



Update

Integrating comprehensive supports to meet students' needs is gaining momentum nationally and locally. In this update, we highlight **upcoming events**, opportunities to enhance schools' **capacity** to integrate comprehensive supports for students, and recent developments in **research** that contribute to our understanding of effective interventions.



Events

Measuring School Climate in Massachusetts

What can we learn from Massachusetts' first statewide measure of school climate? We invite you to join us on December 11 for an event organized by the Rennie Center, and co-hosted by the Department of Elementary and Secondary Education, MassINC, Boston University, and Boston College. RSVP and get details [here](#).

Meeting the Needs of Adolescents who Face Poverty and Adversity

The U.S. still lags other countries in high school graduation rates. Find out how integrated student supports can help. Join the [webinar](#) on December 12 to learn about *Meeting the Needs of Adolescents Who Face Poverty and Adversity* featuring City Connects and Turnaround for Children, hosted by GradNation and America's Promise.

Capacity Building

Governor Baker Proposes a Trust Fund

Governor Baker filed legislation proposing, in part, a trust fund to support school-based models for coordinating comprehensive student supports. In his letter to the Massachusetts Legislature accompanying the proposed [CARE Act](#), he writes, "This legislation creates a trust fund to help finance the expansion of educational and intervention programs, to support the development of information systems that can help identify students at risk and track



outcomes, and to support the implementation of new, school-based models for coordinated support of students in need. I intend to include a request for an appropriation of \$2 million in the fiscal year 2019 budget to provide a first year of funding to the trust."

Student Support & Academic Enrichment Grants

The federal government is distributing by formula \$400m to states for the new [Student Support and Academic Enrichment program](#). Massachusetts will receive approximately \$6m. States can retain a small percentage, and are required to distribute most of the funds to local districts. Integrated student supports is explicitly encouraged in the Every Student Succeeds Act, and the research reports below can help state and district leaders to plan.

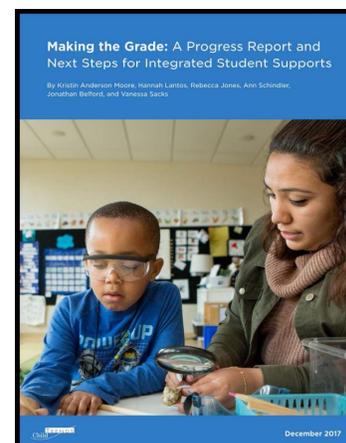
Chan Zuckerberg Initiative & Ford Foundation Invest in Comprehensive Approaches to Meeting Student Needs

The Chan Zuckerberg Initiative and the Ford Foundation are seeding the ground by funding communities to deepen their work on comprehensive approaches to meeting student needs. In collaboration with Communities In Schools, Community Schools, and Strive Together, they will award \$150,000 planning grants to 10 communities that propose new ideas to help students through comprehensive supports. The approaches should emphasize the whole child, including: quality academic instruction, health, wellness, mentoring, and other supportive resources. Four Massachusetts communities are eligible. Click [here](#) to learn more.

Research

Child Trends Updates Review of Evidence for Integrated Student Supports

"Our [new report](#) finds that ISS programs are well-suited for addressing the academic and nonacademic needs of at-risk students, if they are implemented with high quality," says principal investigator Kristin Anderson Moore. This report finds strong support for specific models including: City Connects, Chicago's Community Schools, Promise Academy in the Harlem Children's Zone, and Diplomas Now. And it highlights the increasingly promising evidence base behind integrated student supports.



First National Research Conference on Integrated Student Supports hosted by Boston College & the American Educational Research Association

For the first time, an interdisciplinary group of researchers assembled to assess the evidence for integrating comprehensive student supports. At *Comprehensive Services for Children in Poverty: Setting the Agenda for Integrated Student Supports*, discussion amongst economists, developmentalists, methodologists and qualitative researchers centered on identifying what is known and unknown in the field in order to create a research agenda with relevance to both policymakers and practitioners. Special thanks to Alice Peisch, Chairwoman of the Joint Committee on Education and Yeshi Gaskin Lamour, Principal of the Holmes Innovation School in Boston for speaking to attendees. A report is anticipated in the first half of 2018.

Johns Hopkins Looks at Holistic Approaches to Student Needs

Johns Hopkins University's Institute for Education Policy convened *A Holistic Approach to Student Needs: Community Schools and Integrated Student Supports*. This built on a [report](#) they had earlier released reviewing various whole child approaches to meeting students' comprehensive needs, including City Connects and Diplomas Now, and their impacts on student outcomes. The authors argue that school leaders and policymakers should "focus on the salient characteristics of high-quality programs, which include a centralized coordinator, clearly outlined directives and goals, and the organization of existing external services" when planning to implement integrated student supports.

Boston College Releases New Data on Dropouts

Researchers at Boston College released a [brief](#) about the effect of City Connects on high school dropout rates. Building on previous findings that students who had City Connects in elementary school were significantly less likely to drop out in high school compared to students who had never attended a City Connects school, a subgroup analysis found that these significant, positive effects hold true for Black and Latino males, who are at higher risk of dropping out and may have more pressing educational needs.

Want more? Check out our updated [website](#) and [sign up](#) for The Weekly Connect, a news roundup on education and the whole child.



BOSTON COLLEGE
Lynch School of Education

COSS