

Handbook for Schools Identified Under the New Rhode Island Accountability System

Supplement for Approved ESEA Waiver

Rhode Island Department of Education, Office of Transformation
12/1/2012



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Disclaimer: The contents of this Handbook are subject to revisions due to federal ESEA reauthorization and/or changes to US Department of Education and Rhode Island Department of Education policy.

Overview

The School Reform Planning Theory of Action

The Rhode Island Department of Education (RIDE) Office of Transformation supports the LEA responsibilities to the four Basic Educational Program capacities: Leadership, Content, Infrastructure, and Personnel Support. RIDE establishes effective partnerships with Local Education Agencies (LEA's) in order to affect rapid and bold change at the school and classroom level. Furthermore, RIDE supports LEA growth within each of the four LEA capacities, using the identification and the utilization of key levers for change. In collaboration with the LEA, RIDE works to set goals and monitor key indicators for plan implementation and system improvement to ensure rapid acceleration of student outcomes.

RIDE Responsibilities	LEA Responsibilities
1. Clear Expectations	1. Leadership
2. Partnerships	2. Content
3. Resources	3. Infrastructure
4. Quality Assurance	4. Personnel Support

While planning is an essential and critical piece of the school reform process, often times a school spends excessive time developing the plan only to find that it is too unwieldy to effectively implement. In addition to a well-written data-driven plan, short-cycle monitoring of the implementation is crucial in guiding timely responses from the school. Given these beliefs, the RIDE role in the School Reform Planning process can focus on:

- Integrating the planning and monitoring process and tools to minimize the paperwork burden on schools;
- Designing the planning and reporting tools to allow data to be easily analyzed;
- Monitoring the SEA's Office of Transformation performance and adjustment to feedback from LEA's; and
- Providing on-going technical assistance to LEA's and their schools throughout the planning and monitoring process.

The New Rhode Island Accountability System

Until recently, Rhode Island's accountability system was designed to comply with the No Child Left Behind (NCLB) Act. Its intent was to reveal achievement gaps at all grade levels and among all subgroups in the state. This system, however, relied on measures that were not sensitive enough to highlight all areas for school improvement or to guide meaningful reforms. Under NCLB accountability, schools identified for improvement had very different profiles of performance that were hidden by the system's limited ways of describing student achievement. Moreover, districts with fewer students in their subgroup populations were held to fewer targets than more diverse districts. As a result, many at-risk students went unnoticed. The rigid nature of single, statewide Annual Yearly Progress (AYP) measures based solely on the percent of students scoring "proficient" or better made it difficult to gauge whether student achievement was improving in schools with low test scores. Finally, the system did not provide enough information to allow the state and local education agencies to prescribe appropriate reforms.

The New Rhode Island Accountability System removes these barriers and paves the way for state and local implementation of differentiated support and interventions for Rhode Island's schools and Local Education

Agencies. The system looks at student performance from multiple angles, including overall proficiency, gaps between subgroups, student growth, progress toward school-wide proficiency targets, graduation rates, and percent of students attaining distinction.

In 2012, schools received Composite Index Scores based on these measures and were placed into one of six levels:

1. Reward/Commended
2. Leading
3. Typical
4. Warning
5. Focus
6. Priority

Schools that fall into the Warning, Focus, and Priority levels are connected to a comprehensive diagnostic and intervention system. The diagnostic tools, intervention options, and improvement monitoring process are closely tied to Rhode Island's Basic Education Program (BEP), which outlines the essential functions of schools that produce student success. For more information on the BEP, visit

<http://www.ride.ri.gov/dataworks/BEP.aspx>

The new intervention system aims to build a sense of productive urgency and commitment to bold reform. At the same time, it introduces greater flexibility for school districts to construct a clear connection between the *reasons* for school underperformance and a coherent, locally-relevant set of intervention strategies. Districts will be required to select one of three intervention models:

1. Flex
2. Restart
3. Closure

RIDE expects that the majority of districts will select the Flex Model. The Flex Model is therefore described in depth throughout the rest of this handbook. For more information on the Restart or Closure models, see page 83 of Rhode Island's Approved ESEA Waiver Flexibility Request, available at www.ride.ri.gov/Commissioner/eseaflex.aspx or contact the RIDE, Office of Transformation at (401)222-8462.

The Flex Model

The Flex Model requires districts to select a strategic package of intervention strategies from a RIDE-developed and managed menu of empirically proven intervention strategies. The set of strategies selected must be: (1) coherent, (2) comprehensive, (3) responsive to the results of a diagnostic screen, and (4) ambitious but achievable. ([See Appendix 2](#))

All Rhode Island schools are implementing three *core school improvement strategies*, which are required through either state regulation or commitments made under Race to the Top. These include:

Core Improvement Strategy One: Full staff participation in training to support school-wide transition to the Common Core State Standards (CCSS), including:

- a. An aggressive schedule for transition to the CCSS including statewide study of the standards;
- b. Development and/or adoption of CCSS-aligned curriculum; and
- c. Scaling of CCSS exposure activities to every teacher in every building by the 2012-2013 academic year.

Core Improvement Strategy Two: Full staff participation in Rhode Island's educator and administrator evaluation system, including:

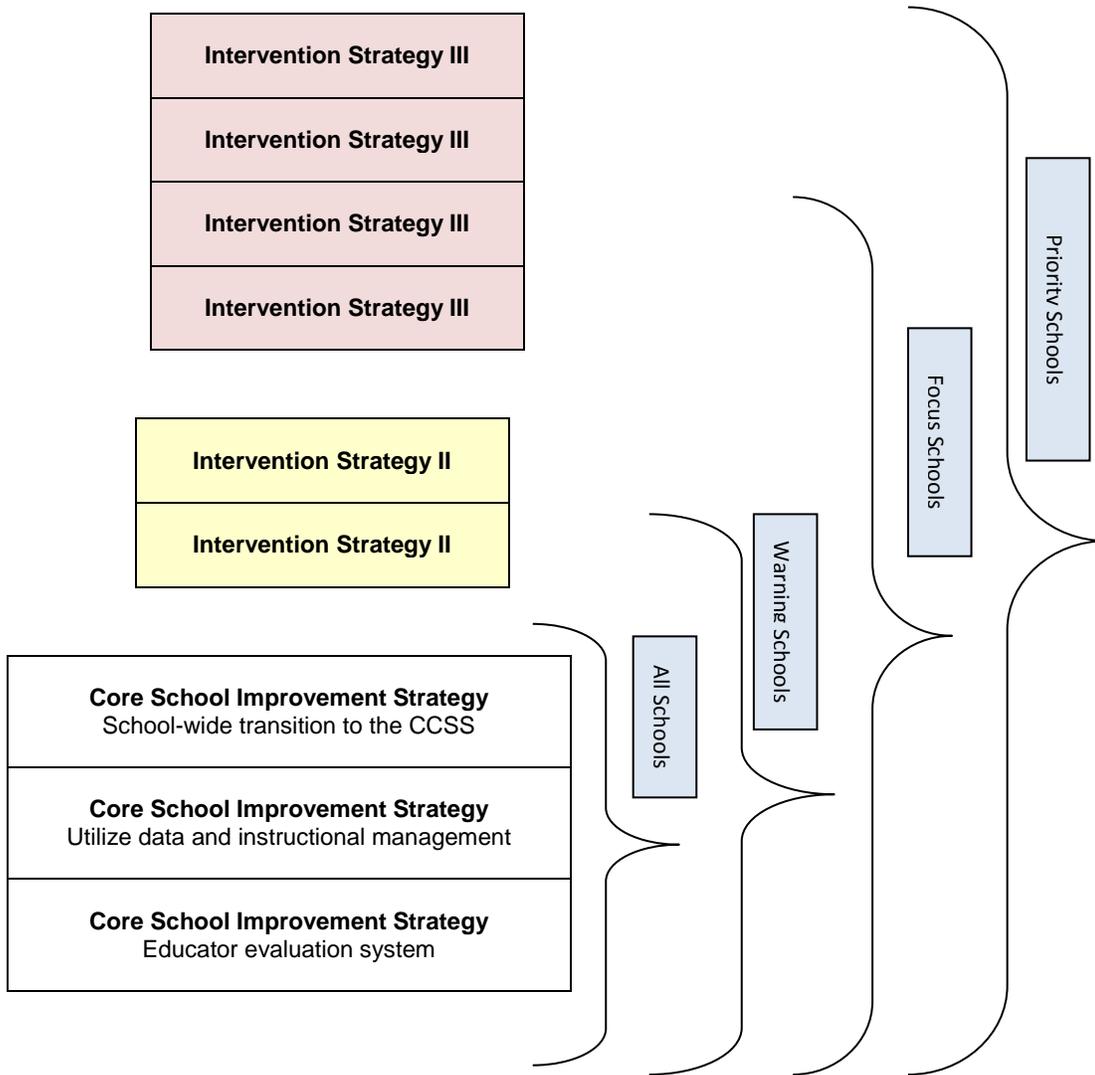
- a. Rigorous evaluation of every teacher in Rhode Island by the conclusion of the 2012-2013 academic year;
- b. Utilization of a RIDE-approved teacher evaluation system that utilizes student growth data;
- c. Implementation of comprehensive administrator evaluation systems aligned to RI leadership standards.

Core Improvement Strategy Three: Utilization of a comprehensive data system used to inform daily instruction and school planning, including an

- a. Instructional management system that provides an array of CCSS-aligned assessment and instructional tools;
- b. Curriculum and lesson planning development and sharing tools;
- c. Student growth visualization tool that enables teachers to view and track student progress;
- d. Comprehensive classroom-based RTI tools that enable highly granular tracking of interventions and student response to intervention, including specialized modules for English Learners and students with disabilities; and Early warning system that identifies students manifesting early signs of dropout beginning in the 6th grade.

In addition to the required implementation of the Core Improvement Strategies, Warning, Focus, and Priority schools must select intervention strategies from the Flex Model menu. The number of strategies required depends on the identification level (i.e. Warning, Focus, or Priority). ([See Appendix 2](#))

The following graphic demonstrates the Flex Model intervention strategy map for all identified schools.



Chapter 1 - Warning Schools

Warning Schools are schools defined by any of the following criteria:

- 1) Total CIS of less than 50
OR ANY ONE of the following, regardless of total CIS
- 2) Percent Proficient points less than or equal to 10
- 3) Sub-group Gap points less than 15
- 4) Student Growth points less than or equal to 7.5
- 5) Sum of Graduation Rate and High School Scaled Score points less than or equal to 10
- 6) School Wide Participation Rate less than 95%
- 7) Failing graduation rate over time

RIDE will intervene in Warning schools by providing a *school-level diagnostic screen* and the requirement that each warning school *implement a limited-scale improvement plan aligned to an analysis of data on the school's performance*.

The Flex Model Intervention Process for Warning Schools

Warning schools will be required to implement the *three core school improvement strategies and one additional intervention strategy of their choice*. Schools may choose from the strategies included in the Flex Model ([See Appendix 2](#)) or may identify another empirically-proven strategy of equal intensity. The timelines for Stages 1 and 2 are summarized in [Appendix 1](#).

Stage 1 – Diagnosis and Intervention Planning (Year 1)

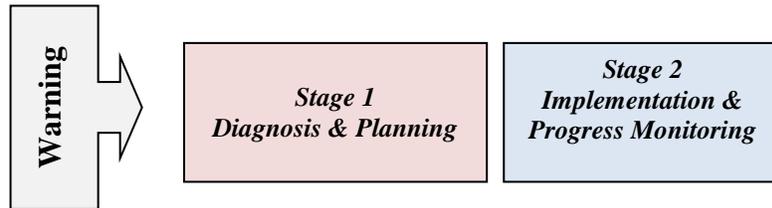
In Stage 1, districts and identified schools make critical decisions about their intervention approach, develop a plan, and establish performance targets that will be used throughout their period of identification. During this phase, there are several key tasks for Warning Schools:

- 1) **Conduct a data analysis of the school's needs.** This may take the form of a Diagnostic Screen, for which RIDE will provide the materials and technical assistance.
- 2) **Select an intervention strategy and develop a School Reform Plan for RIDE's approval.** RIDE will require that the strategy selected is responsive to the results of the data analysis and focuses on the school's areas of most acute need. The School Reform Plan will summarize the school's plans for implementing and evaluating the success of their intervention strategy. A generic template is illustrated in [Appendix 4](#). **Please DO NOT use this template for planning now – RIDE will provide a customized, pre-populated template for each school.** Additional guidance on how to complete the School Reform Plan will be attached to each customized template.

After receiving the materials for the Diagnostic Screen, the district will have 90 business days to complete the data analysis of the school's needs, select the intervention and write a School Reform Plan for each identified school.

Stage 2 – Implementation and Monitoring (Years 2-3)

Pre-Implementation of the intervention plans will begin during the 2012-2013 school year and full implementation will begin no later than the 2013-2014 year. Warning schools will provide an annual report for RIDE’s review. The report will include updating the results of the measures in the School Reform Plan and providing a brief summary of progress to date.



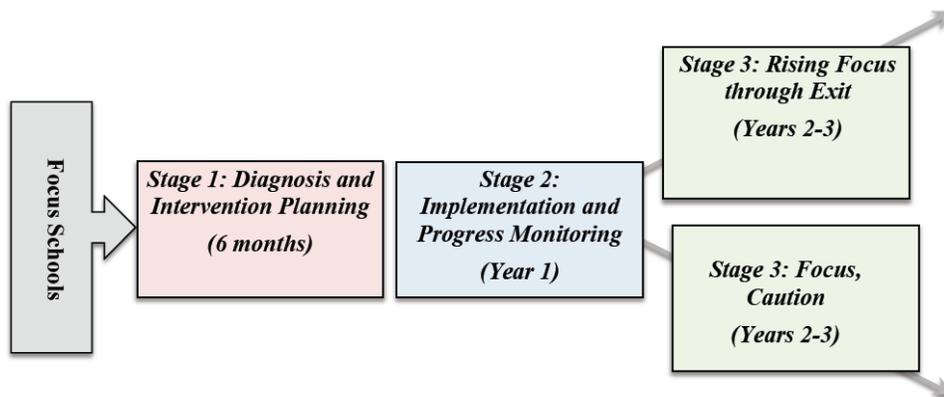
Chapter 2 - Focus Schools

A Focus school is defined as one that is not identified as a Priority school and that has a Composite Index Score that includes:

- 1) Sub-group Gap points less than 12
- 2) Percent Proficient points less than 10

The New Rhode Island Accountability system treats the category of Focus schools as one of both opportunity and responsibility for RIDE and the local school district. There are three stages of intervention for Focus schools.

The 3 stages of intervention for Focus schools:



RIDE will intervene in Focus schools by administering a *mandatory diagnostic screen*, requiring schools to implement a *comprehensive set of intervention strategies*, and conducting *regular progress monitoring*. The timelines for Stages 1 and 2 are summarized in [Appendix 1](#).

Focus schools travel through a rigorous process of diagnostic screening and implementation of intervention strategies. The graphic above shows the three stages of implementation for Focus schools. For exit:

1. Focus schools are eligible for exit after 2 ½ years of implementation (SY13-14), one year earlier than Priority schools; and
2. Focus Schools will engage in data meetings and performance monitoring from RIDE to assess and measure progress towards end goals.

The Flex Model Intervention Process for Focus Schools

Focus schools will *select and implement no fewer than seven interventions* as part of their school reform plan. Three of these interventions will be the *core school improvement strategies* required of all schools. The remaining four must be selected from RIDE’s menu of 32 research-proven interventions ([see Appendix 2](#)). Two interventions must be *intensive*, coming from Tier III of the menu, and two must be Tier II interventions that provide important supplements to a comprehensive reform plan.

Stage 1 – Diagnosis and Intervention Planning

In Stage 1, districts and identified schools make critical decisions about their intervention approach, develop a plan, and establish performance measures that will be used throughout their period of identification. During this phase, there are several key tasks for Focus schools:

- 1) **Conduct district and school level Diagnostic Screen.** Because Focus schools are identified based heavily upon their achievement and performance gaps, the diagnostic screening process is an essential step to identifying weaknesses. RIDE will administer the district level Diagnostic Screen and collaborate with the district to administer school level screens.
- 2) **Select 4 intervention strategies from The Flex Model menu ([Appendix 2](#)) and submit for RIDE’s approval.** RIDE will require that the strategies selected are responsive to the results of Diagnostic Screen and focus on the school’s areas of most acute need. For example, all Focus schools with ELLs and students with disabilities exhibiting significant achievement gaps will be required to select intervention strategies that specifically address the needs of these student subpopulations.
- 3) **Develop a School Reform Plan for RIDE’s approval.** The School Reform Plan will outline how the school will implement and evaluate the success of the chosen interventions. Each School Reform Plan will include required measures of school performance and checklists of pre-conditions necessary for successful implementation of the interventions. In addition, each school will develop its own leading indicators and student outcome measures specific to its plan. Technical Assistance on how to complete the School Reform Plan will be provided by RIDE.
- 4) **Set performance targets.** RIDE, the district, and the school will collaborate to set performance targets aligned to the measures in the School Reform Plan. These targets will be used as the basis for refining intervention implementation and for performance monitoring during Stage 2 of the Flex Model Process.

A generic template of the School Reform Plan and Monitoring Tool for Focus and Priority schools is illustrated in [Appendix 3](#). **Please DO NOT use this template for planning now – RIDE will provide a customized, pre-populated template for each school based on completion of planning worksheets.**

Once the Diagnostic Screen is initiated, districts serving Focus schools have 30 business days to select interventions. Following selection approval, the district has 30 business days to submit School Reform Plans for each identified school.

Stage 2 – Implementation and Monitoring

Pre-Implementation of the intervention plans will begin during the 2012-2013 school year (Year 1). Full implementation will begin no later than the 2013-2014 year and continue in the 2014-2015 school year (Years 2 and 3). Throughout this period, RIDE and the district will engage in regular communication and collaboration.

Focus schools will be monitored no less than biannually by RIDE. Focus schools will provide a quarterly report for RIDE's review. The report will include updating the results of the measures in the School Reform Plan, providing information on progress toward performance targets set in collaboration with RIDE and the district, and summarizing successes and lessons learned to date. The reports will be complemented by performance monitoring meetings.

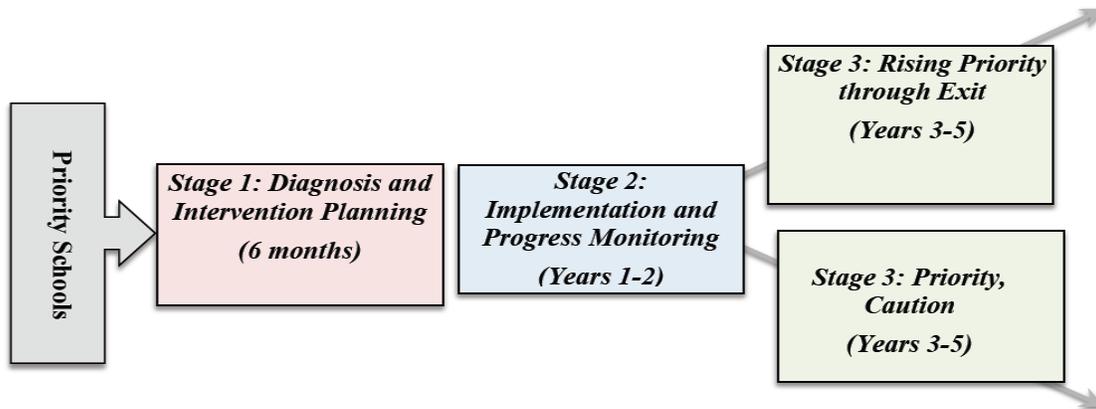
Chapter 3 - Priority Schools

A Priority school is defined as:

- 1) Among the 8 schools with the lowest total points (CIS) (i.e. < 37.8)
- 2) All current Persistently Low Achieving (PLA) schools that are currently receiving School Improvement Grant, 1003(g) funding.

The New Rhode Island Accountability system treats the category of Priority schools as one of both great responsibility for RIDE and the local school district. There are three stages of intervention for Priority schools.

The three stages of intervention for Priority Schools



RIDE will intervene in Priority schools through administering a *mandatory diagnostic screen*, requiring schools to implement a *comprehensive set of intervention strategies*, and conducting *regular progress monitoring*. The timelines for Stages 1 and 2 are summarized in [Appendix 1](#).

Exit from Rhode Island’s intervention system occurs in Stage 3 (see graphic above) of implementation, which covers years three through five (school years 14-15, 15-16, and beyond). The system is designed to be rigorous and schools exit only upon sustained improved performance and in no case earlier than the 2015-2016 school year.

However, RIDE also recognizes that mid-term judgments about performance are important tools in differentiating schools that are ambitiously, rigorously, and successfully implementing their intervention plan from those that are failing to implement a model and/or reach performance targets.

Beginning in the 2014-2015 school year, priority schools will be classified into one of two categories: Rising Priority and Priority, Caution. This differentiation will be made on the basis of the school performance against the targets set forth in their approved plan. Priority schools that, over the course of the first 2 ½ years of planning and implementation have met 80% or more of their performance targets will be classified as Rising Priority, indicating that the implementation of their reform agenda is on-track and that they are moving toward exit.

Alternatively, schools that have failed to reach the 80% threshold in reaching their improvement targets will be classified as Priority, Caution. Priority caution indicates that the reform agenda is falling off-track and that,

without improvement, will be at risk for more intensive state intervention as authorized under Rhode Island General Law.

The Flex Model Intervention Process for Priority Schools

Priority schools will *select and implement no fewer than 9 interventions* as part of their school reform plan. Three of these interventions will be the *core school improvement strategies* required of all schools. The remaining six must be selected from RIDE’s menu of 32 research-proven interventions ([See Appendix 2](#)). Four interventions must be *intensive*. These are selected from Tier III of the menu and address each of the capacities of leadership, support, infrastructure, and content. Additionally, two interventions must be selected from Tier II of the menu. These can be selected from any of the four capacities, depending on the results of the Diagnostic Screen. Tier II interventions provide important supplements to a comprehensive reform plan.

Stage 1 – Diagnosis and Intervention Planning

In Stage 1, districts and identified schools make critical decisions about their intervention approach, develop a plan, and establish performance measures that will be used throughout their period of identification. During this phase, there are several key tasks for Priority schools:

- 1) **Conduct district and school level Diagnostic Screen.** Because Priority schools are identified based heavily upon their achievement and performance gaps, the diagnostic screening process is an essential step to identifying areas of weaknesses. RIDE will administer the district level Diagnostic Screen and collaborate with the district to administer school level screens.
- 2) **Select 6 intervention strategies from The Flex Model menu ([Appendix 2](#)) and submit for RIDE’s approval.** RIDE will require that the strategies selected are responsive to the results of Diagnostic Screen and focus on the school’s areas of most acute need. For example, all Priority schools with ELLs and students with disabilities exhibiting significant achievement gaps will be required to select intervention strategies that specifically address the needs of these student subpopulations.
- 3) **Develop a School Reform Plan for RIDE’s approval.** The School Reform Plan will outline how the school will implement and evaluate the success of the chosen interventions. Each School Reform Plan will include required measures of school performance and checklists of pre-conditions necessary for successful implementation of the interventions. In addition, each school will develop its own leading indicators and student outcome measures specific to its plan. Technical Assistance on how to complete the School Reform Plan will be provided by RIDE.
- 4) **Set performance targets.** RIDE, the district, and the school will collaborate to set performance targets aligned to the measures in the School Reform Plan. These targets will be used as the basis for refining intervention implementation and for performance monitoring during Stage 2 of the Flex Model Process.

A generic template of the School Reform Plan and Monitoring Tool for Focus and Priority schools is illustrated in [Appendix 3](#). *Please DO NOT use this template for planning now – RIDE will provide a customized, pre-populated template for each school.*

Once the Diagnostic Screen is initiated, districts serving Priority schools have 30 business days to select interventions. Following selection approval, the district has 30 business days to submit School Reform Plans for each identified school.

Stage 2 – Implementation and Monitoring

Pre-Implementation of the intervention plans will begin during the 2012-2013 school year (Year 1). Full implementation will begin no later than the 2013-2014 year and continue in the 2014-2015 school year (Years 2 and 3). Throughout this period, RIDE and district will engage in regular communication and collaboration.

Priority schools will be monitored quarterly by RIDE. Priority schools will provide a quarterly report for RIDE's review. The report will include updating the results of the measures in the School Reform Plan, providing information on progress toward performance targets set in collaboration with RIDE and the district, and summarizing successes and lessons learned to date. The reports will be complemented by performance monitoring meetings.

Additional Support and Resourcing

RIDE has prepared a brief summary support page for each intervention strategy option ([see Appendix 5](#)). These pages list RIDE, community, and technical assistance resources that may be useful when planning and implementing the intervention strategy(s). In addition, each page contains guidance on how ESEA's Title I, Title II, or Title III funds may support interventions in the Flex Model for Priority, Focus, and Warning Schools. This guidance presumes that schools implementing Flex Interventions are operating a Title One School-wide programming. Costs supported with Federal Funds must be allowable under federal program guidelines.

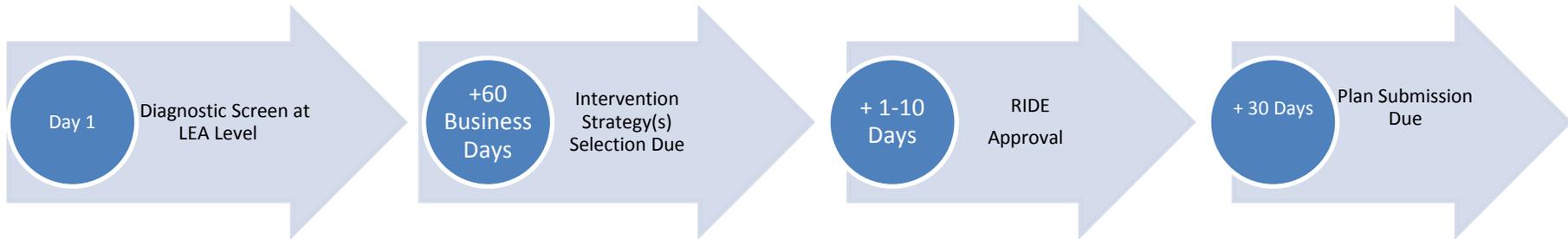
In order to assist schools and districts with the crucial work of implementing the reform plans, RIDE has established a **State-wide Network of School Support (SNSS)**. This network is a coalition of community organizations, content experts, and technical assistance providers who have expressed interest in supporting schools' transformation efforts. The SNSS local and regional organizations represented in [Appendix 6](#) provided briefs summarizing the support and services they offer.

RIDE understands and appreciates the work that districts and schools do to improve opportunities for all students. In an effort to provide optimal support to districts and schools, the Office of Transformation has dedicated and assigned delegates to each district with identified schools. These delegates serve as the districts primary point of contact through the intervention selection, School Reform Plan development, and implementation and monitoring of the School Reform Plans. The Office of Transformation is available to offer technical assistance and answer questions throughout the process. Feel free to contact any Office of Transformation team member at (401) 222-8462.

Appendix 1: Timelines

Stage 1 – Diagnosis and Intervention Planning (Year 1)

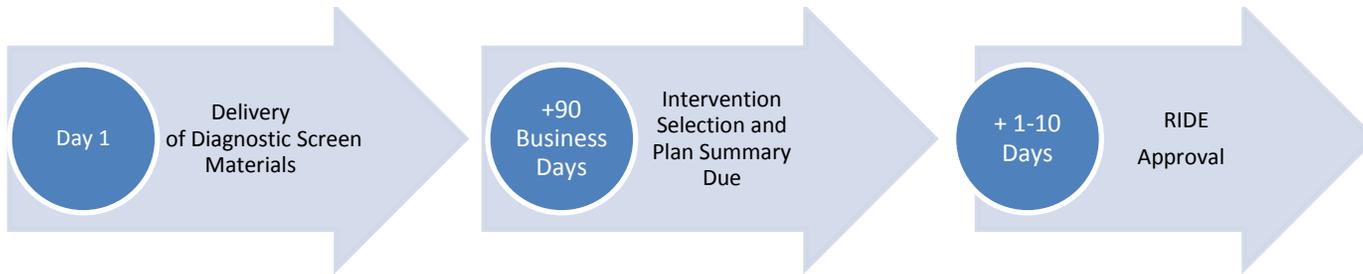
Priority & Focus Schools
Diagnosis & intervention Planning



SAMPLE Dated Timeline

September 21 → December 21 → December 26 → February 1

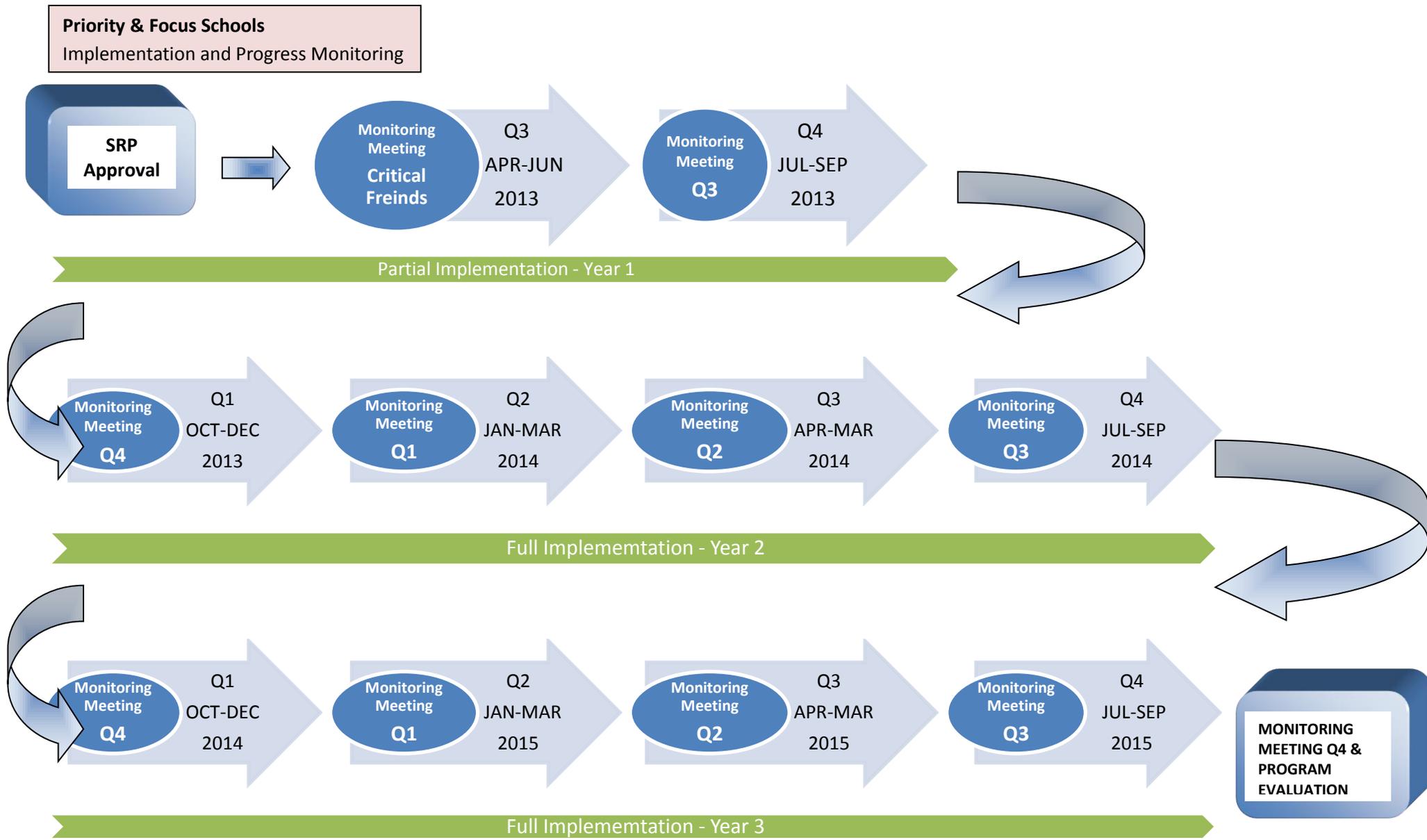
Warning Schools
Diagnosis & intervention Planning



SAMPLE Dated Timeline

September 21 → February 1 → February 8

Stage 2 - Implementation and Progress Monitoring (Years 2-3)



Warning Schools - Implementation and Progress Monitoring

At the end of each program year, an annual desktop review will be conducted which includes updating and providing a brief summary of progress to date.

Appendix 2 – Flex Model of Interventions

Table 7: Flex Model Intervention Strategy Option			
<i>Leadership</i>	<i>Support</i>	<i>Infrastructure</i>	<i>Content</i>
Intervention III Strategies: Priority schools select one from each area. Focus schools select two strategies from areas of their choice.			
L-III.1: Removal of building principal and replacement with a leader with experience and/or training in turnaround environments	S-III.1: Require at least 30 hours of focused professional development with a focus on instructional strategies to support students with disabilities and English learners	I-III.1: Implement staff recommitment process to substantially different working conditions, including definition of school hours, job assignment, and job duties	C-III.1: Implement comprehensive improvement of instructional approaches for struggling students including focused professional development and a system for student progress monitoring
L-III.2: Restructure building leadership team to dramatically increase time available for instructional leadership	S-III.2: Hire building-level instructional specialists to support educators to serve English learners, students with disabilities, and other students at risk for failure	I-III.2: Dramatically increase common planning time and implement a system for its effective utilization, both horizontally and vertically	C-III.2: Review student course-taking patterns and make substantial changes to school schedule and student placement to ensure access to rigorous academic core
L-III.3: Provide building administrators the authority and autonomy to hire, manage teacher placement, budget, and school schedule	S-III.3: Implement a system of peer support and assistance to support the needs of educators	I-III.3: Review and change student enrollment and placement processes to increase family engagement & improve student outcomes	C-III.3: Implement a culturally competent support system to improve safety, reduce suspensions, increase attendance, and support all students
Intervention II Strategies: Priority and Focus Schools select two strategies from areas of their choice.			
L-II.1: Evaluate the principal and connect him or her with a mentor or appropriate resources to ensure ability to lead the school reform work	S-II.1: Implement a comprehensive drop-out prevention and reentry program	I-II.1: Complete an external audit of the use of school funds to guide staffing decisions and implement findings	C-II.1: Increase advanced coursework opportunities for students
L-II.2: Evaluate, assess, and diagnose the performance of the existing school leadership team and take appropriate job action	S-II.2: Implement a comprehensive ramp-up program for students at-risk of failure or subpopulations with the largest achievement gaps	I-II.2: Reallocate resources to increase support for direct instruction of students at risk for failure	C-II.2: Assign additional instructional coaches or other core content focused, job-embedded support for teachers
L-II.3: Contract with a vendor or partner with a track record of success to support the leadership team in school turnaround	S-II.3: Implement culturally competent family and community engagement program focused on instruction and academic performance	I-II.3: Develop and implement support systems for student transition into kindergarten and/or across break grades	C-II.3: Offer virtual education options for both at-risk and advanced students
L-II.4: Identify one leader to routinely monitor the implementation and effectiveness of the core curriculum/instruction and services to traditionally underserved students	S-II.4: Hire full time parent/community engagement specialist to implement family and community engagement that is systemic, sustained, and integrated with school improvement	I-II.4: Establish a comprehensive system to support struggling teachers with content and pedagogy, especially teachers of students with disabilities and English learners	C-II.4: Implement an instructional monitoring system to ensure that the curriculum is being fully implemented and traditionally underserved students have access to academic core
L-II.5: Assign family/community outreach to member of leadership team and hold him/her accountable	S-II.5: Establish flexible or expanded learning opportunities with a focus on students at risk for failure	I-II.5: Implement a culturally competent tiered system of support focused on student psycho-social health	C-II.5: Increase student access to career, technical, or credentialing programs

Appendix 3 – School reform Plan (Priority and Focus)

****This addendum is for informational purposes only****

****The FINAL School Reform Plan template will be provided to schools under separate cover****

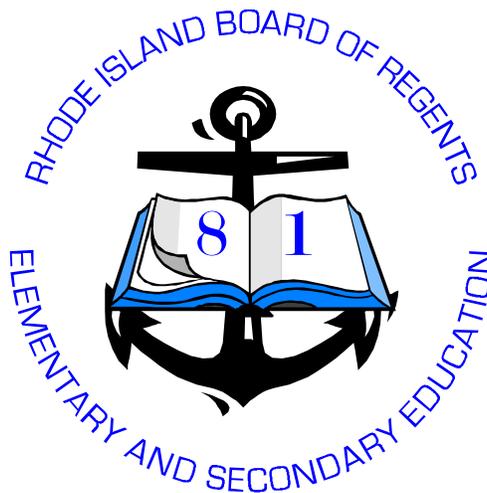
School Reform Plan

For Schools Selecting the Flex Model

District Name: _____

School Name: _____

Submission Date: _____



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DRAFT

Section One: Required Annual Indicators of Overall School Health

This page will be prepopulated by RIDE with the majority of the data points in the Student Performance Goals, Composite Index Scores, and Post-schooling sections. The school and/or district will be responsible for inputting the remainder of the requested data. RIDE and the school or district throughout the implementation will update this chart and monitoring process as data becomes available.

School	LEA	Identification					
		Priority <input type="checkbox"/>			Focus <input type="checkbox"/>		
	Baseline 2011-12	Early Imp. Year 1 2012-13	Implementation Year 2 2013-2014		Performance Target Met		Trend
Student Performance Goals	NECAP testing year:	2011	2012	2013			
Math NECAP AMOs		Target	Actual	Target	Actual		
Overall							
African American							
Hispanic							
IEP							
LEP							
Low SES							
Reading NECAP AMOs		Target	Actual	Target	Actual		
Overall							
African American							
Hispanic							
IEP							
LEP							
Low SES							
Writing NECAP		Target	Actual	Target	Actual		
Overall							
IEPs							
ELLs							
Science NECAP Overall							
% of ELLs making at least typical growth on ACCESS							
Composite Index Scores							
Proficiency							
Progress							
Gap Closure							
Distinction							
Growth (non-HS only)							
Graduation Rate (HS only)							
HS Score Change (HS only)							
Post-schooling							
Graduation Rate							
Drop-out Rate							
Additional Indicators							
Number of minutes within the school year							
% of students completing advanced or dual enrollment coursework							
Distribution of teachers by performance level on LEA's teacher evaluation system							
Required Leading Indicators for Early Implementation Year							
	Baseline	MAY		JULY			
		Target	Actual	Target	Actual		
Teacher absenteeism							
Student Attendance Rate							
Chronic Absenteeism							
Suspension Rate							

Section Two: Preconditions for Interventions

At the time that interventions are selected (the Stage C worksheet), the RIDE review team will generate questions about the school and district's capacity to implement the interventions. These questions will be specific to the school and the interventions it has chosen. Answering them will ensure that the plan addresses feasibility, comprehensiveness, and coherence. These questions will be included in the school's planning template that accompanies approval of your intervention selections.

DRAFT

Section Three: Intervention Planning and Progress Monitoring

(Blue areas to be completed during the quarterly review process.) RIDE will provide on-site technical assistance for the completion of this portion of the plan.

Intervention:	<input type="checkbox"/> Tier II <input type="checkbox"/> Tier III
THEORY OF ACTION	

EARLY IMPLEMENTATION AND YEAR 1 PLANNING AND PROGRESS MONITORING			
Strategy Description	Responsible	Funding Source	
Process (at least 2, no more than 4)	Adult Behavior or Student Outcome? <i>At least one of each.</i>	Questions the school will consider to determine effectiveness of implementation	Measurement Tools

Narrative Report Template

Narrative: <i>Learning from progress to date, additional indicators considered, next steps. Areas where targets are not being met must be addressed.</i>	
May 2013	
July 2013	

Section Four: Title I Crosswalk

This is an optional form for Schoolwide Title I schools that wish to use their school reform plan as their Schoolwide plan. Depending on the interventions selected, the School Reform Plan may include many of the elements required in the Title I Schoolwide Plan. Use the table to indicate how this plan fulfills Title I requirements. For areas that are not addressed in this plan, either add the required information or write “Addressed in existing Schoolwide Plan for 2012-2013.” For additional guidance, please see questions in italics.

Description of Title I Schoolwide Program Requirements	Possible Location in SRP	Description or page # indicating how requirement is fulfilled by this SRP or statement that the requirement is “Addressed in existing Schoolwide Plan for 2012-2013.”
Parents and school staff are involved in the development of the plan.	N/A	
Comprehensive Needs Assessment of the whole school.	Section 1: Overall Indicators of School Health	
Implementation of schoolwide reform strategies that: <ul style="list-style-type: none"> • Provide opportunities for all children to meet proficient and advanced levels of academic achievement. • Use effective methods and instructional strategies that are based on scientifically based research. 	Section 2: Intervention and Strategy Description and indicators	
Instruction by highly qualified teachers.	Section 1: Distribution of teachers by performance level on LEA’s teacher evaluation system	

Description of Title I Schoolwide Program Requirements	Possible Location in SRP	Description or page # indicating how requirement is fulfilled by this SRP or statement of inclusion in existing Schoolwide Plan
High quality and on-going professional development for teachers, principals, and paraprofessionals.	Section 2: Intervention and Strategy Description and indicators	
Strategies to attract high-quality, highly qualified teachers to this school.	Section 2: Intervention and Strategy Description and indicators	<i>What aspects of your intervention strategies might attract or retain high quality teachers?</i>
Strategies to increase parental involvement, such as literacy services.	Section 2: Intervention and Strategy Description and indicators	
Plans for assisting preschool transition from early childhood programs.	Section 2: Intervention and Strategy Description and indicators	
Measures to include teachers in decision making that uses academic assessment results to improve student achievement.	Section 2: Intervention and Strategy Description and indicators Section 3: Learning from progress and next steps.	<i>Do the interventions selected involve teachers making data-driven decisions? Did the selection of indicators for the SRP involve teachers? Will progress monitoring or discussion around next steps on the SRP involve teachers?</i>

Description of Title I Schoolwide Program Requirements	Possible Location in SRP	Description or page # indicating how requirement is fulfilled by this SRP or statement of inclusion in existing Schoolwide Plan
Activities and programs at the school level to ensure that students having difficulty mastering proficient and advanced levels of academic achievement are provided with effective, timely additional assistance.	Section 2: Intervention and Strategy Description and indicators	
Coordination and integration of federal, state, and local funds.	Section 2: Funding Source	

DRAFT

Appendix 4 – Generic School Reform Plan Template (Warning Schools)



School Reform Plan

For Warning Schools

Submission Date: _____

School		LEA			
Required Indicators of Overall School Health					
	Baseline	Early Imp. Year Results (2013)	Program Year 1 Results (2014)	Performance Trend	
Composite Index Score: Proficiency					
Composite Index Score: Progress					
Composite Index Score: Gap Closure					
Composite Index Score: Distinction					
Composite Index Score: Growth					
Intervention Summary					
Intervention			Funding Source (if applicable)		
Strategy Description					
Intervention Indicators					
	Baseline	Early Imp. Year Results (2013)	Program Year 1 Results (2014)	Performance	
				Target Met	Trend
<i>Annual indicator 1 (to be selected from RIDE list of indicators of changes in adult behavior)</i>					
<i>Annual indicator 2 (to be selected from RIDE list of indicators of changes in student outcomes)</i>					
Description of School's Plan for Short-Cycle Monitoring of Intervention Implementation					
<i>Describe the plans for more frequent measures of adult and student behaviors that are related to the desired outcomes. Include information on how the school will use these to refine implementation.</i>					
Narrative Report for Annual Monitoring					
<i>Learning from progress to date, additional indicators considered, next steps. Include discussion of the results of short-cycle monitoring and required indicators and how the school has responded and/or adjusted to those results. Areas where targets are not being met must be addressed.</i>					

Note: Areas in blue are to be completed during annual reporting.

Appendix 5 – Intervention Resource Strategies

RIDE has prepared a brief summary support page for each intervention strategy option. The pages that follow list RIDE, community, and technical assistance resources that may be useful when planning and implementing the intervention strategy(s). In addition, each page contains guidance on how ESEA’s Title I, Title II, or Title III funds may support interventions in the Flex Model for Priority, Focus, and Warning Schools. This guidance presumes that schools implementing Flex Interventions are operating a Title One School-wide programming. Costs supported with Federal Funds must be allowable under federal program guidelines.

Leadership

L-III.1: Removal of building principal and replacement with a leader with experience and/or training in turnaround environment.
RIDE Support
RIDE’s Academy for Transformative Leadership is creating a Rhode Island pipeline of leaders trained in the process of school turnaround. <i>Contact: Tonda Dunbar at Tonda.Dunbar@ride.ri.gov or (401)222-8405.</i>
Statewide Network of School Support Resources
Mass Insight, School Turnaround Group (STG) is a national education organization dedicated to closing the achievement gap by turning around our country’s lowest performing schools. STG partners with school districts and state education agencies to redesign the way they improve urban schools by supporting bold change. NYC Leadership Academy (NYCLA) offers strategic school leadership consulting, training options, and 1:1 coaching for state and local school systems.
Additional Resources
The Education Partnership’s Principal Residency Network (PRN) is a non-traditional state approved research-based leadership training program that prepares participants for principalships statewide. Aspiring leaders serve a one-year internship with an outstanding mentor principal and are awarded principal certification upon successful completion of the program requirements.
Funding
Federal Funds may be used to support this work within Federal Program Guidelines.* Examples might include: Title I, Part A <ul style="list-style-type: none"> • LEA and school specific, requiring RIDE/LEA discussion Title II, Part A <ul style="list-style-type: none"> • Recruiting costs for new principal (which may include signing bonuses) • Induction and support costs to promote the retention of new principal
29 Page
<small>*RIDE must approve federal funds requested through the Consolidated Resource Plan to support interventions through the CRP process.</small>

L-III.2: Restructure building leadership team to dramatically increase time available for instructional leadership.

RIDE Support

The Educator Performance and Support System (EPSS) is an online tool to support high quality evaluation implementation, maximize educators' time and resources, and provide a single data system for educator evaluation, including Building Administrator evaluation. The EPSS provides a tested, customized online system, streamlining and supporting the Educator Evaluation work throughout the state. For districts adopting the RI evaluation model(s), the EPSS will provide access to all forms, components, and scoring features required for implementation, as well as guidance to support the evaluation process. *Contact Lisa Foehr at Lisa.Foehr@ride.ri.gov or (401)222-8809.*

RIDE's Academy for Transformative Leadership offers a two-week intensive program designed for principals and their school leadership teams to review and plan for implementation of School Reform Plans. The Academy also provides face-to-face and virtual professional development modules to support principals in identified schools. *Contact: Tonda Dunbar at Tonda.Dunbar@ride.ri.gov or (401)222-8405.*

Statewide Network of School Support Resources

Highlander Institute supports more than 1500 educators, each year, through professional development and school change initiatives. 'Arms of Service' include blended learning, expanded learning, and diverse learners.

Mass Insight, School Turnaround Group (STG) is a national education organization dedicated to closing the achievement gap by turning around our country's lowest performing schools. STG partners with school districts and state education agencies to redesign the way they improve urban schools by supporting bold change.

Rhode Island Association of School Principals (RIASP), through collaboration, advocacy, and professional growth opportunities, the RIASP serves its members and the educational community by supporting, developing, and recognizing exceptional leadership.

NYC Leadership Academy (NYCLA) offers strategic school leadership consulting, training options, and 1:1 coaching for state and local school systems.

Additional Resources

Funding

Federal Funds may be used to support this work within Federal Program Guidelines.* Examples might include:

Title I, Part A

- Extended time for teachers to review data and identify interventions that can better meet the needs of struggling students

Title II, Part A

- Professional development that involves collaborative groups of teachers and administrators regarding effective instructional practices
- Teacher advancement initiatives that promote professional growth and leadership at the teacher level (such as mentor teachers with pay differentiation)
- Development and support of academies that help principals become outstanding managers and educational leaders

*RIDE must approve federal funds requested through the Consolidated Resource Plan to support interventions through the CRP process.

L-III.3: Provide building administrators the authority and autonomy to hire, manage teacher placement, budget, and school schedule.

RIDE Support

The [Basic Education Program \(BEP\)](#) requires that all LEAs maintain control of their ability to recruit, hire, manage, evaluate, and assign its personnel².

Commissioner Gist issued an [Advisory on the BEP and Seniority Based Teacher Assignments](#) in October of 2009. In that advisory, she noted that placement systems that base placement solely on seniority are out of compliance with the BEP.

[RIDE's Academy for Transformative Leadership](#) offers a two-week intensive program designed for principals and their school leadership teams to review and plan for implementation of School Reform Plans. The Academy also provides face-to-face and virtual professional development modules to support principals in identified schools. *Contact: Tonda Dunbar at Tonda.Dunbar@ride.ri.gov or (401)222-8405.*

Statewide Network Of School Support Resources

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[NYC Leadership Academy \(NYCLA\)](#) offers strategic school leadership consulting, training options, and 1:1 coaching for state and local school systems.

Additional Resources

Funding

² BEP-G-15-2.2(a)

L-II.1: Evaluate the principal and connect him/her with a mentor or appropriate resources to ensure ability to lead the school reform work.

RIDE Support

The Educator Performance and Support System (EPSS) is an online tool to support high quality evaluation implementation, maximize educators' time and resources, and provide a single data system for educator evaluation, including Building Administrator evaluation. The EPSS provides a tested, customized online system, streamlining and supporting the Educator Evaluation work throughout the state. For districts adopting the RI evaluation model(s), the EPSS will provide access to all forms, components, and scoring features required for implementation, as well as guidance to support the evaluation process. *Contact Lisa Foehr at Lisa.Foehr@ride.ri.gov or (401)222-8809.*

RIDE's Academy for Transformative Leadership offers a two-week intensive program designed for principals and their school leadership teams to review and plan for implementation of School Reform Plans. The Academy also provides face-to-face and virtual professional development modules to support principals in identified schools. *Contact: Tonda Dunbar at Tonda.Dunbar@ride.ri.gov or (401)222-8405.*

Statewide Network of School Support Resources

The Feinstein School of Education and Human Development has a wide professional network in K-12 education and a long tradition of pre-service and in-service teacher preparation. The school offers professional development, research, consulting, and support services related to educational policy and practice.

Highlander Institute supports more than 1500 educators, each year, through professional development and school change initiatives. 'Arms of Service' include blended learning, expanded learning, and diverse learners.

Rhode Island Association of School Principals (RIASP), through collaboration, advocacy, and professional growth opportunities, the RIASP serves its members and the educational community by supporting, developing, and recognizing exceptional leadership.

NYC Leadership Academy (NYCLA) offers strategic school leadership consulting, training options, and 1:1 coaching for state and local school systems.

Additional Resources

Funding

Federal Funds can be used to fund this work.* Examples might include:

Title I, Part A

- Hiring outside data experts
- Hiring outside partners to support leadership
- Supporting the principal through a principal academy designed to help build the leadership capacity of principals

Title II, Part A

- Professional development for principals in instructional leadership, content knowledge, or effective classroom practices

*RIDE must approve federal funds requested through the Consolidated Resource Plan to support interventions through the CRP process.

L-II.2: Evaluate, assess, and diagnose the performance of the existing school leadership team and take appropriate job action.

RIDE Support

The Educator Performance and Support System (EPSS) is an online tool to support high quality evaluation implementation, maximize educators' time and resources, and provide a single data system for educator evaluation, including Building Administrator evaluation. The EPSS provides a tested, customized online system, streamlining and supporting the Educator Evaluation work throughout the state. For districts adopting the RI evaluation model(s), the EPSS will provide access to all forms, components, and scoring features required for implementation, as well as guidance to support the evaluation process. *Contact Lisa Foehr at Lisa.Foehr@ride.ri.gov or (401)222-8809.*

RIDE's Academy for Transformative Leadership offers a two-week intensive program designed for principals and their school leadership teams to review and plan for implementation of School Reform Plans. The Academy also provides face-to-face and virtual professional development modules to support principals in identified schools. *Contact: Tonda Dunbar at Tonda.Dunbar@ride.ri.gov or (401)222-8405.*

Statewide Network of School Support Resources

The Education Development Center, (EDC) is a global nonprofit organization that designs, delivers, and evaluates programs to address some of the world's most urgent challenges in education. The EDC supports models of inquiry and project based teaching and learning, models of systemic change to support implementation of programs in literacy, mathematics and sciences, and school transformation models for middle and high schools.

The Feinstein School of Education and Human Development has a wide professional network in K-12 education and a long tradition of pre-service and in-service teacher preparation. The school offers professional development, research, consulting, and support services related to educational policy and practice.

Highlander Institute supports more than 1500 educators, each year, through professional development and school change initiatives. 'Arms of Service' include blended learning, expanded learning, and diverse learners.

Rhode Island Association of School Principals (RIASP), through collaboration, advocacy, and professional growth opportunities, the RIASP serves its members and the educational community by supporting, developing, and recognizing exceptional leadership.

NYC Leadership Academy (NYCLA) offers strategic school leadership consulting, training options, and 1:1 coaching for state and local school systems.

Local/Regional/National Support

Funding

L-II.3: Contract with a vendor or partner with a track record of success to support the leadership team in school turnaround.

RIDE Support

RIDE's Academy for Transformative Leadership offers a two-week intensive program designed for principals and their school leadership teams to review and plan for implementation of School Reform Plans. The Academy also provides face-to-face and virtual professional development modules to support principals in identified schools. *Contact: Tonda Dunbar at Tonda.Dunbar@ride.ri.gov or (401)222-8405*

Statewide Network of School Support Resources

The Education Development Center, (EDC) is a global nonprofit organization that designs, delivers, and evaluates programs to address some of the world's most urgent challenges in education. The EDC supports models of inquiry and project based teaching and learning, models of systemic change to support implementation of programs in literacy, mathematics and sciences, and school transformation models for middle and high schools.

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Highlander Institute supports more than 1500 educators, each year, through professional development and school change initiatives. 'Arms of Service' include blended learning, expanded learning, and diverse learners.

Mass Insight, School Turnaround Group (STG) is a national education organization dedicated to closing the achievement gap by turning around our country's lowest performing schools. STG partners with school districts and state education agencies to redesign the way they improve urban schools by supporting bold change.

Rhode Island Association of School Principals (RIASP), through collaboration, advocacy, and professional growth opportunities, the RIASP serves its members and the educational community by supporting, developing, and recognizing exceptional leadership.

NYC Leadership Academy (NYCLA) offers strategic school leadership consulting, training options, and 1:1 coaching for state and local school systems.

Additional Resources

National Academic Education Partners (NAEP) is an organization comprised of educators from across the country who have demonstrated extraordinary success in turning around low performing schools.

Funding

Federal Funds may be used to support this work within Federal Program Guidelines.* Examples might include:

Title I, Part A

- Screening and identifying external partners
- Contracting with an Education Management Organization (EMO) or Charter Management Organization (CMO) to support leadership and rigorous interventions to help a low performing school turnaround

Title II, Part A

- Vendor/partner costs relating to certain types of professional development for principals and teachers, and in some cases, paraprofessionals
- Vendor/partner costs relating to teacher retention initiatives
- Vendor/partner costs relating to implementing teacher advancement initiatives (such as mentor teachers, multiple career paths, etc.)

*RIDE must approve federal funds requested through the Consolidated Resource Plan to support interventions through the CRP process.

L-II.4: Identify one leader to routinely monitor the implementation and effectiveness of the core curriculum/instruction and services to traditionally underserved students.

RIDE Support

The Rhode Island Instructional Management System (IMS) brings data, curriculum, assessments (i.e. the Rhode Island Interim Assessment system), and professional development (e.g. Formative Assessment Professional Development Modules) together, in one place, for educators statewide. The two main platforms are RtI and curriculum and local assessment.

The **Curriculum and Local Assessment** platform has been configured, by RIDE, to contain the Common Core State Standards (CCSS), as well as other state and national academic standards, as a component of the IMS. This platform can also house district curriculum if a district loads their curricular information into the IMS. Additionally, RIDE loads all model curriculums developed with the Dana Center into the IMS. The IMS local assessment tool allows educators and/or districts to: (1) create assessments and attach them to lessons or units; (2) to load third party assessment banks; (3) and to report out on assessment data.

EXCEED RtI is a component of the IMS that allows educators to create, share, and manage academic and behavioral supports for students in an online environment. EXCEED RtI allows educators to identify areas of difficulty for a student or a group of students and to create plans for intervention. *Contact: Robert Measel at Robert.Measel@ride.ri.gov or (401)222-8480 or Heather Heineke at Heather.Heineke@ride.ri.gov or (401)222-8493.*

For general questions regarding Response to Intervention, *contact Emily Klein at Emily.Klein@ride.ri.gov or (401)222-8985.*

Rhode Island Professional development and technical assistance in Multi-Tiered Systems of Support will assist school districts and schools to develop effective multi-tiered systems of support (MTSS; i.e., RTI) to enhance the academic and behavioral outcomes of students and provide safe school climates. A critical focus of this project is to implement professional development practices to school staff and administrators that are both evidence-based and efficient. Contact David Sienko at David.Sienko@ride.ri.gov or (401) 222-8987.

Statewide Network of School Support Resources

The Education Development Center. (EDC) is a global nonprofit organization that designs, delivers, and evaluates programs to address some of the world's most urgent challenges in education. The EDC supports models of inquiry and project based teaching and learning, models of systemic change to support implementation of programs in literacy, mathematics and sciences, and school transformation models for middle and high schools.

The Feinstein School of Education and Human Development has a wide professional network in K-12 education and a long tradition of pre-service and in-service teacher preparation. The school offers professional development, research, consulting, and support services related to educational policy and practice.

Highlander Institute supports more than 1500 educators, each year, through professional development and school change initiatives. 'Arms of Service' include blended learning, expanded learning, and diverse learners.

New England Equity Assistance Center, a program of the Education Alliance at Brown University, provides districts and schools with technical assistance to identify and address over- and under-representation of subgroups in gifted programs, special education programs, high- and low-level courses, extracurricular activities, disciplinary actions, and dropout statistics.

Rhode Island Association of School Principals (RIASP), through collaboration, advocacy, and professional growth opportunities, the RIASP serves its members and the educational community by supporting, developing, and recognizing exceptional leadership.

Additional Resources

Funding

Federal Funds may be used to support this work within Federal Program Guidelines.* Examples might include:

Title I, Part A

- LEA and school specific, requiring RIDE/LEA discussion.

Title II, Part A

- Professional development activities for teachers, and in some cases other building staff, relevant to improving instruction and improving services to traditionally underserved students.

*RIDE must approve federal funds requested through the Consolidated Resource Plan to support interventions through the CRP process.

L-II.5: Assign family/community outreach to member of the leadership team and hold him/her accountable.

RIDE Support

[RIDE Survey Works Survey](#) provides school level data on student engagement, parent involvement, teacher expectations, college and career readiness, school safety and risk behaviors, parent-teacher communication, school-parent communication, and resources and support.

Statewide Network of School Support Resources

[Annenberg Institute for School Reform at Brown University \(AISR\)](#) provides support to urban communities in their struggles for school improvement. Through policy research, educational data analysis, training, facilitation, coordination, support for strategy development, and logistical support, AISR helps youth, parents, and community education organizing groups develop sufficient power to improve the quality of education in low-performing school districts.

[Capital Good Fund](#) works directly with parents to offer targeted, free, one on one financial literacy services. Capital Good Fund staff works individually with families over the course of three, 90-minute sessions to develop action plans for all aspects of personal finances.

[Children's Friend](#) works in the areas of early childhood, family and community engagement, home visiting, and family support services. They have an ethnically and culturally diverse staff supporting six languages.

[Connecting for Children and Families, Inc. \(CCF\)](#) is a community-based, nonprofit organization dedicated to improving the quality of family and community life in Woonsocket, Rhode Island. They offer a wide range of educational programs, health initiatives, and social services for inner-city children and their families.

[Dorcas Place](#) provides a full continuum of services designed to help adult learners earn GEDs, learn English, prepare for college, gain citizenship, and financial literacy skills. This is all in effort to provide parental support for their children's education.

[East Bay Community Action Program](#) provides a wide array of health and human services to the residents of Rhode Island's East Bay. The staff works with individuals and families to help obtain medical, dental, afterschool care, and social services.

[English for Action, \(EFA\)](#) focuses on adult education with children's arts-based literacy programming and homework help for the children of our adult learners. EFA's educational programs for adults focus on English language learning, native language literacy in Spanish, and achievement of high school diplomas.

[The Feinstein School of Education and Human Development](#) has a wide professional network in K-12 education and a long tradition of pre-service and in-service teacher preparation. The school offers professional development, research, consulting, and support services related to educational policy and practice.

[Rhode Island Parent Information Resource Center \(RIPIRC\)](#), a division of the Rhode Island Parent Information Network, fosters the creation of partnerships and improved communication between home and school contributing to on-going, two-way, meaningful communication between home and school.

[Providence After School Alliance, PASA](#) works to expand and improve quality after-school, summer, and other expanded learning opportunities for the youth of Providence. PASA has organized a sustainable, public/private system that contributes to student success and serves as a national model.

Additional Resources

[Logan Square Neighborhood Association \(LSNA\) Parent Engagement Institute](#) Parent Mentor program trains parents of low socioeconomic income to work in classrooms, tutoring struggling students. Schools that have partnered with LSNA have experienced results in improved student achievement, warmer school climates, and happy students and families. The Parent Mentor program has been key to building parent-teacher relationships, involving parents in the school improvement process, and running after-school community learning centers run by LSNA.

Funding

Federal Funds may be used to support this work within Federal Program Guidelines.* Examples might include:

Title I, Part A

- Professional development activities for school staff on family and community engagement topics
Parental involvement activities and programs designed to assist parents in improving their child's academic achievement.

Title II, Part A

- Professional development activities for teachers, and in some cases other building staff, involving parents in their children's education, especially parents of limited English proficiency.

*RIDE must approve federal funds requested through the Consolidated Resource Plan to support interventions through the CRP process.

Support

S-III.1: Require at least 30 hours of focused professional development with a focus on instructional strategies to support students with disabilities and English Language Learners.

RIDE Support

Formative Assessment Instructional Management Modules : The Formative Assessment professional development are a series of online professional development modules which that focus on formative assessment processes. The five interactive and multi-modal modules will be available to all educators through the Instructional Management System (IMS) and are designed to be completed for participants to complete over the course of an academic year. Topics addressed in the course include learning goals, success criteria, learning progressions, strategies for eliciting evidence of student learning, descriptive feedback, and self and peer assessment. *Contact: Laura Kacewicz at Laura.Kacewicz@RIDE.RI.gov or Laura.Kacewicz@ride.ri.gov or (401)222-8993.*

ELL Professional Development, offered by

The Rhode Island Department of Education's, Office of Instruction, Assessment, and Curriculum and Office of Students, Communities, and Academic Supports, is offering provides professional development opportunities to provide for English as a Second Language (ESL) support to local education agencies (LEAs). This support is designed to build the capacity of educators and administrators to improve the achievement of English Language Learners (ELL). (ELLS). These training sessions also meet the requirements for ELL professional development PD for all teachers contained in R.I.G.L. 16-54-2 sec. L-4-12. *Contact: Pat Morris at , 222-8413 or Patricia.Morris@ride.ri.gov or (401)222-8413.*

Rhode Island Professional development and technical assistance in Multi-Tiered Systems of Support will assist school districts and schools to develop effective multi-tiered systems of support (MTSS; i.e., RTI) to enhance the academic and behavioral outcomes of students and provide safe school climates. A critical focus of this project is to implement professional development practices to school staff and administrators that are both evidence-based and efficient. Contact David Sienko at David.Sienko@ride.ri.gov or (401) 222-8987.

Statewide Network of School Support Resources

The Brown Education Alliance The Education Alliance Brings brings decades of research-based experience to helping educators with their district and school improvement efforts with considering special attention to underperforming under-performance of districts/s and schools and issues of equity and diversity. They offer The Alliance offers technical assistance, professional development, and research and evaluation services to meet different various school improvement needs.

The Education Development Center, (EDC) is a global nonprofit organization that designs, delivers, and evaluates programs to address some of the world's most urgent challenges in education. The EDC supports models of inquiry and project based teaching and learning, models of systemic change to support implementation of programs in literacy, mathematics and sciences, and school transformation models for middle and high schools.

The Feinstein School of Education and Human Development has a wide professional network in K-12 education and a long tradition of pre-service and in-service teacher preparation. The school offers professional development, research, consulting, and support services related to educational policy and practice.

[Highlander Institute's](#) RtI/School Reform Models combine research-based practices in professional development, leadership, and culture with a system of interconnected instruction, curriculum, and assessment. The process is designed to help educators improve outcomes for students at each instructional tier.

[Rhode Island Parent Information Resource Center \(RIPIRC\)](#), a division of the Rhode Island Parent Information Network, fosters the creation of partnerships and improved communication between home and school contributing to on-going, two-way, meaningful communication between home and school.

[RI-TAP, Rhode Island Technical Assistance Providers, \(RI-TAP\)](#) The Rhode Island Technical Assistance Project is a statewide resource center for technical assistance and support and professional development training. The resources focus on English Language Learners, students with disabilities, students in poverty experiencing academic challenges, students who are experiencing homelessness, and students with particular health protection needs.

[Roger Williams University, \(RWU\)](#) teacher candidates work with students in from grade grades 1 through grade 12. RWU professors offer professional development PD on a variety of subjects for teachers.

[University of Rhode Island School of Education](#) The URI School of Education can quickly respond to school improvement efforts through professional development instruction offered as academic credit or as part of a certificate program. Research and development opportunities include: RITTI, RITER, GEMSNET, CAREERS, Reading First Partnership, Providence Aspiring Principals Program, and CSIEP.

Additional Resources

[National Center on Intensive Intervention](#) The National Center on Intensive Intervention builds state and district capacity to support educators in using data-based individualization to effectively implement intensive interventions in reading, mathematics, and behavior in Grades K through -12.

[Rhode Island Teachers of English Language Learners, \(RITELL\)](#) develops, maintains, and promotes professional expertise in English language teaching for speakers of other languages in Rhode Island.

Funding

Federal Funds may be used to support this work within Federal Program Guidelines.* Examples might include:

Title I, Part A

- Professional development activities for school staff on instructional strategies for low achieving students, including job-embedded professional development (under certain circumstances this can include reasonable related costs such as stipends, substitute teachers, etc.).

Title II, Part A

- Professional development for teachers and principals, and, in certain circumstances, paraprofessionals on instructional practices that address the needs of English learners.

Title III, Part A

- Professional development for classroom teachers, principals, administrators, and other school and community-based organizational personnel to support English language learners.

*RIDE must approve federal funds requested through the Consolidated Resource Plan to support interventions through the CRP process.

S-III.2: Hire building-level instructional specialists to support educators to serve English Language Learners, student with disabilities, and other students at risk for failure.

RIDE Support

Formative Assessment Instructional Management Modules are a series of online professional development modules that focus on formative assessment processes. The five interactive and multi-modal modules are available to all educators through the Instructional Management System (IMS) and designed for participants to complete over the course of an academic year. Topics addressed include learning goals, success criteria, learning progressions, strategies for eliciting evidence of student learning, descriptive feedback, and self and peer assessment. *Contact: Laura Kacewicz at Laura.Kacewicz@ride.ri.gov or (401)222-8993.*

ELL Professional Development, offered by the Rhode Island Department of Education’s Office of Instruction, Assessment, and Curriculum and Office of Students, Communities, and Academic Supports, provides professional development opportunities for English as a Second Language (ESL) support to local education agencies. This support is designed to build the capacity of educators and administrators to improve the achievement of English Language Learners (ELL). These training sessions meet the requirements for ELL professional development for all teachers contained in R.I.G.L. 16-54-2 sec. L-4-12. *Contact: Pat Morris at Patricia.Morris@ride.ri.gov or (401)222-8413.*

Formative Assessment Instructional Management Modules: The Formative Assessment professional development is a series of online professional development modules which focus on formative assessment processes. The five interactive and multi-modal modules will be available to all educators through the Instructional Management System (IMS) and are designed to be completed over the course of an academic year. Topics addressed in the course include learning goals, success criteria, learning progressions, strategies for eliciting evidence of student learning, descriptive feedback, and self and peer assessment. *Contact Laura Kacewicz: 222-8993 or Laura.Kacewicz@RIDE.RI.gov*

ELL Professional Development

The Rhode Island Department of Education, Office of Instruction, Assessment, and Curriculum and Office of Students, Communities, and Academic Supports, is offering professional development opportunities to provide English as a Second Language (ESL) support to local education agencies (LEAs). This support is designed to build the capacity of educators and administrators to improve the achievement of English Language Learners (ELLs). *Contact: Pat Morris, 222-8413 or Patricia.Morris@ride.ri.gov*

Rhode Island Professional development and technical assistance in Multi-Tiered Systems of Support will assist school districts and schools to develop effective multi-tiered systems of support (MTSS; i.e., RTI) to enhance the academic and behavioral outcomes of students and provide safe school climates. A critical focus of this project is to implement professional development practices to school staff and administrators that are both evidence-based and efficient. Contact David Sienko at David.Sienko@ride.ri.gov or (401) 222-8987.

Statewide Network of School Support Resources

[The Brown Education Alliance](#) brings decades of research-based experience to help educators with district and school improvement efforts considering special attention to under-performance of districts/schools and issues of equity and diversity. The Alliance offers technical assistance, professional development, and research and evaluation services to meet various school improvement needs.

[The Feinstein School of Education and Human Development](#) has a wide professional network in K-12 education and a long tradition of pre-service and in-service teacher preparation. The school offers professional development, research, consulting, and support services related to educational policy and practice.

[Highlander Institute](#)’s RtI/School Reform Models combine research-based practices in professional development, leadership, and culture with a system of interconnected instruction, curriculum, and assessment. The process is designed to help educators improve outcomes for students at each instructional

tier.

[New England Equity Assistance Center](#), a program of the Education Alliance at Brown University, provides districts and schools with technical assistance to identify and address over- and under-representation of subgroups in gifted programs, special education programs, high- and low-level courses, extracurricular activities, disciplinary actions, and dropout statistics.

[Rhode Island Parent Information Resource Center \(RIPIRC\)](#), a division of the Rhode Island Parent Information Network, fosters the creation of partnerships and improved communication between home and school contributing to on-going, two-way, meaningful communication between home and school.

[Rhode Island Technical Assistance Providers, \(RI-TAP\)](#) is a statewide resource center of technical assistance and support and professional development training. The resources focus on English Language Learners, students with disabilities, students in poverty experiencing academic challenges, students experiencing homelessness, and students with particular health protection needs.

[Roger Williams University, \(RWU\)](#) teacher candidates work with students in grades 1 through grade 12. RWU professors offer professional development on a variety of subjects for teachers.

[University of Rhode Island School of Education](#) quickly responds to school improvement efforts through professional development instruction offered as academic credit or as part of a certificate program. Research and development opportunities include: RITTI, RITER, GEMSNET, CAREERS, Reading First Partnership, Providence Aspiring Principals Program, and CSIEP.

Additional Resources

[National Center on Intensive Intervention](#) builds state and district capacity to support educators in using data-based individualization to effectively implement intensive interventions in reading, mathematics, and behavior in Grades K through 12.

[Rhode Island Teachers of English Language Learners, \(RITELL\)](#) develops, maintains, and promotes professional expertise in English language teaching for speakers of other languages.

Funding

Federal Funds may be used to support this work within Federal Program Guidelines.* Examples might include:

Title I, Part A

- Salary costs of instructional specialists.
- Job embedded professional development costs.

Title II, Part A

- Professional development for teachers and principals, and, in certain circumstances, paraprofessionals on instructional practices that address the needs of English language learners.

Title III, Part A

- Professional development for classroom teachers, principals, administrators, and other school and community-based organizational personnel to support English language learners.

*RIDE must approve federal funds requested through the Consolidated Resource Plan to support interventions through the CRP process.

S-III.3: Implement a system of peer support and assistance to support the needs of educators.

RIDE Support

Statewide Network of School Support Resources

[The Education Development Center, \(EDC\)](#) is a global nonprofit organization that designs, delivers, and evaluates programs to address some of the world’s most urgent challenges in education. The EDC supports models of inquiry and project based teaching and learning, models of systemic change to support implementation of programs in literacy, mathematics and sciences, and school transformation models for middle and high schools.

[University of Rhode Island School of Education](#) quickly responds to school improvement efforts through professional development instruction offered as academic credit or as part of a certificate program. Research and development opportunities include: RITTI, RITER, GEMSNET, CAREERS, Reading First Partnership, Providence Aspiring Principals Program, and CSIEP. [University of Rhode Island School of Education](#) The URI School of Education can quickly respond to school improvement efforts through professional development instruction offered as academic credit or as part of a certificate program. Research and development opportunities include: RITTI, RITER, GEMSNET, CAREERS, Reading First Partnership, Providence Aspiring Principals Program, and CSIEP.

[Rhode Island Partnership for Success, RI Partnerships for Success \(PFS\)](#), is a shared initiative of Rhode Island Campus Compact and AICU Rhode Island, Island, which acts as a convener of partnerships between K-12 schools and colleges and universities. PFS offers mini-grant opportunities to support the development of new partnerships and to enhance existing partnerships.

Additional Resources

Funding

Federal Funds may be used to support this work within Federal Program Guidelines.* Examples might include:

Title I, Part A

- Comprehensive induction and/or support programs for teachers including mentoring, opportunities to observe other teachers, collaborative work, and professional development.

Title II, Part A

- Costs associated with teacher mentoring programs, including peer support and assistance, designed to ensure the most effective teachers remain in high needs schools.

*RIDE must approve federal funds requested through the Consolidated Resource Plan to support interventions through the CRP process

S-II.1: Implement a comprehensive drop-out prevention and re-entry program.

RIDE Support

Rhode Island Early Warning System (RI-EWS) is a tool that enables administrators and teachers to identify students at risk for dropping out of school through a number of warning signs, exhibited by students during their middle-school and early high-school years. The RI-EWS is housed within EXCEED Rtl of the Instructional Management System.

Contact Sharon Lee, Director, Office of Multiple Pathways, at Sharon.Lee@ride.ri.gov or (401) 222-8484.

Rhode Island Professional development and technical assistance in Multi-Tiered Systems of Support will assist school districts and schools to develop effective multi-tiered systems of support (MTSS; i.e., RTI) to enhance the academic and behavioral outcomes of students and provide safe school climates. A critical focus of this project is to implement professional development practices to school staff and administrators that are both evidence-based and efficient. Contact David Sienko at David.Sienko@ride.ri.gov or (401) 222-8987.

Statewide Network of School Support Resources

Breakthrough Providence Breakthrough Providence has developed expertise, knowledge, and capacity to improve outcomes for middle school students at risk of dropping out of high school. Breakthrough Providence offers customized staff training and professional development through the our Students Teaching Students Institute.

City Year Rhode Island City Year Rhode Island Corps Members work in schools to offer in-school and after-school support to struggling students.

The College Crusade The College Crusade of Rhode Island strives to reduce high school dropout rates and increase educational and career success for low-income, urban youth.

Youth in Action A team of experienced YIA youth and adult staff can provides training, coaching, and technical assistance to educators, in order to establish new tools, structures, and norms for student-centered learning in Rhode IslandI Public Schools.

Additional Resources

National High School Center provides research and strategies for the implementation of dropout prevention in high schools.

Funding

Federal Funds may be used to support this work within Federal Program Guidelines.* Examples might include:

Title I, Part A

- School climate interventions, including interventions such as student support systems that connect small groups of students with adults, and service learning, and peer tutoring.
- Programs to prepare students for advanced coursework.
- Extended school day, week, or year programs to support students at risk of dropping out.

Title II, Part A

- Professional development activities for teachers relevant to drop-out prevention and other early intervention strategies for struggling students.

*RIDE must approve federal funds requested through the Consolidated Resource Plan to support interventions through the CRP process

S-II.2: Implement a comprehensive ramp-up program for students at-risk of failure or subpopulations with the largest achievement gaps.

RIDE Support

EXCEED RtI is a component of the IMS that allows educators to create, share, and manage academic and behavioral supports for students in an online environment. EXCEED RtI allows educators to identify areas of difficulty for a student or a group of students and to create plans for intervention. *Contact: Robert Measel at Robert.Measel@ride.ri.gov or (401)222-8480 or Heather Heineke at Heather.Heineke@ride.ri.gov or (401)222-8493.*

For general questions regarding Response to Intervention, *contact Emily Klein at Emily.Klein@ride.ri.gov or (401) 222-8985.*

Rhode Island Professional development and technical assistance in Multi-Tiered Systems of Support will assist school districts and schools to develop effective multi-tiered systems of support (MTSS; i.e., RTI) to enhance the academic and behavioral outcomes of students and provide safe school climates. A critical focus of this project is to implement professional development practices to school staff and administrators that are both evidence-based and efficient. Contact David Sienko at David.Sienko@ride.ri.gov or (401) 222-8987.

Statewide Network of School Support Resources

Breakthrough Providence develops expertise, knowledge, and capacity to improve outcomes for middle school students at risk of dropping out of high school. Breakthrough Providence offers customized staff training and professional development through the Students Teaching Students Institute.

Child and Family Enhanced Family Support Services, The Enhanced Family Support Services (EFSS) program assists the Department of Children, Youth, and Families (DDCYF) involved youth and families to remain in their community by providing a strength-based assessment and a flexible array of individualized, family focused, in-home and community-based services. EFSS services include a range of clinical, case management, and support services and include with 24- hour crisis intervention.

City Year Rhode Island Corps Members work in schools to offer in-school and after-school support to struggling students.

Connecting for Children and Families, Inc. (CCF) is a community-based, nonprofit organization dedicated to improving the quality of family and community life in Woonsocket, Rhode Island. They offer a wide range of educational programs, health initiatives, and social services for inner-city children and their families.

East Bay Community Action Program provides a wide array of health and human services to the residents of Rhode Island's East Bay. The staff works with individuals and families to help obtain medical, dental, afterschool care, and social services.

The College Crusade of Rhode Island strives to reduce high school dropout rates and increase educational and career success for low-income, urban youth.

Highlander Institute supports more than 1500 educators, each year, through professional development and school change initiatives. 'Arms of Service' include blended learning, expanded learning, and diverse learners.

New England Equity Assistance Center, a program of the Education Alliance at Brown University, provides districts and schools with technical assistance to identify and address over- and under-representation of subgroups in gifted programs, special education programs, high- and low-level courses, extracurricular activities, disciplinary actions, and dropout statistics.

Providence After School Alliance, PASA works to expand and improve quality after-school, summer, and other expanded learning opportunities for the youth of Providence. PASA has organized a sustainable, public/private

system that contributes to student success and serves as a national model.

[Rhode Island Technical Assistance Providers, \(RI-TAP\)](#) is a statewide resource center of technical assistance and support and professional development training. The resources focus on English Language Learners, students with disabilities, students in poverty experiencing academic challenges, students experiencing homelessness, and students with particular health protection needs.

[Save The Bay](#) Save The Bay provides hands-on, inquiry based programming that is aligned with Rhode Island state standards. WeSave the Bay uses a multidisciplinary approach using targeting the Narragansett Bay as their platform to teach students STEM based skills.

[Serve RI](#) offers direct service supports to schools with volunteers, both in school and after school. Additionally, Serve Rhode Island is able to offer school- volunteer training and programs, parent engagement strategies, school volunteer programs, and leverage business and philanthropic entities to serve in schools (physical service, tutoring, etc).

[YMCA The YMCA of Greater Providence](#) has developed four core services that have currently and can continue to align with the following school district goals:

1. Academically aligned “Out of School Time” model.,
2. Train the Trainer program for teachers, around instituting “Exercise Breaks” in the classroom.
3. In Day Health and Wellness Programs aimed at reducing the “Youth Obesity” Crisis.,
4. Reading Intervention Program (Working with teachers in the OST), for students not reading at grade level.

Additional Resources

[National Center on Intensive Intervention](#) builds state and district capacity to support educators in using data-based individualization to effectively implement intensive interventions in reading, mathematics, and behavior in Grades K through 12.

[Rhode Island Teachers of English Language Learners, \(RITELL\)](#) develops, maintains, and promotes professional expertise in English language teaching for speakers of other languages.

Funding

Federal Funds may be used to support this work within Federal Program Guidelines.* Examples might include:

Title I, Part A

- Salary costs of teachers, academic coaches, or guidance staff to support at-risk students.
- School climate interventions, including interventions such as student support systems that connect small groups of students with adults, and service learning and peer tutoring.
- Programs to prepare students for advanced coursework.
- Extended school day, week, or year programs to support at risk students.

Title II, Part A

- Professional development activities for teachers on content and classroom management.

*RIDE must approve federal funds requested through the Consolidated Resource Plan to support interventions through the CRP process

S-II.3: Implement culturally competent family and community engagement program focused on instruction and academic performance.

RIDE Support

[RIDE Survey Works Survey](#) provides school level data on student engagement, parent involvement, teacher expectations, college and career readiness, school safety and risk behaviors, parent-teacher communication, school-parent communication, and resources and support.

Cultural Competency Professional Development, offered by the Rhode Island Department of Education, Office of Instruction, Assessment, and Curriculum and Office of Students, Communities, and Academic Supports, offers cultural competency professional development opportunities for educators. *Contact Pat Morris at Patricia.Morris@ride.ri.gov or (401)222-8413.*

Rhode Island Professional development and technical assistance in Multi-Tiered Systems of Support will assist school districts and schools to develop effective multi-tiered systems of support (MTSS; i.e., RTI) to enhance the academic and behavioral outcomes of students and provide safe school climates. A critical focus of this project is to implement professional development practices to school staff and administrators that are both evidence-based and efficient. Contact David Sienko at David.Sienko@ride.ri.gov or (401) 222-8987.

Statewide Network of School Support Resources

[Annenberg Institute for School Reform at Brown University \(AISR\)](#) provides support to urban communities in their struggles for school improvement. Through policy research, educational data analysis, training, facilitation, coordination, support for strategy development, and logistical support, AISR helps youth, parents, and community education organizing groups develop sufficient power to improve the quality of education in low-performing school districts.

[Children's Friend](#) works in the areas of early childhood, family and community engagement, home visiting, and family support services. They have an ethnically and culturally diverse staff supporting six languages.

[Connecting for Children and Families, Inc. \(CCF\)](#) is a community-based, nonprofit organization dedicated to improving the quality of family and community life in Woonsocket, Rhode Island. They offer a wide range of educational programs, health initiatives, and social services for inner-city children and their families.

[Dorcas Place](#) provides a full continuum of services designed to help adult learners earn GEDs, learn English, prepare for college, gain citizenship, and financial literacy skills. This is all in effort to provide parental support for their children's education.

[East Bay Community Action Program](#) provides a wide array of health and human services to the residents of Rhode Island's East Bay. The staff works with individuals and families to help obtain medical, dental, afterschool care, and social services.

[Family Service of Rhode Island. \(FSRI\)](#) specializes in services for school-aged children and youth with behavioral, psychiatric, or environmental issues impeding their academic success; children and youth at-risk for trauma exposure (including abuse, neglect and community violence); troubled youth; pregnant and parenting teens; infants and toddlers with or at-risk for developmental disabilities; children, youth, and sibling groups and families involved with child welfare. ; and, their families. FSRI can provides a continuum of services to schools ranging from family care coordination and consultation to intensive clinical intervention and emergency support/evaluation for students and faculty.

[Rhode Island Parent Information Resource Center \(RIPIRC\)](#), a division of the Rhode Island Parent Information Network, fosters the creation of partnerships and improved communication between home and school contributing to on-going, two-way, meaningful communication between home and school.

University of Rhode Island School of Education quickly responds to school improvement efforts through professional development instruction offered as academic credit or as part of a certificate program. Research and development opportunities include: RITTI, RITER, GEMSNET, CAREERS, Reading First Partnership, Providence Aspiring Principals Program, and CSIEP.

YMCA of Greater Providence has developed four core services that currently align with the following school district goals:

1. Academically aligned “Out of School Time” model.
2. Train the Trainer program for teachers, around instituting “Exercise Breaks” in the classroom.
3. In Day Health and Wellness Programs aimed at reducing the “Youth Obesity” Crisis.
4. Reading Intervention Program (Working with teachers in the OST), for students not reading at grade level.

Additional Resources

Funding

Federal Funds may be used to support this work within Federal Program Guidelines.* Examples might include:

Title I, Part A

- Family literacy programs.
- Professional development activities to build the capacity of school personnel, including principals, teachers, volunteers, and other pupil support staff, to work effectively with parents.
- Parent liaisons.
- In-home visits to provide parents assistance with activities designed to help improve their children’s academic achievement.
- Parent resource room.
- Parent leadership academy.
- Parent forums.
- Reasonable transportation and/or child care costs that enable parents to participate in parental engagement programs.

Title II, Part A

- Professional development to enable teachers and principals to involve parents in their children’s education.
- Providing parents with specific suggestions, on an ongoing basis, about ways to encourage learning at home and ways to be actively involved in their child’s education at school.

Title III, Part A

- Supplemental parent training and outreach activities for parents of English language learners.

*RIDE must approve federal funds requested through the Consolidated Resource Plan to support interventions through the CRP process

S-II.4: Hire a full time parent/community engagement specialist to implement family and community engagement that is systemic, sustained, and integrated with school improvement.

RIDE Support

[RIDE Survey Works Survey](#) provides school level data on student engagement, parent involvement, teacher expectations, college and career readiness, school safety and risk behaviors, parent-teacher communication, school-parent communication, and resources and support.

Statewide Network of School Support Resources

[Annenberg Institute for School Reform at Brown University \(AISR\)](#) provides support to urban communities in their struggles for school improvement. Through policy research, educational data analysis, training, facilitation, coordination, support for strategy development, and logistical support, AISR helps youth, parents, and community education organizing groups develop sufficient power to improve the quality of education in low-performing school districts.

[Capital Good Fund](#) works directly with parents to offer targeted, free, one on one financial literacy services. Capital Good Fund staff works individually with families over the course of three, 90-minute sessions to develop action plans for all aspects of personal finances.

[Children's Friend](#) works in the areas of early childhood, family and community engagement, home visiting, and family support services. They have an ethnically and culturally diverse staff supporting six languages.

[Connecting for Children and Families, Inc. \(CCF\)](#) is a community-based, nonprofit organization dedicated to improving the quality of family and community life in Woonsocket, Rhode Island. They offer a wide range of educational programs, health initiatives, and social services for inner-city children and their families.

[Dorcas Place](#) provides a full continuum of services designed to help adult learners earn GEDs, learn English, prepare for college, gain citizenship, and financial literacy skills. This is all in effort to provide parental support for their children's education.

[East Bay Community Action Program](#) provides a wide array of health and human services to the residents of Rhode Island's East Bay. The staff works with individuals and families to help obtain medical, dental, afterschool care, and social services.

[English for Action, \(EFA\)](#) focuses on adult education with children's arts-based literacy programming and homework help for the children of our adult learners. EFA's educational programs for adults focus on English language learning, native language literacy in Spanish, and achievement of high school diplomas.

[Providence After School Alliance, PASA](#) works to expand and improve quality after-school, summer, and other expanded learning opportunities for the youth of Providence. PASA has organized a sustainable, public/private system that contributes to student success and serves as a national model.

[Rhode Island Parent Information Resource Center \(RIPIRC\)](#), a division of the Rhode Island Parent Information Network, fosters the creation of partnerships and improved communication between home and school contributing to on-going, two-way, meaningful communication between home and school.

Additional Resources

[Logan Square Neighborhood Association \(LSNA\) Parent Engagement Institute](#) Parent Mentor program trains parents of low socioeconomic income to work in classrooms, tutoring struggling students. Schools that have partnered with LSNA have experienced results in improved student achievement, warmer school climates, and happy students and families. The Parent Mentor program has been key to building parent-teacher relationships, involving parents in the school improvement process, and running after-school community learning centers run by LSNA.

Funding

Federal Funds may be used to support this work within Federal Program Guidelines.* Examples might include:

Title I, Part A

- Salary costs for parent/community engagement specialist.
- Professional development activities to build the capacity of school personnel, including principals, teachers, volunteers, and other pupil support staff, to work effectively with parents.
- Parent liaisons.
- In-home visits to provide parents assistance with activities designed to help improve their children's academic achievement.
- Parent resource room.
- Parent leadership academy.
- Parent forums.
- Reasonable transportation and/or child care costs that enable parents to participate in parental engagement programs.

Title II, Part A

- Professional development to enable teachers and principals to involve parents in their children's education.
- Providing parents with specific suggestions, on an ongoing basis, about ways to encourage learning at home and ways to be actively involved in their child's education at school.

Title III, Part A

- Supplemental parent training and outreach activities for parents of English language learners.

*RIDE must approve federal funds requested through the Consolidated Resource Plan to support interventions through the CRP process.

S-II.5: Establish flexible or expanded learning opportunities with a focus on students at risk for failure.

RIDE Support

EXCEED RtI is a component of the IMS that allows educators to create, share, and manage academic and behavioral supports for students in an online environment. EXCEED RtI allows educators to identify areas of difficulty for a student or a group of students and to create plans for intervention. *Contact: Robert Measel at Robert.Measel@ride.ri.gov or (401)222-8480 or Heather Heineke at Heather.Heineke@ride.ri.gov or (401)222-8493.*

- For general questions regarding Response to Intervention, *contact Emily Klein at Emily.Klein@ride.ri.gov or (401)222-8985.*

Statewide Network of School Support Resources

Capital Good Fund works directly with parents to offer targeted, free, one on one financial literacy services. Capital Good Fund staff works individually with families over the course of three, 90-minute sessions to develop action plans for all aspects of personal finances.

The College Crusade of Rhode Island strives to reduce high school dropout rates and increase educational and career success for low-income, urban youth.

Connecting for Children and Families, Inc. (CCF) is a community-based, nonprofit organization dedicated to improving the quality of family and community life in Woonsocket, Rhode Island. They offer a wide range of educational programs, health initiatives, and social services for inner-city children and their families.

Dorcas Place provides a full continuum of services designed to help adult learners earn GEDs, learn English, prepare for college, gain citizenship, and financial literacy skills. This is all in effort to provide parental support for their children's education.

East Bay Community Action Program provides a wide array of health and human services to the residents of Rhode Island's East Bay. The staff works with individuals and families to help obtain medical, dental, afterschool care, and social services.

Highlander Institute supports more than 1500 educators, each year, through professional development and school change initiatives. 'Arms of Service' include blended learning, expanded learning, and diverse learners.

New Urban Arts New Urban Arts is nationally recognized arts and youth development organization, particularly recognized for our work promoting youth leadership, youth participation in curriculum development, organizational development and building a positive and supportive environment.

Providence After School Alliance, PASA works to expand and improve quality after-school, summer, and other expanded learning opportunities for the youth of Providence. PASA has organized a sustainable, public/private system that contributes to student success and serves as a national model.

Rhode Island After School Plus Alliance (RIASPA) RIASPA works with schools and districts to provide professional development and technical assistance on with aAfterschool and eExpanded lLearning oOpportunities. Furthermore, RIASPA works with partners in the After School and ELO fields to foster better data collection on student learning and appropriate use of such that data.

Rhode Island Partnership for Success, (PFS), is a shared initiative of Rhode Island Campus

Compact and AICU Rhode Island, that acts as a convener of partnerships between K-12 schools and colleges and universities. PFS offers mini-grant opportunities to support the development of new partnerships and to enhance existing partnerships.

[Roger Williams Park Zoo](#) Roger Williams Park Zoo is the ultimate living classroom and an award-winning center for environmental education. Our The zoo's school programs are aligned with Rhode Island's educational benchmarks and provide supplemental environmental and science education to more than 25,000 students annually.

[Roger Williams University, \(RWU\)](#) teacher candidates work with students in grades 1 through grade 12. RWU professors offer professional development on a variety of subjects for teachers.

[Save The Bay](#) provides hands-on, inquiry based programming that is aligned with Rhode Island state standards. Save the Bay uses a multidisciplinary approach targeting the Narragansett Bay as the platform to teach students STEM based skills.

[The Rhode Island Urban Debate League, The Rhode Island Urban Debate League \(RIUDL\)](#) trains teachers and college students as debate coaches, mentors, and facilitators of evidence-based argumentation in order to improve academic outcomes and increase college readiness.

Additional Resources

Funding

Federal Funds may be used to support this work within Federal Program Guidelines.* Examples might include:

Title I, Part A

- Extended learning time of school day, week, or year.
- Before- and after-school programs.
- Saturday school and summer school.
- Extending half-day kindergarten to a full day.
- Extending learning opportunities during the school day.
- Adding time during the day for teachers to plan collaboratively.
- Supplemental activities designed to prepare low-achieving students to participate successfully in advanced coursework.
- Intensive summer school classes for low-achieving high school freshmen and sophomores to prepare them for the rigors of taking rigorous advanced courses in their sophomore and junior years.
- After-school tutoring for low-achieving students who are taking advanced courses.

Title II, Part A

- Professional development relevant to selected expanded learning opportunities in content knowledge and classroom practices.

Title III, Part A

- Supplemental expanded learning opportunities to improve the instruction of English language learners.

*RIDE must approve federal funds requested through the Consolidated Resource Plan to support interventions through the CRP process.

Infrastructure

I-III.1: Implement staff recommitment process to substantially different working conditions, including definition of school hours, job assignment, and job duties.

RIDE Support

Statewide Network of School Support Resources

[Dorcas Place](#) provides a full continuum of services designed to help adult learners earn GEDs, learn English, prepare for college, gain citizenship, and financial literacy skills. This is all in effort to provide parental support for their children's education.

[The Education Development Center. \(EDC\)](#) is a global nonprofit organization that designs, delivers, and evaluates programs to address some of the world's most urgent challenges in education. The EDC supports models of inquiry and project based teaching and learning, models of systemic change to support implementation of programs in literacy, mathematics and sciences, and school transformation models for middle and high schools.

[Highlander Institute's](#) Rtl/School Reform Models combine research-based practices in professional development, leadership, and culture with a system of interconnected instruction, curriculum, and assessment. The process is designed to help educators improve outcomes for students at each instructional tier.

[Mass Insight, School Turnaround Group \(STG\)](#) is a national education organization dedicated to closing the achievement gap by turning around our country's lowest performing schools. STG partners with school districts and state education agencies to redesign the way they improve urban schools by supporting bold change.

Additional Resources

Funding

I-III.2: Dramatically increase common planning time and implement a system for its effective utilization, both horizontally and vertically.

RIDE Support

Rhode Island Professional development and technical assistance in Multi-Tiered Systems of Support will assist school districts and schools to develop effective multi-tiered systems of support (MTSS; i.e., RTI) to enhance the academic and behavioral outcomes of students and provide safe school climates. A critical focus of this project is to implement professional development practices to school staff and administrators that are both evidence-based and efficient. Contact David Sienko at David.Sienko@ride.ri.gov or (401) 222-8987.

Statewide Network of School Support Resources

Highlander Institute's Rtl/School Reform Models combine research-based practices in professional development, leadership, and culture with a system of interconnected instruction, curriculum, and assessment. The process is designed to help educators improve outcomes for students at each instructional tier.

Local/Regional/National Support

Funding

Federal Funds may be used to support this work within Federal Program Guidelines.* Examples might include:

Title I, Part A:

- Adding time during the day for teachers to plan collaboratively.

Title II, Part A:

- Professional development activities that involve collaborative groups of teachers and administrators.
- Developing and implementing strategies and activities to recruit, hire, and retain highly qualified teachers and principals (which could include collaborative strategies such as common planning time).

*RIDE must approve federal funds requested through the Consolidated Resource Plan to support interventions through the CRP process.

I-III.3: Review and change student enrollment and placement processes to increase family engagement and improve student outcomes.

RIDE Support

Statewide Network of School Support Resources

[Dorcas Place](#) provides a full continuum of services designed to help adult learners earn GEDs, learn English, prepare for college, gain citizenship, and financial literacy skills. This is all in effort to provide parental support for their children's education.

[Family Service of Rhode Island, \(FSRI\)](#) specializes in services for school-aged children and youth with behavioral, psychiatric, or environmental issues impeding their academic success; children and youth at-risk for trauma exposure (including abuse, neglect and community violence); troubled youth; pregnant and parenting teens; infants and toddlers with or at-risk for developmental disabilities; children, youth, sibling groups and families involved with child welfare. FSRI provides a continuum of services to schools ranging from family care coordination and consultation to intensive clinical intervention and emergency support/evaluation for students and faculty.

[Highlander Institute's](#) Rtl/School Reform Models combine research-based practices in professional development, leadership, and culture with a system of interconnected instruction, curriculum, and assessment. The process is designed to help educators improve outcomes for students at each instructional tier.

Additional Resources

Funding

I-II.1: Complete an external audit of the use of school funds to guide staffing decisions and implement findings.

RIDE Support

Uniform Chart of Accounts, (UCOA) is the method of accounting, used by the Rhode Island Department of Education (RIDE), that provides transparency, uniformity, accountability, and comparability of financial information for all schools and districts. The RIDE UCOA page provides detailed LEA expenditures by category for each district in the state.
For more information contact: Janet Birch: Janet.Birch@ride.ri.gov or (401)222-4649.

Statewide Network of School Support Resources

Additional Resources

Funding

I-II.2: Reallocate resources to increase support for direct instruction of students at risk for failure.

RIDE Support

The Rhode Island Instructional Management System (IMS) brings data, curriculum, assessments (i.e. the Rhode Island Interim Assessment system), and professional development (e.g. Formative Assessment Professional Development Modules) together, in one place, for educators statewide. The two main platforms are RtI and curriculum and local assessment.

The **Curriculum and Local Assessment** platform has been configured, by RIDE, to contain the Common Core State Standards (CCSS), as well as other state and national academic standards, as a component of the IMS. This platform can also house district curriculum if a district loads their curricular information into the IMS. Additionally, RIDE loads all model curriculums developed with the Dana Center into the IMS. The IMS local assessment tool allows educators and/or districts to: (1) create assessments and attach them to lessons or units; (2) to load third party assessment banks; (3) and to report out on assessment data.

EXCEED RtI is a component of the IMS that allows educators to create, share, and manage academic and behavioral supports for students in an online environment. EXCEED RtI allows educators to identify areas of difficulty for a student or a group of students and to create plans for intervention. *Contact: Robert Measel at Robert.Measel@ride.ri.gov or (401)222-8480 or Heather Heineke at Heather.Heineke@ride.ri.gov or (401)222-8493.*

For general questions regarding Response to Intervention, *contact Emily Klein at Emily.Klein@ride.ri.gov or (401)222-8985.*

Rhode Island Professional development and technical assistance in Multi-Tiered Systems of Support will assist school districts and schools to develop effective multi-tiered systems of support (MTSS; i.e., RTI) to enhance the academic and behavioral outcomes of students and provide safe school climates. A critical focus of this project is to implement professional development practices to school staff and administrators that are both evidence-based and efficient. Contact David Sienko at David.Sienko@ride.ri.gov or (401) 222-8987.

Uniform Chart of Accounts. (UCOA) is the method of accounting, used by the Rhode Island Department of Education (RIDE), that provides transparency, uniformity, accountability, and comparability of financial information for all schools and districts. The RIDE UCOA page provides detailed LEA expenditures by category for each district in the state.

For more information contact: *Janet Birch: Janet.Birch@ride.ri.gov or (401)222-4649.*

Statewide Network of School Support Resources

Connecting for Children and Families, Inc. (CCF) is a community-based, nonprofit organization dedicated to improving the quality of family and community life in Woonsocket, Rhode Island. They offer a wide range of educational programs, health initiatives, and social services for inner-city children and their families.

East Bay Community Action Program provides a wide array of health and human services to the residents of Rhode Island's East Bay. The staff works with individuals and families to help obtain medical, dental, afterschool care, and social services.

Highlander Institute's RtI/School Reform Models combine research-based practices in professional development, leadership, and culture with a system of interconnected instruction, curriculum, and assessment. The process is designed to help educators improve outcomes for students at each instructional tier.

Mass Insight, School Turnaround Group (STG) is a national education organization dedicated to closing the achievement gap by turning around our country's lowest performing schools. STG partners with school districts and state education agencies to redesign the way they improve urban schools by supporting bold change.

Providence After School Alliance, PASA works to expand and improve quality after-school, summer, and other expanded learning opportunities for the youth of Providence. PASA has organized a sustainable, public/private

system that contributes to student success and serves as a national model.

[**Rhode Island Technical Assistance Providers, \(RI-TAP\)**](#) is a statewide resource center of technical assistance and support and professional development training. The resources focus on English Language Learners, students with disabilities, students in poverty experiencing academic challenges, students experiencing homelessness, and students with particular health protection needs.

Additional Resources

Funding

Federal Funds may be used to support this work within Federal Program Guidelines.* Examples might include:

Title I, Part A

- Supplemental instructional materials to support instruction of low-achieving students.
- Professional development in instructional methods (which under certain circumstances may include reasonable related costs such as stipends, substitute teachers, etc.).
- Job embedded professional development in instruction methods.

Title II, Part A

- Professional development activities in direct instruction methods – both content and/or classroom practices.

Title III, Part A

- Implementing supplemental direct instruction program for English language learners designed to improve the English proficiency and academic achievement of English language learners.

*RIDE must approve federal funds requested through the Consolidated Resource Plan to support interventions through the CRP process.

I-II.3: Develop and implement support systems for student transition into kindergarten and/or across break grades.

RIDE Support

Statewide Network of School Support Resources

[Child and Family Services of Newport County](#) provides early childhood education, center and home based counseling, residential care for youth, home-based wraparound care for families at-risk, and support services to families whose children have significant behavioral or attendance problems.

[Children’s Friend](#) works in the areas of early childhood, family and community engagement, home visiting, and family support services. They have an ethnically and culturally diverse staff supporting six languages.

[Connecting for Children and Families, Inc. \(CCF\)](#) is a community-based, nonprofit organization dedicated to improving the quality of family and community life in Woonsocket, Rhode Island. They offer a wide range of educational programs, health initiatives, and social services for inner-city children and their families.

[East Bay Community Action Program](#) provides a wide array of health and human services to the residents of Rhode Island’s East Bay. The staff works with individuals and families to help obtain medical, dental, afterschool care, and social services.

[Family Service of Rhode Island, \(FSRI\)](#) specializes in services for school-aged children and youth with behavioral, psychiatric, or environmental issues impeding their academic success; children and youth at-risk for trauma exposure (including abuse, neglect and community violence); troubled youth; pregnant and parenting teens; infants and toddlers with or at-risk for developmental disabilities; children, youth, sibling groups and families involved with child welfare. FSRI provides a continuum of services to schools ranging from family care coordination and consultation to intensive clinical intervention and emergency support/evaluation for students and faculty.

[Highlander Institute](#)’s RtI/School Reform Models combine research-based practices in professional development, leadership, and culture with a system of interconnected instruction, curriculum, and assessment. The process is designed to help educators improve outcomes for students at each instructional tier.

[Rhode Island Parent Information Resource Center \(RIPIRC\)](#), a division of the Rhode Island Parent Information Network, fosters the creation of partnerships and improved communication between home and school contributing to on-going, two-way, meaningful communication between home and school.

[Providence After School Alliance, PASA](#) works to expand and improve quality after-school, summer, and other expanded learning opportunities for the youth of Providence. PASA has organized a sustainable, public/private system that contributes to student success and serves as a national model.

Additional Resources

[National High School Center](#) provides research and strategies for the implementation of dropout prevention strategies in high schools.

Funding

Federal Funds can be used to fund this work.* Examples might include:

Title I, Part A

- Costs of implementing transition programs for kindergarten and break grades, such as student academies (for example a 9th grade academy), parent outreach, and other transition programs which would support student academic achievement during transitional stages.

Title II, Part A

- Professional development activities relevant to student transition (both content and classroom management).
- Professional development activities involving collaborative groups of teachers and administrators.

*RIDE must approve federal funds requested through the Consolidated Resource Plan to support interventions through the CRP process.

I-II.4: Establish a comprehensive system to support struggling teachers with content and pedagogy, especially teachers of students with disabilities and English Learners.

RIDE Support

The Educator Performance and Support System (EPSS) is an online tool to support high quality evaluation implementation, maximize educators' time and resources, and provide a single data system for educator evaluation, including Building Administrator evaluation. The EPSS provides a tested, customized online system, streamlining and supporting the Educator Evaluation work throughout the state. For districts adopting the RI evaluation model(s), the EPSS will provide access to all forms, components, and scoring features required for implementation, as well as guidance to support the evaluation process. Contact Lisa Foehr at Lisa.Foehr@ride.ri.gov or (401)222-8809.

The Rhode Island Instructional Management System (IMS) brings data, curriculum, assessments (i.e. the Rhode Island Interim Assessment system), and professional development (e.g. Formative Assessment Professional Development Modules) together, in one place, for educators statewide. The two main platforms are RtI and curriculum and local assessment.

The **Curriculum and Local Assessment** platform has been configured, by RIDE, to contain the Common Core State Standards (CCSS), as well as other state and national academic standards, as a component of the IMS. This platform can also house district curriculum if a district loads their curricular information into the IMS. Additionally, RIDE loads all model curriculums developed with the Dana Center into the IMS. The IMS local assessment tool allows educators and/or districts to: (1) create assessments and attach them to lessons or units; (2) to load third party assessment banks; (3) and to report out on assessment data.

EXCEED RtI is a component of the IMS that allows educators to create, share, and manage academic and behavioral supports for students in an online environment. EXCEED RtI allows educators to identify areas of difficulty for a student or a group of students and to create plans for intervention. Contact: Robert Measel at Robert.Measel@ride.ri.gov or (401)222-8480 or Heather Heineke at Heather.Heineke@ride.ri.gov or (401)222-8493.

- For general questions regarding Response to Intervention, contact Emily Klein at Emily.Klein@ride.ri.gov or (401)222-8985.

Rhode Island Department of Education, Office of Educator Quality offers training for identified District Induction Coaches. These Coaches can be utilized to support teachers the district identifies as needing support. Contact Hilda Potrzezba at Hilda.Potrzezba@ride.ri.gov or (410)222-8891.

Statewide Network of School Support Resources

The Brown Education Alliance brings decades of research-based experience to help educators with district and school improvement efforts considering special attention to under-performance of districts/schools and issues of equity and diversity. The Alliance offers technical assistance, professional development, and research and evaluation services to meet various school improvement needs.

The Feinstein School of Education and Human Development has a wide professional network in K-12 education and a long tradition of pre-service and in-service teacher preparation. The school offers professional development, research, consulting, and support services related to educational policy and practice.

Highlander Institute's RtI/School Reform Models combine research-based practices in professional development, leadership, and culture with a system of interconnected instruction, curriculum, and assessment. The process is designed to help educators improve outcomes for students at each instructional tier.

Rhode Island Technical Assistance Providers, (RI-TAP) is a statewide resource center of technical assistance and support and professional development training. The resources focus on English Language Learners, students with disabilities, students in poverty experiencing academic challenges, students experiencing homelessness, and students with particular health protection needs.

[Roger Williams University, \(RWU\)](#) teacher candidates work with students in grades 1 through grade 12. RWU professors offer professional development on a variety of subjects for teachers.

[The Rhode Island Urban Debate League, \(RIUDL\)](#) trains teachers and college students as debate coaches, mentors, and facilitators of evidence-based argumentation to improve academic outcomes and increase college readiness.

Additional Resources

[Rhode Island Teachers of English Language Learners, \(RITELL\)](#) develops, maintains, and promotes professional expertise in English language teaching for speakers of other languages.

[National Center on Intensive Intervention](#) builds state and district capacity to support educators in using data-based individualization to effectively implement intensive interventions in reading, mathematics, and behavior in Grades K through 12.

Funding

Federal Funds may be used to support this work within Federal Program Guidelines.* Examples might include:

Title I, Part A

- Induction programs for new teachers.
- Extended time for teachers to review data for at-risk students and to identify interventions to better meet the needs of those students.
- Job embedded professional development.
- Instructional coaches to assist teachers in delivering improved classroom instruction.

Title II, Part A

- Professional development for teachers in content knowledge and classroom strategies.
- Professional development activities involving collaborative groups of teachers and administrators.
- Professional development activities that provide training in improving student behavior in the classroom and identifying early and appropriate interventions to help students with special needs.
- Training on how to use data and assessments to improve classroom practice and student learning.
- Teacher mentoring programs (carrying out teacher advancement initiatives that promote professional growth and emphasize multiple career paths that retain teachers in the classroom such as paths to becoming a mentor teacher, career teacher, or exemplary teacher and pay differentiation).

Title III, Part A:

- Supplemental professional development activities based on research shown to increase children's English proficiency or substantially increase the subject matter knowledge, teaching knowledge, and teaching skills of teachers who instruct English language learners.

*RIDE must approve federal funds requested through the Consolidated Resource Plan to support interventions through the CRP process.

I-II.5: Implement culturally competent tiered system of support focused on student psycho-social health.

RIDE Support

Cultural Competency Professional Development, offered by the Rhode Island Department of Education, Office of Instruction, Assessment, and Curriculum and Office of Students, Communities, and Academic Supports, for educators. *Contact Pat Morris at Patricia.Morris@ride.ri.gov or (401)222-8413.*

Info Works combines key data from different sources – achievement results, demographics, finance, opinion data, attendance, and suspension data to provide a holistic and comparative view of district and schools.

EXCEED Rtl is a component of the IMS that allows educators to create, share, and manage academic and behavioral supports for students in an online environment. EXCEED Rtl allows educators to identify areas of difficulty for a student or a group of students and to create plans for intervention. *Contact: Robert Measel at Robert.Measel@ride.ri.gov or (401)222-8480 or Heather Heineke at Heather.Heineke@ride.ri.gov or (401)222-8493.*

For general questions regarding Response to Intervention, *contact Emily Klein at Emily.Klein@ride.ri.gov or (401)222-8985.*

Rhode Island Professional development and technical assistance in Multi-Tiered Systems of Support will assist school districts and schools to develop effective multi-tiered systems of support (MTSS; i.e., RTI) to enhance the academic and behavioral outcomes of students and provide safe school climates. A critical focus of this project is to implement professional development practices to school staff and administrators that are both evidence-based and efficient. Contact David Sienko at David.Sienko@ride.ri.gov or (401) 222-8987.

Statewide Network of School Support Resources

Blackstone Valley Community Action Program (BVCAP), offers GED and English as a Second Language classes to persons over the age of 16.

Child and Family Services of Newport County provides early childhood education, center and home based counseling, residential care for youth, home-based wraparound care for families at-risk, and support services to families whose children have significant behavioral or attendance problems.

Connecting for Children and Families, Inc. (CCF) is a community-based, nonprofit organization dedicated to improving the quality of family and community life in Woonsocket, Rhode Island. They offer a wide range of educational programs, health initiatives, and social services for inner-city children and their families.

East Bay Community Action Program provides a wide array of health and human services to the residents of Rhode Island's East Bay. The staff works with individuals and families to help obtain medical, dental, afterschool care, and social services.

Family Service of Rhode Island. (FSRI) specializes in services for school-aged children and youth with behavioral, psychiatric, or environmental issues impeding their academic success; children and youth at-risk for trauma exposure (including abuse, neglect and community violence); troubled youth; pregnant and parenting teens; infants and toddlers with or at-risk for developmental disabilities; children, youth, sibling groups and families involved with child welfare. FSRI provides a continuum of services to schools ranging from family care coordination and consultation to intensive clinical intervention and emergency support/evaluation for students and faculty.

Rhode Island Student Assistance Services (RISAS) provides onsite social/emotional supports for students experiencing alcohol, drug, and other related family, peer and behavioral health problems. RISAS also facilitates school wide prevention activities, youth development, helps parents provide the necessary emotional and social support necessary for success through education, consultation, family sessions and referrals. Furthermore, RISAS implements the Youth Suicide Prevention Project through professional development of school staff and training for youth on warning signs for suicide and other mental health problems and teaches staff how to refer a student for help.

Rhode Island Technical Assistance Providers, (RI-TAP) is a statewide resource center of technical assistance and support and professional development training. The resources focus on English Language Learners, students with disabilities, students in poverty experiencing academic challenges, students experiencing homelessness, and students with particular health

protection needs.

[Socio-Economic Development Center for Southeast Asians, SEDC-SEA](#) is the only organization serving the needs of approximately 20,000 Southeast Asian immigrants and refugees living in Rhode Island. Many Southeast Asians of Rhode Island regard SEDC-SEA as their primary support system for help in navigating our state's governmental, healthcare, human services, legal, and financial services systems.

[YMCA of Greater Providence](#) has developed four core services that currently align with the following school district goals:

- (1) Academically aligned “Out of School Time” model.
- (2) Train the Trainer program for teachers, around instituting “Exercise Breaks” in the classroom.
- (3) In Day Health and Wellness Programs aimed at reducing the “Youth Obesity” Crisis.
- (4) Reading Intervention Program (Working with teachers in the OST), for students not reading at grade level.

Local/Regional/National Support

[Collaborative for Academic, Social, and Emotional Learning \(CASEL\)](#) provides community constituents information on Social-Emotional Learning.

Funding

Federal Funds may be used to support this work within Federal Program Guidelines.* Examples might include:

Title I, Part A

- School climate interventions, including interventions such as student support systems that connect small groups of students with adults, and service learning and peer tutoring.
- Professional development to help staff address bullying, harassment, and social isolation, and to help them foster a greater sense of belonging and connectedness to the school among Title I students and families.
- Professional development in a community school model necessary to assist teachers, pupil services personnel, other staff, and parents in identifying and meeting the comprehensive needs of students.

Title II, Part A

- Professional development activities that provide training in improving student behavior in the classroom and identifying early and appropriate interventions to help students with special needs.

*RIDE must approve federal funds requested through the Consolidated Resource Plan to support interventions through the CRP process.

Content

C-III.1: Implement comprehensive improvement of instructional approaches for struggling students including focused professional development and a system for student progress monitoring.

RIDE Support

The Education Development Center, (EDC) is a global nonprofit organization that designs, delivers, and evaluates programs to address some of the world's most urgent challenges in education. The EDC supports models of inquiry and project based teaching and learning, models of systemic change to support implementation of programs in literacy, mathematics and sciences, and school transformation models for middle and high schools.

The Educator Performance and Support System (EPSS) is an online tool to support high quality evaluation implementation, maximize educators' time and resources, and provide a single data system for educator evaluation, including Building Administrator evaluation. The EPSS provides a tested, customized online system, streamlining and supporting the Educator Evaluation work throughout the state. For districts adopting the RI evaluation model(s), the EPSS will provide access to all forms, components, and scoring features required for implementation, as well as guidance to support the evaluation process. *Contact Lisa Foehr at Lisa.Foehr@ride.ri.gov or (401)222-8809.*

The Rhode Island Instructional Management System (IMS) brings data, curriculum, assessments (i.e. the Rhode Island Interim Assessment system), and professional development (e.g. Formative Assessment Professional Development Modules) together, in one place, for educators statewide. The two main platforms are RtI and curriculum and local assessment.

The **Curriculum and Local Assessment** platform has been configured, by RIDE, to contain the Common Core State Standards (CCSS), as well as other state and national academic standards, as a component of the IMS. This platform can also house district curriculum if a district loads their curricular information into the IMS. Additionally, RIDE loads all model curriculums developed with the Dana Center into the IMS. The IMS local assessment tool allows educators and/or districts to: (1) create assessments and attach them to lessons or units; (2) to load third party assessment banks; (3) and to report out on assessment data.

EXCEED RtI is a component of the IMS that allows educators to create, share, and manage academic and behavioral supports for students in an online environment. EXCEED RtI allows educators to identify areas of difficulty for a student or a group of students and to create plans for intervention. *Contact: Robert Measel at Robert.Measel@ride.ri.gov or (401)222-8480 or Heather Heineke at Heather.Heineke@ride.ri.gov or (401)222-8493.*

For general questions regarding Response to Intervention, *contact Emily Klein at Emily.Klein@ride.ri.gov or (401)222-8985.*

Formative Assessment Instructional Management Modules are a series of online professional development modules that focus on formative assessment processes. The five interactive and multi-modal modules are available to all educators through the Instructional Management System (IMS) and designed for participants to complete over the course of an academic year. Topics addressed include learning goals, success criteria, learning progressions, strategies for eliciting evidence of student learning, descriptive feedback, and self and peer assessment. *Contact: Laura Kacewicz at Laura.Kacewicz@ride.ri.gov or (401)222-8993.*

Rhode Island Professional development and technical assistance in Multi-Tiered Systems of Support will assist school districts and schools to develop effective multi-tiered systems of support (MTSS; i.e., RTI) to enhance the academic and behavioral outcomes of students and provide safe school climates. A critical focus of this project is to implement professional development practices to school staff and administrators that are both evidence-based and

efficient. Contact David Sienko at David.Sienko@ride.ri.gov or (401) 222-8987.

Statewide Network of School Support Resources

[The Brown Education Alliance](#) brings decades of research-based experience to help educators with district and school improvement efforts considering special attention to under-performance of districts/schools and issues of equity and diversity. The Alliance offers technical assistance, professional development, and research and evaluation services to meet various school improvement needs.

[The Feinstein School of Education and Human Development](#) has a wide professional network in K-12 education and a long tradition of pre-service and in-service teacher preparation. The school offers professional development, research, consulting, and support services related to educational policy and practice.

[Highlander Institute](#)'s RtI/School Reform Models combine research-based practices in professional development, leadership, and culture with a system of interconnected instruction, curriculum, and assessment. The process is designed to help educators improve outcomes for students at each instructional tier.

[Rhode Island Technical Assistance Providers, \(RI-TAP\)](#) is a statewide resource center of technical assistance and support and professional development training. The resources focus on English Language Learners, students with disabilities, students in poverty experiencing academic challenges, students experiencing homelessness, and students with particular health protection needs.

[Roger Williams University, \(RWU\)](#) teacher candidates work with students in grades 1 through grade 12. RWU professors offer professional development on a variety of subjects for teachers.

[The Rhode Island Urban Debate League, \(RIUDL\)](#) trains teachers and college students as debate coaches, mentors, and facilitators of evidence-based argumentation to improve academic outcomes and increase college readiness.

Additional Resources

[Rhode Island Teachers of English Language Learners, \(RITELL\)](#) develops, maintains, and promotes professional expertise in English language teaching for speakers of other languages.

Funding

Federal Funds may be used to support this work within Federal Program Guidelines.* Examples might include:

Title I, Part A

- Extended time for teachers to review student data and identify interventions that can better meet the needs of struggling students.
- Hiring outside data experts.
- Implementing supplemental school-level data system.
- Instructional coaches to assist teachers in delivering improved classroom instruction.
- Job embedded professional development.

Title II, Part A

- Professional development for teachers in content knowledge and classroom strategies.
- Professional development activities involving collaborative groups of teachers and administrators.
- Professional development activities that provide training in improving student behavior in the classroom and identifying early and appropriate interventions to help students with special needs.
- Training on how to use data and assessments to improve classroom practice and student learning.

Title III, Part A

- Improved language instructional programs for English language learners designed to improve English language acquisition and student academic achievement in core subjects.
- Supplemental professional development programs designed for teachers of English language learners designed to improve English language acquisition and student academic achievement in core subjects.

*RIDE must approve federal funds requested through the Consolidated Resource Plan to support interventions through the CRP process.

C-III.2: Review student course-taking patterns and make substantial changes to school schedule and student placement to ensure access to rigorous academic core.

RIDE Support

Rhode Island Professional development and technical assistance in Multi-Tiered Systems of Support will assist school districts and schools to develop effective multi-tiered systems of support (MTSS; i.e., RTI) to enhance the academic and behavioral outcomes of students and provide safe school climates. A critical focus of this project is to implement professional development practices to school staff and administrators that are both evidence-based and efficient. Contact David Sienko at David.Sienko@ride.ri.gov or (401) 222-8987.

Statewide Network of School Support Resources

Additional Resources

[National High School Center](#) provides research and strategies for the implementation of dropout prevention strategies in high schools.

[School Scheduling Associates, LLC](#) is dedicated to the proposition that time is a valuable resource and that school scheduling - designing quality elementary school schedules, middle school schedules and high school schedules - is far more important than the simple mechanical assignment of students to teachers, spaces, and time periods. School Scheduling Associates aim to harness the power of the school schedule to address problems and facilitate the successful implementation of effective instructional practices.

Funding

Federal Funds may be used to support this work within Federal Program Guidelines.* Examples might include:

Title I, Part A

- Extended time for teachers to review data and identify interventions that can better meet the needs of struggling students.
- Extended school day, week, or year programs.
- Extending learning opportunities during the school day.
- Adding time during the day for teachers to plan collaboratively.
- Supplemental activities designed to prepare low-achieving students to participate successfully in advanced coursework.
- Intensive summer school classes for low-achieving high school freshmen and sophomores to prepare them for the rigors of taking advanced courses in their sophomore and junior years.
- After-school tutoring for low-achieving students who are taking advanced courses.

Title II, Part A

- Professional development relevant to students accessing rigorous academic content and effective use of data.

*RIDE must approve federal funds requested through the Consolidated Resource Plan to support interventions through the CRP process.

C-III.3: Implement a culturally competent support system to improve safety, reduce suspensions, increase attendance, and support all students.

RIDE Support

Cultural Competency Professional Development, offered by the Rhode Island Department of Education, Office of Instruction, Assessment, and Curriculum and Office of Students, Communities, and Academic Supports, for educators. Contact Pat Morris at Patricia.Morris@ride.ri.gov or (401)222-8413.

Info Works combines key data from different sources – achievement results, demographics, finance, opinion data, attendance, and suspension data to provide a holistic and comparative view of district and schools.

Statewide Network of School Support Resources

Connecting for Children and Families, Inc. (CCF) is a community-based, nonprofit organization dedicated to improving the quality of family and community life in Woonsocket, Rhode Island. They offer a wide range of educational programs, health initiatives, and social services for inner-city children and their families.

East Bay Community Action Program provides a wide array of health and human services to the residents of Rhode Island’s East Bay. The staff works with individuals and families to help obtain medical, dental, afterschool care, and social services.

Family Service of Rhode Island, (FSRI) specializes in services for school-aged children and youth with behavioral, psychiatric, or environmental issues impeding their academic success; children and youth at-risk for trauma exposure (including abuse, neglect and community violence); troubled youth; pregnant and parenting teens; infants and toddlers with or at-risk for developmental disabilities; children, youth, sibling groups and families involved with child welfare. FSRI provides a continuum of services to schools ranging from family care coordination and consultation to intensive clinical intervention and emergency support/evaluation for students and faculty.

Rhode Island Student Assistance Services (RISAS) provides onsite social/emotional supports for students experiencing alcohol, drug, and other related family, peer and behavioral health problems. RISAS also facilitates school wide prevention activities, youth development, helps parents provide the necessary emotional and social support necessary for success through education, consultation, family sessions and referrals. Furthermore, RISAS implements the Youth Suicide Prevention Project through professional development of school staff and training for youth on warning signs for suicide and other mental health problems and teaches staff how to refer a student for help.

Rhode Island Technical Assistance Providers, (RI-TAP) is a statewide resource center of technical assistance and support and professional development training. The resources focus on English Language Learners, students with disabilities, students in poverty experiencing academic challenges, students experiencing homelessness, and students with particular health protection needs.

Youth in Action provides training, coaching, and technical assistance to educators, to establish new tools, structures, and norms for student-centered learning in Rhode Island Public Schools. Youth In Action (YIA) is a youth led non-profit organization located in Providence, Rhode Island. For 15 years YIA has provided opportunities for over 1,300 low-income youth to develop critical leadership skills and create social change in their communities.

Additional Resources

Attendance Works offers tools and technical assistance to LEAs and Schools on how to reduce absenteeism and chronic absenteeism in schools.

[Institute for the Study and Practice of Non-Violence](#) provides training to teach the principles and practices of non-violence to students, police officers, inmates and community members. The institute annually prepares new trainers to work in schools and other settings to reduce violence.

Funding

Federal Funds may be used to support this work within Federal Program Guidelines.* Examples might include:

Title I, Part A

- School climate interventions, including interventions such as student support systems that connect small groups of students with adults, and service learning and peer tutoring.
- Professional development to help staff address bullying, harassment, and social isolation, and to help them foster a greater sense of belonging and connectedness to the school among Title I students and families.

Title II, Part A

- Professional development activities that involve collaborative groups of teachers and administrators.
- Professional development activities that provide training in improving student behavior in the classroom and identifying early and appropriate interventions to help students with special needs.

*RIDE must approve federal funds requested through the Consolidated Resource Plan to support interventions through the CRP process.

C-II.1: Increase advanced course work opportunities for students.

RIDE Support

Statewide Network of School Support Resources

[The Feinstein School of Education and Human Development](#) has a wide professional network in K-12 education and a long tradition of pre-service and in-service teacher preparation. The school offers professional development, research, consulting, and support services related to educational policy and practice.

[Providence After School Alliance, PASA](#) works to expand and improve quality after-school, summer, and other expanded learning opportunities for the youth of Providence. PASA has organized a sustainable, public/private system that contributes to student success and serves as a national model.

[Rhode Island After School Plus Alliance \(RIASPA\)](#) works with schools and districts to provide professional development and technical assistance with afterschool and expanded learning opportunities. Furthermore, RIASPA works with partners in the After School and ELO fields to foster better data collection on student learning and appropriate use of such data.

[Roger Williams Park Zoo](#) is the ultimate living classroom and an award-winning center for environmental education. The zoo's school programs are aligned with Rhode Island's educational benchmarks and provide supplemental environmental and science education to more than 25,000 students annually.

Additional Resources

Mass Insight's [Mass Math & Science Initiative \(MMSI\)](#) a division of Mass Insight, works in partnership with schools and districts to set high expectations and increase student participation and performance in Advanced Placement courses.

Funding

Federal Funds may be used to support this work within Federal Program Guidelines.* Examples might include:

Title I, Part A

- Extended learning time of school day, week, or year.
- Before- and after-school programs.
- Saturday school and summer school.
- Extending learning opportunities during the school day.
- Adding time during the day for teachers to plan collaboratively.
- Supplemental activities designed to prepare low-achieving students to participate successfully in advanced coursework.
- Intensive summer school classes for low-achieving high school freshmen and sophomores to prepare them for the rigors of taking advanced courses in their sophomore and junior years.
- After-school tutoring for low-achieving students who are taking advanced courses.

Title II, Part A

- Professional development relevant to selected expanded learning opportunities in content knowledge and classroom practices.

Title III, Part A

- Supplemental instructional programs which improve the instruction of English language learners and encourage them to access advanced coursework.

*RIDE must approve federal funds requested through the Consolidated Resource Plan to support interventions through the CRP process.

C-II.2: Assign additional instructional coaches or other core content focused, job-embedded support for teachers.

RIDE Support

Rhode Island Department of Education, Office of Educator Quality offers training for identified District Induction Coaches. These Coaches can be utilized to support teachers the district identifies as needing support. Contact Hilda Potrzezba at Hilda.Potrzezba@ride.ri.gov or (410)222-8891.

Rhode Island Professional development and technical assistance in Multi-Tiered Systems of Support will assist school districts and schools to develop effective multi-tiered systems of support (MTSS; i.e., RTI) to enhance the academic and behavioral outcomes of students and provide safe school climates. A critical focus of this project is to implement professional development practices to school staff and administrators that are both evidence-based and efficient. Contact David Sienko at David.Sienko@ride.ri.gov or (401) 222-8987.

Statewide Network of School Support Resources

East Bay Community Action Program provides a wide array of health and human services to the residents of Rhode Island’s East Bay. The staff works with individuals and families to help obtain medical, dental, afterschool care, and social services.

The Education Development Center. (EDC) is a global nonprofit organization that designs, delivers, and evaluates programs to address some of the world’s most urgent challenges in education. The EDC supports models of inquiry and project based teaching and learning, models of systemic change to support implementation of programs in literacy, mathematics and sciences, and school transformation models for middle and high schools.

The Feinstein School of Education and Human Development has a wide professional network in K-12 education and a long tradition of pre-service and in-service teacher preparation. The school offers professional development, research, consulting, and support services related to educational policy and practice.

Highlander Institute supports more than 1500 educators, each year, through professional development and school change initiatives. ‘Arms of Service’ include blended learning, expanded learning, and diverse learners.

New England Equity Assistance Center, a program of the Education Alliance at Brown University, provides districts and schools with technical assistance to identify and address over- and under-representation of subgroups in gifted programs, special education programs, high- and low-level courses, extracurricular activities, disciplinary actions, and dropout statistics.

Providence College School of Professional Studies works with districts and schools to develop coursework linked to faculty professional development plans. The College provides consultation and workshops to districts around targeted needs, and can partner with schools to provide Providence College student assistance to teachers during school or in after-school programs.

YMCA of Greater Providence has developed four core services that currently align with the following school district goals:

- (1) Academically aligned “Out of School Time” model.
- (2) Train the Trainer program for teachers, around instituting “Exercise Breaks” in the classroom.
- (3) In Day Health and Wellness Programs aimed at reducing the “Youth Obesity” Crisis.
- (4) Reading Intervention Program (Working with teachers in the OST), for students not reading at grade level.

Additional Resources

Funding

Federal Funds may be used to support this work within Federal Program Guidelines.* Examples might include:

Title I, Part A:

- Instructional coaches to assist teachers in delivering improved classroom instruction.
- Job embedded professional development.

Title II, Part A:

- Professional development for teachers in content knowledge and classroom strategies.
- Professional development activities involving collaborative groups of teachers and administrators.
- Professional development activities that provide training in improving student behavior in the classroom and identifying early and appropriate interventions to help students with special needs.
- Training on how to use data and assessments to improve classroom practice and student learning.

Title III, Part A:

- Supplemental professional development to classroom teachers, principals, administrators, and other school and community-based organizational personnel to support English language learners.

*RIDE must approve federal funds requested through the Consolidated Resource Plan to support interventions through the CRP process.

C-II.3: Offer virtual education options for both at-risk and advanced students.

RIDE Support

[Virtual Learning Math Modules](#), the Rhode Island Department of Education (RIDE) facilitates virtual and web-based instructional solutions that help to expand student access to high quality, focused, and flexible math instruction – ensuring proficient levels of math achievement. RIDE has worked closely with TechComm Partners, Inc. to develop a series of short web-based modules that focus on the development of foundational math skills in the areas of Pre-Algebra, Algebra I and Geometry. *Contact Holly Walsh at Holly.Walsh@ride.ri.gov or (401)222-8457.*

Statewide Network of School Support Resources

[Connecting for Children and Families, Inc. \(CCF\)](#) is a community-based, nonprofit organization dedicated to improving the quality of family and community life in Woonsocket, Rhode Island. They offer a wide range of educational programs, health initiatives, and social services for inner-city children and their families.

[The Feinstein School of Education and Human Development](#) has a wide professional network in K-12 education and a long tradition of pre-service and in-service teacher preparation. The school offers professional development, research, consulting, and support services related to educational policy and practice.

[Highlander Institute](#)'s RtI/School Reform Models combine research-based practices in professional development, leadership, and culture with a system of interconnected instruction, curriculum, and assessment. The process is designed to help educators improve outcomes for students at each instructional tier.

[Roger Williams Park Zoo](#) is the ultimate living classroom and an award-winning center for environmental education. The zoo's school programs are aligned with Rhode Island's educational benchmarks and provide supplemental environmental and science education to more than 25,000 students annually.

[YMCA of Greater Providence](#) has developed four core services that currently align with the following school district goals:

1. Academically aligned "Out of School Time" model.
2. Train the Trainer program for teachers, around instituting "Exercise Breaks" in the classroom.
3. In Day Health and Wellness Programs aimed at reducing the "Youth Obesity" Crisis.
4. Reading Intervention Program (Working with teachers in the OST), for students not reading at grade level.

Additional Resources

Funding

Federal Funds may be used to support this work within Federal Program Guidelines.* Examples might include:

Title I, Part A

- Supplemental instructional materials or supplies to assist with implementation of virtual education options.
- Extended time for teachers to review data for students and to identify interventions to better meet the needs of those students, including virtual education options.
- Relevant professional development regarding virtual education topics.

Title II, Part A:

- Professional development for teachers in content knowledge and classroom strategies relevant to virtual education.

Title III, Part A

- Improved language instructional programs for English language learners designed to improve English language acquisition and student academic achievement in core subjects, including virtual education options.

*RIDE must approve federal funds requested through the Consolidated Resource Plan to support interventions through the CRP process.

C-II.4: Implementation of instructional monitoring system to ensure that the curriculum is being fully implemented and traditionally underserved students have access to academic core.

RIDE Support

The Rhode Island Instructional Management System (IMS) brings data, curriculum, assessments (i.e. the Rhode Island Interim Assessment system), and professional development (e.g. Formative Assessment Professional Development Modules) together, in one place, for educators statewide. The two main platforms are RtI and curriculum and local assessment.

The **Curriculum and Local Assessment** platform has been configured, by RIDE, to contain the Common Core State Standards (CCSS), as well as other state and national academic standards, as a component of the IMS. This platform can also house district curriculum if a district loads their curricular information into the IMS. Additionally, RIDE loads all model curriculums developed with the Dana Center into the IMS. The IMS local assessment tool allows educators and/or districts to: (1) create assessments and attach them to lessons or units; (2) to load third party assessment banks; (3) and to report out on assessment data.

EXCEED RtI is a component of the IMS that allows educators to create, share, and manage academic and behavioral supports for students in an online environment. EXCEED RtI allows educators to identify areas of difficulty for a student or a group of students and to create plans for intervention. *Contact: Robert Measel at Robert.Measel@ride.ri.gov or (401)222-8480 or Heather Heineke at Heather.Heineke@ride.ri.gov or (401)222-8493.*

For general questions regarding Response to Intervention, *contact Emily Klein at Emily.Klein@ride.ri.gov or (401)222-8985.*

Rhode Island Professional development and technical assistance in Multi-Tiered Systems of Support will assist school districts and schools to develop effective multi-tiered systems of support (MTSS; i.e., RTI) to enhance the academic and behavioral outcomes of students and provide safe school climates. A critical focus of this project is to implement professional development practices to school staff and administrators that are both evidence-based and efficient. Contact David Sienko at David.Sienko@ride.ri.gov or (401) 222-8987.

Statewide Network of School Support Resources

East Bay Community Action Program provides a wide array of health and human services to the residents of Rhode Island's East Bay. The staff works with individuals and families to help obtain medical, dental, afterschool care, and social services.

The Feinstein School of Education and Human Development has a wide professional network in K-12 education and a long tradition of pre-service and in-service teacher preparation. The school offers professional development, research, consulting, and support services related to educational policy and practice.

Highlander Institute supports more than 1500 educators, each year, through professional development and school change initiatives. 'Arms of Service' include blended learning, expanded learning, and diverse learners.

New England Equity Assistance Center, a program of the Education Alliance at Brown University, provides districts and schools with technical assistance to identify and address over- and under-representation of subgroups in gifted programs, special education programs, high- and low-level courses, extracurricular activities, disciplinary actions, and dropout statistics.

Rhode Island Technical Assistance Providers, (RI-TAP) is a statewide resource center of

technical assistance and support and professional development training. The resources focus on English Language Learners, students with disabilities, students in poverty experiencing academic challenges, students experiencing homelessness, and students with particular health protection needs.

Additional Resources

[National Center on Intensive Intervention](#) builds state and district capacity to support educators in using data-based individualization to effectively implement intensive interventions in reading, mathematics, and behavior in Grades K through 12.

[Rhode Island Teachers of English Language Learners, \(RITELL\)](#) develops, maintains, and promotes professional expertise in English language teaching for speakers of other languages.

Funding

Federal Funds may be used to support this work within Federal Program Guidelines.* Examples might include:

Title I, Part A

- Examples would be LEA and School Specific, requiring RIDE/LEA discussion.

Title II, Part A

- Professional development activities involving collaborative groups of teachers and administrators.
- Training on how to use data and assessments to improve classroom practice and student learning.
- Salary costs of instructional specialist **if** the specialist is a mentor teacher or exemplary teacher and the position is part of a teacher advancement initiative or merit pay program to retain excellent teachers and to ensure they teach in highest need schools.

*RIDE must approve federal funds requested through the Consolidated Resource Plan to support interventions through the CRP process.

C-II.5: Increase student access to career, technical, or credentialing programs.

RIDE Support

Rhode Island Department of Education, State Career and Technical Education. *Contact Vanessa Cooley at Vanessa.Cooley@ride.ri.gov or (401)222-8438.*

Statewide Network of School Support Resources

[Child and Family Enhanced Family Support Services, \(EFSS\)](#) program assists the Department of Children, Youth, and Families (DCYF) to remain in their community by providing a strength-based assessment and a flexible array of individualized, family focused, in-home and community-based services. EFSS services include a range of clinical, case management and support services with 24-hour crisis intervention.

[Connecting for Children and Families, Inc. \(CCF\)](#) is a community-based, nonprofit organization dedicated to improving the quality of family and community life in Woonsocket, Rhode Island. They offer a wide range of educational programs, health initiatives, and social services for inner-city children and their families.

[East Bay Community Action Program](#) provides a wide array of health and human services to the residents of Rhode Island’s East Bay. The staff works with individuals and families to help obtain medical, dental, afterschool care, and social services.

[The Feinstein School of Education and Human Development](#) has a wide professional network in K-12 education and a long tradition of pre-service and in-service teacher preparation. The school offers professional development, research, consulting, and support services related to educational policy and practice.

[Providence After School Alliance, PASA](#) works to expand and improve quality after-school, summer, and other expanded learning opportunities for the youth of Providence. PASA has organized a sustainable, public/private system that contributes to student success and serves as a national model.

[Rhode Island Partnership for Success, \(PFS\)](#), is a shared initiative of Rhode Island Campus Compact and AICU Rhode Island, which acts as a convener of partnerships between K-12 schools and colleges and universities. PFS offers mini-grant opportunities to support the development of new partnerships and to enhance existing partnerships.

Additional Resources

[Exeter Job Corps Center](#) is a no-cost education and career technical training program administered by the U.S. Department of Labor that helps young people ages 16 through 24 improve the quality of their lives through career technical and academic training.

Funding

Appendix 6 – State-Wide Network of School Support

In order to assist schools and districts with the crucial work of implementing the reform plans, RIDE has established a **State-wide Network of School Support (SNSS)**. This network is a coalition of community organizations, content experts, and technical assistance providers who have expressed interest in supporting schools' transformation efforts.

The information in this Appendix is provided by individual service providers. This collection of providers is not all inclusive of the many resources available across the state. These providers are not formally vetted by RIDE.

Name of Organization:

RIDE Academy for Transformative Leadership

SNSS contact person and contact information:

Tonda Dunbar, Director of the Academy for Transformative Leadership
Tonda.Dunbar@ride.ri.gov, (401) 222-8405

What services does your organization offer that could be of assistance to schools?

- | | |
|---|--|
| <input type="checkbox"/> Parent Engagement/Parent Training | <input type="checkbox"/> Reading and/or Math Programs |
| <input type="checkbox"/> Social/Emotional Supports to Students and Families | <input type="checkbox"/> Staff Training/Professional Development |
| <input type="checkbox"/> After School Programs | <input checked="" type="checkbox"/> Strategic/Leadership Consulting |
| <input type="checkbox"/> In School Programs | <input type="checkbox"/> Tutoring |
| <input type="checkbox"/> Student Engagement and/or Leadership Development | <input checked="" type="checkbox"/> Other (Please describe in the space below) |

Who do your services target? (Please check all the apply)

- Students
- Parents
- Teachers
- School Leadership
- District Leadership

Please describe any restrictions on your services (geographical region, age group, demographic, etc).

RTTT funded – term limited

Why would it make sense for a struggling school to want to partner with you?

School Leadership is essential in school turnaround. RIDE has partnered with New York City Leadership Academy to provide Leadership support and training specific to school transformation/turnaround.

Organizational Bio:

Key elements of the Academy for Transformative Leadership include:

Aspiring School Turnaround Leader Program

- a three-week summer intensive institute
- a year-long paid residency with a mentor principal
- weekly coaching from a team of nationally recognized experts in the field of school turnaround;
- customized professional development modules that include individual, team, and virtual offerings and opportunities to build collegial networks, increase professional capacity, and refine skills as an agent of school reform.

Summer Institute

- Two week of training for school leadership Teams in order to plan around School Reform Plan implementation

Professional Development

- Face to Face and Virtual Professional Development Modules available to all school leaders in Rhode Island looking to improve their practice.

Name of Organization:

Annenberg Institute for School Reform at Brown University (AISR)

SNSS contact person and contact information:

Keith Catone, Senior Research Associate, Community Organizing and Engagement
keith_catone@brown.edu; 401-863-2704
Ellen Foley, Associate Director, District Redesign and Leadership
ellen_foley@brown.edu; 401-863-7712

What services does your organization offer that could be of assistance to schools?

- | | |
|--|---|
| <input checked="" type="checkbox"/> Parent Engagement/Parent Training | <input type="checkbox"/> Reading and/or Math Programs |
| <input type="checkbox"/> Social/Emotional Supports to Students and Families | <input checked="" type="checkbox"/> Staff Training/Professional Development |
| <input type="checkbox"/> After School Programs | <input checked="" type="checkbox"/> Strategic/Leadership Consulting |
| <input type="checkbox"/> In School Programs | <input type="checkbox"/> Tutoring |
| <input checked="" type="checkbox"/> Student Engagement and/or Leadership Development | <input type="checkbox"/> Other (Please describe in the space below) |

Who do your services target? (Please check all the apply)

- Students
- Parents
- Teachers
- School Leadership
- District Leadership

Please describe any restrictions on your services (geographical region, age group, demographic, etc).

The Annenberg Institute for School Reform at Brown University is a national policy-research and reform support organization that promotes quality education for all children, especially in urban communities.

Why would it make sense for a struggling school to want to partner with you?

AISR staff has extensive experience working with education, community, and family leaders on working to improve schools and school systems while adhering to four core values: Results matter; Equity matters; Communities matter; and Learning matters. We have partnered with reform and change efforts focusing on systemic leadership and organization, data and research, community partnerships, and family and youth engagement, advocacy and organizing. Schools seeking to increase their capacity to for change in these areas can benefit from AISR’s extensive experience working with localized efforts, while also maintaining a national perspective.

Organizational Bio:

The Annenberg Institute is a national policy-research and reform support organization that promotes quality education for all children, especially in urban communities. It’s mission is “to develop, share, and act on knowledge that improves the conditions and outcomes of schooling in America, especially in urban communities and in schools serving disadvantaged children.” The Institute’s values are embodied in four [Core Principles](#) that emphasize results, equity, community, and learning. Our focus is on developing and promoting the concept of “[smart education systems](#)”; that is, systems that coordinate educational supports and services wherever they occur – at school, at home, and in the community – to provide all children with equitable opportunities and high-quality learning experiences. The Institute’s primary [lines of inquiry include school transformation, college and career readiness, and extended learning time](#), and our work is organized in four key areas: District Redesign and Leadership; Community Organizing and Engagement; Research and Policy; and Learning Opportunities and Communications.

Name of Organization:

Blackstone Valley Community Action Program (BVCAP)

SNSS contact person and contact information:

Christine Stone
32 Goff Avenue, Pawtucket, RI 02860
401-723-4520 ext. 269
Bianca Policastro
Phone:401-723-4520 Ext.276
<mailto:bpolicastro@bvcap.org>

What services does your organization offer that could be of assistance to schools?

- | | |
|--|--|
| <input checked="" type="checkbox"/> Social/Emotional Supports to Students and Families | <input type="checkbox"/> Staff Training/Professional Development |
| <input type="checkbox"/> After School Programs | <input type="checkbox"/> Strategic/Leadership Consulting |
| <input type="checkbox"/> In School Programs | <input type="checkbox"/> Tutoring |
| <input checked="" type="checkbox"/> Student Engagement and/or Leadership Development | <input checked="" type="checkbox"/> Other (Please describe in the space below)
GED Preparation Classes and Intermediate Level ESL Class, YouthBuild |

Who do your services target? (Please check all the apply)

- Students
- Parents
- Teachers
- School Leadership
- District Leadership

Please describe any restrictions on your services (geographical region, age group, demographic, etc).

Students must be at least 16 years old to attend a GED or an ESL class offered by BVCAP. Students who are age 16 or 17 must provide an official withdrawal letter *or* an official letter documenting an alternative learning plan from the school district in which the student is leaving.

Why would it make sense for a struggling school to want to partner with you?

BVCAP’s GED Program offers a program that provides students the option of obtaining an alternative to the high school credential which is the GED. BVCAP has proven to be successful in helping their students obtain a GED because it is unlike a traditional high school setting in the following ways:

- Smaller class sizes
- Smaller teacher to student ratios
- Students work at their own pace
- Not required to meet NECAP standards, so the focus is on learning – not teaching to meet district/state test standards
- Participation is voluntary

Organizational Bio:

BVCAP is a member of the Blackstone Valley Adult Education Network (BVAEN). BVAEN is comprised of education programs from Blackstone Valley Community Action Program, Central Falls School Department, Pawtucket School District-Child Opportunity Zone, Project Learn: Adult Family Literacy Programs, Inc., Progresso Latino, Inc., Rhode Island Family Literacy Initiative, RI Institute for Labor Studies and Research, and Rhode Island Regional Adult Literacy Program. The network works to provide comprehensive education services and programming to youth and adults primarily in Blackstone Valley/Northern RI.

Name of Organization:

Breakthrough Providence – Students Teaching Students Institute

SNSS contact person and contact information:

Dulari Tabbildar, Executive Director
Breakthrough Providence
The Wheeler School, 216 Hope Street, Providence, RI 02906
dularitabbildar@wheelerschool.org
401-528-2127

What services does your organization offer that could be of assistance to schools?

- | | |
|---|---|
| <input type="checkbox"/> Parent Engagement/Parent Training | <input type="checkbox"/> Reading and/or Math Programs |
| <input type="checkbox"/> Social/Emotional Supports to Students and Families | <input checked="" type="checkbox"/> Staff Training/Professional Development |
| <input type="checkbox"/> After School Programs | <input type="checkbox"/> Strategic/Leadership Consulting |
| <input type="checkbox"/> In School Programs | <input type="checkbox"/> Tutoring |
| <input type="checkbox"/> Student Engagement and/or Leadership Development | <input type="checkbox"/> Other (Please describe in the space below) |

Who do your services target? (Please check all the apply)

- | | |
|-----------------------------------|---|
| <input type="checkbox"/> Students | <input checked="" type="checkbox"/> Teachers |
| <input type="checkbox"/> Parents | <input checked="" type="checkbox"/> School Leadership |
| | <input checked="" type="checkbox"/> District Leadership |

Please describe any restrictions on your services (geographical region, age group, demographic, etc).

We can provide staff training/professional development to any individual or group working with a predominantly low-income, first generation college-bound, urban population of middle school students and/or high school students who are engaged in service learning & leadership opportunities with younger students.

Why would it make sense for a struggling school to want to partner with you?

Breakthrough Providence has twenty years of experience of ensuring middle school students who are at risk of dropping out of high school receive a high school diploma and enter college. In 2011, 100% of the graduates of our Middle School Program graduated from high school four years later and 81% enrolled in college. In addition, students report feeling a strong sense of community, self-confidence, and academic improvement as a result of their involvement with Breakthrough Providence. These are students who are highly representative of the Providence Public School District population in terms of demographics and academic performance; they are not “creamed” from the top.

We have been able to consistently achieve these outcomes because of our innovative teacher training model, creation of a community culture that integrates principles of positive youth development with rigorous academic enrichment, our approach to family engagement, and our internal management and operational structure. A struggling school would want to partner with us to learn from our best practices and benefit from our program planning expertise. We offer customized staff training/professional development through our Students Teaching Students Institute, the professional development arm of Breakthrough Providence.

The Students Teaching Students Institute is unique from other consultancies in four ways: 1) alumni of our Teacher Training Program will be co-designers of workshops and co-facilitators along with Directors, 2) our training approach will be heavily interactive and model a majority of the concepts and best practices we will be covering, 3) our workshop modules that can be customized to address the specific contexts in which people work. We will work closely with members of program teams to co-generate ideas for how our best practices can be tweaked to make sense within the particular community they serve, and 4) we believe the relationships fostered through training are just as important as the content itself, so we spend a good deal of time on community-building so that any changes implemented as a result of the training are clearly shepherded and sustainable.

Organizational Bio:

The Students Teaching Students Institute (STSI) is the professional development arm of Breakthrough Providence. Breakthrough Providence has a dual mission: to create a pathway to college for low-income, academically motivated middle school students in Providence Public Schools, and to encourage talented high school and college students to pursue careers in education. Breakthrough Providence has developed expertise, knowledge and capacity to improve outcomes for middle school students at risk of dropping out of high school. We have developed tools, structures, and training that are refined and replicable and that can serve as templates in other learning communities locally and beyond Rhode Island.

Name of Organization:

Capital Good Fund

SNSS contact person and contact information:

Lisa Gallant, lisa@capitalgoodfund.org, 401-559-3793

What services does your organization offer that could be of assistance to schools?

- | | |
|---|--|
| <input checked="" type="checkbox"/> Parent Engagement/Parent Training | <input type="checkbox"/> Reading and/or Math Programs |
| <input type="checkbox"/> Social/Emotional Supports to Students and Families | <input type="checkbox"/> Staff Training/Professional Development |
| <input type="checkbox"/> After School Programs | <input type="checkbox"/> Strategic/Leadership Consulting |
| <input type="checkbox"/> In School Programs | <input type="checkbox"/> Tutoring |
| <input type="checkbox"/> Student Engagement and/or Leadership Development | <input type="checkbox"/> Other (Please describe in the space below)
Early Childhood, Pre-K, Head Start, Home Visiting |

Who do your services target? (Please check all the apply)

- Students
- Parents
- Teachers
- School Leadership
- District Leadership

Please describe any restrictions on your services (geographical region, age group, demographic, etc).

We are based in Providence, RI, and most of the coaching we do takes place in our office. We welcome clients from across the state as long as they are willing to travel to Providence. There are instances however, in which we would travel to the client; for example, if a school had multiple parents interested in financial coaching, we could travel to the school during one evening and conduct multiple sessions. We primarily target low-income families, at 100% of the poverty line or below, but we welcome all to apply and do our best to help as many people as we can.

Why would it make sense for a struggling school to want to partner with you?

In our experience in working with schools, we have had many conversations with teachers and administrators about the importance of parent involvement. We feel that by offering financial coaching to parents, the school is creating a unique value-add that encourages parents to be more invested in the school and its programs. We have also found that financial coaching truly changes financial habits; if parents are given the tools to make better financial decisions, they will be more equipped to pass on these good habits to their children.

Organizational Bio:

During three one-on-one 1.5-hour sessions, you will create an action plan for every aspect of your personal finances, including credit, debt, budgeting, banking and saving. We will work with you to accomplish your financial goals, whether you want to get out of debt, save for college, or simply learn how to manage your money more effectively. After the first three financial coaching sessions you will have the option of participating in two additional meetings throughout the course of the year at times of your choosing, where we can work on entrepreneurship, health, and energy use. We will also be checking in with you at both the 6 and 12 month marks to make sure everything is going smoothly and continue to work with you on your goals.

Name of Organization:

Child and Family Services Enhanced Family Support Services (EFSS) Program

SNSS contact person and contact information:

Julia Nedry, Supervisor of EFSS
401.848.4133 (office) 401.662.3252 (cell) jnedry@childandfamilyri.com

What services does your organization offer that could be of assistance to schools?

- | | |
|--|--|
| <input checked="" type="checkbox"/> Parent Engagement/Parent Training | <input type="checkbox"/> Reading and/or Math Programs |
| <input checked="" type="checkbox"/> Social/Emotional Supports to Students and Families | <input type="checkbox"/> Staff Training/Professional Development |
| <input type="checkbox"/> After School Programs | <input type="checkbox"/> Strategic/Leadership Consulting |
| <input type="checkbox"/> In School Programs | <input type="checkbox"/> Tutoring |
| <input type="checkbox"/> Student Engagement and/or Leadership Development | <input checked="" type="checkbox"/> Other (Please describe in the space below) |
- We provide in-home intervention targeting children and families, which has a positive impact on attendance, achievement, engagement, behavior, and more

Who do your services target? (Please check all the apply)

- Students
- Parents
- Teachers
- School Leadership
- District Leadership

Please describe any restrictions on your services (geographical region, age group, demographic, etc).

Families must be involved with one of the following systems in order to qualify for EFSS services: DCYF, Probation, or Truancy Court. The EFSS referral must be made through one of these systems.

Why would it make sense for a struggling school to want to partner with you?

Partnering with Child & Family EFSS could help struggling schools by sharing some of the responsibility for intervening with the school's most struggling students. EFSS workers prompt parents to engage with their child's school in the planning process. It is common for workers to coordinate with teacher and school leadership regarding behavioral and academic planning. With EFSS workers in the home working with parents, the planning and intervention process is extended and coordinated. This allows all parties (parents, teachers, administration) to work most efficiently and effectively on behalf of students who need it the most.

Organizational Bio:

The Enhanced Family Support Services (EFSS) Program assists DCYF involved youth and families to remain in their community by providing a strength-based assessment and a flexible array of individualized, family focused in-home and community-based services. EFSS services include a range of clinical, case management, and support services and include 24 hour crisis intervention

Name of Organization:

Rhode Island Campus Compact, Association of Independent Colleges & Universities of Rhode Island (AICU *Rhode Island*)

SNSS contact person and contact information:

Kerry Condon, PFS AmeriCorps*VISTA, kcondon@aicuri.org, 401.272.8270

What services does your organization offer that could be of assistance to schools?

- | | |
|--|--|
| <input type="checkbox"/> Parent Engagement/Parent Training | <input type="checkbox"/> Reading and/or Math Programs |
| <input type="checkbox"/> Social/Emotional Supports to Students and Families | <input checked="" type="checkbox"/> Staff Training/Professional Development |
| <input type="checkbox"/> After School Programs | <input type="checkbox"/> Strategic/Leadership Consulting |
| <input type="checkbox"/> In School Programs | <input type="checkbox"/> Tutoring |
| <input checked="" type="checkbox"/> Student Engagement and/or Leadership Development | <input checked="" type="checkbox"/> Other (Please describe in the space below) |

RI Partnerships for Success (PFS), a shared initiative of Rhode Island Campus Compact and AICU *Rhode Island*, acts as a convener of partnerships between K-12 schools and colleges and universities. PFS offers mini-grant opportunities to support the development of new partnerships and to enhance existing partnerships. Moreover, PFS sponsors Spring Workshops for staff training/professional development that also act as networking opportunities. Lastly, the website and AmeriCorps*VISTA serve as a clearinghouse, providing matchmaking and partnership resources.

Who do your services target? (Please check all the apply)

- Students
- Parents
- Teachers
- School Leadership
- District Leadership

Please describe any restrictions on your services (geographical region, age group, demographic, etc).

Partnerships must be in Rhode Island and involve both a K-12 school and college/university in order to qualify as a PFS Partnership.

Why would it make sense for a struggling school to want to partner with you?

PFS provides access to higher ed. and a network of skilled practitioners.

Organizational Bio:

The mission of RI Partnerships for Success (PFS) is to leverage the educational assets of Rhode Island's institutions of higher education to enhance PK-16 school-based partnerships that prepare students to realize their own goals in higher education, careers, and active citizenship. PFS seeks to fulfill this mission through three different functions: clearinghouse/matchmaker, sharing practice, and mini-grants. Two rounds of mini-grants are typically offered in a given year, one in the spring and one in the fall, and the mini-grants support the development of new PK-16 school-based partnerships as well as the enhancement of existing PK-16 school-based partnerships. The sharing practice function is met through workshops for practitioners and annual PFS gatherings. The workshops usually take place in the spring and the annual gatherings occur in December/January. These events offer an opportunity for educators to network, to share successes, challenges, and best practices, and to participate in professional development/trainings. The aforementioned clearinghouse function is met partially through the PFS website which acts as a natural center of community, information, and resources, and partially through the PFS Team, which is currently comprised of an AmeriCorps*VISTA member and an Advisory Council made up of PK-16 representatives from organizations across the state.

Name of Organization:
Child and Family Services of Newport County-Lead Agency for the East Bay Family Care Community Partnership
SNSS contact person and contact information:
Robert B. Archer, LICSW, Ed. D. 31 John Clarke Road Middletown, RI 02842 rarcher@childandfamilyri.com Office: 845-2583 Cell: 595-3709 Fax: 608-1842
What services does your organization offer that could be of assistance to schools?
<input checked="" type="checkbox"/> Parent Engagement/Parent Training <input type="checkbox"/> Reading and/or Math Programs <input checked="" type="checkbox"/> Social/Emotional Supports to Students and Families <input checked="" type="checkbox"/> Staff Training/Professional Development <input type="checkbox"/> After School Programs <input type="checkbox"/> Strategic/Leadership Consulting <input checked="" type="checkbox"/> In School Programs <input type="checkbox"/> Tutoring <input checked="" type="checkbox"/> Student Engagement and/or Leadership Development <input checked="" type="checkbox"/> Other (Please describe in the space below)
Child and Family and the EBFCCP provide support and services to families with children who are having significant behavioral problems and attendance problems.
Who do your services target? (Please check all the apply)
<input checked="" type="checkbox"/> Students <input checked="" type="checkbox"/> Parents <input type="checkbox"/> Teachers <input type="checkbox"/> School Leadership <input type="checkbox"/> District Leadership
Please describe any restrictions on your services (geographical region, age group, demographic, etc).
Child and Family offers many services on a Statewide basis. The East Bay FCCP covers East Providence, Bristol, Warren, Barrington, Little Compton, Tiverton, Portsmouth, Middletown, Newport, Jamestown.
Why would it make sense for a struggling school to want to partner with you?
As a community partner we seek to help students succeed in school and to assist schools in their efforts to assist at risk students and their families.
Organizational Bio:
Child and Family provides Early Education; Center and home based counseling; Residential care for youth; Home Based wraparound/care coordination for at risk families; and Elder Services.

Name of Organization:	
Children's Friend	
SNSS contact person and contact information:	
Alexandra Arnold, Director of Mental Health and Disabilities, Children Friend 621 Dexter Street, Central Falls, RI 02863, 401-721-9255, aarnold@cfsri.org	
What services does your organization offer that could be of assistance to schools?	
<input checked="" type="checkbox"/> Parent Engagement/Parent Training <input checked="" type="checkbox"/> Social/Emotional Supports to Students and Families <input type="checkbox"/> After School Programs <input checked="" type="checkbox"/> In School Programs <input type="checkbox"/> Student Engagement and/or Leadership Development	<input type="checkbox"/> Reading and/or Math Programs <input checked="" type="checkbox"/> Staff Training/Professional Development <input type="checkbox"/> Strategic/Leadership Consulting <input type="checkbox"/> Tutoring <input checked="" type="checkbox"/> Other (Please describe in the space below) Early Childhood, Pre-K, Head Start, Home Visiting
Who do your services target? (Please check all the apply)	
<input checked="" type="checkbox"/> Students <input checked="" type="checkbox"/> Parents <input checked="" type="checkbox"/> Teachers <input type="checkbox"/> School Leadership <input type="checkbox"/> District Leadership	
Please describe any restrictions on your services (geographical region, age group, demographic, etc).	
Families with children from pregnancy to age 8.	
Why would it make sense for a struggling school to want to partner with you?	
Early childhood work, extensive family and community engagement resources, many home visiting and family support services, ethnically and culturally diverse staff supporting 6 languages.	
Organizational Bio:	
Children's Friend promotes the well being and healthy development of RI's most vulnerable children. Staff members include educators, social workers, nurses, nutritionists, speech and physical therapists, and counselors. Our target population is families with children from pregnancy to age 8. We provide services in 10 sites located in Providence, Pawtucket, and Central Falls and through home visits which occur statewide. Our most relevant programs for this network include Head Start and Early Head Start, Family Counseling, Nurse Family Partnership, Crisis Intervention, Early Intervention, WIC, Parent Council, Child Care, Family Care Community Partnership, Dads Making A Difference, and Healthy Families America.	

Name of Organization:

City Year Rhode Island

SNSS contact person and contact information:

Jennie Johnson, Executive Director
jjohnson@cityyear.org; 401-454-3735

What services does your organization offer that could be of assistance to schools?

- | | |
|--|---|
| <input type="checkbox"/> Parent Engagement/Parent Training | <input checked="" type="checkbox"/> Reading and/or Math Programs |
| <input checked="" type="checkbox"/> Social/Emotional Supports to Students and Families | <input type="checkbox"/> Staff Training/Professional Development |
| <input checked="" type="checkbox"/> After School Programs | <input type="checkbox"/> Strategic/Leadership Consulting |
| <input checked="" type="checkbox"/> In School Programs | <input checked="" type="checkbox"/> Tutoring |
| <input checked="" type="checkbox"/> Student Engagement and/or Leadership Development | <input type="checkbox"/> Other (Please describe in the space below) |

Who do your services target? (Please check all the apply)

- Students
- Parents
- Teachers
- School Leadership
- District Leadership

Please describe any restrictions on your services (geographical region, age group, demographic, etc).

City Year Rhode Island currently partners with Providence elementary and middle schools, however, our model is designed to focus on students in grades 3-9 who exhibit one or more early warning indicator (chronic absence, misbehavior, course failure in math and English) of being at-risk of dropping out of school.

Why would it make sense for a struggling school to want to partner with you?

City Year places teams of trained young adults in public schools to provide individualized academic and developmental support to students and, working with educators, implement research-driven interventions for the right students at the right times. Wearing their signature red jackets, our diverse teams of AmeriCorps members arrive before the bell to offer before-school programs, and stay until the last student goes home—helping to transform a school’s culture with passion, energy and idealism. They get training and support to help educators and students deal with tough challenges. They know how to spot and respond to critical early warning signs that a student is at risk of dropping out—the “ABCs” of poor attendance, behavior and course performance. With City Year’s help, struggling schools have the extra people power needed to support the hundreds of students who need extra attention

Organizational Bio:

City Year is an education-focused, nonprofit organization founded in 1988 that partners with public schools and teachers to help keep students in school and on track to succeed. In 24 communities across the United States and through two international affiliates, this innovative public-private partnership brings together teams of young AmeriCorps members who commit to a year of full-time service in schools. Corps members provide individual support to students who need extra care and attention, focusing on attendance, behavior, and course performance through in-class tutoring, mentoring, and after school programs.

Name of Organization:	
The College Advising Corps at Brown University	
SNSS contact person and contact information:	
Ralph Johnson Ralph_Johnson@Brown.edu 401-863-9574	
What services does your organization offer that could be of assistance to schools?	
<input checked="" type="checkbox"/> Parent Engagement/Parent Training <input type="checkbox"/> Social/Emotional Supports to Students and Families <input checked="" type="checkbox"/> After School Programs <input checked="" type="checkbox"/> In School Programs <input checked="" type="checkbox"/> Student Engagement and/or Leadership Development	<input type="checkbox"/> Reading and/or Math Programs <input type="checkbox"/> Staff Training/Professional Development <input type="checkbox"/> Strategic/Leadership Consulting <input type="checkbox"/> Tutoring <input type="checkbox"/> Other (Please describe in the space below)
Who do your services target? (Please check all the apply)	
<input checked="" type="checkbox"/> Students <input checked="" type="checkbox"/> Parents <input type="checkbox"/> Teachers <input type="checkbox"/> School Leadership <input type="checkbox"/> District Leadership	
Please describe any restrictions on your services (geographical region, age group, demographic, etc).	
The CAC is a College Access Program that partners with high schools and community based organizations in Woonsocket, Pawtucket, Central Falls, Providence, West Warwick and Newport.	
Why would it make sense for a struggling school to want to partner with you?	
<p>Our highly cost-effective, boots-on-the-ground approach emphasizes:</p> <ul style="list-style-type: none"> • <i>Near-to-Peer Advising by talented and motivated advisors:</i> Advisors are recent college graduates, which allows them to more easily develop relationships with students and serve as both peers and role models. • <i>Collaboration with partner schools:</i> Our Advisors work in partnership with teachers, counselors and administrators, and function as an additional staff member whose focus is singularly on improving the school’s college-going culture and ensuring that students apply to and enroll in colleges where they will succeed. • <i>Whole School Approach to advising:</i> The CAC program is an open and available resource for all students in the school. Students are not asked to complete an application or fulfill any requirements in order to participate in CAC programming. • <i>Focus on “Fit”:</i> Selective colleges and universities often offer students a wider range of supports needed by our students to graduate with a 4-year degree. Armed with detailed and up-to-date information on schools that best meet our students’ needs, Advisers can assess students’ unique situations and recommend several “best fit” schools. • <i>Family Engagement with a focus on the financial aid process:</i> The Corps works with students and families to help them better understand available financial aid options and the steps of the financial aid process. • <i>Reflecting the Diversity of the communities we serve:</i> 60% of our advisors are the first in their families to graduate from college and/or are from low-income communities. 	
Organizational Bio:	
The National College Advising Corps at Brown seeks to increase the number of high school students who enter college and earn bachelor’s degrees, by providing college application and financial aid guidance to those students and their families while fostering a culture of college attendance and higher education in Rhode Island’s urban communities.	

Name of Organization:

The College Crusade of Rhode Island

SNSS contact person and contact information:

Todd Flaherty
Tel# 854-5506 ext 118
Tflaherty@thecollegecrusade.org

What services does your organization offer that could be of assistance to schools?

- | | |
|---|--|
| <input checked="" type="checkbox"/> Parent Engagement/Parent Training | <input checked="" type="checkbox"/> Reading and/or Math Programs |
| <input checked="" type="checkbox"/> Social/Emotional Supports to Students and Families | <input checked="" type="checkbox"/> Student Engagement and/or Leadership Development |
| <input checked="" type="checkbox"/> After School Programs | <input type="checkbox"/> Strategic/Leadership Consulting |
| <input checked="" type="checkbox"/> In School Programs | <input checked="" type="checkbox"/> Tutoring |
| <input checked="" type="checkbox"/> Staff Training/Professional Development (Please list type of training below: i.e. Data Use, ELL instruction, Common Core) | <input checked="" type="checkbox"/> Other (Please describe in the space below) |

Who do your services target? (Please check all that apply)

- Students
- Parents
- Teachers
- School Leadership
- District Leadership

Please describe any restrictions on your services (geographical region, age group, demographic, etc.).

Our services are customized and aligned for our GEAR UP partnerships/families grades 6-12 in our urban school districts.

Organizational Bio:

We are Rhode Island's largest and most comprehensive college access and readiness program.

Name of Organization:

Connecting for Children and Families, Inc.

SNSS contact person and contact information:

Terese Curtin, MSW, Executive Director 766-3384, tcurtin@ccfcenter.org

What services does your organization offer that could be of assistance to schools?

- | | |
|--|---|
| <input checked="" type="checkbox"/> Parent Engagement/Parent Training | <input checked="" type="checkbox"/> Reading and/or Math Programs |
| <input checked="" type="checkbox"/> Social/Emotional Supports to Students and Families | <input type="checkbox"/> Staff Training/Professional Development |
| <input checked="" type="checkbox"/> After School Programs | <input type="checkbox"/> Strategic/Leadership Consulting |
| <input type="checkbox"/> In School Programs | <input checked="" type="checkbox"/> Tutoring |
| <input checked="" type="checkbox"/> Student Engagement and/or Leadership Development | <input type="checkbox"/> Other (Please describe in the space below) |

Who do your services target? (Please check all the apply)

- Students
- Parents
- Teachers
- School Leadership
- District Leadership

Please describe any restrictions on your services (geographical region, age group, demographic, etc).

CCF serves Woonsocket families primarily, although we do have specific initiatives that target the entire northern Rhode Island area. We work with families from infancy to adulthood.

Why would it make sense for a struggling school to want to partner with you?

Designated by the Rhode Island Department of Education for the past 18 years as Woonsocket’s Child Opportunity Zone (RI’s full service community school initiative), our role is to coordinate health, educational, and social services for students and their families, targeting the highest need schools in the district.

Organizational Bio: Please provide us with a concise description (no more than one paragraph) of your services for use in future communications among network members and schools.

Connecting for Children and Families (CCF) is a community-based, non-profit organization dedicated to improving the quality of family and community life in Woonsocket. Its award-winning programs make a critical difference for children and families every day. Our services reach more than 3,000 individuals each year, from infancy through high school and beyond, providing opportunities for families to enhance their lives in a safe and welcoming environment. Highlights of CCF’s initiatives include: Parents As Teachers school readiness program for families with young children prenatal to age 5; quality childcare for working parents; after-school enrichment for students grades K-12; financial literacy education; workforce development training; and emergency basic needs, such as food, clothing, and heating assistance.

Name of Organization:

Dorcas Place Adult and Family Learning Center (soon to be) Dorcas International Institute of RI

SNSS contact person and contact information:

Carol Holmquist Cholmquist@dorcasplace.org 401-273-8866

What services does your organization offer that could be of assistance to schools?

- | | |
|---|---|
| <input checked="" type="checkbox"/> Parent Engagement/Parent Training | <input type="checkbox"/> Reading and/or Math Programs |
| <input type="checkbox"/> Social/Emotional Supports to Students and Families | <input checked="" type="checkbox"/> Staff Training/Professional Development |
| <input type="checkbox"/> After School Programs | <input type="checkbox"/> Strategic/Leadership Consulting |
| <input checked="" type="checkbox"/> In School Programs (for parents) | <input type="checkbox"/> Tutoring |
| <input type="checkbox"/> Student Engagement and/or Leadership Development | <input type="checkbox"/> Other (Please describe in the space below) |
- ESL, ABE, GED for parents
Preschool readiness (Play and Learn)
Healthcare support, 2nd generation literacy.

Who do your services target? (Please check all the apply)

- Students
- Parents
- Teachers
- School Leadership
- District Leadership

Why would it make sense for a struggling school to want to partner with you?

We have a long track record of working with schools. We are already providing services in 7 elementary schools. We provide our services as a 2 generation approach working with parents, children and teachers to both increase skills for both generations and to increase parental engagement.

Organizational Bio:

Established in 1981, Dorcas Place Adult & Family Learning Center recently celebrated 30 years of service as a community-based agency offering comprehensive adult and workforce education services. Our mission is to assist low-income adults in realizing their full potential through literacy, employment, advocacy and community involvement. As a community partner, we seek to contribute to Rhode Island's economic growth through the development of a more literate and productive workforce. In carrying out this mission we embrace these values: advocacy, collaboration, community, family, empowerment, compassion, diversity, hospitality, life-long learning, respect and responsibility. We offer a full continuum of services designed to help adult learners earn GEDs, learn English, prepare for college, gain citizenship and financial literacy skills, support their children's education, and find jobs and careers.

Name of Organization:

EBCAP (East Bay Community Action Program) as part of the FCCP

SNSS contact person and contact information:

Seena Franklin, EBCAP Director of Family Development
sfranklin@ebcap.org

Robert B. Archer, MSW, LICSW, Ed. D., Director of the East Bay Family Care Community Partnership
Child & Family
31 John Clarke Road, Middletown, RI 02842
rarcher@childandfamilyri.com

What services does your organization offer that could be of assistance to schools?

- | | |
|--|---|
| <input checked="" type="checkbox"/> Parent Engagement/Parent Training | <input type="checkbox"/> Reading and/or Math Programs |
| <input checked="" type="checkbox"/> Social/Emotional Supports to Students and Families | <input type="checkbox"/> Staff Training/Professional Development |
| <input checked="" type="checkbox"/> After School Programs | <input type="checkbox"/> Strategic/Leadership Consulting |
| <input type="checkbox"/> In School Programs | <input type="checkbox"/> Tutoring |
| <input type="checkbox"/> Student Engagement and/or Leadership Development | <input type="checkbox"/> Other (Please describe in the space below) |

Who do your services target? (Please check all the apply)

- Students
- Parents
- Teachers
- School Leadership
- District Leadership

Please describe any restrictions on your services (geographical region, age group, demographic, etc).

We provide a range of health and human services to the following ten towns: East Providence, Barrington, Bristol, Warren, Portsmouth, Middletown, Newport, Jamestown, Little Compton and Tiverton. Specific related services to this initiative include Head Start, Early Head Start, Parents as Teachers (Newport only) Health Centers, Dental services, Youth Centers, Clinical Services for Youth (student assistance counselors in specific schools and Youth Diversionary counseling), Family Planning/title X, pregnant and parenting teen programs, social services such as food pantries, assessments/referrals including selected financial resources, low income heating, housing, workforce development programs including a CNA training program and literacy services for parents (Even Start). Specific to Newport, we offer NCOZ, afterschool and summer programs for children/youth. We offer elder services as well including senior services case management, congregate nutrition, Retired Seniors Volunteer Program, health insurance linkages and foster grandparents.

Why would it make sense for a struggling school to want to partner with you?

We offer a range of basic needs and support services that specific students and their families could utilize. We know that children/youth who are struggling with social/emotional or basic needs (including health) are not always in the position to attend school consistently or attend to academics. If a family is worried about their next meal, they may not pay attention to their child's learning. We can assist families identify and obtain services so they can attend to their children's social/emotional growth and educational development.

Organizational Bio:

East Bay community Action Program (EBCAP) is a private, nonprofit 501© (3) corporation that provides a wide array of health and human services to the residents of RI's East Bay, including the municipalities of East Providence, Barrington, Warren, Bristol, Little Compton, Tiverton, Portsmouth, Middletown, Newport and Jamestown. Our staff can work with individuals and families (of all ages) to help obtain medical, dental, afterschool and social services.

Name of Organization:

The Education Alliance at Brown University

SNSS contact person and contact information:

Maria Pacheco, Executive Director
Tel: 401-867-8948 (Office) or 401-225-9085 (Cell)
Maria_Pacheco@brown.edu

What services does your organization offer that could be of assistance to schools?

- | | |
|--|--|
| <input checked="" type="checkbox"/> Parent Engagement/Parent Training | <input type="checkbox"/> Reading and/or Math Programs |
| <input type="checkbox"/> Social/Emotional Supports to Students and Families | <input checked="" type="checkbox"/> Staff Training/Professional Development |
| <input type="checkbox"/> After School Programs | <input checked="" type="checkbox"/> Strategic/Leadership Consulting |
| <input type="checkbox"/> In School Programs | <input type="checkbox"/> Tutoring |
| <input checked="" type="checkbox"/> Student Engagement and/or Leadership Development | <input checked="" type="checkbox"/> Other (Please describe in the space below)
Research and evaluation services |

Who do your services target? (Please check all the apply)

<input type="checkbox"/> Students
<input checked="" type="checkbox"/> Parents
<input checked="" type="checkbox"/> Teachers
<input checked="" type="checkbox"/> School Leadership
<input checked="" type="checkbox"/> District Leadership

Please describe any restrictions on your services (geographical region, age group, demographic, etc).

There are no restrictions.

Why would it make sense for a struggling school to want to partner with you?

For over thirty years we have worked with educators on policies, research and practices to create opportunities to learn for students who have been historically underserved, such as culturally and linguistically diverse learners. These are the types of students who normally attend struggling schools.

Organizational Bio:

The Education Alliance brings decades of research-based experience to helping educators with their district and school improvement efforts with special attention to underperforming districts and schools and issues of equity and diversity. We focus on the needs of students, using an equity lens to identify and address achievement gaps that correlate with such factors as race, economic status, English language proficiency, and gender. We encourage a systems-based approach to district and school improvement as optimal for ongoing and sustainable improvements to teaching and learning, given the complex and multi-tiered nature of education systems. We work collaboratively with district and school leaders and staff to align research and policy directions within local contexts so that our strategies and recommendations are flexible, practical, and meaningful. We offer flexible and differentiated services to meet different improvement needs:

- Technical Assistance & Consultation Planning – services to support needs assessment, planning, development and implementation of policies and practices that improve learning conditions for students.
- Professional Learning – professional development and support services to assist educators in implementing management and instructional practices.
- Research & Evaluation – a range of research and evaluation services to help education leaders and practitioners determine the impact and effectiveness of initiatives and programs.

These three kinds of services are often delivered together as part of a comprehensive approach to improvement. They can also be provided separately to focus on a particular education program.

Name of Organization:	
Education Development Center, Inc./Regional Educational Laboratory Northeast and Islands	
SNSS contact person and contact information:	
Leslie F. Hergert, Ed. D. Education Development Center, Inc. 43 Foundry Avenue Waltham, Massachusetts 02453 617-618-2131 LHergert@edc.org	
What services does your organization offer that could be of assistance to schools?	
<input checked="" type="checkbox"/> Parent Engagement/Parent Training	<input checked="" type="checkbox"/> Reading and/or Math Programs
<input checked="" type="checkbox"/> Social/Emotional Supports to Students and Families	<input checked="" type="checkbox"/> Staff Training/Professional Development
<input checked="" type="checkbox"/> After School Programs	<input checked="" type="checkbox"/> Strategic/Leadership Consulting
<input type="checkbox"/> In School Programs	<input type="checkbox"/> Tutoring
<input checked="" type="checkbox"/> Student Engagement and/or Leadership Development	<input type="checkbox"/> Other (Please describe in the space below)
Who do your services target? (Please check all the apply)	
<input checked="" type="checkbox"/> Students	
<input checked="" type="checkbox"/> Parents	
<input checked="" type="checkbox"/> Teachers	
<input checked="" type="checkbox"/> School Leadership	
<input checked="" type="checkbox"/> District Leadership	
Please describe any restrictions on your services (geographical region, age group, demographic, etc).	
Restrictions vary with particular offerings—no restrictions in the areas mentioned above.	
Why would it make sense for a struggling school to want to partner with you?	
<p>EDC has a wealth of expertise and services in every area from pre-school through adulthood. EDC is an international, nonprofit organization dedicated to enhancing learning to transform lives. Over its 54-year history, EDC has evolved from a curriculum development laboratory to a global organization focused on learning and human development for people of all ages. EDC’s approach recognizes the excitement of learning, actively engages children and adults in their own learning, provides scaffolds and structures for learning new knowledge and skills, and situates learning in real-world contexts. www.edc.org</p> <p>EDCs’ Learning and Teaching Division (LTD) of over 300 staff works to support states, school districts, schools, and parents to serve the needs of America’s children. EDC is well known for our work in science and mathematics, early and adolescent literacy, early education and college and career readiness, and leadership development. School districts look to EDC as a change partner and “critical friend,” one that helps strengthen systems to improve the performance of students and teachers. We have developed a deep understanding of the kinds of assistance that leaders and stakeholders need to achieve their reform objectives. We work collaboratively with clients and partners to draw on and make connections among the strengths of each. The models we have developed and implemented to support education change include models of inquiry- and project-based teaching and learning; models of system change to support implementation of programs in literacy, mathematics, and science; school transformation models for middle and high schools; and models to promote research use and collaborative research design to inform educational policy and practice. www.ltdedc.org</p> <p>EDC’s Health and Human Development division (HHD) works with schools and community organizations on a wide range of health education issues. Of most interest to schools are HHD’s services in health education including the award-winning</p>	

Teenage Health Teaching Modules on multiple topics of concern to middle and high school students; bullying response and prevention; and mentoring. www.hhd.org

The Regional Educational Laboratory Northeast and Islands (REL-NEI) is one of ten federally funded labs and provides research services to the six northeastern states, Puerto Rico and the US Virgin Islands. REL-NEI conducts research through several research alliances on topics such as English Language Learners, Early Childhood, and College and Career Readiness. REL-NEI also can conduct research searches in response to requests from local educators and community members. www.relnei.org

Organizational Bio:

EDC is a global nonprofit organization that designs, delivers and evaluates innovative programs to address some of the world's most urgent challenges in education, health, and economic opportunity. Working with public-sector and private partners, we harness the power of people and systems to improve education, health promotion and care, workforce preparation, communications technologies, and civic engagement. Our services include research, training, educational materials and strategy, with activities ranging from seed projects to large-scale national and international initiatives. EDC's work is organized by individually funded projects that are housed in our three divisions: Health and Human Development, International Development, and Learning and Teaching. While the issues we address are diverse, all that we do is united by our conviction that learning is the liberating force in human development. We are committed to education that builds knowledge and skill, makes possible a deeper understanding of the world, and engages learners as active, problem-solving participants.

Name of Organization:

English for Action

SNSS contact person and contact information:

Kimberly Kohler, kkohler@englishforaction.org
401-421-3181

What services does your organization offer that could be of assistance to schools?

- | | |
|--|---|
| <input checked="" type="checkbox"/> Parent Engagement/Parent Training | <input checked="" type="checkbox"/> Reading and/or Math Programs |
| <input checked="" type="checkbox"/> Social/Emotional Supports to Students and Families | <input checked="" type="checkbox"/> Staff Training/Professional Development |
| <input checked="" type="checkbox"/> After School Programs | <input type="checkbox"/> Strategic/Leadership Consulting |
| <input type="checkbox"/> In School Programs | <input type="checkbox"/> Tutoring |
| <input checked="" type="checkbox"/> Student Engagement and/or Leadership Development | <input type="checkbox"/> Other (Please describe in the space below) |

Who do your services target? (Please check all the apply)

- Students
- Parents
- Teachers
- School Leadership
- District Leadership

Please describe any restrictions on your services (geographical region, age group, demographic, etc).

Our work would likely be concentrated in the greater Providence area, as we are a small organization that wouldn't be able to administer too much expansion without more funding. We focus on adult education with children's arts-based literacy programming and homework help for the children of our adult learners. Our educational programs for adults focus on English language learning, Native language literacy in Spanish, and High School Diplomas. We also develop leaders within both our adult ed classes, as well as outside of the classroom within the larger organization. We address the social needs of the families through our adult learner leadership committee, which prioritizes the needs of the community and works on ways to resolve them. Many of our adult learners are Latino in demographics, so many larger events are held in Spanish with English translation, but we are open to all ethnicities.

Why would it make sense for a struggling school to want to partner with you?

Not only would the parents of their children be learning the language and literacy skills needed to support their children in their learning process (homework, practice at home, etc.), they would also be learning how to be engaged citizens and be invested in their child's learning progress. They would be asking questions in order to be more informed and they would potentially take on leadership within the schools through PTOs or volunteerism within the schools. Their modeling skills and responsibility as parents will also provide for successful children in their learning.

Organizational Bio:

English for Action (EFA) focuses on adult education with children's arts-based literacy programming and homework help for the children of our adult learners. Our educational programs for adults focus on English language learning, Native language literacy in Spanish, and High School Diplomas. EFA also develops leaders within both our adult ed classes, as well as outside of the classroom within the larger organization. We address the social needs of the families through our adult learner leadership committee, which prioritizes the needs of the community and works on ways to resolve them.

Name of Organization:

Family Service of Rhode Island

SNSS contact person and contact information:

Marie Palumbo Hayes and Michelle Cortes-Harkins
hayesma@familyserviceri.org or cortes-harkinsmi@familyserviceri.org

What services does your organization offer that could be of assistance to schools?

- | | |
|--|--|
| <input checked="" type="checkbox"/> Parent Engagement/Parent Training | <input type="checkbox"/> Reading and/or Math Programs |
| <input checked="" type="checkbox"/> Social/Emotional Supports to Students and Families | <input checked="" type="checkbox"/> Staff Training/Professional Development |
| <input checked="" type="checkbox"/> After School Programs | <input type="checkbox"/> Strategic/Leadership Consulting |
| <input checked="" type="checkbox"/> In School Programs | <input type="checkbox"/> Tutoring |
| <input checked="" type="checkbox"/> Student Engagement and/or Leadership Development | <input checked="" type="checkbox"/> Other (Please describe in the space below) |

Who do your services target? (Please check all the apply)

- Students
- Parents
- Teachers
- School Leadership
- District Leadership

Please describe any restrictions on your services (geographical region, age group, demographic, etc).

Currently through home based services we do not work with students who have severe developmental delays.

Why would it make sense for a struggling school to want to partner with you?

Family Service of RI enhances and supports administration, faculty and staff. We can provide a continuum of services ranging from family care coordination and consultation to intensive clinical intervention and emergency support/evaluation for students and faculty. Some services are billed through the child’s health insurance plan and can be provided in and out of school. Other services are provided through Title 1, School Improvement Grant or private foundation dollars. We also provide classroom management support utilizing Restorative Practices which has been proven to decrease tardiness, absenteeism and improve climate and culture in the school setting overall. It allows students to be more available to learn at school. Currently we are an integral part of school improvement teams and work within schools who are in the process of turn around or those who have been identified as persistently low performing. Our work is targeted at key indicators such as chronic absenteeism, chronic tardiness, behavior and school climate and culture. We can also train in a variety of areas at Professional Development meetings.

FSRI is also one of the lead partners in the Anne E. Casey Foundation’s groundbreaking work in Providence; Evidence2Success. Evidence2Success aims to adapt the way public systems, schools and communities to improve outcomes for children and youth and helps cities shift a percentage of investments from costly or less-effective programs to proven prevention, early intervention and targeted treatment programs.

Organizational Bio:

FSRI is one of the oldest and largest nonprofit social service, education, and mental health organizations in the state. We serve nearly 9,000 individual clients every year. Six out of ten are children age eighteen and younger, more than 87% are low/very low income and more than 50% are culturally diverse.

FSRI specializes in services for school-aged children and youth with behavioral, psychiatric, or environmental issues impeding their academic success; children and youth at-risk for trauma exposure (including abuse, neglect and community violence); troubled youth; pregnant and parenting teens; infants and toddlers with or at-risk for developmental disabilities; children, youth and sibling groups involved with child welfare; and, their families. FSRI’s extensive history of service to children and youth has been guided by our long-held philosophy that all children should receive nurturing care from their family; that such care is essential to leading a healthy and productive life; and that supportive and coordinated services provided in the family home or child’s school are most effective. FSRI’s overall strategy includes the utilization of evidence-based and informed approaches in serving all members of the family to address any basic needs and/or co-occurring issues that may exacerbate or raise the risk for child maltreatment and/or limit parents’ potential for achieving optimal developmental, academic and life outcomes for their children.

Name of Organization:

Feinstein School of Education and Human Development

SNSS contact person and contact information:

Sasha Sidorkin, asidorkin@ric.edu

What services does your organization offer that could be of assistance to schools?

- | | |
|--|---|
| <input checked="" type="checkbox"/> Parent Engagement/Parent Training | <input checked="" type="checkbox"/> Reading and/or Math Programs |
| <input checked="" type="checkbox"/> Social/Emotional Supports to Students and Families | <input checked="" type="checkbox"/> Staff Training/Professional Development |
| <input checked="" type="checkbox"/> After School Programs | <input checked="" type="checkbox"/> Strategic/Leadership Consulting |
| <input checked="" type="checkbox"/> In School Programs | Tutoring |
| <input checked="" type="checkbox"/> Student Engagement and/or Leadership Development | Other (Please describe in the space below) |

Who do your services target? (Please check all the apply)

- Students
- Parents
- Teachers
- School Leadership
- District Leadership

Why would it make sense for a struggling school to want to partner with you?

We have a 81 full time faculty members with a variety of expertise areas

Organizational Bio:

The Feinstein School of Education and Human Development is one of the five main academic divisions. The School has a wide professional network in K-12 education, and a long tradition of pre-service and in-service teacher preparation. We are offering professional development, research, consulting and support services related to educational policy and practice.

Name of Organization:

Groundwork Providence

SNSS contact person and contact information:

Sheri Lupoli – Director of Environmental Education and Job Training – 351 6440
slupoli@groundworkprovidence.org

What services does your organization offer that could be of assistance to schools?

- | | |
|---|--|
| <input type="checkbox"/> Parent Engagement/Parent Training | <input type="checkbox"/> Reading and/or Math Programs |
| <input type="checkbox"/> Social/Emotional Supports to Students and Families | <input type="checkbox"/> Staff Training/Professional Development |
| <input type="checkbox"/> After School Programs | <input type="checkbox"/> Strategic/Leadership Consulting |
| <input type="checkbox"/> In School Programs | <input type="checkbox"/> Tutoring |
| <input type="checkbox"/> Student Engagement and/or Leadership Development | <input checked="" type="checkbox"/> Other (Please describe in the space below)
Summer youth programs and adult job training |

Who do your services target? (Please check all the apply)

- Students
- Parents
- Teachers
- School Leadership
- District Leadership
- Environmental justice communities

Please describe any restrictions on your services (geographical region, age group, demographic, etc).

We are grant run. Restrictions are financial. We are also committed to work in Providence at the present

Why would it make sense for a struggling school to want to partner with you?

Yes – to help us identify gaps in STEM curriculum that our own programs may address in collaboration with teachers and student bodies.

Organizational Bio:

Founded in 1982 as Keep Providence Beautiful, Groundwork Providence is an environmental education and job training organization dedicated to building a cleaner, safer, more beautiful city through programs such as the Providence Neighborhood Planting Program, Summer Green Teams, GroundCorp, Trees 2020, Environmental Workforce Development Job Training and more. As stewards of our shared urban environment and proponents for change in at-risk communities through education, employment and land revitalization, Groundwork Providence is committed to its vision of *changing places, changing lives*.

Name of Organization:

Highlander Institute

SNSS contact person and contact information:

Dana Borrelli-Murray, Executive Director
Highlander Institute
65 Atlantic Ave, Providence RI 02905
401-831-7323
dborrelli@highlanderinstitute.org

What services does your organization offer that could be of assistance to schools?

- | | |
|---|--|
| <input type="checkbox"/> Parent Engagement/Parent Training | <input checked="" type="checkbox"/> Reading and/or Math Programs |
| <input checked="" type="checkbox"/> Social/Emotional Supports to Students and Families (specifically, dyslexia and LD supports) | <input checked="" type="checkbox"/> Staff Training/Professional Development |
| <input checked="" type="checkbox"/> After School Programs | <input checked="" type="checkbox"/> Strategic/Leadership Consulting |
| <input checked="" type="checkbox"/> In School Programs | <input checked="" type="checkbox"/> Tutoring |
| <input type="checkbox"/> Student Engagement and/or Leadership Development | <input checked="" type="checkbox"/> Other (Please describe in the space below) |
- blended learning, technology integration
-data meetings, district consulting and coaching

Who do your services target? (Please check all the apply)

- Students
- Parents
- Teachers
- School Leadership
- District Leadership

Please describe any restrictions on your services (geographical region, age group, demographic, etc).

We currently work throughout RI and NE.

Why would it make sense for a struggling school to want to partner with you?

The Highlander Institute is an education reform non-profit organization focused on researching, developing and disseminating innovative educational methods to improve outcomes for all learners. The Institute is the sister organization to Highlander Charter School, a leading urban K – 8 school in Providence, RI, which acts as the Institute’s lab school for the incubation of educational reform efforts and best practices. As an independent fiscal organization, the Institute is focused on sharing best educational practices through various outreach efforts to improve teaching and learning across the region.

The Institute’s methods are based in the latest research from centers and universities nationwide as well as products, projects and programs created within the Institute and Highlander Charter School’s unique collaborative efforts. Institute services are directed at both students and educators, focused on helping students gain ground in language, reading, and math through ‘arms of service’ that include Blended Learning, Expanded Learning, and Diverse Learners.

Each year, the Institute supports more than 1,500 educators through professional development and school change initiatives. Using innovative education practices as a catalyst for social change, the Highlander Institute works to ensure that all children have the educational opportunities and support they need to achieve their full potential.

Organizational Bio:

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Name of Organization:

Mass Insight Education

SNSS contact person and contact information:

Emily Pallin
Senior Program Manager
18 Tremont Street | Suite 1010
Boston, MA 02108
epallin@massinsight.org
O: (617) 778-1566
C: (860) 705-0412

What services does your organization offer that could be of assistance to schools?

- Parent Engagement/Parent Training
- Social/Emotional Supports to Students and Families
- After School Programs
- In School Programs
- Student Engagement and/or Leadership Development
- Reading and/or Math Programs
- Staff Training/Professional Development
- Strategic/Leadership Consulting
- Tutoring
- Other (Please describe in the space below)

Mass Insight Education’s Mass Math + Science Initiative’s (MMSI) Advanced Placement (AP) and Pre-AP Programs provide professional development and content-area coaching for educators and direct supports for students. Mass Insight Education’s School Turnaround Group (STG) offers strategic consulting services for schools and districts engaged in dramatic school turnaround.

Who do your services target? (Please check all the apply)

- Students
- Parents
- Teachers
- School Leadership
- District Leadership

Please describe any restrictions on your services (geographical region, age group, demographic, etc).

MMSI currently works with schools and districts across the state of Massachusetts and in neighboring states. MMSI partners with middle schools and high schools serving diverse and predominantly high-needs populations. The STG has experience working with districts in Rhode Island, in addition to working with state and local education agencies and schools across the country. The STG provides strategic consulting services to partners engaged in dramatic school improvement efforts.

Why would it make sense for a struggling school to want to partner with you?

Mass Insight Education has over 15 years of experience supporting and driving results in some of our nation’s most struggling schools. The STG works with its partners to (1) conduct a thorough needs assessment to identify strengths and growth opportunities, (2) develop a plan or strategy to dramatically improve student achievement, and (3) provide on-the-ground implementation support throughout the turnaround process. MMSI’s AP-driven programming ensures that school reform strategies are integrated and reinforce the central mission of increased college and career readiness. MMSI’s programs serve as the foundation for middle school and high school reform efforts by leveraging AP to increase and promote access, rigor, alignment, and results across the curriculum.

Organizational Bio:

Mass Insight Education, a 501(c)(3) non-profit organization based in Boston, MA, was founded in 1997 to help create and implement strategies that close educational achievement gaps. Through its two major efforts, *The School Turnaround Group* and *The Mass Math + Science Initiative*, Mass Insight Education partners with school districts to dramatically improve student achievement through increasing academic rigor and reinventing district systems. Mass Insight Education's Mass Math + Science Initiative is an AP-driven, public-private partnership operating in 60+ schools with 500+ teachers and 8,000+ students taking 15,000+ exams. The state's largest academic high school math and science program aimed at underserved students, MMSI combines rigor with multiple supports including teacher training, content coaching and additional learning time for students to produce results. MMSI focuses on AP access and achievement because AP is the most successful program preparing high school students for college success. Mass Insight's School Turnaround Group (STG) is a national education organization dedicated to closing the achievement gap by turning around our country's lowest performing schools. STG partners with school districts and state education agencies to redesign the way they improve their urban schools by supporting bold change.

Name of Organization:

New Urban Arts

SNSS contact person and contact information:

Sarah Meyer, sarah@newurbanarts.org 401.751.4556

What services does your organization offer that could be of assistance to schools?

- | | |
|--|--|
| <input type="checkbox"/> Parent Engagement/Parent Training | <input type="checkbox"/> Reading and/or Math Programs |
| <input checked="" type="checkbox"/> Social/Emotional Supports to Students and Families | <input checked="" type="checkbox"/> Staff Training/Professional Development |
| <input checked="" type="checkbox"/> After School Programs | <input type="checkbox"/> Strategic/Leadership Consulting |
| <input type="checkbox"/> In School Programs | <input type="checkbox"/> Tutoring |
| <input checked="" type="checkbox"/> Student Engagement and/or Leadership Development | <input checked="" type="checkbox"/> Other (Please describe in the space below) |
| | -Arts based learning |
| | -Inquiry Based learning |

Who do your services target? (Please check all the apply)

- Students
- Parents
- Teachers
- School Leadership
- District Leadership

Why would it make sense for a struggling school to want to partner with you?

New Urban Arts is nationally recognized arts and youth development organization, particularly recognized for our work promoting youth leadership, youth participation in curriculum development, organizational development and building a positive and supportive environment. Any struggling school should be interested in the participation of its most important constituents, students, to that end New Urban Arts has developed many practices and strategies that use the arts to promote a youth and student centered culture.

Organizational Bio:

At New Urban Arts, our long-term goal is that young people and artists mentors work together—as collaborators and peers—to develop creative practices which allow them to become more imaginative, and active, community members.

Our programs encourage students to:

- develop positive relationships with non-parental adult mentors and peers
- acquire standards-based skills & knowledge in the arts
- begin to develop their unique artistic voice
- graduate high school on a path towards post-secondary education

We support students’ wider, holistic development through partnerships with organizations like *College Visions*, with public school teachers and administrators, and a with variety of social service networks. All our youth programs are offered free of charge and provide after-school snacks, free bus passes, daily tutoring, and homework help.

Name of Organization:

Providence College, School of Professional Studies

SNSS contact person and contact information:

Dr. Brian McCadden, Dean of Professional Studies, 217 Harkins Hall, Providence College, Providence, RI 02918. 865-2503, bmccadde@providence.edu

What services does your organization offer that could be of assistance to schools?

- | | |
|---|---|
| <input type="checkbox"/> Parent Engagement/Parent Training | <input type="checkbox"/> Reading and/or Math Programs |
| <input type="checkbox"/> Social/Emotional Supports to Students and Families | <input checked="" type="checkbox"/> Staff Training/Professional Development |
| <input checked="" type="checkbox"/> After School Programs | <input checked="" type="checkbox"/> Strategic/Leadership Consulting |
| <input type="checkbox"/> In School Programs | <input checked="" type="checkbox"/> Tutoring |
| <input type="checkbox"/> Student Engagement and/or Leadership Development | <input type="checkbox"/> Other (Please describe in the space below) |

Who do your services target? (Please check all the apply)

- Students
- Parents
- Teachers
- School Leadership
- District Leadership

Why would it make sense for a struggling school to want to partner with you?

We can help with faculty and administration professional development. We can provide students to assist faculty as well.

Organizational Bio:

We can work with districts and schools to develop coursework linked to faculty professional development plans. We can provide consultation and workshops to districts around targeted needs. We can potentially partner with schools to provide students who can assist teachers during school or in after school programs.

Name of Organization:

Rhode Island Afterschool Plus Alliance (United Way of Rhode Island)

SNSS contact person and contact information:

Adam Greenman, Executive Director, 50 Valley Street Providence, RI 02909, (401) 331-2638, adam.greenman@afterschoolri.org

What services does your organization offer that could be of assistance to schools?

- Parent Engagement/Parent Training
- Social/Emotional Supports to Students and Families
- After School Programs
- In School Programs
- Student Engagement and/or Leadership Development
- Reading and/or Math Programs
- Staff Training/Professional Development
- Strategic/Leadership Consulting
- Tutoring
- Other (Please describe in the space below)

Who do your services target? (Please check all the apply)

- Students
- Parents
- Teachers
- School Leadership
- District Leadership

Please describe any restrictions on your services (geographical region, age group, demographic, etc).

Why would it make sense for a struggling school to want to partner with you?

We can connect them to afterschool organizations throughout the state.

Organizational Bio:

The Rhode Island Afterschool Plus Alliance (RIASPA), an education initiative of United Way of Rhode Island, focuses on rethinking how, when, and where children learn to ensure their success in school. RIASPA works to build connections between schools and out-of-school time partners to create a seamless learning day for children and youth. To accomplish our goals RIASPA works on public policies that support greater connections, research and evaluation to describe the benefits of collaboration, and professional development and technical assistance to ensure that teachers and community educators have the tools that they need to be successful.

Name of Organization:

Rhode Island Association of School Principals

SNSS contact person and contact information:

Patricia Hines, Executive Director, 401-272-9811 ext. 18, phines@riasp.org

What services does your organization offer that could be of assistance to schools?

- | | |
|---|---|
| <input type="checkbox"/> Parent Engagement/Parent Training | <input type="checkbox"/> Reading and/or Math Programs |
| <input type="checkbox"/> Social/Emotional Supports to Students and Families | <input checked="" type="checkbox"/> Staff Training/Professional Development |
| <input type="checkbox"/> After School Programs | <input type="checkbox"/> Strategic/Leadership Consulting |
| <input type="checkbox"/> In School Programs | <input type="checkbox"/> Tutoring |
| <input type="checkbox"/> Student Engagement and/or Leadership Development | <input type="checkbox"/> Other (Please describe in the space below) |

Who do your services target? (Please check all the apply)

- Students
- Parents
- Teachers
- School Leadership
- District Leadership

Why would it make sense for a struggling school to want to partner with you?

RIASP offers ongoing professional and technical support for principals, assistant principals, and school leaders statewide that aligns with the state's reform agenda.

Organizational Bio:

RIASP Mission: Through collaboration, advocacy, and professional growth opportunities, the Rhode Island Association of School Principals serves its members and the educational community by supporting, developing, and recognizing exceptional leadership

Name of Organization:

Rhode Island Parent Information Network

SNSS contact person and contact information:

Matthew Cox, Executive Director, cox@ripin.org or 401-270-0101 x101

What services does your organization offer that could be of assistance to schools?

- | | |
|--|---|
| <input checked="" type="checkbox"/> Parent Engagement/Parent Training | <input type="checkbox"/> Reading and/or Math Programs |
| <input checked="" type="checkbox"/> Social/Emotional Supports to Students and Families | <input checked="" type="checkbox"/> Staff Training/Professional Development |
| <input type="checkbox"/> After School Programs | <input checked="" type="checkbox"/> Strategic/Leadership Consulting |
| <input type="checkbox"/> In School Programs | <input type="checkbox"/> Tutoring |
| <input checked="" type="checkbox"/> Student Engagement and/or Leadership Development | <input type="checkbox"/> Other (Please describe in the space below) |

Who do your services target? (Please check all the apply)

- Students
- Parents
- Teachers
- School Leadership
- District Leadership

Organizational Bio:

The Rhode Island Parent Information Network (RIPIN) provides information, support, and training to help families be more involved in their child's education. Through work with families, schools and the community, RIPIN fosters the creation of partnerships that lead to improved communication between home and school, as well as supporting families in navigating the educational system. RIPIN also supports the development of family leaders to lead peer involvement efforts in schools and communities.

Name of Organization:

Rhode Island Professional Development and Technical Assistance in Multi-Tiered Systems of Support

SNSS contact person and contact information:

David Sienko, Director, RIDE Office of School, Community, and Academic Supports
David.Sienko@ride.ri.gov, (401) 222-8987

What services does your organization offer that could be of assistance to schools?

- | | |
|--|---|
| <input checked="" type="checkbox"/> Parent Engagement/Parent Training | <input type="checkbox"/> Reading and/or Math Programs |
| <input checked="" type="checkbox"/> Social/Emotional Supports to Students and Families | <input checked="" type="checkbox"/> Staff Training/Professional Development |
| <input type="checkbox"/> After School Programs | <input type="checkbox"/> Strategic/Leadership Consulting |
| <input type="checkbox"/> In School Programs | <input type="checkbox"/> Tutoring |
| <input type="checkbox"/> Student Engagement and/or Leadership Development | <input type="checkbox"/> Other (Please describe in the space below) |

Who do your services target? (Please check all the apply)

- Students
- Parents
- Teachers
- School Leadership
- District Leadership

Please describe any restrictions on your services (geographical region, age group, demographic, etc).

Services will be targeted to serve Priority, Focus, and Warning Schools.

Why would it make sense for a struggling school to want to partner with you?

The primary goals for the project include (a) improving outcomes for students with or at-risk for disabilities; (b) delivering high quality evidenced-based professional development to support attainment of competencies; (c) increasing implementation of evidence-based practices over time; (d) improving the efficiency of professional development; (e) increasing the percentage of pre-service programs that incorporate MTSS content into their curricula; and (f) connecting student growth models to teacher evaluation.

What barriers, if any, have you encountered in your work (or attempts to work) with schools?

N/A This is a new program.

Organizational Bio: Please provide us with a concise description (no more than one paragraph) of your services for use in future communications among network members and schools.

The project will assist school districts and schools to develop effective multi-tiered systems of support (MTSS; i.e., RTI) to enhance the academic and behavioral outcomes of students and provide safe school climates. A critical focus of this project is to implement professional development practices to school staff and administrators that are both evidence-based and efficient. Comprehensive training will ensure schools' abilities to meet the statewide mandate in Rhode Island to use Response to Intervention strategies for the identification of students eligible to receive special education supports based on the criteria for Specific learning Disability (SLD). It will also provide schools with a consistent structure for integrating RTI frameworks for both behavior (PBIS) and academics.

Name of Organization:

Rhode Island Student Assistance Services

SNSS contact person and contact information:

Sarah C. Dinklage, LICSW
Executive Director, RISAS
300 Centerville Rd. Suite 301S
Warwick , RI 02886
T: 401-732-8680; F: 401-732-3581
sdinklage@risas.org
Websites: www.risas.org and www.riyouthsuicidepreventionproject.org

What services does your organization offer that could be of assistance to schools?

- | | |
|--|---|
| <input checked="" type="checkbox"/> Parent Engagement/Parent Training | <input checked="" type="checkbox"/> Staff Training/Professional Development |
| <input checked="" type="checkbox"/> Social/Emotional Supports to Students and Families | <input type="checkbox"/> Strategic/Leadership Consulting |
| <input checked="" type="checkbox"/> In School Programs | <input type="checkbox"/> Tutoring |
| <input checked="" type="checkbox"/> Student Engagement and/or Leadership Development | <input type="checkbox"/> Other (Please describe in the space below) |

Who do your services target? (Please check all the apply)

- Students
- Parents
- Teachers
- School Leadership
- District Leadership

Please describe any restrictions on your services (geographical region, age group, demographic, etc).

Some restrictions may apply in districts with whom we are not under contract.

Why would it make sense for a struggling school to want to partner with you?

According to the US Dept. of Health, Human Services and Education, drug, alcohol and tobacco use currently cost schools throughout the country an extra 41 billion dollars per year in truancy, violence, disciplinary programs, school security and other expenses.

Evidence substantiates the fact that lower reading and math scores are linked to peer substance use/abuse. On average, students whose peers avoided substance use had test scores that were 18 pts higher for reading and 45 pts higher for math.

Studies have further demonstrated that students who use alcohol and other drugs are up to 5 times more likely to drop out.

Impact of Student Assistance Programs:

- National studies report a 37% decrease in alcohol tobacco and other drug use among Student Assistance Program participants relative to a comparison group.
- Preliminary evidence suggests that Student Assistance Programs have a positive impact on both academic performance and absenteeism for two years following exposure

Citations for all the above available upon request.

Organizational Bio:

By focusing on the well-being of children, we positively impact their educational experience, which ultimately affords them the opportunity to successfully complete high school, potentially pursue further education and contribute to a growing economy. The Student Assistance Program is located in over 40 RI secondary schools, where adolescents have easy access to highly trained counselors and where mental health problems, alcohol and other drug use-related risk factors, such as drinking at an early age, poor academic performance, deviant school behavior and poor parent-child relationships are more likely to be detected than at home. We use on-site Master's-level counselors to provide a wide range of prevention and early intervention services. Parents, school administrators, teachers and others in the community find the SAP a highly effective model for addressing alcohol, drug and other mental health problems which negatively impact academic performance and attendance.

RISAS:

- 1) Provides onsite social/emotional supports for students experiencing alcohol, drug and other related family, peer and behavioral health problems; school wide prevention activities; youth development
- 2) Helps parents provide the necessary emotional and social support necessary for success through education, consultation, family sessions and referral.
- 3) Implements the Youth Suicide Prevention Project through professional development of school staff and training for youth on warning signs for suicide and other mental health problems and how to refer a student for help.

Name of Organization:

Roger Williams Park Zoo

SNSS contact person and contact information:

Carrie Hawthorne, Manager of School Programs
chawthorne@rwpzoo.org; 401-785-3510 ext 359

What services does your organization offer that could be of assistance to schools?

- | | |
|--|---|
| <input checked="" type="checkbox"/> Parent Engagement/Parent Training | <input type="checkbox"/> Reading and/or Math Programs |
| <input type="checkbox"/> Social/Emotional Supports to Students and Families | <input checked="" type="checkbox"/> Staff Training/Professional Development |
| <input checked="" type="checkbox"/> After School Programs | <input type="checkbox"/> Strategic/Leadership Consulting |
| <input checked="" type="checkbox"/> In School Programs | <input type="checkbox"/> Tutoring |
| <input checked="" type="checkbox"/> Student Engagement and/or Leadership Development | <input type="checkbox"/> Other (Please describe in the space below) |

Who do your services target? (Please check all the apply)

- Students
- Parents
- Teachers
- School Leadership
- District Leadership

Why would it make sense for a struggling school to want to partner with you?

The Roger Williams Park Zoo has the capacity to bring real life science lessons to students and teachers. We can connect schools to conservation projects both here in New England and abroad. The Zoo has the unique ability to connect students and teachers to local conservation projects like the American Burying Beetle, as well as animal topics like ethology and endangered species. Our environmental educators are trained in inquiry lessons and the latest school standards. We can bring a new perspective and approach to what is already being taught in the classrooms. Collaboration of school and community organizations like the Zoo can only strengthen student achievement.

Organizational Bio:

Roger Williams Park Zoo is the ultimate living classroom and an award-winning center for environmental education. Tens of thousands of visitors engage in fun and educational programs at the Zoo each year. Our school programs are aligned with Rhode Island educational benchmarks and provide supplemental environmental and science education to more than 25,000 students annually. In addition to our programming, Roger Williams Park Zoo also actively advocates for environmental and science education in Rhode Island and across the nation, helping to shape and support education legislation like the No Child Left Inside Act and Rhode Island's first Environmental Literacy Plan.

Name of Organization:

Roger Williams University School of Education

SNSS contact person and contact information:

Sheila McGraw smcgraw@rwu.edu 401-254-3002

What services does your organization offer that could be of assistance to schools?

- | | |
|---|---|
| <input type="checkbox"/> Parent Engagement/Parent Training | <input checked="" type="checkbox"/> Reading and/or Math Programs |
| <input type="checkbox"/> Social/Emotional Supports to Students and Families | <input checked="" type="checkbox"/> Staff Training/Professional Development |
| <input type="checkbox"/> After School Programs | <input type="checkbox"/> Strategic/Leadership Consulting |
| <input type="checkbox"/> In School Programs | <input type="checkbox"/> Tutoring |
| <input type="checkbox"/> Student Engagement and/or Leadership Development | <input type="checkbox"/> Other (Please describe in the space below) |

Who do your services target? (Please check all the apply)

- Students
- Parents
- Teachers
- School Leadership
- District Leadership

Please describe any restrictions on your services (geographical region, age group, demographic, etc).

Our RWU teacher candidates work with students from grade 1 through grade 12. The students' and faculty's class schedules place restrictions on their availability.

Why would it make sense for a struggling school to want to partner with you?

Our focus is on best practice instruction.

Organizational Bio:

The School of Education at Roger Williams University has undergraduate programs for students seeking to become teachers of elementary education and secondary education. We also have an MAT program and a Masters of Literacy Program. We have ten full time faculty members providing instruction to our students. All of your students have field experiences in all of their education courses.

Name of Organization:

Save The Bay, Inc.

SNSS contact person and contact information:

Bridget Prescott, Director of Education
100 Save The Bay Drive
Providence, RI, 02905
bkubis@savebay.org
401-272-3540 ext 137

What services does your organization offer that could be of assistance to schools?

- | | |
|---|---|
| <input type="checkbox"/> Parent Engagement/Parent Training | <input type="checkbox"/> Reading and/or Math Programs |
| <input type="checkbox"/> Social/Emotional Supports to Students and Fam | <input checked="" type="checkbox"/> Staff Training/Professional Development |
| <input checked="" type="checkbox"/> After School Programs | <input type="checkbox"/> Strategic/Leadership Consulting |
| <input checked="" type="checkbox"/> In School Programs | <input type="checkbox"/> Tutoring |
| <input type="checkbox"/> Student Engagement and/or Leadership Development | <input type="checkbox"/> Other (Please describe in the space below) |

Who do your services target? (Please check all the apply)

- Students
- Parents
- Teachers
- School Leadership
- District Leadership

Please describe any restrictions on your services (geographical region, age group, demographic, etc).

No restrictions

Why would it make sense for a struggling school to want to partner with you?

We have a great track record working with schools and districts that have been classified as “in need” or “low performing” in the past. Examples include Central Falls, Providence, Newport and East Providence.

Organizational Bio:

Save The Bay provides hands-on, inquiry based programming that is aligned to state standards. We use a multidisciplinary approach using Narragansett Bay as our platform to teach students STEM based skills. Our education vessels are our laboratories, the coastlines are our discovery zone and your classroom is our gateway into creating future stewards of Narragansett Bay.

Name of Organization:

Serve Rhode Island

SNSS contact person and contact information:

Marisa Petreccia, 401-331-2298 x105

mpetreccia@serverhodeisland.org

What services does your organization offer that could be of assistance to schools?

- Parent Engagement/Parent Training
- Social/Emotional Supports to Students and Families
- After School Programs
- In School Programs
- Student Engagement and/or Leadership Development
- Reading and/or Math Programs
- Staff Training/Professional Development
- Strategic/Leadership Consulting
- Tutoring
- Other (Please describe in the space below)

Our 12 AmeriCorps State programs offer direct service supports to schools (checked above), both in school and after school. Additionally, Serve Rhode Island is able to offer school volunteer training, parent engagement strategies, school volunteer programs, and leveraging business and philanthropic entities to serve in schools (physical service, tutoring, etc). We currently have two AmeriCorps*VISTA members that are based at Roger Williams Middle School in Providence and Slater Junior High in Pawtucket to manage school volunteers.

Who do your services target? (Please check all the apply)

- Students
- Parents
- Teachers
- School Leadership
- District Leadership

Why would it make sense for a struggling school to want to partner with you?

We have human capital to leverage to provide direct services to schools and we also provide support and expertise of a continuum of services of working with schools. These activities range from large-scale transformation days and one-day physical service events to beautify building and grounds to more intense and ongoing volunteer efforts. Many of AmeriCorps programs have full-time members serving in schools during the entire school year.

To see a listing of current AmeriCorps programs visit:

<http://www.serverhodeisland.org/AmeriCorps/AmeriCorps/AmeriCorpsinRI/StatePrograms>

Organizational Bio:

Serve Rhode Island is the state's volunteer center and the commission for national and community service. Serve Rhode Island was established in 1994 to administer the AmeriCorps program of the federal government and presently administers 12 AmeriCorps State programs funded by the Corporation for National and Community Service. Serve Rhode Island also connects thousands of volunteers to meaningful service opportunities throughout Rhode Island communities annually.

Name of Organization:

Socio-Economic Development Center for Southeast Asians

SNSS contact person and contact information:

Channavy Chhay, Vimala Phongsavanh, Xong Yang
channavy.chhay@sedcsea.org

What services does your organization offer that could be of assistance to schools?

- | | |
|--|---|
| <input type="checkbox"/> Parent Engagement/Parent Training | <input type="checkbox"/> Reading and/or Math Programs |
| <input checked="" type="checkbox"/> Social/Emotional Supports to Students and Families | <input checked="" type="checkbox"/> Staff Training/Professional Development |
| <input type="checkbox"/> After School Programs | <input type="checkbox"/> Strategic/Leadership Consulting |
| <input type="checkbox"/> In School Programs | <input type="checkbox"/> Tutoring |
| <input checked="" type="checkbox"/> Student Engagement and/or Leadership Development | <input type="checkbox"/> Other (Please describe in the space below) Interpretation and Translation services which is a fee-for-service program. Cultural Sensitivity Awareness training |

Who do your services target? (Please check all the apply)

- Students
- Parents
- Teachers
- School Leadership
- District Leadership

Please describe any restrictions on your services (geographical region, age group, demographic, etc).

Why would it make sense for a struggling school to want to partner with you?

SEDC-SEA is the only organization serving the needs of approximately 20,000 Southeast Asian immigrants and refugees living in Rhode Island. SEDC-SEA is regarded by many Southeast Asians as their primary support system for help in navigating our state's governmental, healthcare, human services, legal and financial services systems. It is also the central hub of Southeast Asians' cultural affairs. In addition, the organization serves as a bridge between Rhode Island's Southeast Asian communities and the greater Rhode Island community by bringing them together and offering opportunities to learn about each other's history and culture.

The SEDC-SEA staff is representative of the Southeast Asian (SEA) community we serve -- Cambodian, Hmong, Laotian, and Vietnamese. The majority of staff is bilingual and bicultural with appropriate linguistic and cultural competencies to best serve our four target communities. Clients know and trust our staff as members of their own community. This recognition enables SEDC-SEA staff to effectively outreach and provide services to our constituents. SEDC-SEA promotes and fosters collaboration among our constituents and others in Rhode Island while also fighting bias through training, education and enlightening others about the values, view and strengths of Southeast Asians.

Organizational Bio:

This year, the Socio-Economic Development Center for Southeast Asians (SEDC-SEA) will celebrate its 25th anniversary. Many state-level human service agencies recognize the difficulties in meeting the needs of these difficult-to-access communities and rely on SEDC-SEA daily such as understanding of cultural background, interpretation and translation services, etc. SEDC-SEA remains the only organization focused on the needs of the state's Southeast Asian population, providing services from offices in both Providence and Woonsocket, the two communities with the highest concentration of Southeast Asian residents. SEDC-SEA is regarded by the Southeast Asian communities as their primary support system for help in navigating state's governmental, healthcare, human services, legal and financial services system. SEDC-SEA provides comprehensive services and programs ranging from social services for adults and families, to providing academic enrichment programs via summer and

after-school activities and basic needs with the on-site Meals on Wheels program and the Volunteer Income Tax Assistance Program (VITA). In addition, SEDC-SEA supports self-sustaining programs such as the Language Bank, a fee-for-service program that provides interpretation and translation services in over 40 languages and education through ESL and Citizenship classes.

Name of Organization:

University of Rhode Island

SNSS contact person and contact information:

David Byrd, dbyrd@uri.edu, 874-5474; Christine P. Dolan, christine@uri.edu; 277-5388 or 874-4108

What services does your organization offer that could be of assistance to schools?

- | | |
|--|---|
| <input checked="" type="checkbox"/> Parent Engagement/Parent Training | <input checked="" type="checkbox"/> Reading and/or Math Programs |
| <input checked="" type="checkbox"/> Social/Emotional Supports to Students and Families | <input checked="" type="checkbox"/> Staff Training/Professional Development |
| <input checked="" type="checkbox"/> After School Programs | <input checked="" type="checkbox"/> Strategic/Leadership Consulting |
| <input checked="" type="checkbox"/> In School Programs | <input type="checkbox"/> Tutoring |
| <input checked="" type="checkbox"/> Student Engagement and/or Leadership Development | <input type="checkbox"/> Other (Please describe in the space below) |

Who do your services target? (Please check all the apply)

- Students
- Parents
- Teachers
- School Leadership
- District Leadership

Please describe any restrictions on your services (geographical region, age group, demographic, etc).

No restrictions

Why would it make sense for a struggling school to want to partner with you?

Our previous and current partnership activities are based on responsiveness and creativity in meeting the needs of schools. Our ability to quickly respond to school improvement efforts through professional development instruction offered as academic credit or as part of a certificate program. Our research and development opportunities evidenced by our projects that include: RITTI, RITER, GEMSNET, CAREERS, Reading First Partnership, Providence Aspiring Principals Program, CSIEP.

Organizational Bio:

The University of Rhode Island's School of Education envisions a world where all children and youth are prepared to meet the challenges of a diverse, ever-evolving, global society embedded in a technological era. The School and its Faculty are committed to quality research, teaching, community service partnerships, and outreach activities that enhance the knowledge base of all disciplines housed within the school. We in the School of Education have the high-level skills and content expertise to provide technical assistance and support services that our schools seek. We are dedicated to preparing future professionals to be exemplary practitioners and scholars. We are committed to providing support and continuous professional growth to in-service teachers and educational leaders. We promote collaborative efforts that support best practices for instruction. We seek to increase student achievement for all RI students. And, we look forward to developing new collaborations with all.

Name of Organization:

Rhode Island Urban Debate League (RIUDL)

SNSS contact person and contact information:

Ashley Belanger, Executive Director

Ashley_Belanger@brown.edu

(401) 863-6289

What services does your organization offer that could be of assistance to schools?

- | | |
|---|---|
| <input type="checkbox"/> Parent Engagement/Parent Training | <input type="checkbox"/> Reading and/or Math Programs |
| <input type="checkbox"/> Social/Emotional Supports to Students and Families | <input checked="" type="checkbox"/> Staff Training/Professional Development |
| <input checked="" type="checkbox"/> After School Programs | <input type="checkbox"/> Strategic/Leadership Consulting |
| <input checked="" type="checkbox"/> In School Programs | <input type="checkbox"/> Tutoring |
| <input type="checkbox"/> Student Engagement and/or Leadership Development | <input type="checkbox"/> Other (Please describe in the space below) |

Who do your services target? (Please check all the apply)

- Students
- Parents
- Teachers
- School Leadership
- District Leadership

Please describe any restrictions on your services (geographical region, age group, demographic, etc).

Currently, the RIUDL serves urban core high schools/students. Potential for pilot in urban core middle school(s).

Why would it make sense for a struggling school to want to partner with you?

Debate boosts graduation rates.
 Students who joined the debate team were 42% more likely to graduate from high school. African-American male debaters were 70% more likely to graduate and three times less likely to drop out than non-debating peers.

Debate increases college readiness.
 Debaters overall were 56 percent more likely to score at or above the college readiness benchmark on the English ACT than non-debating students. African American male debaters were 70% more likely to reach the ACT College Ready benchmark in Reading and twice as likely to reach the College Ready benchmark in English.

Debate improves academic outcomes.
 After one year of debate, 11th grade student's ability to read for accuracy increased more than three grade levels and their ability to read for fluency and comprehension increased more than two grade levels.

Debate produces leaders.
 Former debaters are disproportionately represented among leaders in the media, the business world, the law, the academy, and the government. Nearly two thirds of the 104th U.S. Congress (1996-97) were former debaters.

Organizational Bio:

Competitive academic debate is a powerful—and proven—way to engage students in their own education and help close the achievement gap. The Rhode Island Urban Debate League (RIUDL) trains teachers and college students as debate coaches, mentors, and facilitators of evidence-based argumentation in order to improve academic outcomes and increase college readiness. RIUDL currently serves 13 schools, 7 school districts, and over 150 urban high school students by facilitating twice-weekly debate practices at each partner school site, monthly debate tournaments, Expanded Learning Opportunities (opportunities to earn credit by meeting common core standards through RIUDL participation), and a two-week Summer Debate Institute at Brown University. Participation is open to all students at partner school sites.

Name of Organization:

YMCA of Greater Providence

SNSS contact person and contact information:

Michael Fournier mfournier@gymca.org
401-521-9622 x 158

What services does your organization offer that could be of assistance to schools?

- | | |
|---|---|
| <input type="checkbox"/> Parent Engagement/Parent Training | <input checked="" type="checkbox"/> Reading and/or Math Programs |
| <input type="checkbox"/> Social/Emotional Supports to Students and Families | <input type="checkbox"/> Staff Training/Professional Development |
| <input checked="" type="checkbox"/> After School Programs | <input type="checkbox"/> Strategic/Leadership Consulting |
| <input checked="" type="checkbox"/> In School Programs | <input type="checkbox"/> Tutoring |
| <input type="checkbox"/> Student Engagement and/or Leadership Development | <input type="checkbox"/> Other (Please describe in the space below) |

Who do your services target? (Please check all the apply)

- Students
- Parents
- Teachers
- School Leadership
- District Leadership

Please describe any restrictions on your services (geographical region, age group, demographic, etc).

Primary Age Groups would be K-5 Elementary Schools
Service Areas: Barrington, Bristol/Warren, Providence, Cranston, Johnston, Scituate, Warwick, West Warwick, East Greenwich, Coventry, North Kingstown, East Providence, Narragansett, South Kingstown

Why would it make sense for a struggling school to want to partner with you?

We have developed an academically aligned “Out of School Time” model that supports learning in the out of school time period. We are a trusted community partner with additional health and wellness programs that can easily be implemented at low to no cost.

Organizational Bio:

The YMCA of Greater Providence has developed four core services that have currently and can continue to align with school district goals.

1. Academically aligned “Out of School Time” model
2. Train the Trainer program for teachers, around instituting “Exercise Breaks” in the classroom.
3. In Day Health and Wellness Programs aimed at reducing the “Youth Obesity” Crisis.
4. Reading Intervention Program (Working with teachers in the OST), for students not reading to grade level.

Name of Organization:

Youth In Action

SNSS contact person and contact information:

Adeola Oredola, Executive Director, 401-751-4264 x 2, Adeola@youthinactionRI.org

What services does your organization offer that could be of assistance to schools?

- | | |
|---|---|
| <input type="checkbox"/> Parent Engagement/Parent Training | <input type="checkbox"/> Reading and/or Math Programs |
| <input type="checkbox"/> Social/Emotional Supports to Students and Families | <input checked="" type="checkbox"/> Staff Training/Professional Development |
| <input checked="" type="checkbox"/> After School Programs | <input type="checkbox"/> Strategic/Leadership Consulting |
| <input type="checkbox"/> In School Programs | <input type="checkbox"/> Tutoring |
| <input type="checkbox"/> Student Engagement and/or Leadership Development | <input type="checkbox"/> Other (Please describe in the space below) |

Who do your services target? (Please check all the apply)

- Students
- Parents
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- District Leadership

Please describe any restrictions on your services (geographical region, age group, demographic, etc).

Providence or greater Providence school. Low-income youth.

Organizational Bio:

Youth In Action (YIA) is a youth led non-profit in Providence, RI. For 15 years YIA has provided opportunities for over 1,300 low-income youth to develop critical leadership skills and create social change in their communities. YIA upholds a model where youth actually lead, manage and coordinate multiple community outreach programs and comprise the majority of the organization's Board of Directors. Because of the comprehensive support YIA youth receive, each year at least 97% of our students move on to higher education.

We believe that all students deserve this level of support, so we're leveraging YIA's unique and well-packaged youth empowerment model to make an even deeper impact on student achievement in RI. A team of experienced YIA youth and adult staff will provide training, coaching, and technical assistance to educators, in order to establish new tools, structures, and norms for student-centered learning in RI Public Schools. Our goal is to make Youth In Action's model easily accessible to teachers working with low-income students in RI. They'll learn how to take a dynamic approach to supporting their students by mastering new communication and youth development tools, and engaging their students as leaders in the classroom.