



# Full-service Schools Roundtable

September 2008

"partnering for Boston students' success"

443 Warren Street • Dorchester, MA 02121 • 617 635 6537

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

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## Roundtable Report

We at the Roundtable hope you had a happy and productive few months since you've last heard from us. We are excited to reconnect with you and share exciting developments in the full-service schools arena.

There has been a great deal of interest in the full-service idea both in Massachusetts and at the national level. In this newsletter, we provide links to several reports in which this work is featured. From former Superintendent Thomas Payzant's *Broader, Bolder Approach to Education* campaign to Governor Deval Patrick's *Readiness Plan*, there is a growing understanding that integrated school-community partnerships are necessary to give children the best chances for social-emotional and academic success. We are thrilled to see that this idea is gaining traction and encourage you to take a look at these reports if you haven't already (see [For Your Information](#) below).

Given the promising policy environment in which we are working, the Roundtable has a busy year planned. Here are some highlights:

- Policy work is at the top of our agenda. We are working at the state and national levels to help promote this important work and give input to policymakers as they develop plans for implementing comprehensive supports.
- We intend to hold three Roundtable meetings over the course of the next nine months. Please stay tuned for dates and featured speakers.
- We are working on an overhaul of our website that will feature a new design and updated resources. Look for the new site later this year.
- We are thrilled to welcome Bob Wadsworth to the Roundtable's Steering Committee! Bob was for many years a Program Officer at the Boston Foundation and has long been a friend to the Roundtable and to this critical work.
- The Roundtable is establishing an Advisory Board comprised of leaders in education, business, social services, health, mental health, and arts organizations. They will provide significant input into the Roundtable's policy agenda. We will keep you posted on the finalized list of participants and on the outcomes of our meetings. This group will give us the credibility and insights we need to advance the work that we all know is so important for all our children.

More details about our plans for the year will come to you soon. Please let us know if you have colleagues whom we should add to our mailing list. As always, thank you for your continued interest in our work! We look forward to working together over the coming months.

Best regards,

*Abby R. Weiss*

Executive Director

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

#### 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 Kilkenny**, 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

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## For Your Information



### The Community Agenda for America's Public Schools

The Community Agenda for America's Public Schools is an action plan to ensure that all children enter school healthy, ready to learn and succeed. It prepares students to pursue post secondary education and become productive family and community members. The Community Agenda will help struggling youth, families and communities improve their lives by fostering school and community partnerships that support student outcomes. Key national leaders from education, youth development, community engagement, health and social services, and higher education organizations are signing on to a set of strategies and solutions enabling communities to support public education.

Quality education is critical and schools cannot do the job in isolation. For all students to achieve academic success the community must become active partners in addressing the challenges in the lives of youth, their families and neighborhoods, enabling schools to remain focused on their core mission of education.

Click here to download the Agenda:

[http://www.thecommunityagenda.org/\\_assets/docs/community\\_agenda.pdf](http://www.thecommunityagenda.org/_assets/docs/community_agenda.pdf)

Click here to see the list of endorsers:

[http://takeaction.thecommunityagenda.org/t/3272/content.jsp?content\\_KEY=536](http://takeaction.thecommunityagenda.org/t/3272/content.jsp?content_KEY=536)

Click here to view the video of the launch of the Agenda at the National Press Club on September 24, 2008:

<http://thecommunityagenda.org/video/npc/>

For further information, visit: [www.communityschools.org](http://www.communityschools.org)

Contact person: Shital C. Shah, Research Associate, [shahs@iel.org](mailto:shahs@iel.org)

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.

### Massachusetts Secretary of Education Paul Reville Believes We Need a System of Services and Supports around Students

In "Next Steps" (in the Spring 2008 issue of *CommonWealth Magazine*), Massachusetts Secretary of Education Paul Reville writes, "Massachusetts is frequently, and with solid justification, considered to be the poster child of successful, systemic, standards-based school reform, but the ultimate goal of the 1993 Education Reform Act, proficiency for all, has not been met." The article discusses that while our students' have made improvements in many areas, including on the MCAS and SATs, there is still work to be done.

Reville believes the biggest error as the "systematic underestimation of how much the system's capacity would need to be built up to meet the dramatically increased expectations" set by policymakers. He discusses the need to acknowledge that different students have different learning needs, requiring a system that responds differentially to address those needs. There is a need to simultaneously pursue an effort to improve teaching and learning, while building a system of services and supports to guarantee that every child has an unimpeded opportunity to learn. All of this will require much collaboration.

Click here to read the article:

[http://www.massinc.org/index.php?id=694&pub\\_id=2305&bypass=1](http://www.massinc.org/index.php?id=694&pub_id=2305&bypass=1)

### New AFT President, Randi Weingarten, Features Community Schools in Her Convention Speech

In her Convention Speech on July 14, 2008, Randi Weingarten, the new President of the American Federation of Teachers, discusses how NCLB has wrongly defined achievement, puts too much weight behind paper-and-pencil tests, "dumbs down" the curriculum, and stresses sanctions over support. She discusses a new vision for schools for the 21<sup>st</sup> century that focuses on closing the achievement gap and accountability. She dreams about a federal law that promotes community schools, schools that "serve the neediest children by bringing together under one roof all the services and activities they and their families need."

To read her speech, click here:

[www.uft.org/news/issues/speeches/aftconvention/](http://www.uft.org/news/issues/speeches/aftconvention/)

### Massachusetts' Blueprint for Education Recommends Placing Student Support Coordinators in Every School in the State

Massachusetts' Readiness Final Report from June 2008 identifies the challenges, opportunities and imperatives in the state's public education. It provides an action agenda for establishing universal excellence, which leverages the relationships within the education sector and among all sectors of society. The report lays out a blueprint for education in Massachusetts to be achieved by 2020 and features an expectation that schools will provide students with a comprehensive set of supports.

Click here to read the Readiness Final Report:

[www.21stcenturyskills.org/route21/index.php?option=com\\_jlibrary&view=details&id=737&Itemid=179](http://www.21stcenturyskills.org/route21/index.php?option=com_jlibrary&view=details&id=737&Itemid=179)

## YMCA National Magazine Highlights Community Schools

Local YMCAs are organizing community schools around the country using the assets of entire communities to better prepare their children and families for success. "Beyond the Basics" highlights community schools, showing the positive results that such an approach produces. The first YMCA community school, Stevenson YMCA in Long Beach, was created 10 years ago.

To read more about Stevenson and other YMCA community schools, visit [www.communityschools.org/CCSDocuments/ymca.pdf](http://www.communityschools.org/CCSDocuments/ymca.pdf).

## "A Broad, Bolder Approach to Education" More Sound Than "No Child Left Behind"

The Economic Policy Institute recently released "A Broad, Bolder Approach to Education" ([www.boldapproach.org/statement.html](http://www.boldapproach.org/statement.html)), which promotes high quality early-childhood programs and preschool, after-school and summer opportunities. The characteristics of the broader bolder approach include four priorities: continue to pursue school improvement efforts; increase investment in developmentally appropriate and high-quality early childhood, pre-school, and kindergarten education; increase investment in health services; and pay more attention to the time students spend out of school. Successful programs provide *all* children with a variety of cultural, organizational, athletic, and academic enrichment activities.

[Click here](#) to read Paul Houston's (Executive Director of the American Association of School Administrators) response to "A Broad, Bolder Approach to Education." Mr. Houston states that the agenda put forth by the Economic Policy Institute is sound because it is based in research and acknowledges the role of poverty. Visit [www.aasa.org/files/PDFs/Policy/2008AASALegAgendaFINAL.pdf](http://www.aasa.org/files/PDFs/Policy/2008AASALegAgendaFINAL.pdf) to read the Elementary and Secondary Education Act.

## A Full-Service School Fulfills Its Promise

Education Leadership Magazine highlights the Thomas Edison Elementary School, a school in the Coalition for Community Schools' Local Community School Network. Principal Eileen Santiago and Joanne Ferrara from Manhattanville College discuss how school staff work with local partners to provide comprehensive services to their students and raise student achievement.

[Click here www.communityschools.org/CCSDocuments/school\\_fulfills.pdf](http://www.communityschools.org/CCSDocuments/school_fulfills.pdf) to read the article.

## Enterprise Foundation Says Community Revitalization Needs to be School Centered

"The Community Developers' Guide to Improving Schools in Revitalizing Neighborhoods," argues that despite obvious linkages between the health of neighborhoods and the quality of local schools, community revitalization efforts often have not included schools. The report shows that this is beginning to change. It demonstrates that in cities all over the United States, those

developers, foundations, and other investors who are committed to neighborhood revitalization have made school improvement part of their agenda in the past 15 years.

Click here to read the report:

[www.communityschools.org/CCSDocuments/connectingschoolswebfinal.pdf](http://www.communityschools.org/CCSDocuments/connectingschoolswebfinal.pdf)



### Transforming School Improvement to Develop a Comprehensive System of Learning Supports: What District Superintendents Say They Need to Move Forward

This report offers a general conceptual overview and a snapshot of practice considerations and concerns. It highlights the importance of adopting a unifying concept for the work and the necessity of reframing how the many interventions can be woven together to develop a comprehensive system of learning supports. It also reports what district superintendents say about what would help them in developing a comprehensive system for addressing barriers to learning and teaching at every school. As a beginning response to district needs, it highlights a range of resources that have been developed specifically to enhance school improvement policy and practice in order to ensure that all students have an equal opportunity to succeed at school.

This report is from the Center for Mental Health at UCLA and represents the beginning of a superintendents' initiative across the country designed to stimulate discussion, sharing, learning, and systemic changes related to new directions for addressing barriers to learning and teaching.

Click here to read the report:

<http://smhp.psych.ucla.edu/pdfdocs/superintendentssay.pdf>



### Community Schools: Working Toward Institutional Transformation

Over the years, Community Schools have sprouted in a rather dramatic and ad hoc manner. Now the term has gained in popularity. In an effort to help move the work forward, it is time to clarify the concept, place it into the context of school improvement and institutional transformation, and analyze what has developed. To these ends, this report explores:

- the concept of Community Schools
- the state of the art
- guiding frameworks for designing
- interventions at a community school
- the process of school-family-community collaboration
- considerations related to moving forward

Click here to read the report:

<http://smhp.psych.ucla.edu/pdfdocs/csinstitutionaltrans.pdf>



## SNIP recruits for seventh cohort

Support Network for Innovative Principals, SNIP, is now recruiting for their seventh cohort. The network has been referred to by past participants as an "invaluable and unique" learning community experience that provides a safe space in which a cross section of principals can share, learn and grow professionally and personally. They stretch their leadership abilities while learning more about themselves. SNIP will be facilitated this year by Ron Walker and will meet for seven evening sessions in downtown Boston, beginning on Nov. 3. SNIP is for veteran, new, urban, suburban, district, pilot and charter principals that serve grades K - 12 public school students.

For more information and to download an application, visit [www.psinnovation.org/what\\_we\\_do/support\\_and\\_study\\_groups/snip](http://www.psinnovation.org/what_we_do/support_and_study_groups/snip). Apply by October 3, 2008.

## BPS Restructuring and Reprogramming for 2009-2010 School Year

BPS is preparing to undergo a series of changes as part of restructuring and reprogramming for the school year 2009-2010. In an effort to keep families informed and engaged in the education process of their children, Boston Parent Organizing Network (BPON) developed information sheets with general details about this process and ways for families to stay informed about it in the near future. The flyer is available in English, Spanish, Haitian and Cape Verdean and can be obtained by contacting Myriam Ortiz, Assistant Director at [mortiz@bpon.org](mailto:mortiz@bpon.org) or 617-522-2766.

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## Upcoming Funding Opportunities

### Best Buy Awards for Interactive te@ch Programs

The Best Buy te@ch program rewards schools for successful interactive programs they have launched with available technology. Winning te@ch programs focus on children's use of technology to learn a standards-based curriculum. Maximum amount awarded is \$5,000. For more information, visit <https://bestbuyteach.scholarshipamerica.org>.

**DEADLINE: OCTOBER 12, 2008.**

### National Education Association Foundation

The NEA Foundation supports a variety of efforts by teachers, education support professionals, and higher education faculty and staff to improve student learning in America's public schools, colleges, and universities.

The foundation is accepting applications for the following programs:

*Learning & Leadership Grants* provide opportunities for teachers, education

support professionals, and higher education faculty and staff to engage in high-quality professional development and lead their colleagues in professional growth. The grant amount is \$2,000 for individuals and \$5,000 for groups engaged in collegial study.

*Student Achievement Grants* provide grants of \$5,000 to improve the academic achievement of students by engaging in critical thinking and problem solving that deepen knowledge of standards-based subject matter. The work should also improve students' habits of inquiry, self-directed learning, and critical reflection.

For more information, visit: [www.neafoundation.org/grants.htm](http://www.neafoundation.org/grants.htm).

**DEADLINE: OCTOBER 15, 2008**

### **EdVestors: Call for Concept Papers**

EdVestors is pleased to issue a Call for Concept Papers for school improvement projects in Boston or Lowell. With a single, three-page concept paper, applicants can apply for consideration for a two-year grant from EdVestors for the 2009-10 and 2010-11 school years. This begins the selection process for inclusion as a grantee in EdVestors 2009 Investment Portfolio, including those invited to present at the annual Urban Education Investment Showcase held each year in April. EdVestors expects to award up to 10 two-year grants of roughly \$50,000 per year.

EdVestors is seeking applications from school-based capacity-building initiatives in Boston or Lowell aimed at strengthening teaching and learning in urban schools, with a focus on improving student academic outcomes through professional development, classroom instruction, or student support programs.

For descriptions of the initiatives in EdVestors' 2008 Investment Portfolio, please visit [www.edvestors.org](http://www.edvestors.org).

**DEADLINE: CONCEPT PAPERS: October 21, 2008 at 3:00 PM.**

### **Target Field Trip Grants**

The Target Field Trip Grants program will award U.S. educators grants of up to \$800 each to fund a field trip for their students.

Target Field Trip Grants may be used to fund trips to art museums, cultural events, civic experiences, and environmental sites. Up to five thousand grants will be awarded across the United States.

Grants will be awarded to educators, teachers, principals, para-professionals, and/or classified staff.

Applications must be submitted electronically between September 2, 2008, and November 1, 2008. Visit the Target Web site for further information and to register and complete the application form at <http://sites.target.com/site/en/corporate/page.jsp?contentId=PRD03-002537>.

DEADLINE: NOVEMBER 1, 2008

### Comcast Grants for Diversity-Oriented Programs

The Comcast Foundation is awarding grants to maximize the impact of community investments so they yield tangible, measurable benefits to the neighborhoods Comcast serves and the people who live there. The Foundation's primary focus is in funding diversity-oriented programs that address literacy, volunteerism, and youth leadership development. Maximum amount awarded is \$500,000. For more information, visit [www.comcast.com/foundation](http://www.comcast.com/foundation).

DEADLINE: ONGOING

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## Conference/Training Announcements



### Boston Sunflower Afterschool Science Discovery Program

*An opportunity to engage children in grades 2-4 in fun, hands-on science activities during afterschool.*

The Intercultural Center for Research in Education (INCRE) is once again seeking applications from after-school programs throughout the City of Boston that would like to use the award-winning Sunflower science discovery curriculum. All materials and training are FREE for City of Boston programs.

Three Sunflower units will be offered in 2008-09: Human Body, Trash and Air. Each unit takes about 10 weeks to complete. Participating programs will receive free activity books, leader guides and materials kits valued at \$500 for each group of 12 children.

Program staff are not expected to be science teachers and do not need to know a lot about science. This is a VERY user-friendly and kid-friendly curriculum. All we ask is that programs commit to using the Sunflower curriculum on a regular basis throughout 2008-09.

All programs must commit to sending at least one staff member to a half-day morning workshop for each unit. Only programs that are represented at workshops will receive their free materials.

First workshop is September 30, 2008. Programs that miss that deadline will still be able to sign on during the school year as space permits. For more information, visit [www.incre.org](http://www.incre.org).

Fetal Alcohol Spectrum Disorders in Massachusetts:  
What is the Impact?  
What are the Resources?

Wednesday, October 1, 2008

8:30 AM – 4:00 PM

Best Western Royal Plaza Hotel & Trade Center, Marlborough, MA

For additional information, please contact Marion Clark-Jalbert at (508) 752-7313; TTY: (508) 754-0039 or [marion@adcare-educational.org](mailto:marion@adcare-educational.org).



**4th Annual Statewide Conference "All Means All"  
Welcoming and Promoting Positive Behavior for ALL Youth  
in Out-of-School Time Programs**

**Friday, October 3, 2008  
Northeastern University Curry Student Center**

This conference will focus on building the skills of Out-of-School Time programs to include children and youth with physical and intellectual disabilities through sharing of best practices, workshops and resources. The following is an overview of workshops. For full registration details, please click on the links below.

- Division of Developmental Medicine at Children's Hospital Boston; Harvard Medical School: *The Reading Brain*
- Project Joy: *Keeping our Children Playful in Scary Times: An Examination of Play as a Healing Tool for Children Exposed to Traumatic Events*
- Access to Theatre Program: *Making Creativity (Theatre & Dance) Universally Accessible to All*
- Piers Park Sailing Center: *Inclusive Recreation for Kids with Disabilities-The Ocean is Barrier Free*
- Outdoor Explorations: *Breaking Down Barriers to Adventure*
- Read Boston: *Engaging Literacy Activities: Fun, Hands-on and Inclusive*
- Special Olympics of Massachusetts: *Bringing Inclusion to Schools Through Sports*

**REGISTER TODAY!** For full conference information and workshop descriptions, [CLICK HERE](#) to download the Registration Packet.

For easy Conference Registration, please complete this [Online Registry](#). After making workshop selections online, please mail the completed registration form (the last page in the Registration Packet) with check payment, made payable to BOSTnet.

If you would like to exhibit a Resource Table at this event, please download the [Resource & Exhibit Registration form](#).