



RHODE ISLAND KIDS COUNT
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Equitable Access to College and Career Readiness Opportunities in Rhode Island

Policymakers, state education officials, district and school administrators, school committee members, teachers, and school personnel must recognize and understand the barriers students face and ensure that all students have equitable access to student-centered learning.

Providence, RI (October 11, 2019) – Rhode Island KIDS COUNT will release two new publications at a policy roundtable on Tuesday, October 15, 2019 from 3:30 p.m. – 5:00 p.m. at Rhode Island KIDS COUNT, One Union Station, Providence, RI.

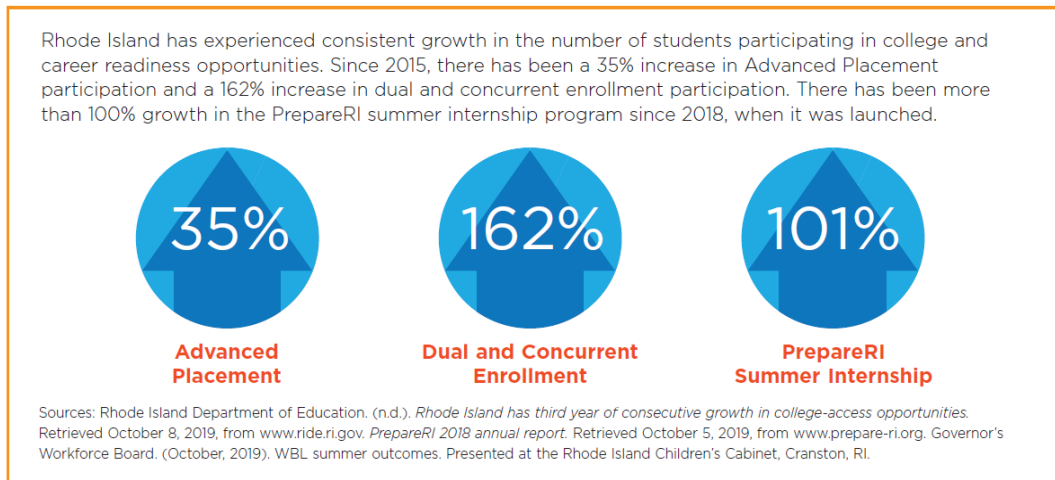
This event will share highlights of these two special reports -- *Equitable Access to College and Career Readiness Opportunities* and *Advisory Systems and Individual Learning Plans* -- that examine policies and practices that support equitable access to college and career readiness opportunities and how Rhode Island can ensure that these opportunities are available for all students, particularly low-income students, students of color, and students in high-need communities.

Speakers will include Elizabeth Burke Bryant, Executive Director, Rhode Island KIDS COUNT; Angélica M. Infante-Green, Commissioner, Rhode Island Department of Education; Ann Durham, Deputy Director, Providence After School Alliance & Prepare RI Ambassador; Rich Norris, Assistant Principal, 360 High School Providence Public Schools; Melanie Nunez and Jaychele Schenck, Youth members of Young Voices; and Carolyn Sheehan, Executive Director, Blackstone Academy.

“We must have high expectations for all students including low-income and first-generation students, students of color, students with disabilities, and multilingual learners and provide the support and opportunities they need to reach their goals,” said Elizabeth Burke Bryant, Executive Director.

Equitable Access to College and Career Readiness Opportunities

By 2020, 71% of jobs in Rhode Island will require postsecondary education. Many students, especially low-income students, face barriers to college enrollment and success. Improving access and exposure to advanced coursework including Advanced Placement (AP) courses, dual and concurrent enrollment, work-based learning opportunities, and career preparation courses can help address these barriers.



Although there has been growth in college and career readiness opportunities, there continue to be gaps in both college credits and industry-recognized credentials earned by high school students by race, ethnicity, income, and special education and English/multilingual learner status.

The **Advanced Course Network** allows students to take traditional, online, and blended courses and earn middle school, high school, Advanced Placement, and/or postsecondary credit, or progress toward an industry-recognized certificate or credential, depending on the course.

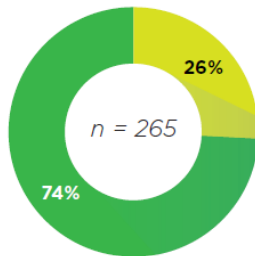
Students can earn **industry-recognized credentials** by participating in career and technical education (CTE) programs, career pathway programs, and Advanced Course Network courses. These opportunities allow students to explore a career of interest, learn specific career skills, and earn an industry-recognized credential that can lead to employment in a chosen field.

Dual enrollment allows students to take credit-earning college courses on a college campus while in high school at no cost to the student or the family.

Concurrent enrollment allows students to take credit-earning college courses while in high school in their high school building at no cost to the student or the family.

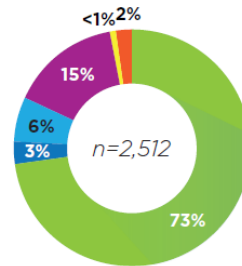
Student Enrollment in College and Career Readiness Opportunities, Rhode Island, Class of 2018

Please see page 3 of report for a full page of graphics highlighting student enrollment in college and career readiness opportunities by: Income, Race/Ethnicity, English/Multilingual Learner Status, and Special Education Status. Below is a snapshot of some of the disparities and findings:



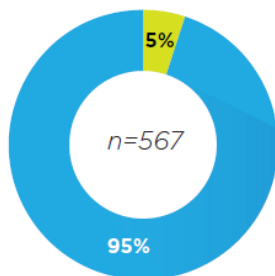
Students Participating in the Advanced Course Network

- 26% ● Higher-Income Students
- 74% ● Low-Income Students



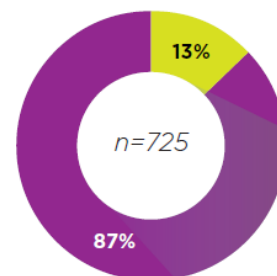
Students Participating in Concurrent Enrollment Courses

- 73% ● White Students
- 3% ● Asian Students
- 6% ● Black Students
- 15% ● Hispanic Students
- <1% ● Native American Students
- 2% ● Multi-Racial Students



Students Participating in Dual Enrollment Courses

- 5% ● English/Multilingual Learners
- 95% ● Non-English/Multilingual Learners



Students Earning Industry-Recognized Credentials

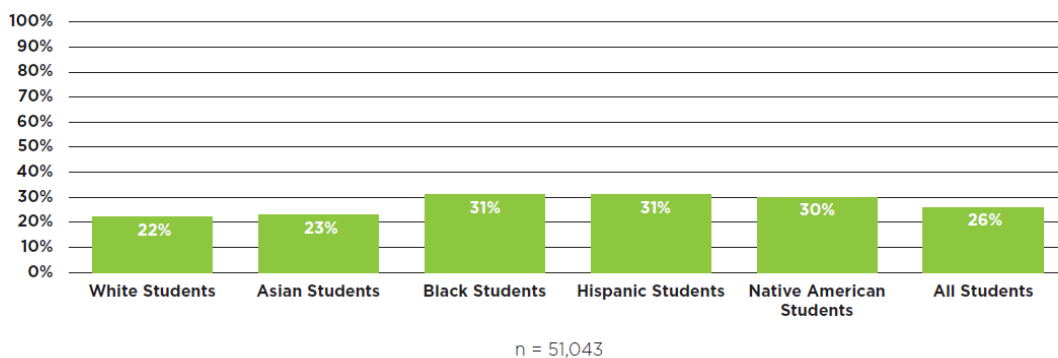
- 13% ● Students With Disabilities
- 87% ● Students Without Disabilities

Advisory Systems and Individual Learning Plans:

Policymakers, state education officials, district and school administrators, school committees, teachers and school personnel must recognize and understand the barriers students face and ensure that all students have equitable access to student-centered learning. Advisory models and Individual Learning Plans (ILPs) can help close significant disparities in education outcomes for students with disabilities, students of color, students from low-income families, and English/multilingual learners.

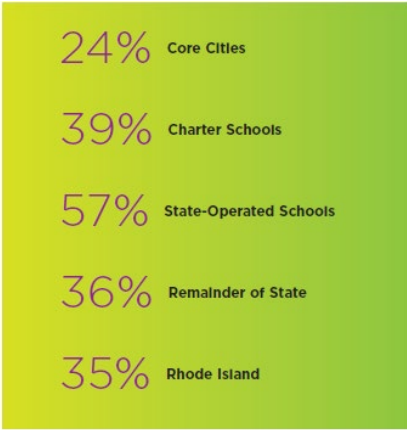
- **Advisory** is a regularly scheduled time in the school day with a clear focus, mission and system that fosters personal relationships between students and adults for the purpose of providing guidance on how to navigate school so each student has a personalized plan that prepares them for postsecondary opportunities. Advisory is a key component of **Individual Learning Plan** creation and implementation.
- **Individual Learning Plans** (ILPs) are dynamic planning and monitoring tools that are developed collaboratively by students and school staff members. They describe each student’s interests, academic and career goals, graduation requirements, and the path they will take to achieve their goals.
 - Although *Rhode Island’s Secondary School Regulations* require that all students in grades six through 12 have ILPs, only about a third (35%) of students surveyed said they had one.

Students Who Found ILPs to Be Quite or Extremely Useful Middle and High School, Rhode Island, 2019



Source: Rhode Island Department of Education. *SurveyWorks*, Student Survey, Grades 6-12, 2019. Retrieved September 22, 2019, from www.ride.ri.gov

Percentage of Students Who Responded Yes to Having an Individual Learning Plan, Middle and High School, Rhode Island, 2019:



Many students, especially low-income students, English/multilingual learners, students of color and students with disabilities, face barriers to postsecondary success, such as insufficient academic preparation and difficulty navigating the college application and financial aid processes. ILPs and advisory systems can help address these barriers and can help close significant disparities in education outcomes.

A full set of recommendations is included in each of these two special reports.

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Rhode Island KIDS COUNT is a statewide children’s policy organization that works to improve the health, economic well-being, safety, education and development of Rhode Island children.