



Full-service Schools Roundtable Newsletter



November 2009

Dear Colleagues,

I am delighted that two wonderful partners have agreed to join the Roundtable's Steering Committee:

Marchelle Raynor is the Vice-chair of the Boston School Committee and Program Director at the Gertrude E. Townsend Head Start Learning Center. Marchelle brings to us her expertise in early childhood and her commitment to family and community engagement.

Dishon Mills is the Senior Manager of the Department of Extended Learning Time, Afterschool, and Services (DELTAS) in Boston Public Schools. We will benefit from Dishon's wisdom and commitment to Boston's youth - as well as his knowledge of the out-of-school time arena.

These are exciting times! Conversations at the federal, state, and now district level are focusing on the importance of community partnerships that help remove the non-academic barriers to learning that so many of our children face. I will keep you posted about future Roundtable meetings after the New Year; I look forward to those opportunities for us to gather and share ideas about this work. Stay tuned!

In the meantime, I wish you a Happy Thanksgiving!

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.

*JOIN OUR
MAILING LIST*

Center for American Progress

A Look at Community Schools

By Saba Bireda

Children living in poverty face many obstacles outside the classroom that can hinder their success in the classroom.

Unaddressed health care needs interfere with learning and cause low attendance. Inadequate and inconsistent housing may deprive students of a safe and quiet place to study. A lack of affordable and accessible child care forces many young adults to sacrifice learning opportunities to care for younger family members. And poverty's economic stress may cause students to be less engaged and parents to be less involved in their children's education.

This [report](#) provides an overview of community school strategies in the United States and how community schools can decrease poverty's detrimental effect on students.



Rural School and Community Trust Capitol Hill Briefing Why Rural Matters 2009: State and Regional Challenges and Opportunities

Monday, November 16, 2009, the Rural School and Community Trust presented a Capitol Hill briefing to discuss findings from its recent research [report](#) Why Rural Matters 2009. This biennial analysis is based on 25 statistical indicators regarding the current state of rural education, addresses key challenges and opportunities facing rural schools, school districts, and students, and provides a detailed overview for each of the 50 states. Presenters included report authors Marty Strange, Director of Policy, and Jerry Johnson, Policy Research and Analysis Manager.

The study concludes that rural students dealing with high poverty and socio-economic diversity perform lower on various educational outcomes, including lower graduation rates and lower scores on the National Assessment of Educational Progress (NAEP) exam, as well as on state tests mandated by No Child Left Behind. The report also offers implications and insights for policymakers at the local, state, and federal levels. A key finding is that education policies and improvement strategies should have a regional focus that is not limited by state borders.

EDUCATION WEEK

Scholars: Parent-School Ties Should Shift in Teen Years

Many educators and parents would agree that it's important for parents to spend time in their children's classrooms, to closely monitor homework, or to read to children at home. In a series of studies and a new

book, Harvard University researcher Nancy E. Hill makes the case that both research and policy initiatives aimed at promoting parent involvement fail to take into account the distinct needs of adolescents, a group of students that seems biologically driven to break free of parental vigilance.

In [*Families, Schools, and the Adolescent*](#), which was published in August by Teachers College Press, Ms. Hill and her co-editor, Ruth K. Chao of the University of California, Riverside, recruited scholars from a variety of disciplines to share some newer findings on family-school partnerships at the secondary school level. Before the book's publication, Ms. Hill systematically analyzed 50 studies on parent involvement. The resulting [paper](#) was published last spring in the journal *Developmental Psychology*.

Visit [Scholars](#) to read the full article.

Center for American Progress

Union and District Partnerships to Expand Learning Time Three Schools' Experiences By Melissa Lazarín, Isabel Owen

Despite the challenges, traditional public schools have begun to expand learning time. And the Obama administration is calling for more schools to rethink the school day and calendar, making it a key reform strategy in their school turnaround and transformation models.

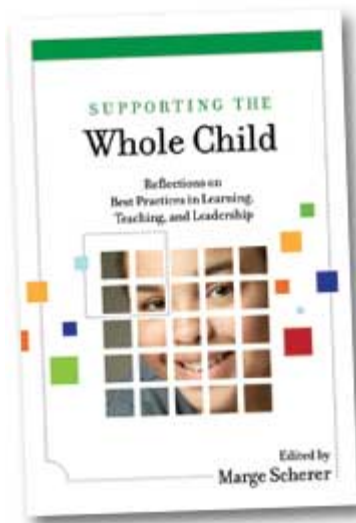
This [report](#) examines the challenges and successes of implementing expanded learning time in a traditional public school environment. It highlights the role of teachers and teachers unions in negotiating an expanded schedule and reviews relevant literature on teacher time and collective bargaining.

It also takes a look at Massachusetts's experience with expanding learning time. The state has funded expanded learning time in 26 schools since 2005, and much can be learned from its experience.



Leveraging Mental Health Dollars Into Your District

The U.S. Surgeon General reports that 20% of American children have a diagnosable mental disorder, and only 20% of those children receive treatment. Three years ago, a group of schools and private agencies in Boston joined together to address these challenges with the help of funding from several foundations. Connecting with Care is demonstrating how schools and districts can leverage significant mental health dollars and marshal them into services that meet schools' and children's needs. Read the [full article](#) for more information. This article originally appeared in the July/August 2009 issue of [School Business Affairs](#), a magazine of the Association of School Business Officials.



Advocates, Pediatricians and Families Report Access Barriers to Mental Health Care Difficulty in Finding Providers, Receiving Timely Appointments, and Recruiting Clinicians to Their Workplaces are Top Challenges

Although Massachusetts has a higher rate of psychiatrists and social workers per 100,000 residents than any other state, a survey of children's mental health providers and stakeholders found that advocates, pediatricians, and families report significant difficulties accessing care.

[Accessing Children's Mental Health Services in Massachusetts: Workforce Capacity Assessment](#) estimates that 216,000 children in Massachusetts have a diagnosable mental health disorder. Of those, 70,000 are estimated to

have a severe mental health need.

But serious barriers to accessing care exist: 32% of providers are not accepting new patients and another 39% had only one to two slots available for new patients. The report also finds that significant percentages of children's mental health providers do not accept insurance and require patients to pay directly for services: 17% of psychiatrists; 10% of clinical nurse specialists; 8% of psychologists; and 7% of other mental health providers do not accept commercial or public insurance. The report also finds that 54 percent of providers of children's mental health services age 35 to 54 plan to leave direct care or the state within five years.

The report is based on data from confidential surveys of 1,982 mental health providers.

The CHRISTIAN SCIENCE MONITOR

The continuing debate over extended class time

Finding ways to give kids more classroom time through longer hours, a longer school year, or both is getting renewed attention, according to The Christian Science Monitor. Many reformers agree that more time at school is key, and the Obama administration has endorsed the idea. A number of charter schools have made student gains in part through expanded schedules, and school systems have begun to experiment with the measure as well. "If you want to look at schools where [the achievement gap is narrowing], they're saying they couldn't do it without the added time," says Jennifer Davis of the National Center on Time & Learning in Boston. "Even when you get good teachers into schools, you need added time." Studies have shown that low-income students lose more than two months of reading skills over the summer, with researchers positing that more than half the achievement gap can be accounted for by the differential in summer learning opportunities. Parents who themselves didn't succeed in school and aren't highly literate will probably not cultivate these skills at home. But skeptics say adding hours and days is hugely expensive, and alone will accomplish little. Without good teachers and curricula, the problem is actually worsened. For the full article, visit [The Continuing Debate](#).

Supporting the Whole Child

The third in a series of four e-books on the tenets of ASCD's Whole Child Initiative has just been released

for [download](#). This 300+ page electronic book features articles from Educational Leadership and other ASCD publications that focus on supporting students by differentiating instruction, using scaffolds and interventions, being inclusive and positive, and responding to 21st century learning challenges. Authors include Carol Ann Tomlinson, Thomas R. Guskey, Douglas Fisher, Nancy Frey, and Robyn Jackson.

UPCOMING FUNDING OPPORTUNITIES

Relatives as Parents Program

The Brookdale Relatives as Parents Program (RAPP) aims to develop or expand services for grandparents or other relatives who have taken on the responsibility of surrogate parenting when the biological parents are unable to do so. Up to thirty local and regional programs will be selected through this Request For Proposal (RFP) process from within the United States.

Each selected organization will receive a mini-grant of \$10,000 (\$6,000 first year and \$4,000), contingent on progress made during year one and potential for continuity in the future. On-going technical assistance will also be provided. For more information, visit: [RAPP](#).

DEADLINE: DECEMBER 3, 2009

Student Support Services Program

The purpose of the SSS Program is to increase the number of disadvantaged low-income college students, first generation college students, and college students with disabilities in the United States who successfully complete a program of study at the postsecondary level. The support services provided should increase the retention and graduation rates for these students and facilitate their transfer from two-year to four-year colleges and universities. The support services provided should also foster an institutional climate supportive of the success of students who are limited English proficient, students from groups that are traditionally underrepresented in postsecondary education, students with disabilities, students who are homeless children and youths, students who are in foster care or are aging out of the foster care system, and other disconnected students. Student Support Services should also improve the financial and economic literacy of students.

\$268.9 million is available for awards ranging from \$220,000 to \$360,000. For more information, visit [SSS Program](#).

DEADLINE: DECEMBER 14, 2009

Environmental Education Grants

The Environmental Protection Agency is soliciting grant proposals to support environmental education projects that promote environmental stewardship and help develop knowledgeable and responsible students, teachers, and citizens. The Environmental Education grant program provides financial support for innovative projects that design, demonstrate, or disseminate environmental education practices, methods, or techniques.

Average grants range in size from \$15,000 to \$25,000, with a total of 8 to 12 awards given nationally. For more information, visit [Environmental Education Grants](#).

DEADLINE: DECEMBER 15, 2009

Nickelodeon's The Big Green Grants

This program is a unique funding initiative that teams up kids and adults to help bring resources to their community. Each Green Grant will provide up to \$5,000 for resources to schools and community-based organizations to support environmentally-friendly projects that educate and inspire kids to (1) take care of the environment; (2) be active and live healthier; and/or (3) engage in community service.

For more information, visit [The Big Green Grants](#).
DEADLINE: DECEMBER 31, 2009

CONFERENCE/TRAINING ANNOUNCEMENTS



Leadership in Action: Policymakers Addressing Childhood Obesity
Through Collaboration and Policy Change
Webcast at December 1, 2009, 2:00 PM

State and local policymakers play a key role in addressing childhood obesity by developing policies that promote healthy environments in schools and communities. This webcast, hosted by the National School Boards Association with support from Leadership for Healthy Communities, a national program of the Robert Wood Johnson Foundation, will highlight the Leadership for Healthy Communities Action Strategies Toolkit. The focus will be on two specific strategies from the toolkit that provide collaborative opportunities for local school leaders and other local and state-level policymakers to improve local health promoting environments. These are: Safe Routes to School programs and joint use agreements.

Speakers will include national experts and local policymaker champions:

- Maya Rockey Moore, Director, Leadership for Healthy Communities
- Robert Ogilvie, Program Director, Planning for Healthy Places
- Karla Hampton, Staff Attorney, National Policy & Legal Analysis Network to Prevent Childhood Obesity
- Ken Testa, Chief Facilities Officer, Merced City School District (Merced, CA)
- Margo Pedroso, Deputy Director, Safe Routes to School National Partnership
- Carmen Pineyro, Board Member, Freeport Union Free School District (Freeport, NY)

This panel will provide an overview and examples of how to collaborate with the key stakeholders to make these two policy strategies work in your district and community. There will be ample opportunity for attendees to interact with the panel of speakers.

Hosted by the National School Boards Association with support from Leadership for Healthy Communities, a national program of the Robert Wood Johnson Foundation, and in partnership with the Education Solutions Global Network, an activity of the Missouri School Boards Association, this webcast will provide the information, tools, and resources you need to create healthier environments for students in your schools and community.

The webcast is free but registration is required-please register [here](#).



Be the Change!
NAA's 22nd Annual Convention
The 2010 National AfterSchool Association (NAA) Convention will be held

in Washington, DC, on April 19-21, 2010.

In partnership with the Afterschool Alliance's Afterschool for All Challenge, we'll shake up the Nation's Capital Afterschool Style!

You simply won't want to miss this historic event.

[Online Registration](#) is Now Available!

Everyone who registers before December 11, 2009, will be entered to win a vacation in the beautiful Wasatch Mountains of Utah.

Co-hosted by the Coalition for Community Schools and the Netter Center for Community Partnerships at the University of Pennsylvania



Community Schools
National Forum

April 7-9, 2010, Philadelphia, PA

*Building Innovative Partnerships for Student Success:
The Key to America's Future*

This year we celebrate partnerships because they are at the heart of the community schools approach-bringing schools, families, community residents, higher education and an array of other community partners together around a common result-student success.

Innovation is the word of the day in education reform.

Community schools are an innovation that is turning around student performance ...enabling them to graduate from high school ready for careers, college, and citizenship. Attaining this goal is vital to the future for our nation.

Who should attend? National and local government leaders, school and district leaders, teachers, community-based organization leaders, community school site coordinators, local policymakers, civic-minded organizations, higher education, lead partners, intermediaries, parents and youth.

Keynote Speakers Invited

U.S. Secretary of Education Arne Duncan
U.S. Secretary of Health and Human Services Kathleen Sebelius
U.S. Secretary of Housing and Urban Development Shaun Donovan
President of the American Federation of Teachers Randi Weingarten

[REGISTER NOW](#)

Questions? Contact [Maame Ameyaw](#) or call 202.822.8405, x156

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