

LIVE UNITED



United Way of Rhode Island

BRIDGES

INTRODUCTION

SAVE THE DATE: STEM Peer Learning Community

Wednesday, June 22: 9:30 a.m. to 11:00 a.m.

Providence Children's Museum: 100 South Street, Providence

PLEASE NOTE: Parking at the museum is limited; attendees may need to seek on-street parking

You're invited to join us for the next STEM Peer Learning Community meeting as Cathy Saunders and Sunny Moriello Flatts of the Providence Children's Museum share with the museum's current STEM work. If you plan to attend, please RSVP to Allison Reilly at allison.reilly@uwri.org. See you there!

POSITION OPENING: AmeriCorps*VISTA – STEM Program Expansion Coordinator with UWRI



United Way of Rhode Island seeks an AmeriCorps VISTA to help increase the number of high-quality STEM programs available across Rhode Island. High-quality, out-of-school-time programs have been shown to increase student academic performance, behavioral improvements, and have been a factor in supporting regular school attendance. In this position, the STEM VISTA will be a valued member of UWRI's Community Investment team, working to build partnerships with STEM-related businesses, industry partners, higher education officials, and school for the purpose of increasing coordination and improving the quality of out-of-school time programs. The STEM VISTA will also help to coordinate professional development opportunities for out-of-school time providers throughout Rhode Island to improve the quality of the workforce and, ultimately, the quality of STEM programming in the state. Finally, the STEM VISTA will act as a liaison among UWRI staff to ensure the sustainability of STEM as a tactic across organizations that work with youth.

This is an AmeriCorps*VISTA volunteer position that provides a modest living allowance and an educational award that can be applied to future educational opportunities or repayment of student loans. Further information about the benefits of AmeriCorps VISTA can be found at the [AmeriCorps VISTA Campus](#).

Qualifications:

This is a year-long assignment beginning in August 2016 and ending August 2017. Applicant must be willing to commit to a one-year assignment. Strong candidates will also have:

- Autonomy and willingness to work on projects independently
- Excellent interpersonal skills

- Strong writing, research, and analytic skills – including the ability to convey information to a variety of audiences
- Comfort facilitating and speaking to small and large groups
- Strong attention to detail and the ability to juggle multiple projects under deadlines
- Proficiency in Microsoft Office Suite
- Bachelor’s degree or higher

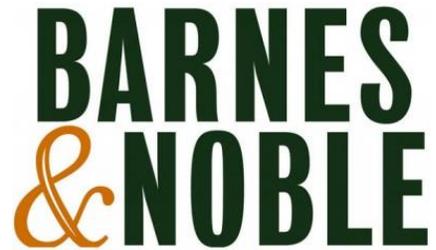
To apply for this position, please visit [this page](#) to submit a resume and cover letter through the online system. Candidates who are invited to interview will also be asked to complete an application on the AmeriCorps website. If you have any questions, please contact Elana Rosenberg at (401) 444-0658 or by email at elana.rosenberg@uwri.org.

AROUND THE STATE NEWS

Have something to share? Email Elana.Rosenberg@uwri.org to have your news included in BRIDGES!

Barnes & Noble Summer Reading Triathlon

This year, the Barnes & Noble Summer Reading Program marks its 20th anniversary celebrating the power of books to expand children’s horizons. As part of the celebration, Barnes & Noble is partnering with educators like you to inspire readers in 1st through 6th grades to have a summer filled with reading and to earn FREE books!



Barnes & Noble is excited to introduce a Triathlon theme, which encourages students to stay in reading shape throughout the summer by actively pursuing their interest in books of their own choosing, strengthening their abilities and stretching their imaginations along the way. Whether they are staying home or traveling, students can pick the books they want to read and proceed at their own pace. Through September 6, students in grades 1 to 6 can complete BN Summer Reading Journals—they answer 3 of the 4 questions in the journal about reading—and bring it to any Barnes & Noble store to receive one of the free books being offered. Best of all, students can participate as many times as they wish throughout the summer!

The goal of this program is to keep students in these grades reading throughout the summer, and the Summer Reading Journal and educator kit can be [found here](#). If you have any questions, please contact Katie Redline at crm2159@bn.com or by calling (401) 826-4261.

RESOURCES



Resources to Help Parents and Educators Plan for Summer Learning

Summer is upon us and that means it’s time to plan for summer learning. To help, the National Summer Learning Association’s [website](#) is chock-full of information and materials about summer learning, including [National Summer Learning Day](#) on July 14.

2016 Leading with EQ Fellowship: Culminating Impact Project Proposals

The National AfterSchool Association Leading with Emotional Intelligence Fellowship is designed to develop the emotional intelligence (EQ) of afterschool leaders. In its inaugural year, 17 afterschool leaders were selected to participate. Each participant received funding to complete a culminating impact project. Now you have a chance to take a look at some of those projects by [clicking here](#).

GRANTS & SCHOLARSHIPS

The Wavemaker Fellowship: Now Available for Online Application Submission

Approaching Deadline: June 15, 2016

If you have student debt, the Wavemaker Fellowship may be able to provide additional assistance. If you're a college graduate working in Rhode Island in a STEM field, you may be eligible for student debt repayment in the form of the Wavemaker Fellowship. The Fellowship awards qualifying professionals a tax credit against the cost of student loans. The deadline to apply is June 15, 2016, and additional information on the program, eligibility, and how to apply can be found on the Wavemaker Fellowship [website](#). Any questions may be directed to: Wavemaker@commerceri.com.

Program Details and Eligibility

Applicants with post-secondary education debt from a qualifying institution with an associate's, bachelor's or master's degree or higher, working full-time (or with an offer of full-time employment) in a STEM field at a Rhode Island employer, are encouraged to apply. Awards are distributed annually in the form of a tax credit, and may be granted for up to four years. The amount of the annual credit is determined by the highest degree attained and eligible expenses, as follows:

- Associate's degree: The lesser of eligible expenses or \$1,000
- Bachelor's degree: The lesser of eligible expenses or \$4,000
- Master's degree or higher: The lesser of eligible expenses or \$6,000

RESEARCH/NEWS

Teaching English-Language Learners: What Does the Research Tell Us?

Questions around which instructional strategies work best for ELL students are far from settled, including how much a bilingual approach to teaching English-learners puts students at an advantage. Read more of this thought-provoking piece in Education Week by [clicking here](#).

Want to Use Data to Improve Afterschool Systems? Think Beyond the Technology!



A growing number of cities are building afterschool systems to provide low-income students with access to high-quality programs that can keep them safe and foster the skills needed to succeed in school and life. But how can educators ensure that these systems have the impact their cities need?

One way is to use data to help understand and improve afterschool systems and practices. A new report, [Connecting the Dots: Data Use in Afterschool Systems](#) and an accompanying [executive summary](#), presents early findings from a study of how some afterschool systems are building their capacity to use data to bolster their offerings. It finds that success of afterschool data systems relies as much on people and processes as it does on technology.

STEM Resources and Reading

[Forbes: STEM and Making in Education is Growing](#)

Did you know that there is a National Week of Making coming up for the week of June 17 through June 23? President Obama is arguably our most STEM-focused president. Six years ago, he made history by hosting the first-ever White House Science Fair, and this past April, he hosted the 6th and final one of his administration. The National Week of Making will coincide with the National Maker Faire on June 18-19 in Washington, D.C., featuring makers from across the country and including participation of numerous Federal Agencies such as the Department of Education, Small Business Administration, Department of Commerce, National Aeronautics and Space Administration, and the Smithsonian Hirshhorn Museum and Sculpture Garden, to name just a few.

[Help Students Read and Think Like Scientists](#)

Peter Hill's eighth grade students at King Middle School in Portland, Maine, are getting to do the work of real scientists. In Hill's classroom, however, that doesn't always mean putting on lab coats and goggles.

Peter knows that the authentic work of scientists is "10% experimenting, 40% writing, and 50% reading," and he wants his students to have a middle school version of that reality in his classroom. On the heels of an experiment conducted in class the previous week, Hill has planned a two-day lesson focused on a complex scientific text and designed to deepen his students' understanding of how moving wires over magnets affects electricity.

[STEM Ed Coalition Sends ESSA Guidance Recommendations to Department of Education](#)

Last week, the STEM Education Coalition's Leadership Council sent feedback to the U.S. Department of Education on the implementation of STEM-related provisions in the Every Student Succeeds Act. The guidance recommends that the Dept. Of Education:

- Strongly recommends states and districts to use Title II funds on professional development activities for STEM educators. These professional development programs should have effective features, including a content focus, active teacher participation, and sufficient duration to allow repeated practice.
- Define a "high-quality course" broadly enough to include either traditional in-classroom learning or less-traditional, project-based, activities.
- Incorporate real-world challenges, as a precursor or complement to education, as part of educational activities.
- Encourage states to use state afterschool and STEM networks as resources as they implement these provisions.



Upcoming Webinar: Supporting Grieving Children in Afterschool & Summer Learning Programs

Thursday, June 9: 1:00 p.m. to 2:00 p.m.

[Registration Link](#)

In this webinar, out-of-school professionals will learn basic skills in how to talk with and support students as they struggle to understand and cope with a loss in their lives. The vast majority of children experience the death of a close family member or friend by the time they complete high school. Whether involving a personal loss or one that impacts the entire community, bereavement can have a profound and long-term impact on children's psychological adjustment, academic achievement and personal development.

The Association for Supervision and Curriculum Development (ASCD) Implementing the *Every Student Succeeds Act* Webinar Series

Enactment of the Every Student Succeeds Act (ESSA) ushers in a new era for educators, students, and schools. Many of the federal requirements in the areas of accountability, assessments, and school improvement have changed, with many of the decisions about these policies now to be made at the state or local level. As implementation of these changes gets underway, you're invited to join ASCD in a series of in-depth webinars focusing on key provisions of the new law including testing, accountability, professional development, and school improvement. For more information on the available webinars in the series, and to register for selections, please visit the [ASCD website](#).

If you are having trouble with any links, please contact Elana Rosenberg at elana.rosenberg@uwri.org or (401) 444-0658.