

Full-service Schools Roundtable Newslett



April 2010

Dear Colleagues,

Just today, the US Department of Education released the RFP for planning grants for their new Promise Neighborhoods program. Please see [below](#) for details about this important grant opportunity. The Department is describing the program as a "comprehensive approach designed to ensure that children have access to a continuum of cradle-through-college-to-career solutions, with strong schools at the center that will support academic achievement, healthy development, and college and career success." Boston has many organizations that are considering pursuing this funding; this is an exciting development for those of us who advocate for comprehensive strategies for meeting the range of children's (and their families') needs.

I also wanted to share with you some of the highlights of the Roundtable's March 15 meeting that focused on family engagement policy and practice in Boston. We were thrilled to see that 60 of you were able to join us at The Boston Foundation, in spite of torrential rain!

Our fabulous panel - Karen Mapp, lecturer at the Harvard Graduate School of Education; Michele Brooks, Assistant Superintendent for Family and Student Engagement in the Boston Public Schools (BPS); Leo Flanagan, Jr., Principal of the James Otis Elementary School in East Boston; Deb Socia, Principal of the Lilla G. Frederick Pilot Middle School in Dorchester; and Myriam Ortiz and Olu Crayton from the Boston Parent Organizing Network (BPON) - shared with us some of the truly remarkable practice that is taking place in our city.

To set the context for the conversation, Karen Mapp offered her perspective on the national policy scene. In spite of the fact that President Obama and Secretary of Education Arne Duncan speak frequently of the importance of family and community engagement, the federal government is proposing reduced funding for this work. There is a great deal of advocacy taking place in Washington to restore the funding that may be lost. The Roundtable is tracking the funding developments and will keep you

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The mission of the Full-service Schools Roundtable is to advance the healthy development and success of students in Boston through integrated school/community partnerships.

The Full-service Schools Roundtable is grateful for generous support from The Boston Foundation, Children's Hospital Boston and an anonymous foundation.

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posted.

Michele Brooks spoke about the very exciting family engagement work that is taking place at the district level. Her office - the Office of Family and Student Engagement - is focused on building the capacity of the district, schools, families, and students to engage as partners on issues involving student learning and school improvement. Her office's work is focused on ensuring that all schools in BPS are engaging families in meaningful ways through a variety of strategies including home-school compacts, school site councils in which parents are engaged in decision-making, and whole school improvement plans in which family engagement strategies are directly linked to instructional strategies. In addition, in order to directly build capacity among parents, Michele's office has launched Parent University; 660 parents have participated this year in one (or more) of three all-day sessions held at local universities. Their intention is to significantly expand the number of parents who participate in Parent University next year.

The two principals on our panel shared with us some of their exceptional family engagement practices.

In Leo Flanagan's school, teachers visit every one of their families each fall to establish a relationship with them and bring them learning materials. The school offers a bilingual "Dad's Club" as a forum to discuss parenting strategies; they also offer workshops for families on various topics (e.g., active reading) and send two buses of parents to Parent University. Through partner organizations, the Otis offers a nutrition program, family stabilization assistance, mental health services for students, a therapeutic bilingual program in the student's home, and social workers who work with the parents of some of the neediest students. One of Leo's greatest challenges is ensuring that his wonderful parents are proactive and that his incredible staff is able to "distribute leadership and empowerment."

Deb Socia has worked hard at her school to hire a staff that reflects the backgrounds of her student (and family) population (largely Latino and Somali). The Frederick offers a number of programs and services to support families, including Technology Goes Home in which parents and children receive joint training on laptops in the parents' language; at the end of the program, parents receive a laptop for \$50. In order to increase parent attendance at events, the school will raffle off a laptop, and provide transportation, babysitting, and a meal. Invitations to the events are personal, and the content that the school offers is provided in multiple languages. The building is open seven days a week, with hours from 7 a.m. till 7 p.m. most days. Free breakfast and lunch are offered each day (including Saturday). "Quarters for Literacy" is a program in which the school collects quarters, and uses them to pay for families' laundry. While the laundry is going, the school provides information on literacy. The school also provides mental health services through a program called Connecting with Care (in partnership with the [Alliance for Inclusion](#)

[and Prevention](#)). Through this program, a full-time mental health clinician works with children during the school day and meets with families at an evening clinic at the school.

Myriam Ortiz and Olu Crayton spoke about their work mobilizing families to advocate for educational change. BPON was instrumental in helping to get the most recent education reform legislation passed in Massachusetts. Recently, BPON has established a task force for parents made up of seven different committees. These parent-led committees include legislative advocacy, parent-teacher relations, transportation, English Language Learners (ELL), and special education (SPED). BPON is excited about this new work as the committee structure provides opportunities for parents to hear from experts on key educational issues, and then advocate for city-wide change.

Judging by the enthusiasm at the event, we intend to convene a follow-up meeting next year that dives deeper into this issue.

I'd like to personally thank the panelists for sharing their wisdom and experiences with us!

Best regards,
Abby R. Weiss
Executive Director
Full-service Schools Roundtable

FOR YOUR INFORMATION



Building Innovative Partnerships for Student Success

The Coalition for Community Schools partnered with the Netter Center for Community Partnerships to convene a diverse group of stakeholders committed to better results for young people across the nation.

The 2010 National Forum reached out to a broad audience of policymakers, administrators, and practitioners from community schools, charter schools, and other sites who want to learn how to integrate schools and community assets to support student success. The audience included those in education, youth development, health and human services, family services and supports, neighborhood and community development, business, government, philanthropy, higher education, and related fields. The 2010 National Forum drew close to 1,100 participants on site and over 100 participants through live streaming.

Watch the recorded [main plenary sessions](#) and hear US Secretary of Education Arne Duncan, and Kathleen Sebelius, US Secretary of Health and Human Services, and others talk about the importance

of our collective work.



Expanded Learning Time by the Numbers The Traditional School Calendar Is Failing to Meet Many Students' Needs

Most U.S. students attend school for an average of 6.5 hours a day, for 180 days a year. This is not nearly enough time for many students. Some schools serving large concentrations of low-income and minority students have dramatically improved student achievement by increasing instructional time in the form of a longer school day, week, or year for all students. Expanding learning time (ELT) schools bring important resources into the classroom and recognize that it's not just more, but also better, classroom learning time that is the key to student success. [This by-the-numbers look](#) at our education system shows that the traditional school calendar is failing to meet many students' needs and more time, better spent can help.

Podcast: How has ELT helped a Boston school?

Jeff Riley, Boston Public School's Academic Superintendent for Middle and K-8 Schools, and Melissa Lazarin, the Associate Director of Education Policy at the Center for American Progress, speak on how expanded learning time has made a difference in turning around the Edwards Middle School in Boston. [Click here to listen to the podcast.](#)

Framing Youth Development for Public Support: New Directions for Youth Development, No. 124

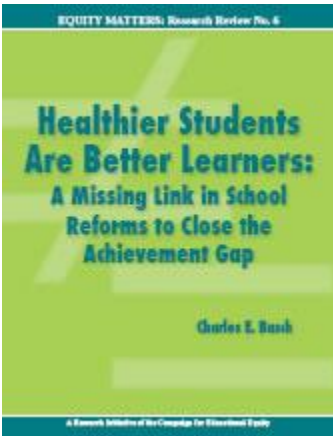


Since 1999, the nonprofit FrameWorks Institute has investigated how Americans think about social issues--from children and youth to education and race--and how scientists, policy experts, and advocates can do a better job of engaging the public in solutions. FrameWorks Institute's empirical approach integrates essential constructs from the cognitive and social sciences to investigate the worldviews and patterns of thinking that ordinary people enlist when considering social problems. The goal of this approach is to deliver communications strategies that are grounded in research and have the potential to change the public debate if they are effectively deployed.

This volume focuses on the theory, research, and practice of FrameWorks' decade of work in evidence-based communications strategies for child and youth issues. The articles explain where this approach is situated within the broader conversation on communications for social change; why an iterative, multimethod process is necessary to determine the communications strategies that will elevate the public dimensions of children's and youth's developmental trajectories; and how experts and advocates are applying these evidence-based communications strategies to their work on behalf of children and youth.

This is the 124th volume of *New Directions for Youth Development*, the Jossey-Bass quarterly report series dedicated to bringing together everyone concerned with helping young people, including scholars, practitioners, and people from different disciplines and professions. The result is a unique resource presenting thoughtful, multi-faceted approaches to helping our youth develop into responsible, stable, well-rounded citizens. [Purchase this issue.](#)

Healthier Students Are Better Learners by Charles E. Basch of Teachers College



Seven major health risks are disproportionately affecting the educational opportunities and outcomes of the nation's urban minority youth, and must be addressed in a coordinated fashion at the federal, state and local levels or efforts to close America's education achievement gap will be compromised.

That is the key message of "Healthier Students Are Better Learners," a sweeping new meta-study by Charles E. Basch, the Richard March Hoe Professor of Health and Education at Teachers College, Columbia University, which brings together recent findings from in fields ranging from neuroscience and child development to epidemiology and public health.

"No matter how well teachers are prepared to teach, no matter what accountability measures are put in place, no matter what governing structures are established for schools, educational progress will be profoundly limited if students are not *motivated and able to learn*," writes Basch. "Health-related problems play a major role in limiting the motivation and ability to learn of urban minority youth, and interventions to address those problems can improve educational, as well as health outcomes. This is why reducing educationally relevant health disparities must be a fundamental part of school reform."

Basch argues that the pathways by which the seven "educationally relevant health disparities" affect student outcomes overlap resulting in synergistic effects. Thus addressing them in isolation, as most school programs currently do, will not have consistent or large effects. Conversely, addressing them in a coordinated fashion, will pay a dividend that exceeds the sum of its parts.

Basch chose to focus on the seven "educationally relevant health disparities" he identifies -- poor vision; asthma; teen pregnancy; aggression and violence; insufficient physical activity; insufficient breakfast; and inattention and hyperactivity - in part because of their prevalence and because each disproportionately affects urban minority youth. Nevertheless, he strongly emphasizes that while these seven risk factors are important, "the expectation is not that every urban public school should have the same priorities."

"The key for any school health program is that it must be high quality, strategically planned and effectively coordinated," Basch says.

Download the full text of Basch's study "[Healthier Students Are Better Learners](#)". A set of [Summary PowerPoint Slides](#) provides an overview of key statistical findings in the study.

EDUCATION WEEK

Needs of 'Whole Child' May Factor in ESEA Renewal

Wide Range of Supports, Services, and Enrichment Seen as Vital But Costly

As Congress gears up for renewal of the Elementary and Secondary Education Act, lawmakers and the Obama administration are seeking to address a perennial complaint: that the current version of the law, the No Child Left Behind Act, places too much emphasis on students' test scores and pays little attention to their health and other needs.

And at a hearing of the Senate Health, Education, Labor, and Pensions Committee last week, lawmakers agreed that the idea of educating "the whole child" encompasses a wide range of support services, which advocates are hoping could be reflected in the rewrite of the ESEA.

[Read the full article.](#)

EDUCATION WEEK

Family Income Matters Most in Early Years, Study Says

It's no secret that growing up in poverty has a negative impact on children's life chances. A new [study](#) suggests, however, that family income plays a more critical role in some stages of children's development than at others. According to this study, published in the current issue of [Child Development](#), the key period seems to be from birth to age 5. University of California, Irvine researcher Greg Duncan and his colleagues analyzed data on a nationally representative sample of people born between 1968 and 1975, with an eye toward determining links between the level of a family's income throughout the childhood years and a host of outcomes later on in children's lives.

Were poorer children, for instance, more likely than others to have been arrested or employed by the time they reached their 20s and 30s? Were they healthy? Did they finish school? (All of this, of course, comes after controlling for a wide range of variables, such as parents' education, whether the child's parents were living together, birth order, and the part of the country where the family lived.)

The researchers found that the strongest links were between living in poverty before age 5 and having lower earnings and fewer work hours 30 years later. The researchers estimate that a \$3,000 annual increase in income between a child's prenatal year and 5th birthday is associated with 19 percent higher earnings and 135 more work hours.

The bottom line, says author Duncan, is that "our findings suggest that policymakers might do well to focus on situations involving deep and persistent poverty early in childhood."



Ready by 21 Webinar from February 23, 2010 - Introduction to the Ready by 21 Challenge

Ready by 21 isn't a program or a campaign or even an initiative. It is a challenge to all who care about children and youth to think differently - to learn a different way to approach all of the tasks associated with trying to manage, make or measure change at any level from the classroom to the capitol - so that they can act differently and make decisions that lead to bigger goals, bolder strategies, better partnerships. This webinar will guide participants through the essential components of Ready by 21 - the Big Picture Vision, Strategic Planning and Priority Setting, Big Picture Changemakers and Ready by 21 Introductory Guides and Materials. Read all the slides from the [Ready by 21 Webinar](#).



Schools as Entry Points for Children's Mental Health Services

With over 50 million children and youth attending public schools in this country, these systems are a logical entry point for reaching children and their families (GIH 2008). Schools are major institutions in children's lives, providing oversight for many hours of a typical weekday. Though health improvement is not the primary mission of the education sector, it has extensive influence in shaping children's health and long-term development outcomes. A variety of psychosocial and health problems affects students' learning and academic performance in significant ways (HHS 1999). Unfortunately, many children and youth experiencing emotional or developmental challenges that need mental health services do not receive them (Burns et al. 1995). Approximately 70 to 80 percent of those that do, however, receive those services through schools. Consequently, school personnel, families, policymakers, and funders are increasingly recognizing the importance of addressing children and youth's mental health needs through school settings. Read the [full article](#).



Newly Updated After-School Resource Guide

Public / Private Ventures (P/PV) has recently updated the online resource guide that accompanies [Putting It All Together: Guiding Principles for Quality After-School Programs Serving Preteens](#), a report commissioned by the Lucile Packard Foundation for Children's Health. Click [here](#) to view new research and tools designed to strengthen after-school programs, particularly those serving preteens.

This resource guide is intended primarily for practitioners, including agency directors, program managers and program staff. It provides resources for creating and expanding programs, program quality improvement, and proposal development. The guide is organized around the six principles for after-school program quality outlined in *Putting It All Together: Guiding Principles for Quality After-School Programs Serving Preteens*. The principles were developed by P/PV and based on research about after-school programs that have been shown to have positive associations with emotional and behavioral outcomes for participants, along with lessons learned by the Foundation.

The Guiding Principles are:

1. [Focused and Intentional Strategy](#) (target specific skills, well-planned)
2. [Exposure](#) (duration, intensity and breadth)
3. [Supportive Relationships](#)
4. [Family Engagement](#)
5. [Cultural Competence](#)
6. [Continuous Program Improvement](#) (targeted staff training, monitoring and coaching, data collection and analysis)

For each of the six principles this guide provides: 1) a description, 2) examples of what the principle looks like in action, and 3) links to the relevant research and "how-to" guides for strengthening the

principle. The second of the guide that focuses on the sixth principle, Continuous Program Improvement, includes an overview of assessment tools, an important component of the improvement process. The guide also provides some general resources for strengthening program quality, including, books, articles, organizations and websites.

Center for American Progress

Expanded Time, Enriching Experiences Expanded Learning Time Schools and Community Organization Partnerships

Expanded learning time, or ELT, is gaining traction among educators and policymakers as a potent school improvement strategy. Over the past several years many high-performing charter schools and charter school networks across the country have used their autonomy to create longer school days and years for the express purpose of improving student outcomes.

This report studies four standard district public schools in Massachusetts, examining how the policy context and technical assistance infrastructure in Massachusetts has influenced the development and evolution of ELT school-community partnerships. The report also looks at the LEAP University Charter School in Camden, New Jersey because of its commitment to an expanded time schedule and comprehensive student support services.

[Read more and download the report.](#) Watch [video](#) from a panel discussion about the role that community partners play in schools that have an expanded school calendar.



New Online Clearinghouse for State Child Welfare Policies

Child Trends, with support from Casey Family Programs, launches the [State Child Welfare Policy Database](#) to provide information on child welfare laws, procedures, and agency guidance for all 50 states and the District of Columbia. The Database can help elected officials, administrators, advocates, practitioners, researchers, and other stakeholders keep up to date with the policies that protect our nation's most vulnerable children.

The site can be navigated by state or by topic. You can learn about your state's expenditures on child welfare services, policies for relatives and "kin" caring for children involved in the child welfare system, benefits and services provided to foster youth after age 18, and much more. In addition to the traditional web version, the site is designed to be compatible with your mobile device, allowing for easily accessible information on-the-go.

For more information about child welfare resources available at Child Trends, please visit: www.childtrends.org/childwelfare. Through program evaluations, data analysis, policy surveys, literature reviews, and research syntheses, we seek to inform policy makers and front-line practice.



Out-of-School Time Policy Commentary #16: Shining a Light on Supervision: Lessons from the Beacons

This commentary takes readers inside the world of the Beacons, to understand their approach to supervision. In it, the authors ask and answer the questions: What does good supervision of youth work professionals look like? How can we strengthen supervision in ways that improve practice and reduce turnover? What is the effect of high-quality supervision on programs' bottom line - youth participation and retention rates, program quality and organizational capacity? Lessons from the Beacons Young Adolescent Initiative and the Youth Program Quality Intervention Study as well as interviews with local and national experts provide the context for bringing the principles of good supervision to light. Read the [full commentary](#).

The Boston Globe

U.S. Teachers More Interested in Reform than Money

The largest national survey of teachers found most teachers believe fewer than 75% of students will graduate. And, most value non-monetary rewards, such as time to collaborate with others and supportive leadership, over higher salaries. The survey of 40,090 K-12 teachers -- including 15,038 by telephone -- was one of the largest national survey of teachers ever completed and includes the opinions of teachers in every grade, in every state and across the demographic spectrum.

Called "Primary Sources: America's Teachers on America's School," the survey was conducted by Harris Interactive between March 10 and June 18, 2009. It was supported by the Bill & Melinda Gates Foundation and Scholastic Inc. The purpose of the survey was to keep teachers' voices in the debate over education reform, said Vicki L. Phillips, director of Gates Foundation's K-12 education program. To read the full article, visit [U.S. Teachers](#).

UPCOMING FUNDING OPPORTUNITIES

Investing in Innovation (i3) Grants

The US Department of Education has announced the priorities and application process for the Investing in Innovation (i3) Grants, a \$650 million federal stimulus grant program to support and expand innovative approaches to education and students' achievement. The fund is intended to provide incentives for new ideas, expand promising programs, and scale up what works in an effort to dramatically improve schools. The purpose of this program is to provide competitive grants to applicants with a record of improving student achievement and attainment in order to expand the implementation of, and investment in, innovative practices that are demonstrated to have an impact on improving student achievement and growth, closing achievement gaps, decreasing dropout rates, increasing high school graduate rates, or increasing college enrollment and completion rates.

Applicants are encouraged to address one or more of the following priorities:

1. improving outcomes for young children,
2. expanding students' access to college and preparing them for college success,

3. addressing the unique needs of students with disabilities and of English Language Learners, and
4. servicing schools in rural areas.

The Department of Education will award three types of grants:

1. Development Grants - up to \$5 million will be awarded to innovative proposals that are relatively untested.
2. Validation Grants - up to \$30 million for proposals with moderate evidence of positive impact on student achievement and advancement,
3. Scale-up Grants - up to \$50 million to scale up projects or initiatives with the strongest evidence of demonstrated success or impact.

For more information, visit [i3 Grants](#).

DEADLINE: MAY 11, 2010

U.S. Department of Justice and Office of Justice Programs, Office of Victims of Crime Public Awareness and Outreach for Victims in Underserved Communities

The goal of this grant program is to raise the awareness within traditionally underserved populations about the needs of children exposed to violence, and about how to access services available to child victims. Exposure to violence includes being a victim of violence or a witness to violence, and encompasses abuse, neglect or child maltreatment, domestic violence, and community violence. The Office for Victims of Crime will support the planning and development of public awareness campaigns focusing on services available to child victims of violence with underserved due to race, socio-economic status, disability, or sexual orientation.

Ten awards are available of us to \$100,000 each. For more information, visit [Public Awareness and Outreach for Victims in Underserved Communities](#).

DEADLINE: MAY 18, 2010

Challenge America Fast-Track

The *Challenge America Fast-Track* offers support primarily to small and mid-sized organizations for projects that extend the reach of the arts to underserved populations -- those whose opportunities to experience the arts are limited by geography, ethnicity, economics, or disability. Age alone (e.g. youth, seniors) does not qualify a group as underserved; at least one of the underserved characteristics noted here also must be present. This category of funding, as an essential component of the Arts Endowment's goal of providing wide access to artistic excellence, supports local projects that can have significant effects within communities. Grants are available for professional arts programming and for projects that emphasize the potential of the arts in the community development.

Partnerships can be valuable to the success of these projects. While not required, applicants are encouraged to consider partnerships among organizations, both in and outside of the arts, as appropriate to their project.

These Fast-Track grants:

- Extend the reach of the arts to underserved populations.
- Are limited to the specific types of projects.
- Are for \$10,000 each.

- Received an expedited application review. Organizations are notified whether they have been recommended for a grant approximately six months after they apply; projects may start shortly thereafter.

For more information, visit [Challenge America Fast-Track](#).

DEADLINE: MAY 27, 2010

Bank of Charitable Foundation: Neighborhood Excellence Program

The Bank of America Charitable Foundation is accepting applications for its Neighborhood Excellence Program, including the Neighborhood Builders and Local Heroes initiatives. Under Neighborhood Builders, two nonprofits in each Bank of America market will receive \$200,000 operating grants and executive trainings to support their work to create vibrant communities; groups must have a focus that reflects local priorities. The Local Heroes project recognizes five community leaders in each area for work that "made a special and significant impact on individuals, families, or the community at large; inspired other to community service; or been a catalyst for new visions, understanding, and change in a community."

Winners will receive \$5,000 each to donate to an eligible nonprofit. Two awards of \$200,000 for the Neighborhood Builders and five awards of \$5,000 for the Local Heroes Initiative will be given per market area. For more information, visit [Neighborhood Excellence Program](#).

DEADLINE: JUNE 1, 2010

Learning in the Arts for Children and Youth

The National Endowment for the Arts is committed to providing leadership in arts education by inspiring all young Americans through rich arts experience. A high quality education in the arts opens a critical gateway to a lifetime of appreciation and engagement. For two reasons, learning in the arts is an indispensable part of American education: 1) children celebrate and participate in their cultural inheritance, and 2) academic and social maturity follow directly from arts education experiences.

The *Learning in the Arts for Children and Youth* category offers funding for projects that help children and youth acquire knowledge and understanding of and skills in the arts. Projects must provide participatory learning and engage students with skilled artists, teachers, and excellent art. Funded projects apply national or state arts education standards. All projects submitted to the *Learning in the Arts* category must include:

- **Experience:** Students and their teachers will have the chance to experience exemplary works of art -- in live form where possible.
- **Study:** Through the guidance of teachers, teaching artists, and cultural organizations, students will study works of art in order to understand the cultural and social context from which they come, and to appreciate the technical and/or aesthetic qualities of each work. Where appropriate, study will include the acquisition of skills relevant to practicing the art form.
- **Performance:** Informed by their experience and study, students will create artwork. In the case of literature, the primary creative activities will be writing and/or recitation.
- **Assessment:** Students will be assessed according to national or state arts education standards. Where appropriate, projects will employ multiple forms of assessment including pre- and post-testing.

For more information, visit [Learning in the Arts for Children and Youth](#).

DEADLINE: JUNE 10, 2010

Nellie Mae Education Foundation

The Foundation has issues a call for Letters of Interest (LOI) for their long-term, District Level Systems Change (DLSC) grants. Nellie Mae believes that achieving change at scale requires a systems approach at the district level and that collaboration between school and community plays a critical role in this approach. The DLSC grants are designed with this in mind.

DEADLINE FOR LOI: MAY 27, 2010

The foundation has also issued a Request for Proposals (RFP) for their Opportunity Fund. Nellie Mae's experience tells them that there are many organizations and schools that are already using or promoting specific student-centered strategies and tools with positive results -- but not necessarily with a system-wide focus. The Opportunity Fund is designed to support work that is producing, growing, enhancing, or testing these more narrowly defined approaches that have the potential of moving the field forward.

DEADLINE FOR RFP: JUNE 8, 2010

To download the DLSC LOI guidelines and the Opportunity Fund RFP, visit the [Nellie Mae Education Foundation](#).

CONFERENCE/TRAINING ANNOUNCEMENTS

*Massachusetts Department of
Elementary & Secondary Education*

Below are upcoming training opportunities related to implementing Trauma Sensitive Schools. Each of these sessions are sponsored by the Department. Please see the links for more details and to register.

**May 4th in Worcester
Statewide Community Service-Learning Conference 2010**

This daylong conference will include a wide range of workshops showcasing promising examples of implementing service-learning. Service-learning is an excellent method to authentically empower and engage students in their education, which can be a great benefit to traumatized students. [Register now for May 4th in Worcester.](#)

May 24th in Shrewsbury

The Collaborative Problem Solving Approach - A Daylong Workshop with Dr. Ross Greene
This is an introductory training with Dr. Ross Greene on the Collaborative Problem Solving (CPS) approach. This approach can be helpful in working with all students, and in particular educating students with social, emotional, and behavioral health needs. This workshop is targeted to K-12 educators, and in particular, staff that have limited or no experience with the CPS model. [Register now for May 24th in Worcester.](#)



Getting Ready, Getting In, and Getting Through College: The Benefits of Advanced Placement Courses

A Conference for Boston Public Schools Families with Students in Grades 6-11

Saturday, May 8, 2010, 11:00 AM - 3:00 PM

Jeremiah E. Burke High School, 60 Washington St., Dorchester MA

On Saturday, May 8, Boston Public Schools will hold its first Advanced Placement (AP) conference for families. Come learn about how AP classes can help your child get in, get ready and get through college.

This free event is open to parents and care givers of middle and high school students. Lunch will be provided.

Contact Person: [Dena Soled](#), Director of Advanced Placement - 617.635.8079 x 168

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