



Full-service Schools Roundtable

January 2005

"partnering for Boston students' success"
443 Warren Street Dorchester MA 02121 617 635 6537

In This Issue...

Roundtable Report:
Reaching the Tipping Point
for Full Service Schools

What's Happening in BPS?
A Look at Out-of-School Time

**Profile of a Full-service
School:** The Gardner
Extended Services School

**Upcoming Funding
Opportunities**

For Your Information:
Bridging the Gap Training
Announcement

Many thanks to designer
Cathy Moylan, Moylan
Design
(www.moylandesign.com)
for our new logo.

Roundtable Report: Reaching the Tipping Point for Full-service Schools

On January 11, 2005, thirty Full-service Schools Roundtable members traveled to Northeastern University's Egan Center to hear a thought-provoking talk by Dr. Heather B. Weiss, the Founder and Director of the Harvard Family Research Project (HFRP). From its beginning in 1983, the HFRP's mission has been to help create more effective practices, interventions, and policies to support children's successful development from birth to adulthood. To achieve this mission, Dr. Weiss and her colleagues conduct, synthesize, and disseminate research and evaluation information and develop tools that encourage professional and organizational learning, support evaluation, continuous improvement and accountability, and that spark innovation (see below for more information).

Dr. Weiss joined Roundtable members that day to discuss how to reach the tipping point in scaling up and sustaining full-service schools in Boston. Research will play a key role – we need to move beyond existing evidence of the effectiveness of particular components of a full-service school (i.e. prevention, family support, early childhood education, before- and after-school programming) and examine what happens when you combine them in a comprehensive, school-based model.

In the course of her presentation, Weiss cited multiple studies that examine both critical issues such how grinding poverty diminishes possibilities in Meaningful Differences by Hart and Risley and Class and Schools by Rothstein; and effective interventions: Teaching the New Basic Skills by Murnane and Levy; "Changing what counts: Re-thinking the journey out of welfare" by Herr and Halpern; "Youth Development in Community Settings: Challenges to Our Field and Our Approach" by Gambone and Connell; "Schools, Achievement and Inequality: A Seasonal Perspective" by Entwistle and Alexander.

Weiss suggested that the Roundtable approach its work as a learning system by increasing our capacity to:

- do and use research and evaluation for continuous improvement, learning and accountability;
- develop, test and use information on proven practices and models;

"The mission of the Full-service Schools Roundtable is to advance the healthy development and academic success of students in Boston through integrated school/ community partnerships. In alignment with BPS goals, the Roundtable increases Boston's capacity to provide comprehensive, school-based supports for children, youth and families."

Contact Us

The Full-service Schools
Roundtable
443 Warren Street
Dorchester, MA 02121

P: (617) 635 6537
F: (617) 635 8027

mgredler@boston.k12.ma.us

- offer professional development opportunities that are linked to the evolving knowledge base;
- secure youth and practitioner voices at all points; and
- develop a strategy for increasing public awareness, advocacy and accountability.

In conclusion, Dr. Weiss urged those present to think about what levers might help key stakeholders build a joint sense of responsibility for reducing barriers to success and promoting the healthy development of Boston students. It was clear that the reflection and dialogue facilitated by Dr. Weiss had better equipped all to begin engaging others in the conversation.

For Further Exploration

Harvard Family Research Project: The Evaluation Exchange is a quarterly national review of the latest evaluation thinking and practice in key areas of child and family policy. HFRP has also developed a national database of evaluations of out-of-school time and youth programs and uses it to inform policy and practice and to shape the design of strategic evaluations to build the usable knowledge base for this growing field. The national Family Involvement Network of Educators (FINE), is a growing network of over 3,000 people committed to family and community involvement in children's learning. HFRP supports this web-based network by providing the latest research, documenting innovative practices and programs, and highlighting new professional development tools. Retrieved from <http://www.gse.harvard.edu/~hfrp/>.

Alexander, K., Entwisle, D. & Olson, S. Schools, Achievement and Inequality: A Seasonal Perspective. Retrieved from http://www-personal.umich.edu/~dkcohen/Alexander_2001.pdf.

Connell, J and Gambone, M. Youth Development in Community Settings: Challenges to Our Field and Our Approach. Retrieved from <http://www.irre.org>.

Hart, B and Risley, T. [Meaningful Differences](#).

Herr, Toby and Halpern, Robert. Changing what counts: Re-thinking the journey out of welfare.

Hewlett Foundation. Theory of Change. Retrieved from <http://www.hewlett.org/NR/rdonlyres/C6EFD0A1-6716-4175-99B9-5FE0C38F87F1/0/PresidentStatement2003.pdf>.

Murnane, R. and Levy, F. [Teaching the New Basic Skills](#).

Rothstein, R. [Class and Schools](#).

What's Happening in Boston Public Schools: A Look at Out-of-School Time

Children and youth in Boston spend 80 % of their waking hours outside of school. How children and youth spend their time outside of school greatly affects their learning.

Out-of-school time programming, or OST, has the power to support healthy development and education by:

- Reinforcing learning by providing academic services aligned with school day activities;
- Presenting academics in a fun, tangible way;
- Helping youth develop time management, critical thinking and problem solving skills; and
- Providing services like mental health and food programs that address barriers to learning.

Boston Public Schools recognizes the crucial role out-of school-time programs can play in promoting healthy development for children and youth. Of the 139 schools within the Boston Public School (BPS) system, 110 schools offer after school programs and 11 offer before school programs. In addition, BPS has staff dedicated solely to support out-of-school time programs. After School staff support schools with out-of-school time programs and serves as liaisons to programs seeking to partner with schools. Major BPS out-of-school time initiatives include Boston Community Learning Centers, the Academic Support Program and Bridging the Gap training program. Boston Community Learning Centers are site-based collaborations that serve children and families. The Academic Support Program provides academic assistance to students who need it. Bridging the Gap is a training series offered to professionals working in out-of-school time programs. This winter, the trainings will highlight issues such as school climate and behavior management.

Recently BPS began seeking feedback on how to improve and expand out-of-school-time programming. This fall, After School staff led a community process, engaging parents and after school program providers in a discussion on how to improve after school time. In addition, the office is focusing on ways to strengthen the link between school day and out- of- school- time activities. BPS has entered into discussions with the Office of Child Care Services (OCCS) to develop trainings to promote the use of state learning standards in out-of-school time. In addition, BPS is developing a lending library of after school curriculum and activities.

For more information about the involvement of Boston Public Schools in out-of-school time, contact the After School Programs Coordinator, Dishon Mills at 617 635 1578 or at dmills@boston.k12.ma.us.

Contact Us

The Full-service Schools
Roundtable
443 Warren Street
Dorchester, MA 02121

P: (617) 635 6537
F: (617) 635 8027

Profile of a Full-service School: The Gardner Extended Services School

Walking into the Gardner School's main office, one immediately notices a colorful bulletin board mapping out four standards of character

development—honesty, responsibility, respect and caring. After a closer look at the school, it becomes clear that these words are not just rhetoric; they are values that are engrained into the school's daily operation. The Gardner School is more than an academic institution; it is a community where school staff, human service agencies and families are working together to care for children and families.

Founded on the idea that "it takes a whole village to educate a child," the Gardner School developed a full-service model in 1997, when the school's principal, Catalina Montes and nurse, Elsa Meuse, realized that their students were struggling academically because they had other needs that were not being met. They discussed the problem with Boston College professor, Dr. Mary Walsh. From these conversations, a partnership, a vision, and a plan emerged. After securing support from the Oak Square YMCA and the DeWitt Wallace Foundation to support their new full-service model, the school began to offer services to meet students' and families' multiple needs. Today, the Gardner Extended Services School proving that community partnerships play a key role in helping students learn.

Since 1997, partnerships with community agencies have enabled the school to make great strides in addressing student's health, mental health, and social needs—needs that when not addressed can severely hinder learning. With support from St. Elizabeth's Medical Center, the Gardner School opened a full-service pediatric health clinic in 2000. This year through a partnership with Children's Hospital, the school has been able to acquire a pediatrician to work at the school one day per week. In addition, with help from Brighton-Allston Mental Health, the Trauma Center and the Oak Square YMCA, the school has been able to acquire one school-based social worker and a group of visiting clinicians to meet with un-insured students and run group work. In addition, support from the Oak Square YMCA, Boston College and Harvard University has helped the Gardner School develop a comprehensive before and after school program that offers academic enrichment, homework support and recreational activities to students. All of these partnerships are working together to positively effect student learning at the school; since the birth of partnerships at the school, students are improving academically and achieving at higher rates.

In addition to benefiting students, partnerships at the Gardner School are creating a warm climate where parents feel supported and welcome. Through a relationship with the Joseph Smith Health Center, the school has been able to offer support groups and a comprehensive ESL and computer to parents. Also, the school encourages parent participation through a Parent Volunteer Program.

While partnerships are a key component of the Gardner School's success, they would not be possible without the dedication, care and hard work of the school's staff. The school's principal, Catalina Montes; Director of Extended Services, Julie Bott; and Student Support Team Coordinator and Nurse, Elsa Meuse, all work together to make sure that all of the students needs at the school are recognized and addressed.

For more information about the Gardner School, please contact Julie Bott, Director of Extended Services at jbott@boston.k12.ma.us.

The Full-service Schools Roundtable appreciates support for its work from: The Boston Foundation, Herman and Freida L. Miller Foundation, Jessie B. Cox Charitable Trust, and an anonymous foundation.

Upcoming Funding Opportunities

Deborah Munroe Noonan Memorial Fund: supports improvements in the quality of life for children with disabilities. Visit <http://www.tmfnet.org/grantmake.html> for more information.

DEADLINE FOR LETTER of INTENT: FEBRUARY 22nd

A.C. Ratshesky Foundation: provides funding for organizations committed to fostering economic and social justice for low- and moderate-income families in Boston and its surrounding communities with a focus on the fields of childcare, education and training, and arts and culture Visit <http://www.grantsmanagement.com/ratshesky.html> for more information.

DEADLINE: March 1st

Give to Kids: Are you a BPS educator looking for a grant but don't want to write one? Visit <http://www.givetokids.org>, click "ask," ask for what you need, and receive donations.

ACCEPTING YEAR ROUND

Robert Wood Johnson Foundation: provides support for organizations working on health related issues. Visit <http://www.rwjf.org> for more information.

ACCEPTING YEAR ROUND

Verizon Foundation: provides support for literacy and education initiatives, technology and work force development programs, and domestic violence solutions. Visit <http://foundation.verizon.com> for more information.


ACCEPTING YEAR ROUND

For Your Information: Bridging the Gap Training Announcement

This February, Boston Public Schools is offering the following Bridging the Gap trainings to professionals working in out-of-school time programs. Please contact Rachel Green for more information or to register at (617) 635-6609 or rgreen2@boston.k12.ma.us.

February 1, 2005, 10 a.m. – 12 p.m.: Leading a Positive After school Climate

This workshop will help leaders/coordinators/directors of out-of school



time (OST) programs to identify their personal leadership style. Leadership strategies that support a positive after school climate will be taught, as will core components necessary to structure a supportive program. There will also be a focus on identifying the professional development needs of AS staff to further promote a positive OST culture.

Workshop Presenter: Nicole Colette, Violence Prevention Specialist
Location: Vine Street Community Center
339 Dudley Street, Roxbury

February 15, 2005, 10 a.m. – 12 p.m.: Managing Behavior in Out-of-School Time

This training will allow after school staff to identify personal behavior management styles towards their students and understand how to develop procedures and routines, as well as a code of conduct, to prevent student misbehavior. Also learn behavior management strategies for handling minor to more aggressive student misbehavior.

Workshop Presenter: Nicole Colette, Violence Prevention Specialist
Location: Vine Street Community Center, Senior Center
339 Dudley Street, Roxbury

February 24, 2005, 10 a.m.- 11:45 a.m.: Working with Students Who Have Asthma During Out-of School Time

Asthma affects nearly 9 million children under the age of 18. It accounts for approx. 14 million missed school days each year (and missed work days for parents). Given its prevalence and potential for quick onset of breathing difficulty, anyone in a position to work with kids with asthma owes it to themselves, and the children in their care, to understand the basics of asthma.

Workshop Presenter: Amy Burack, Children's Hospital Boston
Location: Boston Medical Center Complex, O'Neil Conference Room
729 Massachusetts Avenue, Boston