

Subject: News from the Full-service Schools Roundtable!

Date: Tuesday, September 27, 2011 10:15 PM

From: Full-service Schools Roundtable <info@fssroundtable.org>

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Conversation: News from the Full-service Schools Roundtable!



Fall 2011

Dear Colleagues,

On September 30, I will be leaving the Full-service Schools Roundtable. I have accepted a position with Massachusetts Secretary of Education Paul Reville and Secretary of Health and Human Services JudyAnn Bigby to manage Governor Patrick's Child and Youth Readiness Cabinet - which they co-chair. In this position, I will help Secretaries Reville and Bigby realize the vision of the Cabinet to coordinate services for children, youth and families across state agencies and departments in order to close persistent achievement gaps.

While I am very excited about this work, I will miss the Roundtable, the Boston Public Schools community, and the many, many colleagues and friends who have made this job so rewarding over these past four years.

In particular, I want to thank the Roundtable's stalwart Steering Committee who have been supportive, creative, committed, and unwavering in their belief in our mission. I am grateful for all that I have learned from each of them.

The Steering Committee will be undergoing a process of self-reflection and planning and will keep you all informed of the next phase of the Roundtable's work. The Steering Committee will be releasing our report of the principals' survey we conducted in partnership with the Boston Public Schools later this fall. Please stay tuned!

Moving forward, Matt LiPuma of the Family Nurturing Center of Massachusetts and Bob Kilkenny of the Alliance for Inclusion and Prevention will be the primary contacts for the Roundtable. Matt's email is mlipuma@familynurturing.org, and Bob's email is bkilkenny@aipinc.org.

I thank each of you for your support of the Roundtable and your continued interest in this important work.

Best regards,

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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.

JOIN OUR MAILING LIST

Abby R. Weiss
Executive Director
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FOR YOUR INFORMATION

EDUCATION WEEK

In a May 25 Education Week Commentary - one in a series of essays from members of the Futures of School Reform Group - Jeff Henig of Teachers College and Massachusetts Secretary of Education Paul Reville discuss the importance non-school factors in supporting students' academic success. Secretary Reville also wrote a follow-up blog post for Education Week that features full-service work in Massachusetts. To read the Commentary, click [here](#). To read the blog post, click [here](#).

Center for American Progress

Maximizing the Promise of Community School Streamlining Wraparound Services for ESEA

by Theodora Chang

As Congress moves to reauthorize the Elementary and Secondary Education Act, or ESEA, it should authorize a program to provide comprehensive services that create the conditions for students to learn in the classroom communities. These "wraparound" support services range from primary health and dental care to family engagement strategies. For many students, especially those who attend school in high-poverty communities, wraparound services are a vital complement to direct classroom interventions.

The unmet needs of students have recently come into sharper focus in a nation where 42 percent of children live in low-income families. When used in conjunction with highly effective classroom interventions, wraparound services can be a powerful lever to help close the achievement gap and level the playing field for low-income students.

Read more and [download this report](#) on how wraparound services can be a powerful lever to help close the achievement gap and level the playing field for low-income students.



Scholastic Magazine Highlights Community Schools!

The feature, "Schools to the Rescue," in Scholastic Magazine highlights the tremendous impact that community schools across the country are having on student achievement. This article illustrates the day to day work of key players in community schools (in Portland, OR; Providence, RI; Tulsa, OK; and Kansas City, MO), who connect families and students to the resources they need. Across the country, teachers, principals, community members, and lead agencies have found a way to address the social needs of families while maintaining primary focus on student success. Read the [full article](#) here.

Read more about Community Schools making news around the country:

Read more about community schools making news around the country:

- Evansville Vanderburgh School Corporation (EVSC) in Evansville, IN Community Schools Initiative Featured in Ed Week as one of many school districts that is implementing the community school strategy to meet the needs of their students, families, and communities. Read the [full article](#) here.
- Kansas City Nonprofit Rallies for Welfare Assistance in Community Schools and is featured in an Associated Press article, describing how a Missouri community school is addressing both education and the welfare of students and families. In areas of devastating poverty in Kansas City, the Local Investment Commission (LINC), a non-profit organization which offers after-school care, is leading the effort to host a welfare assistance officer at a local elementary school. LINC believes that combining education and social support and the community school strategy is the vehicle to lifting communities. Read the [full article](#) here.
- A Cincinnati Community School is Overcoming Poverty! A recent article in Cincinnati's Courier - Journal, boasts the achievements of Oyler Elementary School. In the 1990s, Oyler Elementary, one of 55 community schools in Cincinnati Public School district, was one of the most desperate schools on the Ohio River. Most students never completed tenth grade; they were missing school; and families weren't engaged. Today, Oyler has become an exemplar of an effective community school strategy. In 2010 school, 82 percent of the students graduated. Key to their success as a community school is their deep and rich network of partnerships with community-service providers to deliver a learning environment where students and families can thrive and be successful. Read the [full article](#) here.



Harvard Family Research Project

Making the Case for Family-School-Community Partnerships: Using Research to Link Partnerships with Student Achievement

Steve Sheldon, Research Scientist with the Center on School, Family, and Community Partnerships at Johns Hopkins University and Director of Research with the National Network of Partnership Schools, addresses the need for a stronger evidence base to support the role of school-family-community partnerships in education reform. As a member of the National Family, School, and Community Engagement Working Group, he is working with a diverse set of partners to engage national policy leaders and to promote data-driven, systemic, school, family, and community partnerships in schools throughout the U.S. Read the [full article](#) here to learn more about Steve's work.



How to Turn Around "Failing" Schools

How to turn around "failing" schools has become a topic of intense discussion, as schools labeled failures are subject to mandated federal strategies, including closures, which have no track record of success. On May 20, BBA sponsored a Capitol Hill forum featuring Tony Bryk, lead author of [Organizing Schools for Improvement](#), which demonstrates the "five essential" elements that must work together in order for schools to improve. He asserts that the most troubled schools cannot and will not improve without the deployment of comprehensive social supports. Reinforcing Bryk's findings, Mary Anne-Schmitt-Carey observed that federal "turnaround" policies focus too heavily on individual schools, and on single factors within them, rather than approaching the issue systemically. For BBA supporters outside Washington who were unable to attend, you can view [videos](#) from the event.



Kirp's "5 Big Ideas"

On Friday, June 3rd, the Coalition for Community Schools hosted a "fireside chat" webinar with UC Berkeley Professor David Kirp to discuss Kirp's [5 Big Ideas](#), set forth in his new book, Kids First, which include parenting supports, quality early childhood education, a community schools-type approach, links to a range of services, stable adult mentors, and financial access to higher education. Through his research, Kirp has proposed policies that enrich preschools, ensure transitions to stronger elementary schools, build strong relationships with community leaders, and provide viable path to careers and college. He recognizes community schools as the vehicle in which this work can be accomplished! He writes, "When done right, the research says, community schools can make a powerful difference in the lives of children".



Behavioral Health Care for Youth in the District of Columbia: Unmet Needs, Untold Consequences

In focus groups that RAND researchers conducted with District of Columbia residents and local providers, access to health care services for mental health and substance abuse problems was a resounding concern. District primary care physicians, for example, reported significant challenges in finding specialty care for patients enrolled in Medicaid; notably, there were limited options for Medicaid patients with mental health problems. District residents pointed to substantial gaps in the availability of outpatient specialty care, and District parents reported that getting behavioral health care for their children was a daunting problem.

To provide an accurate portrait of these behavioral health care issues, RAND researchers comprehensively assessed the District's public behavioral health care system. They relied on survey data to estimate the prevalence of mental health disorders, substance use, and substance use disorders; administrative data to evaluate how much residents use those mental health care services; and stakeholder interviews and focus groups to get a better sense of how the behavioral health care system functions, as well as its key strengths and weaknesses. This is one of the first comprehensive assessments of behavioral health care for a metropolitan area, and its findings are likely to be relevant to other metro areas.

Here, they focus on the research related specifically to the District's youth, including:

- Serious Gaps in Youth Mental Health Care
- Significant Coordination Problems
- Longer-Term Consequences

Read the Full Report:

[Behavioral Health in the District of Columbia: Assessing Need and Evaluating the Public System of Care](#)

Read the Research Briefs:

[Children's Health in Washington, D.C.: Access and Health Challenges Despite High Insurance Coverage Rates](#)
[What Are the Long-Term Economic Costs of Psychological Problems During Childhood?](#)

A New Drill for Your Policy Toolbox

The Forum has launched its new Ready by 21 Policy Alignment Series, which will provide a set of strategies to ensure that new child and youth policies align with existing efforts in order to create a seamless system of supports.

The first strategy, [Align New Policies with Existing Efforts to Collaborate](#), provides real-world examples of what can go wrong when policy language does not encourage new efforts to blend with existing collaboratives, as well as examples of language that does. Georgia, for example, met a federal Head Start requirement regarding early childhood issues by modifying its existing children's cabinet rather than creating a new collaborative.



New Report on Effectiveness of School Discipline Policies

A new Child Trends brief highlights rigorously evaluated, nonpunitive alternatives to zero tolerance school discipline policies that have shown promise in improving school safety and student outcomes. The brief, [Multiple Responses, Promising Results: Evidence-Based, Nonpunitive Alternatives To Zero Tolerance](#), also finds a lack of rigorous research on the effectiveness of zero tolerance school discipline policies, and the existing research shows no evidence that these policies decrease school violence.

Among the findings about nonpunitive discipline policies:

- Alternatives that take a largely preventive approach to violence and misbehavior--such as character education or social-emotional learning programs and School-Wide Positive Behavior Interventions and Supports--have been shown through rigorous, experimental evaluations to have significant, positive impacts on student behaviors, as well as on academic achievement in some cases.
- Nonpunitive approaches towards negative behavior--such as targeted behavioral supports for at-risk students--have been shown to reduce violent behavior in school. These programs typically involve program leaders engaging students in daily or weekly exercises to build social skills and small group or one-on-one training sessions.

Among the findings about zero tolerance policies:

- Because of the variation in the scope and interpretation of zero tolerance policies among schools, coupled with the lack of rigorous evaluations of these policies, no conclusions can be drawn on their impacts nationally.
- The existing research using urban school district data and case studies shows no evidence that zero tolerance policies decrease school violence.
- Zero tolerance policies may be related to negative outcomes in cases in which students are suspended, expelled, or attend a school with especially harsh policies. For example, students who receive a suspension in middle or high school are also significantly less likely to graduate on time and are more likely to drop out.

"Many nonpunitive and preventive approaches to school violence and student misbehavior hold great promise," says Christopher Boccanfuso, Ph.D., lead author of the brief. "These approaches not only help to prevent or minimize negative behaviors, but also promote positive youth development and skills that will help students in the classroom and beyond."

Trend Lines: A Child Trends blog on research affecting children and families

Child Trends is pleased to announce its blog, [Trend Lines](#), where they will be sharing key findings from child and youth research to inform policies and programs. Child Trends seeks to improve the lives of children and youth by

conducting high-quality research and sharing it with the people and institutions whose decisions and actions affect children -- including policymakers, program administrators and service providers, researchers, foundations, and others.



NCSL Study Shows How to Map State Spending on Children and Youth

Mapping resources for children and youth is one way to see the overall picture of how a state or community supports its youth and ensures their future success. Resource Mapping: Tennessee Case Study of Spending for Children and Youth, a recent report by the National Conference of State Legislatures, outlines the steps that Tennessee took to complete its mapping project and provides key lessons for other states for implementing a similar approach. The report does not focus on the results of the Tennessee study; instead it provides an overview of the process. Read the study [here](#).



Parental Relationship Quality and Child Outcomes across Subgroups

A new Child Trends brief finds that relationship quality between parents is consistently and positively associated with better outcomes for children and families. This brief, [Parental Relationship Quality and Child Outcomes across Subgroups](#), notes that the positive association holds across many subgroup comparisons, including income, marital status, parental education, and race/ethnicity. These analyses were completed using data from the 2007 [National Survey of Children's Health](#).

Specifically, positive parental relationships are linked to:

- reduced child behavior problems,
- better child social competence,
- greater child school engagement,
- fewer child internalizing (depression) problems,
- better parent-child communication, and
- reduced feelings of aggravation by the parent.

Our research indicates that happy couple relationships are quite consistently related to better outcomes for children and families across all types of groups in the population," lead author Kristin A. Moore said. "Programs and policies that are able to improve relationship quality could have positive implications for children."



Out-of-School Time Cited as Strategy for School Turnaround

Out-of-school-time programs were listed as a turnaround strategy in 70 percent of the school improvement plans for 1,400 underperforming schools in several Midwestern states, a new report says. They found 980 of them listed before-school, after-school, and summer programs as a means to improve school performance. Roughly 90 percent also listed increased parent involvement as a goal to help student achievement. For more information, read the

also listed increased parent involvement as a goal to help student achievement. For more information, read the [full report](#).



New Corporate Voices Tool Helps Community and Business Partnerships

Corporate Voices for Working Families has released a new resource to help community leaders and employers collaborate to support children, youth and families. *Understanding the Needs of Your Business Partners: Building and Conducting a Successful Business Survey* offers practical advice to community organizations, helping them work strategically with employers in their region and guiding them through a business survey to better understand the landscape of business investments in their community. The publication is the latest addition to a suite of tools offered by Corporate Voices, based on a decade of experience studying the workforce needs and expectations of employers nationwide. [Click here](#) to find the tool.



How to Build a Leadership Council

One of the first tasks for communities carrying out Ready by 21 is to build or strengthen an overarching leadership council, which establishes accountability for improved outcomes from birth to young adulthood. There are many ways to do that - and the Forum's latest [Ready by 21 case study](#) shows how one community, Northern Kentucky, built such a council to coordinate and improve youth services. Community leaders used Ready by 21 strategies to expand the council's scope to include organizations and agencies covering the full range of youth supports, and to get them working toward the same goals. Read the case study here.



Thrive in 5 hosts Boston's 2011 Early Childhood Summit - Year 2 Progress Report Released

On April 14, Thrive in 5 brought together over 270 community partners for Boston's 2011 Early Childhood Summit at Northeastern University. Mayor Thomas M. Menino and United Way President Michael K. Durkin - Thrive in 5's sponsors - kicked off the event with Barbara Ferrer of the Boston Public Health Commission, which released Thrive in 5's second annual report: Boston's Progress toward Universal School Readiness.

The event featured a Keynote Address from economist Arthur J. Rolnick, "The Economic Case for Investments in Young Children", a stakeholder panel of local leaders, a series of breakout sessions and closing remarks from award winning journalist Liz Walker.

visit the website: Read the [Year Two Report](#).



"Waivers" Are Fine...Back-Door Legislating Via "Strings"? Not So Much

In a post on his Straight Up blog in Education Week, Rick Hess writes "there seems to be some confusion" about the problem with Arne Duncan's "chest-thumping promise to take things into his own hands" if Congress doesn't

reauthorize NCLB by August. Hess has no beef with Duncan's pledge to waive some of the law's "goofy" provisions. He is, however, concerned about Duncan's plan to attach so-called strings to those waivers, pushing states to adopt Duncan's priorities in order to gain flexibility. Duncan apparently sees a back-door legislative opportunity to promote his reform agenda, with or without Congressional permission. Problem is, Hess writes, we are a nation of laws: "There's a lot of reasons to resist giving Cabinet secretaries free rein to impose their will just because they think it's the right thing to do."

Read the [full article](#).

UPCOMING FUNDING OPPORTUNITIES

Local Initiatives Support Corp. (LISC) Educational Facilities Financing Center (EFFC) Initiative

In the past 15 years, LISC has provided more than \$400 million in financing in a combination of grants, loans and loan guarantees for 72 charter schools. LISC's EFFC account just received a \$9.98 million Education Dept. (DoEd) to aid its efforts. The organization will use the DoEd funds to enhance its new Educational Facilities Financing Center initiative to support the development of quality public charter schools in underserved communities through the provision of technical assistance and facilities financing.

Improving access to quality education is a central component of LISC's strategic plan to help underserved and distressed communities. Although LISC has geographic limits on its giving, it has operations across the country in most major cities and a special program for rural areas. There is a good chance that many grant seekers would qualify for LISC financing.

The EFFC initiative takes a three-pronged approach by:

- **Supporting Individual Schools:** LISC's network of local offices provides on-the-ground assistance to schools and their surrounding communities by financing individual school facilities.
- **Developing Local Facilities Funds:** The EFFC invests in local funds that support multiple projects.
- **Fostering Public Policy Initiatives:** The EFFC identifies replicable financing mechanisms and shares best practices with partners and policymakers

For more information, contact [Charlie Wolfson](#).

NO DEADLINE

Starbucks Foundation's Shared Planet Youth Action Grants

The program provides grants for programs that get youth involved in community. Specifically, the foundation seeks organizations that: (1) provide training to youth to create and implement community programs; (2) Build ongoing leadership capacity and long term engagement of youth; and (3) communicate youth's success stories through various types of media.

Starbucks strongly encourages organizations to include information in their proposal about how they exhibit one or more of the following elements: (1) development opportunities for youth; (2) telling the stories of emerging young leaders; (3) demonstration of a commitment to building bridges of understanding between and among different youth communities; (4) opportunities to reach youth who otherwise would not have the opportunity to develop leadership skills in an area unfamiliar to them; and (5) opportunities for youth to gain knowledge of and experience with people of different cultural, racial, economic, religious and ethnic backgrounds.

Awards range from \$10,000 to \$30,000 each. For more information, visit [Shared Planet Youth Action Grants](#).

DEADLINE: LETTERS OF INTENT WILL BE ACCEPTED FROM OCTOBER 1, 2011 UNTIL DECEMBER 1, 2011

Captain Planet Foundation Environmental Grants

The foundation funds and supports hands-on, environmental projects for children and youths. The objective is to encourage innovative programs that empower children and youth around the world to work individually and collectively to solve environmental problems in their neighborhoods and communities. Through environmental education, the foundation believes that children can achieve a better understanding and appreciation for the

world in which they live.

To be considered for funding, proposals must: (1) promote understanding of environmental issues; focus on hands-on involvement; (2) involve children and young adults 6-18; (3) promote interaction and cooperation within the group; (4) help young people develop planning and problem solving skills; (5) include adult supervision; and (6) commit to follow-up communication with the foundation (specific requirements are explained once the grant has been awarded).

Multiple awards of up to \$2,500 will be awarded. Applications must be submitted via an online application form at www.captainplanetfdn.org.

DEADLINE: SEPTEMBER 30, 2011 AND DECEMBER 31, 2011

The Charles Lafitte Foundation

CLF supports innovative and effective ways of helping people help themselves and others around them to achieve healthy, satisfying and enriched lives.

Potential applicants should keep the following in mind. CLF prefers underwriting specific projects with distinct goals, and targets grants that will have a notable impact and make a material difference; looks for creativity, innovation and initiative; promotes inclusiveness and diversity, and prefers projects that remove barriers to full economic and/or social participation in society; engages with its beneficiaries and requires follow-up reports and impact statements; reviews financials carefully and prefers organizational overhead costs to account for less than 15% of annual expenses; looks to empower organizations to achieve long term stability; does not usually support political organizations or religious-based programs; and believes in a commonsense, business-like approach to addressing humane problems.

Multiple awards of varying sizes (medical and children's advocacy programs receive the largest share of funding) are available. For more information, visit [The Charles Lafitte Foundation](http://www.charleslafittefoundation.org).

ROLLING DEADLINE

CVS Caremark Community's Grant for Children with Disabilities

Children with disabilities. Support for programs that serve individuals 21 and under and address any of the following: 1) Health and Rehabilitation Services -- programs that help ensure children with disabilities develop the skills they need to live as independently as possible, including physical and occupational therapies, speech and hearing therapies, assistive technology, and recreational therapies; and 2) programs that provide either physical activities or play opportunities for children to address the specific needs of the population served.

Public schools. Support for programs designed to include children with disabilities as full participants alongside their typically developing peers.

Health care for the uninsured and underserved. Support for programs working to help more uninsured people receive needed care and ensure that the care received is of high quality and delivered by providers who participate in accountable community healthcare programs. There is no age limit on proposed programs that create greater access to healthcare services.

Grants of up to \$5,000 will be awarded. For more information, visit [Grant for Children with Disabilities](http://www.cvs.com/caremark/grants).

ROLLING DEADLINE

Let's Move the Salad Bars to Schools

This program provides salad bars for schools. For more information on the specific salad bars being provided, please visit [Salad Bars to Schools](http://www.letsmove.org/salad-bars-to-schools) and scroll to the bottom of the page.

Districts applying for more than one salad bar will fill out one application stating how many bars they need. Schools currently awarded with Bronze status or above in the Healthier U.S. School Challenge automatically qualify for a salad bar donation, with the stipulation that the school or district desires and can support a salad bar every

day in school lunch. The challenge is part of First Lady Michelle Obama's Let's Move anti-obesity program. For more information, visit [Salad Bars to Schools](#).
NO DEADLINE

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