

Full-service Schools Roundtable Newsletter



October 2009

Dear Colleagues,

Last week, I had the privilege of attending a conference on full-service community schools hosted by the Children's Aid Society in New York City. It was an inspiring three days, highlighted by the keynote speech delivered by US Secretary of Education Arne Duncan.

Secretary Duncan believes deeply in full-service community schools and, when he ran the Chicago Public Schools, he supported the development of community schools and an infrastructure within the district to support them. Today there are 150 community schools in Chicago.

Based on his experience in Chicago, Secretary Duncan shared his personal convictions about how we should serve the children in our nation's schools.

Secretary Duncan believes that every school needs to be open longer. He believes that (1) we need to work to "capture kids' hearts and minds" and (2) that can't be done exclusively during the school day. He believes that the more families are engaged, the better children will fare in school. He believes that we need to attend to children's social and emotional health so that they can do their best work in school. He believes that every application for federal grant money needs to take these principles seriously. At the end of his remarks, Secretary Duncan issued a call to action: every school in our country should be a full-service community school.

It was exciting to hear the Secretary articulate what we've all known for years. This was a powerful moment for me, and I now look forward to working with all of you as we take this call to action to heart.

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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](#)

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

FOR YOUR INFORMATION



Raising Graduation and College Going Rates: Community High School Case Studies

The Coalition for Community Schools, in partnership with the National Association for Secondary School Principals, is pleased to release a review of eight community schools yielding evidence of rising graduation and college going rates and a reduction in drop out rates. Schools from around the nation - Bronx, NY; Chicago, IL; Cincinnati, OH; Indianapolis, IN; Philadelphia, PA; Portland, OR; and Tukwila, WA - have found a way to reconnect with youth, enriching their educational experiences. These secondary institutions come from low income and ethnically diverse parts of the country and have identified the inextricable relationship between schools, the community and student success.

Themes that flow through the report stress the importance of reciprocal partnerships, collaborative leadership, and the alignment of resources to serve children, youth and families. Community schools get their strength from the local community as they create personalized environments, ensure a relevant and rigorous curriculum, and build sustainable partnerships that put a caring adult in a student's life before, during, and after school and during the summer.

[Read the full report!](#)



Characteristics of Effective Summer Learning Programs for Low-Income Youth

Effective summer programs can reduce summer learning loss among low-income youth, a leading cause of the achievement gap between low-income and more affluent students. A new Child Trends review of the limited number of summer learning programs that have been rigorously evaluated suggests that these programs are likely to have positive impacts when they engage students in activities that are hands-on, enjoyable, and have real-world applications.

The review, summarized in a fact sheet entitled, [What Works for Summer Learning Programs for Low-Income Children and Youth](#), also finds that effective programs are: guided by grade-level curricular standards; led by experienced teachers; conduct classes with 15 or fewer students and at least two teachers; and complement group learning with individual support. The fact sheet includes a table that shows whether the evaluated programs were found to work, not proven to work, or had mixed findings for educational/cognitive, youth development, and career-development outcomes.

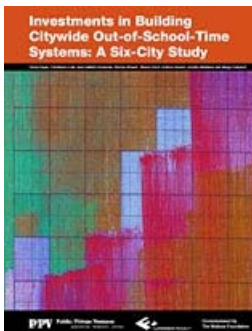
The fact sheet is based on a Child Trends white paper commissioned by The Wallace Foundation entitled, "Effective and Promising Summer Learning Programs and Approaches for Economically-Disadvantaged Children and Youth."



What Are America's Children Doing After School?

Afterschool Alliance to Release Results of "America After 3PM" National Survey

America After 3 PM is the most in-depth study ever to explore how America's children spend their afternoons. The original study was released in 2004. It found that 14.3 million kindergarten through 12th graders took care of themselves after the school day ended. At the time, just 6.5 million children were in afterschool programs - but the parents of another 15.3 million children said their children would participate if an afterschool program were available. The 2009 study is designed to measure progress over the last five years. It includes updated information on afterschool participation nationally. The [national results](#) were released on October 6, and results for all 50 states were released on October 15. On October 22, at more than 7,500 sites across the nation, Americans rallied in support of afterschool programs as part of the 10th annual Lights On Afterschool. For more information, visit [Afterschool Alliance](#).



Investments in Building Citywide Out-of-School-Time Systems: A Six-City Study

This report is the last in a [series](#) documenting the costs of out-of-school-time (OST) programs and the investments that city-level systems make to support them. The work was funded by The Wallace Foundation and conducted jointly by P/PV and The Finance Project. Focusing on six cities across the country, this [final report](#) summarizes the strategies and activities commonly pursued in OST systems, their associated investments and various options for financing such system-building efforts. These findings can provide OST stakeholders with critical information to help guide their investments in system planning, start-up and ongoing operations.

In addition to the full report, P/PV and The Finance Project developed a [synopsis](#) that provides an overview of the findings along with charts detailing the cities' investments in four major system-building strategies.

Evaluating Mentoring Programs

This methodological [brief](#) is designed to provide both program operators and researchers with practical advice about how to assess a program's implementation and impact. Adapted from an article that first appeared in *The Handbook of Youth Mentoring* (DuBois and Karcher, ed. 2005), the brief focuses on the evaluation of mentoring programs, but the lessons and insights provided are broadly applicable to various kinds of social programs.



Clinical Child Psychology and Psychiatry

A School-Based Mental Health Intervention for Refugee Children: An Exploratory Study

By Mina Fazel Oxford University, UK, Helen Doll, Oxford University, UK, and Alan Stein, Oxford University, UK

This [report](#) describes an exploratory study of a school-based mental health service developed to address the psychological needs of refugee children. The service was made available in three schools and followed a consultative framework. Refugee children were discussed with the mental health team and children at greatest risk were seen. A questionnaire of psychological functioning was completed by teachers before and after the intervention. Data were collected on 47 refugee children and two control groups (ethnic minority and indigenous white children). Subgroup analyses compared children who were seen directly by the service with those for whom only consultation was provided. Refugee children had poorer overall adjustment at baseline particularly in the emotional and peer problem domains. The greatest improvements following the intervention were seen in hyperactivity for the refugee group and in peer problems for the refugees directly seen by the service. While further studies are necessary to assess its efficacy, this exploratory study indicates that an intervention that involves collaboration with teachers and parents, in an environment where children spend much of their time, can benefit vulnerable children.



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UPCOMING FUNDING OPPORTUNITIES

Paraprofessional Preservice Program Improvement Grants

Paraprofessionals provide important services to children with disabilities ages birth through 21 and to their families. Despite the critical roles that paraprofessionals play in the lives of children with disabilities, scant attention has been paid to ensure that early childhood or K through 12 paraprofessional preservice programs adequately prepare paraprofessionals to serve this population.

The purposes of this U.S. Department of Education grant program are to (1) Help address state-identified needs for highly qualified personnel-in special education, related services, early intervention, and regular education-to work with infants, toddlers, and children with disabilities; and (2) ensure that those personnel have the necessary skills and knowledge, derived from practices that have been determined through scientifically-based research and experience, to be successful in serving those children.

\$1.5 million is available for grants ranging from \$145,000 to \$150,000.

For more information visit: [Paraprofessional Preservice Program Improvement Grants](#).

DEADLINE: NOVEMBER 3, 2009

Weed and Seed

The U.S. Department of Justice (DOJ), Office of Justice Programs (OJP), Community Capacity Development Office (CCDO) is pleased to announce that it is seeking applications from interested communities to participate in the Weed and Seed Communities Competitive Program. This program furthers the Department's mission to prevent, control, and reduce violent crime, drug abuse, and gang activity. The Weed and Seed initiative comprises a community-based, comprehensive multi-agency approach to law enforcement, crime prevention, and neighborhood restoration. It is designed for communities with persistent high levels of serious violent crime (Part I) and corresponding social problems.

Grants of up to \$150,000 are available. For more information, visit [Weed and Seed](#).

DEADLINE: NOVEMBER 10, 2009

Celebrating Solutions

The Mary Byron Project created the Celebrating Solutions Awards to showcase and applaud local innovations that demonstrate promise in breaking the cycle of violence. They select programs that can serve as models for the nation and offer \$10,000 cash awards for four organizations in recognition of their pioneering efforts.

For more information, visit [Mary Byron Project](#).

DEADLINE: NOVEMBER 17, 2009

Center for Mental Health Services: Youth Mental Health Grants

The Substance Abuse and Mental Health Services Administration, Center for Mental Health Services is accepting applications for FY2010 Statewide Family Network grants. The purpose of this program is to enhance state capacity and infrastructure to be more oriented to the needs of children and adolescents with serious emotional disturbances and their families.

The Statewide Family Network Program builds on the work of the Child, Adolescent and Services Systems Program (CASSP), which helped to establish a child and family focus in programs serving children and adolescents with serious emotional disturbances around the country. Today, nearly every state has active family organizations dedicated to promoting systems of care that are responsive to the needs of children and adolescents with serious emotional disturbances and their families. Although significant progress has been made, further support will ensure self-sufficient, empowered networks that will effectively participate in state and local mental health services planning and health care reform activities related to improving community-based services for children and adolescents with serious emotional disturbances and their families.

\$2.67 million is available for 42 grants of up to \$60,000 each. For more information, visit:

[Youth Mental Health Grants](#).

DEADLINE: NOVEMBER 25, 2009

American Recovery and Reinvestment Act of 2009: Communities Putting Prevention to Work

The purpose of this FOA from the Center for Disease Control is to create healthier communities through sustainable, proven, population-based approaches such as broad-based policy, systems, organizational and environmental changes in communities and schools.

Approximately \$373 million will be available in fiscal year 2009 to fund thirty to forty awards. For more information, visit [Communities Putting Prevention to Work](#).

DEADLINE: DECEMBER 1, 2009

Relatives as Parents Program (RAPP)

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 that is 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 Relatives as [Parents Program](#).

DEADLINE: DECEMBER 3, 2009

Do Something 2010 Awards

Since 1996, Do Something has honored the nation's best young world-changers. Do Something Award Winners represent the pivotal "do-ers" in their field, cause, or issue and are rewarded with a huge project grant, participation in a special award ceremony, media coverage, and continued support from Do Something.

Four winners will receive \$10,000 and one grand prize winner will receive \$100,000 toward their organization or cause. Each winner has the option of receiving up to \$5,000 as an educational scholarship. All non-scholarship award money will go to the winners' organization or cause. For more information, visit: [Do Something 2010 Awards](#).

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.

Eligible schools and community-based organizations can apply for one of two funding opportunities: a \$2,500 grant for an environmentally-friendly project or a \$5,000 grant for an environmentally-friendly project. To request \$5,000, applicants must provide a 1-to-1 dollar-to-dollar match (\$10,000+ total project budget). For more information, visit [The Big Green Grants](#).

DEADLINE: DECEMBER 31, 2009

CONFERENCE/TRAINING ANNOUNCEMENTS



**Math Games:
Fun Ways to Help Students Build Math Skills**

FRIDAY mornings 9:30 - 11:30 AM at the DUDLEY LIBRARY

Improve your math skills & your understanding of the TERC and CMP curricula

FREE math games for you & your students

Time to play games and identify key concepts and strategies

4 sections of the workshop broken down by grade level:

Grades 6-8: October 30; November 13; December 4, 18

Pre-Kindergarten-grade 1: January 8, 22; February 5

Grades 2-3: March 5, 19; April 9, 16

Grades 4-5: April 30; May 7, 14, 21, 28

University credit available for those who take all 4 sections.

Inquire about additional course requirements.

Limited availability-preference given to groups signing up!

Participants must register in advance.

Contact [Morgan Randall](#) or call 617-635-1578 x74129



Boston Public Schools' Parent University

Opening session, October 31, 2009

8:30 AM - 3:00 PM

UMass Boston, 100 Morrissey Boulevard

Parent University is a series of free learning sessions for Boston Public Schools parents that empower them to be leaders and advocates for student learning and school improvement. The University offers 3 day-long Saturday learning sessions in October, January and May, with additional sessions offered throughout the year at schools, libraries, and community centers.

In June, there will be a Parent University graduation for parents who have completed a set of learning sessions.

By participating in the University, parents can increase their understanding of:

How children learn and develop;

What their children should be learning;

How to help their children get what they need to succeed; and

How to bring other parents together to work for school improvement.

For more information, visit [Parent University, parentuniversity@bostonpublicschools.org](http://parentuniversity@bostonpublicschools.org) or call: (617) 635-1683



**Learn.
Connect.
Advocate.
Inspire.
Serve.
Achieve.**

Get Involved.

**Join National AfterSchool Alliance and the Afterschool Alliance in Washington, DC,
on April 19-21, 2010.**

Register Early!

**Early registration is now available through December 11, 2009.
To register now and save almost 10%, visit the [NAA10 registration!](#)**

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Increase your visibility to thousands of professionals that will be roaming the hall
floors who care about children and youth. Visit [NAA](#) for more information.**

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