

Commissioner's Weekly Field Memo
Friday, May 15, 2015

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July 1: [CRP](#) due
July 10: Educator-evaluation reports due (see [below](#))
July 15: [Special Education](#) Performance Report due
July 15: Housing Aid forms due (see [below](#))

Notes from Commissioner Gist

1. R.I. meets all ten benchmarks for early learning programs

A report that the National Institute for Early Education Research released on Monday, The State of Preschool 2014, finds that Rhode Island meets all ten of the quality standards, or benchmarks for early learning, one of only five states to meet all of the benchmarks. The benchmarks include having comprehensive early learning standards, significant degree and training requirements for prekindergarten teachers and assistants, strong requirements for class sizes and staff-to-child ratios, and strong requirements for screenings and referrals, meals, and monitoring. This marks the 5th consecutive year that Rhode Island has met all 10 standards.

The report ranks Rhode Island 4th in the country on overall per-child spending for children enrolled in state-funded prekindergarten programs (\$8,335 per child in 2014). Because of limited seat availability in the Rhode Island Pre-kindergarten Program, Rhode Island ranks only 40th based on the percentage of 4-year-olds enrolled in state-funded pre-kindergarten, including only 2 percent of all 4-year-old children and no 3-year-old children. Governor Raimondo's proposed Fiscal Year 2016 budget would enable us to expand the Pre-kindergarten Program this fall and continue toward our goal of 60 state-funded pre-kindergarten classrooms by 2019.

As an educator with a background in early-childhood education, I know it is essential that all children, regardless of the economic status of their family or their community, have opportunities to enroll in high-quality early-learning programs. We have set high standards and expectations for early learning programs in Rhode Island, and it will be important going forward to continue expanding access to prekindergarten for all Rhode Island children.

You can read the report here:

<http://nieer.org/yearbook>

2. Report finds disparity between levels of student proficiency on state assessments, NAEP

A report that Achieve, Inc., released yesterday (May 14) compares for each state the percent of students attaining proficiency on state assessments against the percent of students attaining proficiency on the National Assessment of Educational Progress (NAEP). Much of this discussion comes down to the definition of, or standard for, proficiency. In short, NAEP sets a higher bar for

proficiency than the bar for proficiency in Rhode Island and in virtually all other states.

The degree of disparity between state percent proficient and NAEP percent proficient varies widely. Regarding disparities, Rhode Island is slightly above the national average, with the 24th-largest disparity in reading and the 21st-largest in mathematics. As we would expect, the NECAP states all had nearly the same disparity between state proficiency and NAEP proficiency.

Until now, NAEP has been the only “common yardstick” through which states can measure and compare results on a national scale. As you know, we have transitioned this year from NECAP to the PARCC assessments. The PARCC results that we will receive in the fall will enable us to compare our results with the other states in the PARCC consortium, including such high-performing states as Maryland, Massachusetts, and New Jersey, and this information will be valuable to all states in the consortium. We will also be able to compare results across the consortium by school and by district. This information will be helpful to all of us as we examine data to improve student achievement.

We do not yet know what our proficiency rates will be on the PARCC assessments. We may see a decline in proficiency levels, bringing our state proficiency rate closer to the NAEP proficiency levels. Because 2015 is the baseline year for PARCC results, students, parents, and educators should not be unduly concerned about a decline in the reported proficiency rates on these new and more rigorous statewide assessments. Whatever our proficiency rates may be for the current school year, in the years ahead we will use the 2015 results as the starting point for measures of student growth, school progress, and closing achievement gaps.

3. Student Advisory Council to convene on June 1

Thank you for managing the elections of representatives to the Student Advisory Council. Thanks to your efforts and to the efforts of the teams in your high schools, we now have an advisory council made up of nearly 50 high-school students. The Council will convene here at RIDE on June 1, and the first order of business will be the election of a chairperson who will also serve as a nonvoting member on the Council on Elementary and Secondary Education. I am very glad that the student voice will be part of our on-going discussions on education policies and practices.

4. Cumberland High student honored for community service

Congratulations to Kayleigh Lapre, a junior at Cumberland High School, one of the State Honorees in the 2015 Prudential Spirit of Community Awards programs. Kayleigh received this award in recognition of her outstanding achievements in community service. Over the past two years, Kayleigh has collected from neighbors, schools, and businesses more than 2,600 pairs of jeans, which she has donated to children in homeless shelters. (Unwearable jeans were made into dog toys and given to an animal shelter and to dogs in foster homes.) Kayleigh's commitment to her community and to volunteer services is an inspiring example for all of us.

5. Barrington, Classical make list of most-challenging high schools

Congratulations to Barrington High School and to Classical High School, in Providence, both of which made the Washington Post

list of America's Most Challenging High Schools. Schools made the list based on the number of advanced-placement assessments (such as AP tests) relative to the number of graduates. Classical High ranked #309 in the country, with an average of more than four tests per graduate. Barrington High ranked #1226, with an average of more than two tests per graduate. These two high schools recognize the importance of holding high expectations for students and offering all students the opportunity to participate in challenging coursework.

From RIDE

Educator Evaluations:

- 6. RIDE reminds LEAs that effective teachers must be evaluated every other year; highly effective, once every three years**

As the current school year comes to a close, it's important to begin planning for next year's evaluation cycle. Please keep in mind that during the coming school year (2015-16) you must evaluate:

- all non-tenured teachers;
- all teachers using a new certificate;
- all teachers who received a rating of *Ineffective* or *Developing* during the current school year (2014-15); and
- all teachers who received a rating of *Effective* during the 2013-14 school year – *if* they were not evaluated during the current school year.

Please the legal advisory and guidance below regarding [Rhode Island General Law §16-12-11](#).

From the Commissioner's Legal Advisory of September, 26, 2014:

Frequency of evaluations

Generally speaking, the new law introduces limitations to the *frequency* with which certain tenured teachers may be evaluated. The legislation does not overturn the regulatory requirement that the EESS regulations set forth, which requires each LEA to have and to implement an approved evaluation system. The EESS regulations mandate annual evaluations for all educators; the new law modifies that requirement for tenured teachers who obtain or earn a rating of highly effective or effective. Tenured teachers rated highly effective “shall, subsequent to that evaluation, be evaluated not more than once every three (3) years thereafter.” Tenured teachers rated effective “shall, subsequent to that evaluation, be evaluated not more than once every two (2) years thereafter.” This language obviously contravenes the language in the EESS regulations requiring annual evaluation for all educators (*R.I. Educator Evaluation System Standards*, Standard 4(a)), but only to the degree that the new law expressly overrides the EESS regulations. That means that the “not more than once every three years” language in the new law becomes the minimum as well as the maximum number of evaluations for any qualifying teacher, i.e., tenured teachers who have earned the rating of highly effective. The same, of course, holds true for teachers who can be evaluated “not more than once every two years,” that is, tenured teachers who have earned the rating of effective. Because the statute limits the regulatory requirement of annual evaluation only by its

express terms, the statute and the EESS regulations read together effectively mean that teachers earning the rating of effective or highly effective are to be evaluated not more *and not less* than every two or three years, respectively (except in regard to provisions within the law that would allow for more frequent evaluations in specified instances).

Evaluations during the current school year

The second misinterpretation of the law on the frequency of evaluations is the idea that a tenured teacher who has earned the rating of “effective” or “highly effective” in the previous (2013-14) school year cannot be evaluated during the current (2014-15) school year. At least one individual has publicly stated that evaluating a tenured teacher with an “effective” or “highly effective” rating in both the previous and current school years would illegally increase the frequency of evaluation. This “interpretation” of the law is patently incorrect, for two distinct reasons.

The bill that created the law on the frequency of evaluations took effect on August 14, 2014. The bill is not retroactive in application. Courts generally disfavor retroactive application of a bill, particularly without an explicit expression of retroactive application in the bill itself. *Direct Action for Rights and Equality v. Gannon*, 819 A.2d 651, 658 (R.I. 2003). Given that there is no such intent expressed in the bill, the new law can be applied only prospectively, that is, going forward from the date of August 14.

If a teacher earned a rating of “effective” or “highly effective” in the previous school year (2013-14), that year becomes the baseline year that triggers the protections of the statute. The plain meaning of the language should be

clear to anyone: “not more than two (or three) years” explicitly refers to the two or three years “thereafter,” that is, after the teacher earned the effective or highly effective rating. We cannot count the baseline year as part of two-year or three-year restriction, which can occur only *after* the teacher earned the effective or highly effective rating. Clearly, the two years “thereafter” for effective teachers are the current (2014-15) and the next (2015-16) school years. Just as clearly, the teacher can be formally evaluated in only one of those two years – but *there is nothing in the statute that prevents the evaluation of an “effective” teacher in 2014-15.*

Similarly, the three years “thereafter” for highly effective teachers are the current (2014-15) and the next two (2015-16 and 2016-17) school years. Just as clearly, the tenured teacher who earned a rating of highly effective can be formally evaluated in only one of those three years. *There is nothing in the statute, however, that prevents the evaluation of a “highly effective” teacher in 2014-15.* In short, nothing in the law in any way prohibits evaluation in consecutive years.

Summary

The new law on the frequency of teacher evaluations, RIGL § 16-12-11, does not reference SLOs or PGGs nor does it prevent evaluations in the current (2014-15) school year for tenured teachers who last year earned the rating of highly effective and effective. The two-year and three-year periods during which tenured teachers earning the ratings of effective and highly effective, respectively, are to be evaluated only once (unless other provisions in the law

trigger additional evaluations) begin in the current school year (2014-15).

From guidance contained in the Field Memo of August 1, 2014:

Recently passed legislation, H 7096 Sub B, on educator evaluation introduces limitations to the *frequency* with which any tenured teacher may be evaluated. The legislation still requires each LEA to have an approved evaluation system for implementation. This is the first of two guidance documents and attends to the issues that affect planning for the upcoming school year. The second document will focus on longer-term issues, including the implications for certification renewal now that there will not be annual evaluation results for teachers.

Defining Evaluation

For the purposes of this guidance document, it is necessary to distinguish summative evaluation within an approved educator-evaluation system from the ongoing supervision of staff for instructional improvement that is required in all LEAs. The summative evaluation that occurs under an approved system yields a summative score that is currently connected to certification renewal. Ongoing supervision may include practices such as observations, conferencing, examining student performance, and other forms of providing feedback that result in the improvement of teaching and learning. Information from ongoing supervision may be used for locally determined purposes, but this information does not result in a summative score reported to RIDE.

Affected Educators

The legislation stipulates an evaluation cycle for tenured teachers who receive Highly Effective and Effective ratings. Specifically, the legislation notes that a cyclical process will be in place following the receipt of either of these two ratings; therefore the 2013-14 ratings will determine the cyclical options. Tenured teachers who did not receive an evaluation rating during the previous school year for any reason must be part of a full, summative evaluation in coming school year (2014-15). Teachers who are using a certification that is different from the certification used during the 2013-14 school year must be part of a full, summative evaluation. Finally, non-tenured teachers must be part of a full, summative evaluation annually.

Support professionals do not have an evaluation rating from the 2013-14 school year, since 2013-14 was a year of gradual implementation for support professionals. Therefore, all support professionals must be part of a full, summative evaluation for the first time under an approved evaluation system in 2014-15.

Principals are not included in this legislation; therefore, principals will continue to be evaluated annually.

Planning for Implementation

The legislation states that a tenured teacher with a Highly Effective rating shall be evaluated no more than once every three years and that a tenured teacher with an Effective rating shall be evaluated no more than once every two years. LEAs should develop a mechanism to divide the Highly Effective tenured teachers into three groups, in order to avoid the overburdening of administrators that this legislation sought, in part, to address. The first group should

be evaluated in the upcoming school year, the second group in the 2015-16 school year, and the third group in the 2016-17 school year. Similarly the tenured teachers with an Effective rating should be divided into two groups, with the first group being fully evaluated in the upcoming school year.

7. Educator-evaluation data reports due on July 10

All LEAs must submit educator evaluation data to RIDE by **July 10**. All documents and information pertaining to this process can be found on the RIDE website under the heading *End of Year Information* at www.ride.ri.gov/EPSS.

For Educator Performance and Support System (EPSS) users: The “Cyclical Process” box must be checked on the bottom of the Final Effectiveness Rating Report and submitted for all educators in the cyclical process.

For non-EPSS users: LEAs that do not use EPSS must submit a reporting spreadsheet to EPSS. This spreadsheet allows you to document the required evaluation data for all teachers, support professionals, and building administrators in a simple format that must be uploaded into EPSS. Beginning on May 15, individuals who have been designated by the LEA as the EPSS District Configuration Administrator can access the evaluation-data upload tool under the “Config Admin” tab in EPSS. *All* educators must be included on the spreadsheet; for teachers not evaluated this year because of the cyclical process, “Cyclical Process” should be indicated in the column titled ReasonNoFERating.

Please contact Sandra.Forand@ride.ri.gov with any questions or concerns about reporting educator-evaluation data.

Finance:

8. RIDE collecting Housing Aid forms, due July 15, and Asset Protection Plans, due June 1.

Below please find information regarding the Fiscal Year 2016 Housing Aid and Fiscal Year 2015 Asset Protection Plan processes, along with the due dates for each. Please take a moment to review this information now so that you are able to submit the information by the deadline. In addition, we have included a link to Article 9, School Building Authority Capital Fund, in the Governor Raimondo's proposed Fiscal Year 2016 budget, which if passed will result in changes to the Necessity of School Construction and Housing Aid programs.

The Fiscal Year 2016 Housing Aid Forms

LEAs that complete school-housing projects for repair, renovation, or new construction may be eligible for state housing-aid reimbursement, pursuant to Rhode Island General Laws 16-7-35 through 16-7-47. These laws are designed to guarantee adequate school housing for all public-school children and to prevent the cost of school housing from interfering with the effective operation of the schools. Fiscal Year 2016 housing-aid instructions and forms are now available online. For detailed information, instructions, and forms please visit:

www.ride.ri.gov/HousingAid

Forms are due by **July 15**. Please contact Mario Carreno, at 222-8030 or Mario.Carreno@ride.ri.gov, with any questions about housing aid.

Fiscal Year 2015 Asset Protection Plans

LEAs are required to provide annual asset-protection plans pursuant to the School Construction Regulations. The collection of Asset Protection Plans is an online process, which allow for greater ease of use in completing the forms.

To submit these plans, business managers and other authorized users should log in to ERIDE. Once logged in to ERIDE, there will be an Asset Protection Plan icon located at the bottom of your screen. For your convenience, a user manual has been provided at the bottom of the website.

If you do not have an ERIDE account or are unable to access the Asset Protection Plan link, please email Joseph da Silva, at Joseph.daSilva@ride.ri.gov for assistance.

Asset Protection Plans for Fiscal Year 2015 are due by **June 1**.

Governor Raimondo's budget includes a School Building Authority Capital Fund. Only LEAs that provide Asset Protection Plan information are eligible to apply for funds from this authority. Thus, it is critical that you submit your Asset Protection Plan by the May 31 deadline. The budget article is posted here:

Article 9 from the Governor's FY 2016 Budget

<http://www.budget.ri.gov/Documents/CurrentFY/9%20Amendment%20Article%209.pdf>

Please feel free to contact Joseph da Silva, Mario Carreno, or Manuel Cordero if you have questions about either housing aid or asset protection. The deadlines are extremely important, and we appreciate your assistance on these matters.

Career-Technical Education:

9. RIDE seeking applications for grants for career-technical programs

RIDE is soliciting applications for Prepare Rhode Island: Increasing Student Access to High-Growth High-Wage Jobs of the Future, a grant program that will provide funding to LEAs that commit to develop or expand programs that:

- provide career-and-technical programming aligned to high-growth, high-wage areas identified as key to the economic development of Rhode Island; and
- foster partnerships between K-12 education, postsecondary institutions, and private-industry partners.

As part of the Fiscal Year 2015 state budget, the General Assembly approved categorical funds to support Career-Technical Education (CTE) in Rhode Island. RIDE has reserved these funds to prioritize the development and expansion of career-and-technical education programs in any one of the eight priority-industry sectors as determined by the Governor's Workforce Board. Funding will support expenses associated with expanding or creating a program that prepares students for success in high-growth, high-wage jobs of the future. The maximum award amount is \$250,000. The complete application and selection criteria are available here:

http://www.ride.ri.gov/Portals/0/Uploads/Documents/Students-and-Families-Great-Schools/Educational-Programming/Career-and-Tech/PrepareRI_HighGrowth_Application5-15-15.pdf .

All Rhode Island LEAs are eligible to apply. Each application must:

- include at least one private-industry partner;
- align to any one of the eight priority-industry sectors as determined by the Governor's Workforce Board; and
- demonstrate preparedness to match 25 percent of the amount awarded.

All applicants and proposed programs must agree to adhere to the 2012 Regulations of the Board of Regents Governing Career and Technical Education in Rhode Island and to the Rhode Island Career and Technical Education Career Preparation Program Standards, which you can access [here](#).

Applications are due by **June 8**.

The Governor's Workforce Board priority-industry sectors are:

- bioscience;
- construction management;
- defense/pre-engineering/robotics;
- finance/insurance;
- healthcare/medical;
- hospitality and tourism;
- information technology;
- logistics;
- manufacturing; and
- marine trades.

If you have any questions about this grant opportunity, please contact Steve Osborn, Chief of the Division of Accelerating School

Performance, at Stephen.Osborn@ride.ri.gov or 222-8485.

From other state agencies and organizations

10. Governor's Workforce Board schedules meeting on career-readiness credentials

The Governor's Workforce Board is providing an opportunity for anyone providing pre-employment coaching, preparation, or training, including those working in schools, to learn about the value of the National Career Readiness Credential (NCRC) from an employer perspective. The Board of Education Secondary School and Career and Technical Education Regulations speak to the importance of students' earning industry-recognized credentials in addition to their high-school diploma and other credentials such as college credits as preparation for success in post-secondary academic and career work. Rhode Island piloted the NCRC this past year for adults and for career-and-technical education students. Learn how employers value and use the NCRC as an indication of workplace readiness.

The event is scheduled for Thursday, May 28, from 3:30 to 5 p.m., at the Department of Labor and Training (Room 73-1), in Cranston. If you plan to attend, please RSVP to Amelia Roberts, at 462-8864 or ameilia.roberts@dlt.ri.gov.

For more information, see:

<http://www.ride.ri.gov/Portals/0/Uploads/Documents/Diplo ma-System/Certificates/GWB-Meeting-Flyer.pdf>

From the U.S. Department of Education

11. President Obama announces new efforts to encourage reading, expand access to libraries

Please see this message from the U.S. Department of Education Office of Communications and Outreach:

In his May 2 [weekly address](#), President Obama reiterated his commitment to expanding access to education and spreading the joy of reading to more children and young adults. “All of us have a responsibility to not only make sure our own children have pathways to success but that all children do,” he said from a public library in the Anacostia neighborhood of Washington, D.C. “And, a great education is the ticket to a better life like never before. Making sure all our kids receive [a great education] is the surest way to show them that their lives matter. And, it’s the smartest away to prove to them that in communities like this, as well as in a country like ours, we believe in opportunity for all.”

Earlier, the President announced [new efforts](#) that build upon the progress of his [ConnectED initiative](#): a challenge to libraries, mayors, and school leaders to help every student get a library card and commitments from libraries and publishers to provide more than \$250 million in free e-books for low-income students ([fact sheet](#)).

The White House also announced the [My Brother’s Keeper Alliance](#), a new private sector entity. A group of private sector leaders and other prominent citizens have come together to form this independent, non-profit organization. Joined by a range of community, philanthropic, and private sector partners, alliance leaders will work to expand opportunity for youth, strengthen the

American workforce, and fortify the economic stability of communities. Meanwhile, the [My Brother's Keeper Task Force](#) will continue to move forward. It will – with great urgency – disseminate best practices, strengthen federal policy, and implement strategies to support communities to expand opportunity for youth. (Note: In a [blog post](#), Senior Advisor John King outlines a conversation between education, philanthropic, and business leaders to identify and enroll 100,000 students of color and low-income students in Advanced Placement (AP) and International Baccalaureate (IB) classes.)

12. New data show decline in incidents of bullying

Please see this message from the U.S. Department of Education Office of Communications and Outreach:

New data indicate the first significant decrease in school-based bullying since the federal government began collecting that data in 2005, suggesting that efforts at the federal, state, and local levels to prevent bullying may be paying off. According to [new data from the U.S. Department of Education's National Center for Education Statistics \(NCES\)](#), the reported prevalence of bullying among students ages 12 to 18 dropped to 22 percent after remaining stubbornly around 28 percent for the past decade.

“As schools become safer, students are better able to thrive academically and socially,” U.S. Secretary of Education Arne Duncan said. “The Department, along with our federal partners and others, has been deeply involved in the fight against bullying in our nation's schools. Even though we’ve come a long way over the past few years in educating the

public about the health and educational impacts that bullying can have on students, we still have more work to do to ensure the safety of our nation's children.”

In 2013, about 22 percent of students ages 12 to 18 reported being bullied at school during the school year. According to NCES data, this percentage was lower than the percentage reported in every prior survey year since 2005 (when it ranged from 28 to 32 percent). Similarly, lower percentages of students reporting being bullied in 2013 were observed across some student characteristics. For example, in 2013 about 24 percent of female students reported being bullied at school, compared with 29 to 33 percent in prior survey years. While girls ages 12 to 18 tend to report being bullied more than males the same age, the data shows that the pattern of reduced rates over time for males was similar. In 2013, females also reported being cyberbullied more than males. Nine percent of females reported that they were cyberbullied compared with 5 percent of males. The data come from the School Crime Supplement to the National Crime Victimization Survey, which asks a nationally representative sample of students ages 12 to 18 if they had been bullied at school.

From other federal departments

13. U.S. Navy offers classroom materials on Naval history in R.I.

Please see this message from Lt. Javan Rasnake, of the U.S. Navy Office of Community Outreach:

I am very happy to share with you a handout developed by the Naval History and Heritage Command for Rhode Island Navy Week, that covers some of the largest points of Rhode Island Naval history. On the back side, there is room for activities suitable for smaller children. Schools across the state may use these materials in classrooms to teach about Naval history, which would be a great classroom tie-in during Navy Week, especially considering the Navy will be bringing assets to over 20 Rhode Island schools during the Navy Week.

We really appreciate the degree to which Rhode Island schools have worked with us during the planning of Rhode Island Navy Week, and we look forward to all the visits that are scheduled during the week.

The materials are posted here:

http://www.navyoutreach.org/newsite2/wp-content/uploads/2015/05/NavyWeekRI_History.pdf

Or the bitly:

<http://bit.ly/1FiF0dn>.

From other organizations

14. Researchers seek student participation in anonymous survey on school climate

Please see this message from Marc Brackett, Director of the Yale Center for Emotional Intelligence, and Cynthia

Germanotta, President of the Born This Way Foundation:

We are excited to announce the *Emotion Revolution*, a joint initiative between the Yale Center for Emotional Intelligence and Born This Way Foundation. Our goal is to drive the national conversation that encourages schools to integrate social and emotional learning (SEL) and build more positive school climates.

But before we begin, we need to *listen*. That's why we've just launched an anonymous online survey that asks high-school students from around the country to take 7 minutes to tell us how they currently feel in school, how they want to feel, and what they believe needs to happen to bridge the gap between the two. *The survey was approved by Yale University's Human Subjects Committee and does not require parental consent.* If you would like to see the survey, there is a link to the PDF on our website.

In October 2015 we will host a summit that will feature youth participants, Lady Gaga, and Yale President, Peter Salovey. The summit will serve as a platform to unveil the findings and offer youth the opportunity to share their ideas for creating improved learning environments with educators, academics, and policy makers.

How You Can Help

We want and need to hear from as many young people around the country as possible, and we need you to spread the word. The more data we collect, the stronger the research will be and the more effective the SEL tools that we have to offer youth will be.

In your role as an educator, we're certain that you've witnessed how emotions matter in schools. For this reason, we would like to partner with you in this national movement. Please share the survey with students in your district, school, or students and encourage them to participate. Here is everything you need to get started:

Emotion Revolution website:

www.ei.yale.edu/what-we-do/emotion-revolution/

You can access the BTWF emotion evolution website from www.emotionrevolution.org. Some schools had trouble opening this page so we created access through Yale.

A toolkit (logos, social messages) for your outreach efforts can be found here:

https://docs.google.com/document/d/17vV6A60WC4du5ewSFYWWP1fWPkMGhS0O_entl-jT-s8/edit?pli=1

*The direct link to the survey is here until **June 15**:*

www.tinyurl.com/emorev2015

The need for an Emotion Revolution has never been greater. For the first time in history, high school-age youth are feeling more stressed than adults. Left unchecked, such emotions impair their health, interfere with learning, and hinder prospects for future success. We are committed to reversing these trends.

You can connect with us at emotionrevolution@yale.edu. Please let us know once you've administered the survey so we can highlight your school or district through our social media channels.

RIDE will post this field memo on Tuesday, at:

<http://www.ride.ri.gov/InsideRIDE/CommissionerDeborahAGist/FieldMemos.aspx>