



BRIDGES

INTRODUCTION

U.S. Department of Education Seeks Stakeholder Feedback Regarding ESSA Guidance by May 25

The U.S. Department of Education is requesting feedback on how to provide guidance to educators on the Every Student Succeeds Act. You can submit your comments and suggestions to ESSA.guidance@ed.gov.

Separate from previous requests for comments on potential areas for regulation under Title I of the Every Student Succeeds Act (ESSA), the U.S. Department of Education is seeking your input on areas of the law on which they can provide non-regulatory guidance to assist States, districts and other grantees in understanding and implementing the new law. As you may know, non-regulatory guidance is not binding and does not impose any new requirements beyond those in the law and regulations; rather, it is intended to help the public understand the law, how the Department of Education is interpreting the law, and to provide clarification and examples of best practices. You are invited to share your thoughts, comments, and suggestions on areas or specific new requirements of the ESSA that you think would benefit from such guidance. For example, the Department of Education seeks input on: ways to expand early learning, strategies to recruit, develop, and retain teachers and leaders (Title II), clarification of fiscal requirements, student support services (Title IV), and other areas where state and local agencies could benefit from additional guidance. In addition, the Department of Education plans on developing guidance regarding students in foster care, homeless children and youth, and English Learners (Title III).

Please provide your input by sending an email to ESSA.guidance@ed.gov, noting the topic area(s) in the subject line. Also, please include within the body of your email message, your name and, if applicable, the organization on behalf of which you are submitting comments. In order for your feedback to have the most impact, you are encouraged to submit your comments by May 25, 2016.

FEATURE: PASSIONATE PROFESSIONALS

Jackie Trainor and Cindy Bowe, North Kingstown Child Opportunity Zone (COZ)



This month wraps-up our series of interviews with the eight Passionate Professionals honored for their work in the out-of-school-time field at the 13th annual Lights On Afterschool! Breakfast of Champions. Our final spotlight is cast on Jackie Trainor and Cindy Bowe of the North Kingstown Child Opportunity Zone (COZ). We hope you've enjoyed the series!

The interview was conducted by Elana Rosenberg and Joseph Morra, and asks questions related to this year's LOA theme of "Passion. Potential. Possibility."

Joseph: What propels your passion in the field?

Jackie Trainor: I read this question last night and the very first thing I could think of that propels my passion in this field is my children, Jack and Delanie. I'm very lucky to work and live in the same town, and work within the school system that my children are being raised in. Actually, one of the sites that we service is the middle school that my children both went through. Each day that I go to work, and each night that I come home, my brain is filled with what happened that day and what's going on in my children's lives, and how I'm prepping for the next day. It's all about creating a place, a space, an environment, a culture that I would want them to be in—that they actually have been in. So they are definitely my force. They are the two that every idea we have, every brainstorm session we have, every time we're trying to tweak something, they're always right there because I would want it to be a space, a place for them to thrive in. And that's how we create the programs and opportunities for the kids at our schools.

Cindy Bowe: So I just took out my phone because I did take some notes. What propels me is offering students who are struggling in the classroom an opportunity to be successful at something. Seeing them see that they can be successful is priceless. I work in the middle school, so many of these kids had six years' worth of feeling like they were not good enough, and being able to be the person who can put things into place to show them that they are good enough, is to me what keeps me going.

Joseph: During your career, what has been an inspiring occasion or event with a young person?

Cindy Bowe: This one is easy. There's a particular boy who is now in eighth grade, and when he was in sixth grade, he came to Davisville Middle School angry. He did not really have a connection to the school or a group, and he is a low performer when it comes to academics. We have something called the "Snack Shack." At the Snack Shack afterschool, we pull in those kids who maybe are not performing as well and we give them an opportunity to learn how to count money, to do the snack orders, keep track of what's getting low; they have to advertise—all of that. They're simple tasks, but needed tasks in order for the Snack Shack to run properly. This boy, who we recruited when he was in the sixth grade, has been working for us the last two years and is now an eighth grader. The first day of school, he came into the family center and wanted to know when the Snack Shack was starting because he was ready to go, and we have a new person working in the family center, and he looked at her, right in the eyes, put his hand out and said, "Hi, my name is ____." I just thought right there, 'I can't believe the progress that this child has made.' To be part of that is awesome because he now sees that he has a role in the school. He can do something successfully. He can do math, which he never thought he could do.

Jackie Trainor: When I read that question, there was another young man that came to mind. I keep a list in my head; it's always sort of in the back, of those kids you hope to run into in ten years because you know they're going to be doing something great. He's on my list, and he's been on my list for a long time. His family was homeless; they experienced chronic homelessness for many years. They lived in town. They were well connected and spent time living in basements and sleeping on couches and moved around quite a bit. We had him and his sisters in our school. He is a kid that has a lot of heart. He's a kid who has really strong family value—he has always protected his younger sisters, but he didn't come to school clean all the time. His clothes were kind of disheveled and he was targeted a bit by some school personnel as the one who would be getting in trouble a lot. If there was something going on, it was assumed it was him, and it never was. I recognized that that was happening, and I had information that I didn't have the opportunity to share—that I didn't need to share about his life. We brought him into our afterschool program and we started engaging him in leadership ways. He just thrived, making that connection outside of the school day and then he went on to our middle school, and I think those opportunities continued for him. I often think about him and what's going to happen to him now since he's moved onto another community, and where he'll be in ten years. I think that despite the fact he didn't have a lot of opportunities given his life circumstances and some choices his mother made; I think the value of family and dedication, and giving back to others, and some of that leadership that came out is always going to stick with him. He's the one I think of. He inspired me for a period of time just because of how resilient he and his sisters were.

Joseph: How does your work create possibilities for young people?

Jackie Trainor: So I'm in a role now where I do a lot of administrative stuff. I unfortunately have less opportunity within this last year to do the hands-on, one-on-one relationship building. I spend a lot of time in an office pushing paper. I'm reporting and looking at data, and I'm writing and doing a lot of problem solving. As much as that complements some skills that I have, there's a loss that I don't get that everyday one-on-one connection and relationship building that I love so much with the kids. But I do take away that I can work an eight hour day and be at a computer and a desk, and the work that I'm doing is really valuable because it contributes to the operations of keeping our programming going of making sure that kids have a safe place to be with caring adults. That's how my role has played out now.

Cindy Bowe: Living in a town where many of the students have the best of the best can be really difficult for students who don't. They may not have a computer; they may not have new clothes to start the school year, especially in middle school that can be really challenging. So, knowing that these students, as well as all students in the school, are given the same opportunities as the other kids is wonderful because if we weren't there, these kids would be seen as outsiders. Whereas, because we're there, nobody knows that if you're taking a cooking class, they don't know if you live on one side of the tracks or the other side of the tracks. It's important to have us there for that reason, especially in our town because of that distinct difference.

Jackie Trainor: It's very, very difficult to grow up poor in a community that's considered to be affluent. It's isolating, it's challenging, and there does tend at times to be a divide between the "have a lots" and the "have nothings." The sort of middle is going away—we're losing that middle. So to operate a family center in a school where the socioeconomic status of some of the families might bring resources in, but to operate a family center that supports the entire school really helps to break down that barrier. When we do create these opportunities, we're not saying just the poor kids, or just the academic struggling kids are the ones that we're going to service. We're there to service the entire school and bring everyone together. When we do family engagement, it's the same thing. We're bringing everyone together for a common activity to celebrate their children, to celebrate their successes no matter what their address, and that's the benefit of the model we have. It's not breaking it down into categories.

Joseph: How do you recognize potential in others?

Cindy Bowe: I believe that all people have potential. Period.

Jackie Trainor: I agree with that. Absolutely.

Cindy Bowe: It is my position to offer programs that help students find that potential for themselves and believe that they have that potential.

Jackie Trainor: I think a lot of that self-fulfilling prophecy. I think that everyone grows up with tapes in their minds and if we have an opportunity as a caring, supportive adult to change that tape—it's irresponsible not to do that. If we approach every situation with anyone—with a colleague, with a family member, with a student; a child that we're trying to engage—and we believe that they have potential, they will eventually believe that they have potential if they don't already. I agree with Cindy, everyone has it. It just takes the right circumstances for children to see that in themselves.

Joseph: Last question, who do you think recognized your potential?

Cindy Bowe: I'm gonna go with my fifth grade teacher, Mr. Alrich. I truly believe he was the first teacher who actually saw me.

Elana: Why?

Cindy Bowe: Because I always felt I was just the kid in the back of the room and him just by using my name, acknowledging that I was there. It wasn't even anything very specific—like you're the best speller in the class, or anything like that—it was just he noticed me and he asked about me. I felt like he cared that I was there.

Elana: So he made you be present.

Jackie Trainor: The only story that came to mind, and you go with your gut, was my English teacher in high school who was also the cross country coach. I had this idea that I was going to go out for cross country. I'm not a runner, but I thought it might turn me into a runner. So, I went out for cross country and I started to run and I realized that I just wasn't a good runner, and he encouraged me to stick with it. I wanted to quit. I thought, 'Why am I even doing this?' My knees hurt, I had shin splints, and there was nothing fun about it. There was nothing really exciting about it, and he encouraged me not to quit and stick with it. So I did. My first meet we were at Goddard Park, and I was the one out in the woods, the last one, and you heard the gun going off for the next race. In my mind, I was like, 'I still have so far to go! And the next race is already going off because they couldn't wait for me to finish.' I experienced quite a bit of that, and then we were at City Park in Warwick. It was towards the end of the season, and I actually finished the race with everyone else. I actually beat one person, and I remember crediting him. He was so proud of me that day. I never did cross country again, but I was so grateful to have that experience of trying something and not quitting. I would have had it not been for a caring adult who said, "You can do this."

Joseph & Elana: Thank you.

AROUND THE STATE NEWS

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

Restorative Practices Across Rhode Island: A Symposium on Improving Mental and Social Health

Friday, May 20, 2016: 8:00 a.m. to 1:00 p.m.

Rhode Island College: 600 Mount Pleasant Avenue, Providence (Alger Hall 110)

You're invited to join Central Falls School District, Youth Restoration Project, RIC Feinstein School of Education and Human Development, Mental Health Association of RI, and other Restorative Practitioners for an event that will include tools for applying restorative practices and stories of success across Rhode Island that include:

- Schools
- Law enforcement
- Mental health
- Social services
- Legal settings

The symposium is free, and breakfast will be served. Seating is limited, so please register in advance by [clicking here](#).

RESOURCES

[Incorporating 21st Century Skills in the Classroom \(Video Tool Suite\)](#)

This Students at the Center Hub Video Tool Suite explores how teachers incorporate 21st century skills into core subject classes. What does it look like in action? How does this help prepare students for college and career, and enrich their core subject learning?

[Combat Childhood Obesity through Afterschool Programming](#)

After school and out-of-school time programs provide an ideal avenue for combating childhood obesity and unhealthy lifestyles. The NAA Healthy Eating and Physical Activity Standards provide practical, comprehensive guidance for afterschool programs. These standards describe the ideal components of snacks, meals, and physical activity, and suggest ways to support and sustain a healthy environment.

[An OST Quality Case Study](#)

National Institute on Out-of-School Time Director of Training, Kathy Schleyer, wrote a recent blog about the value of coaching a Continuous Quality Improvement process and shares a successful example from a program in Pennsylvania. The blog includes a video from Ellen Gannett, Director of NIOST, who talks about creating opportunities for professional development and quality assessment.

RESEARCH/NEWS

[The Intersection of Afterschool and Competency-Based Learning](#)

After school and competency-based learning are natural allies. To foster the range of knowledge, skills, abilities, and dispositions students need to succeed in life after high school, some schools have adopted competency-based learning systems that allow students to work at their own pace and in a variety of learning environments, progressing to the next level only upon demonstrating mastery of essential knowledge and skills. This flexibility opens the door to receiving credit for developing the competencies outside of the traditional classroom. In this paper, the American Youth Policy Forum (AYPF) explores the emerging trends, policy considerations, and questions for the future that exist at the intersection of afterschool and competency-based learning.

[Learning Across Space Instead of Over Time](#)

Design-thinking, studio design and badges replace lectures, classrooms and paper-and-pencil tests in an innovative STEM summer camp. In [Learning Across Space Instead of Over Time: Redesigning a School-Based STEM Curriculum for OST](#), authors Phyllis Leary Newbill, Tiffany A. Drape, Christine Schnittka, Liesl Baum, and Michael A. Evans discuss the process of translating an existing teacher-led STEM curriculum to fit a learner-led, voluntary environment.

STEM Resources and Reading

[Why Early STEM Education will Drive the U.S. Economy \(CIO\)](#)

The Obama administration is continuing its push to advance math and science education this week, turning attention to early learning with the announcement of a slew of initiatives aimed at promoting [STEM]. The White House and Department of Education are positioning early STEM education as a key to the administration's goal of elevating the nation's competitive position, both by measure of student achievement and, in the longer view, by the economic and social benefits that follow from a workforce with a solid foundation in the subjects that are increasingly critical to the 21st century economy.

[Demystifying the Stigma: How a DC Organization is Teaching STEM to Minority Students \(NBC Washington\)](#)

A plastic, severed foot, a magnifying glass, fingerprints—what appear to be props for a forensic crime show are real-life tools for a group of students in D.C. "My favorite part is actually forensic science," said Kenia Montague, a sophomore at National Collegiate Preparatory Public Charter High School in Southeast D.C. Kenia is showing a DNA crime scene exhibit at the U.S.A. Science and Engineering Festival, the largest science festival in the country, for the 100 Black Men of Greater Washington, D.C., an organization that mentors minority middle- and high-school students in the District.

[Learning Lab: U.S. Green Building Council](#)

The U.S. Green Building Council is offering free and open access to their Learning Lab resources through September 1. All you have to do is register on their site. The Learning Lab has a variety of resources to for K-12 educators to facilitate project- and STEM-based learning in their lesson plans. The resources provided have a theme of sustainability and design throughout, making it great for environmental educators!



Teaching Stress and Anger Management Skills to Youth

Friday, May 13: 9:30 a.m. to 12:30 p.m.

United Way of RI: 50 Valley Street, Providence

Presenter: Lorraine Kaul

[Registration Link](#)

PLEASE NOTE: Tickets to this professional development opportunity are currently sold-out. But please check-in with [Elana Rosenberg](#) should space become available.

Are you recognizing the brain states when intervening with aggressive youth? Come to explore peer, family and societal stressors on youth and how misuse or misdirected anger, poor impulse control, and lack of conflict management skills can cause problems that can interfere with healthy emotional development. Participants will learn how to help young people learn to understand their anger triggers and styles, and how they can begin to channel these emotions toward creating positive change. The workshop presenter will also offer some interactive and fun teaching strategies for helping youth and teens tame aggression, short circuit depression, and redirect toxic thoughts that lead to aggression. The cost to attend is \$15 for non-ALC members. **Registration will close at 9:00 p.m. on Wednesday, May 11.**

Budgeting: Getting it Done Together

Friday, May 20: 9:30 a.m. to 11:30 a.m.

Newport Adult Education Center, 740 West Main Road, Middletown

Presenter: Tracy Shea

[Registration Link](#)

This workshop, designed specifically for beginning- and intermediate-level youth workers, will build confidence in their ability to develop and monitor programmatic budgets. Participants will learn the relationships among planning, budgeting, and financial management, using a team-based approach. The cost to attend is \$15 for non-ALC members. **Registration will close at 9:00 p.m. on Wednesday, May 18.**

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