

Weekly Field Memo
Friday, September 23, 2016

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Today (September 23) – New deadline for [PSAT](#) test orders

Wednesday (September 28) – [Special Ed Evaluations - Quarter 1 Due](#)

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October 14 – Presidential [Scholars](#) nominees due

October 14 – Dyslexia survey due (see [below](#))

Notes from Commissioner Wagner

1. Council approves FY 18 budget request

On Tuesday, the Council on Elementary and Secondary Education unanimously approved its request for the Fiscal Year 2018 [budget](#), which the Council will submit to the Department of Administration for review. The budget request totals \$1.4 billion, an increase of about \$50 million above the current budget.

The budget includes requests of about \$2.1 million for new initiatives, including requests for \$800,000 to pay the cost of AP tests for high-school students, \$200,000 to continue developing a kindergarten readiness profile, plus funding for 5 instructional fellows, 2 leadership fellows, 1 World Language/ELL leadership position, and 20 career-readiness fellows (paid \$5,000 each). The budget also calls for continued funding of \$1.3 million for the Advanced Coursework

Network, \$300,000 for technology support, and \$100,000 for an FTE to support early learning.

The proposed increase in state aid to education is \$48 million.

2. RIDE receives federal grant to defray cost of AP tests for low-income students

The U.S. Department of Education announced on Tuesday that it has awarded \$28.4 million in Advanced Placement (AP) [grants](#) to 41 states and Washington, D.C. – including a grant of \$60,424 to Rhode Island – as part of its efforts to boost college- and career-readiness for historically underserved students. The grants will help defray the costs of taking advanced placement tests for students from low-income families. The grant, along with some funds carried over from last year, will cover a large portion of the cost of about 2,100 AP tests that low-income students in Rhode Island will take. We are pleased to receive this award, as we encourage all high-school students to participate in challenging coursework and college-readiness assessments.

3. Education Secretary recognizes states, including R.I., for Seal of Biliteracy adoption

At the U.S. Department of Education Multiliteracy and Dual Language Learning Symposium taking place today (**Friday**) in Washington, Education Secretary King will recognize the 22 states – including Rhode Island! – that have “adopted a Seal of Biliteracy as a message to promote multiliteracy and dual-language learning for all.” We are proud that the General Assembly this year approved legislation enabling

Rhode Island schools to affix a Seal of Biliteracy to a high-school diploma. One of the priorities in our Strategic Plan is to prepare “globally competent graduates,” and proficiency in more than one language is a true mark of attainment in this area.

The conference will [live-stream](#) today until 3:30 p.m.

4. *Reminder:* District, school leaders invited to meeting Monday on grants to support development, growth of education leaders

RIDE and the Rhode Island Principals Association announce a joint Network Meeting on Mini-Grant Opportunities for Rhode Island education leaders. District-level administrators, building-level administrators, and teacher leaders are welcome and encouraged to attend the meeting on **Monday** (September 26), from 8:30 to 10:30 a.m., at the Shriners Imperial Room, 1 Rhodes Place, Cranston.

Funding is now available to support the continued development and growth of education leaders in Rhode Island. An introduction to the mini-grant program along with representatives from vendors and partner organizations will be part of the agenda for the meeting.

Alexis Meyer has recently been appointed Leadership Fellow at RIDE to help facilitate the work around expanded leadership and building leadership capacity in Rhode Island. Please select this [LINK](#) for more detailed information. You can email Alexis Meyer (alexis.meyer@ride.ri.gov) should you need further information about this leadership-development opportunity.

5. *Reminder:* School leaders urged to encourage 10th-grade student participation in PSATs; deadline is today!

The deadline for ordering PSAT booklets for your grade-10 students is **today** (September 23).

As you prepare your grade-10 students to take advantage of the opportunity to take the PSAT test for free in October, please note that College Board has reported to us that “students in the class of 2015 who took the PSAT/NMSQT before taking the SAT *had a higher combined score of 134 points*, on average, than students who did not take the PSAT/NMSQT.”

Please see this message from the College Board:

On October 19, districts across Rhode Island can administer the PSAT/NMSQT® to their 10th-grade students during the school day, at no cost. Like the SAT®, which will be administered to all Rhode Island 11th-graders in the spring of 2017, the PSAT/NMSQT focuses on what students are already learning in classrooms across the state and measures the skills and knowledge that current research shows are essential for success in college and career.

Taking the PSAT/NMSQT provides students with a great opportunity to practice for and preview the SAT. The test also provides more information than ever before about students' academic strength and areas to target for improvement. Educators can use the results to inform their instructional planning and accelerate students who are either ahead or behind.

Through the College Board partnership with Khan Academy®, students preparing for the PSAT/NMSQT or SAT can take

advantage of free, interactive practice tools at satpractice.org. By setting up and linking their College Board and Khan Academy accounts, students receive personalized practice recommendations based on their own test results.

Taking the PSAT/NMSQT also links students to other benefits, including access to advanced coursework and millions of dollars in scholarships.

Schools and districts should place PSAT/NMSQT orders on the College Board's ordering website: collegeboard.org/school. The easy-to-use tool walks users through a streamlined ordering process and provides up-to-date statuses for all orders on a single dashboard.

Please [submit your orders](#) for PSAT test booklets by close of business **today**.

If you have any questions about the PSAT or SAT administration, please send them to Dr. Kevon Tucker-Seeley (kevon.tucker-seeley@ride.ri.gov).

From RIDE

Accountability:

6. School classifications release scheduled for October 11; timetable of release announced

School Accountability classifications for the 2015-16 school year will be release publicly on Tuesday, **October 11**, at 8 a.m. Report cards will be available at that time on the RIDE website. In preparation for the release we will provide you with data files to review to ensure that we have accurate student records to process accountability metrics. Those

files will be available to you in the [District Exchange](#) on **Monday** (September 26). Corrections should be sent to Michael Ferry by Friday, September 30. We will send confidential classifications and accountability index scores to you on Thursday, October 6. As you may recall, the accountability system is implemented under the revision agreed upon when we prepared our ESEA extension application in the spring of 2015. We will host a webinar on Friday, September 30, at 1 p.m. to remind you of those changes.

Instruction:

7. Comprehensive EL curriculum resources available to all educators

The RIDE EL specialists would like to share with you this invitation from Massachusetts colleagues regarding EL curriculum resources available to all educators:

We would like to let you know that Massachusetts has released a new comprehensive ESL curriculum resource.

For the past year, a statewide Planning Committee representing 70 percent of ELs in Massachusetts has been meeting to develop ESL Model Curriculum Units (MCUs).

The ESL MCUs are organized around WIDA's Key Uses of Academic Language and the Massachusetts Curriculum Frameworks (Common Core with a Massachusetts touch).

The ESL MCUs are focused on systematic, explicit, and sustained language development within the context of key academic practices and standards.

The curriculum design framework offers prioritization strategies and a [Collaboration Tool](#) that supports teachers in operationalizing WIDA standards in their particular contexts.

Each ESL MCU connects to key linguistic demands from an existing content area MCU (ELA, Math, Social Studies, Science), but the primary purpose of these ESL units is that of focused and dedicated language study.

They encourage a contingent pedagogy and the simultaneous development of language, analytical practices, and concepts embedded in academic standards

The [Next Generation ESL Curriculum Resource Guide](#) has been uploaded to the [OELAAA Curriculum & Instruction](#) page.

It contains information about the development and use of the units, including tools, processes, templates, protocols, and “focus topics” in EL education.

Twelve ESL Model Curriculum Units (MCUs) will be uploaded to the [Model Curriculum webpage](#). (You need to register, but you are granted free access right away.)

The first ESL unit to be released to the public is **“Access to Clean Water”** (Grade-band 6-8, Language of Social Studies & Social and

Instructional Language, English language proficiency levels 1-2.
The unit can be adapted to other proficiency levels.)

Subsequent ESL units will be released over the next few weeks.

8. RIDE seeks nominees for Literacy, Mathematics Advisory Boards; deadline, October 7

As our strategic plan states: “Rhode Island aspires to support and grow current educators and leaders” to positively affect teaching and learning. RIDE understands that, in order to be successful in these endeavors, strong partnerships with schools and the community must be nurtured.

To facilitate these partnerships, RIDE is convening advisory boards for Literacy and Mathematics. The focus areas of each of these advisory boards are: to provide input on ways RIDE can more strongly support teachers in their efforts to implement good teaching based on Rhode Island content standards, to review instructional resources and curriculum to determine their utility as foundations for good teaching and learning, and to serve as a vital channel of communication among RIDE, PreK-12 educators, institutions of postsecondary education, and Rhode Island professional organizations.

We are seeking recommendations for candidates to be considered for the Literacy and Mathematics Advisory Boards. The advisory boards will be made up of teachers and administrators (PreK-12) and postsecondary education, as well as leaders from Rhode Island

educational organizations that have a deep understanding of the Common Core State Standards, instruction, and assessment.

Candidates should be able to meet the following criteria:

- work intensively with a team of education professionals;
- make a commitment to attend advisory board meetings (4 to 6 meetings held approximately every two months from 4 - 6 p.m., at the RIDE office or other Rhode Island locations);
- make a commitment of up to 20 hours of “homework” per year; and
- offer current and direct experience to help inform the work of the advisory board.

We encourage you to forward a recommendation naming someone within your LEA who you think will make a positive contribution to one of the advisory boards. We are seeking nominees who have the availability to commit to the expectations associated with being a member of one of the advisory boards so that the boards are vital, active, and effective.

Please complete the nomination form and submit to RIDE by **October 7**. The form can be found at: <https://www.surveymonkey.com/r/RIDEAdvisoryBoard>. All nominations will be reviewed in order to ensure that the advisory-board memberships include a blend of experts from each stakeholder group for the respective boards. Further information regarding first meetings will be forthcoming, as will an announcement that includes all of the advisory-board memberships. For inquiries about these boards,

please email: Literacy - Colleen O'Brien, at colleen.obrien@ride.ri.gov;
Mathematics - Susan Pagliaro, at susan.pagliaro@ride.ri.gov .

9. LEAs asked to respond to survey on serving students with dyslexia by October 14 – *Action Item*

The General Assembly passed one bill and introduced other bills in its 2016 session regarding the needs and services for children presenting with the challenge of dyslexia. In order to inform a thoughtful conversation about supporting students with dyslexia, RIDE is seeking one response from each LEA, **by October 14**, regarding current capacity to serve students with dyslexia. Please complete the questions to the best of your ability or direct the survey to the administrator in your district who is best suited to answer the questions. We are seeking only one response from each LEA. Please consult with your team and complete the survey at: <https://www.surveymonkey.com/r/YP6TYQ2>

Thank you for participating in the survey. Your feedback is important.

Assessments:

10. RIDE posts PARCC computer-based testing waiver application for schools

All Rhode Island public schools are expected to administer PARCC computer-based tests to all eligible students for the current school year and beyond, but RIDE will allow schools to administer paper-based tests in certain instances.

There are two circumstances under which paper-based testing will be allowed: to meet an individual student's documented testing accommodation needs or to make exceptions for a school with significant technology limitations that prohibit the successful administration of PARCC online assessments to eligible students within the specified testing window.

For those schools with students who require paper-based accommodations, no approval from RIDE is necessary and the process for obtaining these materials will remain the same as in previous years: annotate the accommodations in the Student Registration/Personal Needs Profile in PearsonAccess^{next} (PAN) or order the materials directly via PAN.

For those schools with significant technology limitations asking to be considered for a hardship waiver, RIDE has created an application that outlines the criteria for consideration as well as the evidence needed to be considered for and approved by RIDE for a waiver. The PARCC Computer-Based Testing Hardship Waiver Application has been posted online [here](#).

If you have any questions about administration of the PARCC assessments, please send them to PARCC@ride.ri.gov or call Dr. Kevon Tucker-Seeley, at 222-8494.

Reports:

- 11. RI-CAN issues annual report on R.I. education**

For your information, RI-CAN has issued its annual report, The State of R.I. Public [Education, which contains information on student demographics, the teaching corps, K-12 achievement, postsecondary education, finances, and other aspects of public education in Rhode Island.](#)

12. Education Week Research Center issues report on teachers' perspectives

The Education Week Research Center has issued a [report](#), Mindset in the Classroom: A National Study of K-12 Teachers. The report is based on a survey that was designed to examine teachers' perspectives, professional development and training, and classroom practices.

Scholarships:

13. *Reminder:* LEAs asked to nominate high-school seniors for Presidential Scholar award by October 14 – *Action Item*

We are seeking from all Rhode Island high schools nominations of students to be named as 2017 Presidential Scholars. We encourage you to work with your high-school principals and to select one male student and one female student from each high school as your nominees for this award. Here are the criteria, as set forth by the U.S. Department of Education:

We encourage you to nominate students who demonstrate outstanding scholarship but who *might not otherwise be nominated through the current SAT/ACT, Arts, or CTE recognition processes*. All high-school seniors graduating between January and June of 2016 who are U.S. citizens or legal permanent

residents and who attend public, parochial, or independent schools, as well as those who are home-schooled, are eligible. The candidates will go through the application process, and, as in the past, the 2016 U.S. Presidential Scholars will be selected by the Commission on Presidential Scholars and receive the Presidential Scholars Medallion at a ceremony in their honor in Washington, D.C.

It may be helpful to consider the following questions as you contemplate the selection of your nominees:

- What about the student makes him or her stand out as having outstanding scholarship?
- *Were there special challenges or hurdles this student has overcome while still achieving high academic success?*

In addition, it may be useful for you to know that the reviewers will be considering the following categories when evaluating the nominees at the semifinalist and Scholar evaluation levels:

- involvement and Service (in school and community);
- leadership and character;
- writing samples;
- academic achievements; and
- *discretionary points for extraordinary achievement, heavy workload, family responsibilities, or obstacles overcome.*

Each student you nominate should prepare an application that includes:

- his or her resume, including home mailing address;

- a letter of reference from you or a school official that explains how the student stands out as having outstanding scholarship; and
- a brief (approximately 500 to 750 words) essay that responds to this question: “What special challenges or hurdles have you overcome while still achieving high academic success?”

Please also submit this information for each student you nominate:

- Student’s name
- Student’s home mailing address
- Student’s gender
- Student’s personal email address
- High-school name and mailing address
- High-school CEEB code

We remind you that this last point is particularly important to this nomination process, as these nominations will recognize students who would not be considered for this award based solely on their academic achievement.

Either you or your high-school principal(s) will be our contact in this process. We ask either you or your principals (not the nominated students) to submit your nominations to Lauren McCarthy (lauren.mccarthy@ride.ri.gov) by **October 14** .

From nominations we receive, we will select up to 20 nominees from Rhode Island (up to 10 male students, 10 female students). We will notify you when we have submitted nominations to the Presidential

Scholars Commission, but you will not hear further from us on the nominations.

The Commission will select finalists early next year, and Scholars will be announced in the spring. Scholars will receive an expense-paid trip to Washington, D.C. For more information about the program, see:

<http://www2.ed.gov/programs/psp/index.html>

14. *Reminder: RIDE invites high schools, CTE programs to nominate students for Presidential Scholars awards; deadline, September 30 – Action Item*

The U.S. Presidential Scholars Program annually recognizes outstanding students who demonstrate excellence in career and technical education.

RIDE invites you to participate in the nomination process and to recommend for selection as a Presidential Scholar one outstanding CTE student from your center or high school. A committee of knowledgeable educators will review all recommendations and forward the names of five students to Commissioner Wagner, who will nominate up to five Rhode Island CTE students to the U. S. Commission on Presidential Scholars for consideration for national recognition. The Commission on Presidential Scholars will notify all nominees of their selection and invite them to complete the full application.

It may be helpful to consider the following questions as you contemplate the selection of your recommendation:

- What about the student makes him or her stand out as having outstanding scholarship?
- Were there special challenges or hurdles this student has overcome while still achieving high academic success?

In addition, it may be useful for you to know that the national-level reviewers will be considering the following categories when evaluating the nominees at the semifinalist and Scholar evaluation levels:

- Involvement and Service (in school and community);
- Leadership and Character;
- Writing samples;
- Academic achievements; and
- Discretionary points for extraordinary achievement, heavy workload, family responsibilities, or obstacles overcome.

All high-school seniors who are concentrators in a career and technical education (CTE) program of study graduating between *January and June of 2017*, who are U.S. citizens or legal permanent residents, and who attend public, parochial, or independent schools, as well as those who are home-schooled, are eligible. The CTE selection process will evolve over time, but for the 2016-17 class of scholars, candidates who are nominated and choose to apply, and whose applications are complete, will automatically become semifinalists. All 2017 U.S. Presidential Scholars will be selected by the Commission on Presidential Scholars and will receive the Presidential Scholars Medallion at a ceremony in their honor in Washington, D.C.

RIDE will send the required recommendation forms to all high-school principals and CTE directors; the forms must be submitted to Sonya Barbosa, at Sonya.Barbosa@ride.ri.gov, by COB Friday, **September 30**. Address all questions about the CTE Presidential Scholars to Vanessa Cooley, at 222-8438.

Legal:

15. *Reminder: LEAs asked to submit certification regarding Constitutionally Protected Prayer by October 3 – Action Item*

Note: If you have not done so already, please respond to this request as soon as possible. All RIDE needs from you is an email (to elliott.krieger@ride.ri.gov) ascertaining that no policy in your LEA prevents or otherwise denies participation in constitutionally protected prayer in your schools.

Each year, we must submit to the U.S. Department of Education a list of any LEAs that have not certified to us their compliance with the Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools, which you can find here:

http://www.ed.gov/policy/gen/guid/religionandschools/prayer_guidance.html

This guidance provides information on current law concerning constitutionally protected prayer in public schools.

As you know, no policy or practice in this state in any way interferes with the constitutionally protected rights of schoolchildren.

Please submit your certification by Monday, **October 3**.

Please feel free to contact Elliot if you have any questions on this matter.

From the U.S. Department of Education (USED)

16. Education Secretary King sends back-to-school message

Please see this back-to-school letter from Education Secretary John B. King, Jr.:

As a former high school social studies teacher and middle school principal, I know that the start of school always brings a mix of jitters and excitement. So much potential — and so much responsibility — lie in our hands as educators. I hope your summer left you renewed and revitalized for your incredibly important work with students. This year, there is so much at stake. The progress we have made together could either set the foundation for greater gains or be hastily undone if we take our eye off the ball.

Over the past eight years, teachers and principals have worked hard to implement more rigorous, college- and career-ready standards for all students. We've set a new record for high school graduation and enabled a million more African American and Hispanic students to make it to college. And thanks to your vocal feedback, the White House and the Department have called on states and districts to [eliminate unnecessary and low-quality tests](#).

We gain new momentum from our nation's new education law, the [Every Student Succeeds Act](#) (ESSA), which reauthorizes the Elementary and Secondary Education Act (ESEA) and begins to go into effect this year. It stays true to the civil rights legacy of the ESEA signed by President Johnson in 1965, extending the promise of an excellent, [well-rounded education](#) to every student, regardless of race, family income, home language, immigration status, disability, or any other circumstance. But a lot rides on its implementation. ESSA provides the opportunity for educators to have new flexibility to allow for innovation and to accommodate local needs, but we must ensure that, whatever we do, we're addressing the needs of all students. Earlier this summer, I reminded state and local leaders of their obligation to gather broad input — including from educators — in the design of their ESSA plans as well as their implementation. I now encourage you to [find ways to get involved](#) and provide input to ensure that your state's plan reflects your expertise from the classroom and school levels.

When I came into this office in January, I knew my time was short, but the opportunity to make a difference was great. So, I am focusing my attention on three issues that are critically important, and also where I think we can still make progress: equity and excellence for every student; lifting up the teaching profession; and ensuring that all students not only make it to college, but complete college. I lost both parents by the time I turned 12, but my teachers in New York City's public schools never gave up on me. Instead, they held me to high expectations and made me believe that I could accomplish anything. Every young person deserves teachers who will do the same for them, and we must ensure that our schools are safe, welcoming, and inclusive places for every student, regardless of whatever challenges they may be facing.

The Department has worked to provide state educational agencies with more and better information to support students, but I want to share these resources directly with you as well. This summer, we released [guidance on how ESSA protects students in foster care or those experiencing homelessness](#). Separately, we reminded states and districts of their obligation to [protect students from discrimination on the basis of their religion](#). We also clarified their obligation to provide appropriate behavioral interventions and supports to [students with disabilities](#) where necessary to receive free appropriate public education and placement in the least restrictive environment under the Individuals with Disabilities Education Act (IDEA).

Part of providing a supportive environment is [giving students the tools and space to have honest conversations](#) — which is especially needed following the string of violent events across the nation this summer. How can our schools build trust and understanding and create communities where every child can thrive? I remain hopeful that Congress will continue building momentum toward the President’s [Stronger Together](#) budget proposal to advance school diversity. In the meantime, I hope your district will explore ways to increase diversity in schools, cultivate a diverse educator workforce, and take advantage of our resources for [engaging families and communities](#).

While we still have a long way to go as a nation in confronting deep-seated issues around race and bias, I was inspired anew at a [Teach to Lead](#) summit in Minneapolis, where I saw educators deeply committed to equity and energized to develop and put into practice their own solutions to the myriad issues that affect student success.

I can’t help but think that more of this spirit of leadership and collaboration is needed across America. As educators, we can turn

fragile moments for our nation into moments of opportunity. Thank you for your commitment to America's students, and best of luck this school year.

17. USED issues guidance on improving English-language proficiency, academic achievement of ELs

The USED today released non-regulatory guidance to help states, districts, and schools provide effective services to improve the English language proficiency and academic achievement of English learners (ELs) through Title III of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA). The guidance is an effort to ensure that students who are English learners receive the high-quality services they need to be college and career ready.

This guidance includes information and resources for state, district, and school personnel, including:

- use of Title III funds to serve ELs;
- design and delivery of language instruction educational programs, which include educators of ELs;
- key information on family, parent and community engagement;
- key information on distinct populations of ELs, including early learners, former ELs, immigrant students, and ELs who are also students with disabilities;
- clarifications of the rights ELs have under federal civil rights law related to supports and services; and
- a list of publications and resources for administrators and educators who work with ELs.

Full guidance released today can be found [here](#).

18. White House, USED convene second summit on redesigning high schools

On September 12, the Obama Administration brought together leadership teams from six states and more than 20 districts to commit to redesigning their high schools – efforts estimated to reach more than 600,000 students. Rhode Island was one of the six states at the summit, represented by the leadership team of Board of Education Member Colleen Callahan, Chief of Innovation Stephen Osborn, and Deputy Commissioner for Teaching and Learning Mary Ann Snider.

This second White House Summit on Next Generation High Schools builds on progress made during the [first summit](#) in November 2015, which generated \$375 million in public and private sector commitments to rethink the high school experience. Today's successful high schools are better engaging students by providing stronger connections to the educational needs and interests of individual students; opening new opportunities to personalize and tailor academic content and wrap-around student supports; challenging students with rigorous courses, including new economy subjects such as computer science; using innovative approaches and strategies to restructure the scope and time spent learning; and employing innovative educational technologies, project-based learning, and competency-based progressions to empower learners – ultimately, equipping youth with the content knowledge, collaboration opportunities, and critical skills needed to meet the demands of the 21st-century economy while preparing them to embark upon a lifetime of learning ([fact sheet](#) and [web site](#)).

Among the new federal resources to advance next gen high schools are:

- a [progress report](#) detailing key metrics of success from the commitments made at the first summit;

- the first of 13 issue briefs, “[Early Warning Systems](#),” to provide descriptive information on the prevalence and characteristics of strategies designed to help at-risk students graduate from high school; and
- a resource that focuses on [six evidence-based strategies](#) to improve critical student outcomes, such as high school completion and readiness for college and careers.

Furthermore, the USED Office of Educational Technology launched a blog series to define core dimensions of [exemplary personalized learning systems](#).

19. USED lists 7 things you need to know before filling out the FAFSA

If you need financial aid to help you pay for college, you must complete the [Free Application for Federal Student Aid](#) (FAFSA[®]). **The 2017–18 FAFSA will be available on October 1—three months earlier than usual**—at 1 a.m. You should fill it out as soon as possible on the official government site, [fafsa.gov](#). The USED Homeroom blog details 7 things you need to know before [filling out the FAFSA](#).

From other organizations

20. NESSC seeks proposals for sessions at annual School Redesign conference; deadline, November 1

[The New England Secondary School Consortium](#) is inviting schools, community-based organizations, and education stakeholders from New England and across the nation to submit proposals to lead breakout sessions for the 8th annual School Redesign in Action conference, March 27 and 28,

2017, in Hartford, Conn. The School Redesign in Action conference is the New England Secondary School Consortium's annual conference for educators and stakeholders to share success stories, exchange best practices, and continue to build momentum and public support for innovations that personalize learning for all students.

The deadline for submitting proposals online is Tuesday, **November 1**.

When: Monday and Tuesday, March 27 and 28, 2017

Where: Connecticut Convention Center, Hartford

Who: Educators, students, community stakeholders, policy makers, and teams from middle and secondary schools along with career and technical education center and higher education from across the country engaged in school improvement.

21. Educators, students invited to visit the SSV Oliver Hazard Perry sail training vessel

Fellow educators, join us for education-at-Sea aboard the SSV Oliver Hazard Perry on **Thursday** (September 29), at India Point Park, in Providence.

Come aboard the largest civilian sail training vessel in the United States the largest ocean-going full rigged ship built in the United States in over 100 years on its inaugural voyage to Providence.

We're making history and you can be a part of it. On September 26, 28 students from public and private schools in the Providence area will join America's Sailing School Vessel, the *SSV Oliver Hazard Perry* for a 3-day

voyage, ultimately docking in Providence—the first time the ship will reach our state’s capital.

How can you become involved? Three ways!

Come aboard with your students for a free tour,

If you are an educator in Providence and surrounding area school systems, we invite you to bring your students to visit our ship for free tours of the OHP on **Thursday** (September 29), from 11 a.m. –3 p.m. The ship was designed specifically as a Sailing School Vessel. The deck is the primary classroom, where students learn a full range of sailing skills and work in our science lab. Below deck the ship is also equipped with a conference room, library, and classrooms perfect for teaching. In an effort to coordinate tours, please contact us to discuss your anticipated time of arrival. Tours are quick moving and last about 30 minutes.

Join a free professional development workshop aboard the ship.

Register for a free professional development workshop, held aboard the ship on **Thursday** (September 29), from 4–5 p.m. During this interactive workshop, presented by Dr. Kathy Vespia and Ret. Rear Admiral Barbara McGann, learn about recently published research comparing the strategies used in both teacher and military training programs to prepare their aspiring professionals for their respective missions, promoting resiliency, and retention. Their research article, “Preparing Teachers for a Mission: Six Lessons Shared with the Military” was published in the Journal of At-Risk Issues by the National Dropout Prevention Center/Network of Clemson University. Important: Space is

limited to 20 participants on a first-come, first-served basis. To reserve a place in this workshop, please contact Dr. Kathy Vespia at leadinglearninginstitute@gmail.com

Bring your friends and family aboard for a free tour of the ship.

We invite the public to come and visit us and tour Rhode Island's magnificent, new tall ship on **Thursday** (September 29) from 6–8 p.m. for free tours.

For more information, please email Jessica Wurzbacher, OHPRI Director, at jess@ohpri.org or Kathy Vespia, Chair of the OHPRI Education Committee, at LeadingLearningInstitute@gmail.com.

22. Free college-application guide made available to counselors, students

Please see this message from the Fair Opportunity Project:

The Fair Opportunity Project College Application Guide is a free resource being sent to every public school in the U.S. We organized a team of more than 20 college students, 10 advisors, and 200 high-school counselors from across the nation to write a free college admissions and financial aid guide that has been reviewed and praised by many of the nation's leading college admissions committees. We are sending the guide out to every public school in the country, in the hopes that you can forward it to your community's high school students.

This is an independent project, and no one is making money from it. Our team doesn't like the disparity in resources between students who can afford private college consultants and those

who can't. We believe that all students should have free access to the best college application and financial aid information, regardless of background. We want to make the information and resources that elite private college counselors sell to all students available for free. And we'd like your help with that.

Please share the guide with any and all students in your community who would benefit from it. They can download the guide directly from our website, fairportunityproject.com. Any and all feedback, from students, counsellors, teachers, administration, or whomever, would be much appreciated, and can be provided on the website directed [HERE](#).

23. Write Rhode Island schedules writing workshops

Write Rhode Island, a short-story competition for Rhode Island students in grades 8 through 12, is open to all public, private, parochial, or home-school students throughout the Ocean State. Winners in various categories by grade level will receive prizes, awards, and an opportunity to be published. The students, and teachers, involved, will receive recognition for their participation:

[Write Rhode Island: A Writing Competition for Students: Workshop For Educators With Author Taylor Polites](#)

Taylor Polites, School One, Goat Hill

Special Event, Educator Event (Education)

Wednesday, **October 12**, at 6 p.m. This workshop is for educators to learn how to incorporate this program into their classroom and share this opportunity with students.

**Write Rhode Island: A Writing Competition for Students:
Workshop For Students: School One**

This workshop is for students to learn how to write a short story, provide writing prompts and spur inspiration for the competition. Workshops are free but registration is advised.

School One is hosting a creative writing workshops on October 1, 11a.m. - 12:30 p.m. School One is located at 220 University Avenue, Providence. www.school-one.org

RIDE will post this field memo on Tuesday, at:

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