



Full-service Schools Roundtable Newsletter

May 2009

PLEASE JOIN US
FOR OUR NEXT MEETING!

Toward Inter-Agency Collaboration:
The Role of Children's Cabinets

Wednesday, June 10, 2009

8:30 AM - 10:30 AM

Suffolk Law School

Sargent Hall at 120 Tremont Street, Boston

Presented by the:

[Full-service Schools Roundtable](#) and
[Rennie Center for Education Research & Policy](#)

Join us for the release of a policy brief and a discussion of other states' efforts to increase collaboration between agencies to improve services for children through the creation of children's cabinets.

To register for this event, please click [here](#).

Session Overview

The Rennie Center for Education Research and Policy and the Full-service Schools Roundtable are pleased to partner to host a public event on June 10th to accompany the release of a policy brief titled Toward Inter-Governmental Agency Collaboration: The Role of Children's Cabinets.

In October 2008, Governor Patrick signed an executive order establishing the Child and Youth Readiness Cabinet - a state leadership team focused on streamlining state efforts to improve services for children, youth and families. The Readiness Cabinet is jointly chaired by Paul Reville, Secretary of Education, and Dr. JudyAnn Bigby, Secretary of Health and Human Services, and includes the state secretaries of Administration and Finance, Housing and Economic Development, Labor and Workforce Development, Public Safety

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

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.

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MAILING LIST**

and the Child Advocate.

In order to inform the work of the Readiness Cabinet, the Rennie Center has produced a policy brief that examines established children's cabinets in other states. The policy brief has two principle purposes. First, it is designed to inform the general public about the purpose of children's cabinets and to highlight the potential role that non-government stakeholders (such as parents, youth leaders, advocacy groups, and service providers) might play as the Governor's Child and Youth Readiness Cabinet begins their work in Massachusetts. Second, it is written to contribute to the policy dialogue about how to increase the level of collaboration among state departments and agencies that serve Massachusetts children, youth and families by putting forth examples of structures and strategies being used by other states' children's cabinets to carry out their work.

The event will begin with a presentation of the policy brief, followed by a moderated panel discussion. The event will conclude with an opportunity for audience members to ask questions of the panelists.

Research Presentation

Lisa Famularo, Ph.D., Research Director, Rennie Center for Education Research and Policy

Moderated Panel Discussion

Jarrett Barrios, President, Blue Cross Blue Shield Foundation

Michele Brooks, Boston Public Schools, Office of Family and Student Engagement

Tom Weber, Deputy Chief of Staff, Executive Office of Education

Additional panelists are still being confirmed.

Moderator

Richard Weissbourd, Child and Family Psychologist; Lecturer, Harvard Kennedy School of Government and Harvard Graduate School of Education

To register for this event, please click [here](#).

To learn more about the Rennie Center, please click [here](#).

FOR YOUR INFORMATION



Practitioners Network

With support from the Ford Foundation, P/PV is pleased to announce the creation of a new web-based Practitioners Network. The *Practitioners Network* will provide technical assistance, up-to-date research, and other resources and tools for organizations working to improve outcomes for "marginalized males of color" - African American, Latino and other males of color who are at high risk for poor economic, educational, social and health-related outcomes. While there is a vast community of practitioners working to tailor their services to this population, no network currently exists to unify their efforts. P/PV's Practitioners Network will help practitioners reach across silos to foster innovation and identify best practices.

If your organization works with males of color, P/PV would like your input to help develop this new initiative. They are interested in hearing from practitioners from both prevention and intervention programs, including those in the following practice areas:

- Education,
- Workforce development,
- Violence reduction,
- Adult prisoner and juvenile offender reentry,
- Sexual and reproductive health,
- Civic engagement,
- Mentoring, and
- Fatherhood and parenting.

P/PV has developed a brief [online survey](#) that will provide us with information needed to design a useful Practitioners Network. The survey should take about 15 minutes to complete.

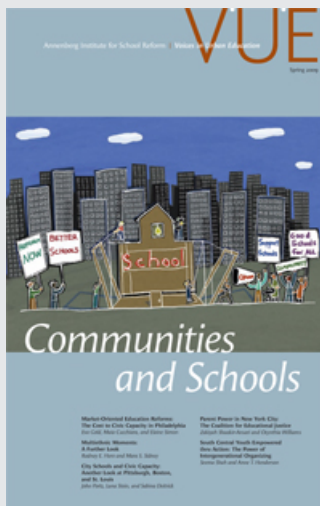
Please complete the survey by **Friday, May 29, 2009**. P/PV will protect the confidentiality of individual responses by removing all identifying information when analyzing the results.

Please contact [Angelique Jessup](#) with questions about the initiative.



Schools as Centers of Communities
Secretary of Education - Arne Duncan

On May 11, 2009, Secretary Duncan spoke at the Brookings Institute and addressed the need for community schools when referring to school safety and climate, extended day, nonprofit partnerships, and community engagement. Read highlights and quotes from this [presentation](#), which make the case for community schools.



Communities and Schools

As just about everybody now knows, President Barack Obama began his career as a community organizer. He knew that often lasting and effective change comes *from* a community, rather than *to* a community. Increasingly, this view is taking hold in education.

This issue of [Voices in Urban Education](#) examines civic capacity and the role of community organizing in building such capacity.

The Annenberg Institute for School Reform invites you to browse the articles in this twenty-third issue of VUE, listen to audio clips, or order a copy on the topic Communities and Schools. Read excerpts and articles by Robert Rothman; Eva Gold, Maia Cucchiara, and Elaine Simon; Rodney E. Hero and Mara S. Sidney; John Portz, Lana Stein, and Sabina Deitrick; Zakiyah Shaakir-Ansari and Ocynthia Williams; Seema Shah and Anne T. Henderson.



Making the Most of ARRA: A Guide for Full-Service School Leaders and Community Partners

A new resource from The Finance Project and Coalition for Community Schools

This guide is designed to help full-service school leaders and community partners strategically target ARRA funding sources that hold the most promise for their initiatives. It addresses the following critical questions:

- Which ARRA funding sources represent the "best bets" for full-service schools?
- What are important considerations in accessing and leveraging these one-time resources?
- What types of short-term, strategic investments in full-service schools can ARRA support?
- How can decision-makers assess and prioritize which funding opportunities to pursue?
- What are some tips for preparing to secure ARRA funds?

The guide will be available on-line at: www.financeproject.org.

From Periphery to Center: A New Vision for Family, School, and Community Partnerships
Written by Harvard Family Research Project's Heather Weiss and Naomi Stephen, this [chapter](#)-which will appear in the *Handbook of School-Family Partnerships*, edited by Sandy Christenson, Ph.D. and Amy Reschley, Ph.D.-presents a comprehensive, integrated family, school, and community partnership framework that can help level the playing field for disadvantaged children and ensure that they have access to the parental involvement and community engagement practices of their more advantaged peers in order to enhance their learning.

Making Every Day Count:

Boys & Girls Clubs' Role in Promoting Positive Outcomes for Teens
[Making Every Day Count](#) is the third in a series based on P/PV's three-year study of the role Boys & Girls Clubs play in the lives of the youth they serve. It examines how Club participation is related to youth's positive and healthy development in three outcome areas identified by Boys & Girls Clubs of America as central to its mission: good character and citizenship, academic success and healthy lifestyles. The findings offer a promising picture of the role Clubs can play in teens' lives; they also point to valuable lessons for the larger out-of-school-time field, where there is increasing interest in the question of how to effectively engage teens - a population that has been critically underserved in many low-income communities.



Youth Benefit From Strong Families Regardless of Income

A new Child Trends brief, [Exploring The Links Between Family Strengths and Adolescent Outcomes](#), reports on the results of new Child Trends analyses of data from the 2005 Every Child Every Promise Study conducted by America's Promise Alliance. The findings indicate that family strengths are associated with significantly better outcomes for adolescents in both lower-income families and higher-income families. Specifically, adolescents from families that have

these strengths are more likely to perform well in school, to avoid risky behaviors, and to demonstrate positive social behaviors than are adolescents from families that lack these strengths. Although the particular focus was on lower-income families making less than \$50,000 a year, similar results were found for families making \$50,000 a year or more.



Thrive in Five Progress Report Preventing the Achievement Gap for 39,000 Future Students

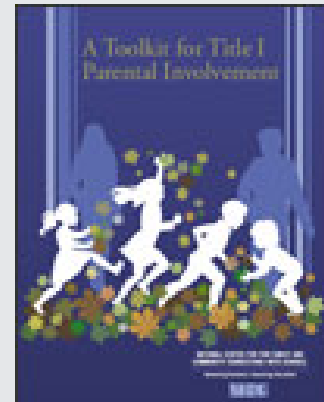
Thrive in Five, a public-private partnership launched one year ago by Mayor Thomas M. Menino and United Way of Massachusetts Bay and Merrimack Valley, issued its [first report](#) this week on city-wide progress toward universal school readiness. The report includes examples of progress under each of the Thrive in Five goals, as well as the indicators that it will use to measure results. The Thrive in Five report also includes key indicators it will track and report on annually that demonstrate progress toward universal school readiness, also clarifying important data that is not yet available.

A Toolkit for Title I Parental Involvement

SEDL designed this [toolkit](#) to provide information to those who are implementing Title I Part A parental involvement provisions. By using these tools, you can increase the "transparency" for parental involvement in children's education.

The toolkit provides two types of information:

- Explanations for Title I, Part A notification and involvement provisions
- Possible tools



In this toolkit, SEDL provides detailed explanations of the Title I, Part A parental involvement provisions as well as thirty-three tools to assist state departments of education, districts, and schools in meeting these requirements. Both the explanations and the tools are designed to help educators increase parental involvement and provide opportunities for parents to engage in and support their children's academic achievement. The toolkit includes information on the following topics:

- Policy, Planning, and Building Capacity
- Communication, Notification, Reporting, and Information Sharing
- Parent Rights and Options
- Meaningful Involvement and Decision Making
- Fund Allocation

Tools are available for each of the topics listed above. See the [Table of Contents](#) for more details.



State Education Agencies & Learning Supports: Enhancing School Improvement

As the focus on school improvement at state education agencies moves from a mostly compliance approach to playing a greater role in capacity building, the leadership in many agencies are finding that it is time to rethink student and learning supports.

That is the focus of the UCLA Center's new policy and practice brief, [State Education Agencies & Learning Supports: Enhancing School](#).

The report offers

- An analysis of how state education agencies frame and organize the student and learning support facets of school improvement
- Recommendations for state education agencies with respect to expanding school improvement policy, framing intervention, and reworking operational infrastructure
- Implications for school improvement guidance

The analysis and recommendations are intended to help agency leadership better facilitate how districts and schools fully incorporate development of a comprehensive and cohesive system for addressing barriers to learning into school improvement planning.



Take Action Now - Restore Funding in FY10 Senate Budget FY2010 Senate Budget Action Steps

The Co-Chair of the Afterschool and Out of School Time Commission, Senator Thomas McGee, will be filing an amendment to restore the After School and Out-of-School Time (ASOST) Quality Grant (Line Item 7061-9611) to \$4 million, the House budget level, from the proposed \$2 million in the Senate Ways and Means proposal.

This and other amendments will need significant support from you to become part of the final Senate budget.

MAP urges you to encourage your Senator to support the following amendments:

- Senator McGee's amendment to restore the After School and Out-of-School Time (ASOST) Quality Grant - 7061-9611- to \$4M, the House budget level, from \$2M in SWM.
- Senator Chang-Diaz's amendment to restore the Youth Violence Prevention Grant at DPH - 4590-1506 - to \$3.5M. If this amendment does not pass, the YVP grant will not exist in FY10.
- Senator Timilty's amendment to restore the Shannon Gang Prevention Grant - 8100-0111.
- Senator Rosenberg's amendment to restore the Mentoring Matching Grants - 7061-9634.
- Senator Chang-Diaz's amendment to restore the YouthBuild Summer Jobs Program for At-Risk Youth - 7002-0112.
- Senator Chang-Diaz's amendment to restore the School to Career Connecting Activities Program - 7027-0019.

Find your Senator at www.wheredoivotema.com, listed as "Sen. in General Court." Once you have contacted your Senator's office, or if you have any questions, please contact [Julie Albert](#) so MAP can follow up on your call. MAP will continue to issue updates and will let you know when the amendments will be debated. Thank you for your advocacy efforts and continued commitment to children, youth and families.

Lost Opportunity: A 50 State Report on the **Opportunity to Learn** **In America**

A comprehensive look at the opportunities to learn in the U.S.

The Schott Foundation for Public Education has released a new 50-state report on the opportunity to learn in America. "[Lost Opportunity](#)" is a state-by-state analysis of student performance data reported by state departments of education that determines the opportunity to learn in all 50 states and the District of Columbia. The Schott Foundation used resource models to identify the four core minimum resources that are necessary if a child -- regardless of race, ethnicity, or socioeconomic status -- is to have a fair and substantive opportunity to learn: high-quality early childhood education; highly qualified teachers and instructors in grades K-12; college preparatory curricula that will prepare all youth for college, work, and community; and equitable instructional resources. As the nation observes the 55th anniversary of the landmark *Brown v. Board of Education* U.S. Supreme Court decision, the study shows that minority and low-income students have half the opportunity to learn in public schools that their white, non-Latino peers do. The report also gives a state-by-state comparison of both academic proficiency (percentage of students scoring at or above proficient on eighth grade NAEP reading measures) and equity (as measured by a tool created by the Schott Foundation, called the Opportunity to Learn Index).

Seeking Mentors of Color -- One Step Closer Program

The mission of this mentorship program is to support young men and women, who have dropped out of school or who are at high risk of dropping out, in becoming successful men and women with a life plan. One Step Closer feels that by pairing a young person with a caring adult who may have encountered similar experiences, their chances of success will grow.

The Multicultural Outreach Dropout Collaborative (MDOC) has partnered with Project Reconnect, the Youth Transitions Task Force, and The Boston Private Industry Council to create One Step Closer. In March 2008, One Step Closer began as a pilot program, and offered support to the first cohort of nine male students. These students were former high school dropouts who had reenrolled into a Boston Public School or GED program with the support of Project Reconnect. Their mission was to ensure that they stayed in school after being reenrolled. At the end of the first year of work, one student had graduated from high school, another had completed his GED, and 100% of the One Step Closer youth were pursuing further education at either the high school or post-secondary level.

The overarching goal for the program is to work with a new cohort of students each year and to initiate relationships for youth through mentoring with adults that will last a lifetime.

Mentor Job Description

Research in child and youth development - and common sense - tell us that young people do best when they are actively supported by caring adults. One Step Closer's success depends on the goodwill and volunteer energy of a cohort of such people.

Mentor Role

- To provide friendship, support and inspiration to the mentee with whom you have been matched through an ongoing, one-to-one relationship
- To motivate and support your mentee in learning how to help themselves
- To support your mentee in refining and accomplishing tangible goals and skills
- To be willing to share your experiences and ideals with your mentee
- To be available to your mentee outside of scheduled meetings and planned group outings
- To attend meetings and mentor/mentee social outings
- To be willing to commit yourself to a one year relationship
- To work as a part of a team in partnership with the Program Coordinator to build healthy relationships by planning, facilitating and participating in activities together
- To complete reports needed by Program Coordinator

If you have questions, please contact Charmaine Arthur-Neverson, Policy Coordinator, Multicultural Dropout Outreach Collaborative, at 617-445-0378.

UPCOMING FUNDING OPPORTUNITIES

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 experiences. This grant offers funding for projects that help children and youth acquire knowledge and understanding of and skills in the arts. A total of 600 grants are available, ranging from \$5,000 to \$150,000. For more information, visit: [Learning in the Arts for Children and Youth](#).

DEADLINE: JUNE 11, 2009

Nature of Learning Grant

For projects that promote a greater understanding of local conservation issues, including those involving partnerships among local schools, community groups, natural resource professionals and local businesses. By becoming part of The Nature of Learning program, your community will be eligible for financial and technical assistance to help achieve the following:

- Build educational value on refuges so that visits, exposure and enthusiasm on public lands expand and continue;
- Introduce a process to enhance critical thinking skills and better prepare students as future community leaders;
- Create long-lasting relationships among teachers, local businesses, community leaders and refuge personnel; and
- Develop and nurture a strong sense of stewardship and civic pride using the refuge and community as outdoor classrooms.

Start-up grants of \$10,000 are available, with \$5,000 in follow-up funds possible. For more information, visit: [Nature Learning Grant](#).

DEADLINE: JUNE 15, 2009

Disney Minnie Grants

Youth Service America (YSA) and Disney know that youth of all ages can be involved in volunteer service projects. Children can solve community problems by working with their families, schools, friends, and neighbors. Join in the global youth service movement, and make a difference in your area. Grants of up to \$500 are available to support youth-led service projects taking place during the months of September - November 2009. Become a part of the global youth service movement. For more information visit: [Youth Service America](#).

DEADLINE: JUNE 15, 2009

Family Connections

The Administration for Children and Families (ACF), Children's Bureau, announces the availability of competitive grant funds authorized by the Fostering Connections to Success and Increasing Adoptions Act of 2008 (P.L. 110-351), to help children who are in, or are at risk of entering into, foster care reconnect with family members through kinship navigator programs, intensive family-finding efforts to locate biological families and reestablish relationships, family-group decision-making meetings or residential family treatment programs. \$14.25 million is available for 30 grants, ranging from \$450,000 to \$1 million. For more information, visit: [Family Connections Discretionary Grants](#).

DEADLINE: JULY 6, 2009

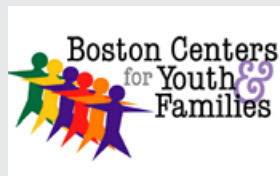
GoGirlGo! Ambassador Team Awards championed by Gatorade

The Women's Sports Foundation's GoGirlGo! Program was created to give girls access to physical activity. GoGirlGo! Ambassador Team Awards championed by Gatorade reward high school girls for taking the lead by inspiring other girls to participate in sports and physical activity. Teams must lead their own team project that will get girls in their communities physically active and tell us about the project. 20 grants of \$2,500 each are available. For more information, visit:

[GoGirlGo!](#)

DEADLINE: JULY 17, 2009

CONFERENCE/TRAINING ANNOUNCEMENTS



Football for You Clinic
Saturday, May 30, 2009
12:30 PM - 5:00 PM

Boston Centers for Youth and Families' (BCYF) Recreation Division, the New England Patriots Alumni Club and the New England Patriots Charitable Foundation are teaming up to host a FREE non-contact football clinic, "Football for You," for boys and girls ages 12-14.

The clinic will be held at Madison Park Technical Vocational High School football field (behind the school) in Roxbury, 75 Malcolm X Boulevard and will end with a barbeque and a special guest speaker from the New England Patriots.

The youth football clinic will be taught by former New England Patriots players and St. John's High School coaches. Participants will be led through offensive and defensive techniques and skills. This is a non-contact clinic, no pads or helmets are necessary. For more information, or to request the application and waiver form, please call Mike Triant at Boston Centers for Youth & Families at (617) 635-4920 x 2219. The first 250 participants to return the completed and signed waiver will be eligible to attend.

For more information and future events, visit [BCYF](#).



Boston Public Health Commission:
Community Forum on Children's Mental Health
Wednesday, June 3, 2009
5:30 PM - 7:30 PM
English High School, 144 McBride Street, Jamaica Plain

Learn about Chapter 321 of the Acts of 2008 - the Children's Mental Health Law. Join local and state government leaders, school representatives, human service providers, and parents in a discussion on the importance of advocacy around the mental health needs of children in our community.

For more information contact Bernadette Moitt at 617-534-2280.



BOSTnet Training Opportunity:
Quality Forum
June 5, 2009, 9:30 AM -12:30 PM
The Boston Foundation,
75 Arlington Street, 10th Floor, Boston

What does a quality Out-of-School Time program look like? How will quality be evaluated under the proposed Quality Rating and Information System (QRIS)? How does the field define quality? BOSTnet's Quality Forum will bring together perspectives and best practices from programs as well as insights from BOSTnet's fieldwork and research on Quality Environments for Youth.

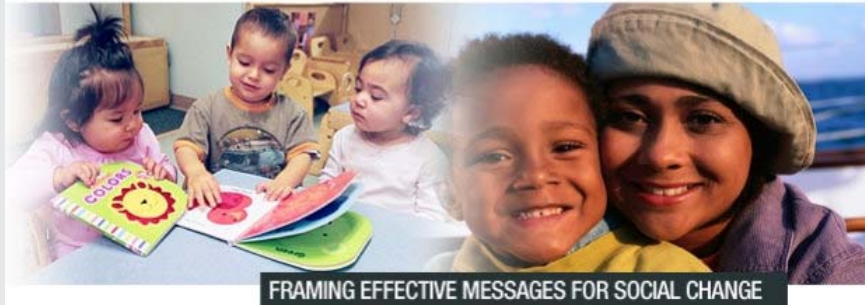
Tentative Agenda:

9:30-10:00 AM - Refreshments and Networking
10:00 - 10:30 AM - Welcome, Maryellen Coffey (BOSTnet) and Keynote, Dr. Gil Noam (PEAR)
10:30-11:00 AM - BOSTnet Presentation, Quality Environments for Youth
11:00-11:30 AM - Quality Rating and Information System - State Perspective: Corey Zimmerman, Department of Early Education and Care; Provider Perspective: Tania Buck-Ruffen, Lynn YMCA
11:30-12:30 PM - Panel Discussion including representatives of Bird Street Afterschool Program, For Kids Only, Inc., Hyde Square Task Force, and Youth Work, Inc.

To register please, RSVP to [BOSTnet](#).

A SEMINAR:

Changing the Public Conversation about Early Childhood



FRAMING EFFECTIVE MESSAGES FOR SOCIAL CHANGE

Wednesday, June 17, 2009

8:30 AM - 12:30 PM

Boston Children's Museum, 300 Congress Street, Boston

Want to change and deepen the public conversation about early childhood? Learn about the common pitfalls of some of our current communications strategies - and master the messages that will lead the way to a better future for kids in Massachusetts.

Join Thrive in 5 for a half-day seminar with staff from the FrameWorks Institute of Washington D.C. who will introduce a discipline of communications research and practice - Strategic Frame Analysis - that is designed specifically to shift public attitudes and public policy. They will also share findings from a decade's worth of research about how the public thinks about early childhood, and how to prime a different way of thinking that has shown great promise in effecting change across the country.

Space is limited and will be reserved on a first-come, first-served basis. Admission is free. Continental breakfast provided.

For more information, contact Cassandra Baxter by [email](#) or phone at 617-624-8005.

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