

CONFERENCE REPORT

## Gro ing Inequali in e Uni e Sa es. De an so e e Econo In egra e S en S ppor as a en ial Sol ion. a is In egra e S en S ppor? a Do e Kno A o In egra e S en S ppor Approac es?

De er ining e Critical Ingretiens.............

In co er , lea ing sc olars across el sincl ing e e elop en al sciences, econo ics, e ca ional researc e o olog, an la ga ere a Bos on College o isc ss researc i signi can i plica ions or i pro ing e ca-ional an econo ic oppor ni in A erica. e ar E. als Cen er or ri ing C il ren a e Bos on College nc sc ool o E ca ion con ene sc olars o isc ss researc on in egra e s en s ppor (ISS), a sc oolase approac o pro o ing ac ie e en coor ina ing co ni an sc ool- ase s ppor s an ser ices o arge o aca e ic an non-aca e ic arriers o learning.

A oc son Iss sta egies is i el raion is seeing a proli eraion o a e p s o ee e co ple nee so c il ren in sc ools. ese co ni -in ol e e or sare increasingl s ppor e sa e an e eral in es en s, an e E er en ccee s Ac o incl es lang age recogni ing e i por ance o Iss oi pro e s en o - co es. In a i ion, researc is pro cing insig s i roa i plica ions or o polic an pracice. ese incl e an en ance n ers an ing o e in ences o po er an ra a on learning, an o ese i pac s can e a resse; an pro ising e pirical researc e ons raing rela ions ips e een Iss an s en o co es.

Some with a many of the second of the second

is reports no esiles e is consistent and presentations a oo place ring e conference, and o lines a research agenta of a note of notes and ingo  $I^{SS}$ .

e c allenge acing A ericas sc ools is rgen. Accor ing o e a ional Cen er or E ca ion sa is ics, o s en s na ion i e are eligi le or ree or re ce -price l nc. e s n a so e ca e c il ren li ing in po er an o er c allenging circ sances o e rea o par icipa e in s cen r ci ican co ni li e an e or orce. Un ers an ing a so elp all c il ren ac ie e aca e ics ccess an ri ing iso os i por ance. e are gra e lo allo e a en eeso e con erence, ose colla ora ion an insig sa ance is i al con ersa ion.

 $D \boxtimes AE. K \boxtimes A \boxtimes A$   $E = A \boxtimes A \boxtimes A \boxtimes A \boxtimes A$ Depar en o Conseling,

De elop en al & E ca ional  $A \subseteq A \boxtimes A$ 

Cen er or ri ing C il ren Bos on College D.,, M., M., Cen er or ri ing C il ren Bos on College

E, , D, , , , Cen er or ri ing C il ren nc sc ool o E ca ion Bos on College

\_ • • • • • •

e con erence an e res ling repor ere a e possi le rog e con ri ions o lea ing sc olars in e el so s en s ppor, c il e elop en, econo ics o e caion, an e o olog

Depar en o eas re en, E al a ion, sa is ics & Assess en nc sc ool o E ca ion Bos on College

• •

 $D \subset D$ 

e Sc ool a Insi e eac ers College Col ia Uni ersi Cen er or ri ing C il ren nc Sc ool o E ca ion Bos on College

**XXXXXX** , **X X X** 

e o l'also li e o an assac se s a e epresen a i e Alice can Bos on lic col principal es i Gas in-a o r, o s are eir perspeci es on ISS ring e con erence. e are gra e lo san on or a , Dean o e nc sc ool o E ca ion a Bos on College, o e presse is co i en o e ission o ISS in is con erence elco e.

is con ening o l no a e een possi le i o e nancial s ppor o e A erican E ca ional esearc Associa ion, ic a ar e an E ca ion esearc Con erence gran o organi e an os is e en a Bos on College. e o l also li e o an e call an callis Fire an C ari a le Fo n a ion or pro i ing a i ional nancial s ppor.

- Lio co et \_\_\_\_\_, lea ers in e ca ional researc an \_\_e o olog ga ere a Bos on College o e er n ers an e c tren s a e o \_\_e researc on ISS an o egin e eloping researc q es ions o or a na ional agen a o o e is nascen el or ar in e ne \_\_eca e. A roa consens s e erge on se eral poin s.
  - signal e criticali por ance o s s e a ic, e eci e a s o coor ina e sc ool- an co ni ase s ppor s or s en s.
  - s ere is alrea pro ising e i ence a co pre ensi e s ppor s can pro o e s en s aca e icac ie e en an li e c ances, an i is or li e o il on is e i ence ase.
  - sessarc ers s no see o n ers an Issi ple en a ion ore eepl, incl ing ein ence o con e an e rela i e i por ance o i eren ele en san ea res o Issi n er en ions. Finall, as e con in e o s o co es or s en s, researc ers s o l i en eir lens or e a ple, p rs ing ore s ies o non-aca e ic o co es.

speci c a s op rs e is or incl e a ing a an age o e eerogenei across Issin er en ions opro e ei por ance o i eren
inp s. Also, e ploring s s e ici pac s can elp align researc i
eories o c ange, ic are o en co ple in Iss eca se o e ne or
o rela ions ips Issin er en ions o en acili a e across sc ools, a ilies,
neig or oo s, an co ni ies. a rale peri en s a arise, i
oppor ni ies o se e is ing a a. Q ali a i e e o s ill e cri ical o
n ers an o inp s an o co es.

Finall, ere as agree en a pa ing a en ion o generali a ili o n ings across pop la ions o sc ools an s en san s ing e ene s o ISS in er en ions rela i e o eir cos s ill e i por an i researc on ISS is o e rele an an se lopolic a ers, sc ool is ric s, an co ni ies.

A en ees colla ora e o is ill an er o researc priori ies or e el, ic are presen e in e or o a researc agen a e ore e concl sion o is repor.

e pro ision o ISS as eg n o rgeon in is contas en ero cil ren li ingin po er as increase.

o e plain e c rren con e o e ca ion in A erica, essor Henr Branopene e con erence s aring is or i ppor ni in A erica essor e ca ional es ing Ser ice. He e plaine o e ograp ican e ca ional ren s co ine i ne e an so o r ec nolog - ri en glo ali e econo o pro ce e as a ing li e prospec s an o co es or lo -inco e people an ose i lo le elso e ca ion.

essor ic ar rnane also spoe a o ne e an so e A erican or orce, na el, a c anges in e econo a e increase e i por ance o o aca e ic an social s ills. ese c anges, co ine i gro ing segrega ion in e Uni e Sa es, a e a e i especiall i c l or lo -inco e o o e elop e s ills nee e o o ain ell-pa ing jo san rea ree o e c cle o po er.

E ensi e researc as oc en e e i erences e een eing ornin o po er an eing ornin o a i le-class a il. e ris sassocia e i gro ing p in po er incl e lo er ac ie e en, ig er ra es o e ernali ing an in ernali ing pro le s, an a olescen cri inali. ecen or in ne roscience as e onstra e a c il ren in lo -inco e a ilies on a erage a e less rain s race area an eir non-poor co n erpar s, an ese p sical i erences are associa e i lo er cogni i e no ioning in poor c il ren.

e si e o e ac ie e en gap e een poor an a en c il ren is co para le o e gap e een o r an eig gra e s en s.<sup>3</sup> oreo er, is ac ie e en gap ri s en el en el e (). ises c l c ip. (li (ac)-r); c a s r nap. ispang an i i o (lp ag) li- ep r cee ence as l r (nn a (c l c ip.

As e i i e e eens en sactoss socioecono ic classes gro s, sc ools canno close e ac ie e en gap i o as se icapproac o a ressing o -o-sc ool isa an age. Sc ools a e ra i ionall a a rag en e an inco ple e approac os en s ppor, ser ing a s all n er o ig -nee s en s an oc sing on ris i o a ressing e ll range o s reng s an nee s. Seen s ppor picall as no opera e as a core ncion o sc ools. 12

In response o ese circ sances, scolars a e calle or scools o a op co pre ensi e, coor in a e approac es o a ressing e non-aca e ic nee so s en s.

the second of th

Iss a general er or coor ina e e or so connec in i i als en so speci c s ppor s, enric en s, an ser ices in e is ric an co ni a can a ress s en s in eres s, s reng s, an nee s, en ancing eir a ili o learn an ri e in sc ool. In a con erence session, ar als no e a o er i e, a arie o er s a e een se o re er o si ilar or , incl ing

A esa e i e, eca se speci c I approac es e erge ro e or o praciioners respon ing o nee, ere is aria ion i in ese e ca egories, an i eren approac es a e p asi e o eri por an ca egories, s c as close par ners ips i a illes. As isc sse elo, a criical area or researc i en i e a e con erence is o e er n ers an e essen ial ele en s o I in ese ca egories, allo ing o r ra e or o e ol e i researc.

A co pre ensi e re ie o e e is ing researc ase on ISS as p lis e C il ren sin ... 18 a re ie concl e a researc o a e n s a i o posi i e an n ll (non-signi can) n ings, generall oes no n nega i e e ec s across e al a ions. Se eral s rong e al a ions o n s ppor or par ic lar ISS o els. A i ionall, recen s ies a e e ons ra e a ISS iel s a ne nancial re rn on in es en.

Al o g anal icapproac es an sa ple selecion e o s a e arie i el, e researc ase on o co es o ISS in er en ions is s all gro ing.

D ring e con erence, e sc olars presen e researc an e al a ion res 1 s or speci c I in er en ions. In re ie ing a e a e learne ro e e is ingresearc, ese sc olars presen e e i ence a I can a e a i erence or s en s.

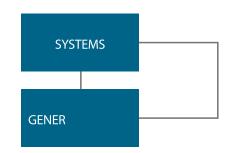
Hanna an os an Kris in An erson oores ari e in or a ion ro e C il ren s repor on ISS approaces, e repor ig lig e a os res l s ro o co e e al a ions are posi i e or n ll, an a s ies e a ining non-aca e ico co es are largel issing ro e el.

Anas asia ac e presen e e i ence a s en se periencing Ci Connec sin ele en ar sc ool o per or co parison peers on repor car scores an es scores in ele en ar an i le sc ool, an a e lo er ra es o c ronic a sen eeis an ropo in ig sc ool. i e o co es con erge across a n er o rigoro s e o ologies, incl ing propensi score eig ing, i erence-in- i erences anal ses, an regression iscon in i.

eig se also presen e n ings on a par ic lar in er en ion, s aring res 1 s ro D C s e al a ion o
Co ni ies In cools. Al o g e ole sc ool o el or Co ni ies In cools i no increase es scores, a

A i ionall, e egree o ic an in er en ion is in egra e i in esc ool aries consi era l'across progra s. In so esc ools, a sa e er is pai ll-i e oi ple en ein er en ion an connec s en so ser ices, ereas in o er sc ools, a par - i e ol n eer a ol is role. In so e in er en ions, ser ices a ac all e loca e i in esc ool ca p s, s c as a co ni e ical cen er i in esc ool. ese i erences a a e conseq ences on s en an a il o co es. B engaging in e as o e er n ers an ing e q ali o co ponen sin I sin er en ions, e a ea le o e er e ne a i eans o ailor s en s ppor.

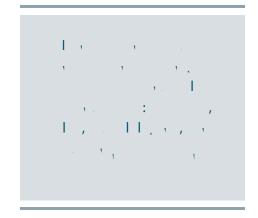
an ela orrisin ro ce e e o ological consi era ions or e e al a ion o Issin er en ions an eir in erpre a ions, an pro essor Henr e in o ere e o ological consi era ions or econo icanal sis. A larger con ersa ion i e ll gro p o par icipan s ollo e, cen ere on e o ological c allenges an oppor ni ies. e pri ar e es o ese isc ssions oc se on s s e s, eli o i ple en a ion, generali a ili, an e ili o researc -pracice par ners ips.



.

As escrie in eprior section o is repor, ISS approaces are rooe in ssesseries, s ggesting a cil rense elop en is a resto elir in eractions i e ario sen iron en sin ice e is. ese en iron en salso in ence eaco er, so a caraceristics o e scool, o e, an coninterencion ence e cil stajector. In eeping i is eor, os ISS in er en ions see o in er en ein e ario s con e sere cil ren a aceris acors: e scool, o e, an coni, ile also rating on e s reng so o se con e sere o re, os in er en ions a e a eor o cange a align i ssesser, a ingino accon e a sas en s, eir a ilies, scool personnel, an e coni a i pacas en se perience i e in er en ion, ile also consi ering e i pace e in er en ion as on allo ese e gresina cil slie.

For is reason, in-ep, escripie or a is o qulique an quantum is els nee e o ners an eac o e co ponen sin es se. For ea ple, since o- ir so e ariance in sen ac ie e en is e oo -o-scool acors, 22 an e a il cone is significant, ore or is nee e o ners an o e en ire a il is i pace an ISS in er en ion recei e e c il. Sing e quali an connection o par ners ips i scools col also o er insignino o con ni agencies i proe a is appening a scool. ese co ple s se sualso e can i a es or social ne or anal sis, o no er ic par so e ne or are stong an ere connections are lacing.



eor - ri en researc is a ajor nee, so a appropria e e o ologies can e appe on o researc q es ions ra er an ice ersa. Ho e er, so ein er en ions i no e ol e ro eore ical n erpinnings, ere ins ea e elope in response o i e ia e nee s acing a par ic lar co ni. ese in er en ions s o l or o pro e e e elop en al eories a li el in or eir o els, crea e a co eren eor o c ange a ac no le ges all aspec so es s e, an en el ci a e researc q es ions ase on ese eories an c oose e o ologies a ill es ans er e researc q es ions n e o er an, so e q all a i e researc e o s, s c as gron e eor, are in ci e an e plora or i e goal o e eloping eor gron e in a a ran ro e perience an pracice. is in-ep q all a i e or a o er a niq e an i por an perspeci e on o in er en ions ncion.

Is approac es a e so co ple a e peri en s es ing a single ec anis o c ange a a i e a no e appropria e. Ho e er, a ing a s rong eor o c ange or ese o els ill elp researc ers o esign e er

ISS in er en ions are i ple en e in ar ing con e s, an s respon o e i erse nee so c il ren an a ilies i in ose con e s. esearc -pracice par ners ips are ell s i e o a ress is co ple i, ringing oge er e e per ise o sc olars an e eac ers,

Base on epresenations an isc ssions, e a e is ille e ollo ing priorities in o an agena o g i e researc on in egra e s en s ppor in e ears o co e. e con erence a en ees ere gi en a prelitinar ra o is researc agena o pro i e ee ac o s, an e res ling agena incorpora es eir s gges ions.

In egra e se ppor socc r i in a co ple se o aria les ic a i erquliai el an quanta i el, epen ing on con e.

- a is e consellation o contitions nee e in a scool or contition or ISS o e s ccess 1?
- Ho o con e al ea ress c as lea ers ip, reso rees, or rela ions ips in ence ei ple en a ion o ISS?

In- ep researc is nee e o n ers an e i erences across co ponen sin ario s progra s an o e or o

De elop en al eor posis a ese rela ions ips are ransacional, so a are ese ario s gro ps ringing o ein er en ion, an a o e eac ge o o i? Ho can ep rs eo co es rela e o possi le s s e ice ec s?

Ho are insi ional relations ips a ece i ple en a ion o ISS?

As no e a o e, q ali a i e, q an i a i e, an i e - e o s researc are all nee e . In a i ion, n il e el as a larger se o e pirical s i es o e s i e in a e a-anal sis, researc ers s o l consi er:

Ho can ee eci el e ploi e is ing so rees o a a o ans er q es ions a o ei pac o in egra e

ore researc on I<sup>SS</sup> is nee e, an i is nee e no. As eac ie e en gap i ens e een poor an non-poor s en s, alrea o er r ene scools are s r ggling o eep p i properl e ca ing s en s o co e o scool i e r en o po er an is e elop en al seq elae. igoro s, escrip i e an in eren ial researc on I<sup>SS</sup> ill elp o i en i e os i por an ele en so I<sup>SS</sup> so a i can e ore easil scale an a e a aila le o all s en s across e co n r in an e cien an s s aina le anner.

Disc ssions on esaeo e an researc re eale a ere is pro ising e i ence or e e ecso ISS on aca e ico co es. Ho e er, e silla e co learna o o eac co ponen o ISS or son is on, an as par o a co pre ensi e in er en ion. Speci call, researces o lea ine e i erences in i ple en a ion co ponen s across arios approaces o ISS, an en sol see o ners an eprocesses rog iceaco ese co ponens or o i pacs en o co es. Al o gresearcon e rela ions ipe e en ISS an aca e ico co es is increasing, or e researcis nee e o ners an e rela ions ipe e en ISS an e a ioral-social-e o ional o co es.

Despi e ran o i e con rolle rials eing ie e an as e gol san ar in researc, ese s ies are no al a s easi le or appropria e or ISS o els. esearc s o l con in e o se al erna i e approac es o a ressing in ernal ias, s c as ose a a e a an age o na rale peri en s. F r er, escrip i e, i e - e o s or, organi e as par o researc -pracice par ners ips, ill elp o a ance o r n ers an ing o e ec anis s n erl ing o ISS approac es i pac s en s, a ilies, eac ers, sc ools, an co ni ies.

esearc on Issis o criticali por ance, as ese approac es a e e po en ial or a s rong re rn on in es en, pro i ing o long-an s or - er i pac s on s en an a il o co es, ile also pro i ing a cos -e ec i e a o prepare re genera ions o e A erican or orce o co pe e in a rapi 1 c anging econo.

. Dearing, E

. o  $\tau_a$  , C. ., Hol et, . C., eag e, G. B., & B ee, D. ( ).