

Advisory and Family Group for Schools

THE YOUTH DEVELOPMENT INSTITUTE/FUND FOR THE CITY OF NEW YORK



Students at Bronx International High School

This bulletin describes a promising approach going on today in New York City schools: the use of Family Group or Advisory (FG/A) to develop personal and caring environments. FG/A is a regularly occurring meeting between students and an adult advisor for the purpose of building positive relationships within a school. The design of FG/A varies a great deal from school to school. Some schools focus exclusively on the one-on-one connection between each young person and an advisor, usually a teacher; others emphasize a group process; and still others combine the two elements.

HOW IT WORKS

At YDI, during the past two years, we have been observing many programs as we help schools to develop more personalized and caring settings. We believe that it is important for schools to provide a rich set of ways for young people and their families to come together including:

- a group experience in which students led by a staff person interact with each other;
- individual one-on-one contact between advisors and students on a regular basis to discuss how the young people are doing and provide an overview of all of their school experiences;
- regular contact with family members.

FG/A can provide the means to do this. Well-designed FG/A efforts have the following characteristics:

- The rationale and benefits are understood by students and staff;
- The ratio of students to the teacher is small, 15 or fewer;
- Meetings occur regularly and are structured with explicit themes and a sequence of activities;
- There is intentional development of staff skills and of student leadership (see resource list at the end of this edition) for FG/A) (see end notes)

Effective FG/As also seek to combine both support and high expectations. Some activities that reflect these focuses include setting and reinforcing social norms; examining with students examples of high quality academic work or portfolios; considering possible college and career choices and implications for schoolwork; and providing opportunities to do hands-on work in the community. In middle schools, FG/As often provide a way to support the transitions students have to make from elementary to middle school and from middle to high school, and their feelings about these transitions.

FG/A supports academic success when students become accountable to a group of peers and a caring adult about their academic progress and about staying in school. One student states, "My family group members helped me by giving

In Focus presents a series of occasional papers that provide information about the practices of youth workers and teachers; programs that serve youth; the policies that affect their work, and young people. The purpose of *In Focus* is to present ideas that will strengthen community-based youth development. The next edition will focus on programs for young adults.

In this Issue:

Bronx International High School | 3

Millenium High School | 4

Academy for Careers in Sports | 5

Kid-talk | 5

First Things First – national reform model | 5

me advice on how to deal with a specific teacher and helped me do a project for school."

"Students learn most when they experience both strong academic press [high expectations] in their schools and strong social support from people in and out of their schools." (see end notes) At many schools, academic monitoring is part of an advisor's responsibilities.

THE ROLE OF ORGANIZATIONAL PARTNERS

Most of the schools described in this bulletin are part of the *New Century High School Initiative (NCHSI)*, a New York City effort to create small high schools that are more effective than current schools in meeting student needs for a rigorous and supportive educational community. A unique aspect of these schools is that they are planned and operated by collaborative partnerships involving staff of the New York Department of Education and of organizations with a wide range of strengths, including community-based organizations, museums, and many others. So far, 31 new schools have been created with another 40 slated to open in the fall of 2004, out of a projected total of 200. For a fuller description of NCHSI go to newvisions.org/newcenturyhs.

Partner organizations bring great assets to a school, including expertise that can support good teaching, deep ties to the local community, additional resources, and a fresh perspective on how to work effectively with young people. NCHSI integrates these assets with the assets of innovative teachers and leaders to build effective schools. In each school, a "lead partner" has a major role in school design and development, and often "collaborating partners" have more focused and narrower roles.

Lead partners often share their expertise and engage in the life of the school through advisory. At the Academy for Sports Careers, for example, Christina Bennison, the liaison from lead partner, Take the Field, serves as an advisor, because it helps her to know the students and their concerns and thus to do her job better. Many partners also bring specific expertise in running groups, supporting youth leadership, and addressing the social, emotional, and academic needs of adolescents. They offer this expertise to their school partners not only through serving as advisors but also in developing curriculum and doing staff development.

SCHOOL AND DISTRICT SUPPORT FOR FG/A

Structural Support

Good FG/A practices depend on engaging classroom experiences and close relationships, but they are not enough. Advisors need support from schools that are structured for successful advisory groups. Professional development, time for planning and reflecting, supportive scheduling and small class size, and adequate resources increase the impact of FG/A.

Some advisors prefer to have a curriculum to guide their work in advisory. At some schools, a theme is selected, and advisors plan their own lessons. At others, such as Millennium High School, each lesson is planned by the lead staff. Time to plan is a key component for success in either case.

Resources are equally essential. At some schools, one person is responsible for developing or gathering activities and information that relate to specific topics for use in advisory. For example, at Global Enterprise Academy, SOBRO staff member Nilza Oyola has put together a notebook of resources that advisors can use. At other schools, advisors share resources and techniques more informally.

Professional development to build skills for working with groups

and for addressing adolescent issues is also important. Sometimes outside agencies with expertise in group and individual support are available to help with this work. Other schools use their meeting time to build these skills through training and discussion. Sometimes a more experienced advisor will mentor a new one. School districts must recognize the importance of creating more personal and caring environments by funding staff time and training, and encouraging supporting the scheduling of student and staff time for these important goals.

Role Support

In many schools, one person, usually a teacher, who is the key contact with students, conducts the group sessions, and is the main liaison with families. These schools seek to create a strong bond between each student and at least one staff person. Often, this same person teaches that student in his or her subject area classes. Advisors new to this role often struggle with how to switch from advisor/friend to teacher/disciplinarian. Many also struggle with balancing social and academic goals.

A frequent theme in discussions with teachers who run FG/A is that they have not been trained for the group facilitation and special listening skills that are necessary. Many feel uncomfortable with personal revelations that sometimes emerge in groups or individual advisory sessions. Staff development, the support of trained social workers, and mentoring from more experienced teachers are critical to the success of FG/A. Many schools operate groups for their advisors where they can share information about what has worked with some of the challenges they have encountered.

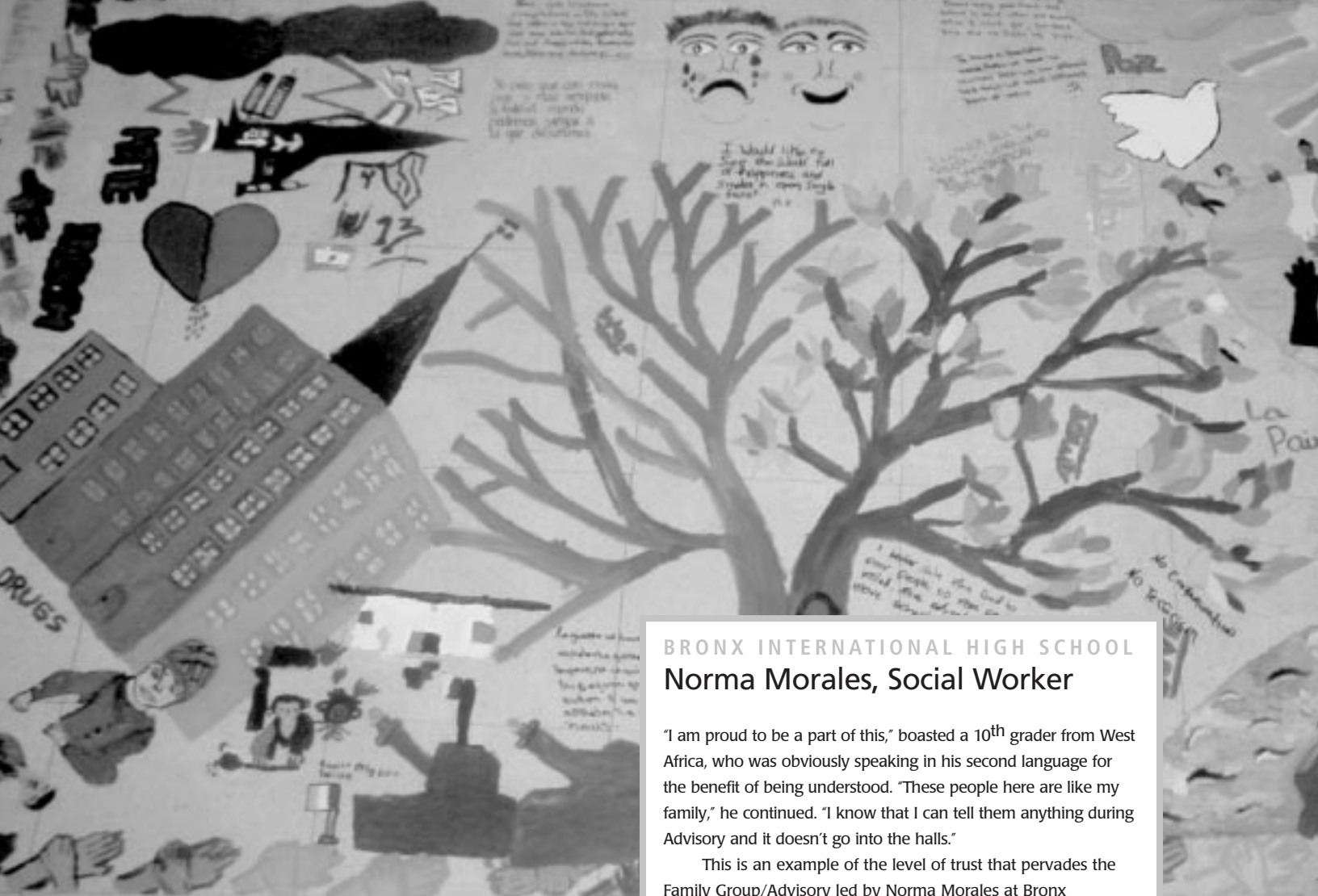
Vision and Buy-In

Another intangible that affects the success of FG/A is the importance given to it by the school community. At EBC Bushwick High School for Public Service, for example, FG/A is the central strategy to further the goal of graduating all students and sending them on to college. Academic monitoring, community support, work experiences, parent outreach, and expanded learning opportunities are all funneled through the advisor and the group. When Principal Shirley Edwards hires new staff, she communicates the importance of this role and asks questions to uncover the skills and energy that staff may bring to it. In fact, FG/A has become a major factor drawing students to the school.

Clarity about the purpose of FG/A, often developed together by the staff, can aid advisors in understanding why they devote their time and effort to learning new skills outside of their teaching responsibilities. Several schools have worked with YDI to develop mission statements for FG/A, which then guide decisions about staffing, curriculum, and activities. In schools with faculty who have not previously had experience with advisory, participation in networks of other schools, visits to existing programs, and readings and videos about FG/A can provide a sense of where they are going and how to get there.

CONCLUSION

Family Group/Advisory is proving a successful approach to enhancing student success through close relationships, high expectations, and a melding of the personal and academic in school settings. We believe that a comprehensive approach, with skilled advisors who work with groups, individuals, and families and are supported by their schools and partners, is most likely to bring about the positive outcomes that are associated with FG/A. We celebrate the work going on in high schools around New York City and the country to figure out how to achieve this complex task in a way that works for school communities and young people. The Youth Development Institute of the Fund for the City of New York will continue to support this work with publications, professional development opportunities, and consulting relationships.



BRONX INTERNATIONAL HIGH SCHOOL Norma Morales, Social Worker

"I am proud to be a part of this," boasted a 10th grader from West Africa, who was obviously speaking in his second language for the benefit of being understood. "These people here are like my family," he continued. "I know that I can tell them anything during Advisory and it doesn't go into the halls."

This is an example of the level of trust that pervades the Family Group/Advisory led by Norma Morales at Bronx International High School. Initially, there was a communication barrier standing before this group of 9th and 10th graders who come from a myriad of ethnic and cultural backgrounds, and whose first languages are as varied as the faces sitting around the table at today's Advisory. But Ms. Morales has been able to use her experience as a social worker to circumnavigate this hurdle; and now the two girls from Vietnam, the three boys from West Africa and the girls from Ecuador and the Dominican Republic have gained trust and begun to rely on one another.

The Advisory at Bronx International, Ms. Morales' third high school, has turned out to be a perfect fit for her. Referring to the Advisory at her two previous high schools, Ms. Morales says, "It was more academic; not dealing with the social and emotional development of the students; and on top of that, Advisory is something that you either want or you don't."

Ms. Morales attributes much of the success and teacher acceptance of the Advisory at Bronx International to its starting after the school year is well under way. "Every teacher has an Advisory, and it was good that ours began a semester after the school year started. This way, instruction was already in place, and it gave the teachers, especially those with more traditional backgrounds, a chance to see the need for it."

Sometimes the students just need someone to talk to. Fortunately for this group of students, Ms. Morales is that person. She leads the group not necessarily as a counselor, but as a mentor, listening attentively with a friendly ear. Her students respond well to this approach. They are responsive to her questions and open to suggestions regarding how to address personal and academic problems. "The point of Advisory is for kids to have a voice," she remarked confidently. "And they have that voice here."

student. One valuable outcome is the development of a joint strategy for working with this individual student. Another benefit is developing a perspective on young people in which staff members seek to build on the young person's strengths.

This project builds school community, fosters relationships, and supports academic and personal development through highly engaging advisory activities. A theme is mined for personal meaning, and in the

program profiles

BRONX INTERNATIONAL HIGH SCHOOL Wall mosaic mirrors the school community

At Bronx International High School, students have created a beautiful tile mosaic. Sections of the mosaic are dedicated to themes of community, like "peace" and "friendship." The mural makes visible how students work together to create artwork and a community, and how teachers, social workers, artists, and community partner staff also work together to support this experience. Teacher Suzanna McNamara came up with the idea of a mural; social worker Norma Morales provided fellow advisors with activities to support students' thinking about community, and artist-in-residence Nicole Cherubini provided art instruction and technical support to advisors and students. Swati Khurana, a museum educator with the Bronx Museum of the Arts, provided materials and art instruction to the advisory groups as they went through their process of creation.

Each Advisory group chose a theme, then created several tiles that expressed that theme. In thinking about peace, for example, the advisory class of social worker Norma Morales and New York Writing Project teacher Ed Osterman was challenged to make an abstract idea visual. The students discussed their personal definitions of peace, shared times they had been peacemakers, and described places that had made them feel peaceful. The group looked at magazine images of war and imagined the opposite. They created collages of peaceful images. All the students at Bronx International are English Language learners, so this kind of casual, personal talk, incorporating visual elements, is also a support for English language acquisition. Finally, after a process of learning about each other and about peace, they painted their tiles.

At Bronx International, weekly guidance meetings highlight individual students. Advisors use a protocol for looking at student strengths and challenges with other staff, team members who also work with that

Mural from Bronx International High School



Students at Millenium High school

process, students learn each other's stories, conflict resolution, group skills, and the English language. At the end there is a beautiful piece of permanent artwork and a shared pride in having made it. Well-designed and high quality learning experiences, such as this hands-on project, support students in acquiring skills and remaining engaged in school.

MILLENNIUM HIGH SCHOOL

The YMCA and school staff collaborate to create and run Family Group/Advisory

At Millennium High School, an advisory group is exploring issues of gender. The boys and girls have been split into separate small groups and assigned the task of describing the advantages and disadvantages of being the opposite gender. A staff member from the YMCA works with the girls, while a teacher checks in with the boys. The girls are having a lot of fun with the task, and their list includes things like, "Having to pay on dates." The boys are thinking more globally, and their list includes "Lower pay." Then the two groups bring their lists together and discuss what is accurate and inaccurate in the other group's list. There is plenty of laughter and good feeling, but also a respectful challenging of stereotypes. Many students try to use good discussion techniques, saying things like "I want to ask a clarifying question," or "I want to comment on what was just said." This reflects the emphasis on discussion skills in advisory. The session ends with a brief discussion of sexism and

how gender roles differ in different societies. After several weeks of exploring diversity issues, the whole school will participate in Diversity Day, a full day of workshops and presentations by students and outside agencies about tolerance.

Close partnership between the school staff and the staff of the YMCA of Greater New York, the lead partner, characterizes Family Group/Advisory at Millennium High School. In planning for advisory, the school and the partner looked at their strengths and their program experiences. They use different language to describe their work, reflecting the differences in the professional communities in which they learned their work, one in education and one in social work. But they found many underlying commonalities, such as a shared belief in service learning and an approach that values the whole person – physical, cognitive, and social. They use these parallels to structure their work together in FG/A, where the goals are to create a community in the school, support academic, social, and emotional growth, and monitor the progress of individual students. Each grade has specific goals. Ninth grade focuses on team building and transitions into the school community, tenth grade on

social responsibility, eleventh grade on college preparation and twelfth grade on independence and transitions out of the school community.

On Mondays and Fridays, school and partner staff team-teach advisory periods that focus on a theme, such as diversity or health. All Advisory groups in the school follow the same lesson plan, which is jointly developed by Danielle Salzberg, the assistant principal, and Sarah Glisky, the director of adolescent services for the YMCA.

On other days, advisory is focused on literacy and led by a school staff member. Students read books independently, and teachers and students write letters to each other about what they are reading and thinking. This creates a school culture of literacy and also provides a measure, as the letters are collected over four years, of the growth in students' sophistication about books.

MILLENNIUM HIGH SCHOOL

Sarah Glisky, YMCA, Director of Adolescent Services

After working with young people for 15 years as a social worker, Sarah Glisky considers her role heading the Family



Group/Advisory at Millennium High School in lower Manhattan a natural progression. Though the Advisory is now in its second year, the work, as well as the locale, is still a new experience for her. Before coming to Millennium, the lion's share of Sarah's work was done in the after school hours at clinics and within homes; but she welcomes the more holistic look Advisory takes at young people. "We focus on both sides of the young person," remarks Sarah. "We look at them academically and we look at them as

emotional and social beings. Advisory covers study skills, diversity issues, community issues, sex education and health related topics."

Sarah admits to also enjoying the obvious benefit that is a result of being based in a school. "When you do things in a non-school setting, you depend on students coming voluntarily," she explains, "and if the weather is good, you sometimes lose kids. But being in a school, the kids are already here; you show up and you know you're going to have an active audience."

It takes a good partnership to run a successful Advisory, and it takes people who are committed to process. "It's important to have someone from the school side and someone from the CBO side," exclaims Sarah Glisky. "And we know it will take time to get it as close to perfect as possible. We're changing a culture."

the goals are to create a community in the school, support academic, social, and emotional growth, and monitor the progress of individual students.

First Things First

A SCHOOL REFORM MODEL CENTERED ON A FAMILY ADVOCATE SYSTEM

First Things First (see end notes) schools are structured to foster academic success through positive relationships and high expectations. Included in this school-reform model is the "Family Advocate System," an approach to bridging the gap between home and school. Family advocates, analogous to advisors, play three key roles. In addition to leading groups, they do one-on-one counseling with their students. In five-minute weekly meetings, as well as more extensive meetings when necessary, advocates and students "check-in," monitor academic progress, and set goals.

Advocates also are the primary contacts with parents and caregivers. They reach out to parents to invite them into the school, share their chil-

Pulling It All Together

KIDTALK: A STRATEGY FOR BUILDING COMMON UNDERSTANDING ABOUT STUDENTS

Setting: A classroom at the Academy for Careers in Sports (ACS) during weekly one-hour Kid-Talk meeting. Around the table sit 10th grade subject area teachers, special education teacher, social worker, principal. It's October 7th, 2003.

Bob: Does anybody have any new names to put on the list? Three teachers add a name. So we have five from last week that we never got to and three new ones. Does anyone feel a particular student should go first? Within thirty seconds the faculty come to consensus on an order for the students. Our first is Arnold. Who brought his name up? Okay, Larry, begin. Let's remember: we'll get the most information if we try to describe behavior and withhold judgment.



Kid-talk meeting at the Academy for Careers in Sports

dren's strengths, and let them know about any issues that come up. Quarterly family meetings with the advocates, students, and parents create opportunities to share positive information about students and engage in praise and problem-solving together.

In addition, advocates work with their colleagues to coordinate information about students' progress, help students realize their goals, and connect families to community resources.

The Family Advocate System receives extensive support from the school. Staff training begins in the summer; it defines expectations and introduces the skills advocates need to be successful. The school develops protocols for meetings with families and groups and for referrals. Advocates are matched with a manageable number of students, generally no more than 17. Welcome events for families and students are planned.

Initial research is promising about the impact of the Family Advocate System. As part of a broad approach to creating small schools, it has been highly successful in involving parents and in building relationships among students, parents, and advocates. Two-thirds of students reported that their relationships with their advocates made a difference to their success in school.

As a fairly new initiative, there are also challenges. Chief among these is time. The advocates report that there simply is not time in the school day for meeting with students and parents, planning for these meetings, gathering information from colleagues and students about challenges and strengths, following through with action plans, and documentation.

As the teachers go around the table, descriptions include: plays a lot; chatting constantly; when confronted often asks "why me?"; heard him saying "I hate this class, I hate this school"; responds to questions with "whatever"; have to chase him out of my room several times a day; girls complain of hitting and bothering; passed test; borderline student; sketchy homework.

At times, Bob interrupts the conversation to ask clarifying questions: What types of questions are you asking when he responds with "whatever"? When you say he doesn't hand in homework, can you be more specific about the type of homework he is not handing in? Otherwise, there are no interruptions. After each person has spoken once, there is another go-around to add anything that was sparked by others comments. The group then moves on to recommendations. Those for Arnold include: responds to humor; have him switch seats; have advisor call home- mother is strong force and will back school; have special education teacher engage him on personal level.

Continued on page 7

As part of a broad approach to creating small schools, [the Family Advocate System] has been highly successful in involving parents and in building relationships among students, parents, and advocates. Two-thirds of students reported that their relationships with their advocates made a difference to their success in school.

RESOURCES

Assessment Tool for Family Group/Advisory

Use the checklist below to assess your FG/A and identify gaps in the planning and program design.

Do the following understand and support FG/A?

- Principal
- Teachers
- Social workers
- Organizational partners
- Students
- Parents

Mechanisms by which Advisors can reflect, share effective practices, chart progress, trouble shoot, identify strengths, develop curriculum

- Scheduled preparation time for FG/A
- Identified staff /point person to supervise/oversee advisors
- Identified "veteran" staff to mentor new advisors
- Regular one-to-one supervision of advisors
- Regular staff meetings for advisors
- Staff development via trainings that will help improve FG/A practices (i.e. on adolescent development)
- Written materials are available on FG/A to staff on a regular basis
- Participation in YDI's advisory network

Effective Family Group/Advisory Practice

- Clear goals
- There are opportunities for both individual and group activities, as well as to communicate with family members
- Content addresses the needs of the "whole" youth – academic support as well as social support
- Content in group activities is delivered in ways that reflect group development – beginnings, middles, endings (i.e. you don't want to talk about sex on the first day)
- Group is facilitated in ways that adhere to youth development principles (youth should have opportunities to contribute to the process)
- Balance between planned curricula and a curricula that is developed organically as part of the group process
- There is a method of assessing and evaluation group process and goals

Youth Participation

- Youth are surveyed to generate ideas and topics for FG/A
- Identified youth help plan FG/A with advisors
- Youth are invited to discuss their experiences in FG/A with members of the staff as a way of informing their practice
- Youth receive appropriate training and support for the role that they take on
- Youth present on topics of interest in FG/A
- Youth co-facilitate FG/A
- Youth assess and evaluate group process and goals

Handbooks on FG/A

Connecting Learning/Relationships, A Handbook for Family Group/Advisory, (\$8/with discounts for orders of 100 or more) available from the Youth Development Institute, 121 Sixth Avenue, New York, NY 10013. 212 590-9418 (Marsha Milan-Bethel), or check the YDI order form on the website fcny.org.

The Advisory Guide: Designing and Implementing Effective Advisory Programs in Secondary Schools, (\$27) available from Educators for Social Responsibility, 23 Garden Street, Cambridge, MA 02138. 617 492 1764; esrnational.org

END NOTES

Michael Rutter, Barbara Maughan, Peter Mortimore and Janet Ouston. *Fifteen Thousand Hours: Secondary Schools and Their Effects on Children*, (Cambridge, MA: Harvard UP, 1979) p. 216.

Valerie E. Lee, Julia B. Smith, Tamara E. Perry and Mark A. Smylie. *Social Support, Academic Press, and Student Achievement: A View From the Middle Grades in Chicago*. (Chicago: Consortium on Chicago School Research, 1999) p. 9-10.

Connecting Learning/Relationships: A Guide to Family Group/Advisory

Klem, A., Levin, L., Bloom, S., and Connell, J. (2003) *First Things First's Family Advocate System: Building Relationships to Support Student Success in Secondary Schools*. Institute for Research and Reform in Education, Philadelphia, PA

poems by young people

Inside Me

Inside me
are jelly beans
and hershey kisses
with fruit punch
and hot chocolate
a big sun
and sometimes
hard thundering showers.

The most beautiful
part of me is
the big round plate
I put all of these things on.

—Sharon Smith

Each of Us

Each of us with our secret gift
magic potions
waiting to be shared
waiting to be aired
each of us a half, a whole,
a mind, a soul, a heart
and yet a part of
a better richer world,
looking for the door,
the key, the you, the me,
the we
growing day by day
looking for the way
what I always dreamed
and never saw
always thought
but never knew
until at last,
I discover
That the gift
I always sought was you!

—Alexandra Alexis

Continued from page 5

The group has discussed Arnold for approximately seven minutes. After the session Bob will type up notes of this case study, and the group will touch base about Arnold within the next few weeks to make sure the recommendations were followed up on.

This is a slice of a weekly Kid-Talk meeting at ACS, a small school in its second year housed in South Bronx High School. From its inception, ACS set aside time for Kid-Talk on a weekly basis. It started out as a time to share information about individual students with their advisors and as a means of facilitating communication among advisors, students, and families; it was an effort, along with small class size and family group/advisory, to prevent students from falling through the cracks. When Bob Armistead joined the staff of ACS midway through the school's first year, he took Kid-Talk meetings to a new level through the use of descriptive review. The purpose expanded from updating one another about student performance to gathering and exchanging observations about students; teachers helping one another to better understand their students as learners; and improving instruction. The new structure came with its own set of guidelines: try to make observations clear and objective, withhold judgments and assumptions, and make recommendations that improve instruction.

As the purposes of Kid-Talk expanded, its effects did as well. Teachers began to see improvement in individual students—simply by talking about them in a structured manner, they started to notice their students in different ways and pay more attention to their needs. They learned from one another's descriptions of the things that were, in fact, working for individual students, and then began to reform their own practice. Recommendations by staff began to move away from out-of-classroom solutions (e.g., have him see social worker) to classroom-based change. Furthermore, the process has been a tremendous value in

working with families—it allows for more detailed communication and builds trust. In the best instances, families are integrated into the process by participating in reviews of students.

The process of Kid-Talk, while well worth the effort, does not come without its obstacles. To do this well, teachers need to develop the skills of observation, describing and recording. They also need to work past assumptions about their colleagues and defensiveness about their own practice, both of which can hinder them from learning from others. To develop these capacities a facilitator, like Armistead, is needed; one who can not only organize the process and maintain case study notes, but who can also coach people through description. Armistead was introduced to descriptive review by Cecilia Traugh of the Prospect Center when working at River East Elementary School in East Harlem.

February 11th, 2004

This is Arnold's 5th time being reviewed this year. While there are still problems with his behavior and performance, descriptions now include: doing better; got back on the sports team; doing more work independently; grades are at top of class; calmer; calls me over numerous times during tests for reinforcement; when non-confrontational he gets the job done; I give him things and he gets down to work; less defensive. When looking at the recommendations made at the reviews, it is clear that they too have improved since October. They include: possibly switch to more challenging math section; give him special attention when you can and feel it is appropriate (example: give him paper, call on him when you know he knows the answer); increase support when he is on task, decrease criticism when he is off task; engage him in one-on-one conversations.

(Article by Lori Chajet with Robert Armistead)



Youth Development Institute/
Fund for the City of New York

This Issue:

Advisory and Family Group for Schools

Bronx International High School

Millenium High School

Academy for Careers in Sports

Kid-talk

First Things First – national reform model

Resources

Poems by Young People



infocus

Staff of the Youth Development Institute:

Peter Kleinbard
*Director and Vice President
the Fund for the City of New York*

Theresa Greenberg
Deputy Director

Kimberley Cambridge
Sandra Escamilla
Pardeice Powell-McGoy
Program Directors

Judith Lorimer,
Katie Whitney-Luers
Program Officers

Claude Aska
Executive Assistant

Marsha Milan, Ashaki Williams
Program Assistants

Jennette Puello, Octavia Willis
Student Interns.

Alfonso Wyatt
*Vice President
the Fund for the City of New York*

Sheronia James
Project Director

The Youth Development Institute/ Fund for the City of New York

121 Sixth Avenue
New York, NY 10013
212 925 6675
www.fcny.org

Thanks to: Katie Luers who prepared the program profiles; Sandra Escamilla for the FG/A assessment; Lori Chajet and Bob Armistead for the article on Kid-talk; Claude Aska for the staff profiles, and Marsha Milan for the photos; Diane Harrington for editing; Daniella Van Genep for design and formatting

Thanks to the following for the financial support that made this publication possible:

The Mott Foundation
New Visions for Public Schools
The Ford Foundation