



2018 - 2019  
Ambassador Presentations

*July 22, 2019*

# Introduction

- **Background on PrepareRI Ambassadors project**
- **Overview of this 2018-2019 projects**

# *Community Ambassadors*

# Carlton Howard: Community Outreach

- **Background**

- PrepareRI aims to prepare all Rhode Island youth with the skills they need for jobs that pay. The initiative was built on the belief that all young people — regardless of their previous background or intended career — will need some form of postsecondary credential and practical work experience to be successful.

- **Problem**

- Students of African-American, Hispanic/Latino, Asian-American, and Native American backgrounds (AHANA) typically participate in PrepareRI programming at lower rates than their white counterparts.

- **Solution**

- Development of a Career Coordinator [Toolkit](#) to support school-based professionals with getting students involved in PrepareRI.

# Stephanie Geller: Community Outreach

- **Background**

- Students who have participated value PrepareRI opportunities
- So, **why don't more students participate in PrepareRI activities?**

- **Problem**

- They don't know about them.
- They don't see the value in them.
- They don't believe these opportunities are for them.
- They see obstacles to participating.

- **Solution**

- [Video](#) showing students, particularly students from urban schools and students of color, talking about their PrepareRI experiences.

# *District Ambassadors*

# Michael Jolin & Simona Simpson-Thomas

- **Background**

- PrepareRI's Diploma Plus solutions offer great opportunities for students across Rhode Island.

- **Problem**

- At the district level, understanding the opportunities and expectations, building a shared vision and goals for student participation, and reducing logistical barriers all provided challenges for students to gain access to these solutions.

- **Solution**

- Simona Simpson-Thomas, Mike Jolin and Joe Battaglia created a District Toolkit with materials and processes to help district build and understanding of why these programs are essential, processes that may help a district engage and plan with stakeholders, and solutions for some technical barriers.

# Karen Bodden: Pathway Endorsements

- **Background**

- CTEs/Pathways are growing in high schools across RI. These programs offer students authentic work-based learning experiences and provide them with both skills and credentials so they are college and/or career ready.

- **Problem**

- Educators and students are unclear about expectations and guidelines for pathways.
- There is a lot of confusion regarding WBL and PBGRs.
- CTEs make more sense to people than locally-developed pathways.

- **Solution**

- “Navigating Student Pathways” [infographic](#) with embedded resources.



*Differently-abled  
Students/Multilingual  
Learners Ambassadors*

# Ann Durham: ACN

- **Background**

- Advanced Course Network was developed and rolled out without sufficient considerations for addressing the needs of students with disabilities and multilingual learners.

- **Problem**

- Members and Providers unclear of expectations
- Lack of understanding of rules for data sharing
- ACN providers without information on student learning needs

- **Solution**

- Inclusive definition of advanced coursework
- Clear expectations of members and providers
- Data sharing legal questions addressed and flowchart available
- PD and shared resources

# Jane George: ELLs

- **Background**

- English Language Learners comprise a small but important percentage of student population in Rhode Island.
- ELLs do not have same access to PrepareRI info as non-ELL students

- **Problem**

- Language differences make it difficult for ELLs to access and use PrepareRI information.
- School counselors and teachers have trouble communicating information to ELLs.

- **Solution**

- TOOLKIT of PrepareRI information made in simplified English
- For students, school counselors and ESL teachers
- Toolkit is available here: [ritell.org/PrepareRi](http://ritell.org/PrepareRi)

# Cindy Vanavery: Special Education, K-12

- **Background**

- PrepareRI aims to create a K-12 education system that is aligned with the demands of colleges and employers. PrepareRI has a goal that all students are provided with the supports they need in order to be able to participate and be successful in all PrepareRI initiatives. Making this goal a reality for each and every student, inclusive of our youth who have individualized education programs, involves a coordinated effort from teachers, school leaders, superintendents, and all stakeholders in Rhode Island's education system.

- **Problem**

- Analyzing CTE/LEA pathways data (access, completers, support) for students on IEPs to determine barriers, and additionally develop appropriate interventions and staff training to better support the Prepare RI Initiative for 'all' youth.

- **Solution**

- Knowledge, Collaboration, Analyzing, Interventions, Data Based Decision Making, and Ultimately adopting a "Can Do" attitude!

# Keri Rossi-D'entremont: Special Education, Post-Secondary

- **Background**
- Through initiatives like PrepareRI Rhode Island affirmed its commitment to students earning college credit while in high school through dual or concurrent enrollment courses.
- **Problem**
  - Students who receive special education services were not taking courses, were taking courses and were not clear on requirements, or were confused regarding accommodations available and how to access them
- **Solution**
  - Create a practical toolkit about dual and concurrent enrollment for students with disabilities for use by for families, students, and school personnel.

# *Data and Communications Ambassadors*

# Jessica Bailey: Data

- **Background**

- PrepareRI Action Plan includes a goal to share students' college and career outcomes to enable stakeholders to make data-driven decisions.
- The PrepareRI Annual reports includes state-level outcome data.

- **Problem**

- Stakeholders desire school- and district-level outcome data.

- **Solution**

- Provided individualized reports to 5 high schools through REL-NEI workshops (Winter/Spring 2019); provided in-depth training to Providence central office staff (Spring 2019).
- Will continue to work with RIDE to provide these data via a dashboard in the future.

# Jennifer Cowart: Communications

- **Background**

- Prepare RI initiatives have been successful statewide with numerous opportunities for students. However, the good news about these initiatives is not reaching beyond the schools where they are being experienced.

- **Problem**

- How might we empower principals to tell their school's story in order to shape public perception of what PrepareRI programs are all about?

- **Solution**

- A comprehensive toolkit has been created for district educators, administrators, and teacher leaders which includes professional development and tutorials explaining why it is important to share out good news, how to utilize traditional means of communication as well as social media in order to market one's school or district. Included are communications checklists, a case study which details how to utilize students in sharing school successes, and resources gathered from outside of Rhode Island which share best practices for website design as well as other means of sharing success stories.



# *CTE/Work-Based Learning Ambassadors*

# Carlene Fonseca: Community Outreach

- **Background**

- Students from RI's urban core participate less than their suburban counterparts in career exploration opportunities and Prepare RI initiatives affecting their post-secondary success.

- **Problem**

- Many of these community organizations serving the urban core in RI are college focused. Because of this they use most of their resources for college readiness programs and initiatives, leaving little space for career exploration, internship and other post-secondary opportunities for students. In addition, many of these organizations who work with the urban core are short staffed and working with little resources.
- After working with several youth serving organizations, particularly those serving high school students to identify the gaps in service that exist within their organization one thing that stood out was that they didn't have a grasp on all opportunities related to career exploration and leadership opportunities that high school students and staff serving these students could participate in.

- **Solution**

- To create a calendar of events specific to career opportunities and Prepare RI centered career exploration initiatives for Community Partner organizations whom working directly with underserved students and families. The toolkit will be managed by the Feinstein Institute for Public Service and sent out bi-weekly or monthly depending on levels of activity.

# Ann Cedergren: ILPs in Providence

- **Background**

- A toolkit providing a compilation of usable resources including what I have learned through being a part of the PrepareRI Ambassador process.
- This resource, is meant to encourage colleagues to get involved at the state and national level.

- **Problem**

- Increase student engagement, participation and use of Individual Learning Plan System in Providence and urban core districts.

- **Solution**

- Focused on developing a “train-the-trainer” tool to equip TL’s to deliver ILP information and updated counselor references regardless of vendor chosen.

# Joseph Mazzone: CTE

- **Background**

- The Career and Technical Education Board of Trustees has subcommittees tasked to develop CTE program standards for each industry sector. RIDE CTE approved programs must comply with the CTE program standard and career field that their program successfully prepares students for.

- **Problem**

- Due to different committees of people developing the standards, the CTE Board of Trustees standards are hard to follow and inconsistent. Missing fields and irregularities exist. Some standards have issues with requirement clarity, which can create interpretation issues between LEAs and RIDE.

- **Solution**

- I created three different standardized templates for the CTE program standards, which includes all of the requirement sections for a program and eliminates unnecessary or redundant information. The CTE Board of Trustees can choose one of the 3 the standards templates that they feel best works for Rhode Island's standards. I also provided suggestions to the CTE Board of Trustees on which programs should revisit their standards based on the new templates.

# Lori Ferguson: Postsecondary Credit

- **Background**

- Currently, our state universities and colleges have been reluctant to come to the table to review and discuss CTE programs of study and their similarity to courses offered at the college without realizing that in many cases, students are taking redundant courses or in some cases less rigorous or similar courses over again because the college will not recognize the course work completed at the high school level. In many other states throughout the country, colleges and universities and most two year colleges work collaboratively with CTE schools to provide dual enrollment for CTE courses.

- **Problem**

- Can we collaborate with our state colleges to provide a system that offers college credit to high school students who successfully complete CTE programs of study that have been recognized by the CTE Board as being rigorous and aligned to industry and academic standard?
- How can we educate our postsecondary faculty so that they are knowledgeable about CTE in the 21st century?

- **Solution**

- Prepared two slide decks, one used at the fall Prepare Summit to inform educators of the number of students enrolled in CTE courses and receiving college credit. The second to inform our post secondary partners of the national trend of colleges and CTE schools working collaboratively.

# Lynne Bedard: Career Coordinators

- **Background**

- To ensure the success of the Governor's Workforce Board work-based learning (WBL) initiative, a point person needed to be identified in each school to ensure that WBL became embedded in the school culture.

- **Problem**

- School-Based Coordinators were the practical choices, but the position needed to be reimagined to achieve a more robust, student-centered, WBL identity.

- **Solution**

- A retooled list of job responsibilities was created; the position renamed as Career Coordinators; the Career Coordinators' Network (**CCN**) was built, **increasing membership from 26 to 73 + 98% of high schools represented!**

# Thank You!

# Michael Deslauriers: CS4RI

- **Background**

- Computer Science for Rhode Island was aiming to have computer science in every school by December 2017.

- **Problem**

- The data that the state had about computer science in the schools was outdated and minimal.

- **Solution**

- Collected data from the high school computer science teachers in order to get better data sent to the state
- Built a [Computer Science In RI website](#) using the collected data



# Stacy Haines-Mayne: Career Exploration

- **Background**

- Align career work to ILP interests and goals of student
- Need to integrate meaningful career exploration at MS level

- **Problem**

- Lack of consistent ILP implementation
- Quality examples of programs and models
- Time and money

- **Solution**

- Exposure to ILP Toolkit
- Career Exploration Grants
- Database of programs, models and resources

# Michelle Maktilla: WBL

- **Background**

- We want all students to experience Work Based Learning before graduating.

- **Problem**

- Teachers do not know how to integrate the work into their classes
- Teachers are not sure how to prepare students for work based learning experiences

- **Solution**

- I built a website filled with various resources for teachers at all levels and of all content areas to use.
- <https://www.prepare-ri.org/wbl-resources>