

**Subject: News from the Full-service Schools Roundtable!**

**Date:** Thursday, March 10, 2011 10:15 PM

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**Conversation:** News from the Full-service Schools Roundtable!



## Full-service Schools Roundtable Newsletter



### Winter 2011

Dear Colleagues,

Please find below links to some interesting new resources, including several on family engagement. In addition, we are especially excited to share a new [report](#) from the Coalition for Community Schools on how to finance full-service schools. We'd also like to point out the [3rd Annual Bridging the Gap Conference](#) hosted by the Boston Public Schools' Department of Extended Learning Time, Afterschool, and Services (DELTAS) on March 15. They have a wonderful program planned, and it's not too late to sign up!

We ask that you stay tuned for the Roundtable's report of the principals' survey we conducted in partnership with Boston Public Schools last June. We received responses from 126 of our principals and have an enormous amount of rich data about the many and varied partnerships in BPS. The report will be released soon, and we will be scheduling a Roundtable meeting to share the results. We cannot wait to discuss the report with all of you!

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

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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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**FOR YOUR INFORMATION**



In a new Coalition report, [\*Financing Community Schools: Leveraging Resources to Support Student Success\*](#), the Coalition finds that community schools have organized themselves to address constant financial challenges by breaking down funding silos and leveraging resources to support students. The report clearly shows that community schools efficiently leverage dollars to support student learning. Community schools leverage \$3 for every dollar invested by school districts.

The report highlights five findings:

1. Community schools use the bulk of their resources to directly assist schools in meeting their core instructional mission, while also strengthening the health and well-being of students, families and neighborhoods.
2. Collaborative leadership structures support finance and other key functions at the school and system level.
3. A mix of public and private sector partners expands financial, as well as technical and political capacity.
4. Full-time site coordination contributes essential site level capacity at minimal cost.

## AMERICAN YOUTH POLICY FORUM

BRIDGING YOUTH POLICY, PRACTICE, AND RESEARCH

### AMERICAN YOUTH POLICY FORUM Special Announcement

On Wednesday, February 2nd, AYPF hosted a special event to release the Harvard Graduate School of Education report *Pathways to Prosperity: Meeting the Challenge of Preparing Young Americans for the 21st Century*. The event featured an overview of the report, the reactions of a panel of education and business leaders, and special remarks from U.S. Secretary of Education Arne Duncan.

The report argues that our national strategy for education and youth development has been too narrowly focused on an academic, classroom-based approach. Meanwhile, many other advanced industrial nations are succeeding with a broader, more holistic approach that places greater emphasis on career and technical education and work-based learning. *Pathways to Prosperity* contends that in order to regain the educational leadership we held for more than a century, the United States must build a more comprehensive network of pathways to serve youth in high school and beyond.

View the [full video](#) of the event and a link to the text of Secretary Duncan's speech.

Presenters included: Andrés Alonso, CEO, Baltimore City Public Schools; Stanley Litow, Vice President of Corporate Citizenship and Corporate Affairs, IBM and President, IBM Foundation; Robert Schwartz, Academic Dean, Harvard Graduate School of Education; William Symonds, Director, Pathways to Prosperity Project, Harvard Graduate School of Education; and Robert Templin, President, Northern Virginia Community College, with Special Remarks by U.S. Secretary of Education Arne Duncan.

#### WEBINAR SERIES

## Achieving Excellence and Innovation in Family, School, and Community Engagement

### Building Capacity for Family, School, and Community Engagement Webinars

Research over the past 30 years has shown that engaging families in their children's education increases student achievement and decreases dropout rates. Effective family engagement is not a one-time program or the choice of a good school, but rather a set of day-to-day practices, attitudes, beliefs and interactions that support

learning at home, at school, afterschool and during the summer. To ensure that the students of today are ready for the careers of tomorrow, families, schools, and community groups need to work together to promote engagement that is systemic, sustained, and integrated into school improvement efforts.

#### About the Webinars

The Achieving Excellence and Innovation in Family, School, and Community Engagement webinar series is an opportunity for stakeholders representing national, regional, and local organizations to learn about family, school, and community, engagement research, best practices from the field, and new innovations that are making a difference in school improvement and student learning. [Click here](#) to view archives and upcoming webinars.



## Harvard Family Research Project

### Partnerships for Learning: Profiles of Three School-Community Partnership Efforts by Harvard Family Research Project

These three site-based profiles provide a snapshot of school-community partnerships in action and illustrate how diverse programs and models take advantage of five core strategies to effectively build and sustain partnerships for learning. Each profile highlights certain aspects of how the partnerships have been applied in the day-to-day lives of schools and community-based programs. The profiles present three different approaches to partnerships, reflecting the diverse shapes of such partnerships in the field today. The partnerships profiled are:

- Citizen Schools at Bedichek Middle School, Austin, TX: An integrated partnership between a school-based afterschool program and the middle school that hosts it.
- After-School All-Stars at August Boeger Middle School, San Jose, CA: A partnership in which the school and afterschool program complement each other's strengths to achieve common goals.
- KIPP (Knowledge is Power Program) SHINE Prep elementary school, Houston, TX: A partnership between a charter elementary school and community-based organizations to support learning during the school day and beyond.

[Click here](#) to read the school profiles.



### Obama Keynotes MENTOR's National Summit

Major mentoring organizations and corporate leaders gathered in January for MENTOR's National Mentoring Summit to collaborate on supporting youth through mentoring. The summit, in Washington, D.C., drew more than 500 mentoring advocates from around the country. First Lady Michelle Obama gave the keynote address about the importance of being a mentor, which was followed by an engaging panel that included White House officials such as Health and Human Services Secretary Kathleen Sebelius, Education Secretary Arne Duncan and Attorney General Eric Holder. The National Collaboration for Youth was a founding partner of the summit. To learn more, visit [2011 National Mentoring Summit](#).



## Harvard Family Research Project

### Partnerships for Learning: Promising Practices in Integrating School and

## Out-of-School Time Program Supports

Across the country, many schools and communities are trying to create and support efforts to institutionalize partnerships for learning, including those that rethink the use of time across the school day and year, and across the developmental continuum. These partnerships are not merely transactional in nature but are transformative: partnering entities work together to integrate and complement their services with the shared goal of supporting children's learning.

Referred to by different terms-integrated, expanded, or complementary learning-the concept has one critical element in common: partners are able to create a web of learning and developmental supports for children and youth in which the linkages add up to more than the sum of their parts. The past 10 years have witnessed tremendous growth in programs and initiatives aimed specifically at developing and sustaining intentional partnerships between out-of-school time programs (OST) and schools in order to support-but not replicate-in-school learning and healthy development.

Partnerships for learning can be structured differently according to local community needs, can be housed in a variety of school and community-based settings, and can involve a range of partners, including schools, afterschool and summer programs, physical and mental health services, and other community resources.

This new report from HFRP is aimed to help school and OST program leaders, decision-makers, and funders, to understand and implement effective OST-school partnerships for learning. Specifically, it

- Describes the benefits of OST-school partnerships for children, schools, and OST programs.
- Presents five research-derived principles of promising OST-school partnerships, offering specific strategies and examples for each.
- Profiles three "on-the-ground" partnership efforts based on in-depth interviews conducted at the selected sites.
- Discusses conditions for optimal success in developing sustainable OST-school partnerships.

[Click here](#) for the full report.



### What Works in Out-of-School Programs for African American and Latino Children New Analyses Based on Rigorously Evaluated Programs

African American and Latino/Hispanic children and adolescents often face challenges that differ from each other and from other groups of children in the U.S. Although a number of out-of-school time programs serving African American and Latino children have been implemented, data on which approaches work among these groups are scarce. Two new Child Trends syntheses fill this gap by reviewing rigorous evaluations of out-of-school programs to identify programs that work, as well as those that do not, and the intervention strategies that contribute to program success. The programs targeted outcome areas such as reproductive health, substance use, and physical health and nutrition.

- [Click here](#) to read findings from What Works for African American Children and Adolescents.
- [Click here](#) to read findings from What Works for Latino/Hispanic Children and Adolescents.



MMPI is pleased to release [The Basics of MassHealth](#) by Robert Seifert and Stephanie Anthony of the University

of Massachusetts Center for Health Law and Economics. This new edition provides updated MassHealth enrollment and spending data and highlights key challenges ahead.

Stay tuned for more reports from MMPI including a series of fact sheets by the Massachusetts Budget and Policy Center in partnership with the Massachusetts Law Reform Institute outlining the key provisions affecting the MassHealth program from the FY2012 budgets proposed by the Governor and both legislative branches.

We welcome your feedback and suggestions for future reports and analyses. Please contact [Kate Nordahl](#), Director of MMPI.



### Innovative Web Sites Offer Easy Access to Child Well-Being Data

Several innovative displays of data on child and youth well-being have emerged on the Web in recent months. The [Winter 2011 issue of The Child Indicator](#) highlights these applications:

- Rhode Island's DataHub uses tables, charts, and maps, both pre-made and custom-generated, to display federal, state, and local data on many topics of child and adolescent well-being.
- The Food Environment Atlas has thematic maps for food pricing, proximity of stores and restaurants, public food assistance, and other factors that determine a community's food choices and diet quality.
- The Illinois Early Childhood Asset Map displays the location of child care facilities, Head Start programs, and pre-K programs throughout the state.
- DiversityData presents metropolitan-area data, in maps and tables, on a number of indicators related to diversity, opportunity, and quality of life for various racial and ethnic groups.

The Child Indicator also summarizes recent reports that provide new data on education, homelessness, health, and other indicators of child well-being.

### Related Research from the Child Trends Databank

Recently updated indicators:

[Parental Expectations for Children's Academic Attainment](#) Only about half of parents with annual incomes of less than \$25,000 expect their child will attain a four-year-college degree, compared with more than eight in ten parents with incomes over \$75,000.

[Youth Employment](#) Employment rates for youth (ages 16-24), both for those who are in school and those who are not, declined in 2009, continuing a trend that began in 2000. The decline has been greater for students than for non-students.

### UPCOMING FUNDING OPPORTUNITIES

#### Health and Human Services Department (Health Resources & Services Administration, HRSA)

#### Affordable Care Act: Health Center Planning Grants

Grantees will use these funds to plan for a comprehensive primary care health center that provides primary, preventive and supplemental health to populations currently without access to such services.

The populations served by the centers can include: (1) medically underserved populations in urban and rural areas; (2) migratory and seasonal agricultural workers and their families; (3) homeless people, including children and families; and (4) residents of publicly subsidized housing.

Applicants from a high poverty area will be awarded an automatic five points in the scoring process. High poverty areas are those with a poverty rate greater than the national rate of 12.5%. Preferential treatment will be given to eligible applications proposing to serve sparsely populated areas, too. This means the entire proposed service

area has seven or fewer persons per square mile.

\$10 million is available for 125 awards averaging \$80,000 each. For more information, please visit [Affordable Care Act](#).

**DEADLINE: MARCH 18, 2011**

**Health & Human Services Department (Substance Abuse & Mental Health Services Administration)  
Drug Free Communities (DFC) Support Program (CFDA Number: 93.276)**

The DFC Program seeks to strengthen community coalitions working to prevent and reduce substance abuse among youth. The program works to achieve two goals:

1. Establish and strengthen collaboration among communities, nonprofits and governments to support the efforts of community coalitions working to prevent and reduce substance abuse among youth.
2. Reduce substance abuse among youth and, over time, reduce substance abuse among adults by addressing the factors in a community that increase the risk of substance abuse and by promoting the factors that minimize the risk of substance abuse.

\$9.3 million is available for 75 awards up to \$125,000 each. For more information, visit [DFC Support Program](#).

**DEADLINE: MARCH 18, 2011**

**Education Department-Office of Innovation & Improvement, (OII)  
Professional Development for Arts Educators Programs**

The program supports model professional development programs in high poverty K-12 schools focused on music, dance, drama, media arts or visual arts. Funds seek to strengthen standards-based arts education programs and to help ensure that all students meet challenging state academic content standards and challenging state student academic achievement standards in the arts.

An applicant must demonstrate that its project is linked to state and national standards intended to enable all students to meet challenging expectations, and to improving student and school performance.

Up to 28 awards will be given, averaging \$252,000 each. For more information, visit [Professional Development for Arts Educators](#).

**DEADLINE FOR LETTER OF INTENT: MARCH 21, 2011; DEADLINE FOR APPLICATION: APRIL 8, 2011**

**Health and Human Services Department (Health Resources and Services Administration HRSA)  
Child and Adolescent Injury and Violence Prevention Resource Centers Cooperative Agreement**

Through this funding, HRSA seeks to improve infant, child and adolescent health and safety services and systems through the creation of two new centers-Children's Safety Network Nat'l Resource Center (CSNNRC) and the Maternal & Child Health (MCH) Nat'l Child Death Review Policy & Resource Center.

CSNNRC will assist states and localities in planning, implementing, strengthening and evaluating injury and violence prevention programs to improve child health and safety services.

The MCH National Child Death Review Policy & Resource Center will improve and strengthen state and local capacity to perform Child Death Reviews (CDR) and to use information from the CDRs to improve child and adolescent health services and systems and, ultimately, the health status of children and adolescents. CDR is a community-based action process aimed at guiding communities to identify and solve problems contributing to poor child and adolescent health outcomes.

\$850,000 is available for two awards. [Click here](#) for more information.

**DEADLINE: MARCH 25, 2011**

**Education Department (DoEd) (Elementary & Secondary Education Office)  
Improving Literacy through School Libraries (CFDA Number: 84.364A)**

The program seeks to improve student reading skills and academic achievement by providing students with increased access to up-to-date school library materials; well-equipped, technologically advanced school library media centers; and well-trained, professionally certified school library media specialists.

Fifty awards will be granted, averaging \$371,000 each. For more information, visit [Improving Literacy through School Libraries](#).

DEADLINE: MARCH 28, 2011

#### McCarthy Dressman Education Foundation Academic Enrichment Grants and Teacher Development Grants

The foundation supports students and teachers in developing strategies and skills that enhance learning in two grant categories: Academic Enrichment Grants; and Teacher Development Grants.

Academic Enrichment Grants (awards up to \$10,000 each): These grants go for programs that nurture the intellectual, artistic and creative abilities of children from low-income households.

Teacher Development Grant (awards up to \$10,000 each): Grantees for this category of funding include individuals or small teams of teachers. Funds are used for the formation and implementation of groundbreaking, collaborative K-12 classroom instruction.

[Click here](#) for more information.

DEADLINE: APRIL 15, 2011

#### Health & Human Services Department - Health Resources & Services Administration, (HRSA) Universal Newborn Hearing Screening & Intervention

These funds help ensure that: (1) all infants born in the United States have their hearing screened at birth; and (2) families with children that have hearing loss are linked with appropriate follow-up care and services.

\$5 million is available for 17 awards ranging from \$200,000 to \$300,000 each. [Click here](#) for information.

DEADLINE: APRIL 17, 2011

#### Caterpillar Foundation: Social Services, Arts & Culture, Education, Literacy, Environment


Through its giving, the Caterpillar Foundation, the maker of farm and construction equipment, promotes access to basic human needs, enhances schools and libraries, preserves environments and promotes conservation. Additionally, Caterpillar's matching gifts program joins employees, retirees and directors together to increase support for educational institutions and cultural organizations.

The foundation believes a community should support quality programs. The foundation strives to be one of many supporters for each program it funds. As a result, the foundation often will not commit to a funding request until the organization has demonstrated community financial support. The foundation rarely assists in the development of new programs, but prefers to enhance existing ones.

For more information, visit [Caterpillar Foundation](#).

DEADLINE: ROLLING

### CONFERENCE/TRAINING ANNOUNCEMENTS

  
the  
**forum**  
FOR YOUTH INVESTMENT  
Ready by 21 Institute  
March 14 & 15, 2011, Washington, D.C.

**Presented by the Forum for Youth Investment** Ready by 21 is a set of innovative strategies developed by the Forum for Youth Investment and delivered by the Ready by 21 National Partnership to make a measurable improvement in young people's lives. In communities around the country, Ready by 21 meets leaders where they are to reach the goal of having all youth ready for college, work and life. The strategies help leaders build broader partnerships, set bigger goals, collect and use better data, and implement bolder strategies.

On March 14 & 15th, the Forum for Youth Investment will offer a Ready by 21 Institute in Washington, D.C. This two-day training will expand participants' understanding of the rationale and thinking behind Ready by 21, increase their knowledge of the research behind Ready by 21, and introduce them to the tools and resources to put the concepts into action. Participants will explore multiple ways to apply the Ready by 21 strategies to their experience and work.

This Institute will be conducted with an audience of engaged stakeholders from across the country, including national organizations, state and local representatives and others committed to improving the odds for children and youth. Participants will have numerous opportunities to network and learn from others about implementation challenges and successes in a range of settings and places.

For more information and to learn how to apply to attend, please contact [Kiley Bednar](#), Program Manager with the Forum by email or 202.207.3722.



Tuesday, March 15  
UMASS Boston Campus, 100 Morrissey Boulevard, Boston

This year's BPS DELTAS Conference will focus on aligning efforts within the City of Boston to ensure that *every* student reaches proficiency and is college-ready and success-bound. Workshop topics will cover how to connect with the Acceleration Agenda, working with English Language Learners, Sustainability, Accountability, and more. March 15th will be a truly exciting day for everyone involved.

The Bridging the Gap Conference is for anyone and everyone who works or engages with youth in the City of Boston! Out-of-school time providers, 'bridging' professionals, educators, administrators, student services and youth development providers, funders and other family and community stakeholders are welcome to join us at this year's Bridging the Gap Conference.

Conference participants will leave with:

- Tools to engage youth
- Techniques to work with all learners
- Strategies to support program success
- Connections to utilize after the conference

For more information, please contact [Morgan Randall](#).



Attention MetroWest out-of-school time programs! DISCOUNTED Training in YOUR Area!

Attend this TRAINING and earn 5 EEC hours and 5 Continuing Education Units (CEUs).

Thursdays, March 17 & 24, 10:00 am - 12:30 pm each day  
Child Care Resource Center, 130 Bishop Allen Drive, Cambridge  
Cost: \$5 per hour for voucher/contract providers; \$10 per hour for all others  
Must [Register](#) by March 11th!

*Promoting Inclusion of Children with Disabilities in Out-of-School Time:*

Special Focus on Diverse Learners and Students with Emotional or Behavioral Issues, Homelessness, or Trauma

- Background and history on:
  - inclusion vs. exclusion
  - survivors of trauma, abuse, and homelessness
  - common emotional/behavioral disabilities/challenges
  - special learners and language issues
- Concrete strategies to support children with any of these challenges
- Cultural perspectives and etiquette on inclusion
- Creating a shift in program culture towards inclusion
- Troubleshooting barriers and challenges
- Building and implementing a workplan to improve inclusion!

This class is offered through the R4P, with funding from the Department of Early Education & Care.



**Get your child fit with Physi-Kids!**

Physi-Kids is a fitness program open to boys and girls ages 5-12. In addition to fitness development, your child will also learn about healthy eating and lifestyle choices in a fun and supportive environment.

Program runs:

Monday-Thursday from 5-6pm for youth ages 5-8 and 6-7 pm for youth ages 9-12  
Saturday from 9:30-10:30am for youth ages 5-8 and 10:30-11:30 am for youth ages 9-12

**Sign your child up for one class per week or all four! \$5 refundable deposit per course per program session.**  
Dates are not yet confirmed, please call for details.

Contact Lauren at 617.825.2800 or by [e-mail](#). Program is run by Healthworks at Codman located at 450 Washington Street in Dorchester.



The [National Teen Leadership Program](#) has been motivating and inspiring students through weekend leadership trainings in California for nearly 20 years. There are over 9,000 alumni who have attended our programs and hundreds more who come back every year to volunteer at their own expense because they want to share what they gained during an NTP weekend with the next generation of leaders.

The National Teen Leadership Program is open to **ALL** teens (8th-12th grade). One of the strengths of the program is the broad range of students who attend -- those who are labeled "at risk" to those who are high achievers in school. We believe that all teens are "at risk" just by the nature of being a teenager and that all teens need opportunities to be in positive, supportive environments to be inspired and motivated and have fun while learning leadership skills to empower them in their lives. A number of people who work with teens have expressed that our program is a great opportunity for the kids who are "in the middle" and might not always have a leadership opportunity like this.

This year NTP will be held on the east coast for the first time.

Our first east coast camp will be **July 15-17, 2011 at Endicott College in Beverly, MA.**

We also added a powerful one-day **Diversity Day event on Saturday, March 26, 2011 at City Year in Boston.**

This program is thought-provoking, insightful, intense and helps eliminate bullying, hate speech and intolerance. Our diversity trainer, Mr. Calvin Terrell, has mastered the art of effective diversity training helping hundreds of schools and organizations to measurably decrease violence, hate speech, and prejudice of all kinds.

## ***ROUNDTABLE STEERING COMMITTEE & ADVISORY BOARD***

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