

**Commissioner's Weekly Field Memo**  
**Friday, January 29, 2016**

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## Notes from Commissioner Wagner

### 1. Education Post features interview on supporting students, teachers in R.I.

I was honored that writer and educator Erika Sanzi asked me to participate in an online interview for the “coffee break” feature of the web publication Education Post. The interview provided an opportunity to lay out some of our plans for supporting students and teachers in Rhode Island. Here’s a selection from her questions and my responses:

*Rhode Island’s test scores were considerably lower than neighboring Massachusetts on the same test. What can you learn from Massachusetts that might help improve results in Rhode Island?*

For the past 20 years, Massachusetts has led the nation with its commitment to measuring student progress against

rigorous learning standards. Massachusetts also empowers school-based leadership and decision-making, while balancing school empowerment with family empowerment through options for inter-district school choice. We are in the midst of a statewide conversation to determine the best way to chart a course in Rhode Island that leverages the lessons learned in Massachusetts.

*You have said you want principals (and teacher leaders) to have more autonomy over budgets, hiring decisions, and the instructional program. What is the path to getting there and how do you see that impacting student achievement?*

We must continue the work of the past five years. We still need high learning standards, comparable measures of student progress, and accountability for results.

That said, accountability for results – the “what” – makes sense only if you have autonomy over your course of action – the “how.” If an educator is executing someone else’s script, over which she or he had no input, accountability doesn’t seem fair.

So we want to offer a voluntary “school empowerment” package that creates regulatory freedom and building-based autonomy. The model will be based upon shared leadership between the principal and her or his teacher leadership team, and there will be school-based flexibility for contract work rules, other than salaries and benefits.

School empowerment must be balanced against “family empowerment,” however, whereby students would have the right to attend nonresident schools and districts, so long

as the receiving school had extra seats and opted in to the open-enrollment system.

The combination of school and family empowerment is the right mix to take standards and accountability to the next level. When families and educators are empowered, we create a space for both innovative instruction and opportunities that are uniquely tailored to the strengths and interests of students.

*You were a school psychologist at one time. How has that shaped your vision as an educational leader?*

Leaders build partnerships that allow movement, little by little, from what is to what ought to be. My background and training as a school psychologist has helped me become a good listener and problem-solver – important skills for all educators.

*Despite increasing collaboration between district and charter schools throughout the state, lawmakers continue to propose polarizing bills. What's your approach on having a healthy discussion about supporting both district and charter schools?*

At some level, we know that a school is great only when families choose to stay there, even when they have other options. We want to give all schools the opportunity to have the tools to create such compelling learning environments that no one would want to leave, even though they could.

*Your job is ultimately all about serving students. What experiences from your own time as a student or from the*

*students you've known in your career have shaped your thinking and vision as Ed Chief?*

For decades, our strategy for addressing opportunity and achievement gaps has focused on remediation in failing schools – essentially a failure narrative that patronizes, demoralizes, and achieves diminishing returns. We have to reposition ourselves to see innovation in how we do schooling – total student engagement in rigorous learning tasks led by great teachers – as a core part of our equity agenda. When a student is inspired and enthusiastic, you can't stop them from learning. It completely reverses the failure narrative.

At a foundational level, we have to put the joy back in schooling. If we aren't enjoying our work, we probably aren't doing good work.

You can read the Coffee Break feature here:

<http://educationpost.org/coffee-break-ken-wagner-on-improving-rhode-islands-schools-and-the-perfect-glass-of-milk/>

## **2. RIDE seeking brief accounts of amazing work under way in R.I. schools**

We at RIDE are always interested in hearing about great work under way in your schools, and all of us often mention programs and initiatives that are innovative and effective when we speak with community groups, business leaders, elected officials, and people in the education field. Don't be left out of the picture! We are asking each Rhode Island school and school community to

send us one or two brief accounts of amazing things happening in your school – preferably, initiatives involving teamwork. Send for each an email of no more than 100 words or a one-minute video clip, using the subject line “Amazing,” to [info@ride.ri.gov](mailto:info@ride.ri.gov). We’ll be sure to spread the word.

### **3. Registration open for conference February 27 on African-American history in R.I.**

In June 2014, the State of Rhode Island General Assembly established the [1696 Historical Commission](#) to develop an African-American History curriculum, encompassing the historical period from 1696 to 2015, for use in all Rhode Island public schools. The commission’s name recognizes the first documented group of enslaved Africans who landed aboard the brig *Seaflower* in Newport in 1696. The charge of the commission was, according to Representative Joseph S. Almeida (D-Dist. 12, Providence), to ensure “teachers have the tools and resources they need to teach a well-rounded, inclusive view of the people and events – both the honorable ones and the shameful chapters – that brought our nation and our state to where it is today.” To ensure the youth of Rhode Island recognize and appreciate the contributions made by African-Americans and the integral role they played in the history of the Ocean State, the work of the commission will continue under the guidance of a task force headed by the Rhode Island Historical Society.

In honor of the work of the 1696 Historical Commission, Rhode Island’s Delta Kappa Gamma Society for Key Women Educators Epsilon Chapter and Rhode Island College’s Feinstein School of Education and Human Development invite you and all teachers to attend:

*First Steps: An Exploration of African-American History in Rhode Island*

Saturday, **February 27**, from 8 a.m. to 1:30 p.m.

Rhode Island College, Alger Hall 110

Through a series of interactive workshops, First Steps will provide teachers with resources and strategies they can use to integrate African-American History into their instruction.

The schedule for the day includes:

8 - 8:30 a.m.: Registration

8:30 - 9 a.m.: Welcome

9 – 10 a.m.: Workshop I: *Using Online Sources Integrating African American Topics in the Study of US and Rhode Island History*, by Keith Stokes

10:05 - 11:05 a.m.: Workshop II: *Using Drama and Storytelling in Teaching Youth History*, by Valerie Tutson and Sylvia Soares

11:10 a.m. - 12:10 p.m.: Workshop III: *Introducing an App to Engage Youth in an Interactive Study of African American History*, by Theresa Moore

12:15 - 1:30 p.m.: Luncheon and Keynote Speaker, Commissioner Ken Wagner

Participants will have the opportunity to attend all three workshops. Each workshop will consist of a presentation followed by time for group and team discussions. We encourage you and a team of your teachers to join teachers from throughout the state as together we take these “First Steps.” Please use the Registration Form found [here](#) to register each team member.

#### **4. Schools encouraged to consider using open educational resources**

Teaching and learning improve only when teachers have time to collaborate, analyze the learning standards, develop curriculum and lessons, review student work, observe one another, get feedback, and reflect on their practice. As part of our commitment to invest in leadership development for educators, we are encouraging schools to use high-quality open educational resources – free curriculum and instructional materials that can be adopted for local purposes and free up money, to be used for ongoing professional development, that you would otherwise spend on traditional commercial products.

Here are some of the open educational resources that the U.S. Department of Education has identified as part of its “Go Open” initiative and that #GoOpen districts are currently using:

- <https://www.engageny.org/resource/grades-9-12-mathematics-curriculum-map-and-course-overviews>
- <https://cnx.org/search?q=subject:%22Mathematics%20and%20Statistics%22%20pubYear:%222015%22>
- <http://linear.ups.edu/curriculum.html>
- <http://danaernst.com/resources/free-and-open-source-textbooks/>
- <http://www.opentextbookstore.com/catalog.php>
- <http://www.openculture.com/free-math-textbooks>
- <https://open.umn.edu/opentextbooks/SearchResults.aspx?subjectAreaId=7>
- <http://matheducators.stackexchange.com/questions/1816/open-source-high-school-textbooks>
- <http://www.uen.org/oer/>

- <http://classroom-aid.com/open-educational-resources/curriculum/>
- <http://opensourcetext.org/>

## **5. PARCC testing schedules should be flexible enough to allow student participation in school, community events**

The Spring PARCC testing window is approaching, and we know that schools are beginning to schedule testing sessions. We recognize that you are trying to balance time constraints and limited resources along with designing a testing schedule that limits interruptions to instructional time and other school-day activities. To the extent possible, school and community events (e.g., the Rhode Island Philharmonic Concert events) should continue to be a part of the school experience for our students. With that in mind, we would like to remind you of the flexibility your schools have within their testing window.

Schools will have a total of 30 consecutive school days in which to complete computer-based testing and 15 days for paper-based testing. Units within the mathematics and English Language Arts/literacy tests may be scheduled at any time during your testing window (with only a few restrictions), and multiple testing units may be administered each day (although we recommend that students complete no more than two test units per day). If your team needs assistance with creating a testing schedule or if you have any questions about other aspects of PARCC testing, please send an email to us at: [PARCC@ride.ri.gov](mailto:PARCC@ride.ri.gov) .

## **6. R.I. transitioning to online statewide assessments by Spring 2017**

In Spring 2015, 78 percent of the students in Rhode Island who took PARCC (Partnership for Assessment of Readiness for College and Careers) assessments did so through the online modality. This percentage was slightly lower than the average for the PARCC consortium as a whole.

It is important that all students become ready and have access to technology-enhanced instruction and assessments. Increasingly, much of our teaching and learning activities are moving from paper to digital modes as a way to increase student engagement, innovate, and improve our teaching and learning strategies. Therefore, we will continue to transition to online assessments, with the goal of phasing out the paper testing mode (except for those students who need special accommodations for testing) by the Spring 2017 test administration. All other states in the PARCC consortium are also phasing out the paper testing mode.

Of course, there may be implementation and readiness issues during the transition from paper to online modes. We acknowledged this in our 2015 score-release materials, and we encourage you to discuss this transition in your local community and to plan for online readiness in your schools. We anticipate that, over time, everyone will benefit as digital access and digital readiness expands to all children in all communities across Rhode Island.

## **7. Rhode Island schools receive Verizon Foundation STEM grants, awards**

The Verizon Foundation has awarded STEM grants to several Rhode Island schools and districts. Five recipients of Verizon Innovative Learning Awards of \$20,000 each to “empower teachers and students to innovate, create, and explore STEM” are the Pawtucket School Department; the Carl Lauro and Harry Kizirian Elementary schools, in Providence; the Sheila C. “Skip” Nowell Leadership Academy; and the San Miguel Education Center. Two Rhode Island schools were named as best-in-state winners of the 2015 Verizon Innovative App Challenge: Smithfield High School and Western Hills Middle School, in Cranston. They each receive \$5,000 grants and will compete for Best in Nation status. Thanks to the Verizon Foundation, and congratulations to the award-winning schools.

#### **8. CNBC airs report on personal-finance education in R.I. schools and on student advocates for personal-finance standards**

East Greenwich educator and former Rhode Island Teacher of the Year Pat Page informs us that this week CNBC began a segment that highlights personal-finance education in Rhode Island and the @realEdRI students who helped usher in the Council on Elementary and Secondary Education adoption, in November 2014, of the [National Financial Literacy](#) standards. This report will coincide with the upcoming release of the 2015 [Survey of the States](#), from the National Council for Economic Education. The news report aired yesterday, but it will repeat on **Sunday** (January 31), on CNBC “On the Money,” at 5:30 a.m. [sic]. Local NBC affiliates such as NBC10 may follow with additional coverage during the week. Good work, Pat, and congratulations to the students who have been champions for personal-finance education.

## **9. Thompson Middle School musicians named Eastern division finalist for Music in Our Schools video contest**

The Newport Public Schools inform us that the Thompson Middle School Tri-M Music Honor Society recently entered the Music In Our Schools Tour video contest. The students were required to submit a short video of themselves performing their school song. The winning school will be featured as a stop on the tour, celebrate with a private concert by a Radio Disney recording artist, and receive a generous grant from the Give A Note Foundation. Thompson's submission was selected as one of two finalist videos for the Eastern division by a panel of music artists and the contest sponsors.

In order to win the competition, the Thompson video must receive the most online votes in the Eastern Division. The voting period will be open through **February 10**, at :

<http://www.giveanote.org/2016-mios-tour-semi-finalists/>.

The Thompson Middle School music students appreciate your support and are thrilled to have earned this amazing opportunity. The Music In Our Schools tour is sponsored by NAFME (National Association for Music Education), Radio Disney, and the Give a Note Foundation. The Tri-M program is made possible by a grant from the Newport Public Education Foundation.

## **10. *Reminder:* RIDE invites secondary-school teachers to a conversation on re-imagining high schools**

As noted in last week's Field Memo, we have invited all Rhode Island middle-school and high-school teachers to join us for a conversation about a new vision for the high-school experience in

our state. As secondary-school teachers are important stakeholders in our work and in the lives of our students, we want to gather their input on our secondary-school regulations and how we can best use the high-school years to prepare all students for success in college and careers. Their perspective is invaluable to us, and we want secondary-school teachers to be among the first to weigh in on the path forward. This conversation will include an overview and discussion of our collective vision, targeted questions to capitalize on their unique perspective, and an overview of how we can move our ideas forward together. We have invited secondary-school teachers to join us on **February 10**, from 4 to 6 p.m., at RIDE, in Room 233. We look forward to engaging in this conversation with our secondary-school teachers.

### **From RIDE**

#### ***Standards:***

#### **11. *Reminder: Registration open for Winter Standards Institute on Common Core standards***

The Achievement Network will be offering a Winter Standards Institute on the Common Core standards February 17 through the 20. The institute is an opportunity for a community of practitioners to think deeply about their work, get smarter about research and materials, and confront the challenges of meeting high standards with all students. The institute will provide intensive, content-based learning experiences for teachers and leaders in multiple grade bands in one of three pathways: mathematics, English Language Arts/literacy, and Leadership. As noted in previous Field Memos, RIDE had funds available to provide scholarships for some educators to attend the institute. We have awarded scholarships to 32 educators:

From Barrington: Kevin Blanchard, Kristen Matthes, and Patricia Tolento  
From Bristol Warren: Marianne McGonagle  
From Central Falls: Danira Ortiz  
From Chariho: Kristina Sparfven  
From Coventry: Teresa Medeiros  
From Cranston: Karen Altieri and Jeff Goldthwait  
From Foster-Glocester: Beth Sinwell  
From Jamestown: Carole Petersen  
From North Providence: Tracy Graham, Lisa Jacques, and Jill Vincent  
From Pawtucket: Jennifer Carney, Edna Coia, and Donna Sawyer  
From Providence: Tricia Bowler and Marisa Jackson  
From Tiverton: Suzette Wordell  
From Warwick: Christine Barrett and Nicolle Greene  
From Westerly: Desiree Derix and Polly Gillie  
From the Blackstone Valley Prep Mayoral Academy: Alysha Moscarelli, Rebecca Russell, and Kendra Volpe  
From the Rhode Island Nurses Institute Middle College: Lisa Carpenter, Cynthia Forte, and Elizabeth Kelly

Thank you for your strong applications!

For information on the institute and on registration, see:

<http://www.standardsinstitutes.org/institute/winter-standards-institute>

## **12. Educators asked to participate in survey on NGSS**

In 2013, our state was the first to adopt the Next Generation Science Standards (NGSS). As we approach the end of the third

year of implementation, it is an appropriate time to take an inventory of the level of progress that educators have made in each of the components of NGSS implementation. RIDE has developed the *RI State NGSS Implementation Survey* to collect that information.

The purpose of the *RI State NGSS Implementation Survey* is to gather information from central administrators, building leaders, science instructional specialists, and teachers of science (elementary teachers, middle-school and high-school science teachers) to find out how we can best support educators in establishing a high-quality, NGSS-aligned science program in their classroom, school, or district. Survey questions will gather information about such topics as: vision and understanding of NGSS, curriculum alignment, instructional shifts, professional development, and materials and resources.

This survey is anonymous, and results from the survey will be used only to help RIDE and LEA leaders determine how to best support educators so they can fully implement the NGSS in their districts, schools, and classrooms. Although participation in the survey is voluntary, the greater the sample size, the more likely the survey results will represent the voices of educators from across Rhode Island. We are asking district and building leaders to encourage all elementary-school and science educators to complete the short survey. RIDE will share district-level information with individual districts. Please answer all questions as honestly as possible so that the collected information gives an authentic picture of NGSS implementation and the needs of LEAs in Rhode Island.

Here is the link to the survey:

[RI State NGSS Implementation Survey.](#)

If you have any questions about the survey, please contact Simone Palmer, at [simone.palmer@ride.ri.gov](mailto:simone.palmer@ride.ri.gov).

***Classifications:***

**13. Accountability results will be available Wednesday for LEA review on RIDEmap District Exchange**

On **Wednesday** (February 3), district- and school-level accountability results will be available on the District Exchange within RIDEmap. District administrators will be able to log into RIDEmap to view their district and school results as well as documentation on the accountability calculations. We ask you and your team to share the results with your building leaders as appropriate.

To view your 2014-15 accountability report cards:

- go to [www.eride.ride.ri.gov](http://www.eride.ride.ri.gov);
- sign in to eRIDE (do not click on Report Cards in the margin); and
- once inside eRIDE find the icon for Report Cards – Preview and click the icon to view the state, district, and school report cards.

We are planning to release the accountability results in mid to late February. We will let you know when we have a specific release date.

If you have any questions about how to access RIDEmap or the District Exchange, please submit a helpdesk ticket, at:

<https://support.ride.ri.gov/tickets/new>.

As a reminder, this year's accountability results are based on an abbreviated accountability model and on the results from a new set of state assessments (PARCC assessments). As we said when we released PARCC assessment results, this is a baseline year and we cannot make comparisons with the assessment results from previous years or previous assessments (NECAP assessments). The same holds true for accountability results during this baseline year. Therefore 2015-16 Composite Index Scores are not comparable to index scores from previous years. Rules and procedures we used previously to determine school classifications are no longer in effect.

In addition, this year only Commended Schools will receive a label (or classification) based on the Composite Index Score. Priority and Focus schools will keep their label from 2014-15 unless they met their exit criteria. All other schools will have no label or classification this year (2015-16).

***Data Quality and Collection:***

**14. *Reminder: RIDE distributes, posts resources on PARCC student-data collection***

The names of students and the 2016 PARCC tests they are scheduled to take have been loaded to the [Pearson Access Next live \(Production\) site](#). LEAs will need to maintain student-registration data within Pearson Access Next, along with submitting students' Personal Needs Profile data to identify which accommodations the students will need. We depend on you to update student information to account for students who have left

or entered your LEA since the initial upload. To facilitate this effort, a Quick Start Guide, Student Maintenance, Data Checklist, and Timeline documentation have been distributed to data managers and posted under “resources” in the PARCC Technology community within the Instructional Support System.

***Educators:***

**15. RIDE seeks recommendations for list of distinguished educators – *Action Item***

RIDE maintains a file of distinguished teachers and principals. Throughout the year, these educators may be considered for leadership opportunities such as membership on advisory boards and task forces as well as state and national recognition programs. This year, we are asking each LEA to recommend 1 to 3 educators who represent educators relatively new to the profession (5 to 12 years), who demonstrate strong leadership skills and instructional practices, and have an impact on students, colleagues, and the community.

You can download the recommendation form [here](#).

When you submit your recommendations please include:

- Talent Pool Recommendation Form;
- one-page narrative that addresses how the candidate meets the criteria; and
- resume of recommended educator.

Thank you for taking the time to make your recommendations.

Please send the completed packet of information, by Friday, **March 25**, to Mary Keenan at [mary.keenan@ride.ri.gov](mailto:mary.keenan@ride.ri.gov) .

**16. RIDE seeking experienced facilitator for work at summit on educator evaluations, deadline Friday, February 5**

RIDE is seeking to hire an experienced facilitator to help plan and lead our Teacher Performance Calibration Summit, in March. The summit will focus on recommendations for scores that determine final effectiveness ratings for teacher evaluation. The facilitator would be expected to attend planning meetings, provide feedback on draft materials, lead the two-day summit, and participate in follow-up activities. The total expected time commitment is approximately 65 hours.

Applicants must be experienced facilitators, have policy experience, and have at least 5 years of experience working in Rhode Island. Qualified applicants should have experience facilitating decision-making meetings with multiple stakeholders involved, including but not limited to teachers, principals, and district administrators. Because the summit will occur during school days, applicants cannot be current full-time school or district employees.

Interested applicants should provide a cover letter, resume, hourly-rate estimate, and written response. The written response must address these two tasks:

- Describe an experience in which you were the lead facilitator of a diverse group charged with making decisions or developing a final product and how you helped the group reach consensus.

- How would you apply your experience in policy to help guide and frame plans for the Teacher Performance Calibration Summit?

Please e-mail all application materials to [edeval@ride.ri.gov](mailto:edeval@ride.ri.gov) by Friday, February 5.

**17. Interested educators encouraged to apply to participate in the Teacher Performance Calibration Summit; deadline, February 12**

On March 22 and March 23, RIDE will convene approximately 25 educators (teachers, building administrators, and district administrators) from throughout the state to review the performance expectations from across the five state-approved teacher evaluation systems. Participants will engage in an exercise looking at profiles of educators (i.e., examples of how teachers might score on various evaluation components) and measuring these profiles against new performance-level descriptors (i.e., descriptions of what highly effective, effective, developing, and ineffective teacher performance looks like). Participants will be charged with recommending final cut scores to be used to determine Final Effectiveness Ratings. The summit will be held at the Northern Rhode Island Collaborative.

RIDE will select participants based on educators' applications and their commitment to participation. Interested educators should review the benefits of participation, review the selection criteria, and complete the application, at:

<https://www.surveymonkey.com/r/summitapp>.

Applications are due by **February 12**.

If you have questions about this summit, please e-mail us at [edeval@ride.ri.gov](mailto:edeval@ride.ri.gov).

**18.       Reminder: Educators invited to complete survey on performance-level descriptors; deadline, Wednesday**

All Rhode Island educators are invited to provide feedback on an important aspect of educator evaluation through a brief survey. RIDE recently held several open sessions where Rhode Island educators came together to discuss and provide feedback, and we hope to reach even more educators through this survey. This survey seeks your feedback on current [Performance Level Descriptors](#), descriptions of what *Highly Effective*, *Effective*, *Developing*, and *Ineffective* practice looks like overall. We will use the feedback from this survey to inform revisions to the descriptors.

The revised descriptors may be used by all teacher-evaluation models and will help ensure that everyone in the state can use common language when talking about what high-quality teaching and learning in Rhode Island looks like. The goal is to clarify expectations for educator performance while respecting differences in RIDE-approved teacher-evaluation systems.

For more information about the Performance Level Descriptor revision process and to take the survey, please visit the [Educator Quality and Certification page](#). If you have questions about this survey, please e-mail RIDE, at [edeval@ride.ri.gov](mailto:edeval@ride.ri.gov).

Please submit your responses no later than **Wednesday** (February 3).

***Finance:***

**19. RIDE accepting Consolidated Resource Plan amendments through February 19**

RIDE is now accepting submissions of amendment requests for currently approved Consolidated Resource Plans (CRPs) through Friday, **February 19**. Preliminary Final Fiscal Year (FY) 2016 allocations to LEAs have been calculated and loaded into AcceleGrants for the following consolidated programs: Titles I, II, and III and IDEA - Part B and Preschool.

In order to facilitate the amendment process, you can find the following documents posted within the Amendment section of the AcceleGrants Document Library:

- FY 2016 CRP Amendment Guidance including Appendix A - Program Requirements and Appendix B – RIDE Contact Persons;
- FY 2016 Preliminary Final Allocations by CRP Program;
- Final Student Enrollments Fall 14 – Public and Private (for determining final nonpublic-school equitable shares for Title II A)
- Final Limited English Proficient Counts Spring 15 – Public & Private (for determining final nonpublic-school equitable shares under Title III); and
- FY 2016 Updated Private School Participation Worksheets for the IDEA (Part B and Preschool) programs within the CRP application.

The overall amendment process remains unchanged from last year. A submission of an amendment request requires a system status change to “Superintendent Approved” for a review and final approval by RIDE to occur. The flexibility provision, which

LEAs can use to avoid the necessity of certain amendment requests, remains in force. As a general rule, any proposed change in the total approved budget amount or significant change in the scope, goals, or intent of an approved program will require an amendment request. When eliminating a prior-approved budget line item in AcceleGrants, change the amount of the budget request to zero. Please see the Amendment Guidance and Appendix A for further amendment details. As always, amendment requests must be approved by RIDE before LEA implementation.

Please note that LEA Fiscal Year 2016 (restricted) indirect cost rates have now been approved by RIDE and have been loaded into AcceleGrants.

LEAs are reminded to pay particular attention to their required reserves for nonpublic schools as well as to the required reserve requirement of IDEA Part B funds for early intervening services. Under Title II (A), an increase in budgeted professional development by the LEA could require an increase in the proportionate share of Title II (A) to the nonpublic schools within its boundaries. Under the IDEA Part B and Preschool programs, an increase in the Fiscal Year 2016 allocations will affect the amount of funds reserved for required EIS as well as the required reserves for nonpublic schools. In prior years, LEA amendment submissions have sometimes left these areas unaddressed, leading to a delay in attaining final approval from RIDE.

Questions regarding the amendment process may be directed to David Luther, at 222-4652 or [david.luther@ride.ri.gov](mailto:david.luther@ride.ri.gov). A complete listing of RIDE CRP program and fiscal contacts is also provided within the Amendment Guidance document to provide you with specific contacts for any program and fiscal questions you may

have. The amendment guidance (Amendment Guidance for 2016) is posted [here](#).

Thank you for your continued support.

This message has also been sent to all business managers.

***Instruction:***

**20. LEAs must ensure enrollment, communication, reporting for students in dual, concurrent enrollment**

We are excited to see increased participation in dual and concurrent coursework from students across the state! As we work to manage the processes and information for these courses, please note the following information and approaching deadlines for Spring 2016 courses:

*Registration:*

Please ensure that all students in concurrent coursework are enrolled according to the institution policies by their deadline. Information about institution policies can be found at [www.ride.ri.gov/dualenrollment](http://www.ride.ri.gov/dualenrollment). The website includes updated information in the tabs for URI, RIC, and CCRI. *Note: URI's February 8 deadline is quickly approaching.*

*Communication:*

Please ensure that your Dual Enrollment District Coordinator is the primary contact between the schools and postsecondary institutions to streamline communication. We are working with the Office of the Postsecondary Commissioner to ensure that each institution contacts the district coordinator. If you have not designated a Dual

Enrollment District Coordinator, please email [Nicole.Smith@ride.ri.gov](mailto:Nicole.Smith@ride.ri.gov).

*Reporting:*

Please confirm that all students taking dual and concurrent courses are reported in and updated in your Student Information System and the Dual Enrollment Data Collection. This will ensure that your students do not receive a bill for their participation in a Prepare RI-eligible course.

*2016 Concurrent Course List:*

RIDE will share a list of concurrent enrollment offerings for the next school year with the Council on Elementary and Secondary Education on February 9.

**21.        *Reminder: Advanced Coursework Network provider applications due Monday; additional time available on request***

Applications to offer courses in the Advanced Coursework Network are due on **Monday** (February 1). If your school or district is interested in being a provider but requires additional time for completing the application, please email [Stephen.Osborn@ride.ri.gov](mailto:Stephen.Osborn@ride.ri.gov). More information including the Request for Proposals, application template, and FAQs are available at [www.ride.ri.gov/advancedcoursework](http://www.ride.ri.gov/advancedcoursework). Schools are also encouraged to become Network Members. As a Network Member, you will allow students at your school to access coursework opportunities offered through other providers. Network Member assurances are due in early March. More information is available on the RIDE website, at:

[www.ride.ri.gov/advancedcoursework](http://www.ride.ri.gov/advancedcoursework).

### **From the U.S. Department of Education**

#### **22. Schools asked to review list of finalists for CTE Presidential Scholars, ensure applications completed by February 25.**

The U.S. Department of Education Division of Academic and Technical Education has announced and posted the names of candidates for 2016 Presidential Scholars Program (Career and Technical Education). The list includes the 236 nominees for the 2016 inaugural class of Presidential Scholars in CTE. See list of candidates at:

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

We encourage you to review the list and ensure that any candidates from your school submit their applications by the February 25 (5 p.m. CT) deadline. Finalists will be announced in early May and winners will be invited to participate in formal recognition ceremonies from June 19-21 in Washington, D.C.

### **From other organizations**

#### **23. Sikh Coalition provides resources, presentations on Sikh culture and anti-bullying materials**

The Sikh Coalition has prepared free resources on Sikhs and Sikhism, including anti-bullying guides and materials for educators. Please feel free to access these resources at

<http://www.sikhcoalition.org/endschoolbullying>. We also offer free Sikh awareness presentations with students and staff, upon request. In our work, we have found that many students are unaware of Sikhs and Sikhism. This short training session is immensely helpful in educating students and administrators, diminishing incidents of bullying against Sikh students in schools, and making Sikh students feel more welcome in the school environment. Please do not hesitate to contact us, at [contact@sikhcoalition.org](mailto:contact@sikhcoalition.org) or (212) 655-3095, if you have any questions or if we can be of any assistance.

***RIDE will post this field memo on Tuesday, at:***

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