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Introduction and Significance

Providence Public School District (PPSD), is the largest school department in the state of Rhode Island and the largest department of the City of Providence. The district serves over 24,000 students and their families within 42 schools. Our diverse student body is comprised of 65% Hispanic or Latino, 17% Black, 8% White, 5% Asian, 1.0% Native American, and 4.0% Multi-Racial students. The population served includes the highest percentage of English Language Learners (ELL) in Rhode Island (26%) and continues to grow daily with new arrivals from all over the world. In addition, 16% of PPSD students receive special education services. All schools in PPSD are high-need in that more than 50% of students served qualify for free and reduced priced lunch subsidies (FRPL). In fact, the district average FRPL was 85.6% for the 19-20 school year, with a range between 57.9% and 96.0% at all district schools. The vast majority of students in PPSD schools are from low-income families (**Absolute Priority 2**). Providence Public School District's (PPSD) vision is to be a national leader in educating urban youth. Our mission is to prepare each student to succeed in the nation's colleges and universities and in their chosen professions.

Providence Public School District (PPSD) in Providence, Rhode Island is a first-time applicant for the Teacher and School Leader Incentive Program (TSL) grant with the primary goal of improving the current human capital management system (HCMS). This proposal outlines a comprehensive approach to enhancing our current HCMS through the redesign of our leadership development model. Grounded in a clear set of leadership competencies, we strive to implement an HCMS that includes an updated leader evaluation, performance-based compensation system (PBCS), enhanced career pathways, and a holistic approach to coaching

and development. This HCMS will support the recruitment, curation, development and retention of high potential school leaders who are positioned to lead PPSD schools through transformation. **(Absolute Priority 1; Competitive Preference Priority 2)**. PPSD is a Local Education Agency (LEA) as defined by the state of Rhode Island and the US Department of Education. PPSD will partner with TNTP, Inc. and the Rhode Island Department of Education (RIDE) to meet the goals of this project.

The Providence Leadership Development Academy (PLDA) is a complete leadership development model that includes the PLDA Residency, which is a pathway to principalship program for highly effective teachers. This project aims to develop human capital and capacity to provide and enhance professional development and improve leadership effectiveness aiming to increase overall student performance in all of PPSD's high-need schools **(Absolute Priority 2)**. The improvement of the district's current HCMS and PBCS will help realize the vision of Rhode Island Department of Education (RIDE), led by Commissioner Angélica Infante-Green to have systematic, research based, data-driven reforms that seek to close inequities, increase opportunity for all students, and prepare, recruit and retain a diverse and talented workforce **(Absolute Priority 1)**. As of 2019, only 12% of Providence students were performing at or above grade level in Math and 17% in English Language Arts. Student data from the last several years show that the vast majority of students are not performing at grade level **(Absolute Priority 2)**. These poor outcomes are also reflected in PPSD graduation data that show that only 25% of students are graduating college-ready in English Language Arts, and fewer than 16% of students are graduating college-ready for Math.

While we realize that many strategies are needed to improve student achievement, this proposal will focus on the enhancement of the HCMS to ensure there is a systematic approach to

improving leadership across PPSD. According to research reviewing the relationship between principal characteristics and student achievement, “Principal preparation was a positive predictor of student achievement growth” (Osborne-Lampkin, Folsom, Herrington, 2015). We believe that a laser focus on leadership development is critical to accelerating the change that PPSD students deserve.

(a) Need for Project

(1) Extent to which gaps or weaknesses in services, infrastructure, or opportunities have been identified & will be addressed, including the nature & magnitude of those gaps or weaknesses.

There are evident gaps and weaknesses in PPSD’s current HCMS for PPSD school leaders that negatively impacts the district’s ability to effectively reach the student achievement and equity goals outlined in the district’s Turnaround Action Plan (TAP). (**Absolute Priority 1**). The soon-to-be released Turnaround Action Plan is a collaborative effort of Rhode Island Department of Education (RIDE) Commissioner Angélica Infante-Green and PPSD Superintendent Harrison Peters, informed by extensive stakeholder input and feedback. In June 2019, Johns Hopkins Institute for Education Policy released *Providence Public Schools: A Review* on the current state of the Providence Public School District (PPSD), finding a long history of systemic inequities that have yielded a public education system that has gravely underserved students and families in Providence for over a generation. The report published the following findings: 1) The great majority of students are not learning on, or even near, grade level. 2) With rare exceptions, teachers are demoralized and feel unsupported. 3) Most parents feel shut out of their children’s education. 4) Principals find it very difficult to demonstrate

leadership. 5) Many school buildings are deteriorating across the city, and some are even dangerous to students' and teachers' wellbeing.

In response to these findings, the Rhode Island Department of Education (RIDE) Commissioner has enacted the Crowley Act to initiate a governance takeover for the transformation of PPSD. In further action to respond to the assessments in the John Hopkins report, the State Council on Elementary and Secondary Education granted RIDE the authority to take control over PPSD, at the request of RIDE Commissioner Infante-Green and supported by Rhode Island Governor, Gina Raimondo, and Providence Mayor, Jorge Elorza. The State takeover of PPSD officially commenced on November 1, 2019. The appointment of a new Turnaround Superintendent, Harrison Peters, in February 2020 has helped to usher in a new era of leadership that has established a collaborative model that includes working with the Commissioner, students, families, educators, and community leaders to transform the school district together.

This grant opportunity comes at a time when conditions within PPSD are ripe for change and innovation that will allow for the improvement of the existing district-wide HCMS and PBCS in an effort to increase school leader effectiveness and student achievement. After decades of historical racial and socioeconomic inequities impacting the achievement of our students, it is clear that to make the systemic changes our district needs, it will require a new level of focus and ongoing commitment, but most importantly with the voice and engagement of our community, students and families at the core. Several of our schools within PPSD are located in what have been named by the federal government as Opportunity Zones (**Competitive Preference Priority 1**). The newly created Opportunity Zones incentivizes investment into distressed communities located in geographic prosperity gaps across the United States. These investments expand to

include education institutions and workforce-development programs (Bailey, 2019). Using census tract data, we identified the following schools which fall within the Opportunity Zone area: William D’Abate Elementary School (Census Tract Number: 0019.00); Lillian Feinstein at Sackett Street (Census Tract Number: 0002.00); and Mary Fogarty Elementary School (Census Tract Number: 0006.00). Combined, these schools serve 1,396 students, 93% of whom are eligible for free or reduced price lunch. These schools will be included in the efforts to ensure that resources are given to schools through a method of equitable distribution of funds, services, and talent to improve academic success. Prioritizing leadership development, and building the capacity of the leaders of these buildings, will impact these communities by ensuring that students, families and the community have access to a welcoming and inclusive school environment with access to high-quality instruction that is preparing students to reach their goals. The focus on leadership development reflected in this grant application is a clear pathway to realizing the district’s commitment to students and families of Providence as illustrated in the TAP’s five promises to the PPSD community:

<p>TABLE 1.1</p> <p>Five Promises of the PPSD Turnaround Action Plan (TAP)</p>
<p>1) Every student will attend a school that is safe, modern with high expectations and where educators are committed to student success. There will be a positive, respectful school culture</p>
<p>2) Every school will be staffed and led by supported, empowered educators</p>

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
5) Every student, family and educator in Providence will benefit from an efficient, effective, and responsive district administration

One of the critical challenges facing PPSD, as articulated in the 2019 Johns Hopkins Report, is individual systems, training, and initiatives operating without one coherent vision and implementation plan. There is no comprehensive human capital system driving leadership pathways or an aligned system that can successfully recruit, prepare, retain, and develop up and coming leaders. Gaps in professional development and evaluation leave leaders without clear expectations, adequate preparation, training, and support to implement change at schools struggling to meet the needs of the PPSD student population. In PPSD, there is misalignment between the performance evaluation metrics for teachers and administrators and student achievement. According to the 2019 study conducted by the Johns Hopkins Institute for Education Policy, the school leaders of PPSD are not set up for success. The study reported that, “principals and other school leaders repeatedly reported that they are held accountable for results that they have neither resources nor authority to influence” (Hopkins, 2019).

In 2017, in an effort to provide professional development for school leaders, PPSD made the determination to partner with the National Institute for School Leadership (NISL) based on

the organization's proven track record in providing principal professional learning that has a direct impact on student achievement (Rothman, 2017). NISL's EDP is acclaimed for its positive impact on student achievement based on studies that meet criteria for evidence under the Every Student Succeeds Act (ESSA). However, PPSD has not seen these results play out, in part, because the training was delivered somewhat in isolation, without connection to an overall comprehensive vision. In addition, this training has been challenging to scale, only reaching 10% of school leaders to date. Furthermore, professional development for leaders has not been driven by the leadership competencies or evaluation ratings, and the effectiveness of the PD has not been monitored using a systematic method.

A foundational belief within PPSD is that effective leadership will be the key element of change for the struggling school district. However, under the current leadership evaluation model, evaluation ratings have not been used as a mechanism to make decisions in the district related to recruitment, hiring, or development needs. The gap in the area of leadership development is further widened due to the lack of engagement in strategic retention conversations with high performers. The process of promotion among school leaders is also a weakness because there are no designated pathways specifically designed for PPSD. Currently, to become a principal or assistant principal there is an interview process, resume review and a final interview with the Superintendent. Decisions concerning compensation also demonstrate a weakness in the current HCMS and PBCS for PPSD. Currently, administrators who receive an overall rating of Effective or Highly Effective receive a bonus.

TABLE 1.2: PPSD Leader Evaluation Ratings 2016-2019

2016-2017	Highly Effective	Effective	Developing	Ineffective
	HE	E	D	I
Building Administrators	25	45	4	0
	33.80%	60.80%	5.40%	0.00%

2017-2018	Highly Effective	Effective	Developing	Ineffective
	HE	E	D	I
Building Administrators	39	34	5	0
	50.0%	43.60%	6.4%	0.00%

2018-2019	Highly Effective	Effective	Developing	Ineffective
	HE	E	D	I
Building Administrators	52	30	2	0
	61.90%	35.70%	2.4%	0.00%

As the above data indicate, close to 100% of leaders are being rated as Effective or above, meaning that almost all leaders are receiving a performance-based bonus. Though the current leadership evaluation model includes measures of student learning, these data indicate that these measures are not adequately rigorous to ensure that evaluation ratings are accurate reflections of performance. Furthermore, Principals can be invited by the Superintendent to participate on several district-wide committees and receive a \$1,000 stipend. If they are on more than one committee, the stipend amount does not increase. It is evident that the current compensation strategies are not explicitly aligned with student outcomes. The long-term vision of the district is to ensure that eligibility for performance-based pay is connected to demonstrated impact on

student outcomes, providing an ongoing incentive to high performing assistant principals and principals.

Feedback from an end of year survey with PPSD principals, conducted in May 2020, help highlight the critical need for support through professional development and resources. When asked, “On a scale from 1-10, please rank the priority of your professional learning in the Rhode Island Educational Leadership Standards,” Almost half of the respondents identified professional development around Equity & Cultural Responsiveness and School Improvement as their top priorities from a list of ten options. This indicates a real appetite from PPSD leaders to engage in the work of building capacity to lead PPSD schools through transformation.

While PPSD has established and implemented several components of its HCMS, the district needs to improve these systems dramatically to ensure that the talent practices are cohesive, and grounded in a set of leadership competencies that are evidence-based in their impact on student learning. PPSD must respond to the growing needs of the district, more specifically school leaders, by continuing to assess the current systems and making the changes necessary to improve them.

(2) The extent to which the proposed project will integrate with or build on similar or related efforts to improve Relevant Outcomes using existing funding streams from other programs or policies supported by community, State, and Federal sources.

This grant opportunity comes at a time when RIDE and PPSD are launching a comprehensive and collaborative approach to turnaround, aiming to significantly improve the educational experiences of all students, and raise student achievement across the district. The

appointment of a new Superintendent in February of 2020 helped to steer PPSD in a new direction focused on a renewed commitment to meeting the needs of the students, district and the community the district serves.

In a strategic effort to transform PPSD, the Turnaround Action Plan (TAP) was developed to outline the overall goals toward increased accountability, fostering community collaborations, renewing trust, and establishing high expectations for all. The TAP is grounded in four core values, derived from extensive input from families, students, and educators: 1) **Students First:** Doing what is best for students of Providence will always be the most important factor in any decision we make. 2) **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. 3) **Transparency:** Information must be available and accessible to families so that decisions can be driven by data and informed by the community. 4) **Results:** We will ensure all strategies in our Turnaround Action Plan are focused on improving academics and lifelong outcomes for all students. These core values underpin the district's work of bringing the vision for PPSD's transformation to life.

The TAP presents three pillars that guide the district's goals, actions and metrics for success: 1) **Engaged Communities:** Schools will be welcoming and families will have a voice in their child's education. 2) **Excellence in Learning:** All Providence schools will be high-quality, and all students will be offered academically rich opportunities regardless of their unique learning needs. 3) **World Class Talent:** All students deserve world-class schools. Students grow and thrive when led by world-class teachers, teachers grow and thrive when led by world-class leaders, school leaders grow and thrive when led by district staff that make the success of teachers and school leaders their focus.

The turnaround work begins with establishing efficient district systems, creating a modern, engaged central office that puts students and families first, holds schools accountable for high standards, and provides schools with needed support. An efficient, student-focused central office is the heart and soul of every high-performing local education agency. This is a foundational principle that helps to support the vision for success and student achievement. For the TAP to be successful a conscientious, systemic reboot of PPSD's current central office operations will take place. The current vision for the PPSD central office alignment begins with the enhancement of stakeholder and community engagement and collaboration efforts, the identification of strategic school partnerships, and the establishment of efficient systems.

In total, the TAP lays out an approach to school improvement that is systematic, coherent and truly driven by the core values. A key component of executing the TAP is the introduction of the Network Superintendent structure. In this redesign of district operations, schools will have access to school support through network teams, and these teams will liaise with the central office, allowing for more streamlined, efficient and customized school support. In this approach, school and district leaders will establish a more collaborative and student-focused approach.

As a district in turnaround, PPSD has access to a higher contribution from the city to support the execution on this vision. Looking ahead, the district will plan for the future; distribution of supplies and resources will be fair and reasonable to meet student needs effectively and efficiently. The district will work to be financially stable as it progresses out of turnaround status, and is released from State control.

(3) The extent to which the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students.

The vision for the PLDA and Residency align with the input and recommendations of the Community Design Teams (CDT) convened by the Commissioner. The Community Design Teams, composed of a diverse group of parents, students, and community leaders, were appointed in December 2019 and began an in-depth analysis to identify problems and develop solutions that have been integrated throughout the TAP. Driven by the findings of the Johns Hopkins report, Commissioner Angélica Infante-Green has been intentional about working closely with the community to develop a plan to dramatically improve conditions for students, families, and educators across the city. Community discussions reinforced the urgent need for intervention, highlighting concerns about conditions for students and educators, academic instruction, parent outreach, and school culture and safety. Together with the community stakeholders, RIDE and PPSD have worked to develop a long-term plan for transformational change within PPSD that will improve educational experiences for students, and therefore, improved student performance.

The Turnaround Action Plan presents a set of priorities, and aligned actions that come together to ensure that all PPSD students have access to rigorous, culturally responsive classroom experiences. **Engaged Communities** ensures that schools and families are in partnership, families feel welcomed, and their input is valued. Integrating culturally responsive practices across the school environment both in and out of the classroom is critical to support student learning and community partnership. Building these partnerships, and creating a welcoming and inclusive environment requires that school staff are engaging in learning and reflection around identity and bias, building a culture of compassion, equity and inclusion. **Excellence in Learning** demands that all students have regular access to standards-aligned, grade-appropriate instruction. TNTP's *The Opportunity Myth* (2018) found that too many

students across the nation, particularly students of color and low-income students, do not have access to high-quality instruction every day. As the Johns Hopkins Report illustrated, this is the trend in PPSD; classroom practice is yielding low-level, inadequate instruction. The district is committed to adopting high-quality, standards-aligned materials for ELA and Math and supporting implementation of these materials with ongoing professional development. **World Class Talent** is where these pillars come to life. Building a coalition of leaders who deeply understand the work that needs to be done to transform PPSD is necessary to realizing the Superintendent's vision, and improving outcomes for PPSD students, particularly students of color and multi-lingual learners.

In order to establish a starting point for the design and launch of a comprehensive approach to improving classroom practice, TNTP has been partnering with PPSD to support (1) creating a common language for improving students' experiences and (2) designing an aligned support strategy that helps quickly elevate instructional practices. These key priorities are deeply aligned to the planning work to realize the goals of the TAP. TNTP's work was a combination of assessment and strategic planning. TNTP planned and led school visits with PPSD stakeholders to establish a common, firsthand understanding of students' daily experiences. Through classroom observations, review of student work and focus groups they shared an analysis of findings and aligned recommendations. In addition, TNTP completed a full audit of professional learning offerings; providing an analysis of these offerings as well as recommendations for how to leverage existing assets and address gaps. These are foundational components of the district's Excellence in Learning priority.

District leaders understand that maximizing student learning requires that all students have access to: grade-appropriate assignments, strong instruction, student engagement and high

expectations. Access to these four key resources are critical drivers to improved classroom experiences. (TNTP, 2018) Research has shown that school leadership is the key lever in creating these conditions for students (Education Policy Center at AIR, 2017).

As EdReports has stated, introducing high-quality instructional materials into the classroom as a key starting point to ensuring students are accessing standards-aligned content (edreports.org, 2020). But the materials are just a first step. Infusing culturally responsive practices through the quality implementation of standards-aligned curricula is the work that requires a coherent approach to professional development, coaching and support. Building a clear vision of instructional leadership, and aligned professional development, coaching and support for school leaders is key to ensuring that leaders are equipped to support their teachers to continuously improve classroom practice.

Although the Johns Hopkins report noted the lack of support for school leaders, the report noted that one notable success that emerged across all constituencies was praise for certain school leaders within the district, stating, “every group noted the presence of devoted teachers and principals who go above and beyond to support student success” (Hopkins, 2019).

We believe that the Providence Leadership Development Academy and Residency will support the expansion and retention of a coalition of excellent leaders. This leadership development model will create a culture of equitable and consistent development to support school leadership, an opportunity for PPSD to prioritize the leadership, teaching, and learning standards that will help to combat the challenges school leaders have faced across the district. Noting the critical importance of developing, preparing and supporting effective school leaders who are committed to engaging in the work of turning around struggling and high-needs schools,

PPSD proposes the Providence Leadership Development Academy and Residency as a seminal approach to transform school leadership.

(4) The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs.

Providence is an urban setting that exposes our students to a number of environmental stressors. Our diverse student body is 65% Hispanic or Latino, 17% Black, 8% White, 5% Asian, 1.0% Native American, and 4.0% Multi-Racial students. We have a fast growing number of English language learners, refugee students, and unaccompanied minors that come to our city each year. In fact, the population served includes the highest percentage of English Language Learners (ELL) in Rhode Island (26%) and continues to grow daily with new arrivals from all over the world. In addition, 16% of PPSD students receive special education services. The vast majority of students in PPSD schools are from low-income families, with 85.6% of students receiving FRPL.

Through community-wide outreach and engagement work, there was much discussion about the lack of school culture and engagement districtwide and issues with student safety. The Hopkins' report further noted, *“School culture is broken and safety is a daily concern for students and teachers”* and *“racial equity is a low-priority”*. The broken school culture is not only reflected in concerns for student and teacher safety, there are future implications that demonstrate how low academic performance is linked to poverty, crime and incarceration. Low academic performance, in particular poor reading skills, has been linked to poverty and crime: 64% of welfare recipients are high school dropouts (Levin, Belfield, Muennig, & Rouse, 2007), 49% of non-high school graduates in the city of Providence, RI, live in poverty, and among

recent cohorts of African American men, 68% of those who dropped out of school served time in state or federal prison.

The students of PPSD are just as capable of meeting high academic standards as the students from other Rhode Island school districts. However, for generations PPSD students have not been provided an equitable, quality education. Findings in the Johns Hopkins report revealed that, *“PPSD has an exceptionally low-level of academic instruction, including lack of quality curriculum and alignment both within schools and across the district.”* An energetic and culturally responsive school culture contributes significantly to the academic success and personal growth of all students and enables a motivated and energized staff. In an effort to address the needs of students, PPSD seeks to create and implement systems and structures that support our educators, administrators and teachers, with the appropriate skills to meet the needs of our diverse student population.

PPSD is committed to strong leadership development to build a robust, highly effective coalition of leaders. But, it is critical that these most effective leaders are identified, supported and retained. Research shows us high-need schools typically have lower retention of effective leaders (Learning Policy Institute, 2019). Within the current system of leadership development, there is not adequate training, coaching and feedback to help improve student outcomes. This project aims to more clearly differentiate the effectiveness of its leaders through a meaningful evaluation system and proactively work to retain its top performers through career pathways, performance-based compensation and other strategic retention activities. The introduction of a comprehensive approach to leadership development through the Providence Leadership Development Academy & Residency will systematically improve the quality of leadership across

PPSD schools, building the capacity to transform the educational experiences of students across these high-need schools.

(b) Quality of Project Design

(1) The extent to which the proposed project Demonstrates a Rationale

The PLDA & Residency is grounded in strong theory, leaning on a breadth of research that connects leadership to teacher effectiveness and student performance. In fact, “...highly effective principals raise the achievement of a typical student in their schools by between two and seven months of learning in a single school year; ineffective principals lower achievement by the same amount.” (Branch, Hanushek, and Rivkin, 2013). Core to this project is the commitment to enhance the quality of leadership across PPSD schools. Key to this work is ongoing professional development, coaching and support for leaders. As referenced above, PPSD leaders do not currently have access to ongoing professional development. And while research does connect leadership to student learning, principals need access to ongoing, high-quality professional development to be effective and continue to grow (AIR, 2017). Further, PPSD wants to ensure that high performers stay with the district, committing to continuously improve and support the growth of others. Through the introduction of career pathways and strategic compensation, PPSD aims to cultivate, grow and retain excellence in leadership. Based on survey results in a large urban district, TNTP determined that high performing teachers are more likely to stay in the classroom due to access to career opportunities – even more so than due to compensation. (TNTP, 2011).

The Providence Leadership Development Academy and Residency is designed to specifically address gaps and weaknesses in PPSD’s existing HCMS to better meet the needs of

leaders across PPSD schools, and ultimately positively impact student outcomes. (**Absolute Priority 1**). As illustrated in the logic model in Appendix A, our program is designed to reach three long-term outcomes that, we believe, will ensure a more effective educator workforce that will lead to improved education experiences, and better outcomes for PPSD students.

The entire scope of the PLDA project begins with setting a clear vision of the most critical leadership competencies that will drive PPSD's transformation. All of the core talent practices around recruitment, curation, appraisal, development, promotion and retention will be grounded in the competencies reflected through this model.

Educator Evaluation: The current leader evaluation model does not adequately support PPSD's transformation goals as we see over 97% of administrators rated as Effective or above, while only 12% of Providence students were performing at or above grade level in Math and 17% in English Language Arts (**Absolute Priority 1 and 2**). This extraordinary disconnect is driving the district's commitment to reimagining leadership development. The updated leader evaluation model will not only reflect the most critical leadership competencies for PPSD leaders, but it will also include multiple measures to ensure a holistic appraisal process that includes a focus on measures of student learning and aligned measures of teacher effectiveness. As part of the evaluation design work, PPSD will engage a team of school leaders to advise on the work, and will be piloted in the Spring of 2021. Based on a range of feedback gathered following the pilot, the district aims to finalize the model, facilitate district-wide training through Summer 2021, and fully implement the new evaluation system for the 2021-22 school year. In addition to training school leaders on the model, PPSD will implement a system of training and calibration with Network Superintendents who will be evaluating the leaders. A component of this training will include identity and bias work to ensure that individual reflection is ongoing as

Network Superintendents are engaging in coaching, feedback and evaluation activities with school leaders. It is critical that leaders acknowledge the presence of unconscious biases and how they can show up in their role as a supervisor, coach and instructional leader, particularly with leaders of color. (Benson & Fiarman, 2019)

Leadership Development: PPSD's commitment to building a diverse team of highly effective leaders is further realized through a renewed leadership development strategy. PPSD will partner with an external leadership development expert to design and launch a comprehensive foundational learning series for all PPSD school leaders grounded in the evidence-based leadership competencies that are the basis of the evaluation model. Through this professional development experience, all PPSD leaders will engage in shared learning, reflection and planning to build their capacity to lead PPSD schools through this transformation. The leadership series will be grounded in foundational skills to prepare all PPSD leaders to lead a successful turnaround effort. Ongoing data-driven coaching and support will build upon the work of this leadership learning experience. We imagine that this comprehensive learning opportunity for all PPSD leaders happens in small cohorts, led by peers in Executive Coach roles, elevating the skills and expertise of PPSD leaders and establishing a plan for sustainability early on. With the benefit of the cohort model, the professional development designers and facilitation teams can develop differentiated opportunities that reflect the varied levels of need, experience and readiness across district leaders. During the grant period, there will be a push to train all leaders (by Spring 2023) through this foundational leadership series. Looking ahead, professional development needs will be determined in an ongoing way based on what the data are showing around gaps in performance on particular leadership competencies, input and feedback from stakeholders, and what is being observed in schools.

In addition to building the capacity of current leaders, PPSD is committed to curating high performing leaders through a pathway to principalship program. This Providence Leadership Development Academy Residency will recruit highly effective teachers to participate in a pathway to principalship program that prepares them for school leadership in two years. PPSD is partnering with TNTP in this work. TNTP has an established record of success with their PLUS program, placing highly effective, diverse, leaders into schools across the country. Beginning with a small cohort in Philadelphia in 2013, TNTP now leads cohorts in five other cities including Camden (established in 2014), Memphis (established in 2015), New York (established in 2015) and San Francisco (established in 2015). Since 2013, through these training programs, they have trained 110 Residents. TNTP's PLUS programs are intentional about cultivating leaders from the communities they serve. In the PhillyPLUS program, 44% of PLUS residents are African-American, compared to only 10% of principals nationwide, and 82% of Residents are local to Philadelphia. The introduction of this program will support PPSD's commitment to diversifying our leadership. In addition, TNTP's PLUS Residents are improving instructional quality in the schools they serve. Even in their first year, PLUS Residents advanced the quality of instruction at their schools. Nearly three in four teachers (72%) coached by PhillyPLUS Residents demonstrated growth in effectiveness from the beginning to the end of the year. In contrast, TNTP's national study on teacher professional development found that only 30% of teachers demonstrate improvement over time. PLUS Residents also worked to retain 88% of their strongest teachers (including 86% of teachers identified as irreplaceable), and counseled out 50% of their most poorly performing teachers. Aligned to TNTP's commitment to curate excellence in the community, PPSD is building the capacity to sustain this program, and elevate the excellent leaders we have. With the introduction of the Mentor Principal role, all

PLDA Residents will be placed in a school for their ongoing training with a Mentor Principal, who will provide ongoing coaching and support over the course of the residency.

Career Pathways & Compensation: As referenced above, PPSD's commitment to expanding the capacity of our leaders, and retaining our highest performers, is reflected in the PLDA Career Pathways & Compensation model. PPSD will design and launch a career pathways model that invites high performing teachers and leaders to take on leadership roles, with more responsibility and compensation, aligned to the district's commitment to excellence in leadership. The Executive Coach role offers a leadership opportunity to high performing administrators who have a record of impacting student performance, and as a coach and facilitator. In this role, Executive Coaches will lead leadership development training during and after the grant period and be a resource to administrators new to the role or new to the district. Executive Coaches maintain their current administrator role and salary and receive an additional stipend. The creation of this role provides the dual benefit for PPSD of both creating an incentive for high-performing building administrators to stay in PPSD, while leveraging their expertise and experience in the design and facilitation of leadership training. Longer term, we imagine that Executive Coaches will play a key role in AP Induction, onboarding for other administrative roles and ongoing professional development planning for administrators across the district. The Mentor Principal role offers a leadership opportunity to high performing principals with a record of impacting student performance and supporting increased teacher effectiveness. In this role, Mentor Principals will host aspiring leaders participating in the PLDA Residency and provide ongoing coaching as PLDA Residents build their leadership capacity through the program. In addition, these mentors will support principals new to the role or new to the district. These Mentor Principals will continue in their role as a school leader and receive an additional stipend.

The opportunity for teachers to become PLDA Residents targets extraordinary teachers with demonstrated evidence of impact on student learning, and readiness for leadership. This career pathway provides excellent teachers with a pathway to principalship. Residents will engage in a Summer Institute and then ongoing coaching and training over the course of the 1-2 year program. Residents are typically released from their teaching role and are placed on an administrative team with a Mentor Principal.

PPSD has had a performance-based compensation model for some time. The current model awards leaders with a bonus when they receive a rating of Highly Effective or Effective, and they receive a stipend for serving on committees. Through the PLDA, PPSD will revamp this performance-based compensation to effectively align with demonstrated performance, and as a tool to support retention of top performers. While the bonuses will continue for leaders rated as Effective or above, the introduction of the new leader evaluation model will ensure a greater distribution that more accurately reflects leader performance. In addition, stipends will continue to be offered for meaningful contributions to the PPSD community, and demonstrated alignment to impacting student learning. For example, leaders who participate in the Leaders Evaluation Advisory Group will be expected to apply to demonstrate their interest, and will receive a stipend based on the impact this updated evaluation work will have across the district.

PPSD's recruitment and selection approach will be significantly enhanced by the demonstrated commitment to diversity, leadership development, and clear system of performance-based compensation and career pathways (**Absolute Priority 1**). PPSD will update recruitment materials to include a Diversity Statement that captures the district's understanding of the importance of ensuring a diverse educator workforce is supporting PPSD students. In addition, the recruitment materials will highlight the district's range of career opportunities and

compensation structure. Research has shown that including structures like blind resume reviews, systematic rating of interview questions and a diverse interview panel can all mitigate the implicit biases that impact the selection of more diverse candidates (Knight, 2017). According to the Harvard Business Review, candidates who were hired based on an algorithm were 50% more likely to be successful on the job than candidates picked based on recruiters’ human judgment (Kuncel, Ones, Klieger, 2014). Hiring processes will be updated to ensure that systems and structures are established to mitigate bias in the selection processes.

This comprehensive approach to talent management demands meaningful data capacity to collect, analyze, and act upon data that are related to the leadership competencies. Over the grant period, PPSD will enhance their current data systems to ensure that development, promotion, retention and compensation are all data-driven and aligned to the leadership competencies.

All PLDA activities are grounded in strong theory. The priorities of the TSL grant squarely align with the Turnaround Action Plan for Providence Public Schools, and seeks to address many of the core issues raised through the Johns Hopkins report, which has been a key reference as the Superintendent and Commissioner developed their shared Turnaround Action Plan.

<p>TABLE 2.1</p> <p>Key Issues Highlighted in the PPSD TAP, that the PLDA & Residency Address</p>
<p>Current recruitment and retention practices are not meeting the demand of PPSD schools and educators do not reflect the diversity of Providence.</p>

Principals have not been afforded training and development in instructional and operational leadership.
Teaching staff and leadership are not set up for success and are not supported through ongoing professional development.
Limited use of data to make decisions about resources.

The goals, objectives and associated outcomes outlined in the logic model (see Appendix A) illustrate the strategy that will be used by the district to help meet the goal of enhancing leadership development, educator evaluation and career pathways with performance-based compensation in service of improved student outcomes.

(2) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress towards achieving intended outcomes.

Although not required, PPSD will contract with an external evaluator to assess the progress of the grant project and determine course corrections. There will be regularly scheduled dialogue between the team supporting the design and implementation of the PLDA and Residency and the external evaluator to ensure the use of formative data to make any midcourse adjustments necessary to achieve project goals and objectives, and will provide the opportunity for the Leadership Development staff to adjust the evaluation plan as needed. Throughout the design of the proposed PLDA and Residency, PPSD has identified plans to gather feedback from

stakeholders and ensure ongoing monitoring of feedback to ensure the program components are equitable and effective. PPSD, TNTP and other selected partners will partner with the external evaluator to streamline data collection and ensure systems for ongoing monitoring and continuous improvement. If awarded, the PLDA staff will cooperate in any evaluation of the program conducted by the external evaluator and the Office of Human Resources (HR). The evaluation model will include a systematic assessment of the leadership development project to better understand the effectiveness and inform strategic improvement of the PLDA and Residency. Further, the evaluation model will include a set of repeatable and focused analyses that can point to actionable and testable strategies for both district and state partners.

PPSD has experience partnering with external evaluators. The PLDA staff and HR will work with Office of Research, Planning & Accountability (RPA) and IT to ensure an effective system of data collection will be in place using qualitative and quantitative collection techniques. The prioritization of building the data infrastructure to ensure that PPSD can access a range of data related to leader performance and needs will better equip PPSD and the external evaluator to work together to report out on the range of established metrics, including the USDOE's GRPA metrics.

The table below reflects our goals, key activities and metrics. This table along with our logic model will drive the design of the evaluation. See Appendix A for our logic model that outlines the vision of the work and anticipated pathway to improved student performance over the long-term. See Appendix D for an example of a PPSD partnership with the external evaluator, Annenberg Institute at Brown University.

TABLE 2.2: PLDA & Residency Goals, Objectives and Metrics

<p>Goal 1: Leadership Development: PPSD Leaders are increasingly effective, and have access to ongoing coaching and support that is driving improved teacher effectiveness across the district.</p>
<p>Objective 1.1: All PPSD leaders are engaged in ongoing leadership development, aligned with PPSD’s leadership competencies, through the Providence Leadership Development Academy (PLDA) project.</p>
<p>Metrics:</p> <ul style="list-style-type: none"> A. By Spring 2022: PPSD is planning and delivering leadership training based on a comprehensive leadership framework that aligns with the new evaluation model. B. By Spring 2023: Leadership Development team, HR and Network Superintendents are using data to inform professional development, coaching and support needs across school leaders. C. By Spring 2023: The Network structure is established with clear methods of school support; survey data indicate that over 50% of leaders understand how to access support from their Network teams. D. By Spring 2023: 90% of PPSD leaders have participated in leadership training
<p>Objective 1.2: The PPSD Leadership Development Academy Residency is launched and is facilitating a pipeline of diverse, highly effective leaders</p>
<p>Metrics:</p> <ul style="list-style-type: none"> A. By Fall 2021: The PPSD Leadership Development Academy Residency is launched, and at least 10 Residents have been placed in a school with a Mentor Principal. B. By Summer 2022: PLDA Residents have been evaluated for principal readiness, and appropriate recommendations made. C. By Spring 2025: Increase the percentage of leaders of color to 35% (baseline 31.5%)
<p>Goal 2: Educator Evaluation: Evaluation ratings are an accurate reflection of performance, and are a key driver for human capital decisions including development, promotion, compensation and retention.</p>

Objective 2.1: The leader evaluation system accurately reflects leader performance across the key competencies that align with PPSD’s vision of leadership that will lead to improved educational experiences for students

Metrics:

- A. By Fall 2022: 100% of leaders are being evaluated with the new leadership evaluation model
- B. By Fall 2022: The data infrastructure has been established to ensure that talent management decisions are data-informed.
- C. By Spring 2023: Leadership evaluation ratings are showing a greater distribution than the current baseline data (90% are HE/E)
- D. By Spring 2024: Leadership evaluation ratings reflect a more positive relationship to student performance indicators when compared to the relationship with the current eval model (i.e. RICAS and growth measures).

Goal 3: Career Pathways & Compensation: Career ladder and PBCS is supporting enhanced recruitment, curation, development and retention of effective educators.

Objective 3.1: PPSD has launched a system of performance-based compensation that elevates highly effective teacher and school leaders into roles that further expands their impact on improving educational experiences for students.

Metrics:

- A. By Summer 2021: The career pathways model, and aligned compensation, has been launched to the internal PPSD community and recruitment/selection is underway.
- B. By Spring 2022: All recruitment materials reflect the new career pathways, PBCS, and integrated coaching and support as key incentives to attract high potential candidates to PPSD.
- C. By Spring 2023: Retention rate of high performing leaders is higher than retention of lower performing leaders (as measured by the new leaders evaluation model)
- D. By Spring 2023: Recruitment data indicate an increase in leadership candidates overall that meet pre-screening criteria, and an increase in candidates of color for leadership roles.

(c) Quality of Management Plan

(1) In determining the quality of the management plan for the proposed project, the Secretary considers the adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

Central to PLDA are three key players intentionally selected given their proven track records of success in work in turnaround efforts and their ability to bring transformation to an educational environment (Resumes and Job Descriptions are listed in Appendix B). Harrison Peters, Superintendent of PPSD, Zachary Scott, Chief Operating Officer of PPSD and the Deputy Superintendent of Schools for PPSD will serve as the Key Sponsors. These key personnel support the vision, design and implementation of core talent practices that align with the district's commitment to rigorous, culturally responsive educational experiences for all of PPSD's students. These individuals will help shape initiatives across the district to reach the strategic vision outlined in the TAP to align with the state-wide educational priorities of RIDE. Mr. Peters provides direct oversight to the entire PPSD school district, while Mr. Scott provides the oversight of the human resources and finance departments for the district. The Deputy Superintendent of Schools, once hired, will provide direct oversight to the leadership development team, including the Director of Leadership Development. As a subgrantee, TNTP, Inc. is supporting the implementation of many of the grant activities including the principal pathway program. Christina Brown, TNTP Partner, will lead a full team to fulfill TNTP's role as reflected across the grant application and in an MOU to be developed if the grant is awarded. TNTP will establish a system of ongoing reporting with the PPSD team to demonstrate timely and effective support. The Director of Leadership Development is another key position that will

help lead the work of this grant. Once hired, the Director of Leadership Development will supervise the work of bringing the overall vision of the TSL grant to life. The Director of Leadership Development will be charged with the responsibility of project planning, development, delivery, meetings, and reporting for this grant project (see Table 3.1 PLDA & Residency Workplan below). The Director of Leadership Development will play the lead role in managing the partnership with (1) the selected Leadership Development partner to design a sustainable, comprehensive set of training and support for all leaders that is aligned to the leadership competencies; and (2) TNTP to design and implement a sustainable pathway to principalship for high performing teachers. This work will happen in collaboration with the HR team to (1) support the connection to career pathways for Executive Coaches and Mentor Principals; (2) facilitate recruitment and selection for the pathway to principalship program, with ongoing collaboration around anticipated vacancies and the depth of a bench needed. Further, a function of the Director of Leadership Development will work with the PPSD Finance Division to navigate costs to support both programs, and planning for sustainability. Finally, and perhaps most importantly, the Director of Leadership Development and team will work closely with the Network Superintendents to ensure tight alignment across the priorities for leadership development. Given the scope of the PLDA project, a team of personnel with a broad range of specialized skills and expertise will join the Director of Leadership Development to ensure the grant is implemented in a strategic and efficient manner.

Oversight of the Educator Evaluation will be led by Jennifer Vorro, Director of HR, who will partner with TNTP in the design and implementation planning of the updated leader evaluation work. This work will happen in collaboration with the HR team and Finance Division to align the career pathways selection and compensation model to the leadership competencies.

As the lead for education evaluation, Ms. Vorro will also work with the Network Superintendents to support the design and implementation work of the evaluation model throughout the district and work with RPA and IT to support the development of data infrastructure to house and display data aligned to the leadership competencies. To further support the improvement of the HCMS and PBCS as proposed in the PLDA project, Ms. Vorro and the HR team will lead the work by also focusing on Career Pathways. With a defined focus on the Career Pathways component of the grant project the full HR team will support the design and implementation of a comprehensive career and performance-based compensation model to include Executive Coaches and Mentor Principals. This work will happen in collaboration with the Finance Division to help navigate the costs to support career pathways, and planning for sustainability, RPA and IT to ensure data are available to inform the recruitment and selection work, and Network Superintendents to support the design and implementation work. Lastly, the HR team, led by Ms. Vorro, will work with the Leadership Development Team to ensure that identified candidates are prepared and effective in the new roles.

TABLE 3.1: PLDA & Residency Design and Implementation Workplan

<p>KEY: LDT-Leadership Development Team, led by the Director of Leadership Development; NS- Network Superintendents (principal managers); HR - Office of Human Resources; LEAG - Leader Evaluation Advisory Group, selected group of school leaders to engage in the design of the leadership evaluation model; COO-Chief Operating Officer; RPA- Office of Research, Planning & Accountability; FD-Finance Division; IT- Office of Information Technology; LDP - Leadership Development Partner, to be selected as part of a formal process if the grant is awarded; TNTP- TNTP, Inc. is a national nonprofit working with PPSD, and is subgrantee on this application; EC-Executive Coaches; MP-Mentor Principals; PLDA Residents - Aspiring leaders who are part of the Providence Leadership Development Academy Residency</p>		
Milestones	Participants	Date
Year 1 (2020-2021)		
Educator Evaluation		

Update Leader Evaluation Model	LDT, NS, HR, LEAG, TNTP	Winter 2020
Pilot components of the new evaluation model and finalize model	LDT, NS, HR, LEAG, TNTP, school leaders who are part of the pilot	Spring 2021
Build the data infrastructure to capture all performance related data	COO, RPA, IT, LDT, NS, HR, TNTP	Spring 2021
Leadership Development		
Select Leadership Development Partner	COO, LDT, FD, LEAG, NS, LDP	Fall 2020
Design and deliver model of capacity-building and ongoing support for Executive Coaches and Mentor Principals	LDT, NS, HR, TNTP, EC, MP	Spring 2021
Design and launch the Providence Leadership Development Academy (PLDA) Residency, offering high performing teachers a pathway to principalship	LDT, NS, HR, TNTP, PLDA Residents, MP	Fall 2020 (launch in Winter 2021)
Career Pathways & Compensation		
Design career pathways model with aligned compensation, targeting highly effective teacher and school leaders to support ongoing development efforts across the district	HR, FD, LDT, TNTP	Fall 2020
Design and launch Executive Coach role	HR, FD, LDT, LDP	Winter 2021
Design and launch recruitment campaign for the Providence Leadership Development Academy Residency opportunity for aspiring leaders	HR, FD, LDT, TNTP	Winter 2021
Design and launch Mentor Principal role	HR, FD, LDT, TNTP	Spring 2021
Year 2 (2021-2022)		
Educator Evaluation		

Professional Development to train and calibrate all principals, assistant principals and appropriate district staff on revised evaluation	LDT, NS, HR, TNTP, School Leaders	Summer 2021
Ongoing review of the effectiveness of the model, monitoring implementation and relationship to student learning	LDT, NS, RPA, TNTP	Winter 2022
Create the data infrastructure to capture all performance related data	COO, RPA, IT, LDT, NS, HR, TNTP, School Leaders	Spring 2022
Leadership Development		
Design and deliver summer training program for PLDA Residents	LDT, NS, TNTP, PLDA Residents, MP	Summer 2021
Design and begin to deliver summer leadership training series for current PPSD leaders. (Summer 2021 content will include leader evaluation introduction)	LDT, NS, LDP, EC, School Leaders	Summer 2021
Facilitate the PLDA Residency over the course of the year	LDT, NS, TNTP, PLDA Residents, MP	Fall 2021(ongoing)
PPSD and TNTP continuously align the development and support with the broader leadership development	LDT, NS, LDP, TNTP	Fall 2021(ongoing)
Facilitate evaluation of PLDA Residents to assess “principal readiness.”	LDT, TNTP, PLDA Residents, MP	Spring 2022
Executive Coaches are facilitating leadership development coursework	LDT, NS, LDP, EC, School Leaders	Fall 2021(ongoing)
All leadership development activities are monitored for effectiveness, and refined as needed	LDT, NS, RPA, LDP, TNTP	Fall 2021(ongoing)
Career Pathways & Compensation		
Create data-driven protocols to monitor the effectiveness of the career pathways model to ensure it is attracting highly effective teacher and school leaders to support ongoing development efforts across the district	HR, FD, RPA, LDT, NS, TNTP	Fall 2021(ongoing)

Design updated recruitment materials highlighting the range of career pathways and intentional development opportunities	HR, FD, NS, Communications, TNTP	Winter 2022
Update selection and retention guidance with particular attention to diversification of the teacher workforce	HR, FD, NS, Communications, TNTP, School Leaders	Winter 2022
Year 3 (2022-2023)		
Educator Evaluation		
Ongoing Professional Development to train and calibrate all new principals, new assistant principals and new appropriate district staff	LDT, NS, EC, TNTP, (New) School Leaders	Spring/Summer 2022
Review and refine the data infrastructure as necessary to capture all performance related data	COO, RPA, IT, LDT, NS, HR, TNTP	Spring/Summer 2022
Leadership Development		
Facilitate the PLDA over the course of the year	LDT, NS, TNTP, PLDA Residents, MP	Fall 2022(ongoing)
Work with TNTP to launch the recruitment and selection process for Cohort 2	LDT, NS, HR, TNTP	Winter 2023
Executive Coaches are facilitating leadership development coursework	LDT, NS, LDP, EC, School Leaders	Fall 2022(ongoing)
Partner with TNTP deliver summer training program for PLDA Residents	LDT, NS, TNTP, PLDA Residents, MP	Summer 2023
TNTP will partner with PPSD to ensure tight alignment and readiness to take on the program beginning in Fall 2023	LDT, HR, NS, TNTP	Fall 2022(ongoing)
Career Pathways & Compensation		
Monitor the effectiveness of the career pathways model to ensure it is attracting highly effective teacher and school leaders to support ongoing development efforts across the district	HR, FD, RPA, LDT, NS, TNTP	Fall 2022(ongoing)
Review and revise (as necessary) selection and retention guidance with particular attention to diversification of the teacher workforce	HR, FD, Communications, NS, TNTP, School Leaders	Winter 2023

(d) Adequacy of Resources

(1) The likelihood that the proposed project will result in system change or improvement.

The most significant change that will be noted in the proposed PLDA & Residency plan is improvement of the HCMS and PBCS for PPSD. Research has demonstrated the impact of high quality leadership on teacher effectiveness and student performance (Gates, Baird, Master, Chavez-Herrerias, 2019). The commitment to a comprehensive approach to leadership development will yield systemic change in the way the district thinks about school leadership, and supports school leaders. Through the introduction of a new evaluation model, school leaders will have a clear understanding of what excellent leadership is in PPSD, and the broader community will understand what they can expect when they walk into a PPSD school. Aligned development activities through a leader's tenure will ensure ongoing coaching and development that is goals and data-driven, ensuring that leaders in the district are continuously improving. Performance-based compensation for our highest performers will introduce incentive to improve and excel, and the career ladder opportunities also support the recruitment and retention of high performers. Perhaps even more importantly, the roles that PPSD is introducing through the career ladder intentionally scale the impact of top performers. Creating opportunities for top performers to coach leaders and aspiring leaders enhances the quality of leadership across the district, while also offering opportunities for career growth and increased compensation as an incentive. Lastly, the introduction of the Providence Leadership Development Academy and Residency builds the capacity of current district teachers and leaders to take on leadership roles within the district. This offers a critical opportunity to build a diverse pipeline of high potential educators, prepare them for a leadership role, and then ensure ongoing support as they begin to

lead a school. We believe that this comprehensive and coherent approach to leadership development will yield systems-level change in the way that our school leaders operate, and how they support our students.

(2) The extent to which the proposed project is likely to build local capacity to provide, improve, or expand services that address the needs of the target population.

The project is building the capacity of the educator workforce to better support students. The PLDA will help to increase the skill level and expertise of school leaders to be high-caliber, prepared and diverse participants in the system-wide transformation to meet the needs of PPSD. The career pathways model (particularly Executive Coaches & Mentor Principals) is building opportunities to leverage local talent and expertise in supporting the development of educators across the district. The increased leadership capacity that will be developed through the PLDA Residency will support the retention of high-performing local talent, while building a robust leadership bench.

Further, the application for TSL funds aims to accelerate change in PPSD. With the swift design and implementation of comprehensive leadership development, PPSD will be able to more quickly reach the goals outlined in the Turnaround Action Plan, yielding better outcomes for PPSD's high-need student population. But, PPSD also submits this application with a clear plan to sustain the programs after the grant period. Building the internal capacity at the central office, and in Network Superintendent teams, over the course of the grant, will ensure that the reforms can be sustained, and continuously improved, putting PPSD on a pathway for ongoing progress to transformation.

(3) The extent to which the applicant demonstrates that it has the resources to operate the project beyond the length of the grant, including a multi-year financial and operating model, and accompanying plan; the demonstrated commitment of any partners; evidence of broad support from stakeholders (e.g., SEAs, teachers unions) critical to the project's long-term success; or more than one of these types of evidence.

The Rhode Island Commissioner of Education took control of Providence Public School's programming, budget and personnel decisions by invoking Rhode Island's Crowley act, which also obligates the City of Providence to increase its contribution to PPSD at the same percentage the state increases funding statewide. While the City historically has provided very small increases (~\$5M total over the last 4 years), the Crowley Act will likely require increases of roughly 2-4% each year, or between \$2.5M-\$5.0M per year. For example, based on the Governor's proposed March budget the City of Providence was expected to need to increase its obligations by \$5.8M for FY21. This additional revenue will enable the Superintendent to increase investment in high priority areas, including support for leadership development.

While PPSD anticipates additional revenue as a result of the funding obligations of the Crowley Act, we also know thoughtful planning is required to support the sustainability of this effort. To this end, PPSD is taking several steps to address the need for sustainability of the proposed project. First, much of the grant funding will go towards building the necessary systems (evaluation, data) and capacity of staff (leadership development training) that can live beyond the life of the grant. Second, we will redeploy current resources (e.g., performance-based bonuses, district level professional development contracts) that are currently funded but not clearly aligned to school and district-level improvement activities. Third, we will seek potentially innovative ways to increase revenue or lower costs, such as partnering with other RI school

districts or charging modest tuition for program participants. Taken together, we are confident in our ability to continue this work beyond the life of the grant.

The potential to positively impact and provide long-term effective change to PPSD makes PLDA a beneficial investment. Ongoing support from Commissioner Infante-Green, RIDE, Community Advisory Boards, district leadership, external partners, and school leader stakeholders who join in these impactful efforts will help PLDA achieve its goal of improving PPSD and addressing the needs of our high-needs schools. (See Appendix C for Letters of Support) The funding of PLDA through the TSL grant will help to increase the support of our students, improve the infrastructure and ignite additional support by external funding sources. The district's commitment to improving and enhancing the HCMS and PBCS system will be ongoing with an intentional effort to create long-term positive results in student achievement.