cityconnects

City Connects: Intervention and Impact

PROGRESS REPORT 2018

Table of Contents

There is now growing national recognition that schools need interventions like City Connects—evidence-based ways to provide comprehensive supports to students in schools. The national nonprofit research firm Child Trends has produced two reports on the evidence base for this work, which they term "integrated student support" (Moore et al., 2014, 2017). These reports concluded that broadly, the evidence for positive outcomes for students is promising.

With strong evidence that comprehensive student support benefits students, the next research frontier is to better understand how. In October 2017, the Center for Thriving Children, which houses City Connects, hosted the first national research conference on integrated student support. Researchers from across the country and beyond the U.S. convened to review the evidence and set a research agenda. At the conference, a broad consensus emerged that researchers must now seek to understand more deeply how integrated student support works, including the relative importance of different elements and features of specific interventions and the influence of, and impact on, the context of implementation.

In alignment with this call to research, we offer in this report an in-depth picture of the City Connects intervention and its implementation. We begin with the story of our growth and a rationale for City Connects. Next, we offer context on our current sites of implementation, followed by a description of elements of the City Connects model, including reviews of student strengths and needs and connections to services in the school and community. We present data illustrating the nature and scope of implementation of these elements of the intervention. We also describe the impact that the intervention has on schools, as reported by teachers and principals, and communities, as reported by community partner agencies.

The story of our growth

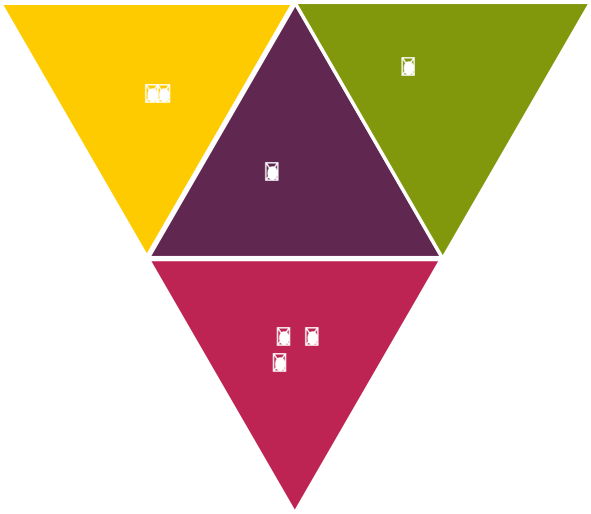
START UP

The partnership that led to City Connects began in the early 1990s. Researchers and leaders at Boston College, a Boston Public elementary school, and community agencies began to explore ways to address out-of-school factors that impact students' success and thriving in school.

The partners drew on best practices emerging at the time from research on student support. From 1999 to 2001, in an iterative process, they repeatedly convened school principals, teachers, other school and district sta f , representatives of community agencies, and families to develop a practice that systematized the work traditionally done in schools by school counselors, nurses, psychologists, community partners, and others. The resulting system, designed to permit measurement of outcomes, was initially implemented in Boston schools in the 2001–02 academic year.

FIGURE 1. Timeline of City Connects' expansion

FIGURE 3. The City Connects partnership



This partnership includes structures to enable coordination. For example, core processes ensure teacher input in a review of strengths and needs of every child, close collaboration with families in developing and carrying out individual support plans, and regular communication with community agencies providing services.

Finally, to ensure that student support is **c i** , City Connects developed a practice in which the individual strengths and needs of every student are reviewed every year, and in which a secure, proprietary database makes it easy to follow up on each student's service referrals and progress throughout the school year and across years.

Model and implementation

Model

4. Documenting and tracking the delivery of services
5. Following up to ensure appropriateness of ft

As they conduct the WCR, at the most general level, the teacher and Coordinator group the students in a class into three tiers: strengths and minimal risk (Tier 1); strengths and mild (Tier 2a) to moderate (Tier 2b) risk; or strengths and severe risk (Tier 3).

3. INDIVIDUAL STUDENT REVIEW

Students identifed as having intensive needs, at any point during the school year, receive an Individual Student Review (ISR). A wider team of professionals discuss and develop specifc measureable goals and strategies for the student. The ISR is conducted by the student support team—an existing school structure that can include school psychologists, teachers, principals, nurses, and occasionally community agency staf members—that is typically led by the Coordinator. The Coordinator communicates with the family before and after the ISR. Typically, 8% to 10% of the students in a school receive an ISR in a given year.

4. COMMUNITY AGENCY PARTNERSHIPS

A critical aspect of the Coordinator's role is developing and maintaining partnerships with community agencies and institutions. These relationships are vital to providing all students with the supports and enrichments they need to thrive. In 2016-17, over 212,000 services were delivered by more than 1,100 diferent community partners.

5. CONNECTING STUDENTS TO SERVICES, TRACKING, AND FOLLOWING UP

During and after these conversations with teachers, school staf and leaders, and community agency representatives, City Connects Coordinators connect each student to the particular enrichment and service programs that will best meet his or her strengths and needs. Coordinators work closely with families as students are referred and connected to particular enrichments and services.

To aid with the process, and to permit streamlined tracking and follow-up, City Connects has developed a proprietary web-based database, the Student Support Information System (SSIS). SSIS allows for secure

Figure 4 provides

f the

school and comm

FIGURE 4. The City Co

TABLE 1. City Connects student demographic characteristics from the 2016-17 school year, grades PK-12

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]	[illegible]	[illegible]	[illegible]
[illegible]											
% [illegible]	%	%	%	%	%	%*	%	%*	%*	%*	%
% [illegible]	%	%	%	%	%	%				%*	%
% [illegible]	%	%	%	%	%	%	%			%*	
% [illegible]	%	%	%	%	%	%	%				%
% [illegible]											
[illegible]	%	%	%	%	%*	%	%	%*	%*	%*	%
[illegible]	%	%	%	%	%*	%	%	%*	%*	%*	%
[illegible]	%	%	%	%	%*	%	%	%*	%*	%*	%
[illegible]	%	%	%	%	%*	%	%	%*	%*	%*	%
[illegible]	%	%	%	%	%*	%	%	%*	%*	%*	%

[illegible] *

* [illegible]

[illegible]

[illegible]

Generally, more than a quarter of students in City Connects schools are English Language Learners and about 20% of students receive special education services. Further, at least two-thirds of students in City Connects schools are economically disadvantaged. It is important to note that this measure di f ers across school districts, and the state-speci f c de f nitions have a higher income threshold to qualify as being in economic need than the traditional metric of eligibility for free or reduced-price lunch—and thus, fewer students are classi f ed as experiencing economic disadvantage. Turning to di f erences in City Connects schools across districts, Boston public schools serve the largest number of English Language Learners, more than a third of their student population. Further, Ohio public schools serve signi f cantly fewer special education students compared to the other districts. New York, Hartford and Spring f eld have the highest rate of economic disadvantage, where over 75% of their students experience economic hardship. Boston and Brockton experience the lowest rates of economic disadvantage, although rates still extend to over half of their student population.

Reviews and services

During the Whole Class Review process, as described above, the City Connects Coordinator and teacher group students into three tiers: strengths and minimal risk (Tier 1), strengths and mild to moderate risk (Tier 2), or strengths and severe risk (Tier 3). Tier 2 is divided into two levels: 2a (mild risk) and 2b (moderate risk). Table 2 shows the number and percentages of students in each tier across all districts.

TABLE 2. Number of students placed in each tier across all City Connects sites, 2016-17

		%
		%
		%
		%
		%

Students identifed as having strengths and severe risks (Tier 3) are considered for an Individual Student Review. In some cases, students experiencing signifcant risks are already receiving targeted supports and follow-up. Others are reviewed by a team of professionals that assesses the strengths and needs of the individual student and develops a plan with specifc, measurable goals and strategies. The Individual Student Review process is described in more detail above. In 2016-17, across all districts, 2,160 students (8%) received this intensive review.

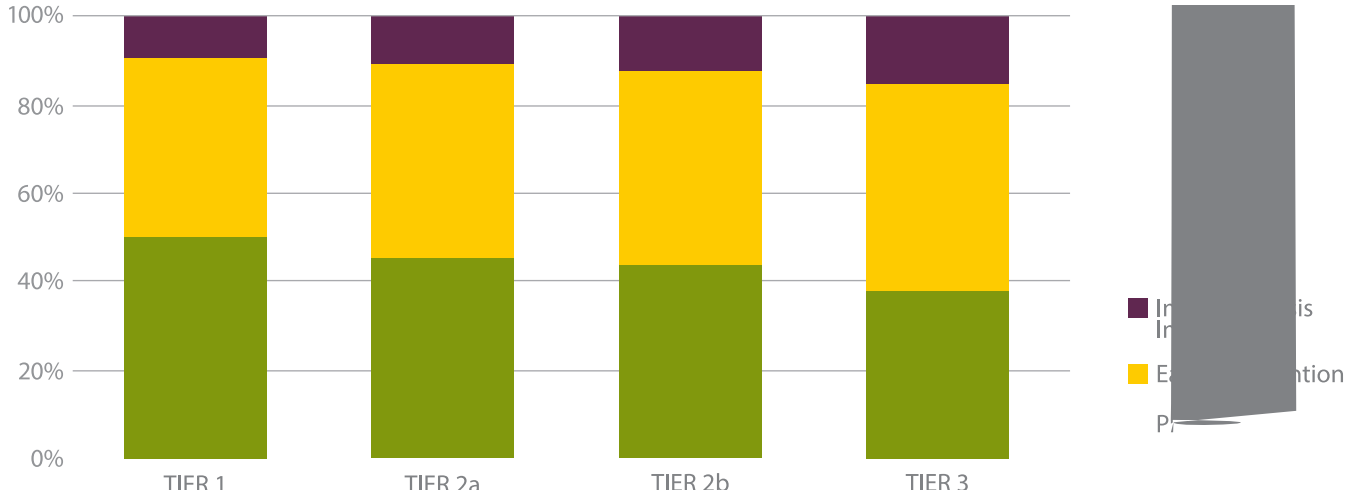
Across all districts, Coordinators work to develop and maintain relationships with commqm cesm

Tables 4 and 5 and Figure 5 illustrate the distribution by tier of students receiving di f erent services.

TABLE 4. Number of services by student tier, 2016-17

	#, ,-. . . .	L ,. #, , . . (. D . , , . .)	- , . . .	, - , . . .	+, . . .
, . . (I . , I , . .)	,	! , ( )	! %	, %	! %
, . . , (I . . . .)	,	! ( )	, %	! %	! , %
, . . (I , . . . , . . .)	, ,	( )	! , %	, %	! ! %
, . . , (, , . , ...)	, !	( )	%	! %	%
			%	%	%

FIGURE 5. Proportion of student in each tier receiving categories of services, 2016-17



In the 2016-17 academic year, Micah received nine services/enrichment opportunities. Four of these were supports offered to the full school. These included The Arts Project, a program that aligns with the school's literacy curriculum; City Seeds, a program that offers students in urban schools experience with gardening; Play to Learn, a program that builds social-emotional skills through games; and another school-based program that builds social-emotional skills through events involving students and staff. Micah received two services offered to his grade or class: a health screening procedure and a field trip to a historical site. Finally, Micah received three individually tailored enrichments and supports. The Coordinator connected him to a music program that offers performance opportunities, which was a match for his specific musical interests, and because transportation was available. He was also connected to an after-school program that provides homework help as well as enrichment activities in science, soccer, basketball, and arts and crafts; and Fitness Fun, a before-school program that coordinates indoor and outdoor group activities.

BRAYDEN'S STORY

Brayden is a male student in grade 5. The Coordinator and teacher observed strengths as well as information and behaviors indicating intensive educational risk for this student (Tier 3). During the Whole Class Review conversation, the teacher noted that Brayden's academic strengths include reading fluency, enjoyment of school, and a capacity for hard work. Brayden is below grade level in reading comprehension and writing. He is noted for his good intentions and for the fact that he loves positive attention. He sometimes struggles with transitions, which can lead to unpredictable behavior. Health strengths include the fact that he is active and has appropriate clothing and good hygiene. He is often hungry, and has challenges with sleep and medication compliance. Family strengths include the fact that his mother is in communication with the school and has been receptive to resources and supports; his father is also involved. The family has experienced stressors including homelessness.

In the 2016-17 academic year, Brayden received fifteen services/enrichment opportunities. Four of these were

Outcomes summary

A consistent set of findings demonstrates that being in a City Connects school makes a difference. Beginning in elementary school, and after leaving the City Connects and moving on to middle schools, City Connects students outperform comparison peers on measures of academic achievement:

- Despite starting with lower report card scores in first grade, students in City Connects schools demonstrated significantly higher scores than those in comparison schools in reading, writing, and math by the end of fifth grade. The magnitude of these positive effects was as large as the negative effects of poverty (City Connects, 2010).
- English language learners (ELL) experienced significantly larger treatment benefits on literacy outcomes than non-ELL students. By third grade, ELL students in City Connects schools demonstrated similar reading report card scores to those proficient in English in comparison schools, thereby eliminating the achievement gap in reading between ELL and non-ELL students (City Connects, 2010).
- Immigrant students who experienced City Connects significantly outperformed immigrant students who never experienced the intervention on both reading and math achievement test scores. City Connects also narrowed achievement gaps between immigrant students and their English-proficient peers (Dearing et al., 2016).
- Students who experienced City Connects in elementary school significantly outperformed comparison peers on measures of academic achievement (statewide test scores in English and mathematics and grade point averages) in grades 6, 7, and 8 (Walsh et al., 2014)

Beyond academic achievement, students who experience City Connects in elementary school outperform comparison peers on indicators of educational success and life chances:

- City Connects students at greatest educational risk demonstrated lower rates of retention (being held back in grade) than comparable students never enrolled in City Connects (City Connects, 2012).
- Students enrolled in City Connects elementary schools demonstrated lower rates of chronic absenteeism in middle and high school (defined as being absent from school 10% of days or more) than students in comparison schools (City Connects, 2014).
- Once they reached high school, students previously enrolled in a City Connects school from kindergarten through grade 5 dropped out of school at about half the rate of students enrolled in non-City Connects schools at the same time (Walsh et al., 2017). See Figure 6.

FIGURE 6. Cumulative percentage of students who drop out from high school, c10 2h scho112 ((en1 Dson vcho1s) Tm(. C)31 Dt)-9 (y C) T

- Methodological improvements to an earlier study of middle school achievement uncovered larger effect sizes than seen in previous work. Students who experienced City Connects in elementary school significantly outperformed comparison peers on measures of academic achievement in grades 6, 7, and 8 (statewide test scores in English and math and grade point averages). The beneficial effects were not only statistically significant but also practically significant, with effect sizes ranging from 0.29 to 0.67 (An, 2015).
- Experiencing City Connects in sixth grade led to significant gains in middle school academic achievement (beyond the positive effects of attending a City Connects middle school) when school characteristics were taken into account (City Connects, 2016).

Robustness across samples

Positive findings replicated for a new sample of students in Boston: those enrolled in schools with "Turnaround" (consistently low-performing) designation. Before the Turnaround designation, failing schools that would later become City Connects schools performed significantly worse than comparison schools in statewide English and math tests. However, the gaps in test score performance narrowed after the launch of City Connects in these Turnaround schools (City Connects, 2016).

- For grade 3 English and math, grade 4 math, and grade 5 math, gaps in student performance between City Connects Turnaround schools and comparison schools were narrowed to insignificant levels after just one year.
- For grade 4 and 5 English and math, the gap narrowed to insignificant levels after two years of City Connects.

Robustness across sites

Positive findings seen in Boston Public Schools replicated in Springfeld, MA schools designated as "Transformation" schools, a reform model for consistently low-performing schools. Before the Transformation designation, failing schools that would later become City Connects schools performed significantly worse than comparison schools in statewide English and math tests. However, the gaps in test score performance narrowed after the launch of City Connects in these Transformation schools (City Connects, 2016).

- By 2013-14, after three years of implementation, there were no significant differences between students in City Connects schools and students in non-City Connects comparison schools with respect to statewide test performance in grades 3, 4, and 5.
- For grade 3 math, grade 4 English and math, and grade 5 English, these gap reductions exceeded What Works Clearinghouse standards for substantively important effect sizes.

Findings also replicated in Catholic schools in Boston (Shields et al., 2016).

- For math, scores in sixth grade were significantly higher for students in City Connects Catholic schools than for those in comparison schools after controlling for demographics. This difference was larger than the achievement advantage that students who did for free or reduced-price lunch had over those who *qualified* for free or reduced-price lunch.
- For reading and language, scores in sixth grade were higher for students in City Connects schools than for students in comparison schools, but the difference was not significantly different.

- Lower-income students in City Connects schools started out with slightly lower language scores in third grade than lower-income students in comparison schools, but surpassed them by sixth grade.
- The rate of math, reading, and language achievement growth was significantly higher for students in City Connects than for students in comparison schools.

The results of evaluation studies demonstrate the positive effects of City Connects repeatedly, across methodological approaches, sites, and samples. Consistently, across methods, City Connects students are seen to significantly outperform comparison peers on a variety of measures of academic achievement and thriving. The accumulation of evidence now permits an argument that City Connects causes these benefits for students (City Connects, 2016).

Impact on schools

Each spring, City Connects conducts confidential surveys of principals, teachers, and community partners who work with City Connects. The survey is administered electronically using the Qualtrics survey tool. Principals across all districts are surveyed annually. Teachers and community partners are surveyed every other year after three years of implementation in a district. The online surveys are designed to assess participants' satisfaction with City

TABLE 6. Percentage of principals satis□ed with the Coordinator-provided supports in each area

I a a i ed\ i h he Ci C ec ide :	N=82
Students (e.g., securing services, providing individual support, running lunch groups)	91%
Teachers (e.g., conducting Whole Class Reviews and assisting with behavior challenges in the classroom)	89%
Families (e.g., family outreach, following up with families, assisting with parent meetings)	91%
Principals/Administrators (e.g., coordinating Student Support Team, supporting administrative activities)	90%
The School (e.g., their presence on the playground, bus and lunch duty)	85%
Community Partnerships (e.g. maintaining communication with agencies, following up to secure services, coordinating agency work in the school)	88%

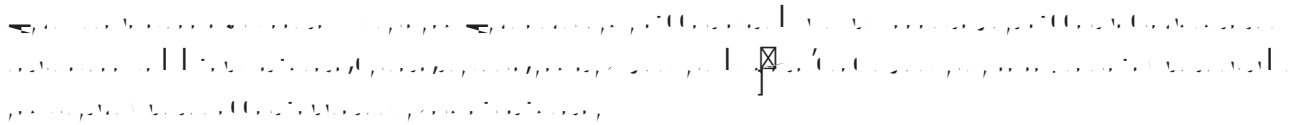
Principals also reported on how helpful they found various aspects of City Connects in their schools. As shown in Table 7, a large majority of principals (89% or more for all items) found each aspect of the program helpful, with coordination of Whole Class Reviews and connecting students to services being the highest-rated program aspects. In the words of a Boston principal,

TABLE 7. Percentage of principals rating speci□c program aspects as (somewhat/very) helpful

The f ll 1993 1g9.865a□23 1 □ g□□..86 9.865 l□54f9.865C□..86i1997□□6..86 9.865C□53 □ □ 1993 179□.15□ □ g4□□..86 9.865l

Principals also reported on other features of the program's impact. For example, 90% or more of principals rated City Connects as somewhat or very helpful at impacting the following: student academic achievement (90%), student health and well-being (93%), the quality of supports and enrichments provided to students in the school (94%), and school climate (92%).

In the words of an Ohio principal,

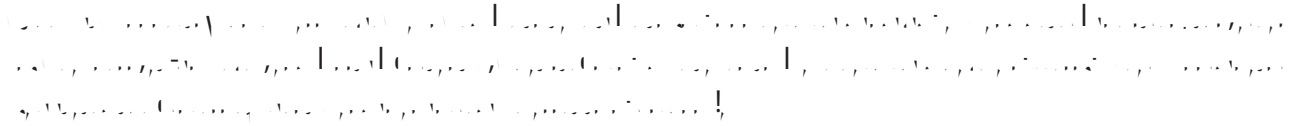


Teacher satisfaction and impact on teaching

Teachers across all City Connects districts and sites were invited to take part in a survey in spring 2017, with the exception of teachers in districts beyond their third year of implementation, who were surveyed in either 2016 or 2017.[2] Like principals, teachers reported high levels of satisfaction: 90% of teachers report that they are satisfied with City Connects *and* would recommend the intervention to a colleague. 89% are satisfied with the supports City Connects provides to the school, 87% are satisfied with the supports provided to students, and 85% are satisfied with the supports they receive as teachers.

Teachers were also asked @ak

As seen in Table 8, the Whole Class Review process may lead to a shift in teachers' perspective on individual students. In the words of a Hartford teacher,

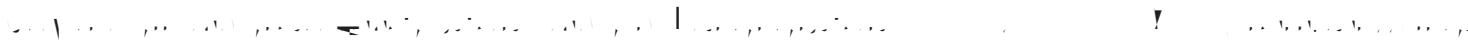


Teachers who participated in the Whole Class Review process report that knowing more about the non-academic aspects of their students' lives influences their teaching practice. 90% or more of teachers reported that they:

- Provided more differentiated instruction to meet the various learning styles of their students (e.g., small group work, visuals, and movement);
- Are patient with their students because they better understand the non-academic issues that contribute to their struggles in the classroom; and
- Thought about the factors influencing student behavior before reacting to the behavior.

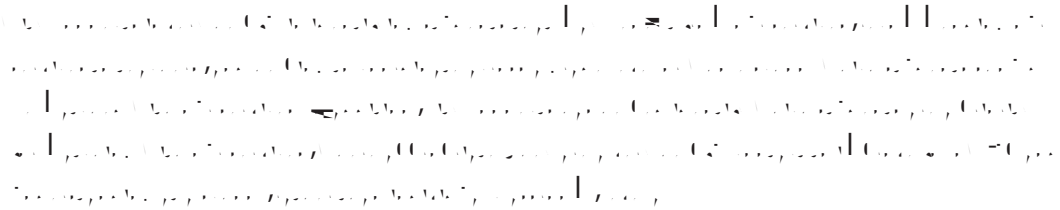
In the words of an Ohio public teacher,

In addition to the Whole Class Review process, teachers were also asked to respond to a set of questions regarding the Individual Student Review, which 70% of teachers reported participating in. In an Individual Student Review, the Coordinator brings a team together to discuss strengths, needs, and specific goals for students experiencing intensive risk. In addition to the Coordinator and teacher, the team may include a principal or assistant principal, a school nurse or other support staff member, community agency representatives, and/or family members. Teachers who participated had positive feedback about the process: 92% agreed that students who would benefit from an Individual Student Review received one, and 93% felt that the goals and objectives set for students were on target. Furthermore, 88% of teachers agreed that having a tailored plan in place for the student(s) who received an Individual Student Review made a difference to them as teachers. A majority of teachers were satisfied with follow-up after the review (81%) and the quality of services their students received as a result of it (83%). In the words of a Boston teacher,



Impact on community agencies

Community agency partners across all City Connects districts were invited to take part in a survey in spring 2017, with the exception of community partners in districts beyond their third year of implementation, who were surveyed in either 2016 or 2017.[3] Like the principals and teachers who were surveyed, community partners reported high levels of satisfaction with City Connects. For example, 96% of community partners reported overall satisfaction with City Connects and felt that City Connects was effective at identifying the needs of the students they work with; 95% would recommend City Connects to another agency; and 93% agree that City Connects is effective at matching students to services. In the words of a Boston partner,



Community partners were also asked to indicate their level of satisfaction when working with schools with City Connects and schools without City Connects across specific aspects of school-related work, such as communication, referrals, and follow-up. Participants were first asked to respond to a set of survey questions pertaining to their work with City Connects schools. They were then prompted to answer the same set of questions related to their work with other (non-City Connects) schools.

Across each dimension of good collaboration, community partners were more satisfied with City Connects schools than schools without City Connects. The results are shown in Table 9.

3 This section reports the most recent survey findings from each district. The survey was sent to 703 community agency representatives, and 222 (32%) participated. Not every community agency respondent answered every question. Therefore, item-level Ns may vary.

TABLE 9.

DISTRICT HIGHLIGHTS

BOSTON PUBLIC SCHOOLS

City Connects was developed through a two-year planning process that involved Boston Public School principals, teachers, administrators, families, Boston College researchers, and community partners. Its early partners included the YMCA and a small number of other community service providers. It launched in a single Boston Public School in 2001. During the 2002-03 school year, the number of partnerships grew to 40, and 212 students received a service recommendation. At the request of the district, City Connects expanded in different geographic areas of the city, and is now in 21 schools. Today, more than 7,900 Boston Public students are connected to services, and 275 community partners work with City Connects in the Boston Public schools.

BOSTON CATHOLIC SCHOOLS

In the fall of 2008, City Connects launched in 17 schools in the Archdiocese of Boston. Seven years of evaluation data have revealed that principals, in particular, are consistently satisfied with their school's partnership with City Connects. One Boston Catholic principal reported, *"I've been a principal in Catholic schools for a long time and I always did sort of everything. I was limited in what I had time to do and limited in resources. What I've found with this program, having someone I can rely on [the Coordinator] to help with whatever situation, but also to find the resources that we need to help students, that is just a God-send. It's been wonderful."* In the most recent anonymous surveys Boston Catholic principals reported 100% satisfaction with the intervention, and 100% would recommend City Connects to another principal.

SPRINGFIELD, MASSACHUSETTS PUBLIC SCHOOLS

In Springfield Public Schools, City Connects' work with families is a particular strength. 92% of principals are satisfied with City Connects' work with families, reporting that the Coordinator serves as a point of contact for families in the school, reaches out to families, supports teachers in having sensitive conversations with families, connects families to services, and supports families with transitions. 84% of teachers agreed that City Connects helps them to connect with students' families. Teachers reported benefits in their relationships with families as a result of knowing more about the non-academic aspects of their students' lives, such as reaching out to families for support regarding students' needs and progress, and collaborating with families in regard to students' academic and non-academic needs.

OHIO CATHOLIC SCHOOLS

City Connects' first site outside of Massachusetts was at Our Lady of the Rosary Catholic Elementary School in Dayton, Ohio. Today, City Connects is implemented in four Ohio Catholic Schools, serving students from preschool through high school, and principals, teachers, and community partners in Ohio consistently report high levels of satisfaction with the intervention. Four years of satisfaction survey data reveals that year after year, 100% of Ohio Catholic principals are satisfied with City Connects and would recommend the intervention to a colleague. In the words of an Ohio Catholic principal, *"we have a process that has become a part of who we are as a community. City Connects keeps us student focused!"*

STAFF

Mary E. Walsh, Ph.D.
Executive Director, City Connects

Kearns Professor, Department of Counseling, Developmental and Educational Psychology, Lynch School of Education, Boston College

Director of the Mary E. Walsh Center for Thriving Children

Claire Foley, Ph.D.
Associate Director and Director of Research Reports

Visiting Professor in Linguistics, Boston College

Melissa Ayala
Administrative O f cer

Jennifer Coyle, M.A.
Manager of Special Projects

Patrice DiNatale, M.Ed.
Director of New Practice

Elizabeth Dibley, M.A.
Systems Coordinator

Aurore Joshi, M.S., M.A.
Communications Manager

Caitlin Long, M.Ed.
Professional Development and Project Specialist

CONSULTANTS (2009-PRESENT)

Henry Braun, Ph.D.
Boisi Professor, Department of Measurement, Evaluation, Statistics & Assessment, Lynch School of Education, Boston College

Director, Boston College Center for Testing, Evaluation and Educational Policy

Eric Dearing, Ph.D.
Associate Professor, Department of Counseling, Development, and Educational Psychology, Lynch School of Education, Boston College

Maureen Kenny, Ph.D.
Professor, Department of Counseling, Development, and Educational Psychology, Lynch School of Education, Boston College, Lynch School of Education, Boston College

Deoksoon Kim, Ph.D.
Associate Professor, Department of Teacher Education, Special Education, Curriculum & Instruction, Lynch School of Education, Boston College

Julie MacEvoy, Ph.D.
Assistant Professor, Department of Counseling, Development, and Educational Psychology, Lynch School of Education, Boston College

Laura O'Dwyer, Ph.D.
Associate Professor, Department of Measurement, Evaluation, Statistics & Assessment, Lynch School of Education, Boston College

GRADUATE RESEARCH ASSISTANTS (2017-18)

Agnes Chung, M.Phil.
Elizabeth Guerrant
Anna Hamilton
Michael Kelly
Samantha Kirk
Wesley Langlais
Kevin Mader
Romita Mitra, M.A.
Jimin Oh, M.S.Ed.
Despina Petsagourakis, M.A.
Kristen Rene, M.A.
Rita Tsai

UNDERGRADUATE RESEARCH ASSISTANTS (2017-18)

Anthony Docanto
Lauren Wry

CITY CONNECTS COORDINATORS (2017-2018)

BOSTON PUBLIC SCHOOLS

Jacklyn Bonneau, M.A. Warren Prescott Elementary
Elise Bradley, M.Ed., Shaw Elementary School
Courtney Bruno, M.S., Mission Hill School
Randi Davis, M.S.W., Gardner Pilot Academy
Victoria Eells, M.S.W., John F. Kennedy Elementary School
Madeline Gillespie, M.S.W., Mendell Elementary School
Kristina Gregory, M.S., Jackson Mann K-8 School
Alyssa Kendall, M.A., Eliot K-8 School
Valia Markaki, M.S., Quincy Elementary School
Stacia Meczywor, M.S.W., Sarah Greenwood K-8 School
Melissa Mirek, M.S., Mason Elementary School
Danielle Morrissey, M.S.W., Kenny Elementary School
Will Osier, M.Ed., Chittick Elementary School
Adam Prisby, M.Ed., Bates Elementary School
Kate Rossi, M.S.W., Jackson Mann K-8 School
Harold Rudolph, M.A., Orchard Gardens K-8 School
Jaymie Silverman, M.S.W., Winthrop Elementary School
Lunhide Smith, M.S.W., Orchard Gardens K-8 School
Julia Vogel, M.Ed., Dever Elementary School
Sarah Walls, M.S.W., Winship Elementary School
Abby Westcott, M.A., Edison K-8 School
Tammy Yeung, M.S., Quincy Elementary School
Anne Young, M.S.W., Holmes Elementary School

BOSTON CATHOLIC SCHOOLS

Sabrina Alampi, M.S.W., Sacred Heart School
Melinda Bouras, M.Ed., Saint Columbkille Partnership School
Aimee Eaton, M.S.W., Pope John Paul II Catholic Academy Columbia Campus
Ashley Jackson, M.S.W., Pope John Paul II Catholic Academy Lower Mills Campus
Ruth Kaumeheiwa, M.Ed., Pope John Paul II Catholic Academy Mattapan Campus
Meghan Logue, M.Ed., South Boston Catholic Academy
Juliana Machado, M.S., East Boston Central Catholic School and Saint John School
Celia Meegan, M.Ed., Mission Grammar School
Paige Morrone, M.A., Trinity Catholic Academy
Meghan Pryor, M.Ed., Saint Patrick School
Valerie Roth, M.A., Pope John Paul II Catholic Academy Neponset Campus
Matthew Schell, M.A., Saint Rose School

SPRINGFIELD PUBLIC SCHOOLS

Elizabeth Antaya-Izoita, M.S.W., Gerena Community School
Roxanne Atterbury-Whyne, M.Ed., Rebecca Johnson School
Maggie Cahillane, M.A., White Street Elementary School
Lindsay Cuadras, M.Ed., South End Middle School

Michael Downey, M.Ed., Zanetti Montessori Magnet School
Nicole Falcone, M.S.W., Milton Bradley School
Michael Feinberg, M.Ed., Duggan Middle School
Monica Gagliarducci, M.Ed., Brightwood Elementary School
Leia Georgopoulos, M.Ed., Boland School
Jennifer Hill, M.Ed., Brookings Elementary School
Enelida Mantilla, M.S.W., Commerce High School
[illegible], M.Ed., DeBerry Elementary School
[illegible], M.Ed., Early Childhood Education Center
Melissa Weiner, M.S.W., Indian Orchard Elementary School
[illegible], M.Ed., Homer School

NEW YORK CITY PUBLIC SCHOOLS

STUDENT RESOURCE COORDINATORS IMPLEMENTING CITY CONNECTS

[illegible], M.S.W., Curtis High School
Elida Alvarez, M.S. 324 Patria Mirabal School
Jacqueline Brimmage-Manuel, M.S.W., P.S. 152 Dyckman Valley School
Traciz Geraldo, M.A., P.S. [illegible]

REFERENCES

Adelman, H. S., & Taylor, L. (Eds.). (2006). T*he school leader's guide to student learning supports: New directions for addressing barriers to learning.* Thousand Oaks, CA: Corwin Press.

An, C. (2015). Estimating the e f ectiveness of City Connects on middle school outcomes. Doctoral dissertation, Boston College.

Berkowitz, R., & Benbenishty, R. (2017). A research synthesis of the associations between socioeconomic background, inequality, school climate, and academic achievement. *Review of Educational Research, 87*(2), 425-469.

Berliner, D. (2013). E f ects of inequality and poverty vs. teachers and schooling on America's youth. *Teacher's College Record 115*(12), 1-26.

Brabeck, M. M., & Walsh, M. E. (2003). Meeting at the hyphen: Schools-universities-communities-professions in collaboration for student achievement and well-being. 102nd Yearbook, Part 2. Chicago: National Society for the Study of Education.

Bronfenbrenner, U., & Morris, P. A. (2006). The bioecological model of human development. *Handbook of child psychology*.

Bryk, A. S., Sebring, P. B., Allensworth, E., Luppescu, S. & Easton, J. Q. (2010). *Organizing schools for improvement: Lessons from Chicago.* Chicago, IL: University of Chicago Press.

Carter, P. L. & Reardon, S. F. (2014). *Inequality matters.* New York: William T. Grant Foundation.

Cicchetti, D., & Sroufe, L. A. (2000). The past as prologue to the future: The times, they've been a-changin'. Development and psychopathology (Special issue). *Re f ecting on the Past and Planning for the Future of Developmental Psychopathology*, *12*, 255–264.

City Connects (2010). [illegible] dren, Lynch School of Education, Boston College. Available: www. ã ww.m

York: Russell Sage.

Foley, C., Theodorakakis, M., Walsh, M. E., DiNatale, P., & Raczek, A. (2015). *Building a sustainable intervention to address the out-of-school factors a fecting achievement: A primer and case study*. Chestnut Hill, MA: Center for Thriving Children. Available: www.bc.edu/content/dam/city-connects/Publications/Policy%20Brief%20-%20Building%20Sustainable%20Interventions%20Final%20WEBSITE.pdf

Ford, D. H., & Lerner, R. M. (1992). Developmental systems theory: An integrative approach. Thousand Oaks, CA: Sage Publications, Inc.

Garcia Coll, C.T., Akerman, A., & Cicchetti, D. (2000). Cultural in fuences on developmental processes and outcomes: Implications for the study of development and psychopathology. *Development and Psychopathology*, *12*, 333-356.

Harrington, M. (1962). *The other America: Poverty in the United States.* New York, NY: Simon & Schuster.

Masten, A.S. & Tellegen, A. (2012). Resilience in ă ᶠ ŎM

school dropout through elementary school student support: An analysis including important student subgroups. Chestnut Hill, MA: Center for Thriving Children. Available: www.bc.edu/content/dam/bc1/schools/lsoe/sites/coss/pdfs/Dropout%20Policy%20Brief%202017.pdf

Walsh, M. E., Madaus, G. F., Raczek, A. E., Dearing, E., Foley, C., An, C. Lee-St. John, T. & Beaton, A. (2014). A new model for student support in high-poverty urban elementary schools: e f ects on elementary and middle school academic

E. WALSH CENTER FOR THRIVING CHILDREN MARY