



## Full-service Schools Roundtable Newsletter November 2008

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### ROUNDTABLE REPORT

Dear Colleagues,

Please mark your calendars for the next Roundtable meeting:

#### Supporting Student Health through Partnerships

Thursday, January 29, 2009

8:45 a.m. - 11:00 a.m.

Egan Amphitheatre, Northeastern University

Details to follow!

Happy Thanksgiving to you!

Best regards,  
Abby R. Weiss  
Executive Director

#### Roundtable Steering Committee

**William Brown**, DSS Area Director, Park St. Office

**Joy Dryfoos**, Author, Researcher, Member of Coalition for Community Schools Steering Committee

**William Kelley** (co-chair), Director of Comprehensive Support Services, Unified Student Services, BPS

**Bob Kilkeny**, Executive Director, Alliance for Inclusion and Prevention

**Matt LiPuma** (co-chair), Executive Director, Family Nurturing Center of Massachusetts

**Catalina Montes**, Principal-on-Assignment, Boston Public Schools

**Carolyn Riley**, Senior Director, Unified Student Services, BPS

**Dina Siegal**, Deputy Director, Mayor's Office of Intergovernmental Relations

**Bob Wadsworth**, Consultant

**Mary Walsh**, Professor and Director, Center for Child, Family & Community School Partnerships, Boston College School of Education

**Margot Welch**, Educational Consultant, Writer

### FOR YOUR INFORMATION



### Talk, Read, Play Campaign Launched

Countdown to Kindergarten and ReadBoston launched a new campaign with a simple message for parents of young children: Talk, Read, Play. Planning for this parent engagement and public awareness campaign started alongside the broader planning for Thrive in 5's Ready City strategy.

The Talk, Read, Play Campaign includes a new Milestones Guide to help families better understand the "ages and stages" of a child's growth and a website, [www.talkreadplay.org](http://www.talkreadplay.org), with activities and listings of local, free and low cost events for young children and families.

The launch also includes a citywide visibility campaign with 741 individual child care providers, health center staff and dentists distributing information to parents. The visibility campaign is expected to reach over 7,500 children, parents and caregivers.

### Strengthening Schools by Strengthening Families

In this report, a one-year snapshot of New York City, the authors Nauer, White, and Yerneni discuss strategies to reverse rates of early chronic absence in the early grades as well as strategies for improving supports for children and families. Per this report, more than 90,000 children, grades k-5 (20% of New York City's enrollment) have missed at least 1 month of school. The situation was worse in higher grades, where 40% of high school students and 24% of middle school students were absent for at least a month. The implication for these students' long-term success is enormous, but this is only part of the story. This report also describes how chronic absenteeism at an early age can result from challenges at home, and how strong partnerships between public schools, community organizations and other institutions can make a difference.

A key recommendation from this report is to identify 50-100 schools with high rates of chronic absenteeism in high-poverty districts, and establish executive-level partnerships with outside organizations to put solutions into action -- in short, implementing the community schools approach.

To read the full report, visit:

[www.newschool.edu/milano/nyc affairs/documents/StrengtheningSchoolsOct08.pdf](http://www.newschool.edu/milano/nyc affairs/documents/StrengtheningSchoolsOct08.pdf)

### Doing What Works

The American Institute for Research is looking for schools implementing dropout prevention strategies successfully. Selected schools will be recognized for their success on the Federal Doing What Works website.

The purpose of the Doing What Works website is to share with educators, professional development providers, and policy makers the best practices that have been proven by

research and experience to help reduce the number of students dropping out of school. To learn more about how data is collected and featured on this website, visit: <http://dww.ed.gov>.

### On-line Ed Week Discussion: Education Initiatives from the Obama Administration

Ed Week will be hosting an on-line discussion regarding the education initiatives that the Obama Administration is proposing. This is your opportunity to share your good ideas and feedback and promote the idea of school-connected services:

[www.edweek.org/forums/?plckForumPage=ForumDiscussion&plckDiscussionId=Cat%3a047dba43-3f1d-45c3-831f-9125f292c0a4Forum%3aeb75a863-0040-451e-93bc-fbc5ad8abf24Discussion%3ac0640e63-1c21-48d1-a498-6b303180dde2&plckCategoryCurrentPage=0](http://www.edweek.org/forums/?plckForumPage=ForumDiscussion&plckDiscussionId=Cat%3a047dba43-3f1d-45c3-831f-9125f292c0a4Forum%3aeb75a863-0040-451e-93bc-fbc5ad8abf24Discussion%3ac0640e63-1c21-48d1-a498-6b303180dde2&plckCategoryCurrentPage=0)

You can register for FREE to join the conversation. The discussions "are intended to provide a space where readers can ask questions, share ideas and solutions, and engage in conversation with colleagues everywhere." This is expected to be an ongoing conversation.

#### Contact Us:

**Abby R. Weiss**  
Executive Director  
Full-service Schools  
Roundtable  
443 Warren Street  
Dorchester, MA 02121

email:  
[aweiss@boston.k12.ma.us](mailto:aweiss@boston.k12.ma.us)

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

[www.fssroundtable.org](http://www.fssroundtable.org)



#### Out-of-School Time Policy Commentary: "Speaking in One Voice"

This commentary highlights the work of the Collaborative for Building After-School Systems (CBASS), a partnership of city- and county-wide nonprofit OST intermediaries.

By agreeing to adopt and publicly report against a common set of outcomes for the youth-, program- and system-level, CBASS hopes to spark more efforts to use common measures to assess program productivity and success, hold providers accountable for quality, demonstrate after-school's contribution to the successful development of children and youth and contribute to system-building and sustainability.

To read the commentary, visit: <http://forumfyi.org/node/580>.

#### CIVIC ENTERPRISES, LLC

#### One Dream, Two Realities: Perspectives of Parents on America's High Schools

This new report details the research and confirms what common sense suggests: parents are central to the educational success of their children. Regardless of incomes, education, and performance at school, parents believe that their involvement is central to their child's academic success. But parents need an access point - a way in - and many are not finding it in their child's school. Parents are clearly ready to help their children succeed academically, but they need better information and tools from the schools to do so - ranging from how to help with homework to helping their children with the college application process.

To read the full report, visit: [www.civicenterprises.net/](http://www.civicenterprises.net/).



### New Brief Examines How Schools Affect All Aspects of Adolescent Development

While the primary purpose of school is the academic development of students, its effects on adolescents are far broader, also encompassing their physical and mental health, safety, civic engagement, and social development. A new Child Trends research brief, *The School Environment and Adolescent Well-Being: Beyond Academics*, presents national estimates from a variety of sources on the school environment of adolescents in the areas of health, safety, social support, academics, and civic engagement. This brief is designed to be of particular interest to school principals, district staff, and others who are responsible for all aspects of school functioning. It should also be useful to those focusing on a narrower range of school functions (e.g., academics, health and safety, civic development) who want a better sense of how their concerns fit into the larger environment.

This brief is a product of a partnership between Child Trends and the National Adolescent Health Information Center at the University of California, San Francisco, to create resources and provide assistance to improve the health of young people and their families.

To read the full brief, visit: [www.childtrends.org/\\_listRB.cfm?LID=4248444D-4BC4-49DB-B9CAE91EF7CCC712#Youth%20Development](http://www.childtrends.org/_listRB.cfm?LID=4248444D-4BC4-49DB-B9CAE91EF7CCC712#Youth%20Development).

### The Parent-Child Relationship: A Family Strength

Findings show that the great majority of parents have positive and nurturing relationships with their children and close emotional ties, which is contrary to anecdotal portrayals of parents as unconnected, especially when it comes to relating to their adolescent children.

Recently released parent-reported data from the 2003 National Survey of Children's Health (NSCH) looked at three markers of relationships for parents living with children between the ages of 6 and 17: parent-child closeness, the degree to which parents share ideas and talk about things that really matter with their children, and parents' acquaintance with their children's friends.

Analyses show that although some declines are seen in these areas as children get older, high parental involvement and positive parent-child interactions endure throughout childhood into the teenage years for most adolescents. Given the importance of positive communication and relationships for parents and for children of all ages, these findings are reassuring. The findings also suggest that a minority of parents could use help in strengthening their relationships with their children.

To read the full report, visit: [www.childtrends.org/Files//Child\\_Trends-2008\\_08\\_08\\_FS\\_ParentChild.pdf](http://www.childtrends.org/Files//Child_Trends-2008_08_08_FS_ParentChild.pdf).



### Thrive in 5 is Hiring

Thrive in 5, Boston's citywide framework to promote school readiness and the healthy development of every child in Boston, with a focus on those from birth to five, seeks three project managers and an executive assistant/project coordinator to drive the success of Thrive in 5.

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

Applications are currently being accepted for four positions:

- o Ready Families Manager
- o Ready Educators Manager
- o Ready Systems Manager
- o Executive Assistant/Project Coordinator

For more information about all four positions and Thrive in 5, visit [www.thrivein5boston.org](http://www.thrivein5boston.org). All positions offer a competitive salary and excellent benefits.

## UPCOMING FUNDING OPPORTUNITIES

### Make It Matter

"Make it Matter" is a new initiative of the Reader's Digest Foundation. The Foundation will give away \$1 million to nonprofit organizations based on inspiring stories submitted by the public.

Every month for ten months, Reader's Digest will choose one individual whose story of giving back serves as an inspiration to others. For each story, the Reader's Digest Foundation will donate \$100,000 to a nonprofit organization that is associated either with the story or the cause. These individuals and their stories of giving back will appear every month in the new "Make it Matter" column in Reader's Digest and on rd.com, beginning with the April issue.

There will 10 awards given, for a maximum of \$100,000 each. For more information, visit:

[www.rd.com/inspiring-true-stories](http://www.rd.com/inspiring-true-stories).

DEADLINE: DECEMBER 31, 2008

### National School Library Media Program of the Year Awards

Established in 1963, the National School Library Media Program of the Year Award honors school library media programs working to ensure that students and staff are effective users of ideas and information.

The award recognizes exemplary library media programs that are fully integrated into the host school's curriculum. Three winning programs will receive \$10,000 each from Follett Library Resources. One District Award and two Single School Awards will be made.

For more information, visit:

[www.ala.org/ala/mgrps/divs/aasl/aaslawards/natlslmprogram/aaslnational.cfm](http://www.ala.org/ala/mgrps/divs/aasl/aaslawards/natlslmprogram/aaslnational.cfm).

DEADLINE: JANUARY 2, 2009

### The International Children's Painting Competition on the Environment

The International Children's Painting competition on the Environment is organized annually by the United Nations Environment Programme (UNEP), the Japan-based Foundation for Global Peace and Environment (FGPE), Bayer and Nikon Corporation. This year's Competition will focus on Climate Change: Our Challenge.

The children's paintings can focus on concrete actions such as using renewable energy, introducing energy saving light bulbs at home, sharing vehicles and using public transport, planting trees, etc. Eligible children will be between the age of 6 and 14 years on World Environment Day 2009 (June 5, 2009). Two awards of at least \$1,000 will be made.

For more information, visit: [www.bayerus.com/msms/MSMS\\_Home.aspx](http://www.bayerus.com/msms/MSMS_Home.aspx).

DEADLINE: JANUARY 15, 2009

### Toyota Tapestry Grants for Science Teachers

A partnership between Toyota Motor Sales, U.S.A., Inc. and the National Science Teachers Association, the Toyota Tapestry Grants for Science Teachers program offers grants to K-12 science teachers for innovative projects that enhance science education in a school and/or school district.

The program will award fifty large grants and a minimum of twenty mini-grants, totaling \$550,000 in all, for projects implemented during the 2009-10 school year. Project categories are Physical Science Application, Environmental Science Education, and Integrating Literacy and Science.

The program is open to middle and high school science teachers, as well as elementary teachers who teach some science in the classroom or are teaching specialists. All applicants must have at least two years' science teaching experience in a K-12 school, not including the current year. Only the project director has to meet the above criteria. The project staff may consist of educators of any discipline, administrators, parents, students, or anyone who will be directly involved in the project. An individual teacher or a team of up to five people may submit a proposal.

For more information, visit: <http://tapestry.nsta.org/>.

DEADLINE: JANUARY 21, 2009

## CONFERENCE/TRAINING ANNOUNCEMENTS



Academic Learning, Youth Development Learning, Therapeutic Learning: How can they come together so that young people can succeed? Thursday, December 4, 11:30 AM - 1:00 PM

This action dialogue builds on the recognition that schools, afterschool programs, and student support services have to work together to increase student academic and life successes. In day-to-day reality, teachers, youth workers and therapists relate to young people from different frameworks and sometimes even reject each others' approaches. Thus the ideal of coming

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.

together to build 21st century learning environments requires new ways for all professionals to support each other in mentoring, teaching and counseling youth.

The webinar assembles five leaders who are experienced practitioners, perform research, and reflect on what students need. The dialogue will be between a trauma expert, a teacher trainer, a director of an innovative community youth development program, and a former school principal of a "relational school." The focus of each presentation and the discussion is on increasing quality relationships in the service of learning, and how to take the necessary steps for students to get excited and motivated to do well, to learn skills, and to be known and know about themselves.

Registration is free but mandatory, so register by going to [www.pearweb.org/webinars/](http://www.pearweb.org/webinars/).

Speakers include:

- Beth Bernstein-Yamashiro
- Frank Grijalva
- Bridget Hamre
- Diane Miller

The panel is moderated by Gil G. Noam, Ph. D., habil. Dr. Noam is the founder and director of the Program in Education, Afterschool, and Resiliency (PEAR) at McLean Hospital and Harvard University, a clinical and developmental psychologist as well as an expert in fostering resilience and learning in middle school youth.



Social Change Leadership Series  
December 4-5, 2008

Session 1: Foundational Concepts

All sessions run from 9:00 AM to 4:30 PM on both days.

Session 1 is a two-day workshop that provides foundational concepts and experiential learning to:

- Demystify diversity, inclusion, and cultural competence and clarify their relevance to organizational effectiveness and movement building.
- Understand the dynamics of power that impact organizational productivity, performance, and the ability to sustain diverse partnerships.
- Develop and practice skills for observing and diagnosing diversity issues in work teams, organizations, and coalitions.
- Create a supportive community of change agents who share values and a vision for a making diversity and inclusion foundational to environmental and social change.

To register for any of these sessions, please email a completed [registration form](#). You will then receive complete event details. Contact 802.299.7317 if you have any questions or need

additional information. To learn more about the sessions, visit: [www.diversity-matters.org](http://www.diversity-matters.org).

The DIVERSITY FOR ENVIRONMENTAL AND SOCIAL CHANGE LEADERSHIP SERIES is a 5-part program designed to foster knowledgeable and skilled leadership to make diversity a hallmark and fundamental asset of environmental and social change efforts. The five sessions of the Leadership Series are sequential. You may elect to participate in as many or as few of the sessions as you like, in order. Graduates of all five sessions receive a certificate upon completion of the Leadership Series.

**The Education of Black Male Youth:  
Third Annual Lecture and Workshop Series**



Sponsored by:

Wheelock College and the Aspire Institute of Wheelock College

Community Partnerships that Work within a Single Gender Environment & Using Positive Hip Hop to Teach Poetry and Storytelling

*Presented by Curt Green, M.Ed., MPA and  
Rita-Renée Hunter-Graham, Ed.S.*

**Free Lecture**

Wednesday, December 10, 2008

4:30 PM to 6:30 PM

Wheelock Family Theatre, 180 The Riverway, Boston

**Day-Long workshop**

Thursday, December 11, 2008

8:00 AM to 4:00 PM

Ladd Room, Brookline Campus, 43 Hawes Street

Visit [www.wheelock.edu/blackmale](http://www.wheelock.edu/blackmale) for more information.

**Understanding Your Child's IEP, Part II**

December, 11 2008

5:30 PM - 7:30 PM

Hibernian Hall at 184 Dudley Street, Roxbury

Urban PRIDE presents the "What Parents Need to Know" Special Education Workshop Series. Registration is FREE, but limited. Dinner, Spanish interpretation & child care will be provided.

To Register, call 617.989.3929, x304 or e-mail [info@urbanpride.org](mailto:info@urbanpride.org). For more information, please call Shannon at 617.989.3929 x302, o para espanol, llama Isis a 617.989.3929, x303.

**STEP UP TO LEADERSHIP**  
in afterschool and summer programs.

Get in on the ground floor of a national movement to develop leaders in the growing field of afterschool and summer learning by earning a graduate certificate in Out-of-School-Time Leadership from the Johns Hopkins University School of Education.

Online classes and a flexible, part-time schedule make it possible for busy professionals to complete the 15-credit certificate program in as little as a year.

Students can earn the certificate as a stand-alone, post-baccalaureate program or combine it with another JHU graduate certificate program to complete a master's degree in education.

The application deadline has been extended to **December 12**.

Financial aid is available and many school districts offer partial tuition remission for eligible employees.

To learn more, contact Carolyn Strickland at 410.516.0375 or email [cstrickland@jhu.edu](mailto:cstrickland@jhu.edu).

**Choosing schools? Don't miss the BPS Showcase of Schools**  
Saturday, December 13, 2008, 1:00 PM - 4:00 PM  
Reggie Lewis Track & Athletic Center  
1350 Tremont Street, Roxbury (opposite Roxbury Community College)

- Get a taste of what our schools have to offer.
- Talk with principals, school staff, students and parents.
- Learn about the registration and assignment process.
- Get the answer to "What are my school choices?"

Free parking - Free shuttle bus service from various neighborhoods. For bus schedule and details: [www.bostonpublicschools.org/register](http://www.bostonpublicschools.org/register) or call any Family Resource Center (FRC):

- East Zone FRC 1216 Dorchester Ave. (next to Burger King), 617.635.8015.)Dorchester
- North Zone FRC Madison Park Complex, 55 Malcolm X Blvd., Roxbury 617.635.8040.
- West Zone FRC 515 Hyde Park Ave. (near Cummins Highway), 617.635.9010.)Roslindale



Online course through the National Association of  
State Title I Directors

*Academics and Beyond: Addressing Barriers to Learning and Teaching*

This video and powerpoint presentation was developed for the National Association of State Title I Directors based on the Center's work. It comes with Facilitator and Participant Study Guides.

Hosted by Jackie Jackson, former director of Title I at the U.S. Office of Education, the video is designed as a panel discussion featuring the Center's co-directors and Rhonda Neal Waltman, Former Assistant Superintendent, Mobile County Public Schools.

For more information, visit: [www.nastidonline.com/coursedetails.html](http://www.nastidonline.com/coursedetails.html).

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Full-service Schools Roundtable | 443 Warren Street | Dorchester | MA | 02121

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