and kept in mind. First, Rhode Island switched from the PARCC assessment to the RICAS assessment beginning in the 2017-18 school year. This makes comparisons over time more difficult to judge. Second, in the 2016-17 school year, 10th grade students in Providence did not complete the PARCC ELA assessment. Third, the new RICAS assessment does not include assessments for students beyond 8th grade. Instead, assessment results for high school are pulled from existing tests – the PSAT and SAT – to meet testing requirements. The RICAS assessment was put in place in an effort to reduce the amount of time spent testing in class and to ideally help relieve some of the burden on teachers. The test itself pulls items both from PARCC and MCAS, which is the Massachusetts state assessment.

The State of Providence Education

The Institute began the analysis of achievement data with a focus on the district of Providence. We identified changes in rates of proficiency as students progress through school as wells as changes in proficiency rates over time for both math and ELA.

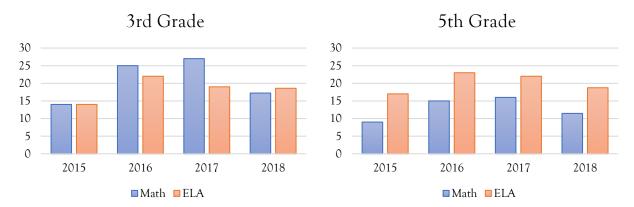
Below, figure 1 presents the changes in proficiency rates by grade level from the 2017-18 school year when students completed the RICAS assessment. One of the first points to highlight is that every grade exhibited proficiency rates lower than 20% in both math and ELA – fewer than one out of every five students. Proficiency rates in ELA were slightly higher than math in all grades, but not by much. Second, the trendlines indicate a fairly steep decline in rates of proficiency between 3rd grade and 8th grade. For example, in 3rd grade math, just over 17% of students achieved proficiency while just only slightly more than 6% of 8th grade students achieved proficiency in math. This brings up a final point to emphasize: there is a sizeable and noticeable dropoff in proficiency rates in the 8th grade in both math and ELA.

Figure 1. Providence Proficiency Rates by Grade - 2017-18

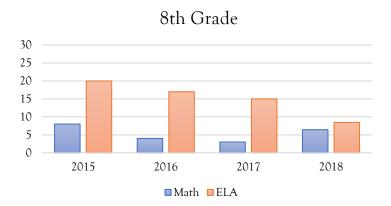


This drop-off is not unique to RICAS and the 2017-18 school year. In every year since the 2014-15 school year, 8^{th} grade students achieve proficiency at lower rates than 3^{rd} and 5^{th} graders as shown in figure 2. Not only that, but there was only one grade in one year in which students reached proficiency rates greater than $25\% - 3^{rd}$ grade students in the 2016-17 school year.

Figure 2. Providence Proficiency Rates Over Time







Providence Comparisons

Due to the change from the PARCC to RICAS just prior to the 2017-18 school year, it was necessary to identify multiple sites with which to compare Providence. First, Providence is compared to Newark City - which also administered the PARCC assessment during these years - for school years 2014-15 through 2016-17. For the 2017-18 school year, Providence is compared to Worcester, which administered the MCAS - a test comparable to the RICAS assessment. The state of Rhode Island is present throughout. Newark serves as an appropriate pre-RICAS comparison because of a relatively similar size and some demographic similarities as Providence. The same can be said of Worcester as a RICAS comparison site. Table 1 below shows a breakdown of key demographic statistics for each of the comparison sites. Note that no two districts are the same: The Institute did not expect to find identical matches for PPSD, but rather chose to identify sites for which certain sub-populations were relatively comparable in each of the identified categories below. In general, we think the most indicative comparative results are the trend lines across years and grade-level results, rather than the absolute outcomes, although these are clearly important in their own right as representing the academic achievement of PPSD students.

Table 1. Summary Statistics for Comparison Sites

	Providence	Rhode Island	Newark	Worcester		
Economically	87.1%	46.7%	79%	57.9%		
Disadvantaged	07.170	10.1 70	1770	51.770		
Limited English	27.9%	8.8%	10.5%	32.8%		
Proficiency	21.770	0.070	10.570	<i>52.</i> 070		
Special	15%	15.2%	16.6%	19.4%		
Education	13/0	13.2/0	10.0 /0	19.7/0		
Black	16.6%	8.6%	42.9%	16.3%		
Hispanic	64.6%	25.3%	47.2%	42.9%		
White	9%	57.7%	8.4%	29.6%		
Total Students	24,075	142,949	36,112	25,415		

The Institute relied on Newark to provide context from previous years, though we did not delve deeply into the subgroup comparisons with Newark considering the change to the RICAS assessment. Therefore, we rely on comparisons with Worcester when examining the breakdowns by student subgroup. In this regard, there is another important point to note. In the first year of a new assessment, it is not uncommon to see a dip in performance as students adjust to the new test.

Below is a summary of the key takeaways from the analyses.

- 1. Students in Providence achieve proficiency at very low rates (only 3rd graders in 2016-17 reached a proficiency rate of greater than 25%) and 8th grade performance has consistently been lower than other grades over time.
- 2. Providence schools exhibited lower test scores in both ELA and math across all grades when compared to the state of Rhode Island. This was the case both pre- and post-RICAS.
- 3. Providence schools scored lower than comparable districts (Newark City and Worcester) in both ELA and math in all grades across all years examined.
- 4. While most grades in Providence saw relatively stable proficiency rates over time in ELA, 8th grade appears to be an especially difficult time as proficiency rates steadily decreased over time.
- 5. 8th grade also appears to be a particularly difficult time for students in mathematics, as this was the grade with lowest proficiency rates in Providence over each of the four years.
- 6. Disadvantaged students (e.g., under-represented minorities, economically disadvantaged students, limited English proficiency students, and students with disabilities) not only had substantially lower proficiency rates than their more advantaged peers in Providence, but they also achieved proficiency at noticeably lower rates than those same disadvantaged groups in a comparable district (Worcester, MA).

Analysis

In absolute and comparative terms (when compared to the state and to two cities with sub-groups that include elements present in PPSD: Newark, NJ, and Worcester, MA), the proficiency rates of PPSD students start low and decline in middle and high school.

In English Language Arts (ELA), for instance, students' proficiency rates were on par with Newark, NJ in third grade. By 5th grade, the gap between Newark and Providence became more pronounced. In eighth grade, the gap widened still further: Providence students' proficiency dropped from 18.7% in fifth grade to only 8.5% in eighth, and by 2017, the gap between Providence and Newark in 8th grade was greater than 22 percentage points. Interestingly, the achievement gaps between these two districts has grown each year, and in each grade.

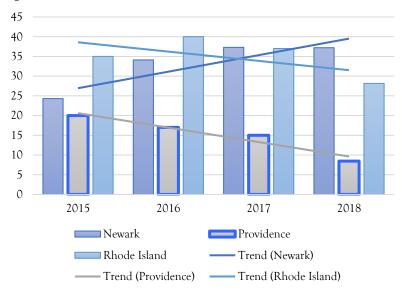


Figure 3. 8th-Grade ELA Trends Over Time*

Figure 3 above presents the trendlines for ELA in Newark, Providence, and Rhode Island over the past four years. It is clear that Providence is well below both Newark and the state of Rhode Island; only Newark presents a positive overall trend in ELA. However, the negative trend in Providence is steeper, indicating that students are declining more quickly there than they are in the state of Rhode Island as a whole.

One positive development is an uptick in 8th-grade math in 2018. The result, however, is still the lowest of the 3-8th grade math assessments, and even with this slight uptick, *more than 93% of the 8th-graders in Providence were not proficient in mathematics.* Furthermore, students in Providence continue to achieve proficiency at substantially lower rates than do their peers in Worcerster and across the state of Rhode Island. These struggles are evident in every grade examined.

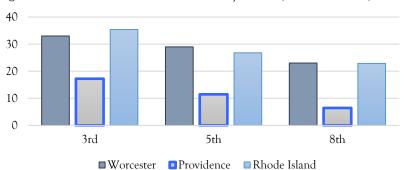


Figure 4. RICAS Math Proficiencies by Grade, All Students, 2018*

*Note: The RICAS assessment did not include an algebra test in 8^{th} grade

^{*}Rhode Island and Providence used the RICAS assessment in 2017-18, while Newark used the PARCC

The academic outcomes of students in Providence should be seen as the critical backdrop to the remainder of this report.

English Language Arts: Trend Comparisons

To provide historical context for Providence schools, the Institute examined the PARCC scores in grades 3, 5, 8, and 10 in English Language Arts (ELA). Proficiency rates were compared to those of students in Newark City, New Jersey and the full state of Rhode Island.

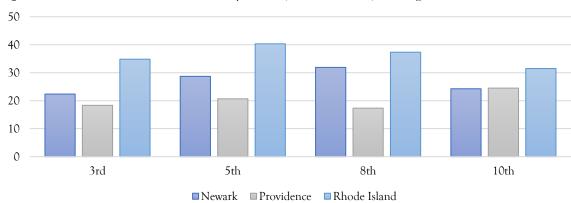


Figure 5. PARCC ELA Proficiencies by Grade, All Students, Averaged Across 2015-2017

Figure 5 above presents the results of the analysis. Proficiency rates have been averaged across each of the three years from 2014-15 to 2016-17 to provide an overall look at how students performed. As shown, Providence schools scored lower than Rhode Island as a state in every grade. Additionally they scored lower than Newark schools in all grades except 10th, when they were nearly equivalent. Keep in mind that 10th grade scores in Providence include only the 2014-15 and 2015-16 school years as there was no 10th grade test in 2016-17. **In Providence, 8th grade ELA exhibited the lowest proficiency rates, averaging only about 17% proficiency**. This is 20 percentage points lower than Rhode Island, and almost 15 percentage points lower than Newark. In no grade in Providence did more than 25% of students achieve proficiency.

Figure 6 below presents the comparison results for student proficiency rates on the 2017-18 RICAS/MCAS assessments. In Providence, students in grades 3 and 5 exhibited similar rates of proficiency (18.6% and 18.7%, respectively) as they did on the PARCC assessment. However, there was a severe decrease in proficiency for 8th grade students as proficiency rates dropped from 18.7% in 5th grade to only 8.5% in 8th grade. This was nearly 22 percentage points lower than the state of Rhode Island and 24.5 percentage points lower than Worcester. 8th grade proficiency rates were the lowest in each site, but those in Providence were by far the lowest. While students in 3rd and 5th grades in Providence did score proficient rates similar to what they had scored on PARCC, these rates were still substantially lower than those across the state of Rhode Island and in Worcester.

^{*}Note: 10th grade ELA data was not available for Rhode Island in 2017

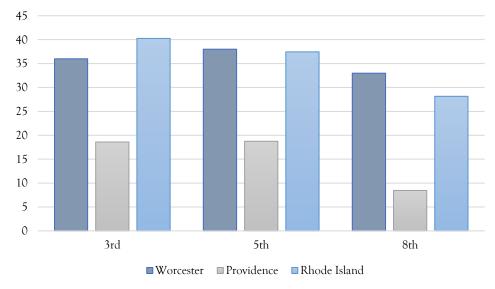
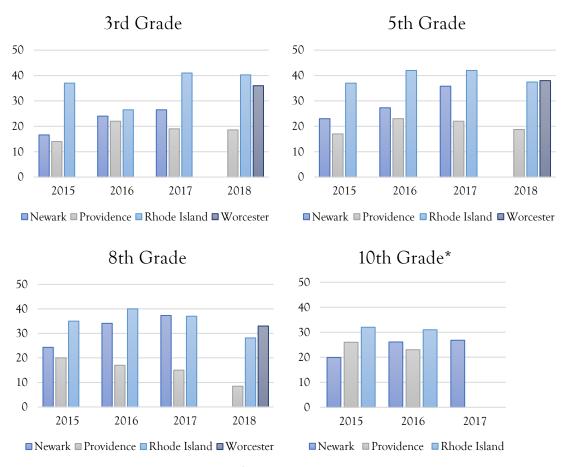


Figure 6. RICAS ELA Proficiencies by Grade, All Students, 2018*

*Note: Rhode Island switched from the PARCC to the RICAS assessment beginning in the 2017-18 school year. 10th grade students did not complete the participate assessment. RICAS is comparable to the MCAS assessment in Massachusetts

The Institute next explored how proficiency rates changed over time. Figure 7 presents these changes by grade. In examining the panels below, keep in mind that Newark, Providence and Rhode Island PARCC data is presented for 2014-15 through 2016-17, while Worcester, Providence, and Rhode Island MCAS/RICAS data is presented for the 2017-18 school year. Each panel contains a single grade with the proficiency rates for each site in a given year. In Providence, the proficiency rates across all four years remained relatively stable in both 3rd and 5th grades. In 3rd grade, the proficiency rates were relatively similar to those in Newark in each year. By 5th grade, the gap between Newark and Providence became a bit more pronounced. In 8th grade, this gap was quite substantial. Interestingly, the gap between these two sites grew over time in each grade. By 2017, the gap between Providence and Newark in 8th grade was greater than 22 percentage points. Another interesting point about the 8th grade proficiency rates is that they steadily decreased over time, and reached a low of only 8.5% proficiency in 2018. It is difficult to make any conclusions for the high school proficiency rates as there were only two years of data for Providence and the state of Rhode Island. However, the proficiency rates for each of the comparison sites were much more closely clustered and there were no longer the substantial gaps as seen in earlier grades.

Figure 7. ELA Proficiency Rates Over Time, by Grade, PARCC (2014-15 to 2016-17) and MCAS/RICAS (2017-18).



*Note: Rhode Island did not include scores for 10th grade in 2017 and high school students were not tested with RICAS in 2018

English Language Arts: Subgroup Comparisons

The Institute's subgroup analyses focus on the differences between Worcester and Providence. Subgroups of interest include students in the following groups: Black, Hispanic, economically disadvantaged, limited English proficiency, and special education. Test scores from Worcester are from the MCAS assessment and test scores from Providence are from the RICAS assessment. These assessments are comparable in interpretation of their scores.

The Institute first turned to an examination of differences across the two sites by race/ethnicity. Figure 8 below presents these findings. The first point to highlight is that students in Providence, regardless of race/ethnicity, were proficient at substantially lower rates than their Worcester counterparts. While White students in Providence achieved proficiency at approximately the same rate across grade levels, Black and Hispanic students were substantially less likely to reach proficiency in 8th grade (only 6.5% of Black students and 5.9% of Hispanic students) than they were in either elementary grade. The most glaring difference between Providence and Worcester is in the 8th grade, where Black students in Providence had proficiency rates nearly 27 percentage points lower than

Black students in Worcester. 8th grade Hispanic students in Providence had proficiency rates 14 percentage points lower than those in Worcester, and 8th grade White students in Providence also had proficiency rates 14 percentage points lower than those in Worcester. The main takeaway from this analysis is that Black and Hispanic students in Providence experienced a serious drop in performance in 8th grade ELA that was nowhere near as evident in Worcester, and these minority students performed substantially lower than their white peers in Providence across all grades.

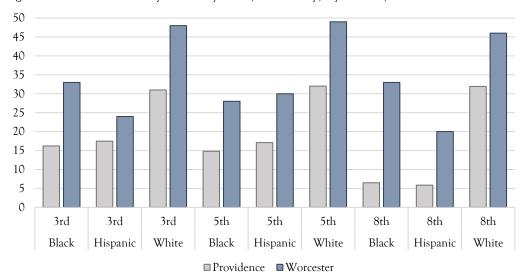


Figure 8. ELA Proficiency Rates by Race/Ethnicity, by Grade, 2017-18

A similar pattern emerged for economically disadvantaged students. As shown below in Figure 9, economically disadvantaged students experienced decreasing rates of proficiency as they progressed through school, with a low of only 6.2% proficiency by the 8th grade. As with race/ethnicity, all groups of students in Providence – regardless of economic disadvantage – reached proficiency at substantially lower rates than their peers in Worcester. These differences peaked in 8th grade at which point economically disadvantaged students in Providence reached proficiency at a rate nearly 16 percentage points lower than those in Worcester, and non-economically disadvantaged students in Providence (21.1% proficiency) in 8th grade reached proficiency at a rate nearly 19 percentage points lower than Worcester. Furthermore, there was a very evident gap between economically disadvantaged and non-economically disadvantaged students that peaked in 5th grade (15.1 percentage point difference) and remained quite large in the 8th grade (14.9 percentage point difference). This gap was also evident in Worcester, but economically disadvantaged students reached proficiency at higher rates than their Providence peers in every grade.

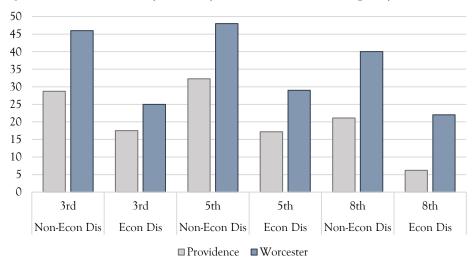
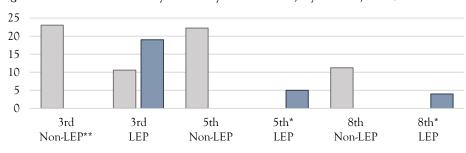


Figure 9. ELA Proficiency Rates by Economic Disadvantage, by Grade, 2017-18

Due to data limitations, it was difficult to draw strong conclusions from the analysis focusing on Limited English Proficiency (LEP) students. First, Worcester did not report proficiency rates for non-LEP students. This made comparisons with Providence non-LEP students impossible. Second, with the 2017-18 RICAS implementation, Providence also implemented a practice of not reporting proficiency rates for subgroups for which fewer than 5% of the population achieved proficiency, as was the case for LEP students in both the 5th and 8th grades. With these caveats in mind, there are a few conclusions to highlight which are observable in figure 10. **First, there again appeared to be a significant decline in proficiency rates in Providence in the 8th grade for all students. Second, the largest gap in Providence between LEP and non-LEP students was in the 5th grade, considering fewer than 5% of LEP students were proficient at that time. Finally, there was a substantial gap in the 3rd grade between LEP students in Providence and LEP students in Worcester. In fact, 3rd grade LEP students in Worcester achieved proficiency at a rate only 4 percentage points lower than 3rd grade non-LEP students in Providence.**



■ Providence ■ Worcester

Figure 10. ELA Proficiency Rates by LEP Status, by Grade, 2017-18

The final subgroup of interest was students with disabilities. There was again the issue that Providence did not report proficiency rates in cases where less than 5% of the subgroup achieved proficiency, as was the case in the 5th and 8th grades. As shown in figure 11 below, students receiving

^{*}Data not reported for subgroups with lower than 5% proficiency rates

^{**}Worcester did not report proficiency rates for non-LEP students

special education services performed substantially worse than their non-special education peers in both sites in every grade. The differences in proficiency rates of special education students between Providence and Worcester were not very stark as they were extremely low in both locations. The biggest gap within Providence existed in the 5th grade, at which time 21.8% of non-special education students achieved proficiency while fewer than 5% of special education students were able to do so.

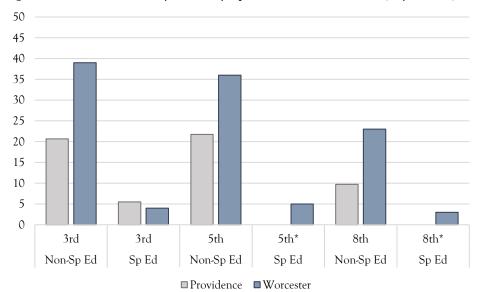


Figure 11. ELA Proficiency Rates by Special Education Status, by Grade, 2017-18

Mathematics: Trend Comparisons

As with ELA, the Institute examined the historical patterns of performance in mathematics in Providence. The Institute included the same time frames (PARCC for the years 2014-15 through 2016-17, and MCAS/RICAS in 2017-18) and locations (Newark, Providence, and Rhode Island for PARCC, and Worcester, Providence, and Rhode Island for MCAS/RICAS) as the ELA analyses. Using PARCC data, algebra proficiency rates were identified. These rates included students in grades ranging from 8th to 12th. As with ELA, the Institute first explored the averaged PARCC scores (figure 12) followed by the one existing year of MCAS/RICAS scores (figure 13).

Looking at figure 12 below, there are a number of trends to mention. First, Providence exhibited lower proficiency rates than both Newark and the state of Rhode Island across each grade. Second, in each location, students steadily decreased in proficiency rates from 3rd grade to 8th grade, and then experienced a jump in proficiency rates in algebra. As in ELA, 8th grade students in Providence achieved proficiency at very low rates. Only 5% of Providence 8th graders were proficient in math, which is by far the lowest of any grade in Providence. This is 16.3 percentage points lower than 8th graders in Newark and represents the largest gap in any grade between Providence and Newark. Interestingly, the largest gap between Providence and the rest of Rhode Island existed in 3rd grade

^{*}Data not reported for subgroups with lower than 5% proficiency rates

where there was a greater than 19 percentage point gap. As in ELA, students in Providence did not achieve at or above 25% proficiency in any grade.

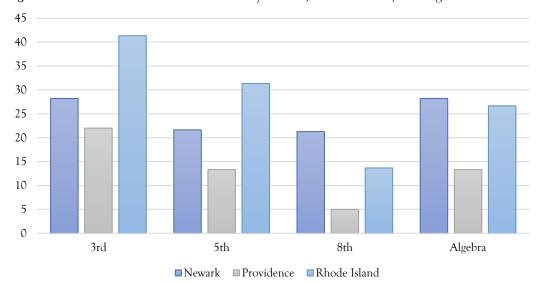


Figure 12. PARCC Math Proficiencies by Grade, All Students, Averaged Across 2015-2017

Prior to discussing the comparisons with Worcester, it is again important to point out that students in Providence and the rest of Rhode Island did not take RICAS tests in high school or for the specific subject of algebra. However, the comparisons with the MCAS assessment remain valid as the tests are very similar. Turning now to the analysis of the comparison with Worcester in the 2017-18 school year, the patterns are nearly identical to those mentioned above in the comparison with Newark. Figure 13 shows steadily decreasing proficiency rates in each site across the three grades, with 8th grade proficiency rates the lowest in each location. Again, the 8th grade proficiency rates in Providence at 6.4% were by far the lowest, and were substantially lower than both Worcester (16.5 percentage point difference) and the state of Rhode Island (16.4 percentage point difference). The largest gap with Worcester, however, was in 5th grade, when students in Providence (11.5% proficient) achieved proficiency rates nearly 18 percentage points lower. The largest gap with the rest of Rhode Island was observed in the 3rd grade when 17.2% of students in Providence met proficiency and 35.4% of students in Rhode Island met proficiency.

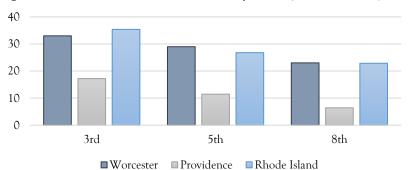
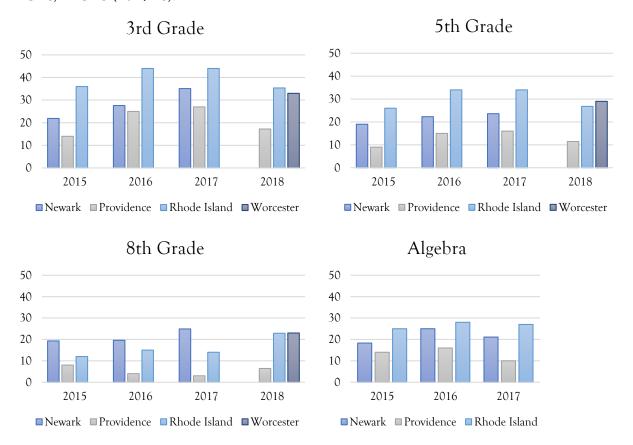


Figure 13. RICAS Math Proficiencies by Grade, All Students, 2018*

^{*}Note: The RICAS assessment did not include an algebra test in either 8^{th} grade or high school

Figure 14 presents the mathematics proficiency rates over time disaggregated by school year, with the individual grades presented in separate panels. Again, it is important to keep in mind that the 2014-15 through 2016-17 data is from the PARCC assessment, while the 2017-18 data is from the MCAS/RICAS assessments. In the 3rd grade, and 5th grade panels in each of Newark, Providence, and Rhode Island, proficiency rates were trending upward prior to the switch to the RICAS assessment. In 3rd grade, Providence students achieved proficiency at rates relatively comparable to Newark, though still noticeably lower than Rhode Island. By the 5th grade, the differences were starker between Providence and the rest of Rhode Island as well as Newark. In 2018, the proficiency rates for both Providence and Rhode Island dropped in both 3rd and 5th grade. Algebra proficiency rates across each of the three sites were quite low, with none of the sites meeting 30% proficiency in any of the years. However, Providence students were particularly low performing as proficiency rates did not top 20% in any of the years. 8th grade was again when the lowest performance was observed in Providence, with glaringly low performance in all four years as proficiency rates never topped 10%. In 2017, the 8th grade proficiency rate in Providence dipped as low as 3%, with a slight increase in 2018 with the RICAS assessment up to 6.4%. Across every year in every grade, Providence students achieved proficiency at rates substantially lower than every other comparable site, and as with ELA, students in 8th grade appear to consistently struggle over time.

Figure 14. Math Proficiency Rates Over Time, by Grade, PARCC (2014-15 to 2016-17) and MCAS/RICAS (2017-18).



Mathematics: Subgroup Comparisons

The Institute limited the subgroup analyses to the 2017-18 school year to take advantage of the most recent data and to focus on the assessment in use in Providence – the RICAS. We again focused on a comparison with Worcester, MA which used the MCAS assessment – the test upon which the RICAS was modeled – in that year.

Figure 15 highlights the differences between Providence and Worcester as broken out by race/ethnicity and grade. In each grade, Black and Hispanic students reached proficiency at substantially lower rates than did White students in both Providence and Worcester. Also in each grade, students in Providence performed noticeably worse than students in Worcester. Some of the most drastic differences were for White students, where the gap between Providence (21.9% proficient) and Worcester (41% proficient) peaked in the 5th grade. Within Providence, the gap between White students and both Black and Hispanic students was most glaring in the 8th grade. White students achieved proficiency at 26.4%, while both Black and Hispanic students did not meet the 5% proficiency threshold. 8th grade also represented the largest gap between Black students in Providence (< 5% proficiency) and Black students in Worcester (20% proficiency). A final point to highlight is that proficiency rates for Black and Hispanic students in Providence steadily decreased by grade, with the low-point observed in the 8th grade.

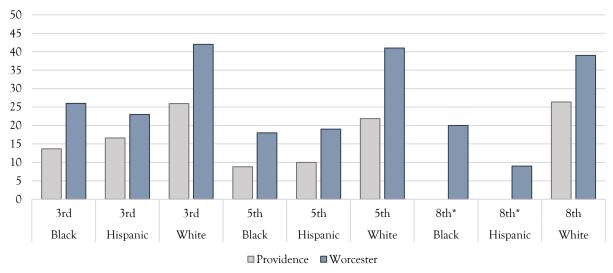


Figure 15. Math Proficiency Rates by Race/Ethnicity, by Grade, 2017-18

The next set of analyses focused on economic disadvantage status. Figure 16 presents the comparison for students in Providence and Worcester who were and were not identified as economically disadvantaged. The first point to note is that once again, 8th grade had the lowest proficiency rates for all groups. Second, students in Providence consistently performed lower than students in Worcester. Additionally, there was a larger gap between non-economically disadvantaged students across the two sites than between economically disadvantaged students. The gap between non-economically disadvantaged students in Providence and Worcester was as large as 25.5 percentage

^{*}Data not reported for subgroups with lower than 5% proficiency rates

points in the 5th grade. Within Providence, the gap between economically disadvantaged and non-economically disadvantaged students remained relatively consistent around 11-15 percentage points across each of the three observed grades. ⁵

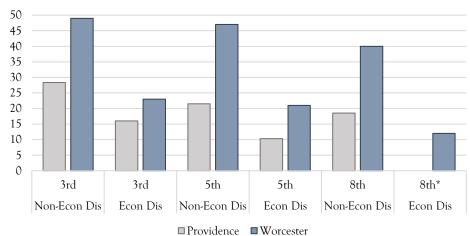


Figure 16. Math Proficiency Rates by Economic Disadvantage, by Grade, 2017-18

As in our ELA analysis, it was difficult to make specific conclusions for LEP status students because Worcester did not report non-LEP student proficiency rates and Providence did not report observed rates for subgroups with lower than 5% proficiency. However, it was possible to identify clear existence of gaps between LEP and non-LEP students in Providence. Figure 17 below presents the comparisons. The gap between LEP and non-LEP students in Providence was the largest in 5th grade. Regarding LEP students in Providence, in no year did their proficiency rates exceed 13%, and in both 5th grade and 8th grade, their proficiency rates were sub-5%.

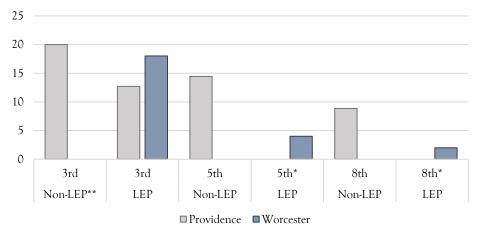


Figure 17. Math Proficiency Rates by LEP Status, by Grade, 2017-18

^{*}Data not reported for subgroups with lower than 5% proficiency rates

^{*}Data not reported for subgroups with lower than 5% proficiency rates

^{**}Worcester did not report proficiency rates for non-LEP students

 $^{^{5}}$ It is not possible to determine the exact gap in 8^{th} grade, but a 15 percentage point gap would imply a proficiency rate of approximately 3.5% for economically disadvantaged students.

The final analysis explored differences between Providence and Worcester by special education status. Figure 18 highlights the results of this analysis. The most notable gaps between Providence and Worcester were evident for students not receiving special education services. In 5th grade, this gap was as large as 23 percentage points. Students receiving special education services did not surpass 9% proficiency in any grade in either Providence or Worcester. In Providence these proficiency rates were under 5% in both 5th grade and 8th grade. Though it was not possible to identify the exact gap between special education and non-special education students every year in Providence, it is possible to state that all students had very low proficiency rates and that (as is generally the case) special education students consistently performed worse than non-special education students in every grade.

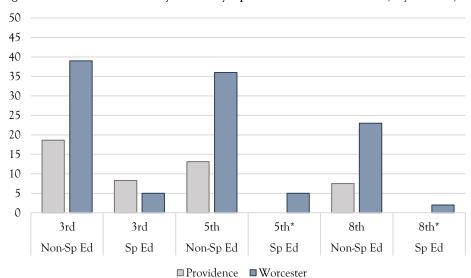


Figure 18. Math Proficiency Rates by Special Education Status, by Grade, 2017-18

^{*}Data not reported for subgroups with lower than 5% proficiency rates

PPSD School Site Visits Classroom Instruction and School Culture May 20 - May 24, 2019

Summary

The review teams visited four elementary, four middle, and four high schools. Because middle schools were divided between the two teams, we include findings from middle schools with their respective teams.

The review team for elementary (and some middle) schools was comprised of the following members:

- Tracy Lafreniere, North Smithfield, Reading Specialist (and RI 2016 Teacher of the Year)
- Karla Vigil, EduLeaders of Color, Co-Founder and Chief Connector, District and School Design & Senior Associate at the Center for Collaborative Education
- Jeremy Sencer, Math Specialist PPSD
- Sarah Friedman, The Learning Community, School Co-Director
- Michelle Davidson, Parent Advocate and Community Member
- Crystal Spring, Johns Hopkins University Research Fellow

The review team for elementary (and some middle) school interviews and focus groups:

- Dr. Barbara Mullen, Center for Leadership and Educational Equity, Director Learning Leader Network and former Special Education Director for Houston Independent School District
- Phil DeCecco, Retired Providence School Counselor
- Dr. Angela Watson, Johns Hopkins University, OR Mr. Al Passarella, Johns Hopkins University

The review team for high school (and some middle school) classrooms was comprised of:

- Dr. Heather Hill, Annenberg Institute at Brown University, Professor
- Paige Clausius Parks, M.Ed., Rhode Island KIDS COUNT, Senior Policy Analyst
- Victor Capellan, Central Falls School District, Superintendent
- Nikos Giannopoulos, Beacon Charter School, Educator and Rhode Island 2017 Teacher of the Year
- Ramona Santos, Providence Public School Parent
- Kelly Siegel-Stechler, Johns Hopkins University

The review team for interviews and focus groups in high schools (and some middle schools) was comprised of:

- Dr. Wayne Montague, Winn Residential Community Relations, Director
- Victoria Gailliard Garrick, William M. Davies Jr., Career and Technical High School, retired director
- Dr. Angela Watson, Johns Hopkins University Senior Research Fellow
- Dr. Ian Kingsbury, Johns Hopkins University Postdoctoral Research Fellow

In every school, the review team observed classrooms and conducted focus groups and interviews with administrators, teachers, and students.

School visits included classroom observations, and interviews and focus groups with students, teachers, and administrators.

The review team noted that, in every school, students and teachers named specific individuals who cared about the wellbeing and academic progress of students. Additionally, many schools have put new plans in place to bolster students' social and emotional learning. One school in particular was nicely appointed and friendly.

However, the review team observed, and interviewees validated, the following high-level concerns:

Elementary Schools

- The instructional rigor is too low. In the majority of classrooms, students were insufficiently challenged. Since classroom-level instruction is a key determinant of students' short- and long-term success, we focus this report first and foremost here.
- The school culture needs attention. In the schools visited by the review team, the morale of teachers and administrators was low. We heard about and witnessed inappropriate behavior on the part of adults and bullying and physical fighting on the part of students.
- Facilities. In all but one of the schools, the buildings were in very poor and in one, absolutely dire condition. In some cases, the facilities clearly disrupted learning and possibly students' health.

Middle and High Schools

- There is an exceptionally low bar for instruction. Very little student learning was going on in the classrooms and schools we visited. Instruction is what students experience every day, and its effectiveness matters for students' long-term success academically and beyond. Therefore, we focus first and foremost upon classroom-level instruction.
- School culture is utterly broken. Teachers do not feel safe in school; students do not feel safe in school. There is widespread agreement that bullying, demeaning, and even physical violence are occurring within the school walls at an unprecedented level. Unfortunately, many principals seemed to take a relatively mild view of the conditions in schools, but teachers and students did not.

Classroom Observations

Classroom visits included an analysis using the Instructional Practice Guide, a college- and career-readiness, standards-aligned observational rubric created by Student Achievement Partners. The IPG defines a list of observable classroom practices, which are themselves comprised of key indicators that reflect instruction that aligns with standards and maximizes students' learning.

Elementary ELA. English Language Arts classrooms showed an overall lack of instructional rigor. While approximately two-thirds of observed texts were at an appropriate level, only about half of them met the quality standard for exhibiting craft, thought, or information to build knowledge. Most of the teachers' questions were impressionistic and general rather than specific. There were only two classrooms in which there appeared to be a clear focus upon students' drawing evidence from the text and upon language and other text elements. While most teachers attended to vocabulary, this was often in a simplistic or rote way. When the curricular materials (worksheets, texts) were of higher quality, we found a greater chance of teachers' asking students to use evidence and attend to the qualitative nature of the text. In one school, we saw virtually no authentic reading, but only worksheets.

Student engagement was wanting. In only two classrooms did instruction focus on students' doing the majority of the work, and in many cases, students appeared eager to participate but were not given meaningful chances to do so. We observed no classroom in which there was genuine "productive struggle," in which students are called upon to grapple with, and persist through, challenging skills or concepts. As indicated above, students were not pressed to look for evidence in the texts, and there were almost no opportunities observed for students to engage with one another in meaningful ways. Another important feature of a standards-aligned classroom is teachers' "checking for understanding," which in the classrooms we visited seemed largely rote and did not lead to any observed change in instruction or meaningful feedback. Finally, students were given infrequent opportunities to strengthen or develop foundational language skills.

Elementary Math. The math classrooms were generally higher-performing than the ELA, although they too showed varying degrees of effectiveness. In one school, for instance, two classrooms focused primarily on rote computational work and provided no opportunities for student input or meaningful engagement. The other two lessons were stronger overall, but did not provide opportunities for meaningful challenge and productive struggle. Thus, even where instruction is otherwise strong, students did not tend to engage with one another's ideas or mathematical reasoning.

For the classroom observation summaries below, the order of the schools has been randomized – thus it does not correspond to the order in which they were visited - to protect their identity. Observations about the physical conditions seen in the schools have been removed and collected elsewhere in the report, also to protect the schools' identities.

Secondary ELA. Secondary school ELA instruction is extremely weak. On the IPG, not a single category of instruction on a 1-4 scale attained an average score across classrooms of more than 1.75. The review team rated instruction in most classrooms at the lowest possible level.

For instance, while many classrooms included grade-appropriate texts (e.g., *The Poet X, To Kill a Mockingbird*, and *Antigone*), teachers did not generally capitalize upon the texts' literary qualities, nor induce students to engage with those texts in a meaningful and rigorous way. Tasks and questions were not well sequenced in order to build depth of knowledge, skills, or vocabulary. There was little to no "productive struggle."

Student engagement was minimal. Particularly in high school classrooms, it was not uncommon for only a small percentage of the students to be participating in the lesson. In such circumstances, teachers resorted to providing the best instruction they could to those students, and largely ignored the behavior or disengagement of others. Even where lessons were designed for students to undertake the majority of the work, few students engaged with the assigned tasks. Very few opportunities for productive struggle occurred, and when they did, students were not especially likely to persist at tasks.

In *only one observed classroom* did students have a real chance to engage in written work, and very few opportunities were observed for students to engage with one another and share ideas. While we clearly observed some teachers engaging with students one-on-one in meaningful instruction, it was often not possible for them to do so with all students, especially those who were already disengaged.

Secondary Math, *summarized by Dr. Heather Hill.* In Providence, middle and high school math consists largely of teacher-directed instruction about mathematical facts and procedures. Although some teachers involved students in Common Core-aligned activities (e.g., productive struggle, engagement with rich tasks, and mathematical reasoning), such activity was rare, limited to two or three mathematics classrooms of the 35 observed by the review team. Even in most upper-level mathematics classes, students experienced the material as teacher-led instruction, with the teacher providing guidance about how students could execute a set of procedures in order to complete their assignments.

In a large number of classrooms, teachers did not press students to become engaged with the mathematics instruction, resulting in a variety of student off-task behavior: chatting with peers, checking phones, staring into space, or, in some cases, taking phone calls and watching YouTube videos. In some classrooms, this activity was loud enough to disrupt the learning of other students and, in some cases, led to student arguments that left the team concerned for student safety. In many classrooms, this activity went on for the duration of the observation. This occurred without substantial teacher attempts to redirect students toward engaging with the mathematics. In one school, in fact, some teachers arranged their classrooms such that the non-engaged students were sitting around the periphery (often with desks turned so that they were staring at a wall), while a small number of desks in the middle allowed on-task students to be closer to the teacher. In other classrooms, disengaged students sat near the back of the room.

To be clear, not all students were off-task; in each of the classrooms described just above, a number of students were taking notes and working diligently on practice problems. In a small number of advanced math classes, students were engaged in projects involving complex mathematical modeling

and application. However, we estimate that among observed classrooms on average, about one-third to one-half of students were off-task, with no teacher attempt to reach out and re-engage.

When mathematics was delivered to students, it was nearly always free of major teacher mathematical errors, though sometimes lacked the clarity that would support student learning. An example of the latter occurred when one teacher lost his place in solving a problem involving interest paid on a vehicle, and thus provided an ultimately confusing sequence of calculations for solving the problem. In another case, a teacher discussed vertical angles, then started working on a coordinate plane, labeling the y axis y=-1/2x+5 and the x-axis y=2x+3, then telling students to find the point of intersection. This teacher also confused the terms "expression" and "equation." On occasion, the rule-based nature of instruction seemed likely to confuse students in their future learning. For instance, during a lesson on expressions, a teacher instructed students "to simplify" if they saw expressions with the same variable (3n + 3n) but to factor if they saw an expression with different variables (e.g., 21y + 15x). Students presented with problems that challenge this rule $(3n + 3n^2; 3y + 5x)$ would likely be confused.

Most content taught in the middle schools met grade-level standards. However, in the high schools visited, some of the content was behind grade level – either for the time in the year (i.e., factoring in late May during an Algebra 1 class) or in topic (e.g., simple interest rates).

Many classes this team attempted to visit were staffed by subs, aides, other teachers in the department, or had been disbanded for the day, with students sent to other rooms to wait out the class period. In general, students did not work on mathematics in classrooms covered by subs, aides, or when sent to sit in other classrooms; when other members of the department covered the missing teacher's classroom, some student work did take place.

Many classrooms had aides, either attached to a specific student or acting as a second pair of hands in the classroom. Use of aides was uneven. In two schools, we observed aides very actively engaged in delivering (or redelivering) instruction to students, or providing 1:1 assistance. In other schools, aides were engaged in what seemed like busywork ~ e.g., checking the completeness of a social studies assignment on their computer – or were otherwise unengaged with students.

Often, the faculty/classroom lists provided by the administration at the beginning of the day were inaccurate. In two cases, teachers listed on the schedule had actually left the school.

Finally, we witnessed significant problems in the use of the Summit Learning Platform. In one school, Summit was the major mode of mathematics instruction; in other classrooms, it seemed to be used for supplemental (e.g., remedial or practice) instruction.

When we observed students using Summit, they were not engaged with the software in optimal ways. Instead of watching videos or reading tutorial texts, students went straight to the exam and attempted to answer questions. When they answered incorrectly, corrective text popped up, which students did read; they then tried again with the next question. Even if students progressed according to plan, their learning would be limited to how to answer problems in the format presented by the Summit

exam. In one school, we did not observe a single Summit math teacher engage in whole-class or even small-group math instruction. Instead, teachers either completed work at their desks, and/or answered questions when students raised their hand. Finally, the lack of teacher surveillance of student progress in some Summit classrooms meant that students worked very slowly through the material.

Off-task student behavior was the same as, or worse than, in the more traditional classrooms, with some students observably working on assignments from other classes, viewing YouTube videos (or similar), queuing songs on playlists, toggling between Summit and entertainment websites, or pausing on work screens while chatting with neighbors.

To paint a picture of one Summit classroom at a given moment during our visit: Four students were working on history, one student stalled on an index screen, one stalled on a choice screen, one focused on a screen with other (non-math) content, two doing mathematics well below grade-level work, and two doing mathematics at, or close to, grade level. There was an aide in this room, but he did not interact with kids. One team member asked him what his role was, and he said, "Supporting students, I'm an ELL teacher." He did not speak Spanish, however (which many kids were doing), and he did not have content expertise. He explained that his role is not to teach language, but only to offer support—he can "break down" problems well for students. When asked what he was doing in that moment, he said he was marking PPT projects (for another class) as "complete" or "incomplete."

For the classroom observation summaries below, the order of the schools has been randomized – thus it does not correspond to the order in which they were visited - to protect their identity. Observations about the physical conditions seen in the schools have been removed and collected elsewhere in the report, also to protect the schools' identities.

School A Positives

- Teachers generally had good energy but a wide range of classroom management skills. The most effective classroom management strategy on offer seemed to be "educational" games on computers.
- Some Kindergarten classrooms included play-based learning. (Other Kindergartens were doing straight worksheets.)

Challenges

- Curriculum and Instruction:
 - o ELA classrooms displayed Reading Street, but this curriculum was in use in only one out of six observations.
 - o There was almost no authentic reading in ELA: just isolated skill work (e.g., categorizing adjectives).

- Inadequate Student Support:
 - o There was insufficient support for bilingual students and teachers. The English-speaking teacher's instructions were lost in translation in an ESL classroom.
- Heavy and unproductive use of technology. Teachers clearly need support in structuring students' independent work time.

School B

Positives

Several teachers led whole-group instruction effectively.

Challenges

- Generally low academic rigor.
- Very little authentic reading in ELA.
- The rigorous instruction we witnessed was done in small groups, while the rest of the class was on computers playing questionable games.
- Some teachers' tones were disrespectful of children.
- Inadequate substitute teachers meant that students were split up all over the school.
 - o Example: Because a teacher was on jury duty, one 5th-grader came into a kindergarten classroom to work all day independently.

School C

Positives

- Some positive connections between teachers and students. Seems like a safe space for students
- Many caring adults in building but there didn't seem to be cohesive support.

Challenges

- Very few opportunities for student ownership of work.
- No coherent ELA curriculum. There was a different textbook in every classroom, even within grades.
- Low academic rigor was ubiquitous. The math was all algorithmic with little attempt to support conceptual understanding.
- The attitude and demeanor of most teachers was fatigued and defeated.
- Students' depth of knowledge and engagement in academic work was on the lower end of the scale
- There was heavy technology use in all grades (including K and 1), and it was largely unsupervised and with questionable educational content.
- Teachers' interaction with students seemed quite often to be *not culturally responsive*. We witnessed policing of bodies and a preoccupation with manners.
- The substitute teacher issue was serious in this school; the inclusion classrooms were overratio and sometimes only had one teacher.

School D

Positives

- Teachers were enthusiastic and willing to form relationships with students.
- The climate was positive, calm, and supportive.
- Every classroom seemed to have an essential question posted.

Challenges

- The Summit platform (personalized learning) did not seem to be serving students' needs. The content was low-rigor (6th graders spent a lot of time defining the word community, for example). Students did not have time to interact with one another or with teachers. Teachers interacted with one student at a time, and students became off-task for long periods of time.
- The team witnessed new teachers who could benefit from coaching.
- While many teachers across the board seemed to respect students, their teaching often lacked instructional depth nor did they challenge students adequately.
- The number of students in classrooms varied widely (as low as 12, as many as 23).
- There were zero manipulatives used in math classes.
- The substitute teacher issue was obvious in this school, as well.

School E

Positives - No Substantial Challenges

- The building and classrooms were in top condition. The paint seemed recent, and we saw a maintenance person on duty.
- The classrooms were huge, which facilitated the success of small groups.
- Instruction and classroom management were of high quality across the board. Teachers were enthusiastic, caring, and used best practices.
- Some classrooms seemed to be using blended learning successfully with high student engagement and teacher monitoring.
- The culture supported students' talking to each other about their learning. They often referred to posted anchor charts about behavioral/learning norms.

School F

Positives

- Teachers had a pleasant and friendly tone towards students (only one notable exception).
- Many teachers introduced themselves to our team and expressed interest in conversing about the learning taking place in the room.
- The teachers seem to enjoy teaching at this school and working hard. There were many adults in the hallways for transitions.

Challenges

- The level of rigor was low in most classes, with lots of worksheet and high technology use.
- The opportunities for students to collaborate were inconsistent from classroom to classroom.
- The class sizes were also inconsistent (example: one English classroom had 4 students, one EL classroom had 28 students). As a team, we were unsure of how enrollment in each class worked.
- The lack of substitutes was also an issue at this school, as it was throughout the district.
- There was little evidence of intentional and meaningful learning/connection to real world (procedural work vs. application).
- There did not seem to be consistent language or expectations surrounding behavior.

School G Successes

- There were a few strong classrooms with good routines, engagement, integration across the subjects, and culturally responsive teaching including a science and a French classroom.
- ELA instruction did in some cases ask students to think critically and develop skills such as persuasion. Some ELA classes were using online learning (StudySync), and the quality appeared to be relatively strong. Questions were open ended and students were actively writing.

Challenges

- The review team found large inequities between academically advanced and general classrooms, especially integration classrooms.
- Across the board, students were compliant but unengaged. Most instruction was rote, and it
 was not standards-aligned.
- In inclusion classrooms, teachers used dismissive language and avoided engaging with the included students.
- Math instruction was organized but largely procedural in nature. Students were called upon
 to give answers or describe procedures, but were not given opportunities to discuss ideas or
 think about math in a complex way.
- Some portion of students in each classroom was disengaged or disruptive, and there were some students who openly defied teachers with no apparent consequences.
- Bullying seemed to be an issue for students, and sometimes fights, especially on Fridays.

School H Successes

 The school environment was clean, bright, and orderly. Student artwork and cultural representations lined the hallways. Teachers reported feeling like the school is a family – the

- staff care about, support, and enjoy camaraderie with one another. The school felt safe and everyone seems calm and relaxed, and speak with pride about the school.
- A few of the classes were engaging and interactive. These tended to be electives or courses in which teachers had developed new content.

Challenges

- In the majority of classrooms, students were not focused. In many classrooms, students sat quietly with headphones in, stared at their phones, completely disconnected from the environment around them.
- In one classroom, students were copying and pasting segments of the text into answer boxes. For example, the title of the article was "Ninth Grade: The Most Important Year of High School." When prompted to read the title and explain what they expected the piece to be about, students copied the words "the most important year of high school" as their answer. This continued throughout the reading comprehension exercise. In another class, students were taking a quiz on remedial-level math problems, and often just used a calculator to find the answer and then typing it into the online quiz.
- Looking at the online learning organizational platform dominated instructional time. Students often just clicked back and forth to act as if they were occupied.

School I Challenges

- The vast majority of observations witnessed classrooms where no instruction at all was taking place. In several cases, teachers were missing with no clear reason, and we noted with surprise that it was not apparent that the principal had a clear picture of who was where, teaching what, and when.
- The instruction that did take place was largely procedural and unengaging. Mostly, teachers would undertake the work of the lesson, and students would volunteer to "fill in the blank," but there were no opportunities for serious engagement with ideas or for students to explain their thinking.
- Teachers circulated and could persuade students to do a single problem or question with some prompting, but most students spent most of their time on their phones or socializing, yelling, or moving about the room.
- Teachers were heard yelling at students constantly throughout the building. Discipline
 appeared to be enacted with no clear pattern, and rules varied significantly from room to
 room.
- Bullying, both verbal and physical, was open and visible around the school. Some students visibly tried to hide or distance themselves from their peers to avoid conflict.
- Transitions were a major problem at the school and contribute to the lack of instruction taking place.

- There was no visible coherence from classroom to classroom. Although online remediationtype math programs were witnessed in many classrooms, every classroom seemed to be using something different.
- None of the principal's stated plans for school improvement related to classroom instruction.

School J

- The overall school climate was safe and respectful.
- Students seemed to engage purposefully with the content.
- The school used instructional aides well, which was unique among the middle and high schools we visited.
- CTE classes were strong.

Challenges

- Instruction in most classrooms was below grade level.
- Students almost universally disliked the Summit program. They told the team that they were burned-out through the overuse of screen time, and bored. Some claimed that students actively left school as a result of the platform. There were classes we visited in which teachers appropriately integrated a blended learning model, but in most cases, students were just staring at the screens, totally disengaged.
- Large numbers of students seem to be chronically absent. Because of the way the Summit program is set up, one student missed about half of the school year and still earned a B.

School K

Successes

• Some classrooms provided positive learning environments. The arts and CTE programs had the materials they needed. Some teachers displayed evidence of good routines and competent planning, such as a lesson on *The Poet X* that was well organized and made good use of a second educator in the room, or a great standards-based geometry lesson. There was some evidence of strong student work product, especially in ELA. Students especially reported that they enjoyed the URI writing class.

Challenges

There was an overall sense from the team that they saw two different schools here: one for
those who chose to engage and were getting a decent education; the other for those who did
not show interest and were left to do whatever they liked. The seating arrangements often

- actively facilitated this segregation, with engaged students sitting front and center in an inner ring, and disengaged students sitting against the walls, far from the teacher.
- There seemed to be no discipline policy when it came to cell phones.
- Some classes had no visible instruction occurring. In one room, the teacher seemed frightened of the students and was completely unable to manage the room. In one French lesson, no French was spoken by anyone in the room.
- Special populations seemed unsupported. In one self-contained classroom a teacher was by
 herself with two students in wheelchairs. S/he reported feeling terrified that if there were a
 fire drill, s/he would be unable to get them out of the building by herself. We were told that
 whether students get aides is determined at the district level, not as part of the IEP, which
 can lead to a mismatch between student needs and actual supports. Teachers said that
 students were often inappropriately placed in self-contained classrooms, and teachers really
 struggled to differentiate.
- In multiple classrooms, it was clear that most students were working well below grade levels.

School L Successes

- There were a handful of teachers working incredibly hard to provide high-quality instruction for their students. These teachers were spread among subject areas and programs and are not isolated in advanced academic tracks.
- The special education team was currently fully compliant and provided quality education to the high-needs students in their care. In many electives, integration was effective and positive for all students, and many self-contained ELA and Math classes were providing high-quality instruction at grade level. This was unique among schools we visited.

Challenges

- The team agreed that in this school, the majority of teachers and students appeared to have largely given up on an education.
- While most students were compliant, they were not engaged. We saw students sitting at their desks, sedate, with headphones in their ears scrolling through their phones. They did not respond to teachers, and teachers rarely attempted to engage them beyond yelling at them periodically. In one classroom, there was a Senior taking a final exam, scrolling through social media, leaving the blank test untouched. S/he was not using the phone to attempt to cheat. S/he simply was not taking the exam, and the teacher did not make any attempt to change the behavior.
- ELL classrooms were especially weak. Their class sizes were large, and teachers were working
 extremely hard, often alone, and unable to provide adequate support for the number of
 students present and the range of abilities in the room. As a result, most ELL students were
 barely able to communicate in English at all and appeared completely disengaged, both in
 self-contained and inclusion settings.

- Some rooms were utterly chaotic and unsafe. Students were laughing, screaming, moving around and physically harassing one another, climbing up bookshelves.
- In some classrooms, teachers focused on engaging with the handful of students who were attempting to do the work and showed no interest in engaging with the disruptive students.
- The discipline policies within the school were unclear and poorly-communicated.

Interviews with Elementary (and some Middle) School Teachers, Principals, and Students

In each school, the review team conducted interviews and focus groups with administrators, principals, and students. As noted at the beginning of this section, in every school, students and teachers named specific individuals who cared about the wellbeing and academic progress of students. Many elementary schools have strong plans in place to support students' Social and Emotional Learning.

The review team found it striking that, despite the lack of rigorous instruction in classrooms, *few adults talked about the risks of under-challenging students*. Many did, however, cite the lack of coherent curriculum, and the lack of professional development, as deleterious to the learning environment. We address both below.

Other concerns that emerged across interviews and focus groups:

- School culture. In the schools visited by the review team, the morale of teachers and
 administrators was low. We heard about and witnessed inappropriate behavior on the part
 of adults and bullying and physical fighting on the part of students.
- Facilities. In all but one of the schools, the buildings were in very poor and in one, absolutely dire condition. In some cases, the facilities disrupted learning and possibly students' health.
- Collective Bargaining Agreement. Administrators and some teachers reported, in obvious and deep frustration, that it was next to impossible to remove bad teachers from schools or find funding for more than the one day of contractual professional development per year.
- Human Capital. There are chronic shortages of substitute teachers (needed in part because
 of high levels of absenteeism of regular teachers), social workers, counselors, support
 specialists in reading and math, and properly certified teachers and specialists for ELL and
 SPED students. Our teams found that "In some of the elementary schools, there was no
 bilingual staff member present in the main office."

Successes

Devotion of Some Principals, Teachers, and Supporting Staff

Many interviewees commented upon the devotion of individual teachers and principals. So did students, many of whom complimented specific teachers. In one school, we heard almost universally positive comments about the principal. It became clear in focus groups and after-school conversations that teachers are committed to their students and deeply distressed when their students are short-changed. Teachers reported in several schools that the very hardships they faced in their teaching work had prompted them to work more intensely with their colleagues - including after hours - for the sake of children.

The team heard about good teaching from students in Kindergarten (specific examples of differentiation) and 3-5th Grades. We heard from ELL, Math and Reading coaches that they think very positively about their principal. We heard about strong efforts to get to know students' parents, including *via* multiple digital platforms (Kinvolved, Class Dojo, PTO Facebook, etc.).

Social and Emotional Learning (SEL)

We heard from many teachers and principals about the district's efforts to support the emotional and social well-being of students, and to approach this inclusively across the whole school. Although teachers and principals constantly referenced the need for even more resources in this domain, almost all interviewees appeared convinced of the necessity and importance of this work and recognized that there has been a modest increase in resources. There is real pride in the fact that SEL is being implemented in some schools.

Challenges

Facilities

One elementary school stood out as having excellent building conditions: the furniture and paint appeared to be new, and the classrooms were well appointed and spacious. This proved to be an exception, as the schools varied considerably in their physical condition. The worst reduced seasoned members of the review team to tears.

For instance, in one school,

- "Students here wanted my [review team member's] magic wand to fix the 'crumbling floors;' they wanted locks on the bathroom stalls; they said that 'sometimes the water is brown."
- We interviewed teachers at the end of the day and many of them brought up similar concerns, including lead in the drinking water. Our team later took a picture of a letter from the EPA that was posted above the drinking fountain on the first floor confirming the lead story.

- Teachers told us that there was lead paint falling from the ceiling on the third floor, and that kindergarteners were not allowed up there but that the fourth grade was housed on that same contaminated floor. One team member witnessed brown water coming out of a tap. The teachers confirmed that the water was brown and had stained the sinks.
- Our team saw that "the paint on the ceilings on the third floor were peeling in sheets. We
 didn't see any actually falling off while we were there, but teachers reported that it actually
 does come down in sheets from time to time."
- The teachers said that there was also asbestos on the third floor. A staff member told us that the gym was on the bottom floor, and that there was a leaking raw sewer pipe in the ceiling for over a year. It dripped on the heads of the children as they passed through the threshold, and they had had to dodge the drips and the puddle. He had asked to have it fixed, had filed grievances, and finally posted the issue on social media. This seems to have produced results; although he got called into the office, the problem was fixed within a couple days after posting it publicly.
- Teachers also told us there were rodents in the school, and that students had sticky mouse traps stuck to their shoes.
- Also reports of constant leaks- one teacher said s/he had 8 buckets in her room all year. Students interviewed in this school told the team they didn't feel safe several said "we feel safer at home." They reported 32 students in a room without enough chairs so they sat on the floor.

One team member from JHU, with deep experience of visiting the most physically run-down schools in Arkansas and Georgia, reported that "nothing s/he saw was like what I witnessed in Providence." Such extreme problems were not ubiquitous, but facilities problems did seem to occur frequently.

- In one school, students and teachers spoke of floors and ceilings in need of repairs. Our team saw that "the walls were visibly crumbling., the lighting was too dark, the water fountains did not work, and many tables were badly chipped."
- In another, our team member noted that "the smell of stale urine in the physical therapy room was so strong that I had to hold my breath."

It was clear from interviews across the system that getting repairs done is a haphazard business. One principal reported that to get a broken window fixed took "from one day to a month."

Transportation is also problematic; in one school, children who want to attend after school clubs cannot participate, because there is no bus available.

Collective Bargaining Agreement

Hiring and dismissal policies

Of all the issues raised across all interviews, the CBA hiring policies came in for the greatest critique.

One principal wanted the ability to re-hire the right staff but could not get rid of the weakest teachers. The team was told by teachers in another school that the inability of a school to fire the weakest teachers was a real problem, because there were teachers who "just weren't doing what they were

supposed to be doing." One principal reported still going to hearings about a teacher who had finally been put on administrative leave for repeated, inappropriate physical contact with children. The teacher is still on the roster and is still paid.

We heard frequently from principals that the district's "criterion-based hiring" is far from being so. Principals report that they are not able to determine why a teacher has been labeled as "displaced." It might be for academic incompetence or due to consolidation, and knowing *which* is critical for intelligent hiring choices.

More importantly, the multiple rounds that make up the hiring system undermine strong faculty placements. The team was told that principals usually cannot hire from outside the district until all inside-the-district candidates have been placed, which means that principals may be forced to hire an underperforming, but senior, teacher. Every time a job is filled, the teacher holds the post for a year before the process starts again- producing what one principal called "a limbo of churn every year."

Principals described the process in detail as follows:

- First Round. First, principals post new jobs in their schools to teachers who already work there, in process known as within-school teacher preferences.
 - O Several principals reported that they felt pressured by the union to give these teachers their preferred jobs, even if the principal did not believe it was in students' best interests. Principals reported that they had "no say" in determining the grade level in which teachers work.
 - o If no teacher within the school wants the job, it opens up for the second round.
- Second Round. At this stage, the job opening is posted to all currently-placed teachers in the district.
 - o Principals must interview a minimum of three applicants for the job. Several principals indicated that they were required to interview the most senior applicant and, although they do not have to appoint that individual, many principals suggested there was pressure to do so.
 - At this stage, the principal can choose the candidate. However, the candidate has 48 hours to respond, in which interim the principal cannot offer the job to anyone else while the applicant can see what other job offers are available and select the best one.
 - o Simultaneously, "this same dance is going on across the district." Principals indicated that there was a strategy involved with when jobs are announced and when offers are made, in order to try to attain the best candidates before they land at other schools.
 - o If the job is not filled at this stage, it moves on to open forced placement.
- Third Round. At this stage, the district holds a hiring fair, otherwise known as the "displaced teacher fair."
 - O All open jobs within the district are posted, and displaced teachers are lined up by seniority. They enter a room one at a time where the open positions are posted, choose the one they would like, and it becomes theirs for one year, after which time they must go through the process again.

- o If the job is still not filled at this stage, principals are allowed to interview applicants from outside the district.
- Fourth Round. Principals may interview teachers who are new to the district.

Teachers pointed out that the issue of effectiveness also applies to school principals, and that it is extremely rare to remove very poorly performing principals from the PPSD schools.

Professional Development (PD)

The CBA allows only one paid day of professional development (PD) a year; everything else must be paid as overtime. The team heard repeatedly that even on that one day, much of the time is used up on how to use "data planning," often "in the form of outdated checklists," rather than on teaching and learning.

The lack of PD was a constant refrain across the schools. One school principal, facing the constraints of such limited funded PD in her school, reported that s/he "tried to job-embed PD but had to cancel because s/he couldn't find the subs" to make it possible.

Professional development is not only an issue for teachers; principals reported that there were no funds for principal conferences or training. One of them relies upon webinars to expand professional knowledge.

There are other consequences: the lack of professional development impairs teachers' ability to help special education students and to support students' social and emotional learning.

- Teachers reported that, as a result of no support or preparation, "they are not meeting IEPs." This is clearly a larger problem (at one elementary school, SPED leads told team members that "SPED services are not being met by the school and have not been met for many years at [their school] and across the district"), but teachers in the elementary schools spoke extensively about training.
 - o PPSD "suggests PD but then offers none."
 - Teachers at one school reported that "it is simply impossible to do our jobs" when it comes to meeting IEPs.
 - SPED Resource teachers in one school reported that they are not provided with any multi-sensory program to teach special needs children. They were told "make up your own – we don't have the money."
 - o In another school, the review team was told that "half of the IEP students are inappropriately placed and the terms of their IEPs aren't being met." The team was also told that PPSD "has 10 mild to moderate seats in the district."
 - o The school psychologist was "not seeing the number of students they are required to see," and "parents were only sometimes being told about their children's IEPs and then not fully." When informed repeatedly of these issues, PPSD central office "did nothing." Only after staff went to RIDE was there very limited responsive action. The review team was told several times that school-level administrators told teachers not to communicate with PPSD about the lack of student support services.

• In another domain – Social and Emotional learning and support – teachers reported the same pattern, i.e., no support and no training. One group of teachers agreed that "75% of the children were in some kind of trauma" in their school, but that they had had no preparation on how to help effectively. The same teachers were told to write SEL (Social and Emotional Learning) goals, with no training to enable them do so.

Human Capital Issues

The human capital issues go beyond the CBA, however. The review team saw shortages in important positions in most schools. The level of staffing is clearly inconsistent from school to school in ways not related to actual student numbers.

- One elementary school had neither a social worker nor an assistant administrator for a school of more than 400 students, 50% of whom are classified as Special Needs. All the teachers in this school strongly agreed that the principal needs an assistant. They explained that there was no second administrator, because PPSD doesn't count Pre-K towards the quota.
- A second school of similar size did have a full-time social worker, but there had been no full-time counselor for the last three years. There had also been no Pre-K director for the last six months, and no SPED director ever. One speech therapist had to manage 70 students, and one part-time psychologist conducts evaluations for the IEPs "and deal[s] with crises." An art class had been cancelled, because the regular teacher was absent and there were no suitable substitute teachers. Students recalled that they had received "science teaching once in all of second grade," and third graders reported they had had zero field trips this year. Students in one class reported that they had had a sub for "five weeks," and a student in this group reported that he knew that they were behind the other kids as a result. The principal at this school confirmed the human capital challenge; there was the need to look for more substitutes constantly. In terms of pre-K, teachers reported to us that there was often only one adult in the room, which they said is a violation of the law.
- Across the board, and in every school, the team was told of a chronic shortage of vitally needed ELL coordinators, and a lack of bilingual support generally. One principal expressed concern that there were no bilingual clerical staff in the building.
- In one school, the key problems included no resident reading specialist with 80 ELL students in the building, and the visiting reading coach trying to serve more than 30 of them each day.

School Culture

Teacher morale is clearly low. In one interview with 15 teachers, some were openly crying about what their students and they had to deal with: no discipline expectations or support to maintain behavioral norms; "total disconnect between 797 [shorthand for district offices] and the school;" "no bilingual support." The team heard numerous variations on the same theme. Frequent changes in principal, in curriculum, in testing and standards; having little time for collaboration; and huge challenges with SPED, ELL and SEL have worn them down. There was testimony that the "negative

perception of PPSD" was a constant backdrop and sap on morale. Teachers told us that the lack of supports was hurting children in their school. In one school, teachers remarked that "they have third graders who have already given up and checked out."

Principals' morale is also low. We heard, for instance:

- "Firing is nonexistent."
- "No subs to be found, no money for PD, and we're not a community school anymore."
- Principals spend time on lunch duties but have little time left for the classroom.

The review team also witnessed several troubling examples of teacher behavior.

In one elementary school, a teacher berated students while trying to get them to the bathroom.

- The teacher asked the students (who were likely in third or fourth grade) to line up by gender and allowed them to go into the bathrooms one at a time.
- The teacher yelled at the students the entire time, taking away minutes of their recess on a clip board as punishment for misbehaving.
- The observer noted that the children were standing peacefully in line and chatting with their neighbors, but the teacher wanted silence. Finally, the teacher told them to put their hands in the air, stating, "I should see the backs of your heads and the backs of your hands."

In the same school, another member of our team witnessed other teachers who were disrespectful and very loud towards younger students. We overheard scornful yelling in the hallways as teachers and aides placed students into lines for extracurriculars or the bathroom.

The issue of teachers' view of their environment also came up. In one school, teachers told the team that none of them lived in the district or sent their children to PPSD schools. This pattern was repeated in all the schools we visited; almost unanimously, teachers told us that they would send their children to a PPSD school "only if they could pick the teachers."

Team members at this school observed, and principals confirmed, high rates of teacher absenteeism. One example: in one elementary school, the office board listed fifteen absent teachers.

Student absenteeism came up frequently but appears to vary considerably school to school.

- o In one school, our team was told that "10% of the classes are missing every day, with two to three tardies on top of that."
- o In another school, we were told that "half the kids on our roster are missing every day."
- O In a third school, we were told that one cause of absences is that students are afraid of being deported by ICE.
- o Teams were told that PPSD appeared to exercise "no accountability" towards schools on this issue.

Student bullying is clearly another issue; in one elementary school, students told us that bullying occurred "every day at lunch," and that stealing from backpacks happened frequently. One school

⁶ Many teachers noted the lack of community schools as "ruining the culture."

⁷ The president of the PTU said that 80% of PPSD teachers lived outside the district.

had "quiet rooms," described by both a classroom observer and a parent as "solitary confinement rooms." Several rooms used for behavioral interventions didn't show up on our school map.

In three schools, our team was told by multiple students about "arranged fights" "often involving girls" that took place "especially on Fridays" and that were "actively promoted on social media."

One elementary school principal told the team that her most important contribution to her school was "ensuring that the students feel safe."

Curriculum

Teachers, principals, and even students noted the lack of an established curricula as problematic. Representative anecdotes include:

- Teachers said it was hard on students to experience inconsistent curricula from class to class and grade to grade. When asked about the fact that there were supposed to be just four curricula vetted by the district, we were told about multiple impediments: in one school, the new curriculum materials did not arrive until November and included no appropriate materials for IEP students.
- In other cases, it was clear that ambivalence about using a particular curriculum started at the top. In one school, the principal told us that the school had purchased Eureka [a math curriculum] but that s/he was "not a fan of programs" and so "considers Eureka more of a resource than a curriculum." Nevertheless, this principal intended to purchase three new ELA curricula next year.
- Without PD, teachers often use older curricula, and mixtures from all over including the internet (as confirmed by our team in the classroom visits). In one school, the principal listed almost 20 different curricula, between math and ELA, that are in use.
- SPED teachers reported that they "are constantly needing to find and/or create our own curriculum, and the resources to use it." In one school, SPED teachers were "asked to put in for a donor" who would support the purchase of curriculum materials.
- In our conversations with students across schools, many reported curriculum gaps no science in a grade level in one school, no social studies in a grade level in another.

Representative quotes include:

- "We use what we can find," said an elementary school teacher in a group interview.
- Teachers in several schools told the team that they would "trade autonomy for a curriculum."

Interviews with High School (and some Middle) Teachers, Principals, and Students

The review team also meet with administrators, teachers, and students in every school. We heard about several some positive initiatives in schools, such as the increased enrollment in Advanced Placement courses, better communication with parents via Kinvolved, and a new data system in place to monitor students' social and emotional behavior.

However, the teachers and students with whom we spoke focused almost exclusively upon the negatives, as did most administrators. As indicated above, the most frequently cited challenges were low academic expectations, dysfunctional and/or dangerous school culture, and student needs that are not adequately supported. These issues came up repeatedly and across multiple constituencies.

Within the school culture conversations, there was general agreement amongst teachers, but not amongst principals, that the pressure to reduce suspensions has resulted in *a lack of safety in schools*. There was also widespread agreement that students' social and emotional needs are not being met – to the detriment of both learning and environment. Administrators and many teachers repeated the claim that the district *includes teachers who should not be in front of children*. In one middle school, we were told in several groups about one particular teacher who was known for making profane and racist slurs against students, but could not be removed because "s/he lawyers up and cannot be fired."

Because of the ubiquity of these sentiments, we provide findings that cut across all constituencies except where noted.

Low Academic Expectations

Interviewees spoke consistently and frequently about a lack of rigor and also the generally low expectations. They cited the following as contributing factors:

- Great variability in the quality of instruction, and very little accountability for teacher performance.
- Limited support for instruction.
- Lack of a common curriculum and the absence of curriculum consistency exacerbated by student mobility, emphasis on procedural math and poor-quality reading material.
- Teacher absenteeism.
- Deficiency in content expertise among secondary teachers.
- Multiple instances of very poor implementation of the Summit learning platform, which is part of a general perception that a lot of money spent on technology but with very inadequate professional support.

Unfortunately, the statements by some principals about their schools did not match academic results. For instance, one principal reported that "85-90% of the teachers are effective," and that s/he would "feel great about sending [their] own kids attending this school." Yet the most recent proficiency results in math for that school are below 5%.

When asked whether their students were getting a rigorous education, the first two teacher responses at one school were, "Hmmmm" and "No." A third said, "Pressure to graduate students can make things really difficult." In another school, a teacher said "Students know they don't have to do anything to pass," and a colleague added, "There's pressure to pass kids even when they clearly don't deserve it."

A number of students told the team that they knew they were being under-challenged.

- One said, "I came here from the Dominican Republic, and I've been here for three years. In the D.R., school was more serious, and I got more homework."
- Another said, "They shouldn't let us pass if we don't deserve it."
- A third said, "Teachers don't have high expectations for you."

One issue related to academics is the lack of a consistent curriculum, which some teachers cited as the "top issue." Exemplary comments include:

- "Just today I was told there is no money for new materials to be put in place around an 'ESL curriculum.'"
- "Not much direction with curriculum...We are given resources and told to figure it out."
- "Teachers have too much autonomy over curriculum, especially in English...."
- "Teachers don't know state standards well. They need clear curriculum-aligned standards."
- "As a district we need a guaranteed viable curriculum, which we don't have. There is no curriculum coordination across high school and it's a problem because of high student mobility."
- "The former Commissioner and Superintendent felt that schools should have autonomy. The Commissioner was very vocal about this, and the Superintendent followed suit. But while the intention was to create healthy competition among schools, what it has created is inequity across schools. With the very high mobility rate, they [students] enter each different school with a completely different program and different curriculum. I use that term loosely. We don't have a curriculum. No two teachers on the same page in this district at the middle level."

The team saw and heard evidence of lots of curriculum switching. In one school, in ELA, the school was switching out their current ELA curriculum for Springboard, which is in fact what many teachers had used before their current curriculum was put in.

Related to this, many teachers and principals noted the lack of professional development as a causal factor.

It must be said that there is significant skepticism about Summit Learning Platform.

- Only two principals were positive about Summit technology. One said: "There was successful implementation and good buy-in following initial success." A few teachers were also positive: "Summit makes students work harder. It brings themes to instruction."
- Other principals, and teachers, said mixed to negative things. The most common reaction was a variation on what one principal said: "In a way it has helped but there has been no training for it." From another principal: "Summit is used for grades 9 and 10 because of high teacher and student absenteeism."
- Many students had a negative view: in one school, all students reported disliking Summit. "I don't like the projects because it takes away from teachers teaching." Another said: "With Summit you can basically finish in one week and then coast."

Student Supports

The lack of support for students, and the disconnect between students and teachers, came up frequently. Interviewees noted the following, specific challenges:

- The demographic mis-match between students and teachers is on many people's minds. One teacher said: "The students feel the teachers live in a different world, and they are right."
- Language barriers.
 - Teachers and administrators often referenced the large influx of immigrant students. In one school, 72 of 240 members of the graduating cohort were newcomers. "They spoke multiple languages without sufficient support for learning English."
 - o "I have a student in my intervention class who doesn't speak English, and I have no idea if he can even read in Spanish."
 - O Another teacher said: "There is no information from the registration center about the educational background of new [ELL] students. There has been no improvement for ELL since the DOJ report. The report mandated that every teacher in Providence needed 10 hours of PD for teaching ELL. The PD was delivered poorly, there were no administrators attending, and it only lasted three hours total."
- Social Emotional Support. Although they acknowledged increased attention to the issue, teachers believe that much more support is needed for socio-emotional learning. Specifically, they need translators or counselors who speak languages other than English or Spanish. They also express a desire for more counselors and social workers in general.
- Outside-the-school challenges. Many Providence students we spoke to referenced this issue. For example, one high school student said to the team: "They [teachers] say to me, 'I don't know why you're so tired at 7 am, we all woke up early.' I work from 5 or 7 pm until 4 am. I got points off my final presentation because I woke up late. I'm not sure if I can graduate."
- Teachers reported, in all the schools we visited, that SPED, ELL and other students often
 end up in the same classroom. We found repeated references to the lack of support for SPED
 children and to passing them along unprepared: "Social promotion is a huge issue. Half of
 SPED students enter middle school with failing grades."
- One school informed us of 70 cases of suicidal ideation among students this year. The school has had several suicide attempts, though none successful. Students on suicide watch are not permitted to leave the classroom.

School Culture

Teachers were generally negative about their own schools. We asked teachers to rate their willingness to allow their own children to attend the school where they were teaching (1 representing "least willing" and 5 "most willing"). In one school, several teachers responded, but none answered greater than a "1." A counselor inquired "whether zero is an option." One teacher said they would be willing to allow their children to attend the school, "If they could select the teachers and students in their classroom." When asked why they provided such low answers, *all teachers cited school climate or safety concerns.* In another school, the teachers offered grade scores of 0, 1, 1, 1, 1, 2.5. 3.5.

- A group of teachers in one school listened without push back when a colleague said: "There's no student accountability...They're using filthy language, cutting class, smoking weed in the bathrooms and there are no repercussions because the admins have been told they can't suspend kids. There are no consequences for not showing up to detention."
- Another said, "A student can skip class 15 times with no consequences other than detention."

Cell phone usage is likewise problematic.

- Cell phone use was a very common complaint of teachers across the schools we visited.
- In one school, we were told the following: "There's no penalty for being on a phone. At least 10 phones out are in my class every day. They are Facetiming and watching Netflix in the classroom with no headphones."
- In another, "Students are on their phones constantly. They don't even talk to each other."
- Students' remarks supported these reports. A representative comment from one of them: "There is constant phone usage among students. There's no consistent policy for phones, every teacher is different. Some you have to put it away but others it's a struggle. Some teachers don't care."

Violent fighting and bullying are present often enough that students and teachers do not feel safe.

- In one school, we were told that it is "very common for fights to erupt in cafeteria."
- Another school is "famous for fights. There are fights every week. At least one big fight per month."
- Assaults have gotten "very violent," with girls throwing other girls on the floor, and then
 surrounded by other people kicking them. There are violent attacks on buses. "I had a newarrival student go into the bathroom and another student pummeled his head into the wall
 and there were no consequences for it. Teachers have almost given up entering infractions
 because they know there is no follow-through."
- We heard often about bullying. One principal remarked that, "There needs to be more focus on bullying, which has become a bigger problem due to social media. It is now 'too easy' to be a bully. A detective assists with bullying issues and has met with families at the police station to mediate."
- There are gang problems. According to one teacher, "I had 12 gang members in my classroom who ended up being arrested. Nobody had warned me..."

One teacher put it this way: "Students emulate others exhibiting poor behavior because there is no discipline. One student not doing work became two and then three. They see that they can just sit on their phone and watch videos and not work."

There is an important and concerning divergence between teachers' and principals' views about suspensions and student behavior.

Teachers told reviewers that that it is now too difficult to suspend kids. They report that the directive to maintain low suspension rates comes from RIDE. The implementation of restorative justice is widely regarded as poor or worse, resulting in no consistent discipline policy within schools and disruptive and sometimes violent student behavior and student and teacher concerns about safety. We heard several references to the fact that there was no preparation for teachers to manage the new

system: "Teachers have received zero training in restorative justice. It's not working here." This concern was pervasive across the schools. It was clear from other interviews that many teachers believed that decreased suspension rates had a lot to do with a failure to enforce disciplinary measures for serious offences.

Teachers feel unsafe. In one school, a math teacher was out for two weeks because s/he had been pushed down in the hall by a student.

Principals seem to see the issue differently.

- One said to us: "There were 2,000 suspensions when he started his job compared to 40 in the most recent year. Now, students are not referred to student affairs "unless they have a gun or assault a teacher." They now boast "the lowest suspension rate in the city."
- The review team was told in one school that the administration deliberately manipulates suspension data. In the words of one interviewee, "Several students were out after they deliberately planned for, and then took part in, a video-recorded fight. They were out for one week but were labeled as "suspended for one day," for admin purposes. If someone looks at attendance records for the last week, there were multiple students who didn't take a test. Students were out suspended but marked as absent to keep suspension rates artificially low. Pressure comes from the state. This has been happening for at least 2 or 3 years now."

Low academic expectations, troubled school cultures, and a lack of student supports were by far the most frequent remarks we heard, and they were validated by our classroom and school observations.

We include several other issues that arose frequently, below.

Staffing and Collective Bargaining Agreement

Many interviewees noted the following concerns:

- The Collective Bargaining Agreement.
 - One of the principals told us that he "feels powerless to intervene if a teacher is performing poorly."
 - O Another principal stated, "In the case of an abusive teacher, s/he is placed on unpaid administrative leave but then 'lawyers up' through the union and ultimately returns to the classroom."
 - O A third principal said "Bad teachers in the district are "reshuffled...They just make the rounds every year. It's a toxic dynamic."
 - o We heard several stories from principals such as the following (specifics omitted to protect identity): "You try to get the good ones but otherwise it's a forced placement. I had one teacher who interviewed for [subject x] that we didn't select. In the end s/he was force-placed here anyway...There was another teacher at [school Y] falling asleep in front of children....S/he would make up grades for students because s/he didn't even know them. We fought her placement but the union prevailed. S/he

ended up here and... made false claims about [Z]. S/he has been on leave since then..... [Another] teacher missed [more than 70] days last year and was asleep when we got to the HR meeting. The union negotiated his/her punishment down to a [few days] suspension."

- Staffing shortages. A lack of substitute teachers often results in "teachers' teaching where they are unassigned." We were told several times about long-term teacher vacancies and heard multiple reports of high levels of teacher absenteeism.
- There were widespread accounts of low teacher morale (with exceptions), with multiple
 expressions of teachers feeling underappreciated, stressed, and anxious. Coupled with this,
 we heard about administrative reliance on "imperfect, gameable metrics" as measures of
 success (e.g. suspension rates).
- Almost all principals wanted more authority to hire and remove teachers one said "If I can't reach expectation then fire me, but I need more control over who works here. I want more control and more responsibility."

PPSD Central Office

Most of the comments made by those we interviewed were not positive. There was the frequent expression of a disconnect between central office and the conditions on the ground in the schools.

- One school counselor told the team that s/he is "beyond frustrated" about the relationship with central office, noting that "they never visit the school but are critical anyway."
- One teacher said, "Here in Providence, the central office functions as an ivory tower. Many decisions are made there with no insight into how things will be implemented. They could put the Nike symbol on the building because everything is just 'do it."
- Another said: "Different initiatives are adopted from behavioral to academic to lunch programs. There is no insight into how such programs are implemented. Some employees are out of touch with practice."
- We were told that, in certain cases, directors in charge of principals have never been principals. Of one such case, a teacher asked why the director would be leading middle schools, "all of which are failing," and finding the principals to be "highly effective?"
- One administrator said, "The central office is constantly adding staff they don't need. All
 kinds of people with different titles. The director of partnerships has 2 people under them.
 It's unclear what they do. Human Resources is larger than ever, but nothing has actually
 changed for schools."
- We heard several references to the sense that the office doesn't recognize real achievement.
 A principal reported that "lack of respect for work from central office" was one of the ongoing challenges.

Community and Parental Voices

The review team conducted community focus groups, and RIDE circulated surveys to which parents and teachers, as well as some students, responded via Web Link.⁸ Others sent letters. We focus in this report upon key themes that were repeated again and again.

When asked about the strengths of the district, parents and community members responded most frequently with the diversity of the student body and the devotion of specific teachers (note, however, that many also listed teachers as a "challenge").

The top two challenges that parents and community members articulated again and again:

- Academic Quality. Parents are concerned with lack of rigor, changing and misaligned curriculum, low expectations, and inequitable access within district. Latino parents are particularly articulate about the lack of expectations and even lack of homework assignments.
- School Culture and Student Supports. We heard reports of significant chaos and bullying in the schools, and of children who do not feel safe going to school.

Parents and community members also commented negatively on unsafe facilities, lack of communication with schools, low parental engagement, chronic absenteeism (amongst students and teachers), and a significant lack of teacher diversity.

Academic Quality

Overwhelmingly, the vast majority of respondents stated that they either would not send their child to Providence schools if they had a choice, or that they would recommend or consider "certain schools" only. There was considerable distress about the lack of academic rigor, and reports of chronic low expectations for students. Latino parents frequently and vehemently expressed frustration at the absence of homework.

Representative responses:

There are low expectations for academics, and a misalignment between the work assigned and the way it is graded and what truly grade level work should look like. I

⁸ Beginning on May 10th, 182 survey responses were collected. Of those, 28 were in Spanish; we translated and included selections here. These responses in Spanish were grouped together by date indicating some mobilization effort in that school or community. Another 22 responses used all or part of a form letter for responses and were again largely grouped together by date, also indicating an organized effort.

have a fantasy of staring one of those humorous Instagram sites like "shit my kids have broken" that is instead called "shit my kids got an A on." As a seventh grader, my daughter has not yet been asked to write a single essay (unless you call the SINGLE PARAGRAPH she handed in once this year an "essay" like her teacher did). She slaps together her assignments at the last minute and gets an A every time. When I showed her what the Common Core says 7th grade writing should look like, she was shocked - "We haven't done anything like that." The last time she had to revise a paper was in 4th grade. I don't say this to claim my child is brilliant or that "she needs to be challenged." I say it because I believe all children need to be challenged and that they can rise to the occasion, but that the curriculum in PPSD and the way teachers are trained (or don't get trained) to implement it results in an ever-lower bar for what children can do." -PPSD Parent

Me gustaria que los ninos TENGAN DEPORTES Y MAS TAREAS PARA EL HOGAR. ("I wish the students could take sports and had more homework!") – PPSD Parent

Para mi el mayor problema es que no le dejan tarea al nino en la semana y los fines de semana tampoco les dejan nada en VACACIONES deberian de darle un folleto para que lo entregue lleno para el siguiente ano eso seria bien beneficioso para los ninos. ("For me, the biggest problem is that they don't assign homework during the week or on weekends; over holidays they should provide more information about the upcoming year.") - PPSD Parent

"I am a third-generation public school teacher. I have spent my life dedicated to improving public schools across the country. When I started a family, I was excited and proud of the idea of sending my children to Providence public schools. I am increasingly convinced however that the school my eldest attends is not committed to servings its students ~ any of its students. The children are not challenged to achieve their full potential, and the teachers seem to be beaten down and exhausted by their work. There is no joy of learning. My child only knows instruction through worksheets. -PPSD Parent

I would absolutely, if at all possible, through every effort in your armor, send them to either a private school or a school that has a very low students to teacher ratio. I love Providence, I grew up here, I went to Hope, but it was at a time when you could actually learn something. -PPSD Substitute Teacher

Additionally, there were reports from both parents and teachers that there is inequitable access to resources and subject offerings between schools within the district, with students at some schools receiving recess, art, and music while others do not.

The only reason Classical has a band is because of the luxury of the East Side parents whose kids get to take lessons. -PPSD Teacher

We had gym, we had tennis, we had track and field.....Now they're only allowed to walk. -PPSD Substitute Teacher

School Culture and Needed Support Services

Respondents almost uniformly agreed that there was inconsistent discipline and chaotic student behavior, and that many children feel unsafe. There were accounts by parents and students of bullying by both students and teachers, and recommendations for more support services, trauma training, and cultural-responsiveness training.

Teachers' contract allows them to be out too often, substitutes are ineffective and kids are losing out! I have a child - middle school- in "advanced academics" and she sits in the hallway so she can get work done. -PPSD Parent

All I want is for my children to feel safe at school. -PPSD Parent

Teachers are fed up and burnt out. Since the school year began, 3 of our child's 7th grade teachers have left with subs filling in. If teachers are not there to teach, children don't learn. Behavioral issues from half of the student population nearly halt the learning process on a daily basis. Our children are stressed by this behavior and do not always feel safe. -PPSD Parent

We had a couple cut ups in the class... There were students who would get up and they'd start shooting paper at the door like they were playing basketball. This kid once said to these kids "Shut the [explicative] up – I'm trying to get an education." - PPSD Teacher

Every school needs a full-time social worker. Cause those kids need someone to talk to – maybe they don't have gym but they have an hour to talk to someone. Your child might have a bigger issue. I can't teach if the behavior doesn't warrant it. There are a lot of people who want to teach but people are running from PPSD because of the behavior. That's Providence's biggest problem. -PPSD Teacher

Facilities

Respondents agreed that school facilities were in "deplorable" condition and cited examples of lead drinking water, lead paint, mold, "broken asbestos tiles," rodents, and no heat or air conditioning.

Students know which schools are being invested in. They say, "That school has air conditioning, and computers, and books." Are we really investing in all students? - Community Member

Communication and Parent Engagement

Respondents agreed that communication at the school and district level was wanting. Parents cited this as a reason for their perceived lack of engagement, feeling that it was difficult to advocate for their students. Many mentioned the absence of parent-teacher conferences at the school level⁹ and their difficulties to obtain even an annual meeting with a classroom teacher.

RIDE needs to go to parents instead of expecting parents to come out to them. - PPSD Parent

Communication is haphazard at all levels in the schools. School to school it is different. It is not happening consistently. -PPSD Parent

It is kind of a part-time job advocating for your kid. - PPSD Parent

Because of language barriers and work schedules, if you are not linked up with outside supports or advocacy groups, there is no one standing up for you. - PPSD Parent

Chronic Absenteeism and Teacher Diversity

Respondents agreed that chronic absenteeism, both of students and teachers, was a challenge in the district. A form letter used by many respondents called for stopping teachers who abused the system. Relatedly, there were many complaints about the lack of substitute teachers and the resulting problems of overcrowding in classrooms - and the impact on learning.

Respondents also agreed about the need for a teacher corps that more closely reflected the demographic makeup of the student body, calling for the hiring of more racially diverse teachers and citing the importance of students' seeing themselves reflected in the leadership of the school.

There is minimal teacher diversity. -PPSD Parent

There is a fair bit of name-calling [among students], including homophobic and racist slurs. I am also very disappointed that the teaching corps does not reflect the student body's diversity; students need to see themselves reflected in school leaders. -PPSD Parent

I visited [School A] for a tour because that is our neighborhood school. I was shocked to see the number of teachers absent and a shortage of substitute teachers to cover the classes. -PPSD Parent

⁹The decision to hold parent/teacher conferences was reportedly left up to the schools. Some chose not to have conferences. Others held parent nights to which at least one parent reported the classroom teachers failed to attend.

At both [School B and School C], we have had issues with teachers being chronically absent....There are a number of things I would like to see improved, however the main things are having good leadership who show an interest in the children and their learning and then having less teachers absences. -PPSD Parent

PPSD District Site Visit Operations and Community Partnerships May 20 – May 24, 2019

Summary

The Operations and Partnerships review team was comprised of five members:

- Dr. Frank Sanchez, President, Rhode Island College
- Dr. Anthony Rolle, Dean, Alan Shawn Feinstein College of Education, URI
- Karen Taresevich, Superintendent, West Warwick Public Schools
- Carolyn Dias, former Assistant Dean of Operations and Special Projects, Roger Williams University
- Michelle Davidson, Parent Advocate
- Dr. Ashley Berner, Deputy Director, Johns Hopkins Institute for Education Policy (Team Lead)

Our interviews took place at the district offices between May 20 – May 24 and via Zoom or phone subsequently. All told, the review team conducted eight meetings with staff from fourteen different offices at Providence Public School District (PPSD); five meetings of support partners (from professional development providers and youth organizations to teacher preparation programs) representing twenty-one different organizations; one meeting with PPSD vendors; and one meeting with teachers numbering more than 25. We also conducted individual interviews and focus groups with business leaders, the Mayor's staff, and staff from RIDE; these are placed at the end of this section. The groups raised numerous concerns, some of which received only scant attention. We focus upon key themes that were repeated again and again and that cut across multiple constituencies.

Two successes consistently emerged from these conversations:

- Some district offices. Many partners complimented the teams at several district offices, as having streamlined processes and created an inclusive and strong vision for success.
- Some principals and teachers. *Every group* noted the presence of devoted teachers and principals who go above and beyond to support student success.

Five challenges were articulated again and again:

- Governance and Vision. No one we interviewed thought the system worked well or posed a coherent vision.
- Union Contract. All but one group (a district office) emphasized the negative effects of two components of the Collective Bargaining Agreement: the hiring/firing process and the paucity of professional development days.

¹⁰ We note, for instance, that several groups feel the district is unprepared for the growing number of ELL students; others noted difficulties with the enrollment systems.

- Procurement. All but one group (the same district office) and one individual noted the difficulties imposed by the procurement process.
- School Culture. There was widespread agreement that the culture in many schools, particularly middle and high schools, causes distress for students, teachers, and principals.
- Low Expectations. The majority of individuals mentioned the low academic expectations that the state, district, and business community hold for students in Providence.

We explore each of these strengths and weaknesses in full below.

Successes

Reorganization of District Offices

Several district teams described major efforts to create more rational processes and to develop what several teams called a "customer service" attitude. The Operations team has entered into partnerships with city offices and has brought new resources and a plan to upgrade facilities for schools; Teaching and Learning (including the offices for English Language learners and special education) has created a coherent vision for teaching and learning, as well as data systems that can help assess and place students; the Human Capital division has built a strong team and codified procedures; the Business Office has found efficiencies and virtually eliminated errors in the budgets; Data, Assessment, & Technology is service-oriented and generates impressive data for school leaders and the superintendent. Of the district groups, Teaching & Learning and the Student Supports office focused their comments extensively upon student learning. Indeed, the latter succeeded in putting Advanced Placement in every high school.

Many partners verified the positive work of specific offices, particularly Teaching & Learning and Operations.

Teaching & Learning gathered the following representative comments:

- "Its leadership is powerful and is moving things forward" with a "clear vision and responsive to partners."
- "They have increased the metrics and high standards."
- "This team is causing more people to want to work in Providence."
- "The Keys for Learning" is one of the "most community-driven processes one could imagine."

There is concern that any changes resulting from the Johns Hopkins report might disrupt this good progress; one partner articulated "lots of stress" because of the superintendent's departure.

Operations was commended for setting a positive and inclusive tone for vendors. Indeed, one group commented that "this relationship has never been better."

Devotion of Some Principals, Teachers, and District Leaders

Many of the partners we interviewed commented upon the devotion of individual teachers and principals. Representative comments include:

- "Teachers are deeply invested in their students."
- "There are great relationships between teachers and principals in many schools."
- "Principals are asked to do too many things but they stay for the sake of the kids."
- "Principals are the unsung heroes of our system."
- "Our team talks principals off the ledge all the time; they're staying just to help kids. They don't get enough credit."

Some schools and principals came in for particular praise. DelSesto Middle School, for instance, received kudos from partners for a strong school culture – and cultural coordinators - and good working relationships amongst staff.

Teachers in the focus group were clearly committed to their students; many of them spend their own money, not only on supplies for students, but also for jackets and coats; many of them noted that they "stay for the kids," despite the working conditions and difficulties (noted later). For their part, several district leaders broke down in tears when describing the negative impact of the challenges (see below) upon children; a few had left the district for a time but returned out of commitment to the students.

Challenges

Governance and Vision

All but one of the groups we interviewed believe that the structure of the system is deeply problematic and contributes to the inability of leaders to provide a vision. Most of the interviewees noted that there were "too many masters," i.e., the School Board, the Mayor, the City Council, the state. One person noted, "There are all these chefs stirring the pot, but the soup never gets made." (We have listed Procurement as its own theme, but it is clearly related to governance.)

Several specific sub-topics came up again and again, within the general theme of multiple layers of governance.

- Political patronage. It is the feeling of many teachers, district leaders, and partners, that
 political favoritism is woven throughout the system. The strength of this belief was striking to the
 review team. Comments included:
 - o "We're not sure who has whose ear."
 - o "Confronting racism or underperformance is risky. There are backdoor deals that happen and personal friendships are at play."
 - o "Nothing is confidential. If you act as your 'bold self,' you could get a call from a council member or senator. Budgets could be impacted."
 - "It all depends on who you know."
- City's Authority. Few interviewees (only two individuals) believe the city's oversight is beneficial. The rest noted that schools have to compete with other items in the city budget and that there is scant educational experience amongst the city's leadership.

- o That the Mayor negotiates the Collective Bargaining Agreement is considered a serious constraint to most district leaders and partners, who talked not only of the Mayor but "the mayor's team."
- One partner noted that the Superintendent is not even party to the CBA negotiation; three partners and district leaders asked, given the lack of meaningful authority, "Who would want to become the superintendent of Providence Public Schools?"
- *District's Priorities.* Many teachers, partners, and even district leaders feel that the district's systemic priorities skew toward adults rather than students.
 - o Partners believe the compliance side of the district is getting worse.
 - o The Human Capital office in particular is perceived as protectionist and also politically protected.
 - o Many district leaders and teachers feel that the district "is an organizational organization, not an instructional organization." There are "too many meetings and grievance hearings, and not enough concern for students." "There is no priority on instructional practice."
 - o "This organization is upside down. Students need to be the most important element. All systems should be fueling the students at the top of the pyramid. The piece that is missing every time is getting into the classroom to give instructional feedback."
 - o "The growth in district-level hiring has no relevance to student achievement."
 - o While very few interviewees commented upon the current superintendent, those who did were mostly favorable about his vision.
- Rhode Island Department of Education. Issues with RIDE's leadership and priorities include:
 - o RIDE focuses on curriculum but not on instruction; it is not interested in professional development.
 - o The star system of rating schools makes it more difficult for schools to accept large numbers of ELL and Special Education students.
 - o RTI's are onerous; teachers have to spend too much time documenting everything.
 - o RIDE issues unfunded mandates that burden schools (there were several comments about PD requirements).
 - RIDE exerts pressure on districts to lower suspension rates, which affects school culture negatively.
 - o RIDE requires federally funded fiscal negotiations "based on 98% of prior year," which "puts us in the constant amendment process. And the process changes constantly."
 - o The Department does not concern itself with facilities problems such as lead abatement funding.

The overlapping networks of authority are no doubt related to the lack of vision, which partners and teachers frequently mentioned (with exceptions for particular district offices, noted above).

Collective Bargaining Agreement

One of the most striking findings was the agreement across all groups except for one that two features of the Collective Bargaining Agreement (CBA) are detrimental to student success: the hiring policies and the restriction on professional development days.

Hiring and dismissal policies. Of all the issues raised across all interviews, the CBA hiring policies came in for the greatest critique. Every single group and most individuals (except for one group – a district office) named the CBA as one of the top most pressing problems for schools.

In general terms, district leaders, teachers, and partners referred to the CBA as "oriented towards staff, not students"; "based on adults, not children"; "a roadblock." It must be noted that this was highlighted in several conversations as particularly problematic for teachers of color, who are "chased out by other teachers" without apparent consequences.

In specific terms:

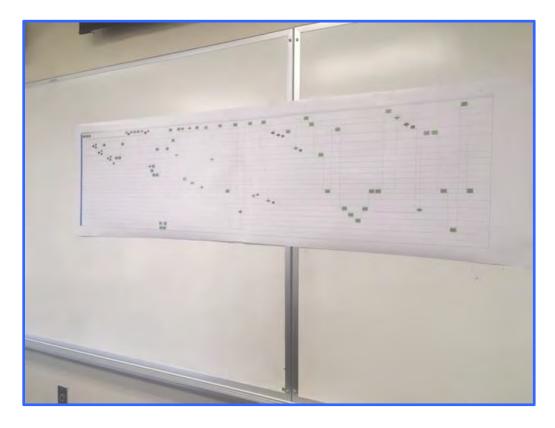
- The hiring process.
 - o In November or December, principals list their personnel needs for the following year.
 - o Teachers in that school, and then across the district, may apply for these jobs based upon seniority.
 - O Displaced teachers across the district may apply for these jobs based upon seniority (more on displacement below).
 - o Principals *must accept* these applications, provided the certification aligns. Only afterwards may the positions be posted externally.
 - o The process is seen to protect poorly-performing teachers and require principals to hire staff who may not align with his or her vision for the school.
- The dismissal process.
 - O All interviewees except for the Human Capital office noted that there have been no dismissals due to financial constraints or to performance; "the number of teachers who have been let go on account of performance is exactly nil."
 - o The onerous process of documenting low performance was cited as a factor, but several partners and district leaders also claimed that no one is willing to actually dismiss a teacher because "Human Capital says the School Board wouldn't allow it" or "the Superintendent says it doesn't look good politically."
 - o Four interviewees, from four different groups, provided a specific number of low-performing teachers (55) who should be let go immediately.
- Consequences for schools.
 - o The large majority of interviewees consider the consequences of these policies and the seeming lack of political will to be dire.
 - Loss of morale in schools. Teachers and leaders alike said that, in every school, teachers know which of their colleagues are not serving students well. Six partners and teachers cited additional experiences with negative pressure from peers, who indicated that "going the extra mile" makes everyone look bad. Specifically, we heard, "Unions discriminate against hard work. They put pressure on those who go above the bare minimum and ask 'why!" if you

- want to do more. This is not only teachers, but secretaries and custodians." One teacher said, "The union contract is a double-edged sword." Principals are not even allowed to move a teacher to a different grade within a school.
- Inability to push for excellence. Partners noted that classroom evaluations are "useless," since "if a principal has issues with a teacher on performance, the union rep wants to be present in all conversations," and in the end, "the union will not sign a negative evaluation and will prevent teachers from signing as well."
- Difficulty with recruitment and retention. Several partners noted that, when a young teacher experiences racist comments from peers, principals feel constrained in addressing it. This results in fewer teacher leaders staying in the district or wanting to become principals. One partner noted that as a result, "AP positions are left open."
- o It would take pages to list all of the comments that were made about this element of the CBA. A few representative comments, echoed across the interviews, are below.
 - "No one can lay off teachers. Ineffective teachers just get shuffled."
 - "They've gamed the system."
 - "There is no peer critique. Peer coaching is perceived as punitive."
 - "Even using classroom observations for non-evaluative purposes is discouraged."
 - "We can't get rid of teachers; it's a slap in the face for teachers who come in every day to do a good job. It's demoralizing."
 - "If you want to do right by kids, you don't make a whole lot of friends. There are active and passive pressure. Why do I have to put teachers who don't do right by kids in front of students?"
 - "We get eyeballed by our colleagues when there's hard work going on."
 - "The displacement process is [explicative]."
 - "What we really need are more ELL-certified teachers but we can't hire."

Constraints on Professional Development. The CBA allows only one paid day of professional development (PD) a year; everything else must be paid as overtime. We learned about new programs, such as the Advanced Placement coursework, that had been initially funded externally and so could include PD. When external funding goes away, so does the PD. The sense is that Professional Learning Communities are strong but voluntary (some 240 teachers participated last year). At the same time, by all counts, teachers would like more professional development in several core areas: instruction and classroom management, culturally responsive teaching, and social and emotional development, in particular. Many of our interviewees consider the lack of PD to seriously impede teachers' growth and students' success.

Procurement and Budgetary Process

Every group we interviewed (except, perhaps understandably, the teachers' group) emphasized the burdens imposed by the procurement process, which entails proposals to multiple city and district bodies. One of the district leaders pinned up a chart of all of the players and steps that any contract must go through before approval:



The "unwieldy" process is compounded by the fact that any request that is more than \$5,000, must be voted upon by the City Council and the School Board. Every element of the process came under fire from district leaders and partners:

- The RFP process "is onerous; even the form is too long."
 - o Because of this, "it is hard to attract high-quality vendors."
 - o "There is no transparency around RFPs."
 - "The RFPs don't even include scoring rubrics."
- Small vendors are handicapped, because they don't have the staff to attend multiple committee and full board meetings.
 - One partner noted, "It took us two years to get a contract under \$20,000 approved."
 - o Another noted the outdated requirements, such as presenting proposals in triplicate binders with tabs in a specified order.
- "PPSD can enter into only short-term, reactive partnerships. There isn't the long-term arc of
 partnership that a three-year contract would allow."
- The volume of paperwork that results is "stunning."

- o "There are hundreds of contracts, hundreds of purchase orders. Even philanthropic dollars have to go through the process."
- o "The whole process is cumbersome."
- o "There are constant meetings."
- Invoicing is "problematic; if you don't bird-dog it, it disappears."
- There is insufficient attention paid to program evaluation, once a new one is in place.
 - o "Data-sharing agreements are impossible to get and the process is cumbersome."
- Finally, the district's budgetary process is viewed from the outside as opaque. One district
 leader contended that any request for more funding should be preceded by "confidence that
 we're spending what we have, appropriately."

A related concern is about the state's lack of transparency. One group indicated that "the state does not allow access to the data of students currently enrolled in Food Stamps that would automatically make them eligible for USDA programs. This is not only a significant issue for the lunch program which is 100% federally funded, but it has an impact on the overall state aid the district receives."

School Culture - particularly in Secondary Grades

We encountered widespread agreement that the culture in many schools – particularly middle and high schools - causes distress for students, teachers, and principals. Elementary schools were, by and large, commended for having somewhat less chaos, more instructional support, and "more granular, classroom-level connections." The middle and high schools, on the other hand, are "a disaster."

Discipline. Many teachers do not feel safe in school, and most partners and district staff concur. There is a general feeling that actions do not have consequences, and that teachers are at physical and emotional risk. One interviewee feels like "the tired, drained teachers of Providence are dragging kids across the finish line." A few representative comments:

- "My best teacher's desk was urinated on, and nothing happened."
- "One of our teachers was choked by a student in front of the whole class. Everybody was traumatized, but nothing happened."
- "When we refer a student, we get zero response. Kindergartners punch each other in the face with no consequences."
- "Principals are not allowed to suspend."

Some of these issues likely result from pressure to reduce suspensions. Teachers and district leaders feel that children with behavioral problems are allowed to continue, passed from one classroom and school to another. Several noted that the number of social workers in schools is too modest.

- Said one district leader, "the data masks what's happening. We can SAY we're reducing suspensions, but we're just churning middle schoolers."
- Several teachers note that the plan to implement restorative practices foundered because of lack of PD, but "we're still supposed to use them. Restorative practices cannot be done unless everybody in the building is trained."

The Student Affairs Office (SAO) came up frequently in this issue. Teachers are seldom informed when a child in their classroom has been violent, but "if an SAO student skips my class, I'm in trouble."

- Students are passed from one school to another; "some schools have become dumping grounds for kids."
- One district leader noted that principals often "bargain" about problem children, doing whatever they can to avoid taking a troublemaker.
- One district leader said simply, "the students run the buildings."

It must be noted that support staff, including bus drivers, share these concerns. One interviewee noted that "many bus drivers are getting injured," but when they bring safety concerns to the district, "it falls on deaf ears."

Racial mis-match between students and teachers. The lack of diversity of Providence's teaching force, and barriers to teachers of color, came up in multiple interviews across multiple stakeholders.

Lack of instructional core.

- Most teachers, most district leaders, many partners, and some students mentioned the lack
 of coherent curriculum and the related "school autonomy" as a problem. Two teachers
 noted with regret that "we have to write the curriculum"; a district leader commented that
 "we used to have a coherent curriculum. It might not have been the highest quality, but we
 shared it."
- All partners, many teachers, and most district leaders noted that principals are "not able to be instructional leaders" because "they are asked to hold grievances during the day; they are required to provide fixed asset reports that are 30 pages long"; and their roles "have been turned into roles of compliance."
- Almost all interviewees noted that budgetary constraints meant that the number of induction coaches for first-year teachers had been drastically cut, and that few middle and high schools had on site instructional coaches (unlike elementary schools).
- Almost all interviewees highlighted the lack of substitute teachers. When a teacher is absent, the students are often distributed across multiple classrooms.

Capacity. Many of the groups cited the following as key problems that must be solved.

- Substitute teachers. There seems to be a chronic shortage of substitute teachers, while many subs are not qualified. One partner said the students were "taught by long-term subs who were yoga instructors, not physics teachers."
- Adequate bilingual supports. Many parents, partners, and teachers mentioned that the schools had little to no capacity to serve English Language Learners and their parents.

Low Expectations

There is widespread agreement among district leaders and partners that *all parties* (state, district, teachers, and the business community) hold very low expectations for Providence's students, with

tragic results. The phrase "students are underchallenged" came up almost a dozen times throughout the interviews. Representative comments:

- "There isn't enough rigor. Students aren't supported in challenging work or in advanced programs."
- "We face a culture of low expectations. I visit schools and go out in my car and cry because the expectations of students are so low."
- "The low expectations are discriminatory and racist" (repeated multiple times).
- "The biggest challenge is translating equity and rigor to the school level."
- "Equity and excellence are not on the table."
- "The saddest part is that our students and families know it. Students know they're not being prepared for success."

Interviews with RIDE Staff, Mayor's Staff, President of the PTU, and Providence Business Stakeholders

The interview team was comprised of:

- Dr. Domingo Morel, Rutgers University, Assistant Professor of Political Science, founder of Latino Policy Institute at Roger Williams University
- Karen Taresevich, Superintendent, West Warwick
- Dr. Angela Watson, Johns Hopkins University

RIDE Staff Interviews

This interview took place with staff at the Rhode Island Department of Education. A number of those interviewed were visibly distressed at what they reported during the conversation. Several expressed optimism about the new Commissioner.

Successes

- Use of data. Providence has done the most out of all of the districts to use and present data. Their dashboard and capacity to use the data to good effect is strong. Interviewees did add that elementary school principals are the strongest at using the data.
- Individual schools. There are many good teachers and principals at the schools, and many assets despite the challenges. There are many challenges but there are strong assets. Schools are less committed to the status quo than the district is.

Challenges

Governance and Trust

The RIDE staff we interviewed do not believe that the structure of Providence and the relationships between relevant parties are working well. Cooperation between entities is minimal, and the Commissioners historically have to "pick political battles," which limits what RIDE can "do, implement, and enforce." Specifically,

- Constant Change. There are so many actors who influence Providence, that every change brings about a new mission. Trust is hard to build because "the mission of the relationship between Providence and RIDE" is unclear.
- District. Team members hold that there can be intentional obstruction of partnership with RIDE by the district. Additionally,
 - PPSD has money that carries over from year to year, rather than being spent down.
 Part of the problem is that the relevant office is severely understaffed, with one person who is "hugely overworked."
 - o Academically, PPSD does not have a foundational K-3 reading curriculum in the schools, which results in students' not being able to read by 5th grade.
 - o RIDE staff noted that the PPSD office that handles substitute teachers is among the weakest offices.
- State Board (K-12 Council). The State Board is "not fighting for RIDE" and is "weak."
 - Additionally, there is a perception that disagreement with the State Board results in punishment.
 - o Finally, the State Board is not helpful on equity and diversity.
- Superintendent. The Superintendent does not attend RIDE meetings, which affects their "ability to work together."
- RIDE. RIDE itself has a history of hiding failures, "trying to protect from outside interference," and not following through.
 - o This has resulted in districts, including PPSD, deciding to wait out each new initiative.
 - o RIDE also has a history of withholding important information from the State Board.
 - o RIDE should focus much more on "curriculum and instruction" rather than "compliance."
 - o RIDE's unwillingness to have conversations about equity and diversity has consequences for PPSD (see below).

Equity and Diversity

The RIDE staff members indicated that equity conversations are largely absent from the *many layers* of governance that influence Providence. We focus here on their comments about RIDE's role in this.

- Avoidance.
 - o RIDE "actively chooses" not to engage in difficult conversations about race and gender.

- o There have been problems with "embedded racism and sexism" that were "routine and covered up."
- RIDE does not have a common and consistent rubric to promote diversity and equity.
- Consequences.
 - o Many people in Providence feel that "RIDE cannot contribute to Providence's discussion on race, equity, and diversity, because RIDE doesn't engage in those conversations themselves."
 - o There is insufficient focus within RIDE upon helping higher education to develop pipelines of teachers of color.

Mayor's Staff

The Mayor's staff agrees with the consensus view across interviews, that there are too many "masters" involved in school governance. However, they believe that the widespread inefficacies mean that "someone has to get things done." Often times, that "falls on us in the City." The staff's perspective on each of the major entities who work with the district:

- RIDE. There are no significant problems in working with RIDE.
- PPSD. They cite "multiple issues" in working with PPSD:
 - o Constant change. "Central Administration is the place where good ideas go to die."
 - O Negative relationship. The Mayor's team believes that PPSD is "hostile;" there is "active push against the Mayor's office." One member said that often "working with nobody was easier," so they by-pass the district and works with schools directly.
 - Disconnected. Most district staff do not visit schools and thus "have no sense of urgency." Furthermore, the district regularly "turns down money" because they do not have capacity.
 - O Ineffective. When asked about the frequent charge that the Mayor overstepped his role, the staff averred that they had to step up when "nothing was getting done." They "didn't want the extra work," but when the district was unresponsive, someone in the City had to take it upon themselves.
- Superintendent "does not deal with logistics."
- Mayor. They perceive the Mayor as engaged; he "goes to a different school every week."

The staff's hopes for the future:

- A clear plan for the district, with responsibilities clearly defined.
- A skills audit at the middle-to upper-level management in the district. There is significant overlap in roles, but also areas that are under-staffed.
- Update central office to accommodate the new demographics, e.g., Spanish-speaking staff.
- Screen all students for "social determinants of health;" students "do not have access to sex
 education."
- Provide comprehensive Pre-K.
- Fix the procurement process. The multiple approvals required for any item above \$5,000 "is a nightmare."

• Conduct annual "retreats," with periodic check-ins, between City and district to address lack of communication and coordination.

President of the Providence Teachers' Union (Maribeth Calabro)

The President's overall perspective is that PPSD and the union are working effectively, but that the Mayor and RIDE are not.

Successes

- Personalized learning: use of Chromebook and Summit. She acknowledges that, when it
 works, students could work on their own and then receive small-group instruction or be oneon-one with teachers.
- The union-assisted, five-year strategic plan. The union president felt like it wasn't going to be a "one and done" but did incorporate "new ideas and new people." They are two years into the plan, and she thinks people support it and things are better.

Challenges

Some issues with Teaching and Learning

- Teachers "have PTSD" from mass firing and "sharp pendulum swings," e.g., from minute-to-minute classroom pacing, then complete autonomy. Teachers no longer trust that initiatives will be followed through.
- Substitute teachers. RIDE needs to work harder to create pipelines for teachers of color, including for substitute teachers of color.
- Professional development. Teachers need more PD not only on instruction, but also trauma, cultural competency, dealing with grief. The Race to the Top grant supported PD, but it is now over.

Governance

• RIDE.

- o RIDE's mandates change frequently. She worked with Commissioner Gist on an educator evaluation model with an effectiveness rating tied to certification, indicators and grades...then with Commissioner Wagner, the pendulum swung the other way: it became "us versus them, setting Providence up to fail."
- o RIDE has unrealistic timelines. She gave the example of RICAS, which were taken in April of last year, but the results only came in February of this year and then teachers "were expected to move the needle in six weeks."
- Mayor. The President views the Mayor as a "detriment" to the district's progress. Specifically,
 - o The Mayor micro-manages, including interviewing all non-union employees.
 - o He has an unfavorable view of the union and creates an "us vs them" atmosphere.

o He shows favoritism, such as giving a signing bonus of \$250,000 to a new bus company.

Business Leaders' Focus Group

The business leaders with whom we met described a school system that vastly underperforms. They noted that the Chamber of Commerce has an education committee since the "key to economic development is improved schools," but at the same time, these leaders feel unsure of what they can do to make the school system better. Representative comments include:

- When asked to rate PPSD schools on a rating of 1-5 with five being the highest, all present agreed on a "1" rating for the schools.
- This group of interviewees said clearly that they are ready to help, but didn't really know
 what to do, and don't want to spend money to no effect or put band-aids on a broken
 system.
- One member said (to agreement from the others), "The mission of schools doesn't seem to be clear. We aren't all marching in the same direction."
- They expressed concern about PPSD: "You drive by here (PPSD) at 2:30pm and the parking lot is empty. You drive by the schools and the parking lots are empty."

Success

An internship at one of the high schools has helped to improve the dropout rate.

Challenges

- The absence of teachers of color, and the lack of a strong teacher pipeline, were referenced as a major challenge.
- Wrap-around services are critically needed, especially for ELL students.
- Schools needed more autonomy in purchasing and procurement.
- The district needs additional funds from the state.

PPSD District Site Visit

Leadership: City Council, Providence School Board, Providence School Superintendent, Mayor

May 20 – May 24, 2019

Summary

The Leadership review team was comprised of five members:

- Dr. David Steiner, Johns Hopkins University, and Dr. Angela Watson, Johns Hopkins University
- Superintendent Karen Tarasevich, West Warwick
- Dr. Domingo Morel, Rutgers University, Assistant Professor of Political Science, founder of Latino Policy Institute at Roger Williams University
- Dr. Jaime Aquino, Distinguished Educator, Rochester NY

The interviews were conducted on-site in Providence. Team members interviewed representatives from the City Council and the School Board, and Drs. Steiner and Aquino conducted the interview with Superintendent Christopher N. Maher.

We summarize below the information and opinions that were shared with us during our interviews. Because we believe it important to capture the perspectives of different governing bodies separately, the following summaries are divided accordingly. We have grouped the responses into similar headings so as to facilitate comparative and comparable review.¹¹

Mayor Jorge Elorza¹²

As leader of the education system in Providence, Mayor Elorza summarized his position thus: "I ran on the platform of education.... Education is my priority.... The buck stops with me. I am the one the residents hold accountable."

¹¹ We interviewed council and board members in groups, so they did not get to hear what other colleagues shared with us. We did try to share observations of later groups with earlier ones, and indicate below where there was a marked difference of view from one or more members of each group.

¹² Direct quotations are so marked. Other statements are paraphrases based upon the recording (with the Mayor's permission) of the discussion.

He stated "I would be comfortable sending my child to any one of our elementary schools except one. It is middle school where things go off the rails." His grade for the school system is "a C."

Successes

Under his tenure, the Mayor feels the system's successes include:

- Restructuring the district offices. The restructuring entailed putting people directly into the schools and giving them more autonomy. The Mayor himself regularly visits schools.
- Purchase of digital devices for every child. The focus on personalized learning and instruction is designed to "untether learning from the schools."
- City-wide community gatherings.
- School-culture coordinators. The coordinators in middle schools (and one high school) are "younger, from the communities, and generally minorities." They "have been well received by the students," although he acknowledges that they are overloaded.
- Wrap-around services. Because on his understanding that 20% of a child's life is spent in school while the other 80% out of school, the Mayor has sought "to invest in things such as afterschool learning, summer learning programs, and social and emotional learning supports" although he wants to focus more on personalized learning/instruction.
 - His belief is that you get "the most bang for your buck" when investing in support for children "outside school learning." He has been "frustrated" by the lack of results from in-school investments.

Challenges

The Mayor acknowledged general frustration with the "results." He "[does] not want to be the caretaker of a failing system." The Mayor noted the following impediments to success for the district:

- Governance. There are "too many cooks in the kitchen" and "so many levels of review/meddling."
- Antiquated systems. "Status quo is not cutting it."
 - o "We need additional flexibility in the system."
 - o "The system is two generations behind and has not kept up with innovations."
 - o The use of technology and data needs to improve. The district is "primitive with data."
- Too few strong schools. The Mayor acknowledges that more high schools have to be like Classical.
 - o "If it weren't for Classical, I don't know where I would be."
 - o It's "seen as the one hope for progressing."
 - o For "low-income kids, it's their one shot."

¹³See analysis of 8th-grade results and middle school observations.

The Mayor's General Operating Process

According to the Mayor, he defers to the Superintendent for school-based decisions. He holds no real conversations regarding particular principals, but, rather, holds the superintendent accountable for the principals hired. Therefore, he tries to find the "Coach Cooley" of superintendents.

In response to a question about granting school autonomy in the face of years of troubling results, the Mayor responded that: "A strong school culture allows for better buy in. The principal is responsible for setting the school culture." He added, "I believe in autonomy because I have seen the results of principals' [using it effectively]."

He tries to interview and/or meet with key school department personnel. The Mayor said his process with the district is identical to that with his other departments. He said that what the review committee had been told about his interviewing crossing guards was not true.

Departing Superintendent Christopher N. Maher

Superintendent Maher met with Dr. David Steiner and Dr. Jaime Aquino for an interview. The superintendent also provided Dr. Steiner with a copy of a letter to the Providence community that he had written in announcing his departure from the superintendency of PPSD.

Successes

The Superintendent focused the conversation on successes. These items overlap quite strongly with those cited in his letter to the community:

- More funding for LEP students (also referenced as ELLs, or English Language Learners).
- Almost doubled the number of students taking college credit-bearing courses in high school.
- New policies: The Racial and Ethnic Equity Policy, the new Code of Conduct, and the Gender Expansive Student Policy.
- The addition of ethnic studies courses (at the request of the students).
- Expanded Social and Emotional supports and mental health programs.
- Major increase in personalized learning (largely through the use of the Summit platform).
 - O The superintendent spent a lot of time on personalized learning in the interview; he called it "a plus."
 - When asked whether personalized learning could be tied to academic outcomes, he said "there have been pockets of gains."
- Expansion of summer learning opportunities with the Mayor's office and through the "By all Means" initiative.
- Expansion of advanced academic programs in middle school.
- Professional development for teachers on issues of racism and trauma-informed instruction.

Challenges

The Superintendent pointed to several challenges to moving performance in PPSD.

Governance and Leadership

The Superintendent said, "There is no alignment of priorities," and just "too many masters in PPSD." Throughout the interview, he stressed frustration with the need for micro-management of every initiative through endless layers, players and budget limits.

He said that new expenses had been incurred in the millions of dollars with only a fraction then provided for payment. He mentioned an example of "\$55 million in new costs vs \$3.5 million in new revenue generated in 2011." Overall, the Superintendent said that endless "trivia" occupy massive amounts of time. The key problem, the Superintendent said, was that "no one wanted to lose control."

With respect to specific entities:

- School Board. He was not complimentary about the Board and said that they tend to micromanage the district.
- RIDE. The Superintendent said RIDE was understaffed and "unable to differentiate their support."
- The Mayor.
 - o The Mayor's relationship with the City Council is not always straightforward, e.g., a playground against an expenditure for a school.
 - The Mayor is "often at odds with RIDE."
 - o The Superintendent spoke for some time about the Mayor, who he said had taken over negotiation of the school contract and negotiations, and who held meetings with a large list of individuals inside the system, including clerks and laborers.¹⁴
- City Council. The Council micro-manages every expenditure above \$5,000. Furthermore, it doesn't meet in August, while the School Board often doesn't meet in July, resulting in months without action.
- Superintendent's office. The Superintendent is "often viewed as a department of the Mayor." "I often feel I don't have the authority."

Low Expectations

The Superintendent said that the biggest single problem in PPSD was "low expectations" throughout the district. The most significant causes are:

¹⁴ The superintendent referred to the Mayor's interviewing "crossing guards" as an example of micro-management. This example was used by several other individuals on the school board interviewed by the review team. As cited above, the Mayor explicitly denied that this occurred.

- The change in demographics, which has put severe strain on the system (the ELL student population has risen exponentially in the 2010-2019 years).
- The Collective Bargaining Agreement is a "thick" teachers' contract which gives a green light
 for grievances on "almost anything" and funds only one PD day per year. The
 Superintendent contrasted this with 24 days of PD per year at Achievement First. This reality
 leaves teachers unprepared.
- A "massive teacher shortage" with an inadequate teacher pipeline. The Superintendent noted that last year Rhode Island College had produced only six certified science teachers.
- Political patronage. Personal favors and relationships have an outsized influence in the district on matters small and large, such as extra dollars for ELL students, which finally came through a personal relationship with the Speaker.
- Parents are left out. Finally, the Superintendent said that facing all of this, parents' voices were often "spurned." He heard from parent after parent, "We don't know who to go to."

Teaching and Learning

The Superintendent stressed that changing what is taught in the classroom is "very hard." He said the old materials and curriculum were wholly inadequate. Teachers had also used Direct Instruction, or built their own curriculum, or followed whatever their particular school was doing. He had been pushing for limited curriculum autonomy that would enable teachers to choose from an approved short list but noted that this was a work in progress.

In terms of the teaching corps, the Superintendent said that a large number of teachers had been in the system for some twenty years, and had thus signed up when the population of PPSD was different.

It was in these circumstances that he had supported (and continues to support) the emphasis on digitally-based personalized learning. He believes that effective curriculum has to be presented in different, non-traditional ways, and that this is now increasingly taking place.

U.S. Department of Justice

The superintendent briefly discussed the findings of the U.S. Department of Justice that PPSD had provided inadequate services to ELL students – including the commitment to hire more teachers who were ELL certified. The Superintendent pointed out the "completely inadequate" historic level of funding support for this population from the state – which had only recently supplied PPSD with funding for ELL students.

The Superintendent focused on the circumstances of PPSD students. He acknowledged that despite progress and good effort, there were still far too many instances in which the system was "failing to protect the civil rights of students." He pointed to the fact that when a student was suspended once in middle school, he or she was six times more likely to drop out of high school, and that despite some progress, suspension rates were still high.

City Council

The review team conducted three sessions of interviews with Council members. We found widespread consensus on the successes and challenges below. Where there was divergence, we have noted it as such.

Successes

The Council agreed that *specific schools* are doing well. Examples include one elementary school that offers well-funded after-school programs, a "21st-Century grant," and volunteer students and faculty from a nearby university. It's a "full-service school with an open door to community organizations. One high school "is a shining star." One Council member noted that "advanced academics have expanded into new schools."

They also agreed that *charter schools* work well for many students: in one charter school the "amount of support for children was night and day more than in the district schools." However, there is *divergence* on whether to expand charter schools or to pause their growth. One member said: "Charter schools keep parents in the city; the main loser is parochial schools." In response to a question about a large expansion of charters, members were cautious.

- One member said: "The pro would be we could get rid of all the obstacles and red tape and drama; but at the same time, [an issue would arise as to] how to protect the students from the wrong charter CEO."
- Another said: "A part of me would be sad because it's sort of like the family you know, right? At the same time, if we do want to reset and start over, if we went the charter route, we would circumvent a lot of issues. [The question is] could we go that route? I don't see the Providence Teachers Union going anywhere, so that is something we would have to deal with."
- In response, a further member of the board said "I agree with that assessment; I think we owe it to the students, owe it to the parents to provide them the best possible education. If this were an option, I would not close the door on it, but would proceed with caution."

Challenges

There was general consensus that the following areas represent barriers to the district's (and students') success: Governance, Academic Outcomes, and Facilities/Procurement.

Governance

Council members spent the majority of time discussing problems with governance and management. As one member put it, "Who is responsible? Because it's so unclear, all are responsible." We heard repeated comments to the effect of:

- "Politics plays too much of a role in our educational system"
- "[There is a] circling of the wagons."
- "We are in a crisis and we don't seem to be able to figure it out."
- "[There are] "too many hands in the cookie jar [and] too many hands in the pot."
- "We don't have a solid plan with good policy;" "We change strategies before we see them through."
- "We are worried about a repeat of Central Falls."
- "I don't know who they [the parents and teachers of PPSD] think is in charge."

Their comments upon specific bodies and roles include:

- School Board. There was close to unanimous agreement that "the governing structure should be the School Board."
 - o Multiple council members noted that a forthcoming meeting with the school board would be a first. According to several members, that meeting is happening because the organization Young Voices presented data to the School Board and the City Council (separately). One member thought the meeting might be connected to this current review. There was general agreement that "we get no input from the School Board."
 - O Various members made suggestions for improvement: "What if we had a couple of Council members embedded on the Board? [What about] "student representatives on the School Board?" Several agreed that "representation on the School Board from a wider selection of the neighborhoods" would help.
- Council Itself. One member said (with no push back): "We don't have that much power," but that the "City Council has to act as system-navigators because of so many challenges."
 - There was frustration and uncertainty about how to make the Council more effective; most members were not convinced that transitioning to an elected board would improve their impact (one member disagreed).
 - O The great majority agreed with some version of the following quotation: their "engagement should be approving the budget, ensuring the school district has the resources they need to implement programming, to hire, etc. While the Council needs to know what's happening since it's providing money, there should be a quarterly/annual report to share that goals/deliverables are being met."
 - O There was also strong agreement on the limits of their own role in education in Providence. Several acknowledged that "we over-complicate things;" "we need to stay in our lane." One member said: "[the] only role of the City Council should be accountability."

- o Members articulated their need to learn more about education, with one member stating that he/she did not have the necessary background.
 - "Education policy is not my thing."
 - "I don't know if these are good decisions."
- Divergence. Most members believe the Council spends little time on education. Several disagreed.
- School Board. The Council agrees that more authority should be ceded to the School Board:
 - o "In terms of overall governance structure, [we] can be a little intrusive at times the school district and school board should have more autonomy around decisions they are able to make (hiring practices, implementing programs)."
- Mayor. All members recognized the Mayor as the head of the district.
 - o While the Council appoints the school committee, all agreed it was really the Mayor's pick.
 - "Unless there is a big issue about the person, it is generally approved."
 - One said of their involvement, "It's a rubber stamp."
 - o There was agreement that the Mayor was over-involved in interviewing school personnel, and that his focus was on what happens outside of the schools. There was also agreement, in two of the three interviews that, while the Mayor held up the contract as innovative, "there was no innovation."
 - o Several members said that they had been telling the Administration for some time that the School Board make-up needed to better reflect the make-up of the city of Providence (there is "a 62% Latinx population, but only one member of board is Latinx until this past February").
- Superintendent. Council members said relatively little about the Superintendent, although there was general agreement that he was hampered by the Mayor and the Council.
 - o There was a view that perhaps the situation would be helped by monthly meetings between the Superintendent and parents.
 - o In one group, there was a suggestion, with no push back, that the Superintendent's contract should be extended from three to five years.

Academics

There was consensus on the fact that the academic outcomes were poor to very poor. The Council's overall assessment of the district performance, on a 1-5 scale with 5 being the highest, varied from "3 - based on hope" to "a solid 2." In terms of what grade parents as a whole might give the school system, one said it "could be a B- but might be a D now." When asked about what grade Latinx parents would give the system, all but one council members agreed that "Hispanics might grade it lower than a C or a D." Remarks include:

- "There is utter frustration....we are losing the middle class."
- The School Board "is almost afraid to be elected."

When asked to account for the low grades, Council members provided the following answers:

• Challenging population. Council members noted the very challenging social and economic situation confronting families in Providence. They mentioned concentrated poverty, the

high percentage of LEP and special needs students, and the fact that the city was working to educate children from all over the world including some countries without written languages (countries of origin include parts of Africa, Haiti, south Asia, and South America), and indigenous students. For example,

- Multiple members spoke about the LEP¹⁵ student population and the "failure" to staff the LEP office properly. One said that the LEP community must think we are "a terrible failure." Several members spoke to the severe lack of bilingual staff in the district.
- o There was agreement that "Title VI compliance isn't good." Several members spoke of the lack of special education teachers, and one remarked that "teachers have to coach parents on how to get the service."
- o Furthermore, members agreed that teachers and staff had not been trained in how to support these new students.
- Collective Bargaining Agreement. One member said (without pushback) that the "teacher contract was not transformative." This comment related to the concern that professional development suffered, as there was only one mandatory PD day during orientation.
 - "PD is challenging."
 - O With affirmation from others present, one member asked, "What about cultural competency, social emotional support, learning about the curriculum?"
- Frequent change. Members noted that testing models had constantly changed over the last few years, and that the district did not have a uniform curriculum. "That's a problem."
 - O Divergence. While some Council members mentioned that there were "significant issues around teaching and training," and that "instruction is not being taken seriously," others stressed that most teachers were doing their best in very difficult circumstances.

Facilities and Procurement

- There was near unanimous (with one exception) agreement that the requirement for the Council to approve new contracts of \$5,000 or above was not effective.
- All agreed that the facilities required urgent, and major, attention.
 - One said that "in the middle-class areas, parents had raised the money for urgent repairs."
 - o Another spoke about "deplorable conditions in certain schools."

City School Board

The review team conducted several group interviews, one individual interview, and one phone interview with School Board members. We found widespread agreement about successes and challenges. Where views diverged, we have noted as such.

¹⁵ "Limited English Proficiency." In our interviews, some individuals used ELL (English Language Learner) to denote the same group of students. We thus use the terms interchangeably in this report.

Successes

There was general agreement that charter schools have been successful.

- One Board member mentioned the many days of PD that Achievement First charter schools in Providence provide, in comparison to the single day of PD in the district schools.
- Members spoke of Achievement First schools as having high "standards of excellence."
 - o "There is a clear vision, there is a clear expectation, there is a clear function."
 - o "You knew from the minute you walked in that there were expectations, that the teachers were all on the same page, that parents were welcome. There were very deliberate open-door days."

A few Board members noted the *school-based health clinics* they had put in place, and others the *reduction in school suspensions*, as notable successes.¹⁶ Finally, while there was consensus that many aspects of the Collective Bargaining Agreement hurt the district, members referred positively to *specific areas of cooperation with the Providence Teachers Union* and the PTU President herself, who "rolled up her sleeves" to address partnerships on chronic student and teacher absenteeism and suspensions.

Challenges

The School Board members found challenges in almost every domain of the district. Representative comments, echoed repeatedly, include:

- "Operationalization/execution/communication/accountability is a challenge.....to get to the school level is a challenge."
- "The Superintendent and the cabinet are weak."
- Collective Bargaining: "The School Board should be able to bargain with the union."
- "Who is leading? Strong school leadership is not there.... It doesn't trickle down."
- "Should we wait for regulation and wait for the district? Well, that hasn't worked."
- "It boils down to leadership, from the top down: leadership at the state level, district level, the school level, and setting high expectations in the classroom."
- "Providence seems to be the stepping stone for people's career in managing an urban district."

When asked whether they would put their own child in a district school, one replied that the dire needs overwhelmed the schools:

I like public schools; I am a product of public school. But I see my friends and their kids going through elementary school. The stuff that elementary school kids are going through is astounding to me: a lot of trauma, a lot of trauma - and teachers are not

¹⁶ While some Members noted the restorative practices as a positive, others acknowledged the "problems with implementation."

equipped to deal with any of it. It is just seen as behavioral issues; trauma is not recognized; learning disabilities, all kinds of conditions, are not recognized as social or emotional issues. They are seen as behavioral issues.

There was general agreement that the following areas represent meaningful barriers to student success: Governance, Academic Outcomes, and Facilities/Procurement.

Governance

Board members agree that the current structure is unwieldly. One member summed it up: "The whole structure and organizational chart are very confusing."

Comments include:

- "There is no one entity where the buck stops."
- "You have to jump through a lot of hoops: School Board, City Council, Mayor. You may never be able to get through the finish line."

On specific actors:

- Mayor. Board members expressed no personal animus, but no one thought that the relationship between the Board and the Mayor was working especially well. "He doesn't trust Board leadership." Specific concerns included:
 - Lack of communication.
 - "I think the break in communication came when the mayor stopped meeting with the leadership team on a monthly basis; a standing agreement is that there should be monthly meetings as a conduit to get to the Board."
 - "I have had three interactions with him in three years: when I got appointed, reappointed, and at the Board retreat."
 - o Mayor's over-involvement.
 - He "runs a parallel process, interviewing not only superintendents but also crossing-guards."¹⁷
 - Our prior superintendent "would still be with us" if the "relationship between her and the Mayor had been a healthy one."
 - o Mayor's initiatives "dilute the resources" so that they are not effective. On summer learning: "We have no business running summer learning if we can't do the school year well."
- City Council. The Board considers the City Council to be "part of the problem."
 - o "They think they know more about education, and they want to impose."
 - o "It's political machinations."
 - o An upcoming joint meeting with the City Council, organized by Young Voices, has no support on the Board.
- RIDE. RIDE's role was usually reported in negative terms.

¹⁷ Note: the Mayor explicitly denied this.

- o "Leadership" and the "revolving door" at RIDE are "major problems."
- o RIDE issues new mandates "constantly."
- o RIDE focuses on "individual schools, not systemic change."
 - This means we have to "fix these five schools or RIDE will take over; or fix these three schools or we lose federal funding."
 - "Why aren't we looking at system-wide reform?"
 - The focus on individual schools (e.g., school turnaround models) makes improvement too contingent upon funding, school buy-in, and good management at the school level.
- o RIDE is making it harder to recruit and retain strong teachers through "raising standards [which] lowers the pool. Getting an SAT score in the top 50% is discriminatory, even racist."
 - Instead, we need a "statewide pool."
 - Providence "can't fish beyond our borders because RIDE has made it virtually
 impossible to do so. Strong teachers go to private schools or charter schools
 because they can't get the certifications they need."

• District.

- o The district constantly introduces new ideas and mandates.
- O The district is avoidant; they provide the School Board with aggregate data only: "We mostly hear about the gains the district is making, the things the district is trying but [the district] shies away from presenting about the real issues. Because folks are hesitant to come before the Board and present fully about what some of the issues are, the Board is not fully informed."
- The Superintendent. There was little direct blame placed on the superintendent for the academic outcomes in PPSD.
 - o Rather, the consensus view was that "the superintendent is not being given the opportunity to do his actual job."
 - o The Superintendent is unsupported: he should have a "second-in-command."
- School Board itself. The Board is frustrated by its lack of authority and wants more while at the same time some members acknowledge their own limitations. There was agreement that Board members need guidelines and training for what to look like, aside from the six hours a year provided to them by the Rhode Island School Committee Association, which they agreed was "terrible. It's bland; it's the same people giving out the same information; it's never relevant."
 - o As far as limits of authority:
 - At least one member of the Board believes that but for the Collective Bargaining Agreement the Board would "be able to make the necessary changes we haven't been able to make.... We would do a good job." This member speculated that the new RIDE administration might be considering a take-over or receivership of PPSD and said that, the Board should be given that responsibility instead.

- The Board believes that it is tough to hold them responsible for everyone's performance throughout PPSD; they don't believe it's their job.
- However, there is strong agreement from Board members that their job is to hire, fire, and evaluate the superintendent.
- There is frustration that "we don't even evaluate teachers based on learner outcomes."
- There is frustration at the types of work the Board has to do instead of education, such as terminations and grievances, but especially "contracts [which] occupy huge time there were 42 contracts to review at our last meeting."

As far as weaknesses:

- Although there is an executive leadership team, "The rest of the board doesn't know what's going on... there are no goals." Another said: "We pass policies but are very unsure about what happens on the ground." There was some disagreement about a "divide" between the leadership team and the other members, with the former group pointing to their willingness to spend "more time dealing with district issues" and the latter claiming some exclusion from the work of the leadership.
- Their service as "community liaisons" between schools and central offices is often seen as "micromanaging."
- The Board members want more training about social and emotional education.
- O Review Team Note. Whether caused by lack of authority or lack of information, the Board members were either ill-informed or did not know which kinds of curricula are being used in schools. The review team leader (Dr. Steiner) raised the issue of curriculum, because the school teams reported that a great variety of materials are being used, often within in the same school and grade-levels.
 - One member of the Board indicated that the vetting system in place should make such variety impossible.
 - Another said curriculum was purely a matter of school autonomy.
 - Another member said, "I would like the Board to be more involved in curriculum."
 - A fourth member claimed that the curriculum selections "go through the finance committee," but not the full Board, and thus there is limited oversight.

The review team noted these different responses, which directly reflect the varying degree to which the Board knows what's happening on the ground, knows district policy, and thinks it should be involved in policy matters of this kind.

Academic Outcomes

The Board members all agreed that the performance needle has not moved and cited "what we have done until now" as "tinkering around the margins." In summary, "We have not moved the needle on test scores or a culture of excellence." Asked to evaluate the academic performance of PPSD on a 1-5 scale with 5 being the highest, the *consensus answer* was "2." Members were quick to say that this did not reflect "lack of effort put in by the teachers and students; we have the most resilient teachers and students on the face of this earth."

But we also heard that no one is giving the Board real pushback about academic outcomes – something the reviews found very notable.

The Board members suggested various causes for the academic underperformance:

- Money. Almost everyone said that money is a problem, or even that it is the number one problem.
 - o Some district offices, such as External Affairs, are "understaffed," and the Family Engagement Office is in "dire need of resources."
 - One member noted that "Some schools only have one social worker for half the day; our kids' social emotional needs are not being met."
 - O While one member noted that "it's not just about resources," there was consensus around the fact that "cuts in finances to the district over the years have hindered the district's ability to perform. There is another round of cuts this year; who do the cuts effect? They effect the children; more funding would be needed."
 - There was strong agreement that the funding for LEP students was vastly inadequate. One said "we finally got \$5 million really?"
 - o Many are concerned that the district's low performance and dysfunction push away private philanthropy: "For two years, have told the district to determine the ask for funding we will go to the Governor's office to ask; we will bring in the union and leadership asking for input. But the district doesn't operationalize that. They leave money at the table." One member pointed out that "private funders are not going to give money to the district: we need an education foundation [philanthropy]."
 - O But while some members drew a causal line from the money issues to *morale* issues, no one explicitly blamed the lack of funds for the low expectations (see below). As one member put it, "Outputs don't match inputs. Whatever measure of success that we are using which keeps changing, which is a massive problem you would expect that our outputs would be different. Something has to change."
- Inadequate preparation and support for teaching and learning. Members were very clear that
 "individual teachers are heroic," but that many are "cynical and worn down." They
 acknowledged that the social context of Providence has changed, and that teachers are not
 prepared.
 - o Teacher pipelines are "horrible; there is no innovative leadership." This is particularly acute when it comes to pipelines for teachers of color.

¹⁸ One member said "a 3, because I believe in the public school system."

- There was strong agreement about a deep problem with diverse teacher recruitment and support. One member remarked: "There isn't a concerted effort, not to retain teachers, not to retain teachers of color; I have a general sense that there aren't enough people of color in the pipeline to meet the needs."
- One member cited that teachers of color sometimes face "immediate supervisors" who are "part of the problem."
- School Discipline.¹⁹ Multiple members shared frustration with student support services. One member claimed that it got so bad that the Board took over the responsibility from the Superintendent.
 - o "We kept hearing about behaviors in the classroom, with the charge that there was no funding, no supports for teachers, no solutions came after a year. So we got five principals in the room, the union balked, got the union in the room and agreed on the goals, showed the numbers and found out who was getting the referrals, and went to [the principals] and offered them space so referrals were in-district."
- Teacher Morale. There was a consensus that this is a challenge. Board members attributed it to lack of direction, lack of consistency, new plans, new standardized test, churn in leadership, and lack of teacher PD.
- Social Challenges. Many Board members cited the difficulties that families in Providence face:
 - o "We have a variety of students coming from different backgrounds not just language, but trauma, refugees, unaccompanied minors, PTSD, learning disabilities, sex trafficking, so much more than just language barriers. Some kids don't know how to read or write in their native language; the issues are a lot broader and more complex."
 - o "There are so many issues our students deal with poverty, trauma, homelessness, etc., and society has not addressed these issues."
 - O Divergence. One Board member "respectfully disagreed" that the challenges presented by a highly diverse student body are new, noting that "we have had diversity since forever...but the system has always failed." Other Board members worried out loud that the student population would be used to "excuse" low performance.
- Leadership and governance. Many members view the low achievement as a consequence of the governance issues outlined above. "There is no hiding behind the fact that we have not moved the needle on test scores, on creating a culture of excellence...[none] of that has happened. This goes back to overall leadership and what that includes, what happens at the district and the school level; there is a disconnect between the district and the schools."

¹⁹ PPSD <u>states that</u>: "PPSD uses a Multi-Tiered System of Supports (MTSS) framework to promote a safe, supportive and positive school climate that helps students develop the skills they need to be successful in school."

Collective Bargaining Agreement

There was widespread agreement that the Collective Bargaining Agreement is a problem for schools. Specifically,

- The criterion-based hiring practices prevent stronger schools.
 - o "Ineffective teachers just get moved to a different building, and the problem follows them."
 - One member articulated it this way: "This is where macro and micro get confused; helping schools to improve and move in the right direction includes [the importance of] hiring and firing. We negotiated with the union about this, and then the union contract became the driving force behind that policy. So we took what was supposed to be a robust policy, and then it was backwards-mapped into the contract. Because of all the additional layers put on, principals' hands are tied and fewer positions are available for real criterion-based hiring."
- The CBA prevents meaningful professional development; the "thick contract" causes the lack of PD.
- The Board wishes it could have been involved in the negotiation process.
 - o "Collective bargaining should be under the review of the School Board," so we could "set policy that has teeth."
 - o "The Board has a really good relationship with the teachers and the teachers' union, and it would have been good for the Board to lead [negotiation.] It could have been less public. We understand the needs of the teachers in the classroom and could have anchored the contract in terms of their needs."

Procurement and Facilities

Every single member raised the issue of the \$5,000 limit on contracts exempted from review by the City Council. While we were told that the origins of this requirement went back to corrupt decision-making in the past, the policy had only one lukewarm defender. One Board member said: "This is just such an inefficient use of time, and not necessarily for a better result."

There was unanimous agreement that the school buildings were a massive problem. One member said:

They are crumbling, there's mold, there's water coming into the building; I went to visit [an] elementary school and was walking around the building and there's paint peeling. A pipe actually broke while I was there and water came flowing down. Kids running around calling out about what's happening, only one maintenance person. In the basement of the school is just storage, and part of that is these water cannisters from World War II, just sitting there...it's just a sinking ship.

It should be noted several Board members expressed the hope that things could get better, on the condition that trust were rebuilt between entities. One member said, with support from Board colleagues:

There is potential for the Board to be more effective with an appropriate leader who is willing to be transparent and move forward. That requires a relationship of trust. It also requires RIDE to be more innovative in their role; they are severely understaffed and don't have the right people in the right places. I have hope that the new Commissioner will put a stronger team together.

The Board member then specified what a restart would actually mean: "Starting over means new everything: new teachers, new trainings for teachers. Our buildings are terrible, our food is terrible; we only have one vendor for transportation, one vendor for food – there are a lot of monopolies in Rhode Island, so we are at the mercy of the vendors."

APPENDIX A Review Participants

The following stakeholders were invited and participated in interviews for this review

Students

School Principals

Zone Executive Directors

Academic Programming Office Staff

School Culture/Student Supports Office Staff

Special Education/ELL Services Office Staff

Central Office Leadership

Superintendent

Student Registration Office Staff

Office of Multiple Pathways Office Staff

Office of Student Affairs Office Staff

Office of Health, Nursing and PE Office Staff

Family Engagement Staff

Office of Student Supports Office Staff

Office of Finance Staff

Office of Research, Planning and Accountability Staff

Office of Technology Staff

Office of Curriculum and Instruction Staff

School Board Members (All members were invited)

City Council Members (All members were invited)

Business Leaders

- Jeremy Crisp Nail Communications
- Christopher Graham Locke Lord
- Lauri Lee Academy for Career Exploration (ACE)
- Art Norwalk Norwalk Communications, Inc.
- Janet Raymond Greater Providence Chamber of Commerce
- John Sinnott Gilbane, Inc.
- Neil Steinberg Rhode Island Foundation

School Support Partners

- Highlander
- NE Basecamp
- CYC
- Inspiring Minds
- Center for Resilience

PTU President

- Maribeth Calabro
- Jeremy Sencer

Educator Pipeline Partners

- Kristine Frech
- CLEE
- RIC
- URI
- PC
- RWU

AFT Organized Teachers

• Jeremy Sencer + 5-10 teachers

Student Support Partners

- Providence Student Union
- College Crusade
- College Visions
- Breakthrough Providence

Afterschool/Enrichment

- Hillary Salmons
- Jennie Johnson, Americorps
- Boys and Girls Club of Greater providence
- Down City Design

Key City Staff

- Emily Crowell, Chief of Communications
- Sabrina Solares-Hand, COO
- Ellen Cynar, Director, Health Communities
- Matt Shumate, Deputy Chief of Staff
- Leonela Felix, Deputy Director of Policy

Laborers Local 1033 Staff

AFCSME Local 1339 Staff

Vendor Partners

RIPN and PLEE

APPENDIX B Interviews with Former Superintendent and Mayor

Phone interview with former Superintendent, Dr. Susan Lusi May 31, 2019

As former Superintendent of the Providence School System, Dr. Lusi summarized her overall view of the district in the following terms. The situation, she said, "is not our fault but it is our problem to solve." She said it was "impossible not to acknowledge that Providence has hard working conditions for teachers and, combined with low pay, is a poor place for acquiring talented teachers."

She added:

The workforce in Providence should reflect the community diversity – the story of Providence is it has failed both the kids and the educators... [There are] insufficient resources and inattention to diversity inclusion and training. Putting money towards this kind of training was not priority; school counselors/psychologists were not a priority....

At the same time, she stressed multiple impediments to effective action:

- *Time* It takes a very, very long time before you could get anything done. Providence serves students who need immediate attention... [there are] too many cooks in the kitchen.
- Process Municipal entanglements need also to be addressed. Through the Compensation Ordinance, the City Council votes on budget and compensation & classification. The bureaucracy would take at least three months to pass ordinances or award contracts, and individuals would just be kept waiting. [She] wanted to hire a Chief of Staff who had authority, and then had to go to the School Board, the Mayor, and the City Council to change the job priorities of the Chief of Staff role so that the person could be effective. This took months and months.
- *RIDE* [Dr. Lusi was] disappointed that top RIDE leadership never fully understood "our context," and that there "wasn't the trust to strategize together."
- City Council [The] City Council is the main deterrent structurally, the City Council has
 no business making [educational] decisions.
- Laws The laws in Rhode Island around collective bargaining go deeper than in other states

 the contract pushes money to areas outside of high-quality instruction in the classrooms.

 (She) never could figure out staffing flexibility for principals... [There was] hardly time to work with teachers or teachers to work with [other] teachers.

- *Patronage* It is an issue in Providence both in terms of people in power wanting their friends or constituents hired and also in terms of people in power wanting certain children to get into certain schools. This is not limited to people in the City power structure.
- Autonomy The Superintendent of Providence needs the protection, autonomy, and authority to execute on what needs to be done to improve education for children. The Commissioner of Rhode Island needs these conditions as well.
- Curriculum [Dr Lusi believes that] schools should have a high-quality curriculum, but give schools autonomy to modify it to student needs. [But there was] no ownership from central office so no buy in from educators.

Call with former Mayor Angel Taveras May 31, 2019

Question: How did you see your role as Mayor, in relation to the school district, school board, and legislature?

- "Ultimately as the one responsible for schools." But my main job was "to support the Superintendent and get out of her way."
- "I didn't micromanage. I tried to hire excellent team members and let them do their job."
- The Superintendent thanked him for letting her negotiate on the CBA.
- "I knew I had no experience and wanted to bring in people who did."

Question: What were some signature successes during your tenure? The former Mayor cited the following:

- Providence Talks.
- Bloomberg Philanthropies and Carnegie funding.
- Allowed the superintendent to negotiate the CBA.
- 15-minute longer school days.
- Bringing in Achievement First, and making sure there was a similar demographic to the city at large.

When asked about past challenges and current barriers to success, the former Mayor spoke on background only.

EXHIBIT 4

STATE OF RHODE ISLAND AND PROVIDENCE PLANTATIONS COMMISSIONER OF EDUCATION

In re: Providence Public Schools District : RIDE No. 19-089

Decision Establishing Control Over the Providence Public School District and Reconstituting Providence Public Schools

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<u>OVERVIEW</u>

The Decision Establishing Control Over the Providence Public School District and Reconstituting Providence Public Schools (the "Decision") that follows sets forth specific findings of fact made in accordance with The Paul W. Crowley Rhode Island Student Investment Initiative, R.I. Gen. Laws § 16-7.1-5 (the "Crowley Act"). For convenience, the Decision includes an executive summary that provides an overview of the Rhode Island Department of Education's ("RIDE") years of support and intervention in the Providence Public School District ("PPSD") and its schools and the lack of improvement in the education of students in the district.

The findings of fact made in the Decision track the Crowley Act. Sections A and B detail RIDE's Comprehensive Education Strategy and its accountability standards. Section C generally identifies the progressive support and intervention strategies that RIDE has adopted consistent with its Comprehensive Education Strategy and accountability standards. Then, Section D demonstrates how RIDE has applied those strategies to progressively support and intervene in PPSD and its schools. Each subpart of Section D tracks the support and intervention strategies identified by the Crowley Act and provides detailed examples of RIDE's progressive support of and intervention in PPSD and its schools since the passage of the Crowley Act. Section E demonstrates that notwithstanding RIDE's years of progressive support and intervention in PPSD, there has not been improvement in the education of students, as determined by objective criteria. Section F details previous proceedings in this action that followed the Commissioner's release of a prior version of this Decision in the form of a Proposal for Decision. Section F details that none of the officials currently exercising control over PPSD objected to RIDE's intervention, and further explains that extensive community engagement showed community support for the intervention.

Based on those factual findings, the Order of Control and Reconstitution (the "Order") that follows authorizes the Commissioner of Education to immediately take control over PPSD and schools within PPSD and, if necessary, reconstitute the schools upon entry of the Order. The Order sets forth the terms and conditions of that authority.

EXECUTIVE SUMMARY

Pursuant to The Paul W. Crowley Rhode Island Student Investment Initiative, R.I. Gen. Laws § 16-7.1-5 (the "Crowley Act"), the Council on Elementary and Secondary Education (the "Council") is required to adopt a series of progressive support and intervention strategies for schools and school districts that fall short of performance goals outlined in the district strategic plans. Since the passage of the Crowley Act, the Rhode Island Department of Elementary and Secondary Education ("RIDE"), acting on behalf of the Council, has adopted and implemented progressive support and intervention strategies consistent with the state's Comprehensive Education Strategy ("CES") and the state's accountability plan for schools and school districts.

RIDE Has Progressively Supported and Intervened in the Providence Public School District. Since the passage of the Crowley Act, the Providence Public School District ("PPSD") has been one of the lowest-performing districts, and schools within it have consistently been among the lowest in the state. See § E infra. And, since then, RIDE has progressively supported and intervened in PPSD and its schools by providing, inter alia, (1) technical assistance in improvement planning, curriculum alignment, student assessment, instruction, and family and community involvement; (2) policy support; (3) resource oversight to assess and recommend that each school has adequate resources necessary to meet performance goal; and (4) assistance with creating for supportive partnerships with education institutions, business, governmental, or other appropriate nonprofit agencies. See § D infra. RIDE has further supported PPSD and its schools by creating and sustaining school improvement strategies dedicated to supporting PPSD in improvement efforts, launching numerous efforts and initiatives to support struggling schools in Providence.

The State Has Substantially Increased Funding to Support PPSD. To assist PPSD in utilizing the progressive support and intervention strategies deployed by RIDE, the state has also substantially increased funding to support PPSD. Since 2011, the State's annual school aid to Providence has increased by \$84 million dollars (from \$179.6 million to \$263.8 million).² Over the past five years alone, PPSD's state appropriation has increased by \$40.7 million.³ Over this same time period, the district has also received more than \$33 million in federal school improvement funds, and PPSD directly benefited from over \$18 million as a result of the state's successful Race to the Top (RTTT) federal grant in 2010.

Nevertheless, PPSD Schools are Chronically Underperforming and Systemic Problems

Prevent the District from Improving. Despite RIDE's progressive support and intervention strategies and the State's increase in financial support to PPSD, PPSD schools have remained chronically underperforming and are in dire need of improvement. Some of the key indicators of the need for more substantial improvement, demonstrated by objective criteria, include:

• Unacceptably Low Performance Across the District, Consistent Over Time: On the 2018 RICAS assessments, fewer than 2 in 10 Providence students were academically proficient in Math or English Language Arts ("ELA").⁴ Specifically, only 15.4% of students were proficient in ELA, and 10.9% in Math.⁵ By comparison, 35.7% of students statewide were proficient in ELA, and 27.5% were proficient in math.^{a6} While the overall proficiency rates have varied by assessment, this trend has been consistent over time, and the gap between PPSD's average test results and the state average, has remained stubbornly flat.⁷

PPSD students comprise 16.7% of the statewide student population. See RIDE Data Supplement at Tab 11. Accordingly, PPSD performance measurements heavily influence statewide performance measurements. Here, persistently low RICAS scores in Providence have the effect of lowering the state average.

A similar severely low proficiency was reflected on the former NECAP and PARCC exams.⁸ On SATs given in 2008-2016, the average PPSD student scored 231 points lower than the average Rhode Island student.⁹ These results and trends provide no indication that student performance is considerably improving in any subject or across any grade level.

- Stagnant Graduation Rate and Growing Dropout Rate: A significant gap exists in the four-year graduation rate between PPSD and the state average. In each of the years 2011-2018, the high school graduation rate for students in PPSD was well below the state average. For the last seven years, the dropout rate for students in PPSD has been at least 1.5 times (and in some years almost twice) that students statewide. 11
- An Indication of Low Student Engagement: Attendance rates and chronic absenteeism rates consistently reflect a lack of student engagement in PPSD schools. Chronic absenteeism is defined as absent 10% or more of the days enrolled or 18 of the 180 days in the school year. For the last five years, more than 46.76% of PPSD high schoolers were chronically absent. That percentage has increased in recent years. In the 2017-18 and the 2018-19 school years, 50 percent of PPSD high schoolers were chronically absent. In those same years, just over 30% of all PPSD middle schoolers were chronically absent. These rates are almost double the state average.
- Low Performance in Math and ELA for All Student Subgroups: While PPSD has more students from traditionally underperforming subgroups Black, Hispanic, English Learners ("ELs")^b, etc. the performance of nearly every one of those student groups in PPSD is lower and sometimes significantly lower than the statewide performance of these

^b RIDE uses the term "Multi-Language Learner," but because "English Learners" or "ELs" has been used historically by RIDE and by the United States Government in its dealings with the PPSD, for purposes of consistency the terms "English Learners" or "ELs" is used herein.

same groups in both Math and ELA.¹⁷ These students face performance gaps in schools across the district. Over a considerable period there has been very little improvement in low-performing subgroups including Latinx, Black, Free-Reduced Price Lunch, and ELs.¹⁸ In fact, over the past three years, the achievement gap between PPSD and the state has increased across all grades in ELA.¹⁹

In 2018, PPSD's treatment of ELs drew particular attention from federal law enforcement. In August 2018, PPSD signed a settlement agreement with the United States acknowledging that PPSD's treatment of ELs violated federal law governing Equal Educational Opportunities, codified at 20 U.S.C. §§ 1701 et seq. Specifically, PPSD acknowledged that it: (1) placed hundreds of ELs in schools that lacked EL services without obtaining the parent's voluntary and informed waivers of these services; (2) used an educationally unsound EL program called the Consultation Model; (3) failed to adequately implement several of its EL programs, including by not providing sufficient ESL; (4) failed to staff its EL programs with enough qualified teachers; (5) segregated some ELs in its Sheltered ESL program for an unreasonable amount of time; (6) lacked sufficient materials to implement some of its EL programs; (7) failed to adequately train principals; (8) did not timely identify all ELs; (9) did not effectively communicate with Limited English Proficiency parents; (10) did not provide ELs equal opportunities to participate in specialized programs; (11) used inappropriate exit criteria and did not adequately monitor former ELs; and (12) did not properly evaluate its EL programs for effectiveness.²⁰ Significant work, monitoring and evaluation is required under the Settlement Agreement to correct this systemic and district-wide problem.²¹

Based on the recent report of the Johns Hopkins Institute for Education Policy ("Johns Hopkins"), it does not appear that this systemic and district-wide problem has improved. The Johns Hopkins Report reflects the following:

- O A teacher reported: "There is no information from the registration center about the educational background of new [EL] students. There has been no improvement for [EL] since the DOJ report. The report mandated that every teacher in Providence needed 10 hours of PD for teaching [EL]. The PD was delivered poorly, there were no administrators attending, and it lasted three hours total."²²
- o "The review teams encountered meaningful gaps in student support. These gaps ranged from too few [EL]-certified teachers and special education staff, to widespread difficulties recruiting substitute teachers that leaves students without subject-matter experts. The consequences for student learning are evidenced in publicly available academic outcomes."²³
- o Many groups cited the following key problem that must be solved: "Adequate bilingual supports. Many parents, partners, and teachers mentioned that the schools had little to no capacity to serve [ELs] and their parents."²⁴
- The Johns Hopkins team observed an aid in a classroom who did not interact with children. "One team member asked him what his role was, and he said, 'Supporting students, I'm an [EL] teacher.' He did not speak Spanish, however (which many kids were doing), and he did not have content expertise. He explained that his role is not to teach language, but only to offer support he can 'break down' problems well for students. When asked what he was doing

- in that moment, he said he was marking PPT projects (for another class) as 'complete' or 'incomplete.'"²⁵
- o In one school, "[EL] classrooms were especially weak. Their class sizes were large, and teachers were working extremely hard, often alone, and unable to provide adequate support for the number of students present and the range of abilities in the room. As a result, most [EL] students were barely able to communicate in English at all and appeared completely disengaged, both in self-contained and inclusion settings."²⁶
- "Across the board, and in every school, the team was told of chronic shortage of vitally needed [EL] coordinators, and a lack of bilingual support generally.
 One principal expressed concern that there were no bilingual clerical staff in the building."
- *Minimal Success in School Improvement*: Since the passage of the Crowley Act, Rhode Island has adopted a series of progressive support and intervention strategies. Over time, those strategies were supplemented by strategies prepared in accordance with the Elementary and Secondary Education Act ("ESEA")²⁸ and reauthorizations that resulted in the No Child Left Behind Act of 2001 ("NCLB"),²⁹ the ESEA Flexibility Waivers ("ESEA Flexibility Waivers")³⁰ and the Every Student Succeeds Act ("ESSA").³¹ Since NCLB was enacted, Rhode Island has identified schools needing improvement on an annual basis.³² Almost all of PPSD schools identified as in need of improvement under NCLB and under the ESEA Flexibility Waivers are still identified as in need of improvement more than a decade later.³³ Performance of schools just outside of identification has also remained significantly below the state average and has not shown improvement.³⁴ Presently, 71%

of PPSD schools are among the lowest 5% of all schools in RI, have subgroups among the lowest 5%, or have subgroups at a one-star level.³⁵ And 13 of its 41 schools are currently identified for Comprehensive Support and Improvement (CSI), and the number of schools identified in the bottom two school classifications has increased in recent years.³⁶ Only 7 PPSD schools are currently ranked as three or more stars.³⁷ The problem of low performance is not limited to a subset of the district's schools, as nearly all schools face significant performance issues.³⁸ But the district has struggled to support them in making significant improvements.

In addition to these key indicators of the need for more substantial improvement, which are demonstrated by objective criteria, over the years, students, parents, teachers, staff, district leadership, community organizations, and other stakeholders have expressed their frustrations with the school system and the continued lack of progress toward desired educational outcomes. Though PPSD has tried to respond to these frustrations by implementing a number of strategies and approaches aimed at improving student performance, most of these efforts have had minimal to no lasting impact. The hardworking students, teachers and staff who work tireless every day in Providence schools have been let down by the failures of a broken system.

The Recent Johns Hopkins Institute for Education Policy Report Underscores the Need for More Substantial Intervention in PPSD. The recent Johns Hopkins Report has further illustrated the need for more substantial intervention. In May 2019, Johns Hopkins led a review of PPSD to (1) review the academic outcomes of students enrolled in PPSD, with some comparison to other districts; (2) visit and observe classrooms in multiple schools, and meet and converse with students, teachers, administrators, and members of the community; and (3) hear the views of

individuals and groups who hold or have held leadership positions within PPSD governance structure.³⁹

The Johns Hopkins Report made the following primary findings:

- PPSD "is overburdened with multiple, overlapping sources of governance and bureaucracy with no clear domains of authority and very little scope for transformative change. The resulting structures paralyze action, stifle innovation, and create dysfunction and inconsistency across the district. In the face of the current governance structure, stakeholders understandably expressed little to no hope for serious reform."⁴⁰
- "PPSD has an exceptionally low level of academic instruction, including a lack of quality curriculum and alignment both within schools and across the district."⁴¹
- "School culture is broken, and safety is a daily concern for students and teachers." 42
- "Beyond these safety concerns, teachers do not feel supported."⁴³
- "School leaders are not set up for success." 44
- "Parents are marginalized and demoralized." 45

There Has Not Been And There Must Be Improvement In The Education of PPSD Students As Determined by Objective Criteria. Despite RIDE's progressive support and intervention in PPSD (including its dedication of significant resources, capacity, and time) and the State's considerable increase in funding to PPSD, there has not been improvement in the educational outcomes of PPSD students as determined by performance against the state's goals and accountability system for the district. Most alarmingly, a number of indicators demonstrate that the district's performance is continuing to decline despite increased interventions and funding. While the community's continued commitment to the success of their students is unquestioned, if PPSD's schools are going to see meaningful, lasting improvement in educational outcomes, there must be an entirely new approach in managing the district.

The reasons for this lack of improvement are multi-faceted and indicate that the issues that underlay the district's lack of improvement are structural in nature and cannot be solved by simply further increasing state effort and support of the current system, which the state has done for more than a decade to no avail. Because PPSD's issues are structural, improvement initiatives directed towards individual schools and focused on specific aspects of PPSD are unlikely to effectuate the changes that must be made. The time has come for the State to exercise control over the budget, program and personnel of PPSD and its schools and, if further needed, to reconstitute the schools by restructuring their governance, budget, program, and personnel and making decisions regarding their continued operation.

BACKGROUND

A generation ago, in the early 1990s, Edward Eddy, the President Emeritus of the University of Rhode Island, led a study into the state of Providence Schools with the aid of staff and a 33-member commission.⁴⁶ Over the course of 18 months, the persons conducting the Providence Blueprint for Education ("PROBE") Study interviewed thousands of students, teachers, community members, and administrators, visited schools, and collected data, questionnaires, documents, and information concerning PPSD and 11 comparable school districts.⁴⁷ The study's findings were summarized in a 1993 Report (the "PROBE Report").

The findings of the PROBE Report from more than a quarter-century and a full generation ago may ring familiar. The PROBE Report described a broken "school system confused about priorities" whose adult constituents were "interested in personal rewards, patronage possibilities, or bureaucratic functions." The study surveyed the poor student outcomes in the school district and concluded that the various groups involved in running the Providence Schools—the City administration, the School Board, administrators, teachers, and even custodial workers—had lost sight of the best interests of the students, particularly those in secondary schools. The system was "strained by distrust and cynicism," and the school system was viewed by some "for personal rewards—salary, fringe benefits, short workdays, and job security."

The focus of the PROBE Report was "the interaction of the individual student with the teacher in the classroom setting," the "central relationship" of the school system.⁵⁰ The problems with that relationship began outside the classroom, and stemmed in part from the governance structure of the Providence schools. The school board, the highest legal authority of the school system, did not act as a "unified body" because they were appointed to represent "special-interest groups" and felt that they "must be responsive to the Mayor rather than to the school system at

large."⁵¹ Principals, the titular heads of schools, found that their ability to exercise any discretion in the hiring and firing of personnel—from custodians, to their own assistants, to teachers—was sharply restricted by law and contract.⁵²

As to teachers, the PROBE Report cast doubt on some teachers' ability to see themselves as "union members with obligations first to the students." The contractual bargaining process had yielded a "personnel system [that was] designed neither to reward excellence in teaching nor to discourage incompetence." The process of filling vacancies was a "significant impediment to achieving excellence" as it "relie[d] heavily on seniority." A district-wide system dictated the steps to fill open positions, meaning that "the people who work in a [specific] school have no say as to who fills a vacancy."

All constituencies, and perhaps foremost among them the teachers themselves, were profoundly frustrated with the district's collectively-bargained personnel system: "Many teachers express[ed] anger over the system's inability to recognize excellent teachers and to counsel out or fire incompetent educators. Reponses [were] overwhelmingly clear: 91% of teachers believe that excellence is not recognized: 89% believe that incompetence is not addressed." 57

The PROBE Report observed that the school personnel were generally well-remunerated: "Providence central administrators, principals, and teachers have the most liberal benefits packages" of the comparable districts addressed in the study.⁵⁸ And "[t]he average teacher salary in Providence is more than \$2,000 higher than the average of all the other districts" examined in the Report, even though "Providence teachers have, on average, less seniority and fewer master's degrees than teachers in other districts," and "the shortest school day and the shortest school year" than teachers in other comparable districts.⁵⁹ In 1993, and still in 2019, Providence had "181 work days (180 teaching days, one planning day)."⁶⁰

The PROBE Report also identified "[w]idespread dissatisfaction in Providence among most of those who need and want professional training," a shortcoming the report blames on the School Board, the Union, central administration, principals, teachers, and the City Council.⁶¹ "Although almost 80% of the entire School Department budget is spent on personnel, less than one-tenth of 1% is spent on developing and reinforcing professional skills."

The PROBE Report did note at least two areas in which the State could help address problems in the district. The PROBE Report noted that "Providence schools spend fewer dollars educating students than" eleven comparable urban districts, and credited complaints that this lack of funding was responsible for poor educational outcomes.⁶³ In the ensuing years, the state contributed more in absolute and relative terms to PPSD, and PPSD's per pupil spending is well above the national average and meets or exceeds that of comparable districts.⁶⁴ Since 2011, annual state funding to PPSD increased by more than \$80 million.⁶⁵

The PROBE Report also recommended that the state create charter schools.⁶⁶ In 1995, the General Assembly passed legislation allowing for the creation of charter schools in the state.⁶⁷ But the legislation provided charter schools with little autonomy from the public school district.⁶⁸ As the Providence Journal summarized, the law "require[d] charter schools to be under local school board jurisdiction; charter teachers to be certified and members of teachers' unions; it permit[ted] only existing public schools or individual public school districts to receive charters. And teachers must be hired from within the district in which a charter school opens."⁶⁹ This "limit[ed] the possibilities for and interest in charter schools" such that by the summer of 1997 there were no charter schools operating in the City of Providence.⁷⁰

In the summer of 1997, Representative Paul W. Crowley, a long-serving member of the General Assembly who led efforts related to school reform in the 1980s and 1990s and who was

then a member of the Board of Regents for Elementary and Secondary Education (the "Board of Regents") (a predecessor to the Council), advocated for passage of the Rhode Island Student Investment Initiative (later renamed "The Paul W. Crowley Rhode Island Student Investment Initiative Act," or here, the "Crowley Act"). From the time of its passage, the Student Investment Initiative required the Board of Regents to "adopt a series of progressive support and intervention strategies" for "failing" schools and school districts. 72

A year after its passage, the General Assembly amended Section 5 to permit RIDE to exercise control over school and/or district budget, program, and/or personnel and, if further needed, to permit the Board of Regents to reconstitute schools. When the amendment was proposed, it was recognized that it was a powerful and innovative tool that "confers on the Education Department the power to move in and take over schools whose students fail to make progress toward proficiency in writing and math, based on the test results and other criteria." Even back in 1998, it was anticipated that the state would one day utilize the power granted by the Crowley Act to take control of PPSD, "one of the districts where a takeover [was] most likely, down the road." But, Rep. Crowley himself explained "Rhode Islanders must be prepared to stick it out for the long haul, to turn around student performance. 'When you're trying to change anything as big as education, you have to be prepared for the fact it's going to take years, and there are going to be fits and starts."

The present version of the Student Investment Initiative Act, which was renamed the Paul W. Crowley Rhode Island Student Investment Initiative Act in 2008,⁷⁷ includes Section 5 titled "Intervention and support for failing schools," subsection (a) of which provides in full:

Intervention and support for failing schools. - (a) The board of regents shall adopt a series of progressive support and intervention strategies consistent with the Comprehensive Education Strategy and the principles of the "School Accountability for Learning and Teaching" (SALT) of the board of regents for

those schools and school districts that continue to fall short of performance goals outlined in the district strategic plans. These strategies shall initially focus on: (1) technical assistance in improvement planning, curriculum alignment, student assessment, instruction, and family and community involvement; (2) policy support; (3) resource oversight to assess and recommend that each school has adequate resources necessary to meet performance goal; and (4) creating supportive partnerships with education institutions, business, governmental, or other appropriate nonprofit agencies. If after a three (3) year period of support there has not been improvement in the education of students as determined by objective criteria to be developed by the board of regents, then there shall be progressive levels of control by the department of elementary and secondary education over the school and/or district budget, program, and/or personnel. This control by the department of elementary and secondary education may be exercised in collaboration with the school district and the municipality. If further needed, the school shall be reconstituted. Reconstitution responsibility is delegated to the board of regents and may range from restructuring the school's governance, budget, program, personnel, and/or may include decisions regarding the continued operation of the school. The board of regents shall assess the district's capacity and may recommend the provision of additional district, municipal and/or state resources. If a school or school district is under the board of regents' control as a result of actions taken by the board pursuant to this section, the local school committee shall be responsible for funding that school or school district at the same level as in the prior academic year increased by the same percentage as the state total of school aid is increased.⁷⁸

More than two decades have passed since the enactment of the Crowley Act. Since that time, RIDE has progressively supported and intervened in PPSD and its schools in myriad ways. Notwithstanding those progressive efforts, there has not been improvement in the education of students as determined by objective criteria.

FINDINGS OF FACT

The following findings of fact have been informed by a comprehensive review of RIDE's current and historical records related to its support and intervention in PPSD.

A. Comprehensive Education Strategy

The primary responsibility of RIDE has been to ensure the full implementation of the state's Comprehensive Education Strategy ("CES"). When the Crowley Act was enacted, the General Assembly made explicit that it is:

designed to accelerate implementation of the State Comprehensive Education Strategy. The strategy is an action plan for ensuring that all children achieve at high levels and become lifelong learners, productive workers, and responsible citizens. The standard for expected student achievement is currently being set at a high level both by the board of regents and in Rhode Island's districts and schools. High standards must be supported and these expectations must now be reached by all our students. All the state's children must enjoy the success that comes with proficiency in skill and knowledge.⁷⁹

Since then, the state has had various adopted comprehensive education strategies, and in 2015 the state adopted the most recent version, "Rhode Island's Strategic Plan for PK-12 & Adult Education, 2015-2020."80

B. School Accountability for Learning and Teaching

In addition to providing for intervention and support in failing schools, when the Crowley Act was enacted, the General Assembly mandated that the Board of Regents (now the Council) adopt and publish standards of performance and performance benchmarks in core subject areas.⁸¹ Originally, those standards were known as School Accountability for Learning and Teaching ("SALT") standards.⁸² Since 1997, the Board of Regents and/or its successors has adopted a school and school district accountability plan.⁸³

C. Rhode Island Department of Education (RIDE) Progressive Support and Intervention Strategies

Since passage of the Crowley Act, RIDE has adopted a series of progressive support and intervention strategies consistent with the state's CES and its accountability plans for those schools and school districts that continue to fall short of performance goals outlined in the district strategic plans. These support and intervention strategies initially included strategies required by state law and, in particular, the Crowley Act. Over time, they were supplemented by strategies required under plans prepared in accordance with the Elementary and Secondary Education Act ("ESEA")⁸⁴ and reauthorizations that resulted in the No Child Left Behind Act ("NCLB"),⁸⁵ the Elementary and Secondary Education Act Flexibility Waivers ("ESEA Flexibility Waivers"),⁸⁶ and the current federal Every Student Succeeds Act ("ESSA"),⁸⁷ thereby satisfying both the Crowley Act and applicable federal law. In accordance with ESEA, three federally mandated plans were prepared during this time period, which identify certain of the progressive support and intervention strategies adopted by RIDE:

- No Child Left Behind: In 2002, Congress reauthorized ESEA by passing NCLB.
 In response to that reauthorization, RIDE adopted a regulation titled Protocol for Interventions: Persistently Lowest-Achieving Schools dated September 2, 2010.88
 These strategies were rigidly prescribed under federal law and primarily relied on the implementation of four federally defined school improvement models.
- ESEA Flexibility Waivers: In 2012, the United States Department of Education under the Obama administration permitted states to submit flexibility waivers for federal approval known as the ESEA Flexibility Waivers. 89 With this additional flexibility, Rhode Island improved upon its comprehensive system of school accountability. Rather than requiring strict adherence to one of four federally defined school improvement models, RIDE permitted schools to adopt a series of practices from a menu of 32 research-based interventions responsive to school and district-specific data analysis.
- Every Student Succeeds Act: In December 2015, Congress again reauthorized the ESEA by passing the ESSA. In response to this reauthorization, Rhode Island updated its system of school accountability and submitted an ESSA State Plan, which was approved in SY 2017-18 for full enactment in SY 2018-19. Paired

together, the new accountability and school improvement systems outlined in the ESSA State Plan focus on the schools with the greatest need and expand responsibility for districts to manage their school improvement efforts. While ESSA emphasizes the primacy of the district in the role of improving schools, it also makes clear that when districts are unable or unwilling to succeed, it is the obligation of the state education agency to intervene.

The various reauthorizations of the ESEA included improved and adjusted approaches to school accountability and improvement. Each involved annual assessment of students and subgroups, the use of these assessments as a basis for an accountability system, and then the use of that accountability system as a means for classifying the performance of schools. RIDE's progressive support and intervention framework to support struggling districts and schools has remained consistent since NCLB and has included:

- The identification of schools needing school improvement. 92
- The requirement that districts with low performing schools submit school improvement plans and receive increased federal funding, state resources, and state technical support to assist in carrying out those plans. ⁹³
- Consistent monitoring of school improvement plans by RIDE, with avenues for engagement and feedback with school and district teams. 94
- The requirement that districts with low performing schools submit new and adjusted plans after unsuccessful implementation, with progressive levels of intervention and oversight by RIDE.⁹⁵

Today, as part of its continued and progressive efforts to support and intervene in schools and school districts that fall short of performance goals, RIDE supplements the strategies it has deployed in accordance with state and federal law with a wide range of other strategies designed to provide technical assistance, data analyses and progress monitoring to schools identified for school improvement, which are detailed herein.

D. RIDE's Provision of Progressive Support and Intervention to PPSD and its Schools

Since the passage of the Crowley Act, RIDE, under the direction and supervision of the Council and its predecessors, has provided progressive levels of support and intervention in PPSD and Providence schools identified for school improvement consistent with the state's CES and principles of accountability, as required by the Crowley Act. Each subpart of this Section tracks the support and intervention strategies identified by the Crowley Act and provides detailed examples of RIDE's progressive support of and intervention in PPSD and its schools since the passage of the Crowley Act.

I. <u>Support and Intervention Strategy One</u>: "[T]echnical assistance in improvement planning, curriculum alignment, student assessment, instruction, and family and community involvement." 96

After the passage of the Crowley Act, RIDE has provided technical assistance to PPSD and its schools in a number of areas, including improvement planning, curriculum alignment, student assessment, instruction, and family and community involvement. In that time, RIDE has progressively deployed capacity toward those efforts. In the immediate wake of the passage of the Crowley Act, RIDE advanced its SALT efforts through its newly-formed Office of Information Services Research, which RIDE created to create information services and systems, "the foundation of the intervention strategies, consistent with SALT, which the Regents will design in response to Article 31."97 After the Crowley Act was amended to provide for progressive support and intervention by RIDE, RIDE created a "Progressive Support and Intervention Office" ("PS&I Office").98 The PS&I Office was given responsibility for schools and districts identified for improvement. The PS&I Office would send formal management letters to districts announcing the "corrective action" status of their schools and districts, and for each district a "District Negotiated Agreement and a District Corrective Action Plan" were established, developed, implemented, and monitored.99 RIDE assisted with the formation of partnerships with support providers (e.g., the

Educational Development Center, The Education Alliance at Brown University, Annenberg Institute for School Reform, and individual contractors), and conducted a systemic review of all state and federal funding expenditures. For each identified district, a PS&I Director and a PS&I coordinator/specialist were assigned. On the education Alliance at Brown University, Annenberg Institute for School Reform, and individual contractors), and conducted a systemic review of all state and federal funding expenditures.

The main strategy of SALT was to support schools' use of information to improve learning and teaching by helping schools network into consortia, help districts support schools more effectively, and connect field service support to schools. SALT activities were are organized as a cycle that included the self-study, school improvement plan, school visits, school support and intervention agreement, and school report night for the parents and community. 103

Beginning in 2013, RIDE supported and intervened in schools identified for school improvement through its Office of Transformation/Charter Schools.¹⁰⁴ That office reported to the Chief of Accelerating School Performance who, in turn, reported to the Commissioner.¹⁰⁵

Beginning in 2016, RIDE's support and intervention in schools identified for school improvement was through offices reporting to a Chief or the Deputy Commissioner, who, in turn, reported to the Commissioner. As part of RIDE's ongoing and progressive efforts to support and intervene in schools identified for school improvement, in 2019, RIDE created an Office of School Improvement with a director-level position. That office, through its Associate Director of School Improvement, presently reports directly to the Commissioner.

In addition to RIDE's Office of School Improvement, a number of other offices have deployed significant capacity towards providing technical assistance to PPSD and its schools in improvement planning, curriculum alignment, student assessment, instruction, and family and community involvement, including, but not limited to, the Offices of Instruction, Assessment, and Curriculum; Data, Analysis, and Research; the Office of Student, Community, & Academic

Supports; the Office of Educator Excellence and Certification Services; and the Office of College and Career Readiness.

The sections that follow provide examples of technical assistance provided by RIDE staff to PPSD in the areas of improvement planning, curriculum alignment, student assessment, instruction, and family and community involvement.

1. Technical Assistance in Improvement Planning

For more than a decade, RIDE has supported PPSD with progressive levels of improvement planning. At its core, is RIDE's identification of schools needing school improvement and, thereafter, its facilitation of district's efforts toward improvement of those schools. Since NCLB was enacted in 2002, RIDE has been federally required to identify its lowest-performing schools on an annual basis. Beginning in 2002, RIDE categorized schools as high, moderately, or low performing and provided disaggregated data showing performance levels of various student subgroups. RIDE required low-performing schools to submit plans to improve student achievement.

Even in those early years, PPSD schools were identified as requiring corrective action under NCLB. 111 For example, in or around 2005, six PPSD middle schools and two PPSD high schools were designated as in need of corrective action under NCLB. Evaluations performed at or around this time revealed that for all grades "large numbers of Providence students continue to lack reading schools essential to success in school." Furthermore, a survey of Providence Middle School teachers in 2007 revealed that 75% of those teachers believed that: (1) less than half of their middle school students were "proficient readers"; (2) less than half of their students "give complete answers when responding to questions in writing"; and (3) less than half of their students "read aloud fluently and with expression." To address these types of issues, RIDE contracted with the Education Development Center ("EDC") in the Spring of 2005 to provide a

Turnaround Facilitator to work in each school. During the 2005-2006 and 2006-2007 school years, the turnaround facilitator worked with each school to address four broad areas: "leadership development, data analysis and use, teacher development, and creating structures and supports to enhance professional collaboration." In the third year of this project, the focus of the project turned to working with the district staff to address school improvement. 115

Over time, RIDE's support has been more progressive. And, since 2010, RIDE has supported and taken varying levels of control over PPSD's selection of district and school-based intervention strategies. 116

(a) RIDE's Identification of the First Cohort of PPSD Schools Needing Improvement.

In accordance with NCLB, in the fall of 2010, RIDE applied accountability metrics and identified a cohort of five schools as persistently lowest achieving ("PLA"). Of these five schools, four were within PPSD: two elementary schools (Lillian Feinstein and the Sgt. Cornel Young, Jr. & Charlotte Woods Elementary at The B. Jae Clanton Complex), one middle school (Roger Williams), and one high school (Juanita Sanchez Complex). Under RIDE regulations titled Protocol for Interventions: Persistently Lowest-Achieving Schools, these schools were required to select one of four federally defined turnaround models. Initially, each of the schools chose the "Restart" model of turnaround and the Providence Teachers Union AFT Local #958 (the "PTU") and PPSD came together to design United Providence! (UP!), a new nonprofit education management organization ("EMO") to support the first cohort of schools under the restart model. The schools submitted school reform plans consistent with the "Restart" model. When it became clear that UP! was not yet in a position to take over the day-to-day management of schools, the four Providence schools in the first cohort decided to pursue the "Transformation" model of turnaround instead. In the 2010-11 school year, RIDE reviewed and provided

feedback on the reform plans submitted for these schools and, in January 2011, the schools in the first cohort submitted revised school plans incorporating the feedback they had received from RIDE.¹²³ RIDE approved those plans and thereafter facilitated a monitoring and compliance process through school improvement grant (SIG) awards.¹²⁴

(b) RIDE's Identification of the Second Cohort of PPSD Schools Needing Improvement.

Subsequently, in 2011, RIDE identified a second cohort of eight additional schools needing school improvement. Of those, five were PPSD schools: two elementary schools (Carl G. Lauro Elementary School and Pleasant View Elementary School), one middle school (Gilbert Stuart Middle School), and two high schools (Dr. Jorge Alvarez High School and Mt. Pleasant High School). Those five schools, coupled with the four PPSD schools that were identified in the first cohort and that remained identified for school improvement, represented nearly a quarter of PPSD's schools.

At that time, PPSD recognized that its need extended beyond improving the nine schools that had been identified as persistently lowest achieving and reached to systemic district-wide matters. PPSD acknowledged that "[i]n order to first target [its] PLA schools and ultimately produce district-wide improvements, [PPSD] must rethink the structure, staffing, and operations of our schools and the district central office," and reaffirmed its commitment "both at the district and school levels, to producing significant and rapid improvements that are in the best interest of [its] students."¹²⁸

As with the first cohort, pursuant to RIDE regulations, the second cohort was required to select one of four federally defined turnaround models.¹²⁹ At that time, the PTU and PPSD reengaged in conversations about the establishment of a joint labor management EMO to manage the turnaround process for the second cohort of Providence schools identified for school

improvement.¹³⁰ Ultimately, one Providence elementary school (Pleasant View Elementary) and one Providence high school (Mt. Pleasant High School) chose the "Transformation" model of turnaround.¹³¹ The remaining elementary, middle, and high schools in Providence chose the "Restart" model.¹³² RIDE approved PPSD's chosen reform models and, at the same time, established a series of critical planning and performance benchmarks.¹³³ Those benchmarks required PPSD and its core partners to maintain clear, documented progress during a 120 day planning period.¹³⁴ RIDE cautioned PPSD that failure to meet those benchmarks would affect RIDE's ability to approve PPSD's school-intervention models.¹³⁵

To effectuate the "Restart" model in those schools choosing that option, PPSD selected UP! to serve as a lead partner for those schools in the second cohort that chose the "Restart" model. ¹³⁶ In 2011-12 the schools in the second cohort joined the monitoring and compliance routines of their preceding cohort.

(c) RIDE's Identification of the Third Cohort of PPSD Schools Needing Improvement.

While PPSD's execution of the school improvement reform models and RIDE's monitoring was ongoing, RIDE began working with local education agencies, including PPSD, on two complementary federal initiatives, namely Race to the Top ("RTTT")¹³⁷ and an ESEA Flexibility Waiver which significantly and progressively reshaped the mechanisms of accountability and the process of transformation.¹³⁸

Beginning in 2012, RIDE developed an accountability system with six levels and based on a composite index score (CIS) derived from seven outcome-based metrics such as absolute proficiency, performance gaps, student growth, and graduation rates. Schools identified for intervention would no longer be designated as PLA but rather would fall into one of two categories: Focus schools or Priority schools. Focus schools were those with the lowest points in the state

(excluding Priority schools) for proficiency or gap-closing, regardless of their index score.¹⁴¹ Priority schools were those with the lowest Composite Index Scores in the state.¹⁴²

Applying this accountability metric, in the spring of 2012 RIDE reclassified the 13 schools that were previously identified as PLA (nine of which were PPSD schools) to Priority¹⁴³ and identified a third cohort of schools in need of school improvement. The third cohort included five new Priority schools (three of which were within PPSD - Gov. Christopher DelSesto Middle School, Mary E. Fogarty Elementary School and Robert L. Bailey IV Elementary School) and 10 Focus schools (eight of which were PPSD schools – Central High School, Frank D. Spaziano Elementary, George J. West Elementary, Harry Kizirian Elementary, Hope Educational Complex, Nathan Bishop Middle School, Providence Career and Technical Academy and Esek Hopkins Middle School). 144 Thus, by the spring of 2012, RIDE had identified a total of 18 Priority schools statewide (12 of which were PPSD schools) and 10 Focus schools (eight of which were PPSD schools). 145 Thus, a total of 20 PPSD schools – more than half of the district's schools – were identified as needing school improvement. 146 These schools utilized a School Improvement Diagnostic Tool provided by RIDE (described *infra*) to engage in a rigorous diagnostic exercise, looking at large amounts of education data to identify areas of need. 147 Using that information, schools selected from a menu of researched-based turnaround interventions, according to their particular diagnoses. 148 Priority schools chose six interventions and Focus schools selected four from the menu. 149 In addition to the chosen interventions, all schools statewide participated in three "core intervention strategies," which were 1) school-wide transition to the Common Core, 2) full implementation of a RIDE-approved educator and administrator evaluation system, and 3) use of a comprehensive data system designed to support daily instructional and school-level decision making. 150

Each of the schools in the third cohort submitted school improvement plans, which were reviewed by a RIDE team consisting of members of the Office of Transformation and Charter Schools and the Office of Student, Community, and Academic Supports. RIDE's objective in conducting the review was to ensure that the school reform plans put the schools and district in a strong position for implementation, progress monitoring and reporting. The RIDE team determined that the school reform plans addressed the full intent of the interventions and included plans for self-monitoring the interventions' success. During the review process, the RIDE team identified several areas where PPSD schools in the third cohort may need technical assistance around progress monitoring and a number of supports that RIDE could offer to align with the school reform plans. Those supports included the Data Use Professional Development Series, the Summer Institute through the Academy of Transformative Leadership and the Multi-Tiered System of Support. RIDE approved each of the school reform models and the third cohort of schools joined the monitoring and compliance routines of the preceding cohorts.

(d) RIDE's Identification of the Fourth Cohort of PPSD Schools Needing Improvement.

After the conclusion of the 2012-13 school year, RIDE re-designated three schools previously identified as Focus schools to Priority status (two of which were PPSD schools – Central High School and Hope Educational Complex). In addition, RIDE identified four new Focus schools, two of which were in PPSD (Asa Messer Elementary School and Alan Shawn Feinstein Elementary School). As a result, there were then 21 Priority schools statewide (14 of which were PPSD schools) and 11 Focus schools statewide (8 of which were PPSD schools). Thus, 22 PPSD schools had now been identified as needing school improvement, up from 20 the year before, and 9 the year before that.

(e) RIDE's Identification of the Fifth Cohort of PPSD Schools Needing Improvement.

In the 2013-14 school year, one Priority school closed¹⁶⁰ and RIDE identified one additional school as Priority (Orlo Avenue School in East Providence),¹⁶¹ leaving the complete contingent of identified schools statewide at 31 schools (21 Priority and 11 Focus schools).¹⁶² RIDE did not identify any new schools in the 2014-15 or 2015-16 school years.¹⁶³ However, one Priority school and one Focus school exited those statuses, neither of which were PPSD schools.¹⁶⁴ Thus, by the end of the 2015-16 school year, 30 schools remained in the transformation process statewide (20 Priority and 10 Focus schools).¹⁶⁵ Of those 30 schools, nearly 75% were PPSD schools (14 Priority and 8 Focus).¹⁶⁶ Four of those 22 schools had been in transformation for five years, five had been in transformation for four years and 13 had been in transformation for three years.¹⁶⁷

During the 2015-16 school year, about 3 in 4 Rhode Island students in a transformation school were enrolled at a school in PPSD.¹⁶⁸ In total, approximately 14,700 PPSD students – more than 60 percent of all PPSD students – attended a transformation school that school year.¹⁶⁹ Despite their name, the transformation schools had not been transformed. By August 2016, it was determined that a majority of transformation schools had no significant differences in the percentage of students meeting or exceeding expectations in both English Language Arts and Math, when comparing 2015 to 2016 Partnership for Assessment of Readiness for College and Careers ("PARCC") results.¹⁷⁰ RIDE further determined that transformation efforts had not yielded meaningful improvements to overcome historical track records of low academic performance within PPSD.¹⁷¹

(f) RIDE's Identification of the Sixth Cohort of PPSD Schools Needing Improvement.

In 2018, Rhode Island updated its system of school accountability consistent with ESSA.¹⁷² Under ESSA, only the bottom 5 percent of schools in the state are identified as "Comprehensive Schools and Improvement" ("CSI") schools.¹⁷³ These schools receive increased levels of support and intervention from the state. Rhode Island now assigns a Star Rating to every public school. Ranging from 1 to 5 stars, the Star Rating simplifies and summarizes overall school performance, providing an easy-to-understand snapshot for parents and communities. Presently 13 of the 41 PPSD schools are identified as CSI schools.¹⁷⁴ In addition 71% of PPSD schools are among the lowest 5% of all schools in Rhode Island, have subgroups among the lowest 5%, or have subgroups at a one-star level.¹⁷⁵

Addendum B provides a chart setting forth those schools that have been identified for school improvement statewide since the 2009-2010 school year. PPSD schools are highlighted in yellow.

(g) RIDE's Support of District and School Intervention in Schools Identified as Needing Improvement.

In addition to using accountability metrics to identify schools needing school improvement as demonstrated in Sections (a)-(f) above, since schools were first identified as needing improvement in the fall of 2010, RIDE has consistently provided support to districts and schools with respect to the selection of intervention strategies and the allocation of school improvement funds to carry out those plans.

RIDE's Support, Review and Approval of School Improvement Plans: Under NCLB and ESEA Flexibility Waivers, once a district provided RIDE with its chosen intervention model and its rationale for that selection and associated data, RIDE reviewed that information to ensure

compliance with the federal government's programmatic and fiscal requirements and, in connection with its review, conducted in-person and virtual technical assistance sessions. To the extent the district's selection, rationale and associated data was satisfactory, RIDE approved the district's chosen intervention model. The hose instances where the district's selection was not satisfactory, RIDE provided the district with feedback and required it to resubmit its chosen intervention model, rationale and associated data. In addition, under ESEA Flexibility Waivers, RIDE assisted with the development of an intervention plan for all priority schools aligned to the seven federal turnaround principles, derived from a meta-analysis of research on school and district turnaround, including specific and concrete strategies to support the needs of ELs and students with disabilities.

RIDE's Facilitated and Monitoring Meetings with PPSD: Beginning in the 2010-11 school year, ¹⁸⁰ RIDE has closely monitored PPSD schools identified for school improvement (and identified schools in other districts) by conducting quarterly facilitated and monitoring meetings. To assist PPSD (and other districts with schools identified for school improvement) to meaningfully participate in quarterly facilitated and monitoring meetings, in October 2014, RIDE developed, published and provided PPSD (and other districts) with a guide for implementing adaptive school monitoring routines to evaluate the quality of interventions titled the Facilitator's Guide to Quarterly Monitoring of School Reform Plans. ¹⁸¹ The 32-page guide was written for RIDE and district staff as a training manual and it was the core of the training materials RIDE made available to PPSD (and other districts) and delivered to PPSD co-facilitators. The Facilitator's Guide provides an overview of the entire monitoring cycle followed by step-by-step guidance for reading school Quarterly Reports, leading the Facilitated Meeting, and completing the required documentation.

In accordance with the Facilitator's Guide, each quarter, PPSD schools identified for school improvement submit data using measurement tools and self-assessments, enabling RIDE and PPSD with information to prepare for facilitated meetings. RIDE's school improvement team and PPSD representatives co-facilitate school-level discussions focusing on implementation data, root causes, barriers and next steps. Through these meetings, RIDE's school improvement technical assistance team supports the development, monitoring, and implementation of plans for school improvement.

The meetings have provided a forum to dive deeply into data to assess progress, discover root causes of failure or sluggish progress, and create action steps for improvement. A monitoring dashboard is created following these facilitated meetings. Thereafter, RIDE leadership and the district's Superintendent determine the appropriate next steps for removing barriers and resolving problems at the state and district level and school teams adjust their approaches and strategies accordingly. 187

As further evidence of RIDE's progressive support and intervention strategies, more recently, RIDE's school improvement meetings with PPSD have intensified: they meet monthly with PPSD, and those meetings have shifted away from a focus on implementation at the school level and have shifted toward how the district is functioning at a systems level. The meetings focus on the competition for and administration of School Improvement Grants, as well as ongoing maintenance efforts of school improvement efforts outside the scope of School Improvement Grants district wide. These meetings alternately focused on comprehensive meetings about all PPSD schools, School Improvement Grant schools, and forward facing ESSA transition preparations. These meetings also focus on the fiscal health of the district and on the upcoming

school year through the assembly of CABs, the creation of improvement plans and on applications for funding.¹⁹¹

RIDE's Development of a School Improvement Diagnostic Tool: Beginning in the 201112 school year, under ESEA Flexibility Waivers, RIDE also supported those PPSD schools that were newly identified for school improvement in their efforts to identify an appropriate school improvement plan by developing and providing them with a School Improvement Diagnostic Tool, a robust screening tool for the purposes of diagnosing the school's improvement, curriculum, assessment, instruction, and engagement efforts. ¹⁹² The School Improvement Diagnostic Tool was aligned to a matrix of 32 interventions, with specific measurable components pointing to appropriate intervention strategies, such that each school could determine where it was struggling or excelling in a certain capacity or function. ¹⁹³ In the 2018-19 school year, under ESSA, RIDE updated the screening tool offered to districts and created the Rhode Island Model Comprehensive Needs Assessment, for adaptation by PPSD and other districts with schools identified for school improvement. ¹⁹⁴ The Rhode Island Model Comprehensive Needs Assessment is discussed more fully herein.

RIDE's Support of District-Wide Intervention Strategies. In addition to its support of intervention strategies for schools identified for school improvement, under ESEA Flexibility Waivers from 2012-2016, RIDE supported PPSD with three district-wide interventions. Under ESEA Flexibility Waivers, districts with identified Focus or Priority Schools were expected to adopt four to six additional interventions in each school. PPSD, however, requested, and was granted permission by RIDE, to implement three interventions district-wide. PPSD sought to implement peer assistance and review ("PAR"), an analysis of course-taking patterns to substantially improve student scheduling and access to core content, and increased common

planning time ("CPT"), as well as a system for CPT's effective utilization.¹⁹⁶ PPSD's attempt to implement these interventions yielded significant concerns, among them, PPSD's failure to timely provide reports to RIDE:

- PAR: In 2012, the district adopted a PAR support structure for struggling teachers to improve their performance with the assistance of a peer teacher-observer and mentor. In an impact analysis conducted internally, PPSD determined that PPSD overwhelmingly rated each other as effective or highly effective, and that there were too few teachers in assessed subjects (Math and ELA) to determine whether the program had an impact.¹⁹⁷
- Course-Taking: This intervention, requiring the analysis of student course-taking patterns, produced challenges for PPSD. PPSD produced no evidence this intervention was ever fully implemented nor could the district describe how they intended to assess its effectiveness. ¹⁹⁸ It was found that the schools were sometimes forced to put students in an inappropriate placement because the schools' intervention classes were at capacity. ¹⁹⁹
- CPT: The district provided no evidence that CPT was consistently applied across all schools. Despite repeated requests from RIDE, PPSD was unable to report to RIDE how CPT was being implemented at every school and how the effectiveness of the time was being ensured. RIDE identified that, based on the reports submitted and discussions during facilitated meetings, the district failed to provide clarity to schools on the amount of CPT they had, as well as how much professional development they would have, when it was scheduled, and the degree of autonomy they had in scheduling this professional development time. 201

RIDE's Support, Guidance and Technical Assistance in the School Improvement Process: Similar to RIDE's support of districts under NCLB and the Flexibility Waivers, RIDE, under ESSA, has provided districts, including PPSD, with guidance and technical assistance as they work through the school improvement process.²⁰² For example, RIDE has developed and published a Practitioners' Guide to School Improvement Planning, a 130-page publication designed to provide all stakeholders with a consolidated resource to guide the work of improving the lowest performing schools in Rhode Island.²⁰³ RIDE has also hosted webinars instructing on accountability measures²⁰⁴ and drafted a model Comprehensive School Improvement Plan.²⁰⁵

has also provided districts the resources they need to conduct a comprehensive needs assessment and root cause analysis for schools identified as needing school improvement. For example, similar to the School Improvement Diagnostic Tool provided to districts under the ESEA Flexibility Waivers, RIDE has assisted districts with selecting a comprehensive needs assessment by developing a Rhode Island Model Comprehensive Needs Assessment, which it made available to districts along with samples of other comprehensive needs assessments. RIDE also published guidance to assist districts in conducting a comprehensive needs assessment and root cause analysis. In addition, RIDE has provided districts with technical assistance, including an in-person training session and webinars to guide districts in conducting a comprehensive needs assessment and root cause analysis.

RIDE's Support of Evidence-Based School Improvement Plans and Applications for and Use of School Improvement Funds: Since the inception of the ESEA, RIDE has supported districts in their efforts to define best practices for the development of school improvement plans and, correspondingly, the use of school improvement funds to carry out those plans.²¹¹ Originally,

under ESEA, interventions were required to be grounded in research.²¹² Under NCLB, interventions were to be supported by scientifically-based research.²¹³ Similarly, under ESSA interventions are to be supported on the basis of evidence and, specifically, four tiers of evidence-based support.²¹⁴ Thus, much like the support RIDE provided to districts under NCLB and the ESEA Flexibility Waivers related to the development of a school reform plan supported by scientifically-based research, under ESSA, RIDE has also supported districts with the creation of a school improvement plan tied to four tiers of evidence-based support.²¹⁵ For example, RIDE has provided guidance to districts on how to utilize evidence-based strategies and has provided examples of evidence-based strategies.²¹⁶ RIDE has also published guidance on developing a comprehensive school improvement plan.²¹⁷

Relatedly, RIDE has supported districts apply for funding for schools identified for school improvement. RIDE has provided districts with technical assistance, including an in-person training program, ²¹⁸ written guidance, ²¹⁹ and webinars ²²⁰ related to applications for school improvement funding.

RIDE's Support of Community Advisory Boards: In furtherance of RIDE's progressive support and intervention in schools identified for school improvement, Rhode Island's ESSA plan imposes a new obligation on districts with identified schools. For the first time, districts are required to convene community advisory boards ("CABs") for meaningful, sustained participation in school improvement efforts.²²¹ In furtherance of this requirement, RIDE has provided PPSD (and other districts) with a suite of interventions related to CABs and has supported implementation by conducting a one-day convening for school improvement teams, including CABs.²²² The convening provided guidance to districts on assembling CABs and included a workshop for districts to plan for assembling, developing and supporting their CABs.²²³ More

recently, RIDE has conducted several CAB specific meetings,²²⁴ including a July 18, 2019 CAB-wide meeting for PPSD,²²⁵ and has provided districts with training webinars.²²⁶

Council on Elementary and Secondary Education Meetings Regarding PPSD School Improvement: As further evidence of RIDE's progressive support and intervention strategies, in 2018, after reviewing PPSD's strategic plan, the Council on Elementary and Secondary Education invited the leadership of PPSD to its regularly scheduled meetings to participate in an ongoing conversation regarding PPSD's performance against its district strategic plan. This invitation was an unprecedented deviation from the Council's usual practice and supplemented RIDE's regular monthly meetings with PPSD.

Initially, RIDE provided PPSD with a proposed calendar of Council meetings running from July 2018 through March/April 2019 and recommended topics for discussion, along with recommended materials, dates for meetings to prepare, and recommended attendees at preparation meetings.²²⁸ PPSD responded with its own recommended schedule, topics and suggested attendees.²²⁹

At the first of those meetings, the then RIDE Commissioner recommended that the Council engage with PPSD on the following six key measures: (1) graduation rates; (2) third-grade literacy; (3) staffing and talent management; (4) English language proficiency; (5) teaching and learning and (6) procurement.²³⁰ At the second meeting, PPSD's Chief Academic Officer reviewed the district's strategic plan's goals and theory of action. In addition, the Council reviewed and received briefings on the six key measures identified at the first meeting.²³¹ At a subsequent meeting, the Council received briefing on PPSD grade K-3 literacy, special education screenings, challenges as a result of having only one day of professional development and challenges related to the procurement of curriculum.²³² During these meetings, the then RIDE

Commissioner voiced that while the Council has been understandably frustrated for many years over the lack of progress in PPSD, nothing has been done about teachers having to teach their students with low-quality instructional materials.²³³ He further observed that there needed to be a strategy for the district to invest in more time in ongoing professional learning, in addition to the one day of professional development in the Providence Teachers Union's Collective Bargaining Agreement.²³⁴ PPSD's Chief Academic Officer explained that while part of the challenge is finance-related as some schools cannot purchase the whole suite of curriculum for the whole school at one time, additional challenges arise from leadership changes and policies that may not provide the supports the teachers need.²³⁵ At another meeting, the Council received briefing on PPSD's efforts toward empowerment school plans in two schools identified for school improvement – Mount Pleasant High School and Fogarty Elementary School.²³⁶

2. Technical Assistance in Curriculum Alignment

RIDE has long provided technical assistance to PPSD in curriculum alignment.

WIDA Consortium, NECAP Consortiums and Response to Intervention Initiative:

Beginning in 2002, RIDE worked with the WIDA Consortium, 237 the NECAP Consortiums, 238 and/or the Rhode Island Response to Intervention Initiative to provide district leaders, principals, and teachers with professional development to help educators use state and local assessment data to inform decisions regarding curriculum and instruction. 239 RIDE's Office of Student, Community, and Academic Supports actively worked with PPSD (among other districts) to review and revise school reform plans in connection with Response to Intervention in 2013 and subsequent years. Available data show that PPSD's participation in the Response to Intervention Initiative was lacking: PPSD's participation in RIDE's Math Response to Intervention training was disproportionately low compared to other districts, and PPSD did not sign up for multi-year cohort trainings or specialized projects. 242

Alignment with Common Core Standards as of 2011-12: In conjunction with the execution of school reform plans, PPSD adopted Common Core and self-reported that its mathematics curriculum was aligned to the Common Core Standards for grades K, 1, and 8, as well as for Algebra 1, Algebra 2, Geometry, and Pre-Calculus.²⁴³) As for English language arts and Social Studies, PPSD reported the curriculum frameworks were aligned to Common Core Standards for grades K-12.²⁴⁴

Study of Standards Program: In order to facilitate educator understanding of the Common Core Standards in or around the 2011-12 timeframe, RIDE implemented the Study the Standards training program.²⁴⁵ This training program taught Rhode Island educators, including those in the PPSD, the process for "continuous study of the standards in their schools and provided the tools necessary to study the standards."²⁴⁶ With this training, teachers were able to integrate the standards into their instruction, as well as their assessment plan.²⁴⁷ More than 6,000 Rhode Island educators attended various Study the Standards sessions.²⁴⁸ Particularly for those educators who did not have an opportunity to participate in this program, RIDE also made materials developed during these sessions available on its website.²⁴⁹

District Network Meetings: RIDE's support and intervention related to curriculum has continued to increase over time. Since 2012, RIDE's Division of Teaching and Learning has convened regular District Network Meetings, open to all districts, including PPSD.²⁵⁰ These meetings serve as professional development to support the implementation of high-quality curriculum.²⁵¹

Kindergarten Curriculum Project. Since Fall 2016 RIDE has engaged PPSD in Boston's Kindergarten Curriculum Project.²⁵² This innovative curriculum supports children in reaching Common Core State Standards (CCSS) by taking advantage of how young children learn best.²⁵³

During the 2018-19 school year, 18 PPSD teachers across 17 classrooms participated and received training in the new curriculum.²⁵⁴ These figures will likely increase in the 2019-20 school year, with 19 PPSD teachers across 18 classrooms having already signed up to participate.²⁵⁵ For the 2018-19 and 2019-20 school years, RIDE has provided necessary resources for PPSD's participation, thereby addressing the needs of PPSD kindergarten teachers and in turn serving PPSD kindergarten students by providing them with a proven first rate curriculum.²⁵⁶ To ensure implementation of the curriculum in participating PPSD classrooms for the 2018-19 and 2019-2020 school years, RIDE has awarded a grant to PPSD totaling \$256,232.²⁵⁷

RIDE Curriculum Survey: In 2018, RIDE conducted a statewide curriculum survey of district/LEA K-8 reading and mathematics curriculum and designated them as either red, yellow, or green in terms of quality, or not yet rated or locally developed.²⁵⁸ Fifty-Two districts/LEAs responded.²⁵⁹ In connection with its curriculum survey, in the 2018-2019 school year, RIDE developed a presentation that explains the curriculum survey process and the importance of selecting high-quality curriculum materials and professional learning and made it available to PPSD (and other districts).²⁶⁰

EdReports: Beginning in the 2018-2019 school year, RIDE has provided support from EdReports, an independent nonprofit designed to improve K-12 education that provides free reviews of K-12 instructional materials based on alignment to college and career-ready standards. EdReports conducted research into the use commonly used rubrics, observed review processes and trainings, gathered input from more than 500 educators on criteria and rubrics, and convened an Anchor Educator Working Group (AEWG) of expert practitioners to inform the creation of their review tools. Although PPSD participated, its attendance was disproportionately low relative to other Rhode Island school districts.

RIDE has also pursued initiatives to improve access to college and career coursework for students in PPSD.

Career and Technical Education. RIDE affords students the opportunity to engage in work-based learning experiences and extracurricular activities that provide for individual advancement and acceleration.²⁶³ As of July 1, 2019, PPSD schools are able to provide 18 different CTE programs to students who (1) are interested in entering the workforce or preparing for careers; and (2) wish to take advantage of post-secondary education or training.²⁶⁴

Advanced Coursework Network: In 2016-17, RIDE launched the Advanced Coursework Network, designed to enable secondary students to enroll in high value academic and career-focused courses while still remaining enrolled in their school. Since the advent of the program, more than \$1 Million in state funding has directly supported expanding access to advanced coursework opportunities in PPSD.²⁶⁵ ACN offers to students courses in a variety of subject matters, including: (1) STEM; (2) Business and Industry; (3) Humanities and World Languages; (4) Public Service and Education; and (5) Visual and Performing Arts.²⁶⁶ Course providers include, *inter alia*, institutions of higher learning as well as community based organizations.²⁶⁷ The Providence After School Alliance ("PASA") – whose mission is to provide learning opportunities for Providence's youth²⁶⁸—has served as a course provider since the advent of the ACN. Since the advent of ACN, RIDE has provided over \$500,000 in funding to PASA in this capacity.²⁶⁹

3. Technical Assistance in Student Assessment

Since the passage of the Crowley Act, RIDE has consistently supported PPSD (and other districts) in their use of assessment data to drive school improvement. From at least 1997 on, RIDE has maintained an office devoted to assessment.²⁷⁰ Since the 1997-98 school year, RIDE has maintained InfoWorks, which since the implementation of NCLB, has included assessment

data, teacher-quality information, disaggregation, and survey data on students, teachers, parents and administrators, all useful for school and district improvement efforts.²⁷¹ From then until now, RIDE's statewide student data systems and its well-developed data on public education have provided PPSD (and other districts and schools) with clear and transparent information on important school indicators of academic performance.²⁷²

Particularly relevant to PPSD are RIDE's consistent efforts to drive statewide administrations of student assessments across elementary and secondary grades. These assessments allow school personnel and members of the public to analyze their student's and school's progress and understand whether classroom instruction is lining up with what students need to know. Results also provide teachers with information they need to improve teaching and learning.

From 2002 on, RIDE was a member of the New England Common Assessment Program consortium, a.k.a. the NECAP consortium.²⁷³ The NECAP consortium was one of the first multistate coalitions dedicated to developing "common priority academic content standards."²⁷⁴ Rhode Island's membership in the NECAP consortium allowed districts to compare academic outcomes not only against other Rhode Island districts, but against other similarly situated districts in New England that may be more similarly situated. Historical results from the NECAP administrations back to 2005 remain available on RIDE's website.²⁷⁵

By 2015, RIDE provided similar student assessment data through the newer Partnership for Assessment of Readiness for College and Careers (PARCC) assessments.²⁷⁶ PARCC was a group of states working together to develop high-quality assessments that give teachers, students and parents information they can use to improve instruction and meet the needs of individual students.²⁷⁷

2018 was the first year of the new Rhode Island Comprehensive Assessment System (RICAS) in grade 3-8 in English Language Arts and mathematics.²⁷⁸ Like its predecessors, RICAS is a high-quality assessment that fulfills federal requirements for annual assessments in English Language Arts (ELA) and mathematics, and it gives school personnel and the public important information about student outcomes and how to improve teaching, reading, and learning.²⁷⁹

In addition to statewide, comprehensive assessments in ELA and Mathematics, RIDE has also provided and continues to provide assessments for sub-groups particularly relevant to PPSD.²⁸⁰ Beginning in 2007, RIDE began working with the WIDA Consortium to provide EL assessments.²⁸¹ It does so still today.²⁸²

4. Technical Assistance in Instruction

RIDE has consistently supported PPSD (and other districts) with respect to student instruction. Those efforts have included:

During the ESEA Flexibility Waiver period from 2012-2016, RIDE required all schools in the state, including *all* schools in PPSD, to participate in RIDE-sponsored core school improvement strategies, which focused on improving instruction and ensuring conformity with the State's Common Core State Standards (CCSS).²⁸³ Specifically, RIDE administered three core improvement strategies, which it required every Rhode Island school to implement. Schools identified as priority or focus schools received additional performance monitoring to ensure that the core improvement strategies were being implemented.²⁸⁴

Core Improvement Strategy One required full staff participation in training to support schoolwide transitions to the CCSS.²⁸⁵ This strategy identified and implemented aggressive schedules for transitioning all schools to the Common Core State Standards, and provided statewide study of the standards.²⁸⁶ The transition process further required the development or

adoption of CCSS-aligned curriculum, and required schools to scale CCSS exposure activities to every teacher in the building by the 2012-2013 academic year.²⁸⁷

Core Improvement Strategy Two required full staff participation in Rhode Island's educator and administrator evaluation system.²⁸⁸ The evaluation system provided rigorous and thorough evaluations of every teacher in Rhode Island, and utilized student growth data of a teacher's current students and the students they taught in the previous year to further inform teacher performance.²⁸⁹

Core Improvement Strategy Three ensured the implementation and utilization of a comprehensive data system that informed daily instruction and school planning.²⁹⁰ This data system would then provide the following tools to Rhode Island schools: an instructional management system that provided an array of CCSS-aligned assessment and instructional tools; curriculum and lesson planning development and sharing tools for teachers; student growth visualization tools that enabled teachers to view and track student progress; comprehensive classroom-based RTI tools that enabled highly granular tracking of interventions and student response to intervention, including specialized modules for English Learners and students with disabilities; and early warning systems that identified students manifesting early signs of dropout beginning in the 6th grade.²⁹¹

(a) RIDE's Support of Teachers and School Leaders to Improve Student Instruction.

Through numerous initiatives, RIDE has provided resources and support for PPSD teachers and school leaders in an effort to improve student instruction. These initiatives have grown in size and scope in recent years and have included:

RI Beginning Teacher Induction Program:²⁹² In the 2011-2012 school year, RIDE implemented and monitored a systematic approach to providing first- and second-year teachers

with instructionally focused, data-driven coaching led by the New Teacher Center.²⁹³ The New Teacher Center partners with states, school districts and policy makers to design and implement systems that create, sustainable, high-quality mentoring and professional development, build local leadership capacity, work to enhance teaching conditions and improvement retention.²⁹⁴

The program's mission was to "develop beginning teachers by providing immediate, sustained, differentiated support that is instructionally focused and data driven." The program focused that support "on student success with the aim of all RI students receiving a high quality and equitable education." From 2011-14, every new teacher in the state was matched with an induction coach who provided intensive, one-on-one, job-embedded support. Induction coaches observed each new teacher, offered assistance in implementing effective learning strategies, and provided coaching on how to review student assessment data. New teachers also received ongoing targeted professional development.

The Academy for Transformative Leadership (ATL): From 2013-15, RIDE invested \$5,700,851 in RTTT funds to launch an Academy for Transformative Leadership designed to create a comprehensive, empirically-proven service center within RIDE to improve instructional outcomes in schools identified for school improvement. The ATL focused on efforts to develop effective school-leadership teams of teachers and principals who will implement best practices in schools throughout the state. Key support services delivered through the ATL included:

• Aspiring Turnaround Leaders Program: The ATL's flagship program, a year-long residency program that provided intensive training to develop cohorts of new and existing principals for schools identified for school improvement.³⁰² The program created a pipeline of highly trained school leaders prepared to work in turnaround environments. Between 2013 and 2015, six PPSD administrators participated in

- the Aspiring Turnaround Leaders Programs (three as turnaround leaders, one as coachee and two as mentors);³⁰³
- *Summer Intensive*: A multi-week summer institute that simulated leadership of a Priority school.³⁰⁴ In 2013, nine individuals from PPSD attended the institute (six teachers and three principals). In 2014, ten individuals from PPSD attended the institute (seven teachers, two principals and a library media specialist).³⁰⁵
- *Additional Professional Development Modules*: Modules that offer targeted professional development of various lengths and on various topics, made available to teachers in all districts, including PPSD.³⁰⁶ In the 2014-15 school year, 11 professionals from PPSD received these benefits and in the 2013-14 school year, 17 professionals from PPSD received these benefits.³⁰⁷
- Technical Assistance for LEAs Supporting for Students with Disabilities and ELs: Partnership with the Regional Education Laboratory Northeast & Islands.³⁰⁸ From at least 2008 and into 2015, RIDE worked with the New England Equity Assistance Center, a program of the Education Alliance at Brown University that provides districts and schools with technical assistance to identify and address overand under-representation of subgroups in gifted programs, special education programs, high- and low-level courses, extracurricular activities, disciplinary actions, and dropout statistics.³⁰⁹ The New England Equity Assistance Center has also assisted with EL programs.³¹⁰

Leadership Mini-Grants:³¹¹ Funded by the Rhode Island Foundation and awarded by RIDE in the 2016-17 and 2017-18 school years, these grants provided support for the development and growth of education leaders to improve instruction.³¹² PPSD applied for and received a grant

in 2016-2017: The Gilbert Stuart Middle School was awarded a mini-grant to build the capacity of teacher leaders in the area of personalization.³¹³

(b) RIDE Supports to Improve Instruction of English-Language Learners.

With increased emphasis in recent years, RIDE has also provided a number of technical assistance opportunities supporting the instruction of ELs. LEP students constitute 29% of PPSD student population.³¹⁴ PPSD has 51% of the state's total population of LEP students.³¹⁵ RIDE's support to ELs has included:

Professional Development Opportunities Related to Instructing English-Language Learners: RIDE became a member of the WIDA Consortium in 2006.³¹⁶ Since that time, RIDE has worked with the WIDA Consortium to provide districts with EL assessments and, after Common Core was implemented, to offer professional development opportunities to ensure alignment of the English Language Proficiency (ELP) Standards and the Common Core.³¹⁷ However, RIDE's records of attendance data show that few PPSD educators attended:

Name	Begin Date	End Date	# of PPSD educators participating
WIDA Collaborative/Co-			29 registered,
teaching Professional			attendance not available
Development	02/05/2010	02/05/2010	
			9 registered,
ELD Standards in Action	3/20/2015	3/20/2015	8 attended
Formative Language			2 registered,
Assessment	5/8/2015	5/8/2015	1 attended
			6 registered,
ACCESS for ELLs 2.0	11/23/2015	11/23/2015	5 attended
			0 registered,
ACCESS for ELLs 2.0	12/4/2015	12/4/2015	0 attended
			0 registered,
Differentiation	10/18/2016	10/18/2016	0 attended
			0 registered,
Engaging ELLs in Science	4/4/2017	4/5/2017	0 attended
			1 registered,
Long Term ELs	5/10/2017	5/10/2017	1 attended

			0 registered,
Collaboration	10/24/2017	10/25/2017	0 attended
			3 registered,
Scaffolding for Learning	12/6/2017	12/7/2017	2 attended both days
Leading Schools for			2 registered,
Language Learner			1 attended both days
Achievement	10/2/2018	10/3/2018	
Purposeful Lesson Planning			1 registered,
for Language Learners	12/11/2018	12/12/2018	1 attended half training
Formative Language			3 registered,
Assessment	3/5/2019	3/6/2019	0 attended

Next Generation of WIDA English Language Proficiency Standards: Also since 2007, RIDE has partnered with the Center for Applied Linguistics, the Wisconsin Center for Education Research, and representatives from various institutions of higher education in the initial development of the next generation of WIDA English Language Proficiency Standards (ELPS).³¹⁸ Over the course of a school year, RIDE provides multiple trainings (workshops, presentations, etc.) to provide training and resources to teachers responsible for instructing EL students to help educators meet the academic and language needs of ELs at all proficiency levels.³¹⁹

(c) RIDE Supports to Improve Instruction of Special Education Students.

RIDE has also supported districts with the resolution of complaints related to special education students to ensure the provision of the required instruction per the students' Individual Education Plans.³²⁰ One of the dispute resolution resources that RIDE has provided to PPSD and its schools is the special education complaint process.³²¹ The special education complaint process permits individuals or organizations to file a formal written complaint with RIDE if they believe a school department or other educational agency has violated a requirement of the Rhode Island Board of Regents for Elementary and Secondary Education Regulations Governing the Education of Children with Disabilities or a provision of IDEA.³²² Upon receipt of any special education complaint, the RIDE Office of Student, Community, and Academic Supports will carry out an

investigation to determine whether the school department or educational agency is in compliance with special education laws and regulations.³²³ After completing its investigation, RIDE will issue a written decision to the family and school department or public education agency that addresses the allegations in the complaint, indicates findings of fact and conclusions, and issues a decision concerning the underlying allegations.³²⁴

In the event that RIDE finds that the school department or public education agency failed to comply with the applicable special education laws or regulations, RIDE will identify the appropriate corrective action that the school department or public education agency must take in order to address the needs of the student and ensure the appropriate future provision of services for students with disabilities.³²⁵ RIDE received six special education complaints for PPSD from 2014 through 2017, four of which resulted in a finding of noncompliance.³²⁶

5. Technical Assistance in Family and Community Involvement

Since the passage of the Crowley Act, RIDE has also supported PPSD by providing technical assistance in family and community involvement, including the following:

SurveyWorks: Since 1998, RIDE has conducted a survey of students, teachers and parents with an instrument initially called the SALT Survey, and later (and now) called SurveyWorks.³²⁷ The survey asks members of school communities their opinions and perceptions regarding a broad range of school culture-and-climate issues. The goal is to provide meaningful data that can help schools improve. This data is disaggregated by districts and schools and is annually provided to PPSD.³²⁸

Communications Plan for Families: Under each of the federal frameworks – NCLB, ESEA Flexibility Waivers and ESSA – RIDE has consistently required PPSD (and other districts) to develop plans for communicating with families and RIDE has supported those efforts by, among other things, review and approval of those plans.

Under NCLB, RIDE required, reviewed and approved for each school identified for school improvement the creation of a communications plan for families and community members. 329 The nine PPSD schools identified in the first and second cohorts all submitted school reform plans to RIDE for approval, which included detailed communications plans for families and community members.³³⁰ These communication plans included, *inter alia*, the distribution of school news by conventional means (e.g., monthly newsletters and other mail correspondences), as well as through online platforms (e.g., mobile applications that integrate the school's website, social media, and mass notifications).³³¹ These plans also set forth methods in which family members could correspond directly with teachers, including, inter alia, an online messaging system, direct mail, and in person conferences.³³² Additionally, the communication plans encouraged family and community member participation through school events for parents throughout the academic term (e.g., open houses, report card nights) as well as regularly scheduled PTA and PTO meetings.³³³ These plans expressly facilitated communications in both Spanish and English, with the schools distributing news, exchanging messages, and hosting meetings in both languages.³³⁴ PPSD held stakeholder feedback meetings and planning sessions for the schools identified in the second cohort, bringing together parents, school staff and other community partners to discuss strategies to reform those schools.335 PPSD also issued quarterly newsletters and created a website to distribute information related to ongoing reform work in the Cohort 2 schools. 336 In addition, PPSD established quarterly-meeting advisory councils comprised of key stakeholder groups in order to serve as ambassadors to the local community and help advance strategic reforms.³³⁷ As part of their commitments to developing communications plans with families, the Cohort 2 schools, among other things, took the following actions: (i) partnered with community based organizations to create PTOs where none previously existed³³⁸; (ii) partnered with nonprofit education

management organizations to hire a community engagement manager and build stakeholder engagement systems³³⁹; (iii) worked with advocacy organizations to support communication for families with at-risk children³⁴⁰; (iv) sponsored evening activities sessions for parents, tied to reinforcement of curricula and classroom instruction³⁴¹; (v) maintained news bulletins and electronic phone messaging systems to improve home/school communication³⁴²; (vi) hired a resource police officer to enhance close contact and positive relationships with students and parents³⁴³; (vii) worked with volunteer organizations to increase community engagement and involvement³⁴⁴; (viii) engaged community partners to provide mental health, physical wellness, intervention and post-graduation readiness services to students and families³⁴⁵; and (ix) established community outreach coordination committees.³⁴⁶

Under ESEA Flexibility Waivers, RIDE required and continued supporting PPSD in implementing family and community communication systems; engaging families and the community in promoting positive student achievement and behavior; and providing adult and alternative learning opportunities integrated with community needs.³⁴⁷

In keeping with the objective of communicating with families and community members, RIDE's state ESSA Plan now requires all schools in PPSD (and other districts) identified as in need of comprehensive support and improvement to assemble a CAB.³⁴⁸ CABs are described more fully in Section D(I)1 *supra*. While RIDE had advised that all districts have a CAB for each school, PPSD chose to have three CABs, one for elementary, one for middle and one for high schools.³⁴⁹ Each of PPSD's CABs has between 15-23 members and includes current students, alumni, parents and guardians, and other community members.³⁵⁰ PPSD's CABs are representative of the communities served by each identified school.³⁵¹ Although CABs serve multiple schools, each CAB has sub-committees of approximately 4-6 members who represent

individual schools. Sub-committees complete each aspect of the school improvement process and approve plans for the schools they represent.³⁵² Through the CAB, community stakeholders possess a dedicated advisory "seat at the table" in which they can provide feedback and support to the LEA on both the initial development and ongoing progress of the LEA's school improvement plan. In January 2019, RIDE held a one-day convening during which it provided information and instructions related to the establishment of CABs. RIDE presently provides PPSD and other districts with policy guidance, technical assistance, launch funding and development and networking activities for CABs.³⁵³

II. Support and Intervention Strategy Two: "Policy Support." 354

RIDE has provided policy support to PPSD and other districts with schools identified for school improvement in two ways. First, RIDE has adopted and provided supportive policies and policy support specific to those districts with schools identified for school improvement.

Second, RIDE has adopted and provided supportive policies and policy support applicable to all districts and schools but that particularly aid those districts with schools identified for school improvement.

Policy Support Specific to School Improvement: Since 2002, RIDE has adopted and provided supportive policies and policy support to districts and schools as they implement their improvement plans. This policy support has adjusted over time in response to reauthorizations to the ESEA and with increased awareness of evidence-based school improvement practices, but has consistently included providing districts and schools with:

- performance goals;
- the identification of districts and schools in need of improvement;
- school intervention models and strategies supported by data; and

• a multi-faceted, outcomes driven accountability system to help drive schools toward state goals and to keep students, families and the community informed.

Each state plan responsive to implementing the three federal frameworks since 2002 is summarized in the charts at Addendum A.

Other Policy Support Aiding School Improvement Efforts: Additionally, since 2002, RIDE has published a number of additional policies to support all districts but that particularly aid those districts and schools working to implement school improvement plans, including:

The Basic Education Program: Since well before the passage of the Crowley Act, the Council has adopted a set of regulations known as the Basic Education Program ("BEP"). The BEP policies outline basic standards to support and guide districts in ensuring a high-quality education is available to all public school students. In 2009, the BEP was revised to reflect 21st century knowledge and skills. The BEP is organized to provide expectations for the statewide education system, RIDE and local school districts. The BEP provides a guiding set of standards for districts to follow across a wide array of school district practices, including in the areas of (1) curriculum, instruction and assessment; (2) safe, healthy and supportive learning environments; and (3) administration, management and accountability of the district.

For example, with respect to "Curriculum, Management, and Supports," the BEP provides:

Each LEA shall establish a comprehensive set of district-wide policies that will guide the development, alignment, and implementation of curriculum, instruction, and assessment systems to ensure that all students become proficient life-long learners. These policies shall be made public and be easily accessible to the community.

BEP standards go beyond in-classroom practices and also include standards for good district management. For example, in regard to "Efficient and Effective Finance Systems," the BEP provides:

Each LEA shall adopt and maintain a financial accounting system, in accordance with Generally Accepted Accounting Principles (GAAP), the Governmental Accounting Standards Board (GASB), and the Financial Accounting Standards Board (FASB), and with requirements prescribed by the Commissioner of Education, in which all revenue and expenditure data shall be recorded. This system shall be the basis for the periodic reporting of financial data by the LEA to the Department of Elementary and Secondary Education.

In sum, the BEP's policies and procedures set high standards for districts to ensure highquality education is available to all public school students.

2015 Equity Plan: Ensuring Equitable Access to Excellent Educators: In 2015, RIDE adopted an equity plan which detailed steps RIDE would take to support districts in ensuring that high poverty and high minority schools are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers.³⁵⁷ A result of the plan, RIDE:

- Coordinated opportunities for districts and preparation programs to build partnerships.
- Provided certification support to highest poverty districts. In response to a request
 from PPSD and in an effort to increase understanding of certification requirements,
 RIDE staff facilitated a session providing an overview of certification requirements
 and offering an express certification renewal opportunity for educators in PPSD
 among other districts
- Launched a task force focused on recruiting and retaining educators in hard-to-staff fields in conjunction with the National Governor's Association.
- Provided job-embedded coaching related to educator evaluation through the principal partnership. In 2015-16, RIDE provided job-embedded coaching to evaluators in six schools, including three of the state's highest poverty and highest

minority schools, one of which was a PPSD school. Although the sample size was small, results of surveys indicated strongly that principals felt supported by RIDE staff and that participating in the principal partnership was a valuable experience.

- Drafted an educator evaluation self-audit tool. Given the critical importance of ensuring all educators receive meaningful feedback on their practice, RIDE created an educator evaluation self-audit tool that districts can use to identify strengths and areas for improvement related to the implementation of educator evaluation.
- Developed a district talent management self-assessment tool and made it available to all districts, including PPSD. RIDE developed a Talent Management Self-Assessment Checklist for School Districts that was revised by the Equitable Access Support Network. School districts can use the tool to evaluate how effective their talent management strategies are in helping ensure equitable access to effective educators and make changes that they think are appropriate in the areas of recruitment, hiring, placement, and support.
- Helped LEAs analyze and improve teaching and learning conditions. RIDE attended working sessions on March 22, 2016 and June 2, 2016 focused on improving teaching conditions with teams from PPSD and Woonsocket School District. As part of this work, RIDE helped PPSD create a survey, which PPSD administered to teachers who were new to the district in the 2014-2015 or 2015-16 school years, related to management of student conduct and teacher leadership.³⁵⁸

Educator Quality and Certification Regulations: Since well before the Crowley Act,
RIDE has adopted regulations governing the certification of teachers. These policies support
districts in providing professional teaching standards for educators, school leaders, and required

policies and standards for prospective educators and school leaders.³⁶⁰ In December 2018 RIDE adopted revisions to certification regulations in response to feedback from districts and educators around the state.³⁶¹ Revisions included:

- increasing practical experience requirements for pre-service candidates;
- opening additional pathways into the profession for shortage areas; and
- re-establishing ongoing professional learning requirements for all educators. 362

Career and Technical Education Standards: Since at least 2012, RIDE has adopted standards for the implementation of career and technical education programs.³⁶³ These standards ensure students are provided exposure to the world of work, an opportunity to learn rigorous technical and career-based skills aligned to industry standards, and through the earning of credentials, preparation for a seamless transition to postsecondary education and training programs or careers.³⁶⁴

Virtual Learning Standards: Since July 2012, RIDE has adopted standards for virtual learning education.³⁶⁵ This establishes comprehensive and coherent policies governing virtual learning education opportunities ensuring:

- all learners in Rhode Island will have access to high-quality, rigorous and relevant online learning opportunities;
- all learners are supported in meeting academic and career goals;
- reliable access to the internet and technology tools necessary for virtual learning;
 and coordination between RIDE, higher education institutions, and other state
 agencies.³⁶⁶

Educator Evaluation Systems Standards: Since the 2012-13 school year, RIDE has adopted expectations for district-based teacher evaluation systems.³⁶⁷ These ensure district evaluation systems:

- establish a common vision of educator quality;
- identify ways in which evaluation data are used for professional development, retention, incentives, and removal for educators;
- emphasize professional practice, a teacher's impact on student learning,
 demonstration of professional responsibilities, and content knowledge for all educators; and
- integrate evaluation with district initiatives and the district's strategic plan. 368

Regulations Governing the Education of English Learners: Since at least 2009, RIDE has adopted standards governing the education of English-Language Learners, including regulations to:³⁶⁹

- ensure that ELs attain a level of proficiency in English and content knowledge
 that enable them to succeed in school, graduate, be prepared for postsecondary
 education, and become an asset to the state of Rhode Island;
- require that ELs are instructed and assessed in accordance with English Language
 Proficiency Standards if the World-Class Instructional Design and Assessment
 Consortium;
- ensure ELS meet the Common Core State Standards in all subject areas;
- ensure ELs have access to a free, appropriate public education equal to other students;

- facilitate the preservation and development of existing native language skills of ELs; and
- ensure English language proficiency in Rhode Island. 370

School Construction Regulations: Since at least 2007, RIDE has adopted School Construction regulations that set standards for districts in determining the necessity of school construction projects, establishing standards for the design and construction of school buildings, approving projects for school housing aid reimbursement, and ensuring districts have adequate asset protection plans in place to maintain facilities.³⁷¹

Regulations Governing the Education of Children with Disabilities: Since well before the Crowley Act, RIDE has adopted regulations governing the education of children with disabilities which supports special education policy and implementation within school districts.³⁷²

III. <u>Support and Intervention Strategy Three:</u> "[R]esource oversight to assess and recommend that each school has adequate resources necessary to meet performance goal."³⁷³

Since 2002, RIDE has conducted oversight of PPSD and school resources to assess the adequacy of each school's resources to meet its performance goals and to make recommendations in that regard. RIDE's efforts have included oversight of the budgeting of school improvement plans, the provision of additional resources to ensure adequacy in improvement efforts, and the provision of technology and information to offer transparency and accountability over the use of resources in schools identified for school improvement.

1. Resource Oversight

All school improvement plans submitted to RIDE (including those submitted by PPSD) have been required to include reviews of resource allocation, with particular focus on ensuring capacity to implement school improvement efforts in identified schools.³⁷⁴ Under NCLB, each

school reform model included requirements ensuring that the identified school had adequate resources to act upon their school improvement plan.³⁷⁵ For example, the Turnaround Model required the district to "[r]eplace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates."³⁷⁶ Similarly, the Transformation Model required the district to "Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates."³⁷⁷

Under ESEA Flexibility Waivers, the districts (including PPSD) were required to submit a School Reform Plan, with a completed school-based budget, to the Commissioner for review and approval. Schools identified were eligible for grants under Title 1 1003a (formula) and 1003g (competitive) grants from NCLB through ESSA. Now those two funding streams are one, simply 1003. Since October 2012 PPSD has been awarded a total of \$20.2 million through school improvement grants, of which it has spent \$17.5 million.³⁷⁸

Finally, under ESSA, RIDE has continued to provide significant resource oversight of school improvement efforts in PPSD. RIDE has begun annual reviews of local, state, and federal funding sources including Titles I, II, III, and IV funding for alignment to PPSD and/or identified school's plans for all schools identified for comprehensive or targeted support and improvement. RIDE has also utilized its financial transparency and accountability initiatives (further described below) to work with PPSD (and other districts), to look at the issue of equity across districts and to help to achieve better outcomes such as improved teacher quality, improved course curriculum, increased student achievement, and appropriate training and outreach activities. 380

2. Accountability and Transparency

Pursuant to R.I. Gen. Laws § 16-2-9.4 (the relevant portion of which was enacted in 2004), all districts must use a Uniform Chart of Accounts ("UCOA"), a method of accounting that provides transparency, uniformity, accountability, and comparability of financial information across all schools and districts.³⁸¹ Specifically, the UCOA standardized account-code structure allows every school to use the same account codes and methods for tracking revenue and expenses in their daily accounting. UCOA enables a comparable analysis of Rhode Island district and school-level revenue and expenditures, by funding source, by requiring all districts to use a uniform accounting system.

As part of its continued effort to provide PPSD and other districts with schools identified for improvement with a means of assessing whether each school has the resources necessary to meet their performance goals, in 2018, RIDE began producing focused UCOA data visualizations for a resource allocation review for each district with a significant number of schools identified for comprehensive or targeted support and improvement. These visualizations translate UCOA data into user-friendly, analytical tools that can be used by RIDE, districts, and other leaders to analyze trends across all identified comprehensive or targeted support and improvement schools, and then leverage that information to provide resource allocation recommendations to LEAs. Specifically, these tools enable RIDE and leaders to analyze how financial decision-making processes and investments align toward improving instruction and advanced learning. The visualizations include key information pertaining to resource allocation, such as funding by source and expenditure codes, student outcomes, and student demographics. RIDE has publicly launched these UCOA data visualization tools and updates them on an annual basis. The visualizations have been built in such a way that all stakeholders, including administrators, parents,

board members, legislators, and community members, can access and understand the data while still being able to download the data sets themselves for further exploration. This resource allocation review supplements the school's comprehensive needs assessment and informs the school improvement planning process and final plan, as well as the annual SEA report on school improvement.

3. Provision of Adequate Resources

RIDE has also directed a significant amount of new resources to ensure that schools identified for school improvement, including those in PPSD, have adequate resources. This has included increased state, federal and private funds.

From FY 2001 to FY 2011, PPSD received substantial funding—more than any other district—from funds for "Progressive Support and Intervention."³⁸⁷ During that period approximately \$28 million was appropriated, and of the \$21.6 million distributed to districts as aid, Providence received \$14.4 million, or just over two-thirds.³⁸⁸ PPSD also benefited from the remaining \$6.3 million that was not distributed as aid, as this was spent for RIDE support staff and RIDE contracts in order to provide services to struggling districts such as PPSD.³⁸⁹ The 2011 General Assembly eliminated this general revenue support when federal Race to the Top Funds became available.³⁹⁰ PPSD was ultimately awarded at least \$18.5 million in Race to the Top funding for the period from April 2011 to September 2014.³⁹¹ Of this \$18.5 million, \$7.5 million was specifically awarded for the purpose of School Transformation & Innovation.³⁹² PPSD also benefited from the creation of the instructional improvement, educator evaluation, and human capital systems at the state level as a result of RTTT funding, which supported a significant expansion of the school improvement technical assistance RIDE was able to provide to PPSD in the ESEA Flexibility Waivers era.

The City of Providence regularly receives more than a quarter of the state's total education aid. Since 2011, the year the state's funding formula was enacted, PPSD's allocation of state funding has increased from \$179.6 million to \$263.8 million, an increase of over 46.8%. Hover the past five years, PPSD's state appropriation has increased by \$40.7 million alone. Funding towards specific school improvement efforts have also been directed to schools identified for school improvement, with many grants going to Providence. RIDE oversees the administration of multiple school improvement grant funding programs – including Title 1 – 1003(a) School Improvement Allocation Funding and competitive Title-1 (1003g) School Improvement Grants. The allocation of these funds are designed to help support school improvement efforts at identified, low-performing schools. Since October 1, 2012, over \$20 million in school improvement grants have been awarded to PPSD.

IV. <u>Support and Intervention Strategy Four:</u> "[C]reating supportive partnerships with education institutions, business, governmental, or other appropriate nonprofit agencies." ³⁹⁸

RIDE has supported PPSD and other districts with schools identified for improvement by initiating a number of partnerships with outside entities. These include establishing supportive partnerships with PPSD and the following partners:

Principal Residency Network: Since 2009, with RIDE support, PPSD partnered with the nationally recognized Principal Residency Network (PRN), a principal preparation program of the Center for Leadership and Educational Equity.³⁹⁹ The program was initiated in 2000 as a state-approved administrator certification program featuring an intensive residency with a mentor principal and a cohort structure and has supported the training of numerous PPSD administrators.

United Providence!: In 2011-2012, RIDE provided PPSD with the flexibility to create a unique labor-management turnaround model in Providence to establish a joint management organization "United Providence!" or UP!. UP! developed reform plans for some of the city's

lowest-performing schools together.⁴⁰⁰ The partnership was supported by a \$100,000 legislative grant from the state and a grant from the Rhode Island Foundation.⁴⁰¹ *See also* § D(I)(4)(a) *supra*.

Race to the Top Supported Partnerships: Under RIDE's successful RTTT grant, PPSD benefitted from a number of school improvement partnerships with outside nonprofits and consultants. These included:

- Mass Insight: Contracting with Mass Insight to work with administrators on the design and implementation of a district partnership 'zone' strategy for transformation of the district's struggling schools.⁴⁰²
- *Teachscape*: Beginning in SY 2010-2011, PPSD contracted with Teachscape to provide School Achievement Specialist (SAS) services and to support instructional leadership and institutionalization of reform efforts. 403 This has been supplemented by support from Cambium/NAEP, which provided SAS services in three PPSD schools: Mount Pleasant, Central, and Juanita Sanchez. 404

21st Century Community Learning Center Grants: RIDE also administers 21st Century Community Learning Center funds (over \$5.5M in grants are currently deployed annually) in a way that ensures a focus on students and schools in greatest need. This has facilitated strong growth of afterschool and community programs in Providence, such as the Providence After School Alliance. Around 3,600 Providence students are served by the partnerships funded by these grants. RIDE currently has seven grants totaling just under \$2M annually that go to five community-based agencies to serve students in 14 Providence schools. The grants are:

- Boys & Girls Clubs of Providence, which serves Roger Williams Middle School and Alvarez High School;
- New Urban Arts, which serves Central and Classical high schools;

- ONE / Neighborhood Builders, which serves the William D'Abate Elementary School;
- Providence After School Alliance, which serves Bishop, DelSesto, Hopkins, and
 West Broadway middle schools, Hope High School, and the Juanita Sanchez
 Educational complex; and
- *The YMCA of Greater Providence*, which serves the Bailey, Fortes, and Lima Elementary Schools. 407

EdTechRI: In 2016, the state supported the Highlander Institute in receiving a \$1.78M grant for the expansion of Fuse RI and the EdTechRI Testbed.⁴⁰⁸ The EdTechRI Testbed trained and supported approximately 40 teachers across 12 schools in PPSD, studying the impact of math and reading software and personalized learning platforms. A key goal of the project was to help educators become more informed consumers in this digital age, giving them the tools to determine whether a particular technology product is the right fit in their classroom.

LeadRI: In 2017, RIDE partnered with the state's leading business executives to create the nonprofit coalition, Partnership for Rhode Island. The Partnership for Rhode Island launched LeadRI Partnership, a leadership development program for education administrators. RIDE worked with the Partnership for Rhode Island to provide principals, superintendents, and RIDE senior leadership with a year-long executive development program to enhance leadership skills, promote strategic thinking, and cultivate innovative school improvement strategies. Fourteen administrators in PPSD took part in the year-long program.

E. After More Than Two Decades of Support, There Has Not Been Improvement in the Education of Students in PPSD, As Determined By Objective Criteria.

After more than two decades of the foregoing support and intervention strategies, there has not been improvement in the education of students in PPSD, determined by myriad objective criteria.

1. Effect of Support and Intervention Strategies

Almost all of the schools identified as in need of improvement under NCLB and under the ESEA Flexibility Waivers are still identified as in need of improvement more than a decade later. Performance of schools just outside of identification has also remained significantly below the state average and has not shown improvement. Presently, 71% of PPSD schools are among the lowest 5% of all schools in RI, have subgroups among the lowest 5%, or have subgroups at a one-star level. In PPSD, 13 of its 41 schools are identified for Comprehensive Support and Improvement (CSI), and the number of schools identified in the bottom two school classifications has increased in recent years. Only 7 PPSD schools are currently ranked as three or more stars. The problem of low performance is not limited to a subset of the district's schools, as nearly all schools face significant performance issues. But the district has struggled to support them in making significant improvements.

While the multitude of the foregoing support and intervention strategies have had little success in PPSD and its schools (see Background, *supra* § B), engagement in RIDE's school improvement processes has produced positive outcomes in other identified districts and schools. As indicated in Addendum B, 13 schools identified for improvement in PPSD in SY 2011-12 still remain identified as needing of improvement. For details regarding the identification of district schools outside of PPSD, see Addendum B.

2. Educational outcomes of students in Providence public schools.

Across all grade levels, a full 90 percent of students are not proficient in math, and 86 percent are not proficient in English Language Arts ("ELA"). These current proficiency rates are not outliers, and they are falling, or at best not reliably improving, over time:

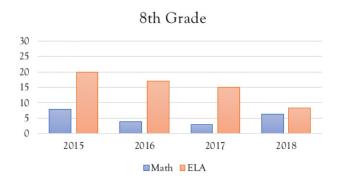


Figure 2 to the Johns Hopkins Report

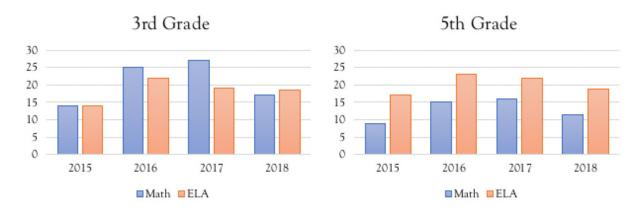


Figure 2 to the Johns Hopkins Report

While the overall proficiency rates have varied by assessment, this trend has been consistent over time, and the gap between PPSD's average test results and the state average, has remained stubbornly flat.⁴¹⁷ A similar severely low proficiency was reflected on the former NECAP and PARCC exams.⁴¹⁸ On SATs given in 2008-2016, the average PPSD student scored 231 points lower than the average Rhode Island student.⁴¹⁹ These results and trends provide no

indication that student performance is considerably improving in any subject or across any grade levels.

As demonstrated in the recent Johns Hopkins Report, a comparison with student outcomes in Newark, New Jersey and Worcester, Massachusetts shows that this abysmal result is not compelled by the demographics of Providence.

Statistics Concerning Proportions of Disadvantaged Groups in Providence, Rhode Island, Newark, and Worcester

	Providence	Newark	Worcester		
Economically	87.1%	79%	57.9%		
Disadvantaged	07.170	1970	21.770		
Limited English	27.9%	10.5%	32.8%		
Proficiency	21.970	10.576	32.070		
Special	15%	16.6%	19.4%		
Education	1370	10.076	17.470		
Black	16.6%	42.9%	16.3%		
Hispanic	64.6%	47.2%	42.9%		
White	9%	8.4%	29.6%		
Total Students	24,075	36,112	25,415		

Excerpt of Table 1 to Johns Hopkins Report

These statistics show that Newark and Worcester have similar proportions of traditionally disadvantaged students (economically disadvantaged students, Limited English Proficiency Students, special education students, and students who are members of an under-represented minority). Yet students in Providence schools scored lower than students in these comparable districts in *every subject, in every grade, and in every year* examined in the report.⁴²⁰

The gap in achievement between Providence and these comparable districts is staggering. In 2018, the proficiency rate in English Language Arts for students in Providence was under 20% for all grade levels examined in the report. It was nearly (and in some cases more than) double that in Newark and Worcester. And this metric is trending negative in Providence:

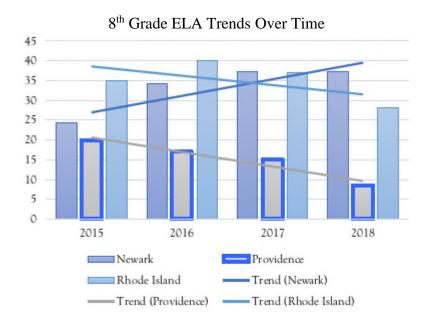


Figure 3 to the Johns Hopkins Report

Proficiency rates in mathematics tell a similar story. In 2017, the eighth grade proficiency rate in Providence dipped to 3%. 423 Students in Worcester consistently performed far better:

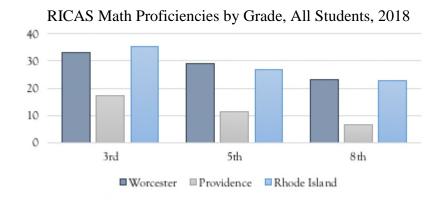


Figure 13 to the Johns Hopkins Report

While PPSD has more students from typically underperforming subgroups – Black, Hispanic, ELs, etc. – the performance of nearly every one of those student groups in PPSD is lower and sometimes significantly lower than the statewide performance of these same groups in both Math and ELA. These students face performance gaps in schools across the district. Over a considerable period there has been very little improvement in low-performing subgroups including Latinx, Black, Free-Reduced Price Lunch, and ELs. 425

Reading Performance by Subgroups Over Time										
	2008- 09	2009- 10			2013- 14	2014- 2015- 2 15 16		2016- 17		
	NECAP PARCC									
All	47%	47%	47%	46%	47%	46%	18%	20%	17%	
Native American	54%	50%	43%	48%	44%	43%	16%	18%	14%	
Asian	55%	56%	55%	56%	55%	56%	27%	32%	30%	
Black	48%	45%	46%	46%	48%	48%	19%	19%	16%	
Latinx	43%	44%	44%	49%	44%	46%	15%	17%	15%	
White	60%	62%	63%	60%	66%	64%	37%	38%	36%	
ELL No	51%	51%	52%	57%	54%	54%	22%	24%	21%	
ELL Yes	11%	12%	11%	12%	13%	15%	2%	4%	3%	
Free/Reduced	45%	45%	45%	50%	46%	47%	16%	18%	15%	
Paid	63%	46%	64%	61%	64%	67%	38%	36%	35%	
Male	42%	41%	42%	47%	45%	41%	15%	15%	13%	
Female	52%	54%	51%	50%	54%	58%	23%	26%	22%	
IEP No	54%	54%	54%	58%	54%	53%	21%	23%	20%	
IEP Yes	14%	13%	12%	13%	13%	14%	2%	2%	2%	

Math Performance by Subgroups Over Time													
	2008- 09	2009- 10	2010 11			201 13		201	.3-14	2014- 15	2015- 16	2016- 17	
	NECAP										PARCC		
All	33%	31%		34%	36	5%	37%		35%	11%	14%	15%	
Native American	22%	25%		25%	33	3%	27%		29%	9%	9%	10%	
Asian	44%	42%		45%	47	7%	49%		47%	19%	25%	30%	
Black	30%	27%		29%	33	3%	33%		33%	9%	11%	12%	
Latinx	31%	29%		33%	34	1%	34%		32%	9%	12%	13%	
White	45%	44%		49%	55	55%		5%	55%	25%	32%	31%	
ELL No	36%	34%		38%	41	41%		2%	41%	13%	17%	18%	
ELL Yes	14%	9%		13%	11	11%		5%	12%	3%	6%	6%	
Free/Reduced	31%	29%		32%	2% 34		34		33%	9%	13%	13%	
Paid	48%	45%		53%	57	7%	59%		58%	26%	26%	31%	
Male	33%	30%		34%	36	5%	36	5%	34%	10%	14%	15%	
Female	33%	31%		34%	36	5%	37	7%	36%	11%	15%	16%	
IEP No	38%	35%		39%	42	2%	42	2%	40%	12%	16%	17%	
IEP Yes	10%	7%		8%	9	%	7	%	8%	1%	2%	2%	

In fact, over the past three years, the achievement gap between PPSD and the state has increased across all grades in ELA. The Johns Hopkins report also surveyed data indicating that students who are members of a disadvantaged group achieve proficiency at markedly lower rates than the same students in Worcester. 427

The Johns Hopkins report also highlighted data showing that student proficiency rates in Providence schools sharply declined in later grades:

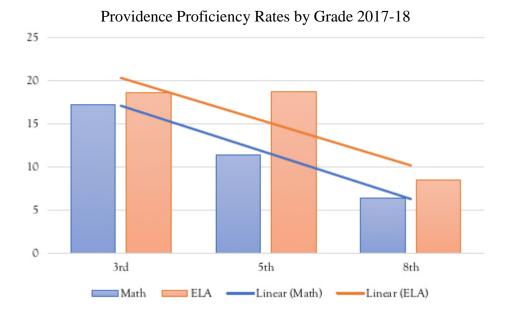


Figure 1 to the Johns Hopkins Report

The sharp drop-off in proficiency rates in later grades suggests that secondary schools in Providence are particularly deficient, and/or that it is not the students themselves, but rather continued exposure to Providence schools, that leads to poor student outcomes.

3. Graduation Rates for Students in PPSD.

A significant gap exists in the four-year graduation rate between PPSD and the state average. In each of the years 2011-2018, the high school graduation rate for students in PPSD was well below the state average. For the last seven years, the dropout rate for students in PPSD has been at least 1.5 times (and in some years almost twice) that students statewide. 429

4. Attendance Rates for Students in PPSD.

Attendance rates and chronic absenteeism rates consistently reflect a lack of student engagement in PPSD schools. Chronic absenteeism is defined as absent 10% or more of the days enrolled or 18 of the 180 days in the school year. For the last five years, nearly half (more than 46.76%) of PPSD high schoolers were chronically absent. That percentage has increased in recent years. In the 2017-18 and the 2018-19 school years, *more than 50 percent* of PPSD high

schoolers were chronically absent. In those same years, over 30% of all PPSD middle schoolers were chronically absent. These rates are almost double the state average.

In sum, RIDE's objective data show that PPSD is failing to fulfill its duty to its students. The district is failing them at staggering rates, despite significant financial resources and interventions and support from the State.

F. The Providence School Board, the Providence City Council, the Interim Superintendent, and the Mayor of Providence support RIDE's assumption of control.

The Commissioner released an earlier draft of this Decision (the "Proposal for Decision") and an earlier draft of the accompanying Order (the "Draft Order") on August 8, 2019. 435 Copies of both documents were served on the Mayor of the City of Providence (the "Mayor"), the Providence School Board (the "School Board"), the PPSD Interim Superintendent (the "Superintendent)", and the Providence City Council (the "City Council") (collectively, the "Show Cause Parties"). The Show Cause Parties were also served a copy of an "Order to Show Cause" which invited each of them to object and show cause why the Proposal for Decision and the Draft Order should not be entered. 436 The Show-Cause Parties were afforded the opportunity to submit written materials (i.e., written memoranda, a list and copy of any evidence, and a list of any witnesses) by September 4, 2019, or, in the alternative, to submit a Notice of Non-Opposition. The Commissioner set a hearing on the Order to Show Cause for September 13, 2019 437

1. The School Board, City Council, Superintendent, and Mayor of Providence did not oppose the entry of the Proposal for Decision or Draft Order.

On September 4, 2019 each of the Show Cause Parties submitted a Notice of Non-Opposition. 438 City Council President Sabina Matos informed the Commissioner that the City Council had no objection to "assuming control and decision-making authority over the Providence Public School District" She further stated the City Council's "intent ... to

work collaboratively with the Commissioner" to achieve the goals of a Turnaround Plan. In a cover letter, Council President Matos also noted the "academic underperformance," "aging condition of our facilities," "reported bullying, abuse, lack of supports, and hopelessness" in PPSD, and concluded that "[t]he school culture across our city is broken" and "students and teachers suffer." Council President Matos recounted that she attended "all but one RIDE Community Forum," which were open public conversations instituted and directed by the Commissioner, and that the parents shared their dissatisfaction with the system and their relief that RIDE was listening. 441

In the Notice of Non-Opposition to Order of Control and Reconstitution submitted by the Mayor and the Superintendent, both officials similarly expressed their intention to work collaboratively with the Commissioner and with the State Turnaround Superintendent or other designees to achieve the goals of the Turnaround Plan. The Mayor and the Superintendent also expressed their expectation that a broad variety of stakeholders, including the school leaders, teachers, students, families, city leaders and community leaders will inform the State intervention and the development and implementation of the content and ultimate goals of the Turnaround Plan. 443

In the Notice of Non-Opposition to the Commissioner's Order of Control and Reconstitution of Providence Public Schools submitted by the School Board, the School Board similarly expressed its intention to work collaboratively with the Commissioner and with the State Turnaround Superintendent or other designees to provide valuable input into the development of a Turnaround Plan. The School Board further stated that it agrees to the Order under the expectation that a broad variety of stakeholders, including the School Board, school leaders, educators, students, parents, families, city leaders and community leaders will provide

input in the development of the content and ultimate goals of the Turnaround Plan. The School Board also provided an addendum setting forth its recommendations relative to the Turnaround Plan for the Providence Public School District.⁴⁴⁵

2. Other Responses Received

On September 4, 2019, Councilwoman Rachel Miller, the elected representative for Ward 13, e-mailed the Commissioner and stated that "I will not be submitting written evidence at this time but I look forward to the opportunity to address the Commissioner at the show cause hearing on September 13, 2019."446 On September 11, 2019, Councilwomen Anthony, Kerwin, and Miller, through Attorney Samuel Zurier, requested an opportunity to speak for up to five minutes at the September 13, 2019 hearing. 447 They wished to present "objections to the [Draft Order] they have heard from constituents," because "they believe [that the Draft Order] does not create the necessary conditions for a successful State intervention, along with their ideas about how to revise the Proposed Order to address those objections." In response, the Commissioner, through her counsel, noted that the Councilwomen had failed to comply with the Order to Show Cause in that they failed to submit written materials, a list of evidence and witnesses, and a copy of evidence. 449 Without deciding whether the Councilwomen had standing, as individual members of the Council rather than the Council itself, to object to the Proposed Order, the Commissioner permitted the Councilwomen the opportunity to present testimony under oath, subject to cross-examination, for the full amount of time requested by the Councilwomen.⁴⁵⁰

Also on September 4, 2019, the Commissioner received a document titled the "Providence Public School Parents', Students' and Student Organizations' Motion to Intervene and for Accountability, Transparency and Inclusion in the Proposed Intervention" (the "Motion to Intervene"). The Motion to Intervene was submitted by eight individuals who are parents of PPSD students, nine PPSD high school students, four graduates of PPSD high schools, and four

organizations (collectively, the "Proposed Intervenors").⁴⁵¹ The four organizations characterized themselves as "student organizations" that "provid[e] direct support to Providence Public School Students" and whose members "are current Providence Public School students, as well as recent Providence Public School graduates." On September 10, 2019, the Mayor wrote to indicate that he did not oppose the Motion to Intervene. On the same day, RIDE objected to the Motion to Intervene and submitted a memorandum of law.

The hearing commenced on September 13, 2019 at 9:00 a.m. and concluded at 4:17 p.m. 455

(a) The Motion to Intervene.

The Motion to Intervene as well as the testimony presented at the September 13, 2019 hearing demonstrated that none of the Proposed Intervenors objected to the proposed assumption of control over PPSD. The Motion to Intervene stated that the Proposed Intervenors' intention was to "require" "accountability, transparency, and inclusion" for parents and students in "education system decision-making." The form of relief that the Proposed Intervenors would seek if they were allowed to Intervene was not made clear in the Motion to Intervene nor in their testimony at the hearing. The Proposed Intervenors did state that they sought more accountability, transparency, and inclusion than was provided for in the following paragraph of the Draft Order:

Upon appointment, the State Turnaround Superintendent and/or other designee(s) shall immediately begin a process to co-create a Turnaround Plan with the Commissioner. Before, during, and after the development of such a Turnaround Plan, the State Turnaround Superintendent and/or other designee(s) shall engage, be accessible, and be responsive to students, parents, families, educators and the public broadly. This engagement may include, but not be limited to, public forums and current existing structures such as parent organizations and community advisory boards, as well as any new undefined structures at the discretion of the State Turnaround Superintendent and/or other designee(s) and the Commissioner. This process of developing a Turnaround Plan shall also include an opportunity for public engagement for the purpose of soliciting recommendations for the content and ultimate goals of the Turnaround Plan from a

broad variety of stakeholders, including, school leaders, educators, students, parents, families, and community members. 456

The eight parents and nine PPSD high school students demonstrated a laudable and sincere interest in the improvement of the PPSD. Their Motion to Intervene and supporting testimony did not, however, offer any evidence nor suggest that their legal interest in the operation or leadership of the PPSD differed from that of the tens of thousands of other PPSD parents and students. In addition, notwithstanding their submission of the Motion to Intervene, some of the Proposed Intervenors explained that they in fact did not want to *personally* intervene in the legal proceedings, and instead clarified that they sought formal representation for parents and students generally.⁴⁵⁷

After hearing approximately four hours of testimony and cross-examination of the Proposed Intervenors, the Commissioner denied the Motion to Intervene for the reasons stated on the record at the hearing. 458 The Commissioner determined that applicable state law did not permit intervention. 459 Assuming for the sake of argument that she could permit intervention, the Commissioner determined that it would be inconsistent with the apparent intent of state law, her duties and responsibilities as Commissioner and, in particular, those duties and powers that have been delegated to her under the Crowley Act, to allow a small subset of Providence parents, students, graduates, and certain non-profit organizations to become parties to this legal proceeding between RIDE and the Show Cause Parties. 460 Further, the Commissioner and RIDE emphasized throughout the hearing that to the extent the Proposed Intervenors expressed the relief they would seek if allowed to intervene, the Draft Order reflected the substance of that relief by requiring substantive community involvement in the shaping of the Turnaround Plan. The Commissioner emphasized that the Order by which RIDE would displace other entities currently asserting control of PPSD was not the same as the Turnaround Plan that would follow.

(b) The Show Cause Hearing.

After the conclusion of the Motion to Intervene, the Commissioner commenced the Show Cause Hearing. Each of the three Providence City Councilwomen (Kerwin, Anthony, and Miller, collectively, the "Councilwomen") testified and asked that the Draft Order be amended to include language that they or their constituents preferred. Councilwoman Kerwin advocated for the Draft Order to include language that tracked a Massachusetts statute governing state intervention in school districts. 461 The General Assembly has not adopted the provisions of Massachusetts law that Councilwoman Kerwin advocated for including. 462 Further, the cited Massachusetts law included these provisions as they concern a turnaround plan—not the initial order by which the state government assumes control, which here is the Draft Order. 463 Councilwoman Miller similarly sought "a legally binding process for accountability and transparency that includes students and parents." 464 Councilwoman Anthony sought the same form of relief. 465 Councilwoman Anthony also argued for the first time, "in the alternative, in effect" that "she had questions as to whether the State actions to date comply with the Crowley Act[.]"⁴⁶⁶ But she clarified that the purpose she appeared at the hearing was to seek "some form of more accountability in the Order."467

Assuming for the sake of argument that individual members of the City Council have standing to object, the Commissioner concludes that none of the Councilwomen showed cause why the Draft Order and the Proposal for Decision should not have entered. If it were their prerogative to do so, the Councilwomen may have drafted the Crowley Act or the Draft Order differently to better suit their own preferences. The Councilwomen failed to show, and did not appear to argue that the terms of the Draft Order were unconstitutional, contrary to law, exceeded any relevant powers granted by law, or were otherwise legally defective. Assuming for the sake of argument that Councilwoman Anthony objected that the prerequisites of the Crowley

Act have not been met, such an objection was, at best, lacking in specificity, but more importantly, inconsistent with the Findings of Fact set forth within this Decision, which clearly demonstrate that the prerequisites of the Crowley Act have been fulfilled.

(c) Amendments to the Draft Order following the Show Cause Hearing.

After the September 13, 2019 hearing, the Commissioner voluntarily amended the Draft Order to, *inter alia*, respond to points raised by the Proposed Intervenors, the Providence City Councilwomen, the City Council, the Mayor, the Superintendent, and the School Board in their submissions and/or testimony.

CONCLUSION

For the foregoing reasons, the Commissioner will enter the Order of Control and Reconstitution enclosed herewith.

ADDENDUM A

Summary of Policy Support Provided by Each Federal Framework Since 2002

No Child Left Behind

Performance Goals⁴⁶⁸

RIDE's method for identifying persistently lowest-achieving schools included an analysis of the following factors, with the ultimate goal being 100% proficiency in English and Math by 2014:

- (1) School-wide student performance in mathematics and reading against the statewide average performance in these subject areas;
- (2) NCLB Classification with respect to number of years in need of improvement;
- (3) Student growth percentile at elementary and middle school levels in reading and mathematics and graduation rates at high school levels against the state-wide average growth; and
- (4) School-wide improvement in reading and mathematics against the state-wide average improvement.

In addition, the NCLB further authorized the LEA to perform an annual review of the progress of each of its Title I schools to determine whether the school was making adequate yearly progress (AYP) against the 2014 goal.

School Identification⁴⁶⁹

Under NCLB, the state set annual targets for proficiency or improvement at each school level (elementary, middle, high school). The targets rose in equal increments each year until they reached 100 percent efficiency in 2014. Schools were required to meet targets for their level on a school-wide basis as well as for each of eight student groups — Asian, Black, Hispanic, Native American, White, students in poverty, students with disabilities, and English-language learners — if the school had at least 45 students in that group across all tested grades. Schools identified as persistently lowest-achieving required intervention by the responsible district beginning in the school year following identification by the state.

Intervention Models⁴⁷⁰

Under NCLB there were four allowable school intervention models: turnaround model, restart model, school closure, or transformation model.

(1) Turnaround model. A turnaround model is one in which a district must—

- (i) Replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates;
- (ii) Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students: (A) Screen all existing staff and rehire no more than 50 percent; and, (B) Recruit and select new staff;
- (iii) Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain highly qualified staff with the skills necessary to meet the needs of the students;
- (iv) Provide staff with ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that are able to facilitate effective teaching and learning and successfully implement school reform strategies;
- (v) Adopt a new governance structure
- (vi) Use data to identify and implement an instructional program that is research based, "vertically aligned" from one grade to the next and aligned with State academic standards;
- (vii) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;
- (viii) Establish schedules and implement strategies that provide expanded learning time (as defined in this Protocol); and
- (ix) Provide appropriate social-emotional and community-oriented services and supports for students. A turnaround model may also implement: (a) any of the required and permissible activities under the transformation model; or (b) a new school model (e.g., themed, dual language academy).
- (2) Restart model. A restart model is one in which a district converts a school or closes and reopens a school under one of the following mechanisms:
- (1) a charter school operator, or a charter management organization (CMO); or (2) an education management organization (EMO) that has been selected through a rigorous review process.
- (3) School closure. School closure occurs when an LEA closes a school and enrolls the students who attended that school in other public schools within the state that are higher achieving.
- (4) Transformation model. A transformation model is one which the LEA must implement each of the following strategies:
- (i) Teacher and school leader effectiveness. The district must: (A) Replace the principal who led the school prior to commencement of the transformation model; (B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that -- (a) Take into account multiple and diverse data sources, such as student growth (as defined in this notice), observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement, drop-out, attendance and discipline data and increased high-school graduations rates; (b) Are designed and developed with teacher and principal involvement; (c) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so; (d) Provide staff with ongoing,

high-quality, job-embedded professional development (e.g., subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure effective teaching and successful implementation of school reform strategies; (e) Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students; and, (f) Require that teacher and principal mutually consent to staff assignment, regardless of teacher seniority.

- (ii) Comprehensive instructional reform strategies. The district must: (A) Use data to identify and implement an instructional program that is research based, "vertically aligned" from one grade to the next and aligned with State academic standards; (B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students; and, (C) For secondary schools, establish early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.
- (iii) Increased learning time and community-oriented schools. The district must: (A) Establish schedules and implement strategies that provide expanded learning time (as defined in this Protocol); and, (B) Provide ongoing mechanisms for family and community engagement. (iv) Operational flexibility and sustained support. The LEA must: (A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and (B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).

ESEA Flexibility Waivers

Performance Goals⁴⁷¹

RIDE adjusted its primary performance goals under the ESEA Flexibility Waiver to include the following:

- 1. Improve the absolute proficiency of all students in all schools in reading and mathematics (All Students);
- 2. Reduce the percent of students not proficient in mathematics and reading in half by 2016-17 in all schools and districts (All Students);
- 3. Set individualized school-specific and district-specific level Annual Measurable Objectives (AMOs) for all schools in reading and mathematics for the all student groups and for all subgroups and programs (minority, free/reduced-price lunch, English Learners, students with disabilities);
- 4. Recognize schools that exceed proficiency standards in reading and mathematics (All Students)
- 5. Improve growth in reading and mathematics in all elementary and middle schools (All Students, minority, free/reduced-price lunch, English Learners, students with disabilities);

- 6. Reduce the percent of students not graduating by half by 2016-17, using 4-year, 5-year, and 6-year cohort graduation calculations and set graduation-rate Annual Measurable Objectives (AMOs) (All Students); and
- 7. Increase high-school scaled-score growth on the NECAP mathematics and reading assessments.

School Identification⁴⁷²

Under the waiver, The Priority Schools accounted for 5% of all Title I schools in Rhode Island plus one additional non-Title I school. The Priority Schools are those with the lowest Composite Index Score, (CIS). The Commissioner had discretion to classify a school as a Priority School based on a number of factors, including resource availability and other information collected beyond the CIS. Focus Schools were also identified by its Composite Index Score, (CIS). Rhode Island proposed to use its CSI as a means to identify schools with large gaps and low performance.

Intervention Models⁴⁷³

Under the waiver, the state preserved the four allowable school intervention models: turnaround model, restart model, school closure, or transformation model, and added an ESEA Flex Intervention Model.

The Flex Model required districts to select a comprehensive package of intervention strategies from a RIDE-developed and managed list of 32 empirically proven intervention strategies. The district selection of the strategies was required to be: (1) coherent, (2) comprehensive, (3) responsive: the results of the diagnostic screen, and (4) ambitious but achievable.

The Flex Model was designed to reflect the basic principles of response to intervention (RTI) by classifying 32 intervention strategies into three tiers based upon their intensity and scope. The Flex Model required priority schools to select and implement no fewer than nine intervention strategies of their choice.

ESSA State Plan

Performance Goals⁴⁷⁴

By 2025, 75 percent of students attaining proficiency in English-language arts and mathematics, as well as a 95 percent graduation rate. There are also annual interim targets.

School Identification⁴⁷⁵

Rhode Island's methodology for identifying the lowest performing five percent of all schools receiving Title I funds in the state utilizes all accountability indicators. To identify schools in need of comprehensive support and improvement, Rhode Island will first narrow down to the one star schools. If less than five percent of Title I schools receive one star ratings, Rhode Island will adjust the cut points for the academic proficiency and student growth indexes so that at least five percent of Title I schools receive one star ratings. Of the schools with a one star rating, any school that fits one or more of the following will be identified as in need of comprehensive support and improvement.

- 1. The lowest performing five percent of all schools including at least the bottom five percent of Title I schools in terms of growth and achievement in English language arts and mathematics state assessments. See image below for example. With current data modeling, cuts have been determined, but will be revisited annually when data from the new assessments are available.
- 2. Any high school failing to graduate one third or more of their students within four years.
- 3. Any school with the lowest score for all applicable non-graduation indicators, and one or two points for graduation, if applicable: a.1 point each on ELA and Math achievement; b.1 point each on ELA and Math growth; c.1 point on English language proficiency; d.1 or 2 points on graduation rate; e. The lowest cut on any combined indicator (for example, less than 7 points using the current cuts for Exceeds (ELA/Math), Absenteeism (Student/Teacher), and suspension).

Intervention Models⁴⁷⁶

Under RI's ESSA plan, districts undergo the school improvement planning phases and/or choose from one of the five following School Redesign models for struggling schools:

- 1. Empowerment: A school is redesigned pursuant to the Rhode Island General Law 16-3.2-1: School and Families Empowerment Act, with elements including alternative governance, an empowered leader, and a comprehensive list of autonomies and performance targets agreed upon by the school, the LEA, and RIDE.
- 2. Restart: A school is reopened under the management of a charter management organization, educational management organization, or other state-approved managing entity with a proven record of successfully operating schools.
- 3. Small Schools of Choice: An evidence-based whole school reform, where a school is reorganized into one or more "small schools" (roughly 100 students per grade) which emphasize student-centered personalized learning programs and relationships between students and adults; a rigorous and well-defined instructional program; long instructional blocks that promote interdisciplinary work; and a focus on postsecondary preparation. Evidence supporting Small Schools of Choice as an effective turnaround model can be found in MDRC's research study of NYC public schools in 2014.
- 4. District Proposed Redesign: An LEA designed alternative model, which meets the following criteria: a) a high quality school leader, b) a new school model, and c) significant school autonomy. This may include an alternative governance model for the school.
- 5. Closure: A school ceases all operations and students are relocated to schools that are not identified as in need of comprehensive support and improvement.

ADDENDUM B

Rhode Island Schools Identified for School Improvement 2009-present

School	District	2009- 2010	2010- 2011	2011- 2012	2012- 2013	2013- 2014	2014- 2015	2015- 2016	2016- 2017	2017- 2018	2018- 2019
B. Jae Clanton Complex	Providence	PLA	PLA	Р	Р	Р	Р	Р	Р	Р	
Central Falls High School	Central Falls	PLA	PLA	Р	Р	Р	Р	Р	Р	Р	
Juanita Sanchez Complex	Providence	PLA	PLA	Р	Р	Р	Р	Р	Р	Р	CSI
Lillian Feinstein	Providence	PLA	PLA	Р	Р	Р	Р	Р	Р	Р	
Roger Williams	Providence	PLA	PLA	Р	Р	Р	Р	Р	Р	Р	CSI
Charles E. Shae High School	Pawtucket		PLA	Р	Р	Р	Р	Р	Exited		CSI
William E. Tolman High School	Pawtucket		PLA	Р	Р	Р	Р	Exited			
Carl G. Lauro Elementary											
School	Providence		PLA	Р	Р	Р	Р	Р	Р	Р	CSI
Dr. Jorge Alvarez High School	Providence		PLA	Р	Р	Р	Р	Р	Р	Р	CSI
Gilbert Stuart Middle School	Providence		PLA	Р	Р	Р	Р	Р	Р	Р	CSI
Mt. Pleasant High School	Providence		PLA	Р	Р	Р	Р	Р	Р	Р	CSI
Pleasant View	Providence		PLA	Р	Р	Р	Р	Р	Р	Р	
RI School for the Deaf	Rhode Island		PLA	Р	Р	Р	Р	Р	Р	Р	CSI
Agnes B. Hennessey	East Prov.			Р	Р	Р	Р	Р	Р	Р	
Dr. M.H. Sullivan Elementary	Newport			Р	Р	Closed					

Gov. Christopher DelSesto										
Mid.	Providence		Р	Р	Р	Р	Р	Р	Р	CSI
Mary E. Fogarty Elementary	Providence		Р	Р	Р	Р	Р	Р	Р	
Robert L. Bailey IV Elementary	Providence		Р	Р	Р	Р	Р	Р	Р	CSI
Central High School	Providence		F	Р	Р	Р	Р	Р	Р	
Dr. Earl F. Calcutt Middle										
School	Central Falls		F	Р	Р	Р	Р	Р	Р	
Esek Hopkins Middle School	Providence		F	F	F	F	F	F	F	
Frank D. Spaziano Elementary	Providence		F	F	F	F	F	F	F	
George J. West Elementary	Providence		F	F	F	F	F	F	F	
Harry Kizirian Elementary	Providence		F	F	F	F	F	F	F	
Hope Educational Complex	Providence		F	Р	Р	Р	Р	Р	Р	CSI
Nathan Bishop Middle School	Providence		F	F	F	F	F	F	F	CSI
NEL/CPS C&C	Cranston		F	F	F	F	F	F	F	CSI
Prov. Career and Technical										
Acad.	Providence		F	F	F	F	F	Exited		
Asa Messer Elementary School	Providence			F	F	F	F	Exited		
Segue Institute for Learning	Indep. Char.			F	F	Exited				
Veterans Memorial										
Elementary	Central Falls			F	F	F	F	F	F	
Alan Shawn Feinstein Elem.	Providence			F	F	F	F	F	F	

Orlo Avenue School	East Prov.			Р	Р	Р	Р	Р	
Martin Luther King	Providence								CSI
West Broadway Middle	Providence								CSI
Alfred Lima	Providence								CSI
Harris Elementary	Woonsocket								CSI
Chariho Alter. Learning Acad.	Chariho								CSI
Rhode Island Nurses Institute	RINI								CSI
Goff Junior High School	Pawtucket								CSI
Slater Junior High School	Pawtucket								CSI
Nowell Central	Nowell								CSI
Nowell Capital	Nowell								CSI

Legend:

PLA = Persistently Lowest Achieving (classification used during 2009-2011)

P = Priority (classification used during 2011-2017)

F = Focus (classification used during 2011-2017)

Exited = Met criteria to exit Priority or Focus status based on meeting objective exit criteria in place from 2011-2017 CSI = Comprehensive Support and Intervention used in 2018.

= PPSD school

Sources for Addendum B:

- School Reform Plans, October 2010 (Sgt. Cornel Young, Jr. & Charlotte Woods Elementary School at the B. Jae Clanton Complex, Juanita Sanchez Educational Complex, Lillian Feinstein Elementary School, Roger Williams Middle School, available at www.ride.ri.gov/ProposalForDecision49 (B. Jae Clanton), www.ride.ri.gov/ProposalForDecision50 (Lillian Feinstein); www.ride.ri.gov/ProposalForDecision51 (Roger Williams); www.ride.ri.gov/ProposalForDecision52 (Juanita Sanchez).
- December 9, 2011 Letter to Commissioner Deborah A. Gist from PPSD Superintendent Susan F. Lusi, available at www.ride.ri.gov/ProposalForDecision29.
- 2014-2015 Letters from Deborah A. Gist, Commissioner of the Department of Education to Dr. Susan Lusi, Superintendent, Providence School Department regarding identified schools, available at www.ride.ri.gov/ProposalforDecision16 (B. Jae Clanton), www.ride.ri.gov/ProposalforDecision17 (Juanita Sanchez), www.ride.ri.gov/ProposalforDecision18 (Lillian Feinstein), www.ride.ri.gov/ProposalforDecision20 (Carl Lauro), www.ride.ri.gov/ProposalforDecision21 (Dr. Jorge Alvarez), www.ride.ri.gov/ProposalforDecision22 (Gilbert Stuart), www.ride.ri.gov/ProposalforDecision23 (Mt. Pleasant), www.ride.ri.gov/ProposalforDecision24 (Pleasant View); www.ride.ri.gov/ProposalforDecision84 (Harry Kizirian).
- RIDE, 2012 List of Reward, Priority and Focus Schools, http://www.eride.ri.gov/eride40/reportcards/12/documents/ListOfRewardPriorityAndFocusSchools.pdf (last visited August 7, 2019)
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⁹ RIDE Data Supplement, Tab 8. As with the RICAS data cited *supra*, the average Rhode Island SAT score includes the performance of Providence students. *See id.* Providence consistently has the most SAT test-takers out of any school district, nearly double Cranston. *See id.* Thus, the persistently low scores in Providence have the effect of lowering the state average.

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¹⁶ Id. As with RICAS and SAT data cited supra, the state chronic absenteeism average is heavily influenced by PPSD data. Thus, PPSD's rates have the effect of increasing the state chronic absenteeism rate.

¹⁷ See RIDE Data Supplement, Tab 7.

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¹⁶⁶ See id.

¹⁶⁸ Council on Elementary and Secondary Education, Minutes of the August 30, 2016 Work Session, Enclosure 2b to September 20, 2016 Meeting at 8, *available at* https://www.ride.ri.gov/Portals/0/Uploads/Documents/CESE/Encl2b.pdf.

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- ¹⁷⁶ See, e.g., December 9, 2011 Email exchange re "Soft Submission" Model Recommendation Package, available at www.ride.ri.gov/ProposalForDecision28, April 30, 2013 Letter to Dr. Lusi from Tonda Dunbar, Director, Office of Transformation and Charter Schools, available at www.ride.ri.gov/ProposalForDecision11, December 23, 2011 Letter to Superintendent Lusi, Providence School District from Deborah A. Gist, Commissioner, available at www.ride.ri.gov/ProposalForDecision26.

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¹⁶⁹ *Id*.

¹⁷⁰ *Id.* at 6.

¹⁷¹ *Id*.

¹⁷⁴ See Addendum B.

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¹⁷⁸ See, e.g., supra n.123.

¹⁷⁹ 2012 ESEA Flexibility Request at 76.

¹⁸⁰ State of Rhode Island, Race to the Top: Application for Initial Funding (May 28, 2010), https://www2.ed.gov/programs/racetothetop/phase2-applications/rhode-island.pdf at A-32 (noting in May 2010 that RIDE is "[c]onvening participating LEA leadership teams on a quarterly basis to monitor and assess progress toward meeting goals and to identify gaps in reaching goals in order to inform the Transforming Education Advisory Committee").

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¹⁸² *Id.* at 5.

 $^{^{183}}$ *Id*.

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¹⁸⁵ See id. at 14; see also Providence Public Schools & RIDE Meeting Agendas & Notes: 12 February 2019 (discussing in meeting "[h]ow to take trends on the [PPSD's schools'] tracker and turn them into hypotheses, action steps, decisions?"), available at www.ride.ri.gov/ProposalForDecision1, Providence Public Schools & RIDE Meeting Agendas & Notes: 19 September 2018 (recognizing that "[a]ll meetings will . . . include asneeded check ins for RIDE/PPSD partnership activities writ large," including "NISEL, CTE Equity/program applications, SAMHSA grants, BPS Kindergarten initiative, Induction Coaching, and Curriculum work[,]" with the goal being "to bring coherence to RIDE support of PPSD across programs/initiatives to increase the impact of all efforts."), available at www.ride.ri.gov/ProposalForDecision2.

¹⁸⁶ Facilitator's Guide at 5.

¹⁸⁷ *Id*.

¹⁸⁸ See, e.g., Agenda and Notes for December 20, 2018 Meeting Between RIDE School Improvement Team Members and PPSD Personnel, available at www.ride.ri.gov/ProposalForDecision3; Notes for February 12, 2019 Meeting Between RIDE School Improvement Team Members and PPSD Personnel, available at www.ride.ri.gov/ProposalForDecision1; Notes for March 6, 2019 Meeting Between RIDE School Improvement Team Members and PPSD Personnel, available at www.ride.ri.gov/ProposalForDecision8; Notes for April 9, 2019 Meeting Between RIDE School Improvement Team Members and PPSD Personnel, available at www.ride.ri.gov/ProposalForDecision9.

¹⁸⁹ See id.

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¹⁹¹ See id.

¹⁹² See Rhode Island Department of Education Diagnostic Screen Tool, available at www.ride.ri.gov/ProposalForDecision86.

¹⁹³ See id.; see also 2012 ESEA Flexibility Request.

¹⁹⁴ See Rhode Island Department of Education, "Practitioners' Guide to School Improvement," January 11, 2019, IX. Technical Assistance Tools & Additional Resources ("Practitioners' Guide"), available at http://ride.ri.gov/Portals/0/Uploads/Documents/Information-and-Accountability-User-Friendly-Data/Accountability/SchoolImprovement/RI-Model-ComprehensiveNeedsAssessment-PGAppendix.docx.

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¹⁹⁶ *Id*.

¹⁹⁷ RIDE, Internal Notes regarding Q1 2015 Meeting with PPSD at 5, available at www.ride.ri.gov/ProposalForDecision66; see also RIDE Notes regarding Questions on District-Wide Interventions (questioning whether principals are surveyed, and noting that "evaluations are not required this year for anyone who was rated effective or highly effective, how will this impact the implementation of PAR and[] the identification of additional teachers to participate?"), available at www.ride.ri.gov/ProposalForDecision100.

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¹⁹⁹ *Id*.

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²⁰¹ See id.

²⁰² See, e.g., RIDE, School Improvement Under ESSA, 72 (Jan. 11, 2019), https://www.ride.ri.gov/Portals/0/Uploads/Documents/Information-and-Accountability-User-Friendly-Data/Accountability/SchoolImprovement/1.11-Convening-SI-Under-ESSA-Final-Slide-Deck.pdf at 72.

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²¹⁹ *Id.* at 42-74.

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³²⁵ *Id*.

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- ³²⁹ Protocol for Interventions at 10
- 330 See School Reform Plan for BJ Clanton Complex School Reform Plan, available at https://www.ride.ri.gov/Portals/0/Uploads/Documents/Information-and-Accountability-User-Friendly-Data/Transformation/srp-bjclanton.pdf; School Reform Plan for Juanita Sanchez Complex, available at https://www.ride.ri.gov/portals/0/uploads/documents/information-and-accountability-user-friendly-data/transformation/srp-jsec.pdf); School Reform Plan for Lillian Feinstein Elementary School at Sackett Street, available at https://www.ride.ri.gov/Portals/0/Uploads/Documents/Information-and-Accountability-User-Friendly-Data/Transformation/srp-sackett.pdf); School Reform Plan for Roger Williams Middle School, available at https://www.ride.ri.gov/Portals/0/Uploads/Documents/Information-and-Accountability-User-Friendly-Data/Transformation/srp-rogerwilliams.pdf; Providence Public School District.

https://www.ride.ri.gov/Portals/0/Uploads/Documents/Information-and-Accountability-User-Friendly-Data/Transformation/srp-rogerwilliams.pdf; Providence Public School District, School Improvement Grant Application (School Reform Plans for Carl G. Lauro Elementary School, Dr. Jorge Alvarez High School, Gilbert Stuart Middle School, Mount Pleasant High School, and Pleasant View Elementary School), *available at* www.ride.ri.gov/ProposalForDecision5.

³³¹ *Id*.

³³² *Id*.

³³³ *Id*.

 334 *Id*.

³³⁵ Providence Public School District, School Improvement Grant Application at Section 1 (School Reform Plans for Carl G. Lauro Elementary School, Dr. Jorge Alvarez High School, Gilbert Stuart Middle School, Mount Pleasant High School, and Pleasant View Elementary School), *available at* www.ride.ri.gov/ProposalForDecision5; *see also* Providence Public Schools District, LEA Application (March 28, 2012) Section 2 to PPSD LEA Application dated March 28, 2012 at 4-6, *available at* www.ride.ri.gov/ProposalforDecision98.

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³³⁹ *Id*.

³⁴⁰ *Id*.

³⁴¹ School Reform Plan of Pleasant View Elementary School (March 2012) at 46-49, *available at* www.ride.ri.gov/ProposalForDecision44.

³⁴² *Id*.

³⁴³ School Reform Plan of Gilbert Stuart Middle School (March 2012) at 39-44, *available at* www.ride.ri.gov/ProposalForDecision42.

³⁴⁴ *Id*.

- ³⁴⁵ School Reform Plan of Dr. Jorge Alvarez High School (March 2012) at 38-42, available at www.ride.ri.gov/ProposalForDecision41; School Reform Plan of Mount Pleasant High School (March 2012) at 37-40, available at www.ride.ri.gov/ProposalForDecision43.
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- ³⁶⁰ 200-RICR-20-20-1, available at https://www.ride.ri.gov/Portals/0/Uploads/Documents/Board-of-Education/Regulations/Certification_200ricr20201_final.pdf.

³⁶¹ *Id*.

³⁶² *Id*.

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- ³⁷⁴ Protocol for Interventions at 7-8.
- ³⁷⁵ *Id.* at 8
- ³⁷⁶ *Id.* at 4.
- ³⁷⁷ *Id.* at 7.
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³⁹⁶ US Department of Education, School Improvement Grant MAP: State of Rhode Island, https://www2.ed.gov/programs/sif/map/ri.html (last visited Aug. 5, 2019).

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 $^{^{407}}$ Id.

⁴⁰⁸ Providence Journal, "\$1.7 million grant will go toward Rhode Island Ed Tech Teacher Projects" August 23, 2016; Center for Digital Education, \$1.7 Million Grant Will Go Toward Rhode Island Ed Tech Teacher Projects, https://www.govtech.com/education/k-12/17-

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- ⁴¹⁷ See infra § B of Background.
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- ⁴¹⁹ RIDE Data Supplement, Tab 8. As with other measures of statewide performance cited in this Decision and Order, the average Rhode Island SAT score includes the performance of Providence students. Providence consistently has the most SAT test-takers out of any school

district, nearly double Cranston. Thus, the persistently low scores in Providence have the effect of lowering the state average.

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^{420} Id. at 14 ¶ 3.
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⁴²¹ *Id.* at 18 (Figure 7).

⁴²² *Id*.

⁴²³ Johns Hopkins Report at 23; see also id. at 18-21, 24-26.

⁴²⁴ See RIDE Data Supplement, Tab 7.

⁴²⁵ See RIDE Data Supplement, Tab 17.

⁴²⁶ See RIDE Data Supplement, Tab 10, Tab 16.

⁴²⁷ Johns Hopkins Report at 14 ¶ 6.

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⁴²⁹ See id.

⁴³⁰ See RIDE, Attendance Leaderboard For School Year 2018–19, https://www3.ride.ri.gov/attendance/public (last visited Aug 5, 2019).

⁴³¹ RIDE Data Supplement, Tab 4.

⁴³² RIDE Data Supplement, Tab 4.

⁴³³ See id.

⁴³⁴ *Id.* The state chronic absenteeism average is heavily influenced by PPSD data. Thus, PPSD's rates have the effect of increasing the state chronic absenteeism rate.

⁴³⁵ RIDE, Proposal for Decision and Order Establishing Control Over the Providence Public School District and Reconstituting Providence Public Schools, *available at*https://www.ride.ri.gov/Portals/0/Uploads/Documents/Board-of-Education/Proposal%20for%20Decision%20and%20Order%20(00000003).pdf (last visited Sept. 24, 2019).

⁴³⁶ RIDE, Order to Show Cause, *available at* www.ride.ri.gov/ProposalForDecision101.

⁴³⁷ *Id*.

⁴³⁸ See September 4, 2019 City Council Notice of Non-Opposition and Cover Letter; September 4, 2019 Notice of Non-Opposition to Order of Control and Reconstitution submitted by The Honorable Jorge O. Elorza, Mayor of Providence, and the Superintendent of the Providence Public School District; September 4, 2019 "Providence School Board's Notice of Non-

Opposition to the Commissioner's Order of Control and Reconstitution of Providence Public Schools."

- ⁴³⁹ September 4, 2019 City Council Notice of Non-Opposition and Cover Letter at 3.
- ⁴⁴⁰ *Id.* at 1-3.
- ⁴⁴¹ *Id.* at 1.
- ⁴⁴² September 4, 2019 Notice of Non-Opposition to Order of Control and Reconstitution submitted by The Honorable Jorge O. Elorza, Mayor of Providence, and the Superintendent of the Providence Public School District.
- ⁴⁴³ *Id*.
- September 4, 2019 "Providence School Board's Notice of Non-Opposition to the Commissioner's Order of Control and Reconstitution of Providence Public Schools."
- ⁴⁴⁵ *Id*.
- ⁴⁴⁶ September 4, 2019 E-mail from Councilwoman Rachel Miller to the Commissioner.
- ⁴⁴⁷ September 11, 2019 Correspondence from Attorney Samuel D. Zurier to Commissioner.
- ⁴⁴⁸ *Id.* at 1.
- ⁴⁴⁹ September 11, 2019 Correspondence from Attorney John A. Tarantino to Attorney Zurier.
- ⁴⁵⁰ *Id*.
- ⁴⁵¹ See Motion to Intervene at Exhibits A, B, and C (attaching Declarations). The Motion failed to note that it was submitted on behalf of PPSD graduates, but an examination of the accompanying "Student Declarations" showed that four of the students had graduated. See id. at Exhibit B (Brian Aun, Symone Burrell, Kimberly Tzoc Dy, and Nancy Xiong each declare they are graduates).
- ⁴⁵² See id. at Exhibit C.
- 453 See September 10, 2019 Correspondence from City Solicitor Jeffrey Dana to Commissioner.
- ⁴⁵⁴ See RIDE's September 10, 2019 Memorandum of Law in Opposition to Motion to Intervene.
- ⁴⁵⁵ See September 13, 2019 Hearing Transcript ("Sept. 13 Transcript").
- ⁴⁵⁶ RIDE, Proposal for Decision and Order Establishing Control Over the Providence Public School District and Reconstituting Providence Public Schools at A-2, available at https://www.ride.ri.gov/Portals/0/Uploads/Documents/Board-of-Education/Proposal%20for%20Decision%20and%20Order%20(00000003).pdf (last visited Sept. 24, 2019).

⁴⁵⁷ See, e.g., Sept. 13 Transcript at 105:4-8 (testifying that "I do not personally want a seat at the table. I am not asking personally ... to have a seat at any particular table. ... I moved to intervene so parents have a seat on the table collectively.")

⁴⁵⁸ Sept. 13 Transcript at 183:16-195:22.

⁴⁵⁹ *Id.* at 189.

⁴⁶⁰ *Id.* at 193-196.

⁴⁶¹ See id. at 217-222; see also M.G.L. Ch. 69, Section 1K.

⁴⁶² See The Crowley Act, R.I. Gen. Laws Section 16-7.1-5.

⁴⁶³ See M.G.L. Ch. 69, Section 1K.

⁴⁶⁴ Sept. 13 Transcript at 233:17-20.

⁴⁶⁵ *Id.* at 260:6-11; *see also id.* at 247:10-24.

⁴⁶⁶ *Id.* at 252:23-253:9.

⁴⁶⁷ *Id.* at 260:6-11; *see also id.* at 247:10-24.

⁴⁶⁸ Protocol for Interventions at 3.

⁴⁶⁹ *Id.* at 3-4

⁴⁷⁰ *Id.* at 3-7

⁴⁷¹ 2012 ESEA Flexibility Request at 44-45.

⁴⁷² *Id.* at 74-75.

⁴⁷³ *Id.* at 83-88.

⁴⁷⁴ State ESSA Plan at 16-17.

⁴⁷⁵ *Id.* at 41-45.

⁴⁷⁶ *Id.* at 48-50.

STATE OF RHODE ISLAND AND PROVIDENCE PLANTATIONS COMMISSIONER OF EDUCATION

In re: Providence Public Schools District

RIDE No. 19-089

ORDER OF CONTROL AND RECONSTITUTION

Based on the foregoing Findings of Fact, the Commissioner hereby also finds that "after a

three (3) year period of support there has not been improvement in the education of students [in

the Providence Public School District ("PPSD")] as determined by objective criteria." R.I. Gen.

Laws § 16-7.1-5(a). In fact, a considerably longer period of time has transpired with extensive

interventions and supports producing no measurable improvement in the educational outcomes of

PPSD's students. Accordingly, the Commissioner, pursuant to her duties as Commissioner of

Education as set forth in R.I. Gen. Laws §§ 16-1-5 and 16-60-6 and pursuant to those powers

delegated to her by the Council on July 23, 2019, hereby assumes control and decision-making

authority over PPSD and schools within PPSD subject to the following terms and conditions:

1. The Commissioner shall control the budget, program, and personnel of PPSD and

its schools and, if further needed, the Commissioner shall reconstitute PPSD schools, which may

include restructuring the individual school's governance, budget, program, personnel and/or

decisions related to the continued operation of the school. The Commissioner shall exercise all

the powers and authorities delegated by the Council to the Commissioner and all powers of RIDE

over the budget, program and personnel of PPSD and over the individual school's governance.

The Commissioner shall also have all powers and authorities currently exercised by the Providence

School Board and Superintendent (Acting, Interim or Permanent), as well as all powers and

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authorities of the Mayor of Providence, and the Providence City Council as it pertains to PPSD and its schools.

- 2. This control may be exercised in collaboration with the City of Providence. Such collaboration may be pursuant to a separate agreement.
- 3. The Commissioner may retain a State Turnaround Superintendent and/or other designee(s) each of whom shall serve at the Commissioner's pleasure and may replace the PPSD Superintendent (Acting, Interim or Permanent). The Commissioner may delegate to the State Turnaround Superintendent and/or other designee(s) any or all of the powers delegated to her by the Council on July 23, 2019 and any or all of her powers as Commissioner of Education to carry out Paragraph 1 of this Order; provided, however, that the Commissioner shall have final decision-making authority.
- 4. Upon appointment, the State Turnaround Superintendent and/or other designee(s) shall immediately begin a process to co-create a Turnaround Plan with the Commissioner. Before, during, and after the development of such a Turnaround Plan, the State Turnaround Superintendent and/or other designee(s) shall engage, be accessible, and be responsive to students, parents, families, educators and the public broadly. This engagement may include, but not be limited to, public forums and current existing structures such as parent organizations and community advisory boards, as well as any new undefined structures at the discretion of the State Turnaround Superintendent and/or other designee(s) and the Commissioner. This process of developing a Turnaround Plan shall also include an opportunity for public engagement for the purpose of soliciting recommendations for the content and ultimate goals of the Turnaround Plan from a broad variety of stakeholders, including, but not limited to, the City Council, the Mayor, School Board, school leaders, educators, students, parents, families, and community members. Approval of the

Turnaround Plan shall occur after this opportunity for public engagement. The Turnaround Plan shall take into account the issues that youth and families identify, and will include, among other things, the following: (i) provisions, policies, and practices to ensure transparency in the implementation of the Turnaround Plan, (ii) respect, recognition, and value for the diverse communities served by PPSD, (iii) provisions to afford students and parents sufficient opportunity to measure the progress of the Turnaround Plan; and (iv) provisions to afford relevant stakeholders, including students and parents, sufficient mechanisms to express their opinion on material decisions. Whether the Turnaround Plan satisfies the foregoing requirements shall be determined by the Commissioner in her discretion.

- 5. The State Turnaround Superintendent and/or other designee(s) shall oversee the implementation of the Turnaround Plan for PPSD, provided, however, that the Commissioner shall have final decision-making authority. The State Turnaround Superintendent and/or other designee(s) shall be deemed to act in the name of the Commissioner for the purpose of carrying out Paragraph 1 of this Order and shall exercise the power to do all acts and take all measures necessary or proper upon all matters embraced by the Turnaround Plan.
- 6. The Commissioner and State Turnaround Superintendent and/or other designees may jointly develop additional components of the plan and shall jointly develop annual goals for each component of the Turnaround Plan. The State Turnaround Superintendent and/or other designee(s) shall be accountable for meeting the goals of the Turnaround Plan. The Commissioner and the State Turnaround Superintendent and/or other designees shall annually evaluate the progress and results of the Turnaround Plan, and shall consult with the School Board in connection therewith. Any documented annual evaluation shall be available to members of the public, the Mayor of the City of Providence, the Providence School Board, and the Providence City Council

(except insofar as the evaluation is not a public record under the Access to Public Records Act,

R.I. Gen. Laws § 38-2-1, and except insofar as any other law requires that portions of the annual

evaluation be withheld from public release).

This Turnaround Plan shall be authorized for an initial period of five years from the

effective date of this Order. The Commissioner shall then evaluate the progress of the Turnaround

Plan with reference to the specific goals relating to student achievement to be articulated in the

Plan, and following input by a variety of stakeholders – including, but not limited to, the City

Council, the Mayor, the School Board, school leaders, educators, students, parents, families, and

community members – shall decide, at her discretion, whether to continue the turnaround under

an adjusted plan or extend the current Turnaround Plan; and the Commissioner shall make and

publish any specific factual findings in support of any decision to continue the turnaround.

8. Throughout the duration of this Order, the City of Providence and the local school

committee shall have all of the responsibilities set forth in R.I. Gen. Laws § 16-7.1-5, a copy of

which is attached.

7.

9. Beginning on November 1, 2019 and throughout the duration of this Order, all

employees of PPSD shall report to the State Turnaround Superintendent or, in the absence of a

State Turnaround Superintendent, the Commissioner.

This ORDER is entered this 15th day of October, 2019

a. Infanti

Angélica Infante-Green

Commissioner

TITLE 16 Education

CHAPTER 16-7.1

The Paul W. Crowley Rhode Island Student Investment Initiative [See Title 16 Chapter 97 – The Rhode Island Board of Education Act]

SECTION 16-7.1-5

§ 16-7.1-5. Intervention and support for failing schools.

(a) The board of regents shall adopt a series of progressive support and intervention strategies consistent with the Comprehensive Education Strategy and the principles of the "School Accountability for Learning and Teaching" (SALT) of the board of regents for those schools and school districts that continue to fall short of performance goals outlined in the district strategic plans. These strategies shall initially focus on: (1) technical assistance in improvement planning, curriculum alignment, student assessment, instruction, and family and community involvement; (2) policy support; (3) resource oversight to assess and recommend that each school has adequate resources necessary to meet performance goal; and (4) creating supportive partnerships with education institutions, business, governmental, or other appropriate nonprofit agencies. If after a three (3) year period of support there has not been improvement in the education of students as determined by objective criteria to be developed by the board of regents, then there shall be progressive levels of control by the department of elementary and secondary education over the school and/or district budget, program, and/or personnel. This control by the department of elementary and secondary education may be exercised in collaboration with the school district and the municipality. If further needed, the school shall be reconstituted. Reconstitution responsibility is delegated to the board of regents and may range from restructuring the school's governance, budget, program, personnel, and/or may include decisions regarding the continued operation of the school. The board of regents shall assess the district's capacity and may recommend the provision of additional district, municipal and/or state resources. If a school or school district is under the board of regents' control as a result of actions taken by the board pursuant to this section, the local school committee shall be responsible for funding that school or school district at the same level as in the prior academic year increased by the same percentage as the state total of school aid is increased.

(b) For FY 2007, the department shall dedicate one hundred thousand dollars (\$100,000) from funds appropriated to support progressive support and intervention and SALT visits to support the Rhode island Consortium for Instructional Leadership and Training. This consortium is engaged in training school leaders to be more effective instructional leaders in the standards based instruction environment.

History of Section.

(P.L. 1997, ch. 30, art. 31, § 1; P.L. 1998, ch. 31, art. 31, § 1; P.L. 2002, ch. 65, art. 18, § 1; P.L. 2003, ch. 376, art. 9, § 7; P.L. 2004, ch. 595, art. 23, § 5; P.L. 2005, ch. 117, art. 13, § 1; P.L. 2006, ch. 246, art. 19, § 2.)

EXHIBIT 5



Dear Friends.

We are excited to share the Foundation's 2021 Annual Report with you. Last year was filled with uncertainty, but the Foundation was able to make significant impact at the same time—as we continue to focus on the needs of all the people of Rhode Island.

As we write this letter it feels as if we— as a community—are hopefully turning a corner toward COVID-19 reaching endemic status. For some of us that means that lingering risks won't as readily impact our daily decision making, but for many of our neighbors here in Rhode Island the impacts of the pandemic will be felt for years to come.

To assist in meeting the needs of our neighbors, we continue to focus on providing 'help and hope' thanks to generous donors. In 2021, our donors thoughtfully trusted the Foundation with \$98 million in new funds. Our investment returns for the year were over 20%, and our endowment now stands at \$1.4 billion.

Thanks to those factors, and more, we were able to make \$76 million in grants last year—spread across all sectors and throughout the state—many of which helped to address the challenges faced by historically marginalized Rhode Islanders, those hit hardest by COVID-19, and community members who feel the incredible strain of economic insecurity, physical and behavioral health challenges, and education achievement gaps.

Last year was one of our busiest and most productive in the Foundation's history. The results you'll read about on the following pages would not have been possible without the able leadership of Mary Brooks "Polly" Wall, our immediate past board chair. Polly held the tiller with a steady hand, grace, and compassion during a time of tumult in our world and our community, as well as a time of growth and evolution at the Foundation. Thank you for your service, Polly!



Neil Steinberg and Al Kurose, who assumed the role of board chair in January 2022.

With that, we are excited for you to spend some time reading through our Annual Report. In it you'll find stories about our support for organizations creating community, educators inspiring the next generation, local scientists focused on promising medical research, the Foundation's civic leadership efforts in health, our enhanced focus on equity for all, and you'll read the stories of many, many new and legacy donors to the Foundation. Please enjoy, feel free to share your feedback, and as always—we're grateful to partner with you.

With warm regards and deep gratitude, Al and Neil

G. Alan Kurose, MD, MBA, FACP Board Chair

Neil D. Steinberg
President and CEO

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Mission

The Rhode Island
Foundation is a
proactive community
and philanthropic leader
dedicated to meeting
the needs of the people
of Rhode Island.

Vision

Lead.

We have earned the trust of our donors, community leaders, and Rhode Islanders through a century of effective investments, strategic grants, and responsible decisions.

Transform.

We align our fundraising, grantmaking, and leadership to inspire and engage Rhode Islanders to address today's challenges and create lasting improvements in our community.

Inspire.

We challenge and encourage Rhode Islanders to become active and involved in the community, to form meaningful partnerships, and to work together for the good of Rhode Island.



The financing for King Street Commons includes low income housing tax credits, funds from Building HOMES RI, an RI Housing Preservation and Revitalization Loan as well as an RI Housing mortgage, and an additional mortgage from LISC Rhode Island.

Housing is health, housing is hope



30 years of fighting for affordable housing in RI

Jennifer Pereira, Vice President of Grants & Community Investments

The struggle to find housing that everyday Rhode Islanders can afford is not new. Thirty years ago, Rhode Island was coming off its first big leap in real estate prices, when the median price of a single family home doubled between 1986 to 1989. Suddenly, policymakers started to see the reality that many had been living for years: housing was unaffordable to the average Rhode Islander. Seeing the scope of the problem, the Rhode Island Foundation responded with its first big foray into the housing sector: helping bring the national organization Local Initiatives Support Corporation (LISC) to Rhode Island in 1991.

"The Foundation stepped up early with a leadership grant that set the stage, helping bring LISC and its muchneeded national resources to Rhode Island," remembers Barbara Fields, LISC-RI's original executive director.

During Fields' 20-year tenure, LISC provided crucial support for the building of 6,500 affordable homes for Rhode Island families.

"Nobody believed community development corporations could build at scale, but when they began constructing dozens and then hundreds of homes, heads turned.

Those early wins sparked a change and brought homes, jobs, and renewed pride to neighborhoods across the state," says Fields.

Soon, the Foundation was investing in LISC's Neighborhood Development Fund, which helped build the capacity of nonprofits like the Woonsocket Neighborhood Development Corporation (WNDC). Long-time Executive Director Joe Garlick remembers the early days.

"By the mid-1990s, Woonsocket was suffering.

The economic disruption caused by the state's credit union bust and other national bank failures had caused massive housing abandonment and neighborhood disinvestment," he explains.

By the end of that decade, WNDC-now called NeighborWorks Blackstone River Valley-had attracted millions of dollars in private and public sector investment to breathe new life into the Constitution Hill neighborhood, which had more abandoned multifamily properties than any other section of the city. The centerpiece was rehabbing 26 of those derelict buildings into 90 affordable apartments.

Troubled neighborhoods all over Rhode Island were being transformed by the catalyst of affordable housing. Nonprofits like Church Community Housing Corporation in Newport, West Elmwood Housing Development Corporation in Providence, and Valley Affordable Housing Corporation in Cumberland were pioneers in this crucial work.

Rhode Island's production of new homes had fallen precipitously; largely as a result of high land and construction costs, and a demanding permitting process. In 1986, developers built 7,274 units. But by 2004, the number of authorized building permits had fallen to 2,532. The growing imbalance between housing supply and demand had caused

prices to rise six times faster than incomes since 1998. And the number of clients at homeless shelters increased more than 25% between 2002 and 2004

That's when the Rhode Island Foundation took an unprecedented step: investing in housing advocacy together with Rhode Island Housing and the United Way. The goal of the original HousingWorks campaign was passage of a \$50 million bond for affordable housing—the first such bond in state history.

Brenda Clement, then the executive director of the Housing Network, which represents many of the state's community development corporations, remembers the campaign brought new voices to the table to convince legislative leaders to put a housing bond on the November ballot and then conduct a statewide advertising campaign in support of it.

"We needed to reposition affordable housing as something other than 'the right thing to do.'
Housing advocates have always said that the 'path to economic opportunity begins at your front door,' so the campaign focused on the importance of housing to our state's economic health and growth," she says.

That 2006 bond passed with 66% of the vote. Within a few years, a second bond passed and then a third. But, housing creation still wasn't keeping pace with demand. By 2014, new residential building permits had fallen to just 952. Rhode Island ranked last nationally. Not surprisingly, the average renter could not comfortably afford the average two-bedroom apartment in any of the state's cities and towns.

While the affordability gap persisted, one thing was changing. The Foundation began to focus on housing as a tool to address health and economic security. The work included substantial investments in innovative housing programs like Housing First



NeighborWorks' Fernwood development in Burrillville is a unique affordable housing option: home buyers help build their own house.

RI, which combines stable, affordable apartments and case management to address the underlying causes of homelessness.

"We help people who have been homeless turn their lives around by removing barriers to getting a place to live, helping them acclimate to tenancy, and assisting them in achieving their goal of stability and independence," explains Thrive Behavioral Health CEO Dan Kubas-Meyer.

The new approaches are coupled with continued support for long-time partners like LISC-RI, the Rhode Island Coalition to End Homelessness, and HousingWorks RI. The Foundation also has a seat on the Rhode Island General Assembly's special legislative commission to study the Low and Moderate Income Housing Act; the commission is

looking into barriers to affordable housing creation and will identify ways to help cities and towns meet their obligations under the Act. Furthermore, Rhode Island's \$1.1 billion share of the federal American Rescue Plan Act funding represents a once-in-a-lifetime opportunity to move the needle. In fact, the Foundation's "Make It Happen: Investing for Rhode Island's Future" report recommends that more money be spent on housing—\$405 million—than any other use.

"As a state, we've got to produce more housing.

Let's start at the lower income levels, but there is
a shortage at almost every level," says Foundation

President and CEO Neil D. Steinberg. "It's way past
time to just do it."

Building much more than homes

ONE Neighborhood Builders

Jennifer Pereira, Vice President of Grants & Community Intvestments



ONB brings healthcare to the community at William D'Abate Elementary School, one of their many vaccination sites during COVID.

They build and renovate affordable housing, but ONE Neighborhood Builders does much more than that. They build communities. In their mission to address pervasive social and economic inequities, they have been doing innovative work to cultivate healthy, vibrant, and safe communities through a wide range of programs and collaborations that extend far beyond construction.

ONE Neighborhood Builders (ONB) has established itself as a community development leader in Rhode Island, focusing on place-based efforts to improve



economic mobility for residents in the nine Providence neighborhoods located in the 02908 and 02909 ZIP codes: Elmhurst, Federal Hill, Hartford, Manton, Mount Pleasant, Olneyville, Silver Lake, Smith Hill, and Valley.

The neighborhoods they serve have similar demographics and face enormous health disparities: 41% of individuals in these areas live in poverty. The homeownership rate is 25%, far lower than the 61% regional average. A bleak indicator of just how poor conditions of existing housing are: 22% of kindergarten children in the Olneyville, Valley, and Federal Hill neighborhoods of Providence were identified with elevated blood-lead

levels. These inequities impact overall quality and duration of life—in fact, the average life expectancy in Central Providence is nine years lower than that of other Providence neighborhoods.

Founded in 1988 as Olneyville Housing Corporation (OHC), ONE Neighborhood Builders became the name of the organization when OHC merged with Community Works Rhode Island in 2015. Over the past two decades, the Foundation has invested more than \$1.5 million in the various iterations of One Neighborhood Builders.

In response, ONB has developed over 500 affordable homes for families, transforming neighborhoods characterized by blight and crime into safe communities with high-quality housing and vibrant retail shops. One of the early recipients of the Foundation's Impact Investing Initiative, ONB received an \$806,000 loan in 2018 to support the Protecting Providence Property program, a pilot effort to provide affordable homes to middle income households. In June 2021, ONB celebrated the completion of King Street Commons and Sheridan Small Homes, representing a nearly \$20-million investment. The 2.5-acre King Street Commons development includes 30 new affordable rental apartments and a child care center in Olneyville. Clustered on three-quarters of an acre and adjacent to the Fred Lippitt bike path, five Sheridan Small Homes were built with first-time homebuyers in mind.

"Whenever we launch a new housing development, we focus on the fact that we're not simply developing housing; we're building community," says ONB Executive Director Jennifer Hawkins. "We investigate the needs of each neighborhood where we build." ONB calls upon neighborhood residents and stakeholders inquiring about their strategies and priorities to note efforts to revitalize



The PVD Bike Collective received one of 21 grants from ONB's Community Impact Fund awarded by their Resident Advisory Council. Their mission is to get bikes to people who need them and to empower people to repair their bikes.

neighborhoods without displacing existing residents and businesses.

They know that 80% of what makes people healthy happens outside of healthcare settings—and that safe and stable housing and living wages are the primary determinants. A multi-year grant from the Rhode Island Foundation's Fund for a Healthy Rhode Island enabled ONB to develop their Community Health Worker Registered Apprenticeship program. Community Health Workers—there are currently 14 participants—help residents with a variety of supportive services and assistance, including rent relief, food assistance, and healthcare. During the COVID pandemic, they provided vaccine site support—64 vaccine sites

hosted, with 1,385 people vaccinated, and almost 300,000 masks distributed. Further, \$1.1 million was distributed as direct cash assistance to clients with immediate needs, assisting them with rent and utilities relief. Their work helps ONB understand the needs of community residents.

In 2020, ONB received a two-year, \$8 million investment from Blue Meridian Partners to support place-based investments for city residents in the 02908 and 02909 zip codes to address social and economic disparities through systems change. Rhode Island Foundation serves as the fiscal sponsor of this Central Providence Opportunities Initiative.

In partnership with the Rhode Island Department of Health (RIDOH), ONB has also launched the **Doula Workforce Development Initiative**. This training series will strengthen the network of doulas living or working in the nine neighborhoods of 02908 and 02909. Increased access to doula services has been shown to have positive long-term impact on Black maternal health, early education outcomes, and economic mobility. This program will allow more doulas and clients to connect when new legislation goes into effect that requires all insurance providers to cover doula services.

The ONB 18-member Resident Advisory Council supports resident leaders in creating the community change they want to see. It has overseen distribution so far of \$100,400 in Community Impact Funds to 21 businesses and organizations. The grants, of up to \$5,000 each, are used to support creative, community-driven projects that impact residents in the 02908 and 02909 zip codes. Their combined resident voices have been central to policy recommendations to the state and the City of Providence for how Federal stimulus funds ought to be spent.

A collaboration between ONB and Social Enterprise Greenhouse (SEG) has produced a business support center in Olneyville, providing small-business owners access to resources to launch and grow their business. Tailored to the needs of local merchants and makers in central Providence, the center will provide access to SEG's network of business experts, programs and services, free internet and use of computers, technology training and advising, one-on-one support, workshops and community events, and resources to connect individuals to economic and workforce development opportunities.

ONB's commitment to **early education** and affordable, high-quality child care for community residents resulted in a state-of-the-art child care center at King Street Commons, to be opened and operated by Children's Friend this Spring.

The 8,645 square foot daycare facility will have three pre-kindergarten classrooms, two infant/toddler classrooms, and an outdoor playground area.

And ONB remains committed to creating **on-ramps to living wages**, marrying workforce development with housing development through their partnership with construction-apprenticeship programs, including with Building Futures, an organization that meets industry need for skilled workers through the Registered Apprenticeship system while creating high-wage career opportunities for low-income adults.

"While we know that safe, stable housing is the foundation for all else—it will always be paramount—we also know that we have to support good jobs, early education, and quality health services in order to generate and sustain community-wide change," says Jen Hawkins. "Comprehensive community development has always been in our DNA."

If we can see it, we can be it

In Providence, recruiting teachers that look like their students

Lisa DiMartino, Senior Strategic Initiative Officer

Maria Taveras came to the U.S. from her native Dominican Republic when she was four years old.

"I was in a bilingual class—I went to George J. West, Mary Fogarty, and Gilbert Stuart because we moved a lot. When I became a teacher, I knew I wanted to connect with kids in the same situation, to give the students someone who is 'just like me' to connect with," says Maria.

Teachers of color are dramatically underrepresented in U.S. schools, particularly in large urban districts. In Providence public schools serving almost 22,000 students at 37 different schools—80% percent of the teachers are white while 80% of the students are Black or Latino. Meanwhile, the evidence is clear: ethnoracial diversity in the teaching profession has been shown to have positive impacts on student outcomes.

According to the Learning Policy Institute, which conducts independent research to improve education policy and practice, the benefits of diversity in the teacher workforce are considerable for all students, regardless of their race or ethnicity.

Schools that are more ethnically and racially diverse produce better academic results, create environments with reduced anxiety levels, and help improve students' social and emotional learning. Exposure to diversity better prepares all students for life and work in an increasingly global and diverse world.

Teachers of color also boost the academic performance of students of color, including improved reading and math test scores, improved graduation rates, and increases in aspirations to attend college. It is not that children of color can or should only learn from teachers of color; rather, public schools need a teaching pool that is more reflective of the population of students. All students benefit from seeing and knowing that individuals from varied racial and ethnic backgrounds can and do have the potential and desire to excel in academic institutions.

That is why the Rhode Island Foundation has raised \$3.2 million to increase the number of teachers of color in Providence public schools. The funding is being used to offer candidates a college loan-repayment incentive totaling up to \$25,000 in the first three years of employment, over and above their regular compensation. Newly-hired, full-time teachers who identify as Black, Asian, Indigenous, Latino, or multi-racial are eligible.

In Maria's case, her higher education path took her first to the University of Rhode Island (URI), then to the Community College of Rhode Island (CCRI), and ultimately to Rhode Island College (RIC) where she graduated with a degree in Early Childhood Education. Along the way, she accumulated student loan debt. Now teaching dual-language second-graders at Alfred Lima Elementary School, Maria is thankful that the loan forgiveness program has reduced her debt burden.



"We're grateful to the passionate donors who joined with us to embrace this opportunity to continue improving the educational success of the city's students," said Foundation President and CEO Neil Steinberg. The district hopes to hire more than 125 teachers of color over the next five years through the program.

In its first academic year (2021-2022), the loan forgiveness program already appears to be a game changer for improving diversity. The program is providing an incentive large enough to impact decision-making, either for external candidates to relocate or internal candidates to change careers, and taps into a real, identified need among educators and prospective educators.

The initiative is just the latest in a string of programs the Foundation has funded in partnership with Providence Public School District (PPSD) to increase the number of educators of color. With a multi-year \$220,000 grant from the Foundation, PPSD has hired a Diversity and Pipeline Design Specialist to coordinate all efforts related to the recruitment of teachers of color, including collaborating with existing teacher certification programs and developing supports for retention.

If the pipeline of teachers of color is to increase, teacher preparation programs—particularly alternative certification programs—must play an active role. Districts and schools need to create more pathways into the profession for potential



teachers of color. The Equity Institute, a Rhode Island nonprofit that works toward building diverse, equitable, and inclusive learning environments, has received a \$125,000 Foundation grant to help a diverse group of non-certified teaching assistants to become state certified teachers.

"Often when we discuss issues around diversity, folks support the ideas but often few resources are committed to make a substantial shift in the work. This financial investment opens up the opportunity to pursue something tangible," said Carlon Howard, chief impact officer at the Equity Institute.

"Students in minority communities need a model for success—teachers that speak to students in a way that touches something deeper than math or science," says Carlon. "If we live in a society that affirms equity, how do we have the one profession that touches virtually everyone that is predominantly made up of people from only a very particular background—the one profession that touches everybody should reflect our beliefs."

Through their Educator Pathway Program, the Institute has identified a pool of talented professionals of color who are ideally suited to become teachers and education leaders. They are the paraeducators, teacher's aides, student services coordinators, and administrative assistants who have been working in their neighborhood schools for years. They are multilingual, racially and ethnically diverse, live in the community, and have forged deep, trusting relationships with students. Many of them seek to grow into teacher roles, but they face significant barriers to obtaining their BA and teaching credential. A new collaboration between the Equity Institute and College Unbound, an accredited postsecondary institution for returning adult learners, is removing those barriers, offering a pathway to a college degree and teaching credential in less than three years.

There is no magic solution for recruiting and retaining teachers of color, and Providence public schools face an ongoing challenge to grow a pipeline of educators of color. But where there is concerted action, there is hope—hope for an education system that recognizes identity and connection as fundamental to teaching and learning, that fosters sociocultural consciousness and an affirming attitude towards all students.

COMMITTING MORE THAN WORDS TO FURTHER DIVERSITY, EQUITY AND INCLUSION.

At the Foundation, we recognize that we will never achieve our mission—to meet the needs of all Rhode Islanders—if we don't invest with purpose in making equity a reality.

Late in 2020, our Board committed \$8.5 million (above and beyond our traditional grantmaking and civic leadership efforts) over three years to advance diversity, equity, inclusion and access. At the end of 2021 we had allocated nearly \$1.5 million of that commitment.

In addition, we've initiated both a Black and Latino Giving Circle—raising funds from community members, matching their gifts one-to-one and supporting a grantmaking process led by the Giving Circle members themselves. We've also engaged high net-worth donors to raise over \$3 million for the Fund to Recruit and Retain Teachers of Color (for more on this see page 15), and to fund the expansion of E for All (Entrepreneurship for All) into Rhode Island.

Last year, we launched the Equity Leadership Initiative (ELI), led by Angela Bannerman Ankoma, who serves as a Foundation vice president and executive director for the program. Angie has been working across and within departments at the Foundation to maximize this effort's impact, first recruiting and stewarding a community advisory board and steering committee to assist in developing the Initiative. Then by identifying via an open application process—31 individuals who identify as Black, Hispanic or Latino, Indigenous, Asian, and multiracial to participate in the inaugural cohort. Through a 12-month curriculum

of monthly meetings, mentoring, and sessions tailored to their individual needs, participants are experiencing regular recruitment by search companies and community members for job opportunities, board recruitment, and more. Already, a strong sense of community and connection—personal and professional— has developed among ELI members.

We also continue to forge ahead in creating systemic change through long-term education and long-term health planning efforts—keeping equity front-and-center. And, our focus on equity has produced measurable results in 2021. When we look at our traditional grantmaking portfolio: 40% of Foundation-directed grants went to organizations led by a person of color, primarily serving communities of color, or for specific programs benefiting communities of color. And, 58% of \$1.4 million in scholarships that we gave out in 2021 went to applicants self-identifying as students of color.

Eliminating disparities, and providing equitable access to resources and opportunities is a cornerstone of the Rhode Island Foundation. We are grateful to the thousands of donors who have made this possible, and to our Board of Directors and team members who are committed to doing this work. And, we're humbled by the call to build on and complement the work our many grantee partners are already doing. We hope other community and corporate leaders, as well as a wide range of donors, will be inspired and join us to make a better, equitable future a reality for all.

\$300,000

to fund the first year of the Foundation's Equity Leadership Initiative

\$300,000 to fund Anti-Racism Training Grants for 26 local nonprofit

\$330,000

organizations

to fund the first year of our Community Organization Capacity Building Grant program for 11 organizations, led by people of color

\$560,000

in additional funding for programs like Fair & Impartial Policing and Implicit Bias Awareness training for the 400+ members of the Providence Police Department; partnering with RI Supreme Court Committee on Racial and Ethnic Fairness in the Courts on public awareness campaign, When Justice Works, and more.





Big medical advances start small

Grants for promising researchers

Zachary Nieder, Senior Strategic Initiative Officer

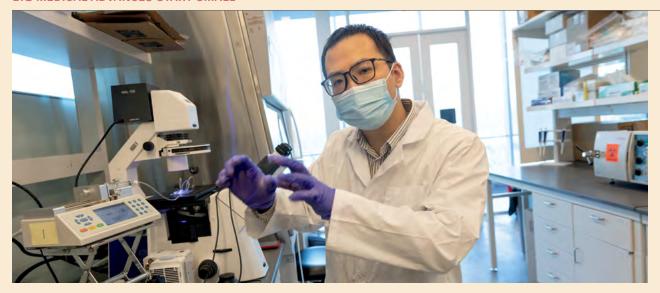
Did you know:

- I. An estimated 6.2 million Americans age 65 and older are living with Alzheimer's dementia in 2021.
- II. One person dies every 36 seconds in the United States from cardiovascular disease.
- III. The cost of prescription opioid misuse in the United States is \$78.5 billion a year.

These three important health issues are currently being addressed by researchers at the University of Rhode Island thanks to grants from our pool of medical research funds here at the Foundation.

I.

As the lifespan of the human population is increasing, so is the incidence of neurodegenerative diseases, with Alzheimer's disease (AD) at the forefront of all forms of dementia. "We still do not understand enough about the molecular mechanisms that underlie the disease," says Jaime Ross, assistant professor at URI's George and Anne Ryan Institute for Neuroscience. In her laboratory in the Department of Biomedical and Pharmaceutical Sciences within the College of Pharmacy's state-of-the-art Avedisian Hall, she and her team are studying the interplay of genetic



background, toxins, and lifestyle in Alzheimer's disease. Age, cardiovascular risk factors, and the inheritance of some genetic traits all contribute to the development of AD, but their role in its onset and progression remains elusive. Ross hopes to shed some light on this by exposing mice to an environmental toxin—microplastics—pervasive in water, foods, clothing, personal care products, textiles, and particulates. Tests to assess different behaviors, including locomotion, learning and memory, anxiety, and sensorimotor tasks will be performed, as well as the collection of brain and peripheral tissues.

II.

Yang Lin, an Assistant Professor in Mechanical, Industrial & Systems Engineering within URI's College of Engineering, is looking at the leading cause of death—cardiovascular disease (CVD)—in an attempt to develop a noninvasive method for its diagnosis through analyzing microvascular blood circulation in the human eye. "The eye shares the same vessels, the same blood, that is flowing to the brain. We start with the eye because the eye is accessible," says Lin. Currently, measurement of human blood flow involves an invasive procedure.

He views his work as a first line of defense to determine if someone is at high risk for CVD. "Once we have collected sufficient data, we will work with a real eye, but that's another clinical phase and will require FDA approval."

To accomplish his goal of finding a noninvasive procedure, he has constructed a microfluidic chip with vessel-like microchannels and controllable pulsating flows where pig blood will be used as a surrogate for human blood. He will then develop a deep learning model (a key technology behind driverless cars) that can achieve accuracy that exceeds human-level performance for optical flow estimation that will evaluate the velocity and viscosity in order to diagnose and treat CVD.

III.

Matthew Bertin believes he can help find a safe, effective, non-addictive strategy to manage chronic pain as an alternative to the misuse of and addiction to opioids—a serious national crisis that affects public health as well as social and economic welfare. "We never had the project or the personnel in place to tap into Rhode Island Foundation medical research grants—and to go for an NIH grant at this point would be difficult. They typically want to

see you a little further along," says the assistant professor of Biomedical and Pharmaceutical Sciences in the College of Pharmacy at URI. "With the Foundation grant we'll be able to gather the data necessary to move this forward."

The overarching goal of the proposed research strategy is to discover new natural products that activate both the mu opioid and delta opioid receptors (MOR and DOR, respectively), and reduce neuroinflammation to ultimately treat chronic neuropathic pain.

His laboratory has identified and isolated a molecule—unnarmicin D—that binds with the body's natural opioid receptors to produce pain relief. And it appears to do this with potent efficacy, diminished side effects, and a reduced risk of dependence. In other words, without many of the side effects that have contributed to the opioid crisis.

Unnarmicin D has been extracted and isolated from Trichodesmium blooms collected from the Gulf of Mexico, among the most abundant bacteria in the marine environment. In fact, according to Bertin, the marine ecosystem is a virtual repository of new molecules that have potential use in the therapeutic realm.

"Rhode Island Foundation funding has been critical to jumpstarting the careers of some of our brightest and most promising young faculty. They have gone on to do amazing things and launch significant research careers. Without the Foundation's help, this would not have been possible," says URI President Marc Parlange.

We are able to provide seed money to help researchers like Jaime Ross, Yang Lin, and Matthew Bertin achieve medical advances in these and a multitude of other fields thanks to the commitment of our generous donors. The Medical Research Grants program awards 10-12 grants per year of up to \$25,000 each. It is designed to help early-career researchers advance projects to the point where they can compete for national funding. With this round of grants, the Foundation has awarded nearly \$4.5 million since 1997. In previous years, grants have been awarded to Brown, Bryant, Miriam Hospital, Rhode Island Hospital, Women and Infants, Johnson & Wales, and more. Our hope is that their successes will lead to healthier lives as well as a robust Rhode Island research community.

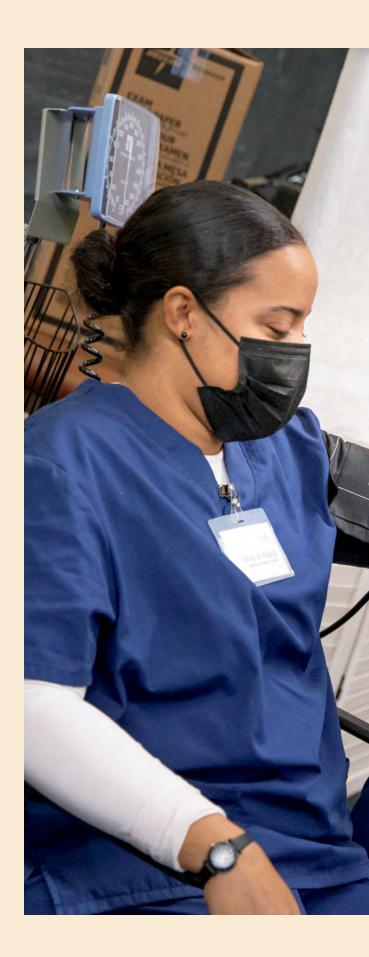


How do we make Rhode Island the healthiest state in the union? By using every tool at our disposal

Sometimes the most important thing we distribute isn't funds—it's influence. When huge structural or political decisions are being debated, there are inevitably lobbyists, corporations, politicians and the usual powerbrokers making sure their agendas are heard. The people who are often the most affected by these decisions are simply not at the table.

This is when we put down the checkbook and pick up the megaphone. Because we believe we have a responsibility to use our platform to be a voice for those who might not otherwise have one.

One such opportunity arose in 2021, a potential merger that would bring together Lifespan, Care New England, and Brown University to form an integrated academic health system. As of the publishing of this story, the proposed merger will not be moving forward. However, well before that determination was made, we recognized that the creation of an integrated academic health system at the scale and scope contemplated would have significant impact on the health and well-being of Rhode Islalnders across the state, far into the future.





During the pandemic, Care New England and Lifespan worked more closely together than ever, and renewed merger talks that had stalled several times in the past. Combined with the academic and research resources at Brown University - particularly within the Warren Alpert Medical School and the School of Public Health here in Rhode Island - the merger would yield a more forward-focused and integrated health system.

At the Foundation, one of our key priorities is Healthy Lives. In this case, our strategic focus and this potential merger converged to become one of those moments for us to go beyond our traditional grantmaking.

So we pulled together a group of community stakeholders and health system experts to coordinate an independent effort—combining research, committee input, and outreach—to develop a set of recommendations that we believed could bring an important outside perspective to inform decision-making around this consequential proposal.

While the merger will not be moving forward, the idea of it is just one facet of the incredibly complex challenge of making and keeping Rhode Island healthy. We are deliberate in "connecting the dots" between this effort and other health initiatives the Foundation has led.

For example, we've published—and are tracking against—indicators for our health planning effort, Health in Rhode Island: A Long-Term Vision (available at www.healthinri.com). Health-focused recommendations were also integral in Make it Happen: Investing for Rhode Island's Future (our report aimed at influencing how state leaders invest federal American Rescue Plan Act resources: www.rifoundation.org/arpa). And in the case of this particular work, we publicly offered

recommendations related to the regulatory approval and private merger processes associated with the potential academic health system (www.rifoundation.org/iahs).

Uniting these efforts are strong common themes that, as they are internalized by decisionmakers and the broader public, will begin to effect changes in policy, practice, and resource allocation. As this work weaves together it has the potential to put Rhode Island on the map as the healthiest state in the country in ten years—a goal which was endorsed by the governor and General assembly in 2020.

Rethinking and redesigning systems with a commitment to population health and wellbeing is no small task. But it is essential. As Dr. Nicole Alexander-Scott, former director of the R.I. Department of Health noted, "The pandemic reinforces how important it is to address the underlying community-level factors that impact health the most. Health care accounts for only a small portion of a person's and community's health outcomes."

When your goals are this ambitious, it is a collective responsibility—leaders in the public and private sector, and each community member—to do whatever it takes to make our community's health and well-being a top priority.

So yes, we will continue to make grants. And when necessary, we will make noise.

A HEALTHIER RHODE ISLAND

HEALTH EQUITY FOR ALL

ensuring all Rhode Islanders can be in optimal health, and live, work and play in healthy communities.

ACCESS TO HIGH-QUALITY, AFFORDABLE, AND ACCESSIBLE

CARE focusing resources to maximize health outcomes for Rhode Islanders, reduce waste in the system, ensure appropriate care in the most appropriate settings, and truly support behavioral health needs across the population.

ELIMINATE SYSTEMIC DISPARITIES

focusing (and in some cases, refocusing) resources on addressing underlying inequities that influence health, and invest in the root causes of these disparities such as access to safe and affordable housing, a high-quality education and stable income sources.

SUPPORT AND DEVELOP

THE WORKFORCE ensuring that the health sector workforce reflects the community it serves. Adequately compensate, train and support health sector workers, while developing the health sector workforce of the future.

ENSURE SUSTAINABILITY, ACCOUNTABILITY, AND

OVERSIGHT Changing systems is challenging. With sustainable plans, clear oversight, and the ability to hold stakeholders accountable, change is possible.

2021 Civic Leadership Fund Donors

We thank those who supported our civic leadership efforts, like those described in the preceding story, in 2021. This work creates a stronger, more vibrant community, encourages collaboration to solve important issues, seizes emerging opportunities, and funds valuable research.

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Anne and Michael Szostak Fund



2021 in Numbers

Total Funds Raised

\$98m \$1.46B

Total Foundation Assets

\$76M TO 2,300

In Grants

Nonprofit Organizations

In Scholarships Awarded

\$2.8M \$800K+

Raised for Civic Leadership

20.4%

Investment Return

Rhode Island Foundation

Rhode Island Foundation MacColl Johnson Fellowship Fund awardees will use funds to further artistic growth

Providence Monthly April 29, 2021

RI Foundation offering \$10,000 grants for ideas that build community

Newport Buzz March 3, 2021

Equity Leadership Initiative looks to train next generation of leaders

Providence Journal October 3, 2021

Mario Bueno gana premio de 50000 por servicio a la comunidad

RI Latino News December 13, 2021

RI Foundation awarding thousands in grants to nonprofits serving state's Black community

WPRI February 4, 2021

R.I. Foundation raises \$3.1M to help Providence school district recruit minority teachers

Providence Business News April 26, 2021

Afghan Relief RI seeks to aid refugee families bound for Rhode Island

WJAR November 8, 2021

R.I. Foundation recommends spending state's ARPA funds on housing needs, substance abuse, mental health

Boston Globe October 19, 2021

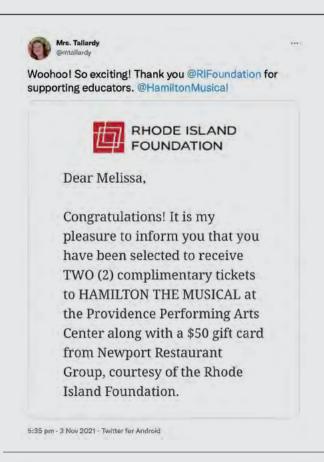
RI Foundation offers \$60,000 in matching grants to help Food Bank, Trinity Rep recover from pandemic

Cranston Herald November 17, 2021

McKee y La Fundación de Rhode Island anuncian miles de dolares en otorgamientos en lucha contra COVID-19

Noticias Latino August 4, 2021

In the News



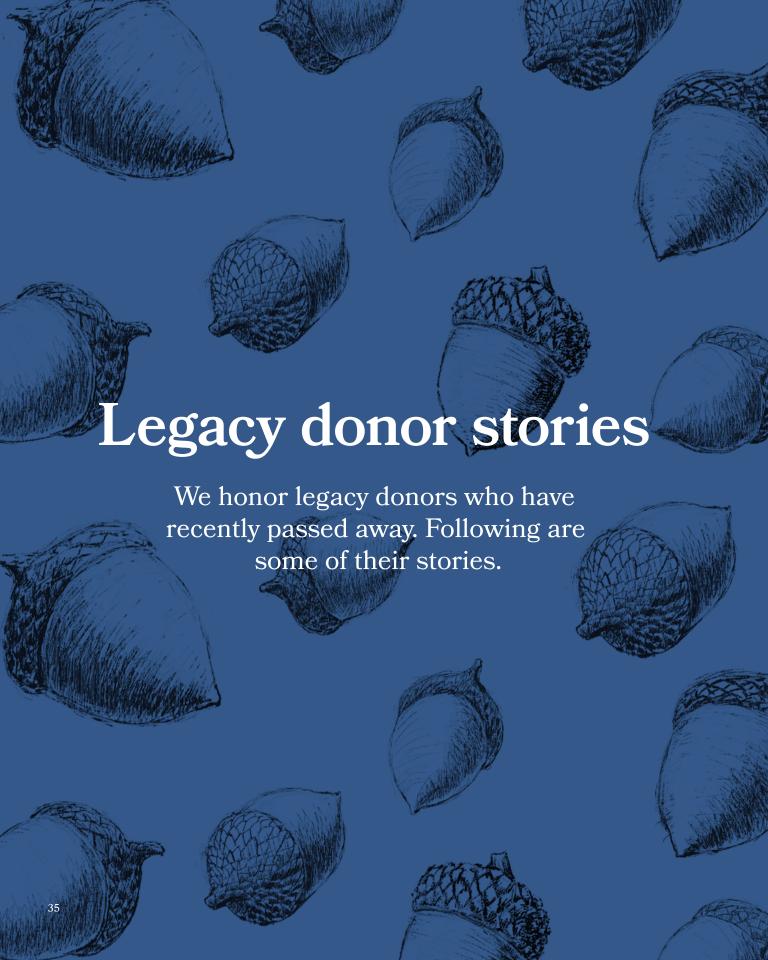


RI Hospitality

@RIHospitality



And see the recipients below 4:54 pm - 23 Jul 2021 - Twitter for iPhone



Robert G. and Joyce Andrew College Scholarship Fund

The Robert G. and Joyce Andrew College Scholarship Fund at the Rhode Island Foundation will soon help send dozens of Rhode Island high school graduates to college every year.

"Bob and Joyce loved Rhode Island. It was home. They recognized the importance of education but realized most kids couldn't afford it; they certainly couldn't afford it when they were young. They wanted to pass along the opportunity and gift of education, yet keep it in Rhode Island," remembers family friend Drew Davies.

Married for 59 years, Bob and Joyce grew up in Providence's West End in the 1930s and 1940s. Times were tough. Joyce's older sister had to drop out of high school to help support the family.

After Bob returned from serving with the U.S. Army in Germany, he and Joyce began buying up real estate in their neighborhood. Joyce was a teller at Citizens Bank in Providence until her retirement. Bob had a long and successful career as a businessman. He began his career at the former Fleet Bank, which was then known as Industrial National Bank. Afterwards, he went on to become vice president of one of the largest real estate firms in Rhode Island. He then launched several small businesses and went into commercial real estate before his retirement.

"Bob was an extremely shrewd businessman. His analytical mind was second to none. He could look at a balance sheet and in three minutes he could tell you whether a deal was viable or not. He was right every time. He had the Midas touch. I can't explain it. Everything Bob did was successful," says Drew. The Andrews made the decision to trust the Rhode Island Foundation with their legacy gift almost 25

years ago. Bob passed away in 2015 at age 81. When Joyce passed in 2018 at 84, Drew tied up the loose ends for them. By then, their generosity had grown to be worth \$12 million.

"It is an honor to help bring this scholarship fund to Rhode Island students. Bob and Joyce would be humbled by the joy their gift will bring. The magnitude of this gift will carry on for generations and change many lives," Davies says. "This is a celebration of their lives. Helping these students fulfill their educational dreams is their legacy."



Sidney Clifford, Jr. Fund

sidney Clifford, Jr. was born in Providence in 1937, the only child of Sidney and Elizabeth (Freeman) Clifford. With the exception of his college years and the early years of his marriage, he lived in the same house all his life: the Freeman Parkway home on Providence's East Side that was part of a 50-acre plat his grandfather, hydraulic engineer John R. Freeman, owned. The family summered in Little Compton.

Jerry, as he was known by all, passed away in 2020 after contracting COVID-19 at the age of eighty-three. His life was shaped by lifetime friends, an extended family of relatives and, most importantly, by the educational, social, religious, and civic institutions prominent in his Rhode Island community.

His estate plan provided for the creation of The Sidney Clifford, Jr. Fund at the Rhode Island Foundation and was funded with bequests of approximately \$18 million to provide financial support—in perpetuity—for several of those organizations.

His life was led by strong family influences and traditions: his father was a prominent attorney and Jerry pursued a career in law, graduating from the University of Virginia School of Law after attending Moses Brown School, Brown University and Marlboro College. His mother was a fixture in many Providence organizations and influenced his charitable giving instincts: she created the Elizabeth Freeman Clifford Fund at the Foundation upon her death in 1994.

Jerry's interests and community activities reflected the family's traditions. He was a third-generation parishioner at Grace Episcopal Church and a supporter of Episcopal Charities. He served on the vestry of Grace Church in Providence, was treasurer of St. Andrew's By-the-Sea in Little Compton, served on the Diocesan Council and

Budget Committee of the Episcopal Diocese of Rhode Island, and was president of Episcopal Charities. He was devoted to Masonry, as was his father, and rose to be a 33rd Degree Mason, providing leadership in multiple Masonic organizations as a Grand Master. It was through the Masons that he met his wife, Irene (Kulpa Clifford), whom he married when he was 52. They were generous supporters of Women & Infants Hospital where Mr. Clifford served on the Development Foundation board of directors for almost 20 years.

Irene, who passed away in 2016, enthusiastically provided the organizational support Jerry needed to keep up with his civic responsibilities. They had no children. His social activities revolved around many local clubs - he was an avid tennis player and well into his seventies would be hitting tennis balls weekly with the pros at The Agawam Hunt Club or Sakonnet Golf Club. His interest in genealogy-he was proud of his Clifford and Freeman family histories—led him to programs promoting awareness of American Colonial and Revolutionary War history. He volunteered as president of the Rhode Island Society of the Sons of the American Revolution, as president of the Rhode Island Society of the Order of Founders and Patriots (whose members can trace their ancestry to a forefather who fought in the American Revolution), and as deputy governor general of the Society of Colonial Wars.

Working through the Foundation in estate planning was something of a tradition for the Freeman-Clifford families. In addition to his mother, his aunt also established a fund at the Foundation. "My mother thought so well of the Foundation. I respect my mother's judgment," Mr. Clifford said of his decision to continue the family practice in a 2009 interview. His establishment of the Sidney Clifford Jr. Fund acknowledges that sentiment.

Dr. Dorothy F. Donnelly Ph.D. Endowment Fund

The idea that was instilled in us (when we were growing up) was that if you're able, you give back. It was part of what we all believed, the importance of contributing to things," the late Dr. Dorothy Donnelly, Ph.D., told us in a 2007 interview.

It is a value she lived throughout her life and now, through her estate plan, she will forever be contributing to organizations that were important to her: Planned Parenthood of Rhode Island, ACLU Foundation of Rhode Island, and George A. Wiley Center (in honor of Henry J. Shelton), all for general operating expenses, and Women's Fund of Rhode Island for its grantmaking.

Born and raised in Rhode Island, Dorothy worked as a sales representative for the telephone company before pursuing higher education. She earned three degrees, all in literature: a bachelor of arts from the University of Rhode Island (URI), a master of arts from Brown University, and a doctorate of philosophy from Brandeis University.

While at Brandeis, she was recruited for - and joined - the English department at URI. She taught there for 44 years, serving 12 of those years as department chair. "It kept her going, along with her union work," says her niece, Patricia Maguire. "She was instrumental in bringing two faculty unions to URI, one for full-time faculty members and one for part-time faculty. She had a lot of institutional knowledge and patience. It was admirable to see someone so dedicated."

Noting her aunt's lifelong commitment to helping the underserved, Patricia shares that Dorothy participated in a Civil Rights march in Alabama in the 1960s and co-founded Changing Lives through Literature, Rhode Island chapter, a program that offers alternative probation sentences to offenders.

Of her decision to channel her philanthropy through the Rhode Island Foundation, Dorothy told us in 2007, "I really want a place that I trust and that is known for doing good things. I talked with people, and I always came back to the Rhode Island Foundation. The reputation is superb...and the handling of assets is impressive. You're a good financial steward."



Joann K. Turo Scholarship for Advocacy of American Democracy and Governance Fund

A year before her death in March 2020 at age 82, Joann Turo worked with Rhode Island Foundation staff to outline criteria for a scholarship that would be established following her death.

A graduate of Westerly High School, class of 1955, and the University of Rhode Island (URI), Joann stated that she wanted students of her alma maters to benefit from her gift. Thus, the Joann K. Turo Scholarship for Advocacy of American Democracy and Governance was created "for Westerly High School for scholarship(s) for senior(s), male, female, or transgender planning to attend the University of Rhode Island upon graduation."

Joann further noted that the following should be considered in selecting candidate(s): interest in the study of liberal arts, especially the humanities; interest in government and current events; high moral character; strong leadership abilities; and above-average scholastic achievement.

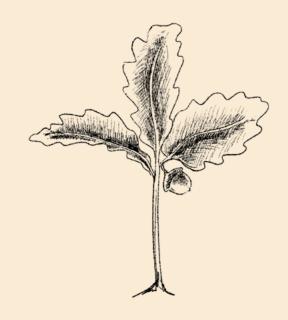
When meeting with Foundation staff, she shared, "In 1955 I was the recipient of the American Legion Auxiliary nomination to attend Girls State at the Rhode Island State Capitol in Providence. This experience represented a developmental milestone in the future steps in my educational, personal, professional journey as a citizen in my treasured American Democracy."

Her educational journey following URI took her to Ohio University where she earned a master's degree and later New York University where she did advanced graduate study.

Joann's obituary states that she was a licensed psychoanalyst and psychoanalytic psychotherapist in New York City for more than 30 years, as well

as a training and supervising analyst at the Training Institute of the Contemporary Freudian Society where she had served as vice president.

The obituary further notes, "She stayed devoted to her hometown (of Westerly) and her Irish-Italian heritage. She returned often to support family and friends in their difficult times and to celebrate their good times... She was looking forward to spending more time with her loving family and reuniting with treasured friends from her high school and college years. She was hoping for more sunny days at Watch Hill beach and leisurely walks to Napatree Point."



The 1916 Society

We thank and recognize the members of our 1916 Society, individuals who have informed us of their plans to leave a legacy through a bequest or other future gift to the Foundation. The list here is current as-of December 31, 2021. Members who wish to remain anonymous are not listed, and new members appear in red.

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Noreen Ackerman

Candy Adriance

Ross and Renate Aker

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William R. and Marlies H. Allen

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Ruth K. Mullen Garry and Virginia Plunkett

Arthur Murphy Mary Ann Podolak

David and Marylu Nadeau Mr. and Mrs. Alfred K. Potter, II

Richard F. Nagele and Sarah F. Bliven T'Sey-Haye M. Preaster

Dr. Martin C. Nager and Dr. Denise Shapiro Robert H. and Rebecca A. Preston

Jane S. Nelson Joanne Quinn

Bernard and Doris Nemtzow Paul and Tina Racine

Robert C. Nyman Robert and Melisa Radoccia

Linda A. Ohsberg Donna-Jean Rainville

Anthony J. Raponi Barry and Elizabeth Schiller

Ralph and Letty Raponi Kenneth and Sheryl Schongold

Walter Reed Paul and Barbara Schurman

P.E. Gay and Leslie Alan Regenbogen Michael E. and Mary Schwartz

Steven E. and Beverly Reinert MaryAnn Scott

Nicholas E. and Rebecca Reynolds Arthur J. Sepe, Jr.

Russell and Carla Ricci Marjorie Simmons

Derwent Jean Riding Kathleen A. Simons

Robert A. and Marcia S. Riesman Robert and Cynthia Sinclair

John and Liliana Risica George and M. Patricia Sisson

James R. Risko Robert H. Sloan, Jr. and Catherine B. Sloan

Pablo and Diane Rodriguez Eric and Peggy Smith

Joanne J. Rongo Holly Snyder

Herman H. Rose Mary Ann Sorrentino

Barbara A. Rosen Raymond Soucy and Nancy Thompson

Geraldine J. Roszkowski Lillian Sparfven

Alan R. Rote, MD James L. Spears

John Rotondo, Jr. Richard F. Staples, Jr. and Elizabeth B. Staples

James Rubovits Dennis E. Stark

Janice M. Ruggieri and Kathy S. Lerner Linda A. Steere and Edward R. DiLuglio

The Honorable Deborah Ruggiero Neil Steinberg and Eugenia Shao

Josephine Ruggiero and Helmut Reinhardt

Susan Steiner

Sanford and Marian Sachs Myriam E. Stettler

Erika and Jim Sanzi Ronald G. Stevens and Patricia E. Moore

Donna and Michael M. Scalzi III Cynthia Stewart Reed

Albert M. and Ilse I. Schaler William J. and Judith D. Struck

Cornelia B. Sturgis	Richard and Kathleen Wong
Robert and Cheryl Suglia	Joanna C. Wood
Jeffrey P. Sullivan	Kenneth and Dorothy Woodcock
Peter A. and Janice W. Sullivan	Carol Hudson Young
James K. Sunshine	Peter and Patricia Young
Meredith P. Swan	Laura Mason Zeisler
Donna Sweeney	
Yarrow Moon Livingston Thorne	
Harle Tinney	
Philip E. Tracy and Sarah J. Thomas Tracy	
Nancy E. Tripp	
Denise Tucker	
Doris M. Tucker	
Janice Berchielli Tunney	
Robert B. and Virginia R. Urquhart	
Richard Vangermeersch	
Victoria Veh	
Deborah A. Venator	
David and Doreen Verity	
Arlene Violet	
Mary Brooks Wall	
Judith P. and Thomas W. Walsh	
Jeremy S. and Edith B. Weinstein	
Howard S. and Elaine S. Weiss	
Edward W. Whelan	
Nancy T. Whit	

Rob and Susan Wilson

New fund Stories

Deacon Charles and Patricia A. Andrade Scholarship Fund

Thave nothing but love and praise for both Charlie and Pat. I've always known them to be warm, strong people of faith," says John M. Murphy, trustee of the John and Gracilda Murphy Family Foundation, which established this fund in honor of Deacon Charles and Mrs. Patricia Andrade.

The fund is designated for St. Patrick Academy, Providence, for students' tuition. The school, which provides Catholic college-preparatory education to urban young people was transitioned from an elementary school to a high school in 2009 by Rev. James T. Ruggieri, pastor of St. Patrick Parish, where Charles Andrade served as a deacon.

"Charlie was among those instrumental in getting the school reopened after it had been closed for a year due to falling enrollment and financial problems.

The parish and school have meant a lot to both Charlie and Pat," John states.

"I've known the family all my life," he shares, noting that the Andrades were married for 70 years and together raised five children. Charlie worked at the former Outlet Company before being approached by St. Patrick to become a deacon. "It was a life-changing experience, but he was up for it. His ministry for more than 20 years was in the state prison. It was a tough job trying to give hope to the prisoners, but Charlie dedicated himself to the work. He and Pat had been partners all the way doing selfless jobs on earth, and I admire them both," John says.

Their selfless ways are honored through this fund in support of St. Patrick Academy students who are 70% Latino, 25% African/African American, and 5% of other heritages. In terms of tuition, families pay on average \$1,000 or less per student per year.



The rest is procured through donations. "The school is full of enthusiasm and faith. Students are getting a good, religious education and know they are needed, wanted, and loved there," John believes. This is the fourth fund John and Grace Murphy have established at the Rhode Island Foundation. "I wouldn't go anywhere else," John exclaims, noting the caliber of staff he has worked with through the years.

Dr. Omar Bah and Teddi Jallow Scholarship Fund for Refugees

Three things came together for Dr. Ora Wry to establish her new fund that provides a scholarship to Rhode Island College specifically for refugees with financial need: "I had the good fortune to be able to make a gift, I already had a relationship with Rhode Island Foundation, and Dr. Bah and his wife, Teddi Jallow, provided the inspiration."

Ora began volunteering at the Refugee Dream Center in Providence and learned of local refugees who want to adapt and flourish. The Bahs, who co-founded the Center, are building bridges between refugees and the community. Ora's drive to help was further fueled by reading Omar's book, "Africa's Hell on Earth: The Ordeal of an African Journalist."

Omar Bah strives to address human rights abuses. In his home country of Gambia, he studied to be a lawyer; became a journalist, and ultimately a "wanted man" because of his work. Having fled to Ghana, Omar was defeated, living in a cardboard box, when someone at the American Embassy took an interest in him. With refugee status, Omar was assigned to Rhode Island.

Here, Omar saw refugee kids not finishing high school, in need of mentoring, bullied at school, trying to fit in, joining gangs and in trouble with the police. Omar knew they needed hope, education, and support. "When refugees come, they want to succeed, they want to work. Often, they are large families with single mothers because the fathers have been killed."

Teddi Jallow recalls her determination to get an education. When Teddi was a girl, she and her mother were walking when they saw a woman wearing a beautiful purple dress. Teddi exclaimed that she wanted a dress just like that. Her mother told her she



would have to go to school and work in government to have a dress like that. Her father refused because a woman's place is in the home. But Teddi went anyway. The teacher gave her a pen and a book, and she was a student. "All we need is that little push." At the Dream Center, Teddi's work includes mentoring, she says, "Having women as part of the solution is just as important as the men."

Dr. Wry, a former teacher, knows refugees are often older students; balancing work, home, and school—it's hard, so school can often be only part time. Reflecting on this new scholarship to support education for refugees, Ora said, "there is no greater investment than education, I have been blessed, and I wanted to help a good cause in need."

Baker Family Fund

"We're a close family and great messages have been instilled in us from prior generations ... the idea of giving and looking out for your community," says Amy Baker Zabele.

It's something Amy, her sister Gay, and their father Michael intend to do through this donor advised fund. Michael notes that he was an advisor of a fund his parents, Royal and Stephanie Baker, established many years ago at the Boston Foundation for the purpose of providing continuing support for their favorite organizations. Michael explains that he and his late wife, Wendy, had included the Rhode Island Foundation in their estate plan for the same purpose. "We intended for the Baker Family Fund to provide continued support for our interests for 20 to 25 years after our deaths."

He has decided to start this fund now. "I want to give Amy and Gay some feel for directing the resources of the fund while I'm still around for guidance," he shares.

"My daughters will represent the fourth generation of our family to be involved with philanthropy. It all started with Samuel M. and Tilda B. Stone, my maternal grandparents. Among many interests in their hometown were the Attleboro Art Museum and the Capron Park Zoo," Michael relates.

Wendy Baker was active in the establishment of the Maritime Aquarium at Norwalk and served on its original board of directors. She also volunteered at Person-to-Person in Darien, CT where food, clothing, and furnishings were provided to individuals and families in need.



"When I think of my family I think of education and knowledge," Gay shares. Amy graduated from the College of Wooster with master's degrees from both the University of Delaware and Case Western Reserve University. She worked for 20 years as a hospice social worker and lives in Pennsylvania. Gay graduated from Arizona State University, has built her career in customer-facing operations. She currently lives in Oregon.

"Giving back to the community is something that's been passed down through the family. It's in our blood, and it's a beautiful thing to be able to carry forward,"

Gay concludes.

Mark C. Bassaly Fund

"Mark was very genuine, loving, and gentle. One of his smiles would make your day," Mary Bassaly shares of her brother who died in August 2020 at age 27.

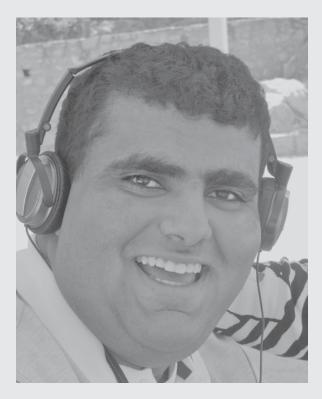
"He was never able to speak, not even one word, but he was still able to impact the lives of everyone he met.

The effect he had on friends and family was amazing.

Those who knew him can attest to his fun-loving spirit," she continues.

Mark's mother, Neveen, recalls her son's graduation from Tiverton High school in 2012. "When he got up on stage to receive his diploma, everyone in his class stood up and applauded him." "The simple things in life were the things he most appreciated, such as spending quality time with family and friends, food (especially pasta and rice, his favorites), and going to Grinnell's beach with his dad (Emad) to enjoy the sand, sun, and water. Music was always running through his veins. He was almost never seen without his headphones," Mary explains.

Mark also was remembered for being a non-judgmental and kind friend to all. Natasha Zuzarte, a family friend, shared, "He couldn't speak but he communicated his love and friendship to everyone." "He was someone that people gravitated to," Mary agrees, adding, "He was very affectionate, and his eyes were very expressive. They would smile when he smiled. Mark was an angel living on earth." Mark received services through the now-closed Resources for Human Development-RI (RHD-RI), through which he became a regular member of the YMCA of Middletown. He also became involved in community activities, including a recycling program in his hometown of Tiverton and Meals on Wheels. A young gentleman who worked with Mark through



RHD-RI shared with the Bassaly family, "Mark was such a kind, outstanding young man. Your house was always filled with happiness and love, both in general and for each other."

Mark's parents are continuing Mark's legacy of impacting others through two special efforts: a scholarship fund at their church for individuals pursuing careers working with individuals with disabilities and this fund which forever will "support nonprofit organizations working with clients with developmental disabilities, and prioritizing organizations that work with those with Autism Spectrum Disorders."

Bradford R. Bibeau Memorial Scholarship Fund

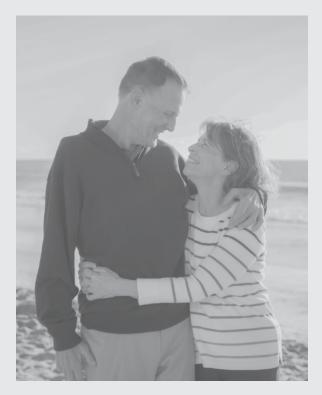
Brad Bibeau was "born, bred, and educated" in Westport, MA, states his wife, Marjorie Houston, who explains, "Brad's family's roots are in this town and run deep, well over 200 years. Brad's father was a science teacher and later principal at the high school, and Brad and I believe in the power of education. Our lives and the lives of our children were made better because of our college education and we want to give someone else the same chance."

It is the students of Westport who will benefit from this fund which will provide scholarships to graduating seniors at Westport Junior-Senior High School who have an interest in math or science and plan to attend the University of Massachusetts Dartmouth.

After graduating from Westport High School, Brad continued his education at UMass Dartmouth where he earned a degree in accounting. His first job after college was as an accountant for the March of Dimes. He earned promotions through the years and, upon his retirement after 40 years with the organization, was regional comptroller with the March of Dimes National Foundation.

"He loved Westport and grew up on the river here, fishing and boating. He was very much an introvert and found great solace on the river," Marjorie shares. This was especially true, she notes, as Brad's ALS advanced. "He faced ALS with an enormous amount of courage and accepted it. He was determined to live each day, and he did. It was then that he especially found strength in watching the ebb and flow of the river." Brad died in December 2020 at age 65.

"Brad will always be regarded as a kind, loving man who was always there to help anyone," Marjorie



acknowledges. Through this fund, his name will forever be associated with helping the students of Westport Junior-Senior High School further their educations.

"I've long known about the Rhode Island Foundation," Marjorie says, noting her career was in advancement in higher education in Rhode Island. "It's always a big part of the conversation about philanthropy and plays a vital role in the state. I have confidence in the Foundation; it's been managed well."

Big Brothers Big Sisters of Rhode Island

Big Brothers Big Sisters of Rhode Island (BBBSRI) takes the long view. Its focus is to build strong, long-term mentoring relationships that provide positive growth for every "Little" in the program.

"Every young person could benefit from a mentor. There are youth in the program who simply need an adult who is not going to judge them, but who will be there to help them make decisions in their life," explains CEO Katje Afonseca.

The organization's Community Based Mentoring Program pairs youth between the ages of 7 and 15, in long-term, one-to-one relationships with volunteer mentors who are 19 years or older. Although the program only requires a minimum commitment of 18 months, many relationships last long after the program concludes. Many become lifelong friendships.

"We might have a child who is considering their future. Do they want to continue with school? Do they want to go on to college? Do they want to go into a trade or not? Do they want to get into a fistfight at school the next day because their friends are telling them to? And you can't always talk to your parent or guardian about that, but you can talk to your mentor about that. I think those are the little moments that really create a big impact in our society," says Katje.

The conversation about investing with the Foundation began casually. Over time BBBSRI learned more about the quality of the Foundation's advisors and planned giving assistance, and when it came time for the organization to invest a portion of its endowment, the Foundation was a natural fit.



"We know the reputation of the Rhode Island Foundation in the community and we benefit from its grant-making priorities," says Katje. "The Foundation has been a tremendous resource for us making connections with prospective board members, offering training programs for nonprofits, and helping us explore collaborations with other nonprofits."

Miya D. Brophy-Baermann Scholarship Fund

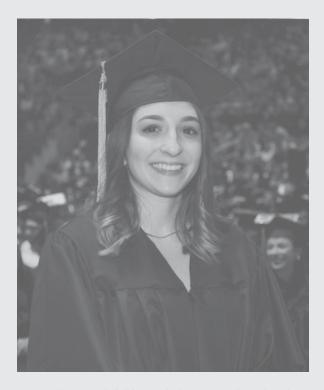
"She was hard working, super sentimental, an amazing friend, and loved her family," says Michelle Brophy-Baermann of her daughter, Miya, the innocent victim of a drive-by shooting in Providence in August, 2021. Miya was 24 years old.

Born in Cooperstown, NY, Miya and her family lived in Wisconsin until Miya was nine and the family moved to Rhode Island. She attended Providence schools, graduating from Classical High School in 2015 before pursuing higher education and earning a bachelor's degree, magna cum laude, in communicative disorders from the University of Rhode Island in 2019.

Miya continued her education at Northeastern University, receiving a master's degree in speech-language pathology in May 2021. "She was always interested in science and neurology, and liked working with people. Miya loved being in a medical setting, working with dementia patients, patients with traumatic brain injuries, and stroke victims. The field just clicked for her. It was a perfect balance of science and working with people," her dad, Bryan, relates.

She had just started her first job as a clinician at a rehabilitation center in North Providence three weeks before her death.

"Miya was a selfless person who will be remembered for her infectious and optimistic personality. She made complete strangers feel welcomed and treated everyone equally and as a friend. She had an unbelievable work ethic for her own goals and the causes she believed in. In her pursuit of social justice, Miya lived the experience many just talk about," her parents wrote in her obituary.



Noting that nearly 700 people have contributed to the fund, most through a GoFundMe page set up by one of Michelle's colleagues at Rhode Island College, Bryan states, "We're honored how the community came together so that we're able to do this. It's important to us that Miya's legacy lives on."

Through this fund, scholarships will forever be awarded in Miya's name to students pursuing undergraduate or graduate degrees in the field of communicative disorders (speech-language pathology and audiology) at Rhode Island College and the University of Rhode Island, with preference for those students traditionally underrepresented in the profession.

Crandall Family Association Agriculture Scholarship Fund and Crandall Family Association Education Scholarship Fund

Through Irving H. Crandall's estate, he specified that two scholarships be established by members of the Crandall Family Association (CFA) to benefit students at Westerly High School.

Judith Crandall Harbold, CFA president, explains, "It would be hard for the family association to manage these." The CFA's purpose is "to encourage interest in the family history, genealogy, traditions, and customs relating to the descendants of Elder John Crandall of Rhode Island."

David Crandall, trustee of the Irving H. Crandall bequest to CFA, was familiar with the Rhode Island Foundation as a member of the Masons' Franklin Lodge #20, beneficiary of the Edward Leon Duhamel Scholarship Fund at the Foundation. "We've always been happy with how that Fund is handled, and I suggested we look into having the Foundation manage these scholarships." The Crandall Family Association Agriculture Scholarship, in recognition and memory of Irving's paternal grandfather, Charles Henry Crandall, is open to any graduating Westerly High School senior who will continue his/her education with the goal of a career in a field associated with agriculture.

The family history indicates that Charles Henry Crandall (1849-1932) was a relatively prosperous, hard-working farmer, kept animals and poultry, and sold white cedar for posts, telephone poles, lumber, and boats.

The Crandall Family Association Education Scholarship, in recognition and memory of Irving's paternal grandmother, Lovina Jane Crandall, is open to any graduating Westerly High School senior who will continue his/her education with the goal of becoming a certified teacher.



Lovina Jane Crandall (1861-1942), according to the family history, was a public school teacher prior to her marriage and six children. An avid reader and artist, she played piano, organ, and violin.

Irving Crandall, who died in 2015 at age 94, was the eighth generation to live on the Elder John Crandall Homestead in Westerly. In 1991, Irving and his wife deeded the property back to its original owners, the Narragansetts, with an agreement that the couple could live on the homestead until their deaths.

Of Irving's instructions for these scholarship funds, Judith states, "We're pleased that we found the Foundation and are confident with how the funds will be handled."

Annie De Groot Family Fund

Annie De Groot, MD, is an internationally-known researcher who has chosen to make Rhode Island her home since 1993 when she joined the faculty of the Brown University Medical School (now the Warren Alpert Medical School) and established the TB/HIV Research Laboratory there.

An outgrowth of the work she did at that laboratory was EpiVax, an immunology company that is now 23 years old. EpiVax applies its tools to re-engineer therapeutic proteins and to design new vaccines. She also helped found two nonprofit organizations, the GAIA Vaccine Foundation in 2001 and Clinica Esperanza/Hope Clinic in 2007. All three organizations have expanded 10 to 20 fold in terms of breadth of activities, income, and employees, since inception.

GAIA (Global Alliance to Immunize Against AIDS) supports the development of a "globally relevant, globally accessible" AIDS vaccine, while Clinica Esperanza is a community clinic that offers free medical care and preventive health services to Rhode Islanders who do not have, and cannot afford, health insurance.

Annie remains deeply involved with both nonprofits, serving as scientific director at GAIA and volunteer medical director at Clinica Esperanza. She notes, "I would like to use the funds that I set aside in the family funds to challenge these organizations and employees to start thinking more about raising funds for the period after I am not there to encourage them."

She continues, "In addition, I would like my nonprofit donations to establish better benefits for the employees, and they need money to do that.



There's a huge competition for the people that organizations hire and train, and employee benefits are a great way of keeping employees."

Annie also is hoping to involve her adult son and daughter in the family fund. "I'd like to get my kids involved in choosing organizations that we give to as a family. This fund provides a way to start talking about how to be a conscious, engaged philanthropist. I hope to share ways to choose organizations that use the money responsibly. Through this fund, I want to pass the (philanthropic) baton to the next generation."

East Greenwich High School Class of 1972 Scholarship Fund

On its 50th anniversary, the East Greenwich High School (EGHS) Class of 1972 is honoring its two class advisors, the late Lois Scialo Ellis and Leo Barbary. "Our class advisors were great mentors, and we thought scholarships would be a good way to honor them," explains Rick Walsh, who was class president both his junior and senior years.

The majority of the class of about 180 graduates is, according to Rick, still in Rhode Island or in Massachusetts, although class members are spread out around the country. "Most of us received a good education, and Lois and Leo were a big part of that. They were wonderful teachers and took an interest in their students," Rick says.

Lois taught history and American government at EGHS for 34 years after earning an undergraduate degree at Salve Regina University and a master's degree in political science at Tufts University. Her August 2020 obituary in the East Greenwich News, states, "She was a beloved educator and colleague touching the lives of nearly 5,000 students through direct instruction as well as serving as class advisor for six different classes. Her students brought her joy while she brought them inspiration."

The scholarship in her name will be awarded to a graduating senior at EGHS who is pursuing a bachelor's degree.

Leo Barbary, who now divides his time between homes in Bristol and New Hampshire, was an industrial arts teacher at the high school after earning his undergraduate degree at Rhode Island College. "He had a real connection with his students," Rick recalls.





In a January 2014 column in the East Greenwich Patch, Bob Houghtaling, substance abuse coordinator for the Town of East Greenwich, recalled former EGHS teachers and noted Leo's "thoughtful patience."

The scholarship in his name will be awarded to a student seeking further education at a technical school.

Rick, a North Kingstown lawyer, says, "My experience with clients who expressed great satisfaction with the way the Foundation handled their funds led our group to select the Rhode Island Foundation because we know its management will ensure the scholarship fund will benefit EGHS students in perpetuity."

East Greenwich Historic Preservation Society Fund and East Greenwich Historic Preservation Scholarship Fund

A fter the colonial era Brick House in East Greenwich was scheduled for demolition in 1966 – just two years after the beautiful old Town Hall was razed – lovers of local history rallied to save East Greenwich's historical buildings. The result was the founding in 1967 of the East Greenwich Historic Preservation Society (EGHPS).

Two years later, the Old Kent County Jail at the foot of King Street in East Greenwich was scheduled to be torn down by the town. Instead, EGHPS took on ownership and maintenance of the building, restored it, and made it the Society's headquarters. EGHPS sold the building in 2021 subject to a historic preservation easement held by Preserve RI due to the unsustainably high cost of maintaining the building and its declining use by the Society's members.

"We now have more funds to work on public education efforts and on being more connected with what's happening in East Greenwich today," states Jennifer Suellentrop, vice president of EGHPS. Thomas Plunkett, president of EGHPS, notes that in addition to their free monthly speaker series and newsletter, The Packet, EGHPS is working on new self-guided tours and interpretive signs in Hill and Harbor. "Throughout COVID-19, we've held our meetings on Zoom and have been able to engage both more speakers and more people who are unable to attend in person," he shares, noting that they will, post-COVID, offer a hybrid model. The all-volunteer organization has nearly 100 members. "We're always looking for new members. If you want to get involved or have a specific interest, we want to help. There's a place for you at EGHPS," Jennifer says.



EGHPS established both an organization endowment and a scholarship fund with the Foundation. Of the latter, Jennifer explains, "It's another way to give back and to connect with the younger community."

The scholarship fund is intended for graduating students at East Greenwich High School who will attend a two or four-year institution, with preference for students who demonstrated an interest and service to history-focused causes and projects.

Elizabeth L. Egan Fund

Elizabeth "Betty" Egan knew what it was like to overcome challenges. Widowed at age 29, Betty became the sole support for her five children as a nurse at Newport Naval Hospital. She later met and married Jack Egan in 1965, and they welcomed two more children.

"In the fifties, it was common for women to become nurses, and with her love of learning and high intelligence, she could have excelled at any path she chose. A nursing career gave her many opportunities to exercise her compassionate nature. The job fit her personality and her kindness," her daughter Gigi explains. "My mother was a fun-loving mom, an incredible friend, and an inspiring role model."

Despite her debilitating fear of flying, Betty, who would not allow any obstacles to get in her way, took pilot lessons and obtained her pilot's license. "She grew to love it. She used to meet up with a pack of gals that she got to know, not only from Newport Airport, but also Long Island and Manchester, NH. They would meet for coffee once a week," Jack remembers.

"When the kids reached their teens and needed less of her time, she decided to pursue a new career and studied nightly to obtain her real estate broker's license," he says.

"My wife knew how to handle what life threw at her. As a cancer survivor, young widow, and pediatric nurse, Betty was sensitive to the challenges facing people who wanted the best for their kids, but who had less financial resources to draw upon. Minorities, in particular, got the worst of the bargain because they didn't have the same access to college because of their incomes. Betty would have appreciated the idea of leveling the playing field," says Jack.



The family has a strong connection to Rogers High School in Newport; five of the couple's seven children graduated from there. Wishing to make an impact locally, her family has chosen to honor her life with the creation of the Elizabeth L. Egan Fund at the Rhode Island Foundation. In recognition of her legacy, this fund will support four-year college scholarships every year for students of color at Rogers.

Arthur and Linda Everly Family Fund

Rhode Island Foundation has always been one of my favorite recommendations to clients," states Arthur Everly, a financial planner who has referred philanthropic clients to the Foundation. Now, Arthur and his wife Linda have established their own donor advised fund at the Foundation.

Born and raised in Pawtucket, he began work as an insurance agent at MetLife in 1976, followed by Old Stone Bank where he was a vice president and trust officer. While at Old Stone, he earned his Chartered Life Underwriter (CLU) and Chartered Financial Consultant (ChFC) professional designations from The American College of Financial Services. His career took him to the Guardian Life Insurance Agency where he served as a specialist for estate and financial planning before he co-founded Wealth Management Resources where he is owner/principal. "We offer independent financial advice, and that philosophy has served us very, very well," Arthur says, referring to the company's services as advisory rather than sales.

Arthur taught in the Certified Financial Planning program at Bryant University and has been active in numerous professional organizations, including the Foundation's Professional Advisory Council from 2001 to 2003.

Linda was born and raised in East Providence. After graduating from East Providence High School, she completed the medical assistant program at the former Sawyer School. For the past 20 years, she has trained the couple's Samoyeds and competed with them all over New England and in national competitions. "It's a lot of fun. The dogs like it, and Linda likes it. It's a good thing for all," Arthur says.



The couple has three adult children – Bradford who works for the Massachusetts Bay Transit Authority and Marissa and Scott who both work at Wealth Management Resources – and two grandsons. "Hopefully, over time, we can develop a sense of philanthropy in them," Arthur shares.

He continues, "The business has become quite successful, and we now have more money to donate to charities. A donor advised fund is going to work well for us." The couple's interests include education, health, and medical research, as well as Christian organizations.

Financial Independence Charitable Fund

For many years, Warwick-based Financial Independence hosted an annual client appreciation event. "We looked forward to these events, much like family reunions, to regroup with longtime friends and make new friends," states Financial Independence President Rick Campbell.

Rick continues, "The wonderful memories we have of these events are in stark contrast to the realities of the ongoing hardships caused by the pandemic; the least fortunate amongst us are experiencing a disproportional impact. COVID opened our eyes to the growing needs of our community and new opportunities to show our appreciation."

The change Financial Independence made was to contribute the funds it would have used for its 2021 appreciation event to establish this corporate advised fund. In a letter to clients, Rick explained, "At a time when there seems to be so much dividing our country, I think we can all agree on the importance of taking care of our children. This new fund will address the needs of children, including birth to three years of age, childcare, preschool education, abuse treatment and prevention, and food security."

He shares, "The client reaction to the fund has been positive. They're a very generous group and helping young children is something our clients can rally around."

"Rick has always focused on helping individuals achieve greater meaning in their lives. This fund is a natural extension of that focus," states Jude Capalbo, vice president and chief operating officer. Jude became familiar with community foundations when he moved to the Lake Placid, NY area, home of the Adirondack Foundation. "When we started to think about this fund,



I looked for a similar organization in Rhode Island. I found the Rhode Island Foundation, and was very impressed with what I saw," he shares.

"We are proud to expand our family by joining such a generous and well-established group of donors focused on addressing the needs of our community and children. There's credibility in working with the Foundation," Rick concludes.

Foster Forward Endowment Fund

Youth who age out of the foster care system at age 21 are more likely than the general population of this age to identify as LGBTQ, be a racial minority, have lived in a group home, have experienced trauma in their lives, and have not earned a high school diploma or GED.

"I don't know how you could find a more vulnerable group. They're disadvantaged in every way," explains Lisa Guillette, executive director of Foster Forward, a nonprofit organization with a mission "to empower lives impacted by foster care."

While the organization provides resources to foster children of all ages and their families, Lisa indicates their "sweet spot" is serving youth who are leaving the foster care system. "We all need supportive, caring adults in our lives, and many of these kids have never had the benefit of family support." Foster Forward focuses its efforts on assisting the youth in the areas of educational achievement, workforce development, and securing stable housing, while connecting the youth with supportive adults. "Our programs are based on authentic youth engagement, listening to them, and putting them at the center of what we do," Lisa states.

The organization also provides financial education and financial planning support through its ASPIRE program which seeds a youth's savings account with \$100 and matches savings up to \$1,000 annually until the individual's 26th birthday. "An endowment strategy is the only way we can maintain this program. That's the snowball we have to stay ahead of," Lisa says, noting the organization needs at least \$60,000 annually to fund the asset matches of its ASPIRE program.



John Conforti, a long-time board member and current board treasurer, states, "The board takes a lot of pride in the good work the organization is doing. We know that building our investments and the endowment is pivotal to the long-term success of the organization."

Of Foster Forward's decision to establish an organization endowment at the Foundation, John shares, "Rhode Island Foundation is a stellar organization that has been serving Rhode Island for more than 100 years. It's incredible the huge impact the Foundation has throughout the state."

Fund for Rhode Island State Parks

A son's desire to honor his father's legacy will benefit everyone who enjoys our state parks, beaches, and more. Charlie Milot—in honor of his father, Arthur Milot—provided the initial gift to this Fund which is designated to support Rhode Island State Parks.

Charlie explains, "My father would take me for walks around Fort Wetherill as a child and it was a magical place for me. When he died in 2019, we approached the Rhode Island Department of Environmental Management (DEM) to place a bench in his memory at one of his favorite outlooks. Working with DEM, we realized that the budget for Fort Wetherill, and for Rhode Island parks in general, is inadequate for their maintenance and improvement. All Rhode Islanders, and especially those of us who live nearby, benefit greatly from the parks and owe them our support."

Rhode Islanders agree with Charlie's assessment of the parks' value. More than 400 attendees to the Rhode Island Foundation-hosted Together RI events in 2018 concurred, citing "Rhode Island's natural resources and open space" as our state's biggest strength, with the coastal environment and beauty of the state among their reasons.

"Our parks are so loved and so visited, but we're not taking care of them appropriately. This Fund provides a very meaningful way for people to support Rhode Island, augmenting and enhancing state funding," explains Janet Coit, immediate past director of DEM. Among areas the Fund could support are recreation and education, habitat and historic preservation, and infrastructure improvements and resilience.

"While taxpayers fund the ongoing operational and capital needs of our state park system, we want to look beyond the line items in the annual budget and



think about what's required to protect the long-term sustainability of these public places. The Fund for Rhode Island State Parks is an investment in our future," says Frank Floor, administrator of DEM's Bureau of Natural Resources and Parks.

Of the partnership with the Foundation, Janet states, "We've worked with the Rhode Island Foundation on conservation and environmental issues in the past. That focus makes this a natural fit."

Greater Providence YMCA Fund

"At the 'Y', we believe that the zip code you are born into should not determine your destiny or limit your potential," says YMCA of Greater Providence CEO Steven O'Donnell. "Every day we work side by side with our neighbors to make sure everyone regardless of age, income, or background, has the opportunity to learn, grow, and thrive."

In order to close existing opportunity gaps, O'Donnell and his Board of Directors are looking to grow the organization endowment they recently established at the Rhode Island Foundation. They especially look to expand their approach to planned giving—legacy giving.

"We have a story to tell and have not been tapping into the Rhode Islanders who might actually leave a legacy through charitable giving in their estate plans," says O'Donnell. They currently have a handful of bequests from different estates but O'Donnell wants to become proactive: "I want to talk to people of means about our mission and suggest that we have a conversation about planned giving.

"Furthermore, I have a strong relationship with the Foundation and since I've become CEO, I am trying to push everything possible to Rhode Island, including our investments," using everything that the Foundation represents to further invest in the community. "What better partnership can you ask for than the Rhode Island Foundation and the YMCA?"

O'Donnell dreams of a multi-million dollar "Y" in the heart of Providence. "I want to pull together neighborhoods. I grew up in Providence. We have a youth problem, and I want to help young men understand that there are opportunities, that they don't have to follow the crime route. If you can teach kids to swim, you can teach them how to get a job."



"People are dedicated to the Y because of the Y, because it's an organization that makes a difference. We have not wavered in our goals. We have a strong community presence but a big shiny 'Y' that we can share with other partners—other nonprofits who can provide other services—is important. People want opportunity. That's the key, and that's what we want to provide."

Mora E. Brown Hammonds Scholarship Fund

Mora Hammonds taught first grade for more than 40 years, largely in the Newport Public Schools. "She taught three generations of students," explains her son, Craig, recalling a time three women visited his elderly mother. He asked them which one of them – a grandmother, her daughter, and her granddaughter – had his mother for a teacher and they replied, "We all did."

Born in Newport, Mora graduated from Rogers High School in 1941, then earned an undergraduate degree at Cheyney University of Pennsylvania near Philadelphia, the city where she began her teaching career. Her career took her around the country, as well as to Puerto Rico and Cuba, as she taught where her military husband was stationed at the time.

Upon their return to Rhode Island, Mora taught in Newport while earning a master's degree in education at Rhode Island College and raising the couple's three children, Michelle, Craig, and Brian. "Mora was the kind of woman who, if you weren't doing something correctly, would correct you with words of love. And you would stop what you were doing because you didn't want to disappoint Mrs. Hammonds," explains Mrs. Victoria Johnson, a long-time friend and former Rogers High School principal.

The Mora E. Brown Hammonds Scholarship Fund was established in 1994, shortly after its namesake's death, "to assist post-secondary bound minority students on Aquidneck Island." Both Mrs. Johnson and Craig credit Ruth Thumbtzen, another long-time Newport teacher, with establishing the fund that has awarded more than 130 scholarships since its inception.



Of their decision to transfer the fund to the Foundation, Mrs. Johnson explains, "We (on the board) all are getting older and, looking down the road, there's no one to continue it. This is what we need to do to assure the fund continues in perpetuity. We know it will be in good hands and continue long after we're gone."

The scholarship will be awarded annually to a Rogers High School student of color with financial need, good academic achievement, and school and community involvement for their continuing education.

Herren Project Fund

Chris Herren has a personal story that inspires others. When he was at his lowest point, having just overdosed on heroin, Chris had friends who reached out and offered him a road to recovery. He in turn wanted to do that for others," Kevin Mikolazyk, former executive director of the Herren Project, says of the organization's origin.

Chris, a former professional basketball player, has been in recovery since 2008. He founded the Herren Project in 2011 "to support, inspire, and empower those affected by substance use disorder."

The Portsmouth, RI-based, national nonprofit has served thousands of individuals and families through four key programs: Individual recovery services help individuals and families navigate treatment and recovery services. "It's a real hands-on, high-touch approach," Kevin explains. Family support is offered through more than 20 online support groups, educational webinars, and workshops. "It's important that families learn how best to support someone who is struggling," Kevin continues.

Prevention services are provided through Herren Project Clubs. Of the program that serves more than 200 schools across the country, Kevin notes, "It impacts kids who are struggling with mental health issues, peer pressures, and societal pressures."

Finally, Team Herren Project raises money and awareness for the organization. Noting that more than 900 people have been involved, Kevin shares, "People have powerful stories of why they participate. Through the events, they support each other while also helping to fuel the growth of our organization."

The COVID pandemic resulted in a 300% increase in people reaching out for service between March



2020 and March 2021, according to Bonnie Sawyer, executive director. She credits Herren Project's "loyal supporters" for providing funding to allow them to respond to the increased demand. "People have really stepped up. We feel we're poised to no longer be a grassroots organization. An endowment has been in the back of my mind for some time. I knew if we were going to do it, that it should be with the Rhode Island Foundation. We always try to align ourselves with likeminded organizations, and Rhode Island Foundation shares our values and commitment to helping others."

"We always try to align ourselves with likeminded organizations, and Rhode Island Foundation shares our values and commitment to helping others."

—Bonnie Sawyer Herren Project Fund

Hinckley Allen Social Justice Fund

Hinckley Allen's commitment to equal opportunity starts at the top with its Diversity, Equity, and Inclusion (DEI) Committee. The most recent example of the firm's commitment is the new Hinckley Allen Social Justice Fund at the Rhode Island Foundation. The fund will support work throughout the firm's New England footprint.

"The DEI Committee is comprised of the firm's top leaders—including the managing partner, the COO, practice group chairs, members of the executive committee, the Chief Marketing Officer, the Chief Talent Officer, and the Chief Human Resources officer. This is a committee designed to get things done," says Noble Allen, partner and chair of the DEI committee.

"We felt that we needed to do something impactful and certainly contribute to racial equity and social justice in our communities and our industry," says Allen.

Hinckley Allen has long ties to Rhode Island, where it was founded in 1906. The firm opened its first fund with the Rhode Island Foundation in 2003.

"We have an existing relationship with the Foundation, so it was a natural fit for us to deepen this partnership and create this fund," says Allen.

Hinckley Allen is proud of its diversity, equity, and inclusion work. Its annual "Just One Thing Campaign" asks each member of the firm to do one thing focused on diversity and social justice. The firm then tracks each practice group to determine the percentage of members who have participated. That group then gets to select a nonprofit to receive a contribution from the firm.



"Achieving a diverse workforce takes focus and dedication. You need leadership at the top that appreciates and values the benefits that diverse attorneys and staff bring to the table. The leadership team at Hinckley Allen is invested in all our DEI efforts. Our Social Justice Fund is just one component of our commitment to creating a diverse, equitable, and inclusive work environment," explains Allen.

"Our Social Justice Fund is just one component of our commitment to creating a diverse, equitable, and inclusive work environment."

—Noble Allen Hinckley Allen Social Justice Fund

Len Iannacone Legacy Fund

When the East Providence Historical Society transformed the 1750 John Hunt House into a museum and the Society's headquarters, Leonard Iannacone was one of its first visitors. "In the 1990s, Len came here to sketch a lot. He loved the national parks, and we're at the southernmost tip of the Blackstone Valley National Heritage Corridor," Cheryl Faria, co-president of the Historical Society, says.

"Len had a dream of opening his own gallery, so he purchased a building in East Providence, and filled four rooms with his artwork," Cheryl shares. Len's works of local historic sites and landscapes became the property of the Historical Society after his death in January 2020, and his "gallery" now is in the John Hunt House. Dozens of his works, largely pen and ink drawings, fill the walls and tables of the gallery. Among the drawings are two from the Hunt's Mills Heritage Park property, a beautiful rendering of the John Hunt House and a drawing of the original 1643 grist mill which once occupied the property.

In addition to his works of art, the Historical Society received a generous gift from Len's estate which they used to create this organization endowment in his name. "Through this fund, Len's legacy will live on and on. And it was a 'no strings attached' gift which is wonderful. We're just a small organization; it will be nice to have this money we know we can count on," Cheryl exclaims.

An East Providence native and U.S. Army veteran, Len was educated at the Rhode Island School of Design and made a living as a professional draftsman and interior designer.



"His pen and ink work is masterful, and his interpretations in oils are fanciful and inventive," Cheryl says of the Historical Society's benefactor who, for 50 years, traveled throughout Rhode Island, drawing and painting historic sites.

Len's obituary states, "A friend to many of us, Lenny also had a generous and soft heart for those in need." The East Providence Historical Society is grateful to be a beneficiary of this "generous and soft heart."

Sharon and Al Kurose Fund

Sharon and Al Kurose have made Rhode Island their home since 1988, and say they'll never leave.

"We came here from St. Louis in our twenties, and we had a plan," Sharon says. "Al was finishing med school and I was working as a geriatric nurse." They decided the Brown program in internal medicine at Rhode Island Hospital would be Al's first choice in the residency match. "We grew up around the water, and knew Rhode Island was beautiful," Al says. "Our plan was simple. We'd move to Rhode Island, I'd finish my training and practice medicine, and we'd raise our family here."

Sharon and Al both marvel today at how many things have turned out as they planned. "We're grateful for our good fortune," says Sharon, "and could not have chosen a better place to live." Sharon and Al were high school sweethearts in Norwalk, CT. Their three adult children, Ben, Alex, and Megan were educated in the East Greenwich public schools, and the couple recently moved to Tiverton. Sharon says, "Wherever the kids' lives may take them, we know they'll always come back to visit us...and the Bay and the ocean, too!"

Sharon's work included medical-surgical, geriatric, perinatal, and hospice nursing. She finished her career as a Nurse Case Manager for chronically ill and disabled patients, where her role included helping patients to access support for basic needs such as food, housing, utilities, and transportation. Al practiced primary care internal medicine in East Providence for 20 years and then transitioned to healthcare leadership. He has been President of Coastal Medical since 2008 and is now also a Senior Vice President for Primary Care and Population Health at Lifespan. Along the way, he also completed an executive



MBA at Yale. "If I had it all to do over again, I wouldn't change a thing," he says.

Al has worked on healthcare transformation locally and nationally, and through this work came to know the Rhode Island Foundation. "I met Neil (Steinberg) in 2014 when the Foundation and Senator Whitehouse convened a group to address healthcare costs and payment reform." He has served on the Rhode Island Foundation board since 2017 and was elected as its chair, effective this past January.

Through their fund at the Rhode Island Foundation, Sharon and Al plan to support basic human needs, civic leadership, and healthcare for the underserved.

Adam and Phyllis Kurzer Family Fund

A fter what he refers to as a "40-year hiatus," Adam Kurzer is back in the Ocean State. A Rhode Island native and graduate of both Cranston High School West and Brown University, Adam's career enabled him to travel the world. Now, he has returned to his roots, moving back to Rhode Island in 2020 with his wife, Phyllis. "I love Rhode Island. The state has so much promise," he states.

Adam began his career at IBM, followed by Wang Laboratories, Data General, and BRAE Transportation. In 1987, Adam pivoted and began a 21-year tenure in leveraged finance at Credit Suisse, including 10 years as a Managing Director. He joined Shenkman Capital, an investment management firm, in 2009 where he is currently the Vice Chairman and a member of the firm's Executive Committee. Since 2018, Adam has been focused on helping build out the firm's international business.

He met Phyllis, a Long Island native and Pace University graduate, when they both worked at Data General. She continued her career at McGraw Hill, before becoming a full-time mother to the couple's son, Harrison, and daughter, Dylan. Once the children were grown, Phyllis, who practices yoga, created a nonprofit business called Karma Mala. She designed, created, and sold mala bead necklaces and bracelets, donating all profits to the STOP Girl Trafficking Project of the American Himalayan Foundation. Her efforts funded one year of full-time schooling for 600 girls, who were also kept safe from trafficking.

Adam also gives back to the community. He is a Partner at Social Venture Partners Connecticut, whose mission is to close the opportunity gap in CT through support of education and workforce development. Adam is active with Five Frogs, a



CT-based organization working to provide diverse leaders with opportunities to learn and lead. Adam explains that, following the move to Rhode Island, "I reached out to the Rhode Island Foundation and wanted to get plugged in to see what the Foundation is doing. I immediately felt connectivity with their work, and I want to be giving in my backyard."

Lambda Xi of Kappa Alpha Psi Impact Fund inspired by James H. Monroe, Jr.

His Kappa Alpha Psi brothers use words like dear friend, advisor, consulting expert, and strategic thinker to describe James H. Monroe, Jr., who died in 2020 at age 53.

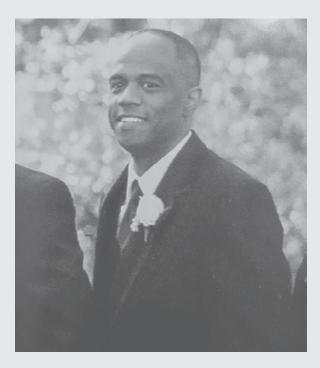
"James was a passionate person. He had an opinion on just about everything. Every conversation I had with him was an eventful one," recalls Chris Clipper. "He had a very logical, methodical way to give you whatever opinion he had," continues Brian Hunt, with Adam Leichtling adding, "He always had an answer for everything, and he would, directly—and often colorfully—help you see that answer."

Chris, Brian, and Adam all were James' Kappa Alpha Psi Fraternity brothers at Brown University. There, James earned a degree in electrical engineering followed by an MBA at Stanford University. His career included jobs with Sony, Disney, NASCAR, and Intel, but it was the personal side of James that they remember best.

"James interacted with people in a way that made him a very good friend. He was the type of person who inspired thought on meaningful things and really had an impact on people," Brian shares.

"Many of his fraternity brothers wanted to do something to honor the life and legacy of James, something that would be impactful to the community at large. This scholarship is enduring and could allow others to achieve the academic, professional, and personal success that James had," Chris states.

The fund also is in line with the objectives of Kappa Alpha Psi, a historically Black public service fraternity. It will provide scholarships for Black students with financial need who are either Rhode Island residents



pursuing higher education in the United States or non-Rhode Island residents pursuing higher education in Rhode Island. As the fund grows, it also will support broader initiatives within Rhode Island's Black community.

Of their decision to partner with the Foundation, Arnold West says, "From our start, Lambda Xi has been involved in the Rhode Island community. The Foundation's infrastructure and enduring commitment to Rhode Island made a natural fit for us to create a vehicle that sustains and augments that involvement. Chris notes, "Also, because of the flexibility we have, in terms of the beneficiaries, it made sense to us."

Luz "Lucy" Lamboy Scholarship Fund

Teaching was her calling," Kirk Lamboy states of his late wife, Lucy. "She put forth so much effort, gave attention to everyone equally, and loved to brag about what her students had learned. Her dedication to teaching was incredible."

Born in Puerto Rico, Lucy came to the States as a young child, settling in Brooklyn, NY, with her parents and siblings. She attended school there, meeting her future husband while in high school. She continued her education at Hunter College and Lehman College, both in New York City; she earned her undergraduate degree from Lehman. She and Kirk married after her graduation and before his senior year at the University of Rhode Island. While they intended to return to New York, both found jobs here and soon made Rhode Island their home.

In the years that followed, the couple had two sons, Justin and Brendan, and continued working. Lucy went back to school, attending URI at night to earn her teaching certificate. "She fell in love with teaching," Kirk recalls.

Lucy taught for 30 years in elementary schools in Providence, including Sackett Street School and Webster Avenue School. She led many after-school activities, including teaching students the Macarena. "She got along with everyone and had a lot of influence on her students. She gave them her undivided attention, and they loved her. Her goal was to see every student succeed," Kirk shares. Her family and friends are furthering her goal through this scholarship fund, designated for Hope High School for a graduating student of color with financial need and demonstrated academic and leadership success.



Gifts to the fund have been made by the Lamboy family, from proceeds of a golf tournament, and through the sale of face masks, the latter which Lucy's daughter-in-law's mother had started making even before Lucy contracted the coronavirus which ultimately took her life in April 2020.

"I know she would have wanted this," Kirk states, adding, "She would be happy to help give kids the opportunity to go to college. Education was so important to her."

Lapides Barnacle Fund

Sally Lapides remembers as a child standing outside a supermarket selling cakes her mother had baked. The proceeds supported civil rights marchers in Selma, Alabama. "My parents felt strongly that everyone is the same, regardless of where they come from or who they love," Sally explains.

It was only the beginning of her lifelong commitment to social justice, something she plans to continue through this fund and to involve her two adult children, Ian and Emmett Barnacle. "This is something I've always wanted to bring my kids' names into. Rather than teaching hate and fear, we should teach our children to give back and to support what they value," Sally states. Noting the Winston Churchill quote, "You make a living by what you earn and a life by what you give," she shares, "That has always been a guide for me. I feel both obligated and thrilled to give back what I can."

Raised in Barrington, Sally earned a bachelor's degree in art history from Boston University and intended to enroll in graduate school. Her mother (a realtor) suggested she try her hand at real estate in the months between programs. Now president and CEO of Residential Properties Ltd, which she co-founded in 1981, Sally says, "I found my calling. It's been a challenging, remarkable journey."

Sally has long been associated with the Rhode Island Foundation, having chaired the successful Million Dollar Challenge Campaign for Equity Action in 2008, the same year she established her first fund at the Foundation, the Sally E. Lapides Fund for Equity Action.

Sally's sons both are lifelong Rhode Islanders, with Ian now broker/manager of Residential Properties'



Barrington office and Emmett operating Emmett Barnacle Glass Sculpture. Emmett (with wife Lauren Jette) and Ian both have children born in the summer of 2019.

Of the family, Sally acknowledges, "We talk about equity all the time, and my priority is to support equity however I can. For me, the Rhode Island Foundation is a role model for a million people in the state. I talk with people all the time who have been touched by the Foundation."

"... my priority is to support equity however I can. For me the Rhode Island Foundation is a role model for a million people in the state."

—Sally Lapides
Lapides Barnacle Fund

Barbara A. LaRose Fund for Literacy

"My mother knew she wanted to be a teacher at a very early age. I never heard her express that she wanted to do anything else," Karen Sylvia says of her mother, Barbara LaRose, a long-time Warwick teacher who died in June 2021.

"It was her passion to teach children how to read. She taught all elementary grades, but she loved teaching kindergarten and first grade the most," Karen says of her mother's dedication to her career and the young students she taught.

Born in Providence, Barbara spent her early years in Warwick before, at the age of 12, the family moved to Germany where her father was stationed in the Army. Karen shares that her mother attended the Girl Scout Chalet in Switzerland one summer, and acknowledges the impact time abroad had on her mother.

The family returned to Warwick after three years, and Barbara graduated from Warwick Veterans High School. She worked as a cashier and babysat in order to pay her tuition at Rhode Island College, where she earned her teaching degree.

She taught briefly in Pawtucket, then married, and moved back to Warwick where she taught elementary school, later becoming a literacy specialist with the Warwick School Department. Her efforts had a lifelong impact on her students, with Karen noting that nurses in the hospital caring for her mother would say, "You taught me how to read, Mrs. LaRose."

Barbara retired in 1989 after being diagnosed with multiple sclerosis, but her passion for literacy continued. After moving to Florida, she opened an educational bookstore supporting children and teachers.



"After my mother died, I asked myself how I could best perpetuate her life's work and her legacy. She was so fond of Rhode Island College, of children, and of teaching," Karen notes. An employee of the Rhode Island Foundation since 2017, Karen quickly decided to partner with the Foundation. "I could not think of a better way to honor my mother," she states.

This fund, designated for Rhode Island College for scholarships for students planning careers in early childhood education and/or literacy, will forever educate students following in Barbara's footsteps.

McGoldrick Family Fund

This field of interest fund established by Linda McGoldrick "to support programs and projects focused on public health quality and access" combines two of Linda's core values – health equity and giving back to the community.

"Through my career in international health care, I've witnessed infinite need. I care about global health and focusing on the inequities that exist," Linda explains.

She is Founder, Chair, and CEO of Financial Health Associates International, a strategic consulting company specializing in health care and life sciences. As a dual national (United Kingdom and United States), Linda works with public and private health care corporations, NGO's, foundations, and Ministries of Health internationally.

To prepare for her career that requires expertise in both healthcare and finance, Linda earned a Master of Social Work (MSW) in Healthcare from the University of Pennsylvania and a Master of Business Administration (MBA) in Finance from The Wharton School of the University of Pennsylvania. She is nearing completion of her PhD in Global Health from Worcester Polytechnic Institute.

Linda has called numerous places home, including London where she lived for 22 years, and says of her home for the past 14 years, "I chose Newport and feel very fortunate to be in such a beautiful place. I have always lived near water. Here, I can live in beauty and among a wonderfully rich depth of culture for Rhode Island being so small."

She continues, "Wherever I live, I get involved in serving on boards of organizations I care about. Community service is important to me. I grew up



in a family business, and we had a very strong work ethic. It never occurred to me that you don't give back to the community. Imagine if every single person in the world gave back, the impact we could have."

Linda's extensive board service in her brief 14 years in her now "permanent home" of Rhode Island spans her many interests...Rhode Island Public Radio, Festival Ballet Providence, Aquidneck Land Trust, Newport Art Museum, Women and Infants Hospital, and Delta Dental Rhode Island, to name a few.

"I've known about the Rhode Island Foundation for many, many years. The Foundation has evolved over time and is a fundamental, core, and important part of the fabric of Rhode Island." Linda believes.

Moosup Valley Congregational Christian Church Endowment Fund

Mosup Valley Congregational Christian Church, a member of the United Church of Christ (UCC), was founded in 1868. In addition to Sunday worship services, this one-room country church in Foster welcomes all to monthly concerts with area musicians on an outdoor stage they built next to the church, a resource available to the larger community. Currently, during COVID, they host weekly Bible studies, Evening Prayer meetings, and a newsletter, "Gather 'Round," to connect people during a time of isolation. They look forward to resuming their Women's Fellowship once COVID is past.

Of the church, Rev. Betsy Aldrich Garland, says, "Size isn't what matters, only that we work together to care for our neighbors, near and far. Recently, we raised funds for Educational Assistance for Children of Haiti, rebuilding schools after the earthquake and helping families with food. Little country churches like ours are community centers, and we are thriving."

Throughout COVID, services have been remote or hybrid, and Reverend Betsy shares that as a result, attendance at worship services has doubled. "We apply Biblical principles to love God and our neighbor as ourselves, and we encourage a critical, open-minded look at the scriptures."

Patricia Safstrom, church treasurer, notes, "With the exception of support for the minister's compensation from a family Trust, regular income is from offerings and special donations which grew even during COVID. Those funds, along with a good sum a beloved local woman left to the church, allow us to start this endowment. We invested with Rhode Island Foundation because I am familiar with it and know how great it is." (In 1998, Pat established the Robert H. Lenth Schoolarship Fund for Ponagansett High School



to memorialize her late husband.) Lee Goodyear, assistant treasurer, continues, "We want to make the money work for us. We're stewards of our members' money and want to invest it well. The Foundation has a good record of fiduciary responsibility."

Of the church, Lee concludes, "As we say in the UCC, 'No matter who you are or where you are on life's journey, you are welcome here."

Providence Fire Fighters Local 799 Scholarship Fund

Providence Fire Fighters Local 799, is one of the oldest and largest local labor union affiliates in the International Association of Fire Fighters (IAFF), representing more than 500 active and retired members of the Providence Fire Department.

"Nearly everyone who is associated with the fire service – no matter where they are from – will tell you that being a firefighter is far more than a job," said Derek Silva, Local 799's president. "We're family — we care for each other, provide for each other, the way a family should – and for the Union that means finding ways to support our members both on and off the job."

One of the ways Local 799 has chosen to support its members is by establishing a children's scholarship fund. Originally the fund was established and managed by the Union and has been funded by each member through a modest bi-weekly payroll deduction. A volunteer committee of Local 799's members evaluate applications submitted each year by children of active members who attend an accredited two or four-year post-secondary school.

The scholarship program has offered support to countless students over the years, but the funds were not endowed — until recently.

"Each year we review the scholarship fund's financials and our application process," said President Silva. "Recently we realized that the money we save for the program could be invested more wisely by a local community institution like the Rhode Island Foundation that is adept at growing and managing scholarship funds into perpetuity."



Local 799's members voted to approve transfer of the scholarship fund's assets to the Foundation in mid-2021, and the Union will continue to make contributions to the Fund via member's payroll deductions and proceeds from Local 799's merchandise sales. Foundation team members will manage the yearly application process and award scholarships to up to 25 dependent children of active members, in good standing, who are enrolled at an accredited two or four-year university/college, junior college, or post-secondary technical or vocational school.

"With support from the Foundation we're confident the scholarship fund will grow and will always be a stable asset for the children of Providence Fire Fighters," President Silva concluded.

Maxine Roy Richman Fund to Reduce Poverty

"Once Maxine gets an idea in her head, she doesn't let go. She's been the dynamo behind the Coalition," Rabbi Jeffrey Goldwasser says of Maxine Roy Richman, founder of the Rhode Island Interfaith Coalition to Reduce Poverty.

Established in 2008, the Coalition is "an advocate for sound legislation and public policies that address the causes of poverty and that promote economic well-being for all Rhode Islanders." Its 27-member Steering Committee is comprised of faith leaders from throughout Rhode Island and individuals with public policy expertise.

David Veliz, executive director and lead organizer of the Coalition, explains, "We care about people and how we see God's love in action. We should not have inequality. We should not have poverty. These shared beliefs unite us. We have a moral obligation to fight poverty in Rhode Island."

"This past year was our most successful legislative year yet," Rabbi Goldwasser, a member of the Coalition's Steering Committee, states, noting passage of legislation to increase the minimum wage, passage of the Fair Housing Practices Act which prohibits housing discrimination against renters based on their source of income, and an increase in cash assistance to needy families through the Rhode Island Works program.

"Rhode Island has direct service providers, but we need to change the system," David states, with Rabbi Goldwasser continuing, "Our work is to challenge the underlying structures that allow so many people to live in poverty. This is what we believe in our deepest core... what we're called to do."



This endowment, established by the Jewish Alliance of Greater Rhode Island, the Coalition's fiscal sponsor, will support that work. Named to honor the Coalition's founder and her decades of advocating for social justice and eliminating poverty, the fund will "be used for the exclusive support of the Rhode Island Coalition to Reduce Poverty."

Establishing the endowment at the Foundation, Rabbi Goldwasser says, "was a natural. The Rhode Island Foundation has been central to the story of the Coalition. It's been Maxine's partner. With the Foundation in the business of honoring legacies, this partnership is a beautiful thing to happen."

Timothy J. Rishton Scholarship Fund

Tim Rishton had an eye for art, as evidenced through thousands of landscape photographs he took –utilizing infrared photography – and which he gave intriguing names such as Golden Blue Lake, Hey There, I Watched the Spirits Go, and Just Peace.

At the same time, he had a love of music, spending countless hours with friends incorporating piano and guitar melodies they created and posting them online under the label, Embrace the Spirits.

A lifelong South Kingstown resident, Tim grew up playing football, hockey, lacrosse and his favorite sport, soccer. He graduated from South Kingstown High School (SKHS) in 2011. He continued his education at New England Institute of Technology where he earned a bachelor of science degree, with high honors, in digital media production in 2019. He worked as a videographer and editor at WPRI-TV 12 at the time of his death in March 2021 at age 27.

"Tim had the most caring heart," his father, Timothy states, noting that "whether he met you at work, in school, or on the field, he considered you a friend." His mother, Jo-Anne, shares, "His true passion was music. His feelings and moods were present in his music. Often the music on the piano just flowed through him to the amazement of his parents, family, and friends."

She continues, "Tim was a natural artist and always pushing to perfect his craft. He had an ability to see beauty in the landscape and to capture it with his lens. He was an infrared photographer who enjoyed many hours taking thousands of photos in nature."



"A friend of Tim's organized a gallery of his art at the Courthouse Center for the Arts and more than 100 people attended. That one event was a big part of making this fund possible. It's a good way to keep Tim's memory alive," his father explains.

Tim's name will forever be connected to his two passions – photography and music – through this scholarship fund for graduating students at SKHS who are pursuing the visual arts or music at a two-year or four-year college or university.

Robert Rohm Art Scholarship Fund

Bob's whole adult life was dedicated to making art. He was devoted to it, and when I think of him, I think of art first. Making art and teaching were two of the most important things in his life," Candy Adriance says of her late husband and internationally known sculptor and educator Robert Rohm.

This past spring, WaterFire Providence presented an exhibition of his work - Down to Earth: Robert Rohm Sculpture, 1963-2013 - that chronicled the evolution of his artistic style through the decades. His early works were based on the use of industrial materials including heavy howser rope, corrugated metal pipe, and wood elements. As his work evolved, he moved toward figuration and narrative imagery. Reflecting on the exhibition, Candy shares, "Bob's art had never been seen like that. This man's life literally unfolded, portraying the beauty and effort of a lifetime. It connected with mortality, effort, and a life well lived."

Bob earned an undergraduate degree in industrial design from Pratt Institute in New York and a master of fine arts from Cranbrook Academy of Art in Michigan. He taught briefly at Pratt before joining the art department at the University of Rhode Island in 1965. During his more than 30 years at URI, Bob helped establish the modern practice of sculpture education, worked to establish the Visual Arts Program of Sea Grant, and influenced hundreds of students. Bob's works are exhibited in museums and galleries around the world, and his archives are housed at Cranbrook Academy of Art.

"Cranbrook was a place that was important to Bob and he felt great gratitude to them. He thought it was where he took the biggest steps to becoming the artist he was," Candy explains.

And it's the students at Bob's alma mater who will benefit from this permanent endowment, designated for the Cranbrook Educational Community for a graduate student(s) in the sculpture program at Cranbrook Academy of Art.

Of her partnership with the Foundation, Candy states, "The Foundation has made it easy to accomplish something I didn't know how to do on my own."

Seekonk Land Conservation Trust Fund

"One of the delights of Seekonk is that we have so much forest and green space. We're trying to preserve the rural nature of Seekonk," says Thompson "Tom" Webb, president of the Seekonk Land Conservation Trust (SLCT).

Tom has been involved with the SLCT since he and his wife, Joan, purchased the home of the nonprofit organization's founder, Mary Wilson, in 1995. The home is adjacent to several of the Trust's preserved properties. "It's been a wonderful way for us to get involved and to get to know our neighbors and other like-minded people," Tom explains.

Since its founding in 1967, the SLCT has worked with the Town of Seekonk and other organizations to conserve and steward nearly 800 acres of land. Two of its preserves – the Cushing Conservation Area and the Edna Martin Wildlife Refuge – are open to the public. Noting that maintenance of the properties takes both effort and money, Tom has taken a leadership role in both areas. Of the first, he shares, "I love getting my hands dirty, and I get a lot of my exercise working on the properties."

To support the financial operation of the Land Trust, Tom established this endowment which will enable SLCT to receive annual grants. "The Land Trust recently hired its first employee, a part-time stewardship coordinator," Tom says, adding, "It's a big step forward for us, and this Fund will help provide money to support that person."

In addition to preserving open space, SLCT supports environmental education through grants to Seekonk public school teachers to involve their students in environmental activities and through an annual gift to support the Environmental Resource Center at the Seekonk library.



Of this endowment, Tom states, "This was a good time for us to provide extra funds to the Land Trust and to support activities that I've been promoting. We're partnering with the Rhode Island Foundation because we've had such a good relationship through our donor advised fund (which the Webbs established at the Foundation in 2005). We knew we wanted to put the funds where they will do some good for a very long time."

Robert H. and Catherine B. Sloan Charitable Fund

"I'm convinced that much of the world's unhappiness is related to a lack of financial planning. If people planned even a little bit, it would smooth out the bumps," says Robert "Bob" Sloan, with his wife Catherine "Cathi" adding, "There's a lot of stress around financial insecurity. A little discipline helps a lot in the long run."

The Sloans know a lot about financial planning, having made it their profession for more than four decades. Bob earned a BA in business administration from Rochester Institute of Technology before beginning what he refers to as "a 45-year adventure in financial services."

Cathi, who earned a liberal arts degree from the University of Delaware, knew she didn't want to enter fields traditionally held by women at the time. She was attracted to financial planning, sharing, "In fields where your pay is production based, you can control what you make by what you do."

Their careers brought them to Rhode Island in 1988, where they worked together until selling the business, Sloan Associates, in 2020. Through their work they became familiar with the Rhode Island Foundation and Cathi was a member of the Foundation's Professional Advisory Council.

They have two adult children and a granddaughter. Both Bob and Cathi have families with a history of volunteering and giving, so it was natural for them to follow suit.

Cathi served on the board of the Community College of Rhode Island Foundation, is a teacher's aide for ESL classes, and is active in the couple's church. Bob is chairman of the board of the Rhode Island Historical



Society, president of the Hope Club, a member of the Rhode Island Yacht Club, and a member of Rotary for over 30 years.

The Sloans own financial planning has enabled them to travel extensively – they've visited six of the seven continents, with only Australia left to go – to sail, to volunteer, and to open this fund.

They see a donor advised fund at the Rhode Island Foundation as the perfect way to continue to support organizations that are doing great work to make Rhode Island a better place.

Steinberg-Shao Family Fund

ur philanthropy is very personal. Through this fund, we're making a more permanent and strategic approach to our giving and taking advantage of the value added by the Foundation and the convenience of how a donor advised fund works," explains Neil Steinberg, president & CEO of the Rhode Island Foundation, who established this fund with his wife, Genie Shao.

Genie continues, "We truly want to help people. A donor advised fund is a logical step for people with specific interests."

Born and raised in Connecticut, Neil first stepped foot in One Union Station - now home of the Rhode Island Foundation – when he got off a train from New Haven and headed to Brown University for his freshman year. There, he earned a degree in applied math and sociology and was a co-captain of the indoor and outdoor track and field team. "His participation in track is probably his most enduring legacy and memory of Brown," Genie shares.

It was while Neil was at Brown that he met Genie. Born in Taiwan, Genie immigrated to the United States at the age of six and attended public schools in Massachusetts. At Brown, she majored in biology, minored in American history, and was a member of the university's first women's varsity gymnastics team.

After graduation, Neil began what would become a long career with Fleet National Bank, followed by four years as vice president for development at Brown University before he took over the reins of the Rhode Island Foundation in 2008.



Genie worked for Jordan Marsh, followed by nearly 20 years as an aerobics teacher. She served on the board of the former International Institute and, over the course of a decade, cared for both her and Neil's aging parents, noting, "My culture stresses taking care of your family, and family is the care system." The couple's family also includes two adult sons, Jason and Eric, both graduates of the Pawtucket public schools.

Their many interests - including Hospice, refugees, and education - stem from their personal experiences, as well as a commitment to basic human services in Rhode Island. "We see the need in the community, and we want to help," the couple concludes.

Hope and Roland Talbot Scholarship Fund

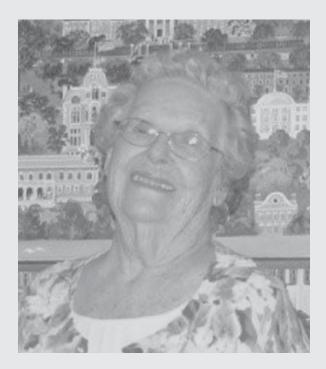
Roland and Hope Talbot may not have thought of themselves as trailblazers when they established the first donor advised fund at the Foundation in December of 1979, but it's an act that has been replicated by approximately 400 other individuals and families in the four decades since.

The Rhode Island Foundation News reported, "While the Talbots are interested in a number of cultural, medical, and educational institutions, they feel that a donor advised fund provides them with the flexibility they desire to address new charitable interests in the future."

Roland Talbot earned a degree in business administration from Bryant College (now Bryant University) and built a 25-year career with the Bulova Watch Company. He was a trustee of the former Cranston General Hospital Osteopathic and was president of the Providence Chapter of the National Association of Accountants and the Administrative Management Society. He received Bryant's Nelson Gulski Service Award and was a charter member of its President's Leadership Council. He died in 1998.

Hope Talbot earned a diploma in nursing from the former Children's Hospital School of Nursing in Boston, served as a First Lieutenant in the Army Nurse Corps during World War II, and earned a bachelor's degree in nursing education at Boston University. She worked as a pediatric supervisor at Roger Williams Hospital and served on the board of the VNA of Rhode Island.

In a 2005 interview with the Foundation, Hope explained of her husband, "He'd say, 'We've got so much to be grateful for and this (the donor advised fund) is what we should do.' He felt he was successful in life because of his education."



Through the years, the Talbots used their donor advised fund to support the Hope and Roland Talbot Scholarship Fund at Bryant College, as well as many local organizations.

With Hope's death in 2020, the couple's philanthropy will continue, as they instructed, through the scholarship at Bryant, as well as for unrestricted charitable purposes and fields of interest including economic/community development, education, children and families, arts and culture, and health.

Kerri Lynn (Estrada) Thurber Memorial Fund

Kerri Lynn (Estrada) Thurber had two passions: horses and the military. It's the first that Luis M. Estrada, Jr. is honoring through this fund, designated for the Mustang Heritage Foundation. "Kerri was a country girl and loved horses," Luis says of his wife, who died in December 2019 at the age of 42.

Kerri was living at Countryside Farm in Atteboro when she and Luis met in 2012. She had been riding and competing since she was a young girl, and Luis estimates she earned 50 awards in competitions through the years. "I think she loved horses more than people," he says, smiling, and sharing that Kerri's bucket list included owning a farm with a couple of horses.

Kerri addressed her second passion, the military, through her service in the Army, beginning when she was 18 and concluding with a medical discharge in 2019. "She was an infantry gal, a real boots on the ground soldier," Luis explains.

"It's unfortunate that her life was cut short. She loved to travel, and there was so much we wanted to do," Luis says. The couple's six-year-old son Jayden shares his mother's love of traveling and wants to visit every state capital, a goal he and Luis are actively working to achieve.

While deciding how best to memorialize his wife, Luis learned of the Texas-based Mustang Heritage Foundation through a friend in the local equestrian community who trains mustangs for the organization. The Mustang Heritage Foundation has a mission "of helping decrease the number of wild horses and burros in holding by increasing the number of successful adoptions and placement into private care."



Luis has been familiar with the Rhode Island Foundation much longer, having been introduced to it by former Providence Mayor Angel Taveras about 15 years ago. More recently, Luis was involved with the Census 2020, for which outreach and education efforts were funded by the Foundation. Working with the Foundation, he says, "has always been in the back of my mind. The Foundation is at the forefront of so much that's happening in the state."

Town Fair Tire Foundation Rhode Island Scholarship Fund

In 1967, Neil Mellen had what John Sheehan refers to as a "visionary concept" – to sell multiple brands of tires at one location, something that was not done at that time. Neil, John, and Neil's brother, Michael, opened the first Town Fair Tire store that year in Fairfield, CT. Now with 105 stores, Town Fair Tire is in all six New England states, as well as New York; eight of the retail stores are in Rhode Island. The company website indicates Town Fair is the largest tire dealer in New England.

"Over time, we have grown and here we are. It proved to be a very successful concept," John states.

That success led Neil, president of Town Fair Tire, to establish the Town Fair Tire Foundation in 2000. "We said we wanted to help people in need, and we fund a lot of smaller 501(c) organizations such as food pantries, shelters, mental health agencies, and youth organizations. We've supported more than 1,000 small organizations in 2021. We just want to help people who are disadvantaged and give back to the communities where our stores are located. We're fortunate we're able to do it."

"We've also funded 55 vocational technical schools throughout New England with toolship award programs for 2022," John continues, noting that when students graduate they need tools and other equipment and supplies for their first jobs. "We want to help vocational schools. It's something I feel personally. You can never get enough good, qualified mechanics," John says by way of illustration.

"I was looking to see how else we could help vocational schools, called community foundations in New England, and learned that the Rhode Island



Foundation could assist us," John relates. It's not the first time Town Fair Tire Foundation has partnered with the Rhode Island Foundation; in 2020, Town Fair made a generous donation to the COVID-19 Response Fund.

This new fund "for trade/vocational education scholarships" will help students forever. "It's really rewarding to help people," John remarks.

Trudeau Center Fund

The J. Arthur Trudeau Memorial Center was founded in 1964 with a mission to promote an enhanced quality of life for individuals with intellectual and developmental disabilities.

"It started with one family who was fighting to get help for their son Ken, and it has grown to be a respected community resource and an integral part of the disability community," explains Judith Sullivan, president and chief executive officer at Trudeau.

She continues, "Trudeau is unique in that it serves people of all ages, from infancy to end of life." Programs for the organization's younger clients include early intervention (birth to three years), home and center-based children's services (infancy to 21 years), and the Pathways Strategic Teaching Center (three to 21 years), an education and treatment program for children with autism and related disorders. Programs for adults include day community services, shared living, residential services, and employment supports.

Trudeau works with thousands of children and adults each year and employs more than 400 people. "We're Warwick-based and Rhode Island-focused," Judith says, noting that the organization also serves individuals in nearby cities and towns in both Massachusetts and Connecticut.

She sees this endowment as an investment in the future. "We were impressed with the financial health and stability of the Rhode Island Foundation but, more importantly, we were drawn to their mission and vision. The Foundation does so much to help so many Rhode Island nonprofits. They stay connected to the community and focus on long-term success.



They're the best of the best. Having an endowment here will help the Trudeau Center enhance the lives of more individuals with disabilities, like Ken, for years to come, and that is a wonderful legacy."

Vax Gives Back Fund

"At EpiVax, we believe that it is our common responsibility to support the community in which we live and work... EpiVax knows the importance of 'giving back' and is dedicated to making a positive impact both locally and globally," states the company's website.

This has been the philosophy of EpiVax, an immunology company that applies its tools to reengineer therapeutic proteins and to design new vaccines, since it was founded in 1998 by Anne De Groot, MD CEO and CSO, and Bill Martin, CIO/COO. EpiVax has long supported the GAIA Vaccine Foundation and Clinica Esperanza / Hope Clinic. GAIA (Global Alliance to Immunize Against AIDS) supports the development of a "globally relevant, globally accessible" AIDS vaccine, while Clinica Esperanza is a community clinic that offers free medical care and preventive health services to Rhode Islanders who do not have, and cannot afford, health insurance.

In 2017, the company established "VaxGivesBack" to give employees the opportunity to decide where charitable donations should be made. The Providence Animal Rescue League, Junior Achievement of Rhode Island, and the Woonasquatucket River Watershed Council are just three of the organizations that employees have selected to support.

"The idea is to focus on the Valley neighborhood, and to help the neighborhood become more economically stable," says Anne, noting staffers can see the Woonasquatucket out their office windows. She continues, "We also challenge our clients to donate and we match the gifts. We get so much good feedback for doing this. They like the idea of working at, or working with, a company that's philanthropic."



Cliff Grimm, chief finance and business officer at EpiVax, states, "We announced the establishment of this fund at a recent state of the company meeting and it was one of the highlights. In working with the Rhode Island Foundation, we are working with a trusted organization that can help us determine where funds can best be used. Rhode Island Foundation is the way to go."

"We like the flexibility of donating today and deciding throughout the year how we want to support the community. This is a huge milestone for us. Everyone at the company is excited about it," Anne concludes.

William D. and Margaret H. Warner Scholarship Fund

William "Bill" Warner, a Rhode Island architect and urban planner, is remembered for reimagining the urban landscape of the City of Providence during the 1980s and 1990s, most notably the I-195 Relocation Project and the design of the "I-Way" Bridge, as well as the Providence River Relocation and Waterplace Park. In 1997, President Bill Clinton awarded him the Presidential Design Achievement Award for these transformational pursuits.

Bill also designed the Manchester Street Power Station, the new Gordon School, and India Point Park. In 1959, he directed the study for the Providence Preservation Society that resulted in the restoration and revitalization of College Hill. Bill earned more than 50 national and regional awards for his projects.

This scholarship is intended to inspire students to follow in his footsteps and will be awarded, "to a junior, senior, or graduate student(s) enrolled in the architecture program at Rhode Island School of Design (RISD), with a preference for students interested in urban planning."

In addition to his Providence legacy, Bill oversaw the master plan for the 3,600-acre Rockefeller estate, Pocantico Hills, in Tarrytown, NY, and, closer to home, created the master plan and designed five buildings for the URI Graduate School of Oceanography.

Bill earned both his bachelor's and master's degrees in architecture at the Massachusetts Institute of Technology. He met his wife, Margaret "Peggy" Warner in Providence in 1980 while she was the scenic artist for Trinity Rep.



Things changed after she met Bill. "I became the interior designer for his practice. We worked on everything together," Peggy says.

Mark Motte, co-author of Providence, The Renaissance City, states, "Bill was a visionary. He was a political architect, and he saw ways of stitching things together so that they made sense both functionally and aesthetically. He had a huge impact on Providence."

Noting that Bill also was an instructor at RISD, Peggy explains, "This scholarship is the best way to honor our work. When I consulted with friends about establishing a scholarship, they said, 'What about the Rhode Island Foundation?' And I agreed because I believe RISD students will be the ideal beneficiaries."

David and Ellie Greenhalgh Scholarship Fund for West Bay Christian Academy

To many people, Dr. David and Ellie Greenhalghs' name are synonymous with West Bay Christian Academy. David was the school's first headmaster when it opened in 1981 and served in that role until 1993. His wife, Ellie, worked alongside him teaching music and physical education.

After continuing their Christian education work with children and schools throughout the US and in numerous developing countries, the Greenhalghs returned to West Bay in 2018. For the next two and a half years, David was the school's interim headmaster and Ellie was chaplain for the lower and middle schools. David retired at the end of the 2020-2021 academic year, while Ellie continued as school chaplain. David now is headmaster, emeritus.

Through this endowment, made possible by many donors who helped the Christian school exceed the goal of its Greenhalgh Legacy Campaign — including one generous family who designated their gift for this scholarship fund — the Greenhalghs' names will continually be associated with West Bay Christian Academy.

Elsie Wright, a member of West Bay's board of directors, states that the highly-successful campaign was "an opportunity to look back and to look forward," while referencing the campaign brochure which states, "David poured his heart and soul into helping West Bay achieve its mission to be distinctively Christian and academically excellent."

When David was first hired, the school had no students, no faculty, and no curriculum. "The idea to shape something from the beginning was exciting. How to make the core values of the school alive and well was interesting and challenging to me," he shares.



The school opened in the fall of 1981 with 60 students in kindergarten through sixth grade. It has since expanded to include seventh and eighth grades, as well as a pre-kindergarten and preschool, and enrolls nearly 200 students.

"We often hear families say, 'I would love to give my child this type of schooling, but I can't afford it.' It just breaks your heart, and we ask ourselves, 'Can't we do more for these families?'" David relates. This permanent fund, established "to provide financial assistance for the neediest students," will do just that.

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Funds

The following is a list of the component funds of the Rhode Island Foundation.

To learn about creating your own charitable fund, contact the development department at (401) 274-4564.

Funds established in 2021 are in red. Donors who wish to remain Anne W. Anderson Fund (1996) anonymous are not listed. Those with a • have a story in this book. Edward R. Anderson CLU Scholarship Fund (1986) Hugold B. and Barbara A. Anderson Fund (1989) AAA Northeast Charitable Fund (2013) Hugold and Berndt and Jane Anderson Fund (2001) AAA Northeast Scholarship Fund (2016) Deacon Charles C. and Patricia O. Andrade Scholarship AccessPoint RI Fund (2020) Fund (2021) • Robert G. and Joyce Andrew College Scholarship Fund (2019) • Adams Public Library Supported by: Adams Public Library Endowment Fund (2016) and Adams Public Library Flexible Endowment Fund (2016) James G. Angell Fund (1994) Lorne A. Adrain Fund for Community Leadership (1997) Emily J. Anthony Fund (1931) (2) Lorne A. Adrain Fund for Special Olympics (1998) Emily J. Anthony Fund (2011) Mark G. Adrain Memorial Scholarship Fund (2014) Chad Antoch Memorial Fund (1996) AIA Rhode Island Applegate Fund (2017) Supported by: AIA Rhode Island / DF Pray Scholarship Fund (2014) and AIA Rhode Island Scholarship Fund (2014) Aptaker Family Fund (2004) Aquidneck Island Fund (2003) Paul J. and Joyce T. Aicher Fund (2017) Ross and Mary Aiello Fund (1979) Aquidneck Land Trust Supported by: Aquidneck Land Trust Merritt Neighborhood Louise M. Aldrich Fund (1987) Fund (2004) and Carol C. Ballard Park and Wildlife Preserve Fund (2021) Louise M. Aldrich Fund (2006) Ronald D. Araujo Memorial Scholarship Fund (2004) Allen Family Fund (1994) James E. Arcaro Fund (1995) Alliance Française of Providence Endowment Fund (2016) Rhea Archambault Memorial Fund (1987) Allio Fund (2014) Gottlob Armbrust Family Fund (2018) Edward F. Almon Fund (2014) Artists Development Fund (1987) Alperin Hirsch Family Fund (1995) Arts in Academics Fund (2004) Mark and Kathleen Alperin Fund (1997) Asbury United Methodist Church Fund (1993) Patty and Melvin G. Alperin Fund (1995) Audubon Society of Rhode Island Endowment Fund (2015) Patty & Melvin Alperin First Generation Scholarship Fund (1998) Karl Augenstein Memorial Fund (1989) Alumnae Association of Newport Hospital School Jim and Karin Aukerman Fund (2006) of Nursing Fund (2018) Jean H. and Stanley E. Auslander Fund (2010) Amaral Family Scholarship Fund (2013) Avalon Fund (2008) Amaranth of RI Diabetes Fund (2007) Sylvia Avedisian Long and Vaughn Avedisian Memorial American Legion Stark-Parker Post #21 Fund (2005) Fund (2003) Joy Diana Ames Fund (2019) Vaughn Avedisian Helping Hand Fund (2005) Avenue Public Art Fund (2014) Margaret A. Ames and Robert S. Ames Fund (1996)

Anchor Auto Group Charitable Fund (2018)

Antonio and Angelina Azzinaro Scholarship Fund (2018)

Bach Organ Scholarship Fund (1985)

Dr. Omar Bah and Teddi Jallow Scholarship Fund for Refugees (2021) •

Baker Family Fund (2021) •

Marion Brown Baker Fund (2002)

Martha Cross Baker Fund (1960)

Charles C. Balch Fund (1963)

F. Remington Ballou Scholarship Fund (2003)

Jennie M. Ballou Fund (1946)

Hildred F. Bamforth Fund (1992)

Banigan Malm Fund (2017)

BankNewport/OceanPoint Charitable Fund (1988)

Harold R. Bannister Fund (2011)

Ronald McDonald House (2017)

Frederick H., William, & Frederick H. Banspach Memorial Fund (1997)

Edward J. and Gloria M. Barlow Fund for

Edward J. and Gloria M. Barlow Fund for Roger Williams Park Zoo (2017)

Edward J. and Gloria M. Barlow Scholarship Fund (2016)

Barrington Christian Academy

Supported by: Barrington Christian Academy Endowment Fund (1993); Barrington Christian Academy-Stratton Scholarship Fund (2005); and Barrington Christian Academy Scholarship Fund (2014)

Barrington Congregational Church

Supported by: Barrington Congregational Church Fund (1990) and Barrington Congregational Church Flex Fund (2017)

Barrington District Nursing Association Fund (1989)

Barry Family Scholarship Fund (2018)

Barylick/Hashway Family Fund (2020)

Mark C. Bassalv Fund (2021) •

William Walter Batchelder Fund (1954)

Victor & Gussie Baxt Fund (2006)

Beacon Brighter Tomorrows Fund (1998)

Sara G. Beckwith Fund (1990)

Friends of Beechwood North Kingstown Endowment Fund (2014)

Behavioral Health Fund (2018)

Belmont Chapel Preservation Endowment Fund (2014)

Thomas L. and Kathryn D. Bendheim Family Fund (2006)

Frederick J. Benson Scholarship Fund (1975)

Paul A. Berchielli Memorial Fund (2015)

Alvin Benjamin Berg Fund (2002)

Zabel Yaghjian Berg Fund (2001)

Bernadette and Douglas Bernon Charitable Fund (2010)

Berry Family Fund (1971)

Thomas Beswick Fund (1960)

Patricia A. Biasuzzi and John M. Biasuzzi Scholarship Fund (2017)

Bradford R. Bibeau Memorial Scholarship Fund (2021) •

Bickford Family Charitable Fund (2019)

Big Brothers Big Sisters of Rhode Island Fund (2021) •

Bisaccia-Naparstek Charitable Fund (2015)

Black Giving Circle (2021)

Black Philanthropy Bannister Fund (2007/2016)
Supported by: Morgan L. Stone Memorial Fund (2000); Edward C. and Audrey A. Clifton Fund for Black Philanthropy (2007);
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Dennis M. and Miriam C. Coleman Fund for Black Philanthropy (2008); Jason and Patricia Fowler Fund for Black Philanthropy (2008); Glenn S. Prescod Fund for Black Philanthropy (2009); and Beverly E. Ledbetter Fund for Black Philanthropy (2014)

Frederick S. Blackall IV Fund (2017)

Blackall Fund (1986)

Patricia and Steele Blackall Fund (1986)

Blackburn Family Fund (2004)

George T. Blackburn and Susan H. Blackburn Fund (2004)

Blackstone Valley Heritage and Environment Education Fund (2020)

Victor Blanco Memorial Scholarship Fund (2008)

Alice W. Bliss Memorial Fund (1981)

Lorraine S. Bliss, Lewis I. Gross, Sophia S. Gross, and Rosetta L. Horowitz Memorial Fund (2009)

Block Island Conservancy Supported by: Block Island Conservancy/Eric Jess Spirer Fund (2004) and Block Island Conservancy Inc. Stewardship Endowment Fund (2008)

Block Island Fund (1994)

Block Island Medical Center Endowment Fund (2008)

Blount Fine Foods Fund (2014)

Blue Cross Blue Shield of Rhode Island Community Health Fund (2005)

Raymond J. and Brenda B. Bolster Community Fund (2005)

George H. Bond and Mary K. Bond Fund (2016)

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Daniel R. Borah Fund (2005)

Emilie Luiza Borda Charitable Fund (2008)

Borden Lyon Family Fund (2018)

Borders Farm Endowment Fund (2004)

The Sandra Bornstein Holocaust Education Center Supported by: The Sandra Bornstein Holocaust Education Center / H. Alan & Ellie Frank Fund (2014); The Sandra Bornstein Holocaust Education Center Fund (2015); Jewish Motorcyclists Alliance of The Sandra Bornstein Holocaust Education Center Endowment Fund (2017); Fred, Gertrude and Henry Regensteiner Library Fund of The Sandra Bornstein Holocaust Education Center (2017); Touro Fraternal Association of The Sandra Bornstein Holocaust Education Center Endowment Fund (2017); and Dr. Howard S. Lampal Memorial Education Fund of the Sandra Bornstein Holocaust Education Center (2018)

Bosman Family Fund (2012)

Bosworth Fund (1999)

Edward M. Botelle Memorial Library Fund (1989)

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Michael A. Bova Memorial Scholarship Fund (2006)

Bowen Haven Fund (2009)

Richard M. Bowen Fund (1927)

Boyajian Family Fund (2011)

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Bradford Family Fund (2018)

Mae L. Bradley Fund (2006)

Brain Injury Association of Rhode Island Fund (2014)

Carol A. and Robert H. Breslin, Jr. Fund (2004)

Alma Brewster Fund (1978)

Brickle Group Charitable Fund (2014)

Roberta H. Bridenbaugh Fund (1996)

Harriet M. Briggs Memorial Fund (1978)

Brightman Hill Fund (2017)

Bristol Children's Home Fund (1967)

Bristol Female Charitable Society Fund (2003)

Bristol Historical & Preservation Society Helene L. Tessler Fund (2009)

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Olive C.P. Brittan Memorial Scholarship Fund (2001) Button Hole Supported by: Button Hole Fund (2004) and Button Hole Helen E.B. Bromley Memorial Scholarship Fund (2001) Endowment Fund (2014) Brooks Family Fund (2000) Edith T. Cabot Fund (1966) Robert and Rhea Brooks Family Fund (2016) Jane Brownell Cady Fund (2002) Miya D. Brophy-Baermann Scholarship Fund (2021) • John C. Cahill Memorial Fund (1997) Abbie A. Brougham Memorial Fund (1988) Rose M. Calandrelli Scholarship Fund (2017) Fern Brown Memorial Fund (1995) Ann Burton Cameron and Louise Cameron Hintze Fund (2012) Georgia A. Brown Fund (1991) CANE Child Development Center Fund (2005) H. Martin Brown Memorial Fund (1998) Canepari Family Fund (2016) James P. Brown, Jr., and the Greta P. Brown Fund (1982) Friends of Canonchet Farm Endowment Fund (2013) Jean Margaret Young Brown Fund (2006) Ruth A. Capron Fund (1991) Jeffrey A. and Barbara Horovitz Brown Fund (2004) Anthony and Attilia E. Caran Fund (2007) Walter G. Brown Fund (1964) Donald and Suzanne Carcieri Fund (1998) William Horace Brown Memorial Fund (2004) Patricia B. and Paul C. Carlson Fund (1994) Bubba Fund (2009) E. Bruce & Dorothy Q. Carlsten Charitable Giving Fund (2020) C. Warren and Anne D. Bubier Fund (1989) Carpenter Fund (1927) (2) C. Warren Bubier Fund (2001) Arthur H. Carr Fund (2009) Alfred Buckley Fund (1977) Ginger, Sheba and Susie Carr Fund (2013) Helen H. Buckley Fund (2003) Richard N. Carr Memorial Scholarship Fund (1996) Marjorie W. and George B. Bullock, Jr. Fund (2001) Beverly E. Carr Fund in Memory of Manola & Arthur Merrill and Estella & Edwin Hartley (2000) David P. Bulman Memorial Scholarship Fund (2005) Richard N. and Beverly E. Carr Fund (2000) Bernard V. Buonanno Classical High School Fund (2010) Virginia Carson Memorial Scholarship (2009) Dr. Alex M. Burgess Memorial Fund (1974) Marion M. Carstens Fund in Memory of Janice E. Mutty (2002) Burke Bryant Family Fund (2001) Charles H. Carswell Fund (1980) John P. Burke Memorial Fund Supported by: John P. Burke Memorial Fund (2005); John Carter Fund (2011) P. Burke Memorial Fund/Joseph J. Sprague, Sr. Memorial Scholarship (2005); and John P. Burke Memorial Fund/Rhode Carter Fellowship for Entrepreneurial Innovation (2011) Island State Seniors' Golf Association Scholarship (2005) Carter Spark Grants Fund (2013) James J. Burns and C. A. Haynes Scholarship Fund (1991) Carter Roger Williams Initiative Fund (2015) Krista Weller Burns Scholarship Fund for the Arts (2019)

Carter Roger Williams Scholarship Fund (2017)

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Florence P. Case Fund (1967)

Grace D. and Lloyd A. Case Fund (2006)

Butler Family Fund (2017)

Virginia B. Butler Fund (1978)

Cataract Fire Company #2 Scholarship Fund (1974) Antonio Cirino Memorial Fund (1987) Samuel M. Cate Fund (2001) Civic Leadership Fund (2011) Allison N. Cathro Fund (1997) Harriet A. F. Claflin Fund (1990) Arnold V. and Jane K. Clair Fund (1991) CCRI Foundation Fund (2018) City of Central Falls Fund (2013) Gilbert J. Clappin, Jr. Memorial Fund (2005) Elizabeth Z. Chace Fund (2016) Clapsi5 Fund (2021) David Sanders Clark and Mary H. L. Clark Memorial Margaret Chace Scholarship Fund (1999) Fund (2013) Charles V. Chapin Fellowship Fund (1968) George P. Clark and Vera J. Clark Fund (1999) Roger B. Chapman Scholarship Fund (2007) Janet Barber Clark Fund (2020) Holly Charette Scholarship Fund (2007) Clark Memorial Library Endowment Fund (1999) Chariho Community Innovative Projects Fund (2003) Clark-Lyon Fund (1990) Chariho-Westerly Animal Rescue League Animal Welfare Fund (2014) Classical Association of New England Endowment Fund (2019) Chariho-Westerly Animal Rescue League Legacy Fund (2014) Classical Enrichment Fund (2019) Anne Elizabeth Chase Fund (1976) Classical High School Alumni Association Scholarship Fund (1991) Lillian Chason Memorial Fund (2010) Clean Competition Fund (2011) Dr. & Mrs. Joseph A. Chazan Fund for the Wheeler School (1978) John & Lillian Clegg Charitable Fund (2017) Chemical Company Fund (2012) Edward F. Clement Memorial Fund (1999) Cherry Family Fund (2018) Elizabeth Freeman Clifford Fund (2020) Louis and Goldie Chester Full Plate Kosher Food Pantry Sidney Clifford Jr. Fund (2020) • Fund (2013) Clover Fund (2012) Samuel J. and Esther Chester Arts Fund (2013) Barbara and Cary Coen Family Fund (2004) Samuel J. and Esther Chester Medical Research Fund (2013) Daniel Brian Cohen Scholarship Fund (2007) Child & Family – Townsend Planned Giving Fund (2015) Cohen-Toon Fund (2012) Children's Friend Fund (2014) College Crusade of Rhode Island Children's Shelter of Blackstone Valley Fund (2019) Supported by: College Crusade Believe Fund (2014) and College Crusade Legacy Fund (2014) Chopin Club Supported by: Chopin Club Scholarship Fund (2003) Arnold B. and Madelyn Collins Fund (2000) and Chopin Club Endowment Fund (2014) Charles A. Collis Fund (1991) Choquette Family Fund (1995) Common Cause Rhode Island Carl W. Christiansen Scholarship Fund (1974) Supported by: Phil West Spirit of Common Cause Rhode Island Fund (2006) and Natalie C. Joslin Common Cause Future Howard P. Chudacoff and Nancy Fisher Chudacoff Fund (2017) Fund (2013) Church House Fund (1958) Community MusicWorks Supported by: Community MusicWorks Fund (2008) and CMW Montie G. and Catherine F. Ciarlo Memorial Scholarship Fund (2018)

Fund (2005)

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Congdon Fund for the Benefit of Grace Church in Providence (2003)

Congdon Fund in Honor of The Congdon & Carpenter Company (1790-1987) (1969)

Conley Family Charitable Fund (2015)

Alton H. Conn, Jr. Memorial Scholarship Fund (2018)

Ann F. and Robert B. Conner Fund (1995)

Conrad-Nestor-Walsh Scholarship Fund (2008)

Conservation Stewardship Collaborative Endowment (2007)

Constant Memorial Fund (1999)

Michael E. and Lida M. Contillo Scholarship Fund (2018)

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Christiane Corbat Art and Healing Fund (2006)

John & Jane Corbishley Fund (2010)

John & Lori Anne Corbishley Fund (1996)

John & Lori Anne Corbishley Memorial Garden Fund (2005)

Corliss Fund (1991)

Corning Glass Works Scholarship Fund (1974)

Camillo & Luigia Costello Family Scholarship Fund (2016)

Michael & Anita Costello Scholarship Fund (2016)

Senator James and Helen Costello Scholarship Fund (2020)

COVID-19 Behavioral Health Fund (2020)

COVID-19 Response Fund (2020)

COVID-19 Vaccine Incentive Program (2021)

Leroy P. Cox Trust (1992)

Cox Charities Northeast Fund (2009)

Horace and Reverend E. Naomi Craig Scholarship Fund (2000)

Crandall Family Association Agriculture Scholarship Fund $\left(2021\right) \bullet$

Crandall Family Association Education Scholarship Fund (2021) •

Mary Lou Crandall Fund (2006)

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A. T. Cross Scholarship Fund (1987)

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James P. Crowley, Sr. Football Scholarship Fund (2013)

John Michael Crowley Memorial Scholarship Fund (2012)

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Helena Cullen and Anita Cinq-Mars Fund (2006)

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Supported by: Alice Codding Endowment Fund for Cumberland Public Library (2011); Cumberland Grange Endowment Fund for Cumberland Public Library (2011); and Cumberland Library Endowment Fund (2013)

Lillian Cumming Streetscape Fund (1988)

Curtin Family Fund (2003)

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Sister Angela Daniels & Reverend Daniel Trainor Fund for the Genesis Center (2014)

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Walter L. and Edna N. Davol Fund (1988) Gabrielle Dinsmore Heart & Hope Fund (2017) Edna N. Davol Fund (1989) Gabrielle Dinsmore Fund in Support of the Pediatric Heart Center at Hasbro Children's Hospital (2017) DCG Synergy Fund (2017) Directors' Fund (2000) DeAngelis Family Fund (1978) Iona Dobbins Art Fund (2000) John A. and Elsa J. DeAngelis Fund (2005) Iona Blake Dobbins Scholarship Fund for the Visual Arts (2013) DeBare Family Fund (2019) Doc Fund (2003) Rob DeBlois Professional Development Fund (2020) Edgar M. Docherty Memorial Fund (2001) James Philip Deery Fund (1987) Charles and Marilyn Doebler Fund (2004) Margaret Deery Fund (1987) James Donaldson Scholarship Fund (2014) Annie De Groot Family Fund (2021) • Dr. Dorothy F. Donnelly Ph.D. Endowment Fund (2021) • Allene deKotzebue Fund (1953) Sylvia G. Donnelly Fund (1988) Anthony and Grace Del Vecchio Endowment Fund (2006) Harry L. Doran SPCA Endowment Fund (2019) Delmonico Family Fund (2013) Dorcas Place Partners for Learning Fund (1999) Talia Delmonico Memorial Scholarship Fund (2020) Dorcas International Institute of Rhode Island Fund Julius and Lena DelPapa Memorial Fund (2014) Supported by: Dorcas International Institute of Rhode Island Fund (2015) and Pauline and Samuel Friedman Fund (2020) Delta Dental of Rhode Island Fund (2005) Sgt. Maxwell R. Dorley Memorial Fund (2014) Beatrice S. Demers Fund (2007) Kenneth J. and Hannah E. Dorney Fund (2016) Laurence DeMorino Fund (2019) David Spalding Douglas Fund (1999) Frieda Dengal Fund (2013) Douglas A. and Charlotte H. Dow Fund (1994) Giovanni deNicola & Dora DeAmicis Memorial Fund (2003) Elizabeth M. Drapala Memorial Scholarship Fund (2002) Densmore Scholarship Fund (1993) Frosty Drew Nature Center Fund (1985) Thomas DePetrillo and Carol Keefe Fund (2013) Gregory Dubuc Memorial Scholarship Fund (2008) DeRabbanan Fund (1989) Sheila A. Duffy Fund (1997) Clementina DeRocco Memorial Fund (1985) George H. and Ruth E. Duggan Memorial Fund (1991) David and Elaine DeSousa Family Fund (2006) Edward Leon Duhamel Scholarship Fund (1991) Developmentally Disabled and Retarded Special Needs Fund in Memory of Louise A. Shuster (1991) John Richard Duhamel Fund for Animals (2017) Claudia and Mary Howe DeWolf Fund (1991) Ali Dunn Packer Memorial Fund (2002) Olive B. DeWolf Fund in Memory of Paul Churchill Charles and Nancy Dunn Family Fund (2011) DeWolf (1990) Dutch Island Lighthouse Endowment Fund (2011) Jeremiah Dexter Family Fund (1998) John L. Dyer Fund (2020) Dibble Memorial Fund (1990) Norman S. Dyer Memorial Fund (2019) Dr. Bruno DiClemente Scholarship Fund (2001) East Bay Food Pantry & Thrift Shop Endowment Fund (2018)

Dimock Fund (2013)

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Barnet Fain Fund for the Providence Art Club (2018)

Barnet Fain Fund for Temple Habonim (2018)

Barry and Dr. Elaine Fain Fund (2014)

Jonathan and Ruth Fain Fund (2017)

James A. and Elizabeth K. Fletcher Fund (1993)

Kevin A. Fitzgerald Memorial Scholarship Fund (1989)

James A. and Elizabeth K. Fletcher Fund (1987)

Kenneth P. Flint Fund (2011)

Mary L. Flanigan Fund (1987)

Florence Family Fund (2009) Albert H. Fuchs Trust (1995) Flower Power Inc. Fund (2005) Ellen R. Fuglister Fund (1991) George P. and Anna M. Flynn Scholarship Fund (1998) William "Bill" Fullaway Family Fund (2019) Sarah F. and Gerald J. Fogarty Fund (2006) Fund for Arts and Culture (2011) Bruce Fogel Charitable Fund (2020) Fund for Children and Families (2011) Sarah Adams Fogg & Henry Meader Fogg Fund (1992) Fund for Economic Security (2015) Lois Hamilton Fontaine Scholarship Fund of the Westerly Fund for Education (2010) College Club, Inc. (1997) Fund for the Environment (2011) Forer Family Fund (1999) Fund for Grace Church (1980) Robert H. Forrest Fund for the Arts and Humanities (2018) Fund for a Healthy Rhode Island (2008) Fort Adams Preservation Fund (2008) Fund for Housing (2011) Maria A. Forte-Tocco Scholarship Fund (2002) Fund for Rhode Island (1916) 43rd Signal Company Veterans Association/Robert L. Fund for Rhode Island Public Education (2019) Grace Fund (2009) Fund for Rhode Island State Parks (2021) • Anne R. & Harold M. Foster Memorial Fund (2004) Foster Community Libraries Endowment Fund (2017) Fund for the Recruitment and Retention of Teachers of Color (2020) Foster Forward Endowment Fund (2021) • Thomas E. Furey Fund (2009) Foundation for Health Fund (2006) Stanley and Florence Gairloch Fund (1982) Four Corners Community Chapel Endowment Fund (2011) Bob and Wini Galkin Fund (2012) Alan Fox Fund for the Music School of the Rhode Island Philharmonic Orchestra (2001) Herbert S. Galkin Memorial Scholarship Fund (2015) Ira S. and Anna Galkin Fund (1977) Mary Fox Endowment Fund (2018) Madeline P. Gamble Fund (1987) Miriam G. Frank Fund (2000) Eva and Boris Frankfurt Fund (2008) Richard A. Gamelin, Jr. Memorial Fund (2003) George R. Frankovich Scholarship Fund (1996) Garden Foundation of Rhode Island Endowment Fund (2012) Mary Ethier Frappier Fund (2010) Charles H. Gardiner Memorial Fund (2010) Howard F. and Olga B. Gardiner Fund (2000) Alexander E. and Alice M. Fraser Fund (1972) Edna B. Gardner Fund (1981) Aldo Freda Scholarship Fund (1997) Marion Baker Freeman Fund (1963) Susan and Jim Garlington Fund (2014) Guy and Ann Garofalo Family Fund (2004) Mimi and Peter Freeman Fund (2003) Edward and Jeannette Gatta Memorial Fund (2001) Robert E. Freeman Downcity Fund (1992) Diane D. Geaber Memorial Fund (2011) Friday Charitable Fund (2017) Fredric C. Friedman/Sheryl A. Jacobson Fund (2009) Gloria Gemma Cancer Resource Fund (2018) Dominic Gencarelli Family Trust Fund (1988) Fruit Hill Women's Clubs Scholarship Fund (1982)

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Professor and Mrs. Elliot R. Goodman Fund (1991)

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Joanne Gorman Fund (2018)

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Bessie Grossman Memorial Fund (1966)

Groden Center

Helen E. and Stanley H. Grossman Fund (2014)

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Rosa Anne Grosvenor Fund (1942)

Gudoian Family Fund (2005) Ralph E. Hanson Fund (2013) Madeline Guida Memorial Fund (2007) Percy A. Harden Fund (1953) Alice M. Harkin Nursing Scholarship Fund (2014) Lynn M. Gunzberg Fund (2002) Florence Kennan Gurney Fund (1972) Rachel R. Harper and Philip R. Harper Fund (2000) Hans E. Gwinner and Berta E. Gwinner Fund (2001) Maegan Harpool Memorial Fund (2009) Hans E. Gwinner and Berta E. Gwinner Charitable Fund (2001) Harriet Kean Harrington Fund (1998) Hans E. Gwinner and Berta E. Gwinner Fund for Economic Ernest A. Harris Memorial Fund (1999) Development (2001) Harrop Charitable Fund (2021) Hans E. Gwinner and Berta E. Gwinner Fund for Dr. Daniel S. and Dorothy J. Harrop Fund (2008) Education (2001) James S. and Marjorie W. Hart Fund (2019) Barbara S. Gwynne Shakespeare's Head Garden Fund (1995) Louise Hartwell Fund (1978) Ann W. Hack Memorial Fund (1996) Harvard Business School Association of Southeastern New Mrs. Jeannette Hamilton Hadley Fund (1981) England (HBSA-SNE) Fund (2002) Carolyn B. Haffenreffer Endowment Fund Harvey Family Fund (2014) for the Providence Preservation Society (1986) Warren and Elizabeth Haskell Memorial Fund (1984) Haffenreffer Seaconnet Point Fund I (1988) Elizabeth Haskell Fund (1984) Haffenreffer Seaconnet Point Fund II (1988) Danielle and Michael Haxton Family Fund (2006) Arnold H. Hahn, Jr. Memorial Fund (2005) Alice D. Hayes Fund (2008) Mary Kimball Hail Fund (2004) Caroline Hazard Fund (1977) Haire Family Fund (2003) Stephen A. Haire Charitable Fund (2020) Peyton R. Hazard Fund (1964) Thomas P. Hazard Fund (1982) Hale House Endowment Fund (2011) Healing Ribbons Fund (2004) Halkyard Family Fund (2000) Lawrence L. Hall Fund (1996) Healthy and Safe Providence Fund (2021) Almon and Suzanne Hall Family Fund (2015) Hebert Family Fund (2015) Chester W. Ham Memorial Fund (2008) Henry Heffernan Fund (1998) William H. Heisler III Fund (2014) Hamilton House Endowment Fund (2014) Milton S. Heller Charitable Fund (2009) William S. Hamilton Fund (2005) Hemingway Hamlin Fund (1993) Lucille A. Moore Hennessey Fund (2002) Henry Rich Family Fund (2018) Hemingway Hamlin Family Fund (1993) Robin M. Hergott ('83) Living Tribute Fund (2009) Raleigh Alexis Hamlin Fund (2004) Heritage Harbor Foundation Fund (2015) Roland Hammond Fund (1979) Mora E. Brown Hammonds Scholarship (2021) • Herren Project Fund (2021) •

Handicraft Club Endowment Fund (2018)

Herreshoff Marine Museum Endowment Fund (2013)

Frank T. and Isabelle Oram Hertell Fund (1971)

Lionel and Leona Hetu Fund (2019)

Hevey-O'Rourke Scholarship Fund (2014)

Higgins Family Fund (2010)

Kenneth N. & Judith Brand Hill Fund for Grace Church

in Providence (1996)

Hinckley, Allen and Snyder Fund (2003)

Hinckley Allen Social Justice Fund (2021) •

Louise C. Hintze Fund (2012)

Hope L. and David M. Hirsch Fund (2010)

Larry J. and Kay P. Hirsch Charitable Fund (2018)

Barry and Kathleen Hittner Fund (2002)

Andrew R. Hoban Memorial Scholarship Fund (2004)

Gilbert and Olga Hoffman Fund (2006)

Louise A. Hoge Fund in Memory of Wallace W. Hoge (1990)

Honey Buzz Fund (2013)

Edith R. Hood Fund (1968)

Hope Alzheimer's Center Endowment Fund (2005)

Hope High Dollars for Scholars

Supported by: Hope High Dollars for Scholars Endowment Fund (2018); Class of '62 Endowed Scholarship Fund (2019); Richard D. Greenberg Endowed Scholarship Fund (2020); Donald Salmanson Endowed Scholarship Fund (2020); and Class of '63 Endowed Scholarship Fund (2021)

Hope Hospice & Palliative Care Rhode Island Supported by: Norman A. DesLauriers Memorial Fund (1993) and Hope Hospice & Palliative Care Rhode Island Endowment Fund (1993)

Herbert E. Hopkins Fund (1980) (2)

Hopkinton Land Trust Conservation Stewardship Endowment (2008)

Albert E. Horton Fund (1968)

Hough Family Fund (2007)

Neil J. Houston, Jr. Memorial Endowment Fund (2019)

Florrimon Howe Trusts (1992)

Anne King Howe Fund (1963)

Cornelia Howell Fund in Memory of Helen Howell & Fred A. Otis (1989) (2)

Alice M. Howland Fund (1944) (2)

Allen H. Howland Fund (1978)

Allen and Katharine Howland-Gammell Family Fund (2003)

Janet Howland and Jay Gorud Family Fund (2003)

John and Carol Howland Family Fund (2003)

Peter Howland Family Fund (2003)

Howland Swan Fund (2006)

Katharine F. Hubbard and Josephine H. Williams Fund (1959)

Buell W. Hudson Memorial Fund (1979)

Hudson Family Fund (2001)

Paul W. Hunger Memorial Fund (2000)

Dorothy H.W. Hunt Fund (1971)

Dorothy H.W. Hunt-Clarence H. Philbrick Fund (1971)

Harrison Barrows Huntoon Fund (1991)

Phyllis Huston Fund (2005)

Iacchei and Cotoia Memorial Scholarship Fund (2018)

Emanuel Iacoletti and Harriet K. Iacoletti Fund (2003)

Len Iannacone Legacy Fund (2021) •

Immigrants Benevolent Fund (2015)

Mikko Luke, Gerald Matthew, and Delight Lewis Immonen Fund (2014)

Imperial 718 Fund (2013)

Fanny T. Ingalls Fund (1973)

George A. & Evelyn M. Ingleby Fund (1995)

Initiative for Nonprofit Excellence Fund (2008)

Interfaith Health Care Ministries/The Reverend Dr. Duane F.

Parker Endowment Fund (1998)

International House of Rhode Island - Rooke Fund (2008)

Joyce Ioanes Mental Health Memorial Fund (2007)

David C. Isenberg Family Fund (2007)

Amanda & Jeremy Isenberg Family Fund (2016)

Island Free Library Endowment Fund (2003)

Israel-Frumson Family Fund (2005)

Harry Itchkawich Memorial Scholarship Fund (1998) Dr. J. Paul Jones, Carolyn M. Jones and Virginia L. Jones Fund (2013) I & K Gratitude Fund (2017) Jonnycake Center Fund (2005) Barbara P. Jackson Fund (1980) Elsie I. Jordan Fund (2006) Benjamin M. Jackson Fund (1945) Michael and Jane Joukowsky Fund (2001) S. Lee Jackson and Dorothy M. Jackson Fund (1976) Mary M. Juskalian Fund (2015) Madeleine C. Jackson Fund (1979) Herbert E. Kaplan Fund for the Association of Fundraising Barry & Ellen Jagolinzer Charitable Fund (2019) Professionals, RI Chapter (1996) Jalbert Family Fund for Basic Human Needs (2012) Varoujan and V. Rose Karentz Scholarship Fund (2013) Jalbert Family Fund for Education (2012) Karibian Family Fund (2000) Jamestown Community Fund (2001) Richard Katzoff Fund (1990) Stephen M. Kaufman Memorial Fund (1999) Jamestown Community Piano Association Fund (2020) Jamestown Fund for the Performing Arts (1983) John H. and Alberta C. Kazanjian Fund (2003) Jamestown Historical Society Lester B. and Linda D. Keats Fund (1991) Supported by: Jamestown Historical Society Windmill Endowment Fund (2006); Jamestown Historical Society Mary R. Keck Family Fund (2018) Miner Archives Fund (2007); and Jamestown Historical Society Michael T. Keefe Youth Aviation Fund (2019) Conanicut Battery Endowment Fund (2021) Jamestown Philomenian Library Peter M. Keefe Junior Golf Memorial Fund (2002) Supported by: Jamestown Philomenian Library Endowment Sr. Ann Keefe / CityArts Creativity and Social Justice Fund (1996) and Jamestown Philomenian Library Capital Expenditure Fund (2004) Fund (2015) Margaret H. C. Keiler Memorial Fund in Memory of Edmund H. Janet Warren Fund (2020) Keiler (1992) Jasper Fund for the Care and Rescue of Animals (2000) Edward D. Keith Fund (1949) Ellen M. Jecoy Memorial Fund for St. Bernard's Endowment Amelia M. Kelley-Minnie E. Kelley Fund (1983) (2002)Ellen Williams Kenerson Memorial Fund (1968) Nancy W. Jencks Fund (2016) Sylvia & Frederick Kenner Fund (1996) Mary M. Jennings Fund (1996) Kiekhofer-Dickey Endowment Fund for The Friends of the Anna E. Johnson Fund (1978) Brownell Library (2015) Elizabeth Arnold Johnson Historic Trust Fund (2001) Kiernan-Fallon Fund (1993) Elizabeth J. Johnson Pawtucket History Research Center Fund Jennie M. Kiernan Fund (1984) (2013)Mari Killilea Memorial Scholarship Fund (1988) Kathryn Johnson Fund (2014) John B. & Ruth L. Kilton Fund (1997) Kathryn Johnson Jazz Scholarship Fund (2014) Robert and Margaret MacColl Johnson Fund (2003) Horace A. and S. Ella Kimball Fund (1944) Daniel A. and Jennifer R. King Fund (2008) Robert and Margaret MacColl Johnson Fellowship Fund (2003) Judith Alperin King and Timothy King Fund (2000) Victoria Johnson Scholarship Fund (2011) Martin Luther King Scholarship Endowment Fund (2001) Johnston Lions Armand Muto Scholarship Fund (1985)

King Solomon #11 Fund (2013) Lapides Barnacle Fund (2021) • Susan Coggeshall King Fund (2017) Alice W. Larchar Fund (1981) King's Daughters and Sons Scholarship Fund (1978) Barbara A. LaRose Fund for Literacy (2021) • Kingston Chamber Music Festival Latino Giving Circle (2021) Supported by: Natalie B. Kampen Fund of The Kingston Chamber Music Festival (2015) and Kingston Chamber Music Laurans Fund (1979) Festival Sustainability Fund (2018) Laurans Family Fund (2018) Kingston Hill Gardeners Fayerweather Grounds Endowment Fund (2009) Isabelle Lawrence Fund (1992) Mary B. Lawrence Fund (2010) Joseph J. and Lillian A. Kirby Fund (1998) Lawrence, Allen, Singleteary Scholarship Fund (2008) Susan Kizlinski Family Fund (2013) Le Foyer Endowment Fund (2015) NC Klein Jazz Scholarship Fund (2012) Hon. Justice Victoria Santopietro Lederberg Classical High Paul and Nancy Klotz Community Fund (2004) School Scholarship Fund (2017) Paul and Nancy Klotz Fund (1979) Charles P. Lee Memorial Fund (2012) KLR/Brian A. Altomari Memorial Fund (2017) Helen L. LeGendre / Weber Family Scholarship Fund (2009) Joseph E. Kochhan Fund (2019) Alvina Legere Fund (2004) Susie Brown Kochhan Memorial Music Fund (1999) Robert H. Lenth Scholarship Fund (1998) Korean War Memorial Fund (2004) Mary Peduzzi Lenzen Scholarship Fund (2020) Alfred and Mary Kosowski Fund (2013) Arthur and Dorothy Leonard Fund (2020) Krause Family Fund (1994) Barbara M. Leonard Fund (1986) Katherine Bryer Krueger Fund (1991) Louis Leone Fund (1998) Sharon and Al Kurose Fund (2021) • Dominick J. Lepore Memorial Fund (2009) Adam and Phyllis Kurzer Family Fund (2021) • Irving M. and Pauline L. Leven Fund (2001) Hans L. Kuster Fund (2012) Eunice and Harold Levene Family Memorial Donor Advised Fund (2018) Ladies Auxiliary of the Bristol Volunteer Fire Department Fund (1982) Eunice and Harold Levene Family Memorial Unrestricted Fund (2018) A. Lloyd Lagerquist Fund (2003) Lambda Xi of Kappa Alpha Psi Impact Fund inspired by James David R. Levesque Fund (2017) H. Monroe, Jr. (2021) • Irving H. Levin Fund (2007) Luz "Lucy" Lamboy Scholarship Fund (2021) • Frederick N. and Carol J. Levinger Fund (2003) Bruce Lang Good Government Fund of RI (2006) Dan Levinson RI Fund (2014) Langevin Family Trust (1990) Sarah and Harold Libby Scholarship Fund of the Chopin Marie J. Langlois and John F. Loerke Fund (2011) Club (2011)

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Edgar J. Lownes Memorial Fund (1958)

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Paul D. Lynch Scholarship Fund (2013)

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Alice L. Moran Fund (1956)

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Narragansett Public Library Endowment Fund (1996)

Narrow River Preservation Association

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Jane S. Nelson Fund (1994)

Bernard and Doris Nemtzow Fund (2007)

Bernard and Doris Nemtzow Fund (2013)

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New England Wireless and Steam Museum Fund (2000)

New Urban Arts Endowment Fund (2017)

TGHS '82 Renee Tetreault Newell 9/11 Scholarship Fund (2001)

Newman Congregational Church

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Newport Public Library Endowment Fund (2004)

Newport Restaurant Group Fund (1983)

Albert E. and Florence W. Newton Fund (1973)

Alice Newton Fund (1984)

Irene Nicholas Fund (2007)

William Nicholas Scholarship Fund (1999)

Emily Nicholson Fund (1997)

Emily Nicholson Designated Fund (2014)

Gordon D. Noonan Memorial Scholarship Fund (2014)

Norman Bird Sanctuary Support Fund (2010)

North Kingstown Free Library

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North Providence High School Scholarship Fund (2010)

North Smithfield Ambulance and Rescue Association Fund (2003)

North Smithfield – Class of 1971 Memorial Scholarship Fund (2004)

Christine A. Nowak Fund for the Blackstone Valley Historical Society (2012)

Bob and Terry Nugent Family Foundation (1992)

Robert C. Nyman Fund (1997)

Virginia W. Nyman Fund (2005)

Oak Lawn Community Baptist Church Living Memorial Fund (1987)

Ocean House Fund for Charitable Giving (2017)

Ocean State Job Lot Trinity Resident Artist Charitable Fund (2017)

Joan M. and John J. O'Connor Jr. Fund (2013)

John J. O'Connor Jr. Memorial Nursing Scholarship Fund (2020)

Marian G. O'Donnell Fund (1977)

Oliver Fund (2008)

Daniel Patrick O'Neil Memorial Fund (2007)

Nick O'Neill Scholarship Fund for All Children's Theater (2004)

Open Doors of Rhode Island, Inc., Charitable Fund (1979)

Operation Stand Down Rhode Island Veterans Endowment Fund (2016)

Ophelia Fund (2004) Shirley and Kenneth Payne Fund (2018) Walter M. Oppenheim Fund (1998) Peace Dale Museum of Art and Culture Supported by: Peace Dale Museum of Art and Culture Fund Mary and Pat O'Regan Fund (1992) (1998); Peace Dale Museum of Art and Culture Wallace Campbell III Endowment Fund (2005); and Peace Dale Museum Charlotte Orlowski-Eicher Memorial Fund (2005) of Art and Culture Education Fund (2011) Bernard and Henrietta O'Rourke Scholarship Fund (2008) Pearlman Charitable Fund (2017) Richard and Sandra Oster Charitable Fund (2009) Thomas and Erma Wood Peirce Cemetery Fund (2019) Joseph O'Neill Ott Fund (1994) Thomas and Erma Wood Peirce Cemetery Fund II (2021) Emily H. Paine Fund (1977) Carol and Gerard Pellegrino Toll Gate High School Orchestra Scholarship Fund (1999) Jewel R. Paley Fund (2014) Art Pelosi Fund (1993) Julius and Jesse Richmond Palmer Fund (1968) Charlotte I. Penn Fund (1993) Mary V. Palmer Memorial Fund (1970) Pennfield School Endowment Fund (2014) Vivian J. Palmieri Charitable Fund (2021) George W. and Sarah L. Penny Fund (1978) Marc C. Paradis Memorial Fund (2017) Annie T. Perrin Fund (1956) Nellie G. Parent Fund (1966) Donald I. Perry Fund (1996) Roland Paris Fund (2015) Thomas and Katherine B. Perry Fund (2011) John Raymond Parker, Jr. Memorial Scholarship Fund (1995) Theresa Rossi Petrella College Fund (2017) Phebe Parker Fund (1959) Petroleum Trust Fund (1964) R. Elizabeth Parker Fund (2006) Esther S. Phillips Fund (1987) Parkhurst Fund (2019) W. E. Phillips Fund (2018) Madeline V. Parks Fund (1961) Rick Phipps Memorial Fund (2004) Parris Family Fund (2001) Nicholas Everett & Ann O. Picchione Fund (1995) Partnership Foundation Fund (2001) Pickard Family Fund (2007) Patton Family Fund (1983) Vernon and Mary Pierce Fund (2013) Bessie D. Paul Fund (1981) Wells M. Pile and Marguerite Ofria Pile Fund (2005) Pawtucket East High School Class of '42 Scholarship Fund (1987) Maria E. Pinheiro Memorial Scholarship Fund (2004) Pawtucket East High School Class of '48 Scholarship William 'Billy' Pityer Memorial Scholarship Fund (1999) Fund (1993) Albert R. Plant Fund (1958) Pawtucket Public Library Supported by: Friends of the Pawtucket Public Library Pocassetlands Stewardship Fund (2007) Endowment Fund (2011) and Friends of the Pawtucket Public Library Flexible Endowment Fund (2011) Friends of Pomham Rocks Lighthouse Endowment Fund (2018) Pawtucket Public Library History Research Center Fund (2019) Pompei Family Fund (2020) Pawtucket Soup Kitchen Endowment Fund (2018) Ponaganset Education Foundation Fund (2007)

Barbara J. Pond Fund (2007)

Pawtuxet Valley Preservation and Historical Society Fund (2010)

Franklin H. Pond Family Fund (2007)

Franklin H. Pond Fund (2006)

Lawrence Poole, Jr. Scholarship Fund (2004)

Pope John XXIII Chair in Ecumenical Theology Fund (1988)

Porter Braden Fund (2017)

Frances L. Macartney Porter Fund (2011)

Stevenson Brown Porter Fund (2011)

Potter Family Fund (2004)

Charles A. Potter Fund (1975) (2)

Earlene and Albert Potter Scholarship Fund (2001)

Mary LeMoine Potter Fund (1940)

Roger E. Potter Fund for The Rhode Island Historical Society (1995)

Roger E. Potter Fund (1995)

Thomas A. Potter Fund (2004)

Lori A. Poulin Memorial Fund (2004)

Lombard John Pozzi Historical Preservation Fund (2013)

Charles T. Pratt Fund (1938)

Rita A. Pratt Memorial Fund (2019)

Preservation Society of Pawtucket Fund (2013)

Preserve Rhode Island Endowment Fund (2014)

Preserving Pawtucket Fund (2017)

Preston Family Fund (2002)

proAbility Fund (2015)

Providence Animal Rescue League's Harry L. Doran Endowment Fund (2016)

Providence Art Club Endowment Fund (2019)

Providence Center

Supported by: Providence Center/Charles E. Maynard Fund for the Future (2001) and Providence Center School/Charles E. Maynard Fund for the Future (2004)

Providence Central Lions Fund (1993)

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Providence Country Day School

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Providence Female Charitable Society Fund (2016)

Providence Fire Fighters Local 799 Scholarship Fund (2021) •

Providence High School Scholarship Fund (1922)

Providence Jewelers Club Foundation (1986)

Providence Journal Charitable Legacy Fund (2012)

Providence Journal Holiday Fund (2014)

Providence Journal Summertime Fund (2013)

Providence Lions Scholarship Fund (2019)

Providence Plantations Club Memorial (1970)

Providence Plantations Club Memorial Fund (1970)

Providence Preservation Society Fund (2005)

Fund of the Providence Shelter for Colored Children (2014)

Providence Shelter for Colored Children Endowment Fund (2016)

Providence Singers

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Mary C. and Joseph E. Pucci Fund (1999)

Coach PZs Scholarship Fund (2019)

Helen Walker Raleigh Animal Fund (2006)

Helen Walker Raleigh Tree Care Trust Fund (1995)

Helen Walker Raleigh Vision Fund (2006)

Helen Walker Raleigh Youth Fund (2006)

James C. Raleigh Memorial Fund (2006) Raleigh-Providence Tree Care Trust Fund (1998)

Rallis Conover Fund (2005)

Raponi Funds Includes: Eleuterio, Anna, and Mary Raponi Memorial Fund (2009); Ralph and Letty Raponi Fund (2010); Frank J. Raponi Memorial Fund (2013); Ralph and Letty Raponi Fund for Meals on Wheels-RI (2015); Frank A. Spino Memorial Fund (2016); Letty A. (Spino) Raponi Memorial Fund (2017); Ralph and Letty Raponi Charitable Fund (2017); Ralph and Letty Raponi Tribute Fund (2017); and Ralph and Letty Raponi Legacy Fund (2018)

Raven Fund (1999)

RDW Group Communication Scholarship for People of Color (2000)

Edith Reall Memorial Scholarship Fund (1992)

John H. Reardon, Jr. Fund (2012)

John J. Redding Fund (2003)

Redgate Camp Davis Fund (1995)

Redwood Library RIF Endowment Fund (2015)

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Refugee Relief Fund (2021)

Alice M. Remington Scholarship Fund (1984)

Barbara Reynolds Memorial Scholarship Fund (2001)

Madeline Reynolds Memorial Fund (1969)

Richard A. Reynolds Fund (2019)

Rosalyn R. Reynolds Fund (2021)

Rhode Island Advertising Club Fund (1979)

Rhode Island Arts Fund (1985)

Rhode Island Association of Former Legislators Scholarship Fund (1996)

Rhode Island Association for Justice Endowment Fund (2011)

Rhode Island Charities Trust (1991)

Rhode Island Commission on Women/Freda H. Goldman Education Awards Fund (1997)

Rhode Island Council for the Humanities

Supported by: Barry A. Marks Fund for the Rhode Island Council for the Humanities (1984); Rhode Island Council for the Humanities Endowment Fund (2005); and Rhode Island Council for the Humanities/Tom Roberts Humanities Ingenuity Prize Fund (2005)

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Rhode Island Foundation Employee Fund (1993)

Rhode Island Free Clinic Endowment (2017)

Rhode Island Historical Society Endowment Fund (2016)

Rhode Island Legal Services Endowment Fund (2006)

Rhode Island Meals on Wheels Memorial Fund (1981)

Rhode Island Medical Society Medical Purpose Fund (1966)

Rhode Island National Guard Living Memorial Care and Maintenance Fund (2014)

Rhode Island Nonprofit Support Fund I (2020)

Rhode Island Nonprofit Support Fund II (2021)

Rhode Island PBS Scholarship Fund (2017)

Rhode Island Philharmonic Orchestra & Music School Supported by: Rhode Island Philharmonic Orchestra & Music School Endowment Fund (2015) and Rhode Island Philharmonic Orchestra & Music School - The Hearst Endowment (2015)

Rhode Island Rose Award Fund (1985)

Rhode Island Scholarship Assistance Fund (2007)

Rhode Island School for the Deaf/John Spellman Scholarship Fund (1989)

Rhode Island Society of Certified Public Accountants Philanthropy Fund (2012)

Rhode Island Supreme Court Historical Society Fund (1998)

Rhode Island Tree Council Fund (2001)

Rhode Island Veterinary Medical Association (RIVMA)

Companion Animal Fund (2007)

RIBA/Dagata Scholarship Fund (1997)

Ricci Family Fund (2011)

Eileen Julie and Brittany Jave Richardson Memorial Fund (2005)

Maxine Roy Richman Fund to Reduce Poverty (2021) •

Edythe K. & Jane E. Richmond Memorial Cancer Fund (1998)

John M. Richmond Fund (1953)

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Salten Weingrod Family Fund (2007)

Roger Williams Park Zoo Endowment Fund (1986)

Andrew & Frances Salvadore Scholarship Fund (1989) MaryAnn Scott Charitable Fund (2013) Michael A. Salvadore and A. Doris Salvadore Scholarship Gertrude P. Scruggs Memorial Fund (1999) Fund (2013) Seaberg-Sleicher Memorial Fund (2007) Samaritans Fund (2006) Benjamin Seabury Fund (1954) San Miguel School Seekonk Land Conservation Trust Fund (2021) • Supported by: Brother Lawrence Goyette, FSC Scholarship Fund (2011) and San Miguel School Endowment Fund (2010) Otto and Gertrude K. Seidner Fund (1987) Juanita Sanchez Community Fund (1992) Anthony J. Serio Scholarship Fund (2010) Bridget Sanetti Memorial Scholarship Fund (2003) Lance Corporal Matthew K. Serio Football Scholarship Fund (2005) Sapinsley Family Foundation (1970) Nancy Sarah Fund for Women (2006) Serra Family Scholarship Fund (2017) Francis B. Sargent MD Fund (1995) Serve Rhode Island Fund for the Volunteer Center of RI (2005) Sargent Rehabilitation Center Fund (2016) Neil and Jean Severance Family Fund (2007) Jacqueline Gage Sarles Memorial Fund (1968) Dr. Sarkis M. and Mrs. Mary A. Shaghalian Fund (2011) Doctors Shapiro and Nager Pets in Need Fund (2017) Clare Sartori and Art Stein Fund (2012) Eve Widgoff Shapiro Fund (2003) Deputy Assistant Chief Anthony V. Sauro Award Endowment Fund (1991) Ellen D. Sharpe Fund (1954) Savage and Luther Family Fund (1998) Mary Elizabeth Sharpe Providence Neighborhood Planting Program Fund (1988) George and Naomi Sawyer Memorial Fund (1991) Peggy and Henry Sharpe Fund (1994) Monica P. and William T. Sawyer Fund (2014) Dr. Edmund A. Sayer Fund (1987) William H. Sheehan and Sandra A. Behar Memorial Fund (1999) Minna Schachter Fund (2008) Amelia Daggett Sheffield Fund (2011) Willard and Marjorie Scheibe Designated Fund (2009) Phebe McAlpine Shepard Fund in Memory of John Shepard II, Edward B. and Phebe W. McAlpine (1986) Willard and Marjorie Scheibe Nursing Scholarship Fund (2010) Sherman Family Charitable Fund (2020) Schmieding Orlando Patient – Focused Nursing Fund (2005) Edwin F. Sherman Fund (1972) Cantor Schneider Memorial Scholarship Fund (2014) Edwin F. Sherman Jr. Fund for the Audubon Society of Rhode Ron Schoepfer Memorial Fund (2010) Island (2020) Fannie M. Schrack Fund (1928) Edwin F. Sherman Jr. Fund for YMCA of Greater Providence (2020) Marilyn Swan Miller Schultz Fund (2014) Alfred Sherrard Fund (2006) Mary and Michael Schwartz Fund (1999) Shippee Family Fund (2006) Scituate Scholarship Fund (2012) Leonard J. Sholes Fund (2008) Scone Fund (2017) Cass and Sam Shoppell, Jr. Memorial Scholarship (2020) Roger G. Scott Memorial Fund (1996) Shramek Fund (2005) R. Gordon and Patricia C. Scott Fund (2008) Janet E. Shuster Special Education Fund (2018)

Ilon Sillman/Sara Andrews Endowment Fund (1997)

Silver Family Fund (2001)

Silver-Haspel Family Fund (2012)

Milton J. Silverman Endowment Fund (1993)

Saul A. Silverman Endowment Fund of IODA (2019)

Simchi-Levi Charitable Fund (2007)

Aline J. Simoens Memorial Fund (1994)

Peter H. Simoens Memorial Fund (1994)

Godfrey B. Simonds Memorial Fund (1926)

Walter Simpson Fund (1966)

Sinclair Family Fund (2014)

Elizabeth Hope Singsen and Edward L. Singsen Fund (1982)

Theodore R. Sizer Fund for Education Reform (1998)

Abby M. B. Slade Memorial Fund (1960)

Robert H. and Catherine B. Sloan Charitable Fund (2021) •

Florence M. Smart Fund (1976)

Eugenia Smetisko Fund (2002)

Charles Morris and Ruth H. T. Smith Fund (2001)

Charles Stuart Smith Fund (2019)

Dorothy Hackney Smith Fund (1980)

Ellen and Harry Smith Fund (2010)

Eric and Peggy Smith Family Fund (2001)

George E. Smith Fund (1964)

Jack & Patricia Smith Fund (2002)

John W. Smith Fund (1981)

Nathaniel W. and Mabel C. Smith Fund (2007)

Friends of Smithfield Rotary Scholarship Fund (2004)

Smith's Castle Fund (1998)

Andrew H. Snyder Dream Fund (2020)

Dianne B. Snyder Memorial Fund (2002)

Socio-Economic Development Center for Southeast Asians

Endowment Fund (2001)

Sock/Myers Memorial Fund (2016)

Sojourner House Endowment Fund (2015)

Solomon Charitable Fund (2019)

Soloveitzik/Rhode Island for Community and Justice

Fund (1992)

Harold B. Soloveitzik/American Association of University

Women Fund (1992)

Harold B. Soloveitzik Fund (1986)

Sophia Academy

Supported by: Sophia Academy Endowment Fund (2017) and Gigi DiBello Fund for Social Justice Education (2018)

Lewis D. Sorrentino Fund (2004)

Lily and Catello Sorrentino Memorial Scholarship Fund (1978)

Edith B. Soule Fund (1999)

South County Ambulance and Rescue Corps Fund (2002)

South County Art Association

Supported by: South County Art Association Founder's Fund (2016) and South County Art Association Fund (2016)

South County Garden Club of Rhode Island

Supported by: South County Garden Club of RI/Margaret Dunbar Fund (2004) and South County Garden Club of RI

Susan B. Wilson Fund (2010)

South County Habitat for Humanity

Supported by: South County Habitat for Humanity Endowment Fund (2012) and Lou Raymond Building Endowment

Fund 2018)

South County Health Medical Staff Scholarship Fund (2018)

South County Museum

Supported by: South County Museum Endowment Fund (1996) and South County Museum Rhode Island Red Endowment

Fund (2004)

South Kingstown Education Foundation Fund (2003)

Southern Rhode Island Volunteers Fund (2019)

Southside Elementary Charter School Fund (2016)

Soutter Family Fund (2013)

Virginia and Thomas Soutter Fund for Dorcas Place (2010)

Spartina Fund (2007)

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James L. Spears Charitable Fund (2005)

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James E. Tiernan Memorial Fund (2005)

Albert Harris Tillinghast Fund (1949)

Tiverton Land Trust Fund (2000)

Tiverton Library Endowment Fund (2017)

Clinton and Mary Tompkinson Memorial Fund (2010)

Peter and Sunny Toulmin Fund (1986)

Touro Synagogue

Supported by: Touro Synagogue Foundation Educational Initiatives Fund (2020) and Touro Synagogue Foundation Campus Improvements & Preservation Fund (2020)

Lilly C. Tow Fund (2015)

Geraldine Tower Education Fund (2002)

Town Dock Charitable Fund (2017)

Town Fair Tire Foundation Rhode Island Scholarship Fund (2021) •

Christopher Townsend-Child and Family Services of Newport County Fund (2007)

Christopher Townsend-Newport Public Library Fund (2007)

Agnes Meade Tramonti Memorial Scholarship Fund (1998)

Trinity Repertory Company

Supported by: Ed Hall Memorial Fund (1991); Peter Kaplan Memorial Fund for Trinity Rep (1997); Buff & Johnnie Chace Endowment Fund (2001); Doris Duke Endowment Fund (2001); Trinity Repertory Company General Endowment Fund (2001); Richard Kavanaugh Memorial Fund (2001); Elaine Rakatansky Memorial Fund (2004); Oskar Eustis Endowment Fund for New Play Development (2005); John & Yvette Harpootian Fund for Trinity Rep. (2005); Tilles Family Endowment Fund (2005); Stephen Hamblett Memorial Fund (2006); Claiborne and Nuala Pell Fund for Arts Education (2009); Richard Cumming Endowment Fund for Musical Programming (2012); Victoria Irene Ball Fund for Theater Education (2013); Margo Skinner Memorial Fellowship Fund (2013); Robert Clayton Black Memorial Fellowship Fund (2014); Michael and Donna Lee Gennaro Fund of the Fund for Trinity Repertory Company (2015); Barbara Meek Memorial Fund (2016); Heidi Keller Moon Fund for Project Discovery (2017); The Project Discovery Endowment Fund (2017); and Trinity Rep Board Designated Fund (2021)

Nancy E. and Fred R. Tripp Fund (2018)

Raymond H. Trott Scholarship Fund (1980)

Troy Fund (1979)

Trudeau Center Fund (2021) •

Constance Kane Tucker Fund (2015)

Barbara M. Tufts Memorial Fund (2002)

Sarah Peabody Turnbaugh and William A. Turnbaugh Family Fund (2020)

Joann K. Turo Scholarship for Advocacy of American Democracy and Governance Fund (2021) •

Frances S. and Stuart K. Tuttle Fund (1998)

UBS Rhode Island Fund (2004)

United Builders Supply Company, Inc. Fund (1980)

United Italian American Inc. Scholarship Fund (2008)

United Way of Rhode Island

Supported by: United Way of Rhode Island Endowment Fund (1990); United Way/Boss Family Fund for Learning Opportunities (1995); United Way of Rhode Island Fund (1995); Emma and Ely Oppenheimer Fund (1997); Naomi and Viola Osterman Fund (1998); and Peggy and Henry Sharpe Fund for the United Way (1998)

United Welfare Committee Fund (1982)

Universal Homes, Inc. Fund (1978)

Urban Education Fund (2021)

Urban League of Rhode Island Supported by: B. Jae Clanton Scholarship Fund of the Urban League of Rhode Island (1990); Andrew Bell Scholarship Fund (2004); and Urban League of Rhode Island Scholarship Fund (2004)

Anne Utter Fund for the Performing Arts (2006)

Jessie G. Valleau Fund (1967)

Valley Breeze Scholarship Fund (2017)

Valley Resources Fund in honor of Charles Goss, Eleanor McMahon, & Melvin Alperin (1993)

Willard Boulette Van Houten and Margaret Lippiatt Van Houten Fund (1991)

Louis J. Van Orden Fund (1990)

Margaret Hanley Van Orden Fund (2007)

Margaret Hanley Van Orden Scholarship Fund (2007)

Dr. Stanley Van Wagner Memorial Scholarship Fund (1987)

Richard Vangermeersch Fund (2013)

Doctor Domenic A. Vavala Charitable Fund (2006)

Vax Gives Back Fund (2021) •

Dominique Velociter Founder's Endowment Fund (2014)

Venard Fund (1988) Alice Ward Fund (1993) Veterans Memorial Auditorium Endowment Fund (2014) Iulia P. Ward Fund (1966) William A. Viall Fund (1939) Marjorie A. Ward Fund (2005) Scott F. Viera Memorial Fund (2017) Harriet P. and Isabella M. Wardwell Fund (1942) (2) Anthony F. Vincent Fund (2015) Simon W. Wardwell Fund (1978) Vinny Animal Welfare Fund (2009) William D. & Margaret H. Warner Scholarship Fund (2021) • Alice Viola Fund (1998) Warren Heritage Endowment Fund (2017) VNA of Rhode Island Legacy Fund (2021) Warren Land Conservation Trust Endowment Fund (2017) Vogel, Califano, Dimase, Iannuccilli Fund (2001) Lucy M. Warren Fund (1947) Nondas Hurst Voll Scholarship Fund (2006) Robert W. Warren Fund (1989) Volunteer Services for Animals Warwick Public Library Supported by: Volunteer Services for Animals Humane Education Supported by: Warwick Public Library Endowment Fund Fund (2007) and Volunteer Services for Animals-Warwick-(1999); Janice Percie DiFranco Fund (2019); and Pia DeConcilis Humane Education Fund (2008) Endowment (2020) Frederick & Rosamond von Steinwehr Fund (1998) Washington County Veterans Council Endowment Fund (2013) Water Works 4 Women Fund (2002) Evelyn Pierce Vories Fund (1983) Irene Vose Fund (2006) Martha W. Watt Fund (1973) Ralph C. and Joyce L. Vossler Fund (2013) Wax-Cali Philanthropic Fund (2015) W.H.S. Alumni Scholarship Fund (2014) Webb Moscovitch Family Fund (2005) Wadleigh Family Fund (2005) Genevieve C. Weeks Fund (2002) Waite-Menson Fund (2007) Genevieve C. Weeks Fund for the United Way (2002) Wakefield Rotary Charitable Foundation Fund (2019) Hans C. and Anna Weimar Fund (1995) Mattie A. Walcott Fund (1999) Dawn, Gregg, and Leland Weingeroff Animal Fund (2005) Elayne Walker-Cabral Medical Scholarship Endowment (2018) Jeremy S. and Edith B. Weinstein Family Fund (2013) John and Mary Wall Fund for Grace Church (1990) Robert and Vicki Weisman Family Fund (2012) John and Mary Wall Fund for Rhode Island Hospital (2010) Howard S. and Elaine S. Weiss Fund (1991) John and Mary Wall Fund for the Rhode Island Historical Herbert J. Wells Fund (1970) Society (2010) weR1 Rhode Island Fund (2020) John and Mary Wall Fund for the United Way (1985) Harold B. Werner Fund (2008) Robert W. Daly and Mary B. (Polly) Wall Fund (2010)

Kevin B. Walsh Memorial Scholarship Fund (2005)

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M. Martha Walsh Fund (1997)

Harold B. Werner Scholarship Fund (2009)

Westerly Education Endowment Fund (2001)

Christian Academy (2021) • Westerly Cancer Fund (2006)

David and Ellie Greenhalgh Scholarship Fund for West Bay

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Westerly Hospital Auxiliary Fund (1992)

Westerly Lions Club Scholarship Fund (2005)

Westerly Senior Citizens Center Endowment Fund (2014)

Westminster Senior Center Fund (1994)

Westminster Unitarian Church Fund (1998)

Wexler Family Fund in Memory of Edmund, William, Rose, &

Benjamin Wexler (1980)

Miriam Weyker Thanatological Fund (1989)

Mark Wheeler Scholarship Fund (2017)

Erskine N. White, Jr. and Eileen L. White Fund (1995)

Erskine N. White, Jr. and Eileen Lutz White Fund (2017)

Maureen A. and Christopher D. White Memorial Fund (2001)

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Frederick B. Wilcox Endowment Fund (2016)

Mary E. Wilcox Fund (2007)

Virginia A. Wilcox Fund (1990)

Wildlife Conservation Fund (1966)

Willett Free Library Endowment Fund (2016)

Joanna Pozzi Williams Scholarship Fund (2016)

Margaret H. Williamson Fund (2013)

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Leonarda S. Winiarski Fund (2005)

Gertrude L. Wolf "Class of 1902" Fund (1987)

Ruth and W. Irving Wolf, Jr. Family Fund (2005)

Women Ending Hunger Fund (2006)

Women's Fund of Rhode Island (2000)

Helen Wood Memorial Fund for Langworthy Public

Library (2009)

Wood Memorial Scholarship Fund (2010)

Mrs. Kenneth F. Wood Fund (1935)

Woodcock Charitable Fund (2000)

Michael J. Woods Fund (2009)

Mabel M. Woodward Fund (1946)

Mabel M. Woodward Fund (1963)

Marilynne Grabovs Wool Scholarship Fund (2000)

Work Urquhart Charitable Fund (2012)

World War II Memorial Fund (2018)

John J. and Eleanor Q. Wrenn Memorial Fund (2001)

James and Kate Wright Family Fund (2020)

Kit Wright Fund for Jamestown (1979)

Ora E. Wry Fund (2007)

Alan Edgar Wurdeman Scholarship Fund (2014)

Harrison Yaghjian Fund (2000)

Harry Yaghjian Trust Fund (1997)

Dr. James J. Yashar Charitable Family Fund (2007)

Judge Marjorie Yashar Charitable Fund (2008)

Carol Hudson Young Fund (2015)

Sergeant Cornel Young Jr. Scholarship Fund (2000)

James A. Young Fund (1974)

Jason Ellis Young Memorial Fund (2008)

Mary A. Young Fund (1990)

Mary A. Young Cancer Fund (2005)

Young Voices Endowment Fund (2016)

YWCA Rhode Island

Supported by: YWCA of Northern Rhode Island Endowment Fund (1990) and YWCA Rhode Island Gini Duarte Memorial

Scholarship Fund (2012)

Eunice and Rubin Zeidman Fund (2015)

Laura Mason Zeisler Fund (1997)

Dorothy Davis Zimmering and the Zimmering Family

Memorial Fund (1989)

Coleman B. Zimmerman Memorial Fund (1993)

Zitella Gallo Fund (2003)

Kimberly and John Zwetchkenbaum Family Fund (2007)

Supporting Organizations

Subsidiary public charities benefiting from the Foundation's community knowledge and professional investment and philanthropic services.

Downcity Partnership, Inc. (2000)

Haffenreffer Family Fund (1987)

Jewish Federation Foundation (2018)

June Rockwell Levy Foundation (2011)

Rhode Island Charities Trust (1991)

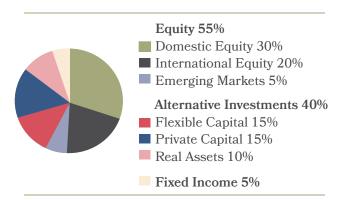
Financials

Generous Rhode Islanders have entrusted their philanthropy to the Rhode Island Foundation for more than a century.

To better our communities and our state requires more than good intentions. It requires good vision, strategy, and discipline. The Foundation deploys prudent, long-term financial strategies to have the most impact today while preserving and growing our endowment for the future.

Investments

The Foundation's investments are managed by a committee of directors and community members with expertise in the field, along with the support of an investment consultant and the Foundation's chief financial officer. The Investment Committee establishes the investment policy, selects investment managers, and monitors performance. For long-term growth and to help minimize volatility, the funds are broadly diversified across asset classes, investment styles, and economies.



Our scale allows us access to some of the top performing investment managers in the country, and we set high performance standards for those managers. Our long-term endowment returns consistently rank us in the top quartile compared to our community foundation peers.

As a reflection of the Foundation's commitment to equity, diversity, inclusion, and access, the Investment Committee recently amended its policies to make the following clear: We believe that effectively accessing and managing diverse talent – inclusive of varied backgrounds, age, experience, race, sexual orientation, gender, ethnicity, and culture – leads to improved outcomes. The Foundation expects investment managers and other third party providers to respect and reflect the priority we place on equity, diversity, inclusion, and access.

Investment performance net of fees*:

1 year	20.4%
5 years	12.6%
10 years	10.3%
20 years	8.2%
*As of 12/31/2021	

Spending Policy

Our spending policy ensures that our endowment continues to grow even as we continue to meet the needs of the day for the people Rhode Island. The spending policy of 5.5% and 5.75% (including our support fee) calculated over a sixteen-quarter trailing average, allows us to provide a predictable stream of grants to organizations that serve our community, while maintaining a prudent rate of endowment growth. The spending policy is reviewed annually by the Foundation's board of directors.

Selected Financial Information

Years ended December 31, 2021 and 2020. Full financial statements are available upon request. Form 990s are available at www.rifoundation.org.

Consolidated Statements of Financial Position	Unaudited 2021	2020
ASSETS:	***	
Cash	\$1,043,820	\$1,160,387
Investments, at fair value	1,430,080,328	1,206,459,140
Other assets	20,384,060	18,691,672
Other receivables	5,747,565	5,133,543
Fixed assets, net	3,587,757	3,691,648
Notes receivable	5,260,356	5,887,000
Total Assets	1,466,103,886	1,241,023,390
LIABILITIES AND NET ASSETS: Liabilities:		
Accounts payable and accrued expenses	2,860,799	1,523,701
Grants payable	3,852,294	4,949,149
Charitable trusts	6,311,692	6,523,616
Agency endowment funds	130,007,670	105,044,772
Total Liabilities	143,032,455	118,041,238
NET ASSETS:	1,323,071,431	1,122,982,152
Total Liabilities and Net Assets	1,466,103,886	1,241,023,390
Consolidated Statements of Activities	Unaudited 2021	2020
REVENUE:		
Contributions and grant revenue	88,039,878	63,975,068
Net investment return	194,103,027	128,331,872
Royalties and other income	1,729,546	1,632,582
Total Revenue	283,872,451	193,939,522
GRANTS AND EXPENSES:		
Net grants appropriated	70,702,133	71,451,554
Administrative expenses	13,986,157	11,691,374
Total Grants and Expenses	84,688,290	83,142,928
Change in value of investments held in trust	905,118	823,775
Change in Net Assets	200,089,279	111,620,369
Net Assets, Beginning of Year	1,122,982,152	1,011,361,783
Net Assets, End of Year	1,323,071,431	1,122,982,152





EDITORS

Jean Cohoon Arianne Corrente Connie Grosch Lauren Paola **CONTRIBUTORS**

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Welcome to Providence Schools!

The Providence Public School District (PPSD) serves approximately 22,000 students attending our 37 schools. PPSD employs more than 3,200 professionals who work in and provide support to our schools, which include 21 elementary schools, 7 middle schools, 9 high schools and 2 public district charter schools. Of our employees, approximately 2,000 are educators, and more than 600 others directly support students and families in our schools.

Our schools are diverse learning communities. Approximately 68% of our students are Latinx, 15% Black, 6.5% White, 4% Asian, 5.5% Multi-racial and 1% Native American. Approximately 31% of students are multilingual learners, and about 16% of students receive special education services. Approximately 55% of students come from homes where English is not the primary language spoken. Combined, our students and families speak 55 different languages and hail from 91 countries of origin.

We are currently offering the following incentives for all new educators to Providence Schools.

Experienced Staff Members -\$2,500 incentive for teachers with 3+ years of experience **Relocation Bonus-**Up to \$3,000 in relocation expenses for people moving from a state other than RI, MA, or CT **Commitment Bonus-**\$2,500 incentive for year 2 and \$2,500 for year 3 for those who stay in district **Student Loan Forgiveness-** PPSD is also proud to partner with the Rhode Island Foundation to provide loan forgiveness to educators of color. Educators do not need to be in a hard-to-fill role area to qualify and can receive up to \$25,000 over a span of three years.

ESL Certification Coverage- ESL or Bilingual reimbursement up to \$8,000 **must stay 3 years from last reimbursement or need to repay**

ESL Certification Coverage-Special Educators pursing ESL or Bilingual certification up to \$2,500

If this is the first time you are applying using our online job application, you will need to create an account and select a Username and Password. After your account has been established, you can now apply online by clicking on the job title you are interested in and clicking on the "Apply" link! After viewing the Job Description, click the 'Apply' tab This application will be saved and used to apply for future job openings.

You can only apply to one position at a time. If you're interested in more than one position, simply click "Apply" on the next position you'd like, and complete the application process.

Need Help With Your Online Account?

SHOW LESS



Teacher Assistant - Behavior Support Assistant (/careers/providenceschools/jobs/3799393/teacher-assistant-behavior-support-assistant) New

Central High School

Full-Time - \$21.27 - \$21.59 Hourly

Category: Paraprofessional

NOTE; The safety of school children is an important responsibility of the teacher assistant program. As such, please note that all teacher assistants MUST be available for bus

monitoring assignments and will be paid in accordance with the additional hours worked. To provide behavior...



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Teacher Assistant - Community Transition Aide Liaison (SY22-23) (/careers/providenceschools/jobs/3799379/teacher-assistant-community-transition-aide-liaison-sy22-23) New

Admin Special Education

Full-Time - \$21.33 - \$22.96 Hourly

Category: Paraprofessional

The job of Community Transition Assistant Liaison is established for the purpose/s of providing support to the instructional program with specific responsibilities for

supporting vocational, social, leisure, and ADL experience opportunities for individuals with disabilities by assi...

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Posted 3 days ago | Continuous

Teacher - MS Math (SY 22-23) (/careers/providenceschools/jobs/3592499/teacher-ms-math-sy-22-23) New

West Broadway Elementary

Full-Time - \$45,104.00 - \$85,018.00 Annually

Category: Mathematics / Teacher

(Contingent upon funding) - Full-time permanent teaching position beginning at the start of the 2022/2023 school year. Resume and cover letter required. ***Accommodations

for virtual interviews will be made during this hiring season, please apply*** Under direction of the school prin...

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Posted 3 days ago | Continuous

Elementary School Principal (/careers/providenceschools/jobs/3792429/elementary-school-principal) New

George J. West Elementary

Full-Time - \$118,424.00 - \$128,010.00 Annually

Category: Administration

G E NERAL STATEMENT OF DUTIES: The School Principal is responsible for administering and leading the total school program which focuses on student centered learning;

equity; achievement; building a positive school climate that supports the whole student; leveraging research a...



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Teacher - Elem. Art (SY 22-23) [One Year Position] (/careers/providenceschools/jobs/3796902/teacher-elem-art-sy-22-23-one-year-position) New

Carl G. Lauro Elementary
One Year Only - \$45,104.00 - \$85,018.00 Annually
Category: Teacher

Teacher - Elem. Art (SY 22-23) [One Year Position] Please note that this position is available for one year only. Hired candidates will be displaced or non-renewed from the position for the following school year, however, displaced teachers remain district employees and will be guar...

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Posted 3 days ago | Continuous

Teacher - MS English ESL (SY 22-23) [One year position] (/careers/providenceschools/jobs/3739507/teacher-ms-english-esl-sy-22-23-one-year-position) New

Nathan Bishop Middle School

Full-Time - \$45,104.00 - \$85,018.00 Annually

Category: Teacher

Teacher - MS English ESL (SY 22-23) [One Year Position] Please note that this position is available for one year only. Hired candidates will be displaced or non-renewed from

the position for the following school year, however, displaced teachers remain district employees and will be g...

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Teacher - Elem. Special Education (SY 22-23) [One Year Position] (/careers/providenceschools/jobs/3797678/teacher-elem-special-education-sy-22-23-one-year-position) New

Vartan Gregorian @ Fox Point One Year Only - \$45,104.00 - \$85,018.00 Annually

Category: Teacher

Teacher - Elem. Special Education (SY 22-23) [One Year Position] Please note that this position is available for one year only. Hired candidates will be displaced or

non-renewed from the position for the following school year, however, displaced teachers remain district empl...



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Clerical - General Clerk/Stock Clerk (/careers/providenceschools/jobs/3797242/clerical-general-clerk-stock-clerk) New

George J. West Elementary

Full-Time - \$25,912.00 - \$32,863.00 Annually

Category: Clerical & Data Entry

DEPARTMENT/OFFICE: George J. West ES LOCATION:

Main Office HOURS:

8:30 AM - 4:30 PM Group 3 10 Month (192 Working

days) 1339 Union Position Contingent upon funding The General Clerk/Stock Clerk in the Elementary/Middle/...

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Posted 3 days ago | Continuous

School Counselor - Middle School (SY 22-23) (/careers/providenceschools/jobs/3673717/school-counselor-middle-school-sy-22-23) New

DelSesto Middle School

Full-Time - \$45,104.00 - \$85,018.00 Annually

Category: Counseling

Note: Counselors receive up to 5 extra days Under direction of the school principal and/or appropriate supervisor, school counselors will adhere to the PPSD School

Counseling Program based on the American School Counselor Association National Standards and Compete...

in 💆 🚼 💌

Posted 3 days ago | Continuous

Assistant Principal - High School (/careers/providenceschools/jobs/3796977/assistant-principal-high-school) New

Mount Pleasant High School

Full-Time - \$104,458.20 - \$109,848.82 Annually

Category: Administration

G E NERAL STATEMENT OF DUTIES: The assistant principal is responsible for supporting the principal with administering and supervising the total school program by establishing high expectations student achievement; building a positive school climate that supports the whol...

Posted 4 days ago

← Prev 1 2 (/careers/Home?page=2) 3 (/careers/Home?page=3) 4 (/careers/Home?page=4)

5 (/careers/Home?page=5) 6 (/careers/Home?page=6) 7 (/careers/Home?page=7)

8 (/careers/Home?page=8) 9 (/careers/Home?page=9) 10 (/careers/Home?page=10)

Next → (/careers/Home?page=2)

Showing items 1 - 10



Sign In

Elementary Bilingual Teacher (SY 22-23)

Providence Public Schools
Providence, RI

Posted: over a month ago \$45,107 Yearly Full-Time

Job Description

This posting applies to multiple job openings in the Providence Public Schools. To apply to our job openings, please go to providenceschools.org/careers or contact Claire.Turner@ppsd.org with questions.

Bonuses and Incentives:

Hard to Fill Positions-\$1,000 on the first day of school; \$2,000 after the first semester; \$2,000 at end of the year (**signing bonus held until certification is issued)

- Math
- Science
- · ESL (all grade levels)
- · Special Education
- Dual Language/Bilingual
- · Speech and Language Pathologist
- Psychologist
- Social Worker
- Nurse

Experienced Staff Members -\$2,500 incentive for teachers with 3+ years of experience

Relocation Bonus-Up to \$3,000 in relocation expenses for people moving from a state other than RI, MA, or CT

Commitment Bonus-\$2,500 incentive for year 2 and \$2,500 for year 3 for those who stay in the district **Student Loan Forgiveness-** PPSD is also proud to partner with the Rhode Island Foundation to provide loan forgiveness to educators of color. Educators do not need to be in a hard-to-fill role area to qualify and can receive up to \$25,000 over a span of three years.

ESL Certification Coverage- ESL or Bilingual reimbursement up to \$8,000 **must stay 3 years from the last

reimbursement or need to repay**

ESL Certification Coverage-Special Educators pursuing ESL or Bilingual certification up to \$2,500



Sign In

← Back to Jobs High School Math Teacher (FT)

Providence Public Schools
Providence. RI

Posted: over a month ago \$45,104 Yearly Full-Time

Job Description

High School Math Teacher (SY 22-23)

This posting applies to multiple job openings in the Providence Public Schools. To apply to our job openings, please go to providenceschools.org/careers or contact Careers@ppsd.org with questions.

Bonuses and Incentives:

Hard to Fill Positions-\$1,000 on the first day of school; \$2,000 after the first semester; \$2,000 at end of the year (**signing bonus held until certification is issued)

- Math
- Science
- · ESL (all grade levels)
- · Special Education
- · Dual Language/Bilingual
- · Speech and Language Pathologist
- Psychologist
- Social Worker
- Nurse

Experienced Staff Members -\$2,500 incentive for teachers with 3+ years of experience

Relocation Bonus-Up to \$3,000 in relocation expenses for people moving from a state other than RI, MA, or CT

Commitment Bonus-\$2,500 incentive for year 2 and \$2,500 for year 3 for those who stay in the district **Student Loan Forgiveness-** PPSD is also proud to partner with the Rhode Island Foundation to provide loan forgiveness to educators of color. Educators do not need to be in a hard-to-fill role area to qualify and can receive up to \$25,000 over a span of three years.

ESL Certification Coverage- ESL or Bilingual reimbursement up to \$8,000 **must stay 3 years from the last

reimbursement or need to repay**

ESL Certification Coverage-Special Educators pursuing ESL or Bilingual certification for up to \$2,500



Sign In

← Back to Jobs School Psychologist (FT)

Providence Public Schools
Providence, RI

Posted: over a month ago \$45,104 Yearly Full-Time

Job Description

School Psychologist (SY 22-23)

This posting applies to multiple job openings in the Providence Public Schools. To apply to our job openings, please go to providenceschools.org/careers or contact Careers@ppsd.org with questions.

Bonuses and Incentives

Hard to Fill Positions - \$1,000 on the first day of school; \$2,000 after the first semester; \$2,000 at end of the year (**signing bonus held until certification is issued)

- Math
- Science
- · ESL (all grade levels)
- · Special Education
- · Dual Language/Bilingual
- · Speech and Language Pathologist
- Psychologist
- Social Worker
- Nurse

Experienced Staff Members - \$2,500 incentive for teachers with 3+ years of experience **Relocation Bonus -** Up to \$3,000 in relocation expenses for people moving from a state other than RI, MA, or CT

Commitment Bonus - \$2,500 incentive for year 2 and \$2,500 for year 3 for those who stay in district **Student Loan Forgiveness** - PPSD is also proud to partner with the Rhode Island Foundation to provide loan forgiveness to educators of color. Educators do not need to be in a hard-to-fill role area to qualify and can receive up to \$25,000 over a span of three years.

ESL Certification Coverage - ESL or Bilingual reimbursement up to \$8,000 **must stay 3 years from the

last reimbursement or need to repay**

ESL Certification Coverage - Special Educators pursuing ESL or Bilingual certification up to \$2,500

Educator of Color Loan Forgiveness Program

Forgives up to \$25,000 of your college loans after 3 complete and consecutive years of teaching in the district.

Program Highlights:

- PPSD is offering loan forgiveness for educators of color through a grant from the Rhode Island Foundation.
- Funding will offer individuals a student loan-repayment incentive totaling up to \$25,000 over three years of employment in PPSD.
- Payments will be made directly to your student loan providers through the Rhode Island Student Loan Authority (RISLA) at the conclusion of each year.
- In order to receive the full \$25,000, you must work the three years consecutively in the district.
- You will be required to pay taxes as it is considered a gift.

What are the eligibility requirements?

- You must be a newly hired full-time (non-substitute) teacher or be currently employed as a full-time (non-substitute) teacher
- Identify as Asian, Black, Indigenous, Latino, biracial, or multi-racial
- Have a minimum of \$5,000 in student loans

How to apply:

• Complete and submit the Educators of Color Loan Forgiveness Program Application here.

Application process and next steps:

- After your application is submitted and reviewed, you will receive an acceptance/denial letter
- If accepted, you will be asked to complete the Rhode Island Student Loan
 Authority form to share your student loan information.
- Work a minimum of 135 days in the school year to maintain eligibility.
- Pay taxes to the IRS on your gift.

The Wayback Machine - https://web.archive.org/web/20220827134724/https://docs.google.com/form...

Educator of Color Student Loan Repayment Program Application

Complete the application questions below and submit with your essay responses to cynthia.ramirez@ppsd.org.

Essays - Answer the following essay questions in no more than 500 words each. These will be submitted with your essay application to cynthia.ramirez@ppsd.org.

- 1. Tell us about yourself and your anticipated personal impact on Providence students.
- 2. Please share:
 - a. Details on current student loans (institution, amount to be paid off, time to payoff)
 - b. Any anticipated student loans
- 3. Discuss what your "Plan B" will entail should you not be selected for this loan forgiveness award.

Application process and next steps:

- 1. After your application is submitted and reviewed, you will receive an acceptance/denial
- 2. If accepted, you will be asked to complete the Rhode Island Student Loan Authority form to share your student loan information.
- 3. Work a minimum of 135 days in the school year to maintain eligibility.
- 4. Pay taxes to the IRS on your gift.

Sign in to Google to save your progress. Learn more

Name		
Your answer		
Phone Number		
Your answer		

Email Address
Your answer
Position Hired Into
Your answer
Area of Certification
Your answer
What is the total amount of your student loan debt?
What is the total amount of your student loan debt? Your answer
Your answer
Your answer Ethnicity
Your answer Ethnicity Black
Your answer Ethnicity Black Latinx
Your answer Ethnicity Black Latinx Asian/Pacific Islander

!

Submit

Never submit passwords through Google Forms.

This form was created inside of Providence Public School District. Report Abuse

Google Forms

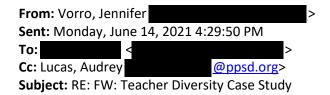
Thanks,

Ellen

On Mon, Jun 14, 2021 at 3:31 PM Lucas, Audrey

Hi - could someone give me a little more background on this? Be helpful to know exactly where it will be going/shared. Thanks!

Get Outlook for iOS



It sounds accurate to me. I would like to loop in our communications team for a final read of the article.

From:
Sent: Monday, June 14, 2021 4:20 PM
To: Vorro, Jennifer
> Subject: Re: FW: Teacher Diversity Case Study

CAUTION: This email originated from outside your organization. Exercise caution when opening attachments or clicking links, especially from unknown senders.

Hi Jennifer,
I've modified the final paragraph as follows. Can you just give it another review to make sure the content is correct?
The \$3.1 million grant will fund the launch of the student loan repayment program with the hopes that the initial spark will lead to longer term financial support. An additional two-year \$110,000/year grant will fund a new PPSD Diversity & Pipeline Design Specialist position to coordinate personnel, marketing, collaboration with partners, staff and family engagement, and implementation of new diverse teacher incentives and supports. With this position just filled in June 2021, it is still too early to assess progress and impact for this promising initiative. PPSD hopes to hire more than 125 teachers over the next five years through the program. If successful this would constitute approximately 14% of new teacher hires. As of June 2021, the program is off to a promising start: 18 new PPSD teacher hires identified as non-white (including 8 Hispanic hires, 5 multi-race hires, 4 Black hires, and 1 Asian hire) and qualified for the college loan repayment program, representing 31% of new hires, double the original goal.
Thanks,
Ellen
On Mon, Jun 14, 2021 at 1:40 PM Vorro, Jennifer Hi Ellen
B is black
BI is more than one race
EOC is Educator of Color

of the 49 people who answered the identifier question identified as Educators of Color 9 of the new hires have not answered that question yet

Score	Name	Phone Number	Email Address	Position Hired Into Area of Certification M	What is the total amount Ethnicity
7/19/2022 16:46:17 0		[Redacted pursuant to RIGL 38-2-2(4)(A)(I)(b)	[Redacted pursuant to RIGL 38-2-2(4)(A)(I)(b)	4th grade Dual Language Elementary 1-6; Bilingual	7500 Latinx
8/9/2022 11:30:02 0		[Redacted pursuant to RIGL 38-2-2(4)(A)(I)(b)	[Redacted pursuant to RIGL 38-2-2(4)(A)(I)(b)	World Language French World Language French	66000 Black
8/9/2022 14:22:00 0		[Redacted pursuant to RIGL 38-2-2(4)(A)(I)(b)	[Redacted pursuant to RIGL 38-2-2(4)(A)(I)(b)	Physical & Health Educal Physical & Health Educal	38,881.06 Black
8/16/2022 15:14:03 0		[Redacted pursuant to RIGL 38-2-2(4)(A)(I)(b)	[Redacted pursuant to RIGL 38-2-2(4)(A)(I)(b)	World Language French French	\$66,000 Black
8/16/2022 15:16:09 0		[Redacted pursuant to RIGL 38-2-2(4)(A)(I)(b)	[Redacted pursuant to RIGL 38-2-2(4)(A)(I)(b)	World Language French French	\$66,000 Black
8/16/2022 15:25:48 0		[Redacted pursuant to RIGL 38-2-2(4)(A)(I)(b)	[Redacted pursuant to RIGL 38-2-2(4)(A)(I)(b)	7th Grade Math Teacher Secondary Math 7-12	\$24,652 Two or More
8/17/2022 9:36:35 0		[Redacted pursuant to RIGL 38-2-2(4)(A)(I)(b)	[Redacted pursuant to RIGL 38-2-2(4)(A)(I)(b)	Spanish teacher at Centr Spanish	37,607.00 Latinx, Two or More, middle eastern
8/17/2022 11:11:00 0		[Redacted pursuant to RIGL 38-2-2(4)(A)(I)(b)	[Redacted pursuant to RIGL 38-2-2(4)(A)(I)(b)	Esl social studies teacher Teaching	54,000 Black
8/17/2022 14:17:32 0		[Redacted pursuant to RIGL 38-2-2(4)(A)(I)(b)	[Redacted pursuant to RIGL 38-2-2(4)(A)(I)(b)	Math Teacher - Central H Secondary Mathematics	\$41,434 Asian/Pacific Islander
8/17/2022 17:29:50 0		[Redacted pursuant to RIGL 38-2-2(4)(A)(I)(b)	[Redacted pursuant to RIGL 38-2-2(4)(A)(I)(b)	Teacher Spanish	30,000.00 Latinx
8/18/2022 8:18:37 0		[Redacted pursuant to RIGL 38-2-2(4)(A)(I)(b)	[Redacted pursuant to RIGL 38-2-2(4)(A)(I)(b)	Secondary Special Educasion	\$12,181 Latinx
8/18/2022 10:12:50 0		[Redacted pursuant to RIGL 38-2-2(4)(A)(I)(b)	[Redacted pursuant to RIGL 38-2-2(4)(A)(I)(b)	MS Social Studies ESL Secondary Grade Social	\$35,627.00 Latinx, Two or More
8/18/2022 19:54:41 0		[Redacted pursuant to RIGL 38-2-2(4)(A)(I)(b)	[Redacted pursuant to RIGL 38-2-2(4)(A)(I)(b)	Elem. 4 Dual Language - Emergency certification E I am enrolled at WGU an Latinx	am enrolled at WGU an Latinx
8/20/2022 10:25:52 0		[Redacted pursuant to RIGL 38-2-2(4)(A)(I)(b)	[Redacted pursuant to RIGL 38-2-2(4)(A)(I)(b)	ESL special ed teaching	\$20,000 Latinx
8/21/2022 17:34:38 0		[Redacted pursuant to RIGL 38-2-2(4)(A)(I)(b)	[Redacted pursuant to RIGL 38-2-2(4)(A)(I)(b)	Middle School Science Major: B.S Marine Biolog	2000 Asian/Pacific Islander
8/21/2022 22:45:20 0		[Redacted pursuant to RIGL 38-2-2(4)(A)(I)(b)	[Redacted pursuant to RIGL 38-2-2(4)(A)(I)(b)	Teacher Spanish	25,000.00 Latinx
8/22/2022 11:50:19 0		[Redacted pursuant to RIGL 38-2-2(4)(A)(I)(b)	[Redacted pursuant to RIGL 38-2-2(4)(A)(I)(b)	ELA MLL ELA	21,795.10 Indigenous American
8/30/2022 0:43:19 0		[Redacted pursuant to RIGL 38-2-2(4)(A)(I)(b)	[Redacted pursuant to RIGL 38-2-2(4)(A)(I)(b)	ESL Social Studies Teacl Social Studies	57,084 Black
8/30/2022 11:42:48 0		[Redacted pursuant to RIGL 38-2-2(4)(A)(I)(b)	[Redacted pursuant to RIGL 38-2-2(4)(A)(I)(b)	Kindergarten ESL Teach∈ Early Childhood & ESL	24823 Latinx
9/1/2022 14:17:29 0		[Redacted pursuant to RIGL 38-2-2(4)(A)(I)(b)	[Redacted pursuant to RIGL 38-2-2(4)(A)(I)(b)	Speech Language Patho Speech Language Patho	89,000 Black, Latinx
9/3/2022 18:18:50 0		[Redacted pursuant to RIGL 38-2-2(4)(A)(I)(b)	[Redacted pursuant to RIGL 38-2-2(4)(A)(I)(b)	Social Studies ESL Teacl Social Studies	\$42,000 Latinx
9/12/2022 18:33:14 0		[Redacted pursuant to RIGL 38-2-2(4)(A)(I)(b)	[Redacted pursuant to RIGL 38-2-2(4)(A)(I)(b)	ELA MLL Secondary ELA and MLL	25695.1 Indigenous American
9/15/2022 14:44:34 0		[Redacted pursuant to RIGL 38-2-2(4)(A)(I)(b)	[Redacted pursuant to RIGL 38-2-2(4)(A)(I)(b)	World Language Teacher French	66000 Black
9/21/2022 21:20:15 0		[Redacted pursuant to RIGL 38-2-2(4)(A)(I)(b)	[Redacted pursuant to RIGL 38-2-2(4)(A)(I)(b)	Grade 1 Dual Language : Early Childhood, Dual La	30,222.94 Latinx
9/22/2022 8:09:53 0		[Redacted pursuant to RIGL 38-2-2(4)(A)(I)(b)	[Redacted pursuant to RIGL 38-2-2(4)(A)(I)(b)	Middle School 8th Grade Elementary and Middle S	\$16,304.85 Black