



# Connecting Children & Families to Resources

## A FIELD GUIDE





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This is a field guide to existing approaches that aim to improve access by children and families to the resources needed to support healthy child development and learning.

# Introduction

In today's America, more than half of public school students qualify for free or reduced lunch and child poverty is higher here than in many other wealthy nations. Faced with children who go without meals, miss school due to untreated asthma, cope with trauma, or must figure out where they will sleep at night because they are homeless, there has been a groundswell of response.

Across the country, cities, towns, schools, health centers, non-profits, programs, and philanthropic organizations are taking action. They are redesigning and aligning delivery systems to improve access by children and families to resources such as food, clothing, books, school supplies, early education, parenting support, housing, job training, after school programs, summer opportunities, internships, and more.

The frequent disconnect between children in need and important resources perpetuates results that are costly—in both human and monetary terms. It also reinforces familiar patterns: persistent achievement and opportunity gaps, inequality, low social mobility, reliance on public assistance, incarceration, and lost potential. There is urgency to learning about the ways local communities are addressing implementation challenges, and the strategies that are making a difference.

This guide is intended to give practitioners, policy makers, and researchers an overview of the approaches in use, and to provide organizational frameworks that serve as gateways to understanding and making relevant existing work in communities across the country. Each page provides a descriptive snapshot of a different program or approach currently being implemented.

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Though approaches and stated missions vary, they are unified by a common effort to enhance the child's experience, which can have a profound and lasting impact on child development and his or her readiness to acquire the cognitive and social emotional skills linked to opportunity and success.

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Gathering and organizing this information confirmed that the work of connecting children and families to resources does not lend itself to easy categorization or understanding because of the wide-ranging approaches, contexts, structures, aims, and adaptations of local efforts. If this were a document aimed at developing a taxonomy for the animal kingdom, on the one hand, one could argue that all of these approaches to “connecting” children and families to resources are of a single class—like mammals—and yet, when one looks closely between and within

various approaches, almost every effort captured here is a platypus—a hybrid creature with traits that defy easy categorization.

Nevertheless, there are some guideposts. All of the programs in this field guide seek to address barriers to healthy child development and learning by influencing the context in which children and families are living and accessing resources and/or targeting interventions to individuals at risk. Though approaches and stated missions vary, they are unified by a common effort to enhance the child's experience, which can have a profound and lasting impact on child development and his or her readiness to acquire the cognitive and social emotional skills linked to opportunity and success. For the purposes of this guide, we focus on approaches that seek to improve access to two or more resources or services, and which are implemented by non-profit organizations and other local entities in diverse settings, including early childhood programs, schools, health organizations, and communities. As such, federal and state agencies, crisis interventions, or programs with a unitary focus on a particular type of service were not included. All of the featured programs operate in the United States and address demographically diverse populations with a general emphasis on children from birth to age 18.

This collection of programs and approaches is a sampling of the universe of strategies in use at the local level to improve access to resources. We conceptualize this guide as a living document that is designed to be flexible to meet the needs of various audiences, whether it's a school district hoping to better understand approaches to helping students overcome the out-of-school barriers to academic success, a researcher or policy maker looking for a starting point into the tangle of efforts to address the complex needs of children and families, or a community member looking for ideas to improve access to supports for members of their communities. This field guide is merely a starting point, both for readers, and for its authors. It is our hope that this guide will evolve over time to become more rigorous in its analytic frameworks and more useful to those who serve children and families.

## Strategies in the Field

### Realignment

The first strategy aims for the macro-level realignment of institutions, programs, and service providers to improve conditions for children and families. Organizations using this approach include Alignment Nashville, By All Means, and Magnolia Community Initiative. The emphasis is frequently on bringing together multiple stakeholders, aligning systems and offerings, and identifying shared indicators of success. Programs employing this strategy may be more or less akin to “collective impact” approaches, but few adhere to all of the prescribed components of “collective impact” and are thus in the more general category of “realignment” efforts.

Almost every effort captured here is a platypus—a hybrid creature with traits that defy easy categorization.

It is our hope this guide will evolve over time to become more useful to those who serve children and families.

Strategies in the field include realignment, resource concentration, and resource coordination.

## Resource Access

The second seeks to increase immediate access to services and supports, and programs that undertake this strategy are described as emphasizing “resource access.” Within resource access approaches, some programs prioritize “**resource concentration**” around a central location or within a community to increase accessibility. Programs employing this strategy include Community Schools, The Door, and Harlem Children’s Zone. Others focus on “**resource coordination**,” working directly with children and families to facilitate assessments, referrals, and follow up across domains of need. Programs such as City Connects, Durham Connects, and Bright Futures have this emphasis. These general categories of activity are not mutually exclusive. Some programs like Say Yes to Education and the Strive Partnerships utilize components of both these strategies.

We include, but do not analyze, the quality or rigor of evaluation outcomes reported by the individual programs profiled in this guide. Researchers in the field convened by the Boston College Lynch School of Education and the American Educational Research Association have called for future studies that carefully examine the elements of interventions, characterize these elements, and ultimately connect them to evidence of effectiveness.

Inevitably, any effort to capture the diversity of activity in the field will fail to capture a particular program, some of the nuanced strategies employed, and the varied contexts in which the work is taking place. Despite these limitations, the growing need amongst children and families, the proliferation of efforts to connect them to resources, and the rapidly evolving spheres of policy, research, and practice, make this field guide a necessary and—we hope—useful starting point.

## How We Selected Programs and Approaches to Profile

Approaches were included in this compendium after reviewing the stated mission and function of the program and whether explicit language aligned with the goal of improving access to resources and services for children and families. Selection was guided by an emphasis on representing variations in approaches in use across communities. We therefore sought to identify a subset of programs that: (a) serve demographically diverse populations; (b) in a range of geographic contexts, including urban, suburban, and rural communities across the United States; and (c) through various approaches in use in the field. Information for each profile was gathered from online sources including information provided on program websites, through reports and publications released by programs, and from third party reports and evaluations when available. Online search terms to identify programs included “integrated student supports,” “integrated services,” “wraparound,” “comprehensive services and children,” “collective impact,” “community resource centers,” and “community schools,” as well as through conversations and suggestions by professionals working in this field. Searches were conducted between September 2016 and July 2017.

# How the Guide Is Organized

## By Program Characteristic

Each profile categorizes programs based on a number of characteristics. Readers can access program information alphabetically or by exploring a relevant characteristic, such as those operating from a specific setting like a school, hospital, or community center; adapting to diverse contexts, including urban, suburban, and rural communities; or prioritizing different populations served.

## By Program or Approach

On each page, you will find the following descriptors, if available, for each of the named programs and approaches:

- **Target Population:** Describes the population served by the program or approach, including whether the intervention has been implemented in urban, suburban, and/or rural settings, the age group for which the intervention is designed, as well as whether the intervention targets a specific sub-population such as “students at risk for dropping out of high school” or “low income families”.
- **Setting:** Describes the location or institution around which the delivery of services is organized and executed.
- **Intervention Approach:** Describes whether the program utilizes a “**realignment**” or “**resource access**” approach to providing comprehensive services. “Resource access” approaches use two primary strategies:
  - **Resource Coordination:** an approach to providing comprehensive services in which the child or family works with a coordinator, case manager, or team who assesses which supports and services are needed, and facilitates the connection to those services as well as follow up.
  - **Resource Concentration:** an approach to providing comprehensive services in which comprehensive services and supports are brought to a single location or through an organization to facilitate ease of access to those diverse resources for children/families.
- **Self Description and Approach:** Describes, in the words of each program, the mission, vision, and strategies utilized to achieve their goal of connecting children or families with services and resources.
- **Return on Investment:** Describes any reported information about the financial efficiency of a program, or the amount of benefits produced compared to costs; these studies were not evaluated for quality or rigor.
- **Metrics and Indicators:** Categorizes the metrics and indicators reported by programs into broad buckets including academic, behavioral, service delivery, graduation, wellbeing indicators, employment, post-secondary outcomes, and more to facilitate comparison across programs.
- **Reported Impact Summary:** A summary of the most recent or accessible program results as reported by programs themselves or, when available, through third party evaluators; again, we did not evaluate these reported results for quality, rigor, or validity.



## Common Terms Organizations Use to Describe Their Work

As this field guide reflects, there are a multitude of approaches to connecting children and families to resources. Programs use varied terminology to describe their processes for providing comprehensive supports to children and families. Some of the terms that organizations frequently use to describe their activities or models include:

**Comprehensive Services:** The following is an abridged definition of comprehensive services [provided by Head Start](#).

Early, continuous, intensive and comprehensive child development and family support services that will enhance the physical, social, emotional, and intellectual development of participating children. The level of services provided to families responds to their needs and circumstances and includes services to parents to support their role as parents. Services are coordinated across programs within the community, and include appropriate screening and referrals processes. Attention is paid to creating a systematic procedure for transitioning children and parents across programs and establishing channels of communication between providers.

**Collective Impact:** The following is a definition provided by a review of collective impact organizations [published by the Stanford Social Innovation Review](#).

The commitment of a group of important actors from different sectors to a common agenda for solving a specific social problem. Furthermore, collective impact initiatives involve a centralized infrastructure, a dedicated staff, and a structured process that leads to a common agenda, shared measurement, continuous communication, and mutually reinforcing activities among all participants.

**Integrated Student Supports:** Used most commonly by school-based approaches to connecting children and families to resources, a definition of integrated student supports is [provided by Child Trends](#).

Integrated student supports (ISS) are a school-based approach to promoting students' academic success by developing or securing and coordinating supports that target academic and non-academic barriers to achievement. These resources range from traditional tutoring and mentoring to provision of a broader set of supports, such as linking students to physical and mental health care and connecting their families to parent education, family counseling, food banks, or employment assistance. While ISS programs take many forms, integration is key to the model—both integration of supports to meet individual students' needs and integration of the ISS program into the life of a school.

### AUTHORS' NOTE

This guide was principally authored by Joan Wasser Gish and made possible by the diligent and careful work of graduate students Katherine Taylor Luciano and Samantha Kirk at the Boston College Lynch School of Education's Center for Optimized Student Support. We are grateful to faculty at the Boston College Lynch School of Education, including Drs. Mary Walsh, Eric Dearing, Deoksoon Kim, and Claire Foley for their counsel. And to Dr. Amy Heberle for her thoughtful guidance.

# Programs by Characteristic

## Community Type

### URBAN COMMUNITY

21C Schools  
Alignment Nashville  
Beacon Centers  
Boston Medical Center–4C Program  
Boston Opportunity Youth Collaborative–Connection Center  
Building Assets, Reducing Risks (BARR)  
By All Means  
Check and Connect  
City Connects  
Children’s Aid Society Community Schools  
City of Promise  
City Year  
Comer School Development  
Commit! Our Kids Our Tomorrow  
Communities in Schools  
Communities that Care  
Community Teamwork  
Diplomas Now  
Durham Connects  
Elev8  
Family Resource Centers–MA  
Harlem Children’s Zone  
Head Start  
Health Leads  
HelpSteps  
Magnolia Community Initiative  
Nurse Family Partnership  
NYC Community Schools  
Oakland Unified School District–Full Service Community Schools  
Parent-Child Home Program  
PROSPER Partnerships  
Save the Children–Early Steps to School Success  
Say Yes to Education  
Shared Prosperity Philadelphia  
Single Stop USA  
Strive Together/Strive Partnership  
The Door  
Turnaround for Children  
University-Assisted Community Schools

Vancouver Public Schools–Family-Community Resource Centers  
Wraparound Zone–MA

### SUBURBAN/SMALL CITY COMMUNITY

21C Schools  
Building Assets, Reducing Risks (BARR)  
Check and Connect  
City Connects  
Comer School Development  
Communities in Schools  
Communities that Care  
Family Resource Centers–MA  
Family Support Services–Bellingham, WA  
Gainesville City School System  
Head Start  
New Bedford Public Schools–Family Welcome Center  
Nurse Family Partnership  
Parent-Child Home Program  
Partners for Education @ Berea College  
PROSPER Partnerships  
Single Stop USA  
Strive Together/Strive Partnership  
University-Assisted Community Schools

### RURAL COMMUNITY

21C Schools  
Bright Futures  
Building Assets, Reducing Risks (BARR)  
Check and Connect  
Comer School Development  
Communities in Schools  
Communities that Care  
Family Resource Centers–MA  
Head Start  
Nurse Family Partnership  
Parent-Child Home Program  
Partners for Education @ Berea College  
PROSPER Partnerships  
Single Stop USA  
Strive Together/Strive Partnership

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# Settings

## SCHOOL

### 21C Schools

Beacon Centers  
Bright Futures  
Building Assets, Reducing Risks (BARR)  
Check and Connect  
Children's Aid Society Community Schools  
City Connects  
City Year  
Comer School Development  
Communities in Schools  
Communities that Care  
Diplomas Now  
Elev8  
Gainesville City School System  
Head Start  
NYC Community Schools  
Oakland Unified School District–Full Service Community Schools  
PROSPER Partnerships  
Say Yes to Education  
Turnaround for Children  
University-Assisted Community Schools  
Wraparound Zone–MA

## COMMUNITY

Alignment Nashville  
Boston Opportunity Youth Collaborative–Connection Center  
By All Means  
City of Promise  
Commit! Our Kids Our Tomorrow  
Community Teamwork  
Family Resource Centers–MA  
Family Support Services–Bellingham, WA  
Harlem Children's Zone  
Head Start  
Magnolia Community Initiative  
Nurse Family Partnership  
Partners for Education @ Berea College  
Save the Children–Early Steps to School Success  
Say Yes to Education  
Shared Prosperity Philadelphia  
Single Stop USA  
Strive Together/Strive Partnership  
The Door  
Vancouver Public Schools–Family-Community Resource Centers

## HEALTH CARE

Boston Medical Center–4C Program  
Durham Connects  
Health Leads  
HelpSteps  
Nurse Family Partnership

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# Intervention Approach

## REALIGNMENT

Alignment Nashville  
By All Means  
Commit! Our Kids Our Tomorrow  
Community Teamwork  
Magnolia Community Initiative  
Partners for Education @ Berea College  
Say Yes to Education  
Shared Prosperity Philadelphia  
Strive Together/Strive Partnership

## RESOURCE ACCESS: RESOURCE CONCENTRATION

21C Schools  
Beacon Centers  
Boston Medical Center–4C Program  
Boston Opportunity Youth Collaborative–Connection Center  
Bright Futures  
Building Assets, Reducing Risks (BARR)  
Check and Connect  
Children's Aid Society Community Schools  
City Connects  
City of Promise  
City Year  
Comer School Development  
Communities in Schools  
Elev8  
Family Resource Centers–MA  
Family Support Services–Bellingham, WA  
Gainesville City School System  
Harlem Children's Zone  
Head Start  
New Bedford Public Schools–Family Welcome Center  
NYC Community Schools  
Oakland Unified School District–Full Service Community Schools  
Single Stop USA  
The Door

Turnaround for Children  
University-Assisted Community Schools  
Vancouver Public Schools–Family-Community Resource Centers  
Wraparound Zone–MA

## RESOURCE ACCESS: RESOURCE COORDINATION

Boston Medical Center–4C Program  
Boston Opportunity Youth Collaborative–Connection Center  
Bright Futures  
Building Assets, Reducing Risks (BARR)  
Check and Connect  
City Connects  
City Year  
Communities in Schools  
Communities that Care  
Diplomas Now  
Durham Connects  
Head Start  
Health Leads  
HelpSteps  
Nurse Family Partnership  
Parent-Child Home Program  
PROSPER Partnerships  
Save the Children–Early Steps to School Success  
Say Yes to Education

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## Age Group Served

### BIRTH THROUGH PREK

21C Schools  
Boston Medical Center–4C Program  
By All Means  
Children’s Aid Society Community Schools  
City of Promise  
Commit! Our Kids Our Tomorrow  
Community Teamwork  
Durham Connects  
Family Resource Centers–MA  
Harlem Children’s Zone  
Head Start  
Health Leads  
HelpSteps  
Magnolia Community Initiative  
New Bedford Public Schools–Family Welcome Center  
Nurse Family Partnership  
NYC Community Schools

Parent-Child Home Program  
Save the Children–Early Steps to School Success  
Say Yes to Education  
Shared Prosperity Philadelphia  
Single Stop USA  
Strive Together/Strive Partnership  
Turnaround for Children

### K–8

#### 21C Schools

Alignment Nashville  
Beacon Centers  
Boston Medical Center–4C Program  
Bright Futures  
Building Assets, Reducing Risks (BARR)  
By All Means  
Check and Connect  
Children’s Aid Society Community Schools  
City Connects  
City of Promise  
City Year  
Comer School Development  
Commit! Our Kids Our Tomorrow  
Communities in Schools  
Communities that Care  
Community Teamwork  
Diplomas Now  
Elev8  
Family Resource Centers–MA  
Family Support Services–Bellingham, WA  
Gainsville City School System  
Harlem Children’s Zone  
Health Leads  
HelpSteps  
Magnolia Community Initiative  
New Bedford Public Schools–Family Welcome Center  
NYC Community Schools  
Oakland Unified School District–Full Service Community Schools  
Partners for Education @ Berea College  
PROSPER Partnerships  
Say Yes to Education  
Shared Prosperity Philadelphia  
Single Stop USA  
Strive Together/Strive Partnership  
Turnaround for Children  
University-Assisted Community Schools  
Vancouver Public Schools–Family-Community Resource Centers  
Wraparound Zone–MA

## 9–12TH GRADE

21C Schools  
Alignment Nashville  
Beacon Centers  
Boston Medical Center–4C Program  
Bright Futures  
Building Assets, Reducing Risks (BARR)  
By All Means  
Check and Connect  
Children's Aid Society Community Schools  
City Connects  
City of Promise  
City Year  
Comer School Development  
Commit! Our Kids Our Tomorrow  
Communities in Schools  
Communities that Care  
Community Teamwork  
Family Resource Centers–MA  
Family Support Services–Bellingham, WA  
Gainesville City School System  
Harlem Children's Zone  
Health Leads  
HelpSteps  
Magnolia Community Initiative  
New Bedford Public Schools–Family Welcome Center  
NYC Community Schools

Oakland Unified School District–Full Service Community Schools  
Partners for Education @ Berea College  
Say Yes to Education  
Shared Prosperity Philadelphia  
Single Stop USA  
Strive Together/Strive Partnership  
The Door  
University-Assisted Community Schools  
Vancouver Public Schools–Family-Community Resource Centers  
Wraparound Zone–MA

## POST-SECONDARY

Boston Opportunity Youth Collaborative–Connection Center  
City of Promise  
Commit! Our Kids Our Tomorrow  
Community Teamwork  
Family Resource Centers–MA  
Harlem Children's Zone  
Health Leads  
HelpSteps  
Say Yes to Education  
Shared Prosperity Philadelphia  
Single Stop USA  
Strive Together/Strive Partnership  
The Door



Programs	Communities			Settings			Intervention Approach	Age Group
	Urban	Suburban	Rural	School	Health	Comm.		
21C Schools	✓	✓	✓	✓			Resource Concentration	Birth-8th Grade
Alignment Nashville	✓					✓	Realignment	K-12th Grade
Beacon Centers	✓			✓			Resource Concentration	K-12th Grade
Boston Medical Center–4C Program	✓				✓		Resource Concentration	Birth-12th Grade
Boston Opportunity Youth Collaborative–Connection Center	✓					✓	Resource Concentration and Resource Coordination	12th Grade+
Bright Futures			✓	✓			Resource Concentration	K-12th Grade
Building Assets, Reducing Risks (BARR)	✓	✓	✓	✓			Resource Concentration	6-12th Grade
By All Means	✓					✓	Realignment	Birth-12th Grade
Check and Connect	✓	✓	✓	✓			Resource Concentration	K-12th Grade
Children’s Aid Society Community Schools	✓			✓			Resource Concentration	PreK-12th Grade
City Connects	✓	✓		✓			Resource Concentration and Resource Coordination	K-12th Grade
City of Promise	✓					✓	Resource Concentration	Birth-12th Grade+
City Year	✓			✓			Resource Concentration and Resource Coordination	3-9th Grade
Comer School Development	✓	✓	✓	✓			Resource Concentration	K-12th Grade
Commit! Our Kids Our Tomorrow	✓					✓	Realignment	0-12th Grade+
Communities in Schools	✓	✓	✓	✓			Resource Concentration and Resource Coordination	K-12th Grade
Communities that Care	✓	✓	✓	✓			Resource Coordination	K-12th Grade
Community Teamwork	✓					✓	Realignment	Birth-12th Grade+
Diplomas Now	✓			✓			Resource Coordination	K-8th Grade
Durham Connects	✓				✓		Resource Coordination	Birth-PreK
Elev8	✓			✓			Resource Concentration	6-8th Grade
Family Resource Centers–MA	✓	✓	✓			✓	Resource Concentration	Birth-12th Grade
Family Support Services–Bellingham, WA		✓				✓	Resource Concentration	K-12th Grade
Gainsville City School System		✓		✓			Resource Concentration	K-12th Grade
Harlem Children’s Zone	✓					✓	Resource Concentration	Birth-12th Grade+

Programs	Communities			Settings			Intervention Approach	Age Group
	Urban	Suburban	Rural	School	Health	Comm.		
Head Start	✓	✓	✓	✓		✓	Resource Concentration and Resource Coordination	Birth-PreK
Health Leads	✓	✓	✓		✓		Resource Coordination	All
HelpSteps	✓				✓		Resource Coordination	All
Magnolia Community Initiative	✓					✓	Realignment	Birth-12th Grade
New Bedford Public Schools–Family Welcome Center		✓				✓	Resource Coordination	Birth-12th Grade
Nurse Family Partnership	✓	✓	✓		✓	✓	Resource Coordination	Prenatal-2 years
NYC Community Schools	✓			✓			Resource Concentration	Birth-12th Grade
Oakland Unified School District–Full Service Community Schools	✓			✓			Resource Concentration	K-12th Grade
Parent-Child Home Program	✓	✓	✓			✓	Resource Coordination	Birth-PreK
Partners for Education @ Berea College			✓			✓	Realignment	K-12th Grade
PROSPER Partnerships	✓	✓	✓	✓			Resource Coordination	K-8th Grade
Save the Children–Early Steps to School Success	✓	✓	✓			✓	Resource Coordination	Birth-PreK
Say Yes to Education	✓			✓		✓	Realignment, Resource Coordination	K-12th Grade+
Shared Prosperity Philadelphia	✓					✓	Realignment	Birth-12th Grade+
Single Stop USA	✓	✓	✓			✓	Resource Concentration	Birth-12th Grade+
Strive Together/Strive Partnership	✓	✓	✓			✓	Realignment	Birth-12th Grade+
The Door	✓					✓	Resource Concentration	9-12th Grade+
Turnaround for Children	✓			✓			Resource Concentration	PreK-8th Grade
University-Assisted Community Schools	✓	✓		✓			Resource Concentration	K-12th Grade
Vancouver Public Schools–Family-Community Resource Centers	✓					✓	Resource Concentration	K-12th Grade
Wraparound Zone–MA	✓			✓			Resource Concentration	K-12th Grade





## Programs by Name

# 21C Schools

## TARGET POPULATION

Birth–8th Grade  
Urban, Suburban, and Rural  
Communities

## SETTING

School

## INTERVENTION APPROACH

Resource Access: Resource  
Concentration

## RETURN ON INVESTMENT

Not available

## METRICS AND INDICATORS

Academic, Attendance,  
Behavioral, Parental Stress &  
Wellbeing

## SELF DESCRIPTION AND APPROACH

The School of the 21st Century (21C) is a community school model that was developed out of the Child Study Center at Yale University in 1988. The model is currently in operation in over 1300 schools around the US. 21C Schools focuses on incorporating childcare and family support services into schools through partnering with community organizations and agencies to build the following resources within schools:

- Guidance and support for parents.
- Information and referral services.
- Networks and training for child care providers.
- Health and education services.
- Before school, after school and vacation programs for school age children.
- Early childhood care and education (universal).

The state of Arkansas has partnered with the School of the 21st Century Program to implement programming in schools across the state.

## REPORTED IMPACT SUMMARY

Different aspects of programming are evaluated separately. Additionally, different locations implement different aspects of programming. A **policy brief** released by the Child Study Center at Yale University summarizes the results of evaluations conducted to date. This brief reports that children who attended 21C schools for at least three years showed higher scores in mathematics and reading assessments than comparable children in control schools. Additionally, children who began attending 21C schools at age three enter kindergarten “ready to learn” as evidenced by standardized screening tests. Parents of students in 21C schools report lower stress levels and miss less days of work. Additional research has been conducted about the outcomes of different components of 21C programming. Links to some of these reports are available through the website link below.

## WEBSITE

[medicine.yale.edu/childstudy/zigler/21c/about/components.aspx](http://medicine.yale.edu/childstudy/zigler/21c/about/components.aspx)



# Alignment Nashville

## TARGET POPULATION

K–12th Grade  
Urban Community

## SETTING

Community

## INTERVENTION APPROACH

Realignment

## RETURN ON INVESTMENT

Not available

## METRICS AND INDICATORS

Attendance, Graduation,  
Behavioral, Academic, Other  
(Career and College Readiness)

## SELF DESCRIPTION AND APPROACH

Alignment Nashville is an initiative developed to align and coordinate community organizations and resources to better support student success, children's health and community strengthening. The approach aligns city resources around the common goals of achieving greater returns on investment, higher-quality services, enhanced capacity to achieve community-wide impact, and leveraging of local funding. The structure implemented by Alignment Nashville includes instituting a governing Board of Directors and an Operating Board that meet monthly to review progress and ensure alignment of initiatives. Additionally, Committees or Alignment Teams are convened around specific goals or topics including grade levels, special populations, or specific health issues facing the community. It is the role of each Committee to engage a diverse set of stakeholders to design collaborative solutions to community challenges. Additionally, online tools managed by Alignment Nashville staff are utilized to facilitate the process of aligning initiatives.

Alignment Nashville expanded into a national program called Alignment USA which now supports programs in cities across the United States and provides the data infrastructure, network, and technical/start up services to cities replicating this collective impact model.

## REPORTED IMPACT SUMMARY

Alignment Nashville releases **annual reports** of programming progress and outcomes. Long term goals targeted by this intervention include increasing high school graduation rates, increasing college readiness, improving child health and wellness, improving community prosperity, and increasing career readiness. According to a 2015 report, graduation rates in the Metro Nashville Public Schools increased from 62% to 82% over ten years, as did college and career readiness as measured by standardized test scores. Childhood obesity and infant mortality rates declined, while community prosperity metrics like the number of children living in poverty and youth employment rates did not show significant improvement over the same time period.

Additionally, each Committee measures outcomes separately for individual initiatives. These results have shown outcomes such as increased school attendance, achievement of subject proficiency, and decreasing discipline incidents.

## WEBSITE

[portal.alignmentnashville.org](http://portal.alignmentnashville.org)

# Beacon Centers

## TARGET POPULATION

K–12th Grade  
Urban Community

## SETTING

School

## INTERVENTION APPROACH

Resource Access: Resource  
Concentration

## RETURN ON INVESTMENT

Not available

## METRICS AND INDICATORS

Attendance, Academics,  
Social-Emotional

## SELF DESCRIPTION AND APPROACH

The Beacon model not only provides youth development and academic learning supports to youth, but also supports parents in skill development, helping families navigate schools, coordinating school-day and out-of-school-time efforts, deepening participating youths' connection to their communities, and ensuring the neighborhood is a healthy place in which to grow up.

Beacon core areas:

- **Enrichment:** Engaging skill building activities including visual and performing arts, cooking, music, and cultural based clubs.
- **Education & Academic Support:** Regular completion of homework assignments, skills in educational areas depending on program focus, such as literacy, STEM (science, technology, engineering, and math) research skills, English language acquisition, credit recovery.
- **College & Career Readiness:** Knowledge of educational and career options beyond high school, work experience, age-appropriate work readiness competencies such as career planning and decision-making, job search techniques, punctuality, regular attendance.
- **Recreation:** Regular opportunities for physical activity, e.g. team and non-team sports, and outdoor recreation.
- **Leadership & Civic Engagement:** Skills such as planning, managing, and facilitating peer meetings or projects, working in teams, effective conflict resolution, problem-solving, public speaking, and community advocacy.
- **Technology:** Acquiring 21st century skills via building computer literacy, animation, movie making, computer programming, graphic design and computer maintenance skills.
- **Health & Wellness:** Decision-making skills regarding health and wellness, decreased frequency or extent of negative behaviors such as suspension and truancy, knowledge of health issues that are the focus of the program such as substance abuse, sexual health, mental health, nutrition, physical activity.

## REPORTED IMPACT SUMMARY

According to a 2015 report, graduation rates in the Metro Nashville Public Schools increased from 62% to 82% over ten years, as did college and career readiness as measured by standardized test scores. Childhood obesity and infant mortality rates declined, while community prosperity metrics like the number of children living in poverty and youth employment rates did not show significant improvement over the same time period.

## WEBSITE

[sfbeacon.org](http://sfbeacon.org)  
[nyc.gov/site/dycd/services/after-school/beacon.page](http://nyc.gov/site/dycd/services/after-school/beacon.page)

# Boston Medical Center—4C Program

## TARGET POPULATION

- Birth–12th Grade
- Medically complex children being served by Boston Medical Center
- Urban Community

## SETTING

- Health

## INTERVENTION APPROACH

- Resource Access: Resource Concentration

## RETURN ON INVESTMENT

- Not available

## METRICS AND INDICATORS

- Not available

## SELF DESCRIPTION AND APPROACH

The Collaborative Consultative Care Coordination Program (4C) was created within the Boston Medical Center in an effort to support families and doctors who are managing the care for the most medically complex children being served. Children and families are referred to this program when they face multiple significant barriers to health and wellbeing. When a child is referred to the program, that child and family undergo a comprehensive exam that includes an assessment of the child’s medical conditions as well as screens for unmet child and family behavioral, developmental, dietary, and resource needs. A service team composed of a nurse care coordinator, social worker, behavioral health and developmental specialist, dietitian, and family navigator work together to coordinate a comprehensive care plan for the child and their family. The 4C team works with the child’s pediatrician and family to create a secure, cloud-based care plan which serves as a “medical passport” or a summary of the child’s conditions and plan for care. The plan can be accessed and updated by each of the team members to ensure efficient and comprehensive care.

## REPORTED IMPACT SUMMARY

Over time, 4C will assess the impact of these services to determine if this care model improves child and family health by reducing hospital admissions, emergency room overuse, complication rates, school and work absences, parental stress, and health costs.

## WEBSITE

[bmc.org/pediatrics-4c-program](http://bmc.org/pediatrics-4c-program)

# Boston Opportunity Youth Collaborative—Connection Center

## TARGET POPULATION

12th Grade+  
(16–24 year olds who are not in  
school or working)  
Urban Community

## SETTING

Community

## INTERVENTION APPROACH

Resource Access: Resource  
Concentration and Resource  
Coordination

## RETURN ON INVESTMENT

Not available

## METRICS AND INDICATORS

Employment, Program  
Completion

## SELF DESCRIPTION AND APPROACH

First convened in 2013, the Boston Opportunity Youth Collaborative (OYC) currently is composed of over 80 community partners including Boston Public Schools, state agencies, postsecondary institutions, philanthropic funders, and community based organizations that work together to address the needs of Boston’s “opportunity youth,” or young people aged 16-24 years old who are not currently working or in school. The Collaborative runs The Connection Center, a one-stop, drop in resource center that offers needs assessments and resource referrals to training, education and career opportunities. The Connection Center opened in 2015, and employs success coaches who work individually with youth who seek resources through the center, and provide guidance, placement and follow up services. OYC also engages in community outreach and advocacy by partnering with local programs to increase opportunity for youth served to connect to job and education services. In order to track progress of youth served, a collectively-shared data system is being built that will follow youth across programs and help to bridge gaps in services and better tailor support to individual youth need.

## REPORTED IMPACT SUMMARY

The most recent **annual report** released by X-Cel Education, the managing organization for the OYC Connection Center, found that 257 opportunity youth completed an intake at the Connection Center and 90 were connected to a program. Of those youth, 15% are currently working with success coaches to identify next steps, and 9% completed the training program. 8% of youth are currently employed in the career for which they trained, 29% started an entry level job, and 14% completed the college bridging program.

## WEBSITE

[bostonopportunityyouth.org/](http://bostonopportunityyouth.org/)

# Bright Futures

## TARGET POPULATION

K–12th Grade  
Rural Community

## SETTING

School

## INTERVENTION APPROACH

Resource Access: Resource  
Concentration

## RETURN ON INVESTMENT

Not available

## METRICS AND INDICATORS

Graduation, Academic,  
Attendance, Community  
Engagement, Behavioral

## SELF DESCRIPTION AND APPROACH

Bright Futures is a community resource mobilization initiative that seeks to facilitate build community capacity and build community partnerships in order support students. The Bright Futures framework brings together businesses, human service agencies, faith-based organizations, parent groups and individuals in an effort to create the connections necessary to support all students' needs and to help them to succeed. When implementing the Bright Futures framework, communities commit to three main goals:

- To build communication and resource structures that can meet any child's basic needs within 24 hours.
- To enhance community leadership capacity to increase ability to address greater community challenges.
- To provide service-learning opportunities to students and teachers to build community engagement and develop future generations of service-minded citizens.

To address immediate student need, Bright Futures utilizes creative communication strategies such as social media platforms and other forms of technology. Through their schools, students are connected to resources by referrals to local organizations or agencies. If there are no appropriate resources available to fulfill a child's need, the school district uses social media to recruit community members to address the challenge. As a last option, the district maintains a fund, supported by donors, which can be used to provide the necessary support for a student. Additionally, through the building of coalitions, Bright Futures builds capacity among communities to expand resources that address community-wide need.

## REPORTED IMPACT SUMMARY

Bright Futures communities target different goals and therefore do not have common outcome indicators. According to a **program profile** created by A Broader Bolder Approach to Education, positive outcomes have been found. In Joplin, MO, the first Bright Futures affiliate community, progress has been made on student test scores and the high school graduation rate increased from 73% in 2008 to 87% in 2015, rising at a much higher rate than the state as a whole. Additionally, during those years, the student dropout rate fell from 6.4% to 2.8%, volunteerism in the community increased, student attendance increased, and student discipline incidents declined.

## WEBSITE

[brightfuturesusa.org](http://brightfuturesusa.org)



# Building Assets, Reducing Risks (BARR)

## TARGET POPULATION

6–12th Grade  
(focus on 9th grade students at risk of school failure)

Urban, Suburban, and Rural Communities

## SETTING

School

## INTERVENTION APPROACH

Resource Access: Resource Concentration

## RETURN ON INVESTMENT

Not available

## METRICS AND INDICATORS

Academic, Graduation

## SELF DESCRIPTION AND APPROACH

BARR is a whole school intervention that provides a comprehensive approach to meeting student needs by creating intentional connections between staff and students. The program was developed for and focuses on students in their first year of high school. BARR programming has also been expanded to include 10th through 12th-grade students at the site where the program was developed (St. Louis Park, MN) and has incorporated innovations that support college access and success. BARR turns around persistently low-performing schools by integrating student supports into the school model to address nonacademic barriers to learning. The two main things a school commits to when implementing BARR programming are to coordinate schedules so teachers who have a set cohort of students can meet weekly and to hire or appoint a BARR coordinator (at least half time) to facilitate the program. The intervention focuses on the following interconnected strategies for integrating supports:

- Focus on the whole student.
- Professional development for staff.
- SEL lessons/ curriculum.
- Cohorts of students.
- Teacher team meetings.
- Risk review meetings.
- Family engagement.
- Administration engagement.

## REPORTED IMPACT SUMMARY

As a part of the federal government i3 development grant, an **evaluation** of BARR programming was conducted. A large suburban high school in southern California participated in a within-school Randomized Controlled Trial (RCT) of the BARR Model. As a result of this study, it was reported that BARR students earned more course credits and achieved higher grades than the control group students. Additionally BARR students scored higher on standardized test scores in mathematics and reading. In years 2 and 3, there was a closing of the achievement gap between Hispanic and non-Hispanic students. By the end of the second year, failure rates for Hispanic students was reduced by 50%, and grade point averages raised for all Hispanic students in the BARR group.

## WEBSITE

[barrcenter.org](http://barrcenter.org)

# By All Means

## TARGET POPULATION

Birth–12th Grade  
Urban Community

## SETTING

Community

## INTERVENTION APPROACH

Realignment

## RETURN ON INVESTMENT

Not available

## METRICS AND INDICATORS

Not available

## SELF DESCRIPTION AND APPROACH

By All Means is an initiative that was launched in 2016 through the Education Redesign Lab at Harvard Graduate School of Education to address city level system redesign. The project utilizes key strategies of research and dissemination, policy and advocacy, and city level field work within partner cities to determine what can be done differently at a systems level to support children and families facing out-of-school barriers to academic success. By All Means connects city leaders with resources at Harvard University to support the creation of innovative city plans focused on creating student-centered, customized learning experiences for students; integrating social, emotional, and health services with education; providing accessible and high quality expanded learning and enrichment experiences for all children; and creating governance structures that will support this integrated model of services. Each city participating in the By All Means project designs a customized city plan with the support of a site-based consultant.

## REPORTED IMPACT SUMMARY

Not available

## WEBSITE

[edredesign.org/by-all-means](http://edredesign.org/by-all-means)

# Check and Connect

## TARGET POPULATION

K–12th Grade students  
who show warning signs of  
dropping out  
  
Urban, Suburban, and Rural  
Communities

## SETTING

School

## INTERVENTION APPROACH

Resource Access: Resource  
Concentration

## RETURN ON INVESTMENT

Not available

## METRICS AND INDICATORS

Attendance, Graduation,  
Academic

## SELF DESCRIPTION AND APPROACH

Check and Connect was created at the University of Minnesota as a program to address the barriers to learning that some students face. The program trains mentors who work in schools as student advocates and coaches. Specific students who have been identified as being at risk for academic failure are referred to Check and Connect programming and are then paired with a mentor/coach. Through building relationships with students, mentors are able to systematically monitor student performance variables (including absences, tardiness, behavioral referrals, and grades) and then provide personalized and timely interventions that focus on skill building, problem solving, family involvement, and building competence. Mentors work with students and families for at least two years and function as liaisons between the school and home.

## REPORTED IMPACT SUMMARY

Some evaluations have found that Check and Connect programming improves enrollment, attendance, and odds of graduation for students in special education. Another evaluation found that Check and Connect programming was associated with improved attendance and academic performance as well as less skipped classes and out-of-school suspensions.

In a **research brief** published by AIR in 2017, it was reported that Check & Connect did not improve student outcomes, including on-time graduation, for the students in the study.

## WEBSITE

[checkandconnect.umn.edu](http://checkandconnect.umn.edu)

# City Connects

## TARGET POPULATION

K–12th Grade

Urban, Suburban, and Rural Communities

## SETTING

School

## INTERVENTION APPROACH

Resource Access: Resource Concentration and Resource Coordination

## RETURN ON INVESTMENT

A Columbia University Teachers' College **study** by Economist Henry Levin found a positive return on investment for City Connects of \$11 for every \$1 invested in the program. When including the costs of services to which students and families are connected, the return on investment was \$3 for every \$1 invested.

## METRICS AND INDICATORS

Academic, Attendance, Drop Out, Social-Emotional, School Climate, Teacher Experience, Fidelity of Implementation, Services

## SELF DESCRIPTION AND APPROACH

City Connects takes a systematic, high-impact, cost-effective approach to addressing the out-of-school factors that limit learning. When a school partners with City Connects, a full-time City Connects Coordinator becomes embedded within the school and collaborates with teachers in each classroom to review the strengths and needs of each student, every year. Based on information gathered from teachers and other data sources, the City Connects Coordinator creates a tailored support plan for every student. This plan connects students to a comprehensive range of prevention, intervention, and enrichment services that already exist in schools and communities. Students who are identified as most at risk receive an in-depth review and a more intensive level of support. The City Connects Coordinator becomes the hub of student support by being a single point of contact through which student referrals are made. Using proprietary software developed for City Connects, City Connects Coordinators constantly track services and evaluate results, making sure every student is getting what's needed at the time it is needed.

## REPORTED IMPACT SUMMARY

A **study** of over 7,900 students in the Boston Public Schools attending City Connects elementary schools demonstrated better effort, grades, and **attendance** compared to peers who did not attend a City Connects school. When followed into 8th grade, these students **closed two-thirds of the achievement gap** in Math and half of the achievement gap in English relative to the average for all Massachusetts students. Students' four year high school **dropout rate was cut almost in half**. An evaluation of the impact of City Connects programming on academic outcomes for first generation immigrant and **ELL students** found that the intervention was associated with significantly improved math and reading achievement test scores for both these subgroups of students. City Connects also narrowed achievement gaps between immigrant students and their English-proficient peers. Students previously enrolled in City Connects elementary schools demonstrated lower rates of chronic absenteeism in middle and high school than students in comparison schools.

## WEBSITE

[bc.edu/bc-web/schools/lsoe/sites/cityconnects.html](http://bc.edu/bc-web/schools/lsoe/sites/cityconnects.html)

# Children's Aid Society Community Schools

## TARGET POPULATION

PreK–12th Grade  
Urban Community

## SETTING

School

## INTERVENTION APPROACH

Resource Access: Resource  
Concentration

## RETURN ON INVESTMENT

Not available

## METRICS AND INDICATORS

Attendance, Mental Health,  
Physical Health, School  
Climate, Academic, Parental  
Involvement, Behavioral,  
Neighborhood

## SELF DESCRIPTION AND APPROACH

A Community School is a strategy for organizing the resources of the school and the community to support student success. This place based approach calls for a strong instructional program, expanded learning opportunities through enrichment, and increased access to services designed to remove barriers to students' learning and healthy development. Community schools serve as the locus of the community. They are open to all community members, not just students, and are open all day and evenings as well as Saturdays year round. Community schools focus on building partnerships between the school and other community resources to integrate student and family supports including academics, services, and enrichment opportunities.

## REPORTED IMPACT SUMMARY

In a three-year longitudinal **study**, it was found that students who participated in Children's Aid Society schools showed an increase in academic achievement and positive youth development outcomes, including higher school attendance rates, increased self-esteem, increased career aspirations and decreased problems with communication. Additionally, students who participated in the Children's Aid Society afterschool programs attained higher math and reading test scores. It was also reported that the comprehensive coordinated services provided by the Community Schools strategy are most effective when partnering schools have stable leadership and a strong core instructional program.

Additionally, in a **report** in which outcomes from 49 evaluations of Community Schools were reviewed, it was found that 46 reported positive outcomes. Community school programs were associated with gains in reading and math test scores in 36 of the 49 programs. In addition, 19 programs reported improvements in school attendance, 11 reported reductions in school suspensions, 12 showed increases in parent involvement, six noted lower rates of neighborhood crime and violence and several (including The Children's Aid Society) showed multiple positive outcomes.

## WEBSITE

[childrensaidsociety.org/community-schools](http://childrensaidsociety.org/community-schools)



# City of Promise

## TARGET POPULATION

Birth–12th Grade+ to age 22  
Urban Community

## SETTING

Community

## INTERVENTION APPROACH

Resource Access: Resource  
Concentration

## RETURN ON INVESTMENT

Not available

## METRICS AND INDICATORS

College Attendance, Academic,  
Quality of Life

## SELF DESCRIPTION AND APPROACH

City of Promise is an initiative developed through the federal Promise Neighborhood planning grant. Led by neighborhood residents, the City of Charlottesville, Charlottesville City Schools (CCS), and a group of nonprofit organizations, City of Promise works to create a network of supports for children from cradle through college to career in three of the city's high-poverty neighborhoods: Westhaven, 10th & Page, and Starr Hill. This community-wide intervention offers a continuum of solutions to significantly improve the educational and developmental outcomes for children. Programming offers children personalized intervention plans, academic enrichment, tutoring, personal coaching, and college-prep advising. Additionally, City of Promise staff collaborates with local agencies, nonprofits, public schools and neighborhood residents to deliver programs of support for families. Current programs include:

- **Enroll to Launch:** signs up parents of the youngest children (0-5) in parenting classes to learn how to support their children's development and academic success.
- **Enroll to Connect:** ensures that all children in the neighborhood are connected to services that will help them reach their promise. After-school programs, tutoring and mentoring, physical and mental health services, job program placement, computer science classes, academic enrichment activities, summer camp opportunities, college guidance and scholarships, and other programs are delivered through contracts with City of Promise collaborative partners.
- **Enroll to Serve:** provides intensive academic case management to middle and high school students in the neighborhood, helping them to develop and stick to a "Game Plan for Success" with guidance from a designated coach. Team members participate in the after-school STEAM (science, technology, engineering, arts, and math) Lab and in support groups for girls and boys.
- **Dual Generation:** strategically partners with organizations that have the capacity to work with and serve parents, as well as maximize the use of the neighborhood Wi-Fi Network and updated computer lab as a workforce and economic development tool.

## REPORTED IMPACT SUMMARY

Outcomes reported on the website include 62% college attendance rate, increased middle school test scores that indicate they have closed the achievement gap, and increased quality of life for community members. In its first year of full implementation, Enroll to Serve's 20 students showed improved school attendance, grades, and hope for their futures.

## WEBSITE

[cityofpromise.com](http://cityofpromise.com)

# City Year

## TARGET POPULATION

3–9th Grade students at risk of dropping out of school

Urban Community

## SETTING

School

## INTERVENTION APPROACH

Resource Access: Resource Concentration and Resource Coordination

## RETURN ON INVESTMENT

Not available

## METRICS AND INDICATORS

Academic, Social-Emotional

## SELF DESCRIPTION AND APPROACH

City Year uses a “whole school, whole child” approach, based around a group of young adults who are AmeriCorps members. City Year members provide individualized, one on one support to “at-risk” students as identified using an evidence based approach from Johns Hopkins University that identifies early warning indicators of school failure including poor attendance, behavioral problems, and course failure in math and English. In addition to working individually with certain students, City Year members also contribute to building an overall positive learning environment in the schools.

Specific interventions provided by City Year members include:

- Providing one on one tutoring before, during and after school.
- Running after school clubs and service projects.
- Leading energetic morning greetings for the whole school to create a more encouraging learning environment.
- Taking attendance and call late or absent students to encourage them to come to school.
- Making positive phone calls home to fill parents and families in on the progress being made.
- Organizing and leading activities, celebrations, and projects to improve the school community as a whole.
- Conducting regular check ins with teachers and administrators to review student progress and next steps.

The program utilizes a cloud-based technology strategy to track outcomes and facilitate communication.

## REPORTED IMPACT SUMMARY

According to an **evaluation** by Policy Studies Associates conducted in 22 districts where City Year operates, schools partnering with City Year were two times as likely to have students improve on state English assessments, and three times as likely to have students improve in math proficiency. City Year was also found to help drive a 57% reduction in the number of students off track in ELA and 46% reduction in the number of students off track in math. Additionally, 68% of students were found to have moved on-track in SEL skills such as self-awareness, self-management, and relationship development.

## WEBSITE

[cityyear.org](http://cityyear.org)

# Comer School Development

## TARGET POPULATION

K–12th Grade  
Urban, Suburban, and Rural  
Communities

## SETTING

School

## INTERVENTION APPROACH

Resource Access: Resource  
Concentration

## RETURN ON INVESTMENT

Not available

## METRICS AND INDICATORS

Attendance, Academic,  
School Climate, Attendance,  
Behavioral

## SELF DESCRIPTION AND APPROACH

The Comer Process provides the organizational, management and communication framework for planning and managing all the activities of the school based on the developmental needs of its students. When fully implemented, the process brings a positive school and classroom climate, stability, and an instructional focus that supports all of the school's curriculum and renewal efforts.

Three structures comprise the basic framework on which the Comer Process is built. The School Planning and Management Team develops a Comprehensive School Plan, sets academic, social and community relations goals, and coordinates all school activities, including staff development programs. The team creates critical dialogue around teaching and learning and monitors progress to identify needed adjustments to the school plan as well as opportunities to support the plan. Members of the team include administrators, teachers, support staff, and parents. The Student and Staff Support Team promotes desirable social conditions and relationships. It connects all of the school's student services, facilitates the sharing of information and advice, addresses individual student needs, accesses resources outside the school, and develops prevention programs. Serving on this team are the principal and staff members with expertise in child development and mental health, such as counselors, social workers, psychologists, special education teachers, nurses, and others. The Parent Team involves parents and families in the school by developing activities through which they can support the school's social and academic programs. This team also selects representatives to serve on the School Planning and Management Team.

## REPORTED IMPACT SUMMARY

Multiple studies evaluating the Comer Process have found significant effects on school climate, student attendance, and student achievement. Effects were found to be associated with improved school climate including improved relationships between teachers and students, better collaboration among staff members, and greater focus on the whole child. Studies have also shown that in schools that used the Comer Process consistently, there was a reduction in school absences and suspensions than in the district as a whole. Comparative studies of Comer and non-Comer schools demonstrated that student self-competence, self-concept, and achievement were significantly more improved for Comer students than for non-Comer students. In addition, in cases where the program has been faithfully implemented, it contributed to the closing of the achievement gap.

## WEBSITE

[medicine.yale.edu/childstudy/comer](http://medicine.yale.edu/childstudy/comer)

# Commit! Our Kids Our Tomorrow

## TARGET POPULATION

Birth–12th Grade+  
Urban Community

## SETTING

Community

## INTERVENTION APPROACH

Realignment

## RETURN ON INVESTMENT

Not available

## METRICS AND INDICATORS

Academic, Graduation, College  
Readiness, Postsecondary

## SELF DESCRIPTION AND APPROACH

Commit! began in 2012 as a backbone organization built to support a coalition of stakeholders who committed to collaborating to develop a supportive pathway from cradle to career for students throughout Dallas County. Currently comprised of over 180 organizations, the Commit! Partnership includes numerous public school districts, charter school networks, private schools, higher education institutions, foundations, businesses, and nonprofits. The coalition focuses on increasing data and data capacities, creating community cradle to career campaigns, and systemic initiatives to increase community capacity.

## REPORTED IMPACT SUMMARY

According to the 2016 **Impact Report**, Commit! follows 11 student achievement indicators, including PreK enrollment, Kindergarten readiness, 3rd grade reading, 4th grade math, 8th grade science, Algebra I, college readiness, high school graduation rate, postsecondary enrollment, postsecondary persistence, and postsecondary completion. Outcomes associated with these indicators suggest that 16,300 more students are meeting benchmarks since the partnership started in 2011.

## WEBSITE

[commit2dallas.org](http://commit2dallas.org)

# Communities in Schools

## TARGET POPULATION

K–12th Grade

Urban, Suburban, and Rural  
Communities

## SETTING

School

## INTERVENTION APPROACH

Resource Access: Resource  
Concentration and Resource  
Coordination

## RETURN ON INVESTMENT

An **ROI study** indicated that every dollar invested in CIS resulted in \$11.60 in economic benefit for the community.

## METRICS AND INDICATORS

Drop Out, Graduation,  
Attendance, Academic Goals

## SELF DESCRIPTION AND APPROACH

The Communities in Schools (CIS) model positions site coordinators inside schools who facilitate partnerships with local businesses, social service agencies, health care providers and volunteers to provide students with the services that they need. Communities in Schools helps connect students with resources that provide food, school supplies, health care, counseling, academic assistance or a positive role model. In addition to an on-site coordinator, CIS provides a comprehensive school- and student-level needs assessment, a community asset assessment and identification of potential partners, and annual plans for school-level prevention and individual intervention strategies. CIS provides school-wide prevention services and resources as well as coordinated, targeted and sustained intervention services and resources for 5%-10% of students facing more significant risk factors.

## REPORTED IMPACT SUMMARY

In an **MDRC study** that examined the CIS model's effect on student outcomes in 53 CIS schools (elementary, middle, and high schools) it was found that on-time graduation rates increased and dropout rates decreased, though a causal relationship was unclear. Attendance rates for students improved in elementary schools, however there was no significant effect on attendance in middle and high schools. According to the CIS 2017 **annual report**, 91% of case managed students graduated or received a GED, 88% of students met or made progress towards their academic goals, 99% of students stayed in school, 93% were promoted to the next grade, and 80% improved attendance.

## WEBSITE

[communitiesinschools.org/](http://communitiesinschools.org/)

# Communities that Care

## TARGET POPULATION

K–12th Grade  
Urban, Suburban, and Rural  
Communities

## SETTING

School

## INTERVENTION APPROACH

Resource Access: Resource  
Coordination

## RETURN ON INVESTMENT

According to the Washington  
State Institute for Public  
Policy, every \$1 invested in  
the Communities that Care  
program yields \$5.31 in savings  
for community health.

## METRICS AND INDICATORS

Risky Youth Behavior, Health  
Behavior

## SELF DESCRIPTION AND APPROACH

Communities that Care utilizes the Social Development Strategy (SDS), which consists of five key components, including: opportunities for active participation and meaningful interaction, skills that young people need to succeed, recognition for effort and achievement and consistent and significant praise, bonding, and clear standards for behavior. In the early stages of the Communities that Care process, communities establish a board or existing coalition that will identify community needs and assess community resources to develop an action plan. By increasing protective factors, students will be less likely to engage in risky behaviors. In Seattle, the University of Washington School of Social Work is working with Communities that Care and community leaders to help students succeed. Social work master's students utilize the social development strategy to help increase the protective factors of elementary school students.

## REPORTED IMPACT SUMMARY

Communities that Care partnered with **researchers** from the University of Washington's Social Development Research Group to conduct a randomized control trial in 24 communities across seven states, including: Colorado, Illinois, Kansas, Maine, Oregon, Utah, and Washington. The research found that students in Communities that Care communities had significantly fewer health and problem behaviors than students in the control group. By eighth grade, students in a Communities that Care program were 24% less likely to have initiated delinquent behavior, 32% less likely to have initiated the use of alcohol, and 33% less likely to have initiated cigarette use than control community youths.

## WEBSITE

[communitiesthatcare.net](http://communitiesthatcare.net)



# Community Teamwork

## TARGET POPULATION

Birth–12th Grade+  
Urban Community

## SETTING

Community

## INTERVENTION APPROACH

Realignment

## RETURN ON INVESTMENT

Not available

## METRICS AND INDICATORS

Services Provided

## SELF DESCRIPTION AND APPROACH

Community Teamwork programs serve individuals and families at every stage of their lives. They work closely with community partners to adapt programs to better fit community need and to create new ones, when needed. Community Teamwork also strives to connect community members to all appropriate available resources through providing direct services, education and training to promote upward mobility and a higher quality of life for people and the community. Education and training programs include financial literacy, asset development, financial counseling, small business development, and re-education and certification through our partnerships with vocation technical schools and community colleges and universities. Community Teamwork has formed hundreds of partnerships with organizations across Massachusetts that collaborate to provide relevant services that help people become successful and economically independent. Partners in the business, government, faith, nonprofit, education, and healthcare sectors work closely with Community Teamwork to deliver a wide range of programs that build individual and community strength including financial literacy and asset development; family health and nutrition; family and childcare support; small business development; immigrant farming and farmers' market retailing; and more. Community Teamwork also partners with cities, towns and municipalities to create much-needed affordable housing, with over 200 units to date.

## REPORTED IMPACT SUMMARY

According to the website, Community Teamwork partners helped out of work or underemployed individuals secure jobs with sustainable wages through education and job training. Through the network, hundreds of children were cared for so their parents could work. Additionally, thousands of residents were able to have heat through the winter with Fuel Assistance and Energy Conservation programs and hundreds of residents avoided homelessness or obtained housing through Affordable Housing and Homelessness Services. Community Teamwork taught hundreds of residents how to manage their money better through Financial Education and Asset Development and the community benefited from the volunteer services of hundreds of senior citizens through Senior Volunteer Programs.

## WEBSITE

[commteam.org](http://commteam.org)

# Diplomas Now

## TARGET POPULATION

K–8th Grade  
Urban Community

## SETTING

School

## INTERVENTION APPROACH

Resource Access: Resource  
Coordination

## RETURN ON INVESTMENT

Not available

## METRICS AND INDICATORS

Early Warning Indicators  
(Absenteeism, Behavioral  
Problems, and Academic  
Performance)

## SELF DESCRIPTION AND APPROACH

Diplomas Now works to decrease high school dropout by identifying students at-risk in underfunded, urban schools. Diplomas Now holds weekly team meetings to identify students who are exhibiting early warning indicators. These teams will discuss student progress, assess collected data and set a support plan in motion. For students found to exhibit an abundance of early warning indicators, Diplomas Now will craft individual student plans and will ensure students have access to caring adults who can help them with their goals. These caring adults might help resolve problems, provide tutoring, and support students through check-ins. For students who are particularly high-risk, Diplomas Now will connect students to counseling, health care, food, housing, and clothing.

## REPORTED IMPACT SUMMARY

The greater number of early warning indicators, the more likely a student is to drop out in high school. According to an interim **evaluation**, Diplomas Now has been found to significantly reduce the number of students with early warning indicators. Diplomas Now has also been found to help children in 5th and 8th grade who do not have early warning indicators, stay on track as they transition to middle or high school.

## WEBSITE

[diplomasnow.org](http://diplomasnow.org)

# Durham Connects

## TARGET POPULATION

Birth–PreK

Urban Community

## SETTING

Health

## INTERVENTION APPROACH

Resource Access: Resource  
Coordination

## RETURN ON INVESTMENT

For every \$1 spent on Durham Connects, \$3 was saved in health care costs. **A study in the American Journal of Public Health** estimates that in a community such as Durham, which sees approximately 3,187 births each year, an investment of \$2.2 million in the Durham Connects program would yield emergency health care cost savings of \$6.7 million in the first six months of life.

## METRICS AND INDICATORS

Service Use, Health Care Cost,  
Parental Mental Health, Home  
Environment

## SELF DESCRIPTION AND APPROACH

Durham Connects is a community wide intervention that provides brief, large-scale intervention to all families of newborns in Durham, free of charge. Interventions include a home visit by a nurse who assesses and supports parents' strengths and needs, and connects new parents with community resources that can offer long term assistance. It is a manualized intervention that lasts 4-7 weeks and targets physical health, family coping, and social and financial aspects of the transition to parenthood. Durham Connects is the first U.S. newborn nurse home visiting program to combine a universal, community wide approach with thorough scientific evaluation based on randomized controlled trials. They support all families in the community at the time of birth regardless of income, status or number of children. Nurses use motivational interviewing skills to enable families to connect with community resources and to help mothers and fathers become the best parents they can be.

## REPORTED IMPACT SUMMARY

Durham Connects has been shown to lead to sharp declines in emergency care use and significant health care cost savings. **Findings** suggest Durham Connects participants experience reduced rates of maternal clinical anxiety, safer, more child-friendly home environments, and other benefits. Infants in the Durham Connects program used 59% less emergency care in the first six months of life and 50% less emergency care through one year of age, compared with other Durham newborns. The reductions held true for all subgroups studied, including single- and two-parent families, families receiving Medicaid and privately insured families.

## WEBSITE

[durhamconnects.org](http://durhamconnects.org)

# Elev8

## TARGET POPULATION

6–8th Grade  
Urban Communities

## SETTING

School

## INTERVENTION APPROACH

Resource Access: Resource  
Concentration

## RETURN ON INVESTMENT

According to a **research brief**, the initial Elev8 Oakland investment of \$887,500 into the mental and physical health of students and families calculates to an estimated long-term societal return of \$12,961,409, or 14.6 times the original investment.

## METRICS AND INDICATORS

Job Training, Service Use,  
School Climate, Academic

## SELF DESCRIPTION AND APPROACH

Elev8 is a Full-Service Community School model that brings together schools, families and other community partners to provide an array of services based inside the school. Elev8 was launched in 2007 and aims to extend the school day with afternoon, weekend and summer programs, create an on-site, adolescent-focused health clinic in each partner school, provide social supports, including public benefits screening for families, mentoring and help with high school placement, mobilize parent and community leaders to accelerate change and promote advocacy, and to advocate for policies that support similar comprehensive programs in other schools, locally and nationally.

## REPORTED IMPACT SUMMARY

According to a **report by Atlantic Philanthropies**, no definitive conclusions are currently able to be drawn as to whether Elev8 programming leads to student success. However, evaluations have shown that the majority of Elev8 students received annual health screening and dental care. Additionally, 85% of Elev8 students indicated that they have a caring adult that they have a strong relationship with in school, and over three quarters of students report having positive relationships with peers.

## WEBSITE

[lisc-chicago.org/Our-programs/Education/index.html](http://lisc-chicago.org/Our-programs/Education/index.html)

# Family Resource Centers—MA

## TARGET POPULATION

Birth–12th Grade  
Urban, Suburban, and Rural  
Communities

## SETTING

Community

## INTERVENTION APPROACH

Resource Access: Resource  
Concentration

## RETURN ON INVESTMENT

Not available

## METRICS AND INDICATORS

Services Provided

## SELF DESCRIPTION AND APPROACH

Massachusetts Family Resource Centers (FRCs) are a statewide network of community-based providers offering multi-cultural parenting programs, support groups, early childhood services, information and referral resources and education for families whose children range in age from birth to 18 years of age. A Family Resource Center is located in each of the 14 Massachusetts counties to provide easy access to information and assistance related to health care, safety, employment training, education and peer support.

## REPORTED IMPACT SUMMARY

A **program evaluation report** utilizes process data collected by the FRCs and reported to the Department of Children and Families (DCF) between January and July of 2015. In this reporting period, FRCs served 1,738 unique families, provided a total of 5,119 services, provided 3,434 referrals to external service providers, offered 77 evidence based parenting groups that enrolled 914 parents, offered 129 mutual self-help support groups that enrolled 1,005 parents, offered 83 parent-child groups that enrolled 662 parents, offered 28 support groups specific to grandparents raising grandchildren and FRC staff attended a total of 290 units of training, including 203 units of training to deliver evidence-based services.

## WEBSITE

[frcma.org](http://frcma.org)

# Family Support Services—Bellingham, WA

## TARGET POPULATION

K–12th Grade  
Suburban Community

## SETTING

Community

## INTERVENTION APPROACH

Resource Access: Resource  
Concentration

## RETURN ON INVESTMENT

Not available

## METRICS AND INDICATORS

Not available

## SELF DESCRIPTION AND APPROACH

Family Support Services includes many important programs including our Family Resource Center (FRC), Homeless Support Program, Health Services, Restorative Practices, Counseling and more. The FRC is a family support center that links school families with local resources and human services addressing the needs of the whole child in order to promote student success. All families are welcome. The FRC is a safe place where families can access information and available services including:

- Basic needs such as food, clothing, and housing
- Child academic and behavioral support
- Medical and mental health
- Special needs and disability
- Financial and legal assistance
- Educational and employment opportunities
- Emergency assistance
- Bellingham Public School provided resources and educational processes

## REPORTED IMPACT SUMMARY

Not available

## WEBSITE

[bellingshamschools.org/families/family-support-services](http://bellingshamschools.org/families/family-support-services)



# Gainesville City School System

## TARGET POPULATION

K–12th Grade  
Small City

## SETTING

School

## INTERVENTION APPROACH

Resource Access: Resource  
Concentration

## RETURN ON INVESTMENT

Not available

## METRICS AND INDICATORS

Not available

## SELF DESCRIPTION AND APPROACH

The Gainesville City School System has implemented various interventions designed to address barriers to learning and promote healthy development. The areas of focus for building learning supports framework are:

- Classroom-Based Approaches to Enable Learning
- Student and Family Interventions
- Community Support
- Family Engagement in Schooling
- Support for Transitions
- Crisis Assistance and Prevention

Also included in the framework are three levels or subsystems of interventions designed to:

- Promote healthy development and prevent problems
- Intervene early to address problems as soon after onset as feasible
- Provide specialized assistance for those with severe, pervasive, or chronic problems

## REPORTED IMPACT SUMMARY

Not available

## WEBSITE

[gcssk12.net/learning-supports.html](http://gcssk12.net/learning-supports.html)

# Harlem Children’s Zone

## TARGET POPULATION

Birth–12th Grade+  
Urban Community

## SETTING

Community

## INTERVENTION APPROACH

Resource Access: Resource  
Concentration

## RETURN ON INVESTMENT

Not available

## METRICS AND INDICATORS

Postsecondary Outcomes,  
School Readiness, Academics

## SELF DESCRIPTION AND APPROACH

Harlem Children’s Zone begins interventions at birth and helps kids every step of the way until college graduation through education, social services, family support, health, and community-building programs. Services provided include free parenting workshops, a pre-school program, three charter schools, and child-oriented health programs for thousands of children and families. The Harlem Children’s Zone Project has expanded the HCZ’s comprehensive system of programs to nearly 100 blocks of Central Harlem and aims to keep children on track through college and into the job market.

## REPORTED IMPACT SUMMARY

According to the Harlem Children’s Zone website, in the ten years from 2002 to 2011, 97.3% of the four-year-olds at Harlem Gems scored average, advanced, or very advanced on school readiness, exceeding the 84.1% expected on a norm-referenced test. External reviews have principally focused on impacts on students attending the Promise Academies, two HCZ charter schools.

## WEBSITE

[hcz.org](http://hcz.org)

# Head Start

## TARGET POPULATION

Birth–PreK

Urban, Suburban, and Rural  
Communities

## SETTING

School or Community

## INTERVENTION APPROACH

Resource Access: Resource  
Concentration and Resource  
Coordination

## RETURN ON INVESTMENT

Not available

## METRICS AND INDICATORS

Housing, Job Training, GED  
Completion, Academic, Social-  
Emotional, Parent Engagement

## SELF DESCRIPTION AND APPROACH

Head Start and Early Head Start programs support the mental, social, and emotional development of children from birth to age 5. In addition to education services, programs provide children and their families with health, nutrition, social, and other services. Head Start services are responsive to each child and family's ethnic, cultural, and linguistic needs. These agencies receive grants from the U.S. Department of Health and Human Services (HHS). Head Start agencies design services for children and families that meet the needs of their local community.

Both Head Start and Early Head Start programs offer a variety of service models, depending on the needs of the local community. Programs may be based in centers, schools, or family child care homes.

## REPORTED IMPACT SUMMARY

According to an **impact study**, access to Head Start improved children's preschool outcomes across developmental domains, but had few impacts on children in kindergarten through 3rd grade. Providing access to Head Start was found to have a positive impact on the types and quality of preschool programs that children attended, with the study finding statistically significant differences between the Head Start group and the control group on every measure of children's preschool experiences in the first year of the study.

## WEBSITE

[eclkc.ohs.acf.hhs.gov/hslc/hs/about](https://eclkc.ohs.acf.hhs.gov/hslc/hs/about)

# Health Leads

## TARGET POPULATION

All patients at Hospitals/Clinics  
Urban, Suburban, and Rural  
Communities

## SETTING

Health

## INTERVENTION APPROACH

Service Delivery—Resource  
Coordination

## RETURN ON INVESTMENT

Not available

## METRICS AND INDICATORS

Health Risk Factors

## SELF DESCRIPTION AND APPROACH

Health Leads enables healthcare providers to prescribe basic resources like food and heat just as they do medication, and refer patients to our program just as they do any other specialty. College students serve as Health Leads Advocates, working with patients to connect them with the basic resources they need to be healthy. When families visit a partner hospital or health center, the clinic team screens them for basic needs like food and heat that can affect their health. Health Leads Advocates coordinate service referrals including tracking down phone numbers, printing maps, securing transportation, and completing applications. The Advocates follow up with patients regularly by phone, email, or during clinic visits. Relationships may be long-term or short-term based on patients' needs and preferences. As part of the clinic team, advocates also provide ongoing updates on a patient's progress in securing basic resources to doctors, nurses, social workers, and other healthcare providers.

## REPORTED IMPACT SUMMARY

According to the website, evaluation of Health Leads-powered clinics has connected social needs to chronic conditions and showed meaningful improvements in risk factors like cholesterol and blood pressure when resource needs are met. One Health Leads-enabled facility saw 58% of patients screen positive for basic resource needs—30% more than estimated by its clinical team. Health Leads-supported clinicians are 70% more likely to report that their clinic has adequate support in securing needed resources for patients. 69% of patients surveyed reported they are more likely to recommend a clinic to friends and family because of Health Leads' services.

## WEBSITE

[healthleadsusa.org](http://healthleadsusa.org)

# HelpSteps

## TARGET POPULATION

All individuals in need of health and social services in Massachusetts

Urban Community

## SETTING

Health

## INTERVENTION APPROACH

Service Delivery—Resource Coordination

## RETURN ON INVESTMENT

Not available

## METRICS AND INDICATORS

Services Provided

## SELF DESCRIPTION AND APPROACH

HelpSteps.com is a free web-based portal and app that connects individuals to health and human services available in Massachusetts. Developed from the department of Emergency Medicine at Boston Children's Hospital, HelpSteps is a functional tool designed to combat the social determinants of health by offering screening tools and making social and health services readily available. To better serve the residents of Boston, the Boston Public Health Commission partnered with Boston Children's Hospital and adopted HelpSteps as its information and referral resource. The tool is designed to cater to users' needs by location, language, services, nearest bus routes and much more. It is built on a database that includes information on over 1,700 in-state agencies.

## REPORTED IMPACT SUMMARY

HelpSteps was used as a screening tool at Boston Children's Hospital Adolescent/Young Adult Clinic. In a **report** about the implementation of this program it was found that 76% of youth screened positive for one major social problem and 47% experienced at least two or more social problems. Additionally, only 25% of youth had been screened for health-related social problems over the prior year. 78% of youth self-selected at least one referral for an unmet social need and nearly half of the patients who selected referral services successfully addressed their priority problem.

## WEBSITE

[helpsteps.com](http://helpsteps.com)

# Magnolia Community Initiative

## TARGET POPULATION

Birth–12th Grade  
Urban Community

## SETTING

Community

## INTERVENTION APPROACH

Realignment

## RETURN ON INVESTMENT

Not available

## METRICS AND INDICATORS

Not available

## SELF DESCRIPTION AND APPROACH

The Magnolia Community Initiative (MCI) is a model for large-scale community mobilization. It is a collaborative effort of over 70 faith based and community groups, organizations and public agencies, dedicated to improving outcomes for children in a five square mile (500 blocks) area crossing the Pico Union, West Adams and the North Figueroa Corridor neighborhoods just south west of downtown Los Angeles. MCI's key strategy is to build neighborhood resiliency and civic engagement by connecting diverse groups, programs, and providers in a system of shared accountability, and emphasizing sustainable and scalable data-driven practices. Data are employed to help identify ways to change behavior to collectively improve conditions and outcomes for a local population of children and families. Network partners have established several workgroups that meet regularly to achieve community-level change. CareLinQ is the data system used to track referrals and access resources.

## REPORTED IMPACT SUMMARY

Not available

## WEBSITE

[magnoliaplacela.org](http://magnoliaplacela.org)



# New Bedford Public Schools—Family Welcome Center

## TARGET POPULATION

Birth–12th Grade  
Small City Community

## SETTING

Community

## INTERVENTION APPROACH

Resource Access: Resource  
Coordination

## RETURN ON INVESTMENT

Not available

## METRICS AND INDICATORS

Not available

## SELF DESCRIPTION AND APPROACH

The Family Welcome Center is a place where families in the New Bedford community come to register their children for school. In the process of registration, the Family Welcome Center team conducts a universal screening of all students from PreK-12 in all programs. They also support and assist families to be active partners in their students' education and to make community partnerships. The Family Welcome Center will provide families with information related to: transportation, food services, English language learners, special education, early childhood programs, McKinney-Vento homeless services, and health information with the goal of helping parents to navigate the school system. In collaboration with community agencies, the FWC provides parent engagement activities and family workshops to educate parents and families on how to navigate the school system and how to access other resources in the community.

## REPORTED IMPACT SUMMARY

Not available

## WEBSITE

[newbedfordschools.org/depts\\_programs/family\\_welcome\\_center](http://newbedfordschools.org/depts_programs/family_welcome_center)

# Nurse Family Partnership

## TARGET POPULATION

Prenatal–2 years  
Urban, Suburban, and Rural  
Communities

## SETTING

Health and Community

## INTERVENTION APPROACH

Resource Access: Resource  
Coordination

## RETURN ON INVESTMENT

A **2017 cost benefit update by WSIPP** estimated a benefits to cost ratio of \$1.88, benefits minus cost of \$8,988, and a 61% chance that the program will produce benefits greater than cost.

## METRICS AND INDICATORS

Health, School Readiness,  
Maternal Employment

## SELF DESCRIPTION AND APPROACH

Nurse-Family Partnership helps transform the lives of vulnerable first-time moms and their babies. Through ongoing home visits from registered nurses, low-income, first-time moms receive the care and support they need to have a healthy pregnancy, provide responsible and competent care for their children, and become more economically self-sufficient. From pregnancy until the child turns two years old, Nurse-Family Partnership Nurse Home Visitors form a much-needed, trusting relationship with the first-time moms, instilling confidence and empowering them to achieve a better life for their children—and themselves.

An evidence-based community health program, Nurse-Family Partnership's outcomes include long-term family improvements in health, education, and economic self-sufficiency. By helping to break the cycle of poverty, we play an important role in helping to improve the lives of society's most vulnerable members, build stronger communities, and leave a positive impact on this and future generations.

High fidelity implementation of this program includes the following elements:

- Client participates voluntarily in the Nurse-Family Partnership program.
- Client is a first-time mother.
- Client meets low-income criteria at intake.
- Client is enrolled in the program early in her pregnancy and receives her first home visit by no later than the end of the 28th week of pregnancy.
- Client is visited one-to-one: one nurse home visitor to one first-time mother/family.
- Client is visited in her home as defined by the client, or in a location of the client's choice.
- Client is visited throughout her pregnancy and the first two years of her child's life in accordance with the standard NFP visit schedule or an alternative visit schedule agreed upon between the client and nurse.
- Nurse home visitors and nurse supervisors are registered professional nurses with a minimum of a Baccalaureate degree in nursing.
- Nurse home visitors and nurse supervisors participate in and complete all education required by the NFP National Service Office (NSO). In addition, a minimum of one current NFP administrator participates in and completes the Administration Orientation required by NFP NSO.
- Nurse home visitors use professional knowledge, nursing judgment, nursing skills, screening tools and assessments, frameworks, guidance and the NFP Visit-to-Visit Guidelines to individualize the program to the strengths and risks of each family and apportion time across the defined program domains.
- Nurse home visitors and supervisors apply nursing theory, nursing process and nursing standards of practice to their clinical practice and the theoretical framework that underpins the program, emphasizing Self-Efficacy, Human Ecology and Attachment theories, through current clinical methods.

- A full-time nurse home visitor carries a caseload of 25 or more active clients.
- NFP agencies are required to employ a NFP nurse supervisor at all times.
- Nurse supervisors provide nurse home visitors clinical supervision with reflection, demonstrate integration of the theories, and facilitate professional development essential to the nurse home visitor role through specific supervisory activities including one-to-one clinical supervision, case conferences, team meetings and field supervision.
- Nurse home visitors and nurse supervisors collect data as specified by the Nurse-Family Partnership National Service Office and ensure that it is accurately entered into the NFP data collection system in a timely manner.
- NFP nurse home visitors and supervisors use data and NFP reports to assess and guide program implementation, enhance program quality, demonstrate program fidelity and inform clinical practice and supervision.
- A Nurse-Family Partnership implementing agency is located in and operated by an organization known in the community for being a successful provider of prevention services to low-income families.
- A Nurse-Family Partnership implementing agency convenes a long-term Community Advisory Board that reflects the community composition and meets at least quarterly to implement a community support system for the program and to promote program quality and sustainability.
- Adequate organizational support and structure shall be in place to support nurse home visitors and nurse supervisors to implement the program with fidelity to the model.

#### REPORTED IMPACT SUMMARY

According to one **study**, Teachers and principals reported that community school supports and services addressed student barriers to learning, improved school climate, and enabled teachers to focus more directly on teaching.

#### WEBSITE

**[nursefamilypartnership.org](http://nursefamilypartnership.org)**

# NYC Community Schools

## TARGET POPULATION

Birth–12th Grade  
Urban Community

## SETTING

School

## INTERVENTION APPROACH

Resource Access: Resource  
Concentration

## RETURN ON INVESTMENT

Not available

## METRICS AND INDICATORS

Graduation, Drop Out,  
Attendance, Academic, School  
Climate, Parental Engagement,  
Neighborhood

## SELF DESCRIPTION AND APPROACH

An NYC Community School is a partnership between school staff, families, youth, and the community to raise student achievement by ensuring that children are physically, emotionally, and socially prepared to learn. A Community School serves as a center of the neighborhood by providing access to critical programs and services like health care, mentoring, expanded learning programs, adult education, and other services that support the whole child, engage families, and strengthen the entire community. In the NYC Community School approach, each school is paired with a lead Community Based Organization (CBO) partner that works collaboratively with the principal and the School Leadership Team (SLT) to carry out the work at the school.

## REPORTED IMPACT SUMMARY

According to the NYC Community Schools website, national studies have found that strong community schools have higher graduation rates and lower dropout rates; higher student attendance; higher reading and math scores; improved school climate, including teacher morale and student behavior; greater parent engagement; and lower rates of neighborhood crime and violence.

## WEBSITE

[nyc.gov/site/communityschools/index.page](https://nyc.gov/site/communityschools/index.page)

# Oakland Unified School District—Full Service Community Schools

## TARGET POPULATION

K–12th Grade  
Urban Community

## SETTING

School

## INTERVENTION APPROACH

Resource Access: Resource  
Concentration

## RETURN ON INVESTMENT

Not available

## METRICS AND INDICATORS

Academic, Services Provided,  
Graduation Rates

## SELF DESCRIPTION AND APPROACH

By 2020, Oakland Unified School District (OUSD) will build a Full Service Community District focused on high academic achievement while serving the whole child, eliminating inequity, and providing each child with excellent teachers. According to OUSD, a full service community school is both a place and a set of partnerships between the school and community organizations. Its integrated focus on academics, health and social services, youth and community development, and community engagement leads to improved student learning, stronger families, and healthier communities. Using public schools as hubs, community schools bring together many partners to offer a range of supports and opportunities to children, youth, families and communities. Given that the needs of students and families differ from school to school and neighborhood to neighborhood, the set of services and partnerships at each school must also differ. The Single Plan for Student Achievement (SPSA) is a site plan created by a school team including the principal, teachers, parents, community partners, and, where applicable, secondary school students. The SPSA is a tool for sites to prioritize particular programs and strategies that will best serve their students, families, and the community. It lays out each school's plan for becoming a Full-Service Community School and achieving the school's goals.

OUSD operates 15 school-based health clinics, the most per capita of any school district in the country. Oakland is one of only eight school districts in the country selected to participate in a special initiative by the Collaborative for Academic, Social, and Emotional Learning (CASEL) to help students manage emotions, achieve positive goals, show empathy for others, maintain positive relationships, and make responsible decisions.

## REPORTED IMPACT SUMMARY

Between 2011 and 2013, OUSD's graduation rate improved by 8.1 percent, while the dropout rate fell by 9.0 percent.

## WEBSITE

[ousd.org/ousd](http://ousd.org/ousd)

# Parent-Child Home Program

## TARGET POPULATION

Birth–PreK  
Urban, Suburban, and Rural  
Communities

## SETTING

Community

## INTERVENTION APPROACH

Resource Access: Resource  
Coordination

## RETURN ON INVESTMENT

A **study** of the job creation and earnings effects of the PCHP shows that participation in the program increases residents' earnings by 5.66%. The study also estimates that if the PCHP were to be implemented nationally, the effects on the economy would include adding 300,000 jobs, \$53 billion in generated earnings, and \$42 billion in long run annual government revenue. **Other return on investment studies** have estimated that PCHP could generate savings of \$210,000 per child due to reduced needs for special education services, and could increase a participant's lifetime earnings potential by between \$600,000 and \$1 million dollars.

## METRICS AND INDICATORS

Kindergarten Readiness,  
Academic, Social-Emotional,  
Graduation, Special Education

## SELF DESCRIPTION AND APPROACH

PCHP's takes an in-home approach that makes it convenient for underserved families isolated by poverty, language barriers, and lack of transportation to participate in high quality, educational early childhood services. Each family is matched with a community-based early literacy specialist who, if possible, shares the family's cultural background and language. The visits are a half-hour, twice-a-week over a two-year period, and are scheduled at a time that is convenient for the family. Each week, the literacy specialist brings a new high-quality book or educational toy that is a gift to the family. Using the book or toy, the visitor models, in the family's native language, reading, conversation, and play activities designed to stimulate parent-child interaction and promote the development of the verbal, cognitive, and social-emotional skills that are critical for children's school readiness and long-term school success. Each year, each family receives a minimum of 46 home visits. Over the course of the two years, families acquire a library of 46 high quality books and educational toys and 46 curricular guide sheets with tips for verbal interaction, the serve and return of quality conversation; skill development; and additional engagement, literacy, music, and art activities. The home visit staff, who through twice-weekly visits build strong relationships with participants, also connect families to a wide-range of community resources including food, housing, health, and educational services

## REPORTED IMPACT SUMMARY

**Numerous impact studies** of PCHP have been conducted. Reported outcomes include that children who participated in PCHP are 50% more likely to measure ready for kindergarten than their socio-economic peers. They outperformed the statewide average on third grade state math achievement test. Program graduates scored 2.5 times higher on social-emotional skills assessment than the control group. They have 30% higher graduation rates than their socio-economic peers and enter school performing 10 months above their chronological age. Students are 50% less likely than their socio-economic peers to be referred to special education services by the third grade.

## WEBSITE

[parent-child.org](http://parent-child.org)



# Partners for Education @ Berea College

## TARGET POPULATION

K–12th Grade  
Rural Community

## SETTING

Community

## INTERVENTION APPROACH

Realignment

## RETURN ON INVESTMENT

Not available

## METRICS AND INDICATORS

School Readiness, School Climate  
  
PfE contracts with the Evaluation Consulting Group and REACH Evaluation to manage the assessment of its various initiatives using a set of “customized longitudinal data” that track progress on a variety of metrics. And the Collaborative for Teaching and Learning, a core partner organization, collects data on school readiness, classroom rigor, and college-going culture.

## SELF DESCRIPTION AND APPROACH

The mission of Partners for Education at Berea College is to increase educational outcomes in the children in rural Appalachian Kentucky. As a department within Berea College, Partners for Education works with schools, community organizations and parents to increase proficiency in Math and Reading and to increase high school graduation, college going and college success rates. The program’s theory of change is that a well-coordinated collaboration of partners working with parents, implementing well-designed programs and closely monitoring services will increase educational outcomes in individual children and in the community as a whole. Through a suite of programs, Partners for Education leverages \$25.8 million each year. This goes to serve 35,318 young people and their families. These programs include GEAR UP, i3 and the first rural Promise Neighborhood.

## REPORTED IMPACT SUMMARY

Not available

## WEBSITE

[berea.edu/pfe](http://berea.edu/pfe)

# PROSPER Partnerships

## TARGET POPULATION

K–8th Grade  
Urban, Suburban, and Rural  
Communities

## SETTING

School

## INTERVENTION APPROACH

Resource Access: Resource  
Coordination

## RETURN ON INVESTMENT

Not available

## METRICS AND INDICATORS

Risky Youth Behavior, Family  
Outcomes, Academics

## SELF DESCRIPTION AND APPROACH

PROSPER stands for PROMoting School-community-university Partnerships to Enhance Resilience. PROSPER facilitates the delivery of evidence-based programs to enhance positive youth development, reduce risky behaviors, and strengthen families. PROSPER takes existing resources and then adds partnerships between other key community resources to form small, strategic teams. These community teams implement one family and one school evidence-based program that they select from a menu and are supported throughout their programming effort by program area specialists and evaluation experts from local universities.

## REPORTED IMPACT SUMMARY

Students who were a part of the PROSPER network had significantly fewer conduct behaviors, less illicit substance use, and less cigarette and marijuana use. PROSPER also demonstrated positive effects on family strengthening, parenting, and youth skill outcomes. Analyses showed that students in the PROSPER network had fewer negative peer influences and better grades.

## WEBSITE

[helpingkidsprosper.org](http://helpingkidsprosper.org)

# Save the Children—Early Steps to School Success

## TARGET POPULATION

Birth–PreK

Urban, Suburban, and Rural  
Communities

## SETTING

Community

## INTERVENTION APPROACH

Resource Access: Resource  
Coordination

## RETURN ON INVESTMENT

Not available

## METRICS AND INDICATORS

Academic

## SELF DESCRIPTION AND APPROACH

Our Early Steps to School Success program lays a critical foundation of language and literacy skills for children from birth to age 5, so they can enter school ready to succeed. Through home visits, book exchanges, parenting groups, and an emphasis on transition to school, Early Steps staff helps children with language, social and emotional development, and equips parents and caregivers with the skills to successfully support children's growth.

## REPORTED IMPACT SUMMARY

According to the **2010 Annual Report**, 84% of children who had participated in the ESSS program scored average or above on the Peabody Picture Vocabulary Test and those who had been in the program 2.5-3 years had the highest average scores, showing improvement over time. Additionally, metrics have shown that home environments have improved for a majority of children participating in the program.

## WEBSITE

[savethechildren.org/site/c.8rKLIXMGIpI4E/b.8193011/k.4505/Early\\_Steps\\_to\\_School\\_Success.htm](http://savethechildren.org/site/c.8rKLIXMGIpI4E/b.8193011/k.4505/Early_Steps_to_School_Success.htm)

# Say Yes to Education

## TARGET POPULATION

K–12th Grade+  
Urban Community

## SETTING

School and Community

## INTERVENTION APPROACH

Realignment, Resource Access:  
Resource Coordination

## RETURN ON INVESTMENT

Not available

## METRICS AND INDICATORS

Graduation, Postsecondary,  
Mental Health Clinics Opened,  
Foster Care Placement Rates

## SELF DESCRIPTION AND APPROACH

With nearly 30 years of experience, Say Yes to Education works with cities and counties to transform civic infrastructure around the goals of every public school student graduating high school with the preparation and support to attain, afford and complete a postsecondary education. Say Yes builds on the strengths of every child, whose interests and talents are nurtured; and the strengths of communities, whose existing assets serve as the foundation for a comprehensive (and sustainable) set of services to help ensure students achieve developmental milestones on the path to success in college, career and life. Say Yes to Education was developed in response to research that shows that the primary obstacles to post-secondary access fall in to four categories: Academic Services, Health Services, Financial Services, and Social/Emotional Services. To address these obstacles, Say Yes offers, or partners with organizations to provide a range of services, including, but not limited to, college scholarships, tutoring, extended learning time, family legal services, mental health counseling and other nonacademic support services, college counseling and preparation, and individualized student engagement with targeted interventions.

## REPORTED IMPACT SUMMARY

According to the Say Yes to Education website, \$142 million in scholarship and grants have been awarded, 10,000+ Say Yes students have gone to college, high school graduation rates in partner districts have increased by 15% and college matriculation has increased by 10%. \$100 million dollars have been raised locally for scholarship funds. Since its beginning, Say Yes has opened 34 school based mental health clinics. In Syracuse, NY a 43% reduction in foster care placements has been achieved in six years.

## WEBSITE

[sayyestoeducation.org](http://sayyestoeducation.org)

# Shared Prosperity Philadelphia

## TARGET POPULATION

Birth–12th Grade+  
Urban Community

## SETTING

Community

## INTERVENTION APPROACH

Realignment

## RETURN ON INVESTMENT

Not available

## METRICS AND INDICATORS

Medicaid Enrollment, Clients Served, Economic Savings

## SELF DESCRIPTION AND APPROACH

Shared Prosperity Philadelphia is the first step in creating and implementing a comprehensive strategy to address poverty in Philadelphia. Persistent poverty threatens our city's future in numerous ways. It exacts a continuing toll in terms of lost tax revenue and high demand for city services. Worse, it deprives us of the potential contributions of thousands of our citizens. We can only build a thriving Philadelphia for everyone if we act to prevent this legacy from being passed to yet another generation. Shared Prosperity Philadelphia builds a foundation for systemic, long-term change. The Office of Community Empowerment and Opportunity (CEO), Philadelphia's Community Action Agency, serves as the backbone agency for the Shared Prosperity Philadelphia collective impact effort. The City launched the office by executive order in January 2013 with an ambitious goal: to organize and implement a coordinated approach to reduce poverty—an approach that could get off the ground quickly and last for as long as necessary. Collaboration is key. CEO convenes stakeholders from the government, philanthropy, academia, business and resident communities to achieve a common understanding of poverty in Philadelphia and everyone's role in the solution. Activities focus on jobs and training, access to benefits, learning preparedness, housing security, and economic security.

## REPORTED IMPACT SUMMARY

In the **2016 Progress Report**, Shared Prosperity reports that 20,445 federal tax returns were completed, 11,788 benefit applications were completed, \$10.7 million in debt reduction was obtained, 1,037 job trainings were attended, lead was removed from 272 households, and 594 households received emergency rental assistance.

## WEBSITE

[sharedprosperityphila.org](http://sharedprosperityphila.org)

# Single Stop USA

## TARGET POPULATION

Birth–12th Grade+  
Urban, Suburban, and Rural  
Communities

## SETTING

Community

## INTEGRATION LEVEL

Resource Access: Resource  
Concentration

## RETURN ON INVESTMENT

According to the Single  
Stop website, programming  
achieves a 1:20 dollar return on  
investment

## METRICS AND INDICATORS

Services Provided, College  
Success

## SELF DESCRIPTION AND APPROACH

Single Stop believes that connecting families to resources is a problem of logistics and is addressing this problem by leveraging existing financial resources with opportunities for education, counseling, training, and support. Through a unique combination of innovative technology and programmatic expertise, Single Stop is growing the competitive workforce and strengthening local communities. Single Stop harnesses America's most effective anti-poverty tools to create economic mobility for low-income families and individuals. Through a unique one-stop shop, Single Stop provides coordinated access to a safety net worth nearly \$1 trillion and services provided by almost a million nonprofits—connecting people to the resources they need to attain higher education, obtain good jobs, and achieve financial stability. At over 100 sites across 9 states, Single Stop partners with organizations that serve low-income families to provide wraparound services and ensure their clients have access to all the major anti-poverty resources available. Single Stop is building an application platform that is projected to reach millions of households. This tool will take Single Stop's proven service model to its most ambitious scale.

## REPORTED IMPACT SUMMARY

Since 2007 Single Stop has connected 1 million households with nearly \$3 billion in supports and services. According to an independent **evaluation** conducted by Metis Associates in 2016, Single Stop participants enrolled at a community college had a significantly higher semester to semester persistence rate than their comparison peers. They also had a significantly higher ratio of completed to attempted degree bearing credits. Additionally, participants significantly outperformed their matched comparisons in terms of cumulative grade point average.

## WEBSITE

[singlestopusa.org](http://singlestopusa.org)

# Strive Together/Strive Partnership

## TARGET POPULATION

Birth–12th Grade+  
Urban, Suburban, and Rural  
Communities

## SETTING

Community

## INTERVENTION APPROACH

Realignment

## RETURN ON INVESTMENT

Not available

## METRICS AND INDICATORS

Not available

## SELF DESCRIPTION AND APPROACH

The partnership’s work is dedicated to supporting every child, every step of the way, cradle to career. This work is accomplished through catalyzing and supporting collaborative action, promoting a culture of continuous improvement and aligning resources to what works based on data. The partnership works collectively to accomplish its goals through developing a shared vision and supporting systems change leaders, engaging and empowering leaders as agents of systems change, using actionable data and continuous improvement, aligning resources to support what works, pursuing local and institutional policy change, and advocating for equity at all levels of the system.

## REPORTED IMPACT SUMMARY

Strive partners are independently evaluated for impact. Partnerships who have become “Proof Points,” or programs that have achieved a strong evidence base as determined by Strive Partnership, are seeing real impact as evidenced through improvement in their community level outcomes and indicators. More specifically, Proof Point Partnerships are seeing 60% or more of their indicators trending in the right direction.

According to a **Bridgespan report**, Cincinnati has seen a 10% increase in graduation rates since 2003, and Covington, KY has seen a 16% increase in college enrollment rate since 2004. According to the impact section of the website, 86% of student outcome indicators are improving for students in Cincinnati and Northern Kentucky, Kindergarten readiness is up 13 points to 75%, and fourth grade reading achievement for Cincinnati Public School students is up 21 points to 76%.

## WEBSITE

[strivepartnership.org](http://strivepartnership.org)



# The Door

## TARGET POPULATION

9–12th Grade+  
Urban Community

## SETTING

Community

## INTERVENTION APPROACH

Resource Access: Resource  
Concentration

## RETURN ON INVESTMENT

Not available

## METRICS AND INDICATORS

College Acceptance/  
Enrollment, Youth Served

## SELF DESCRIPTION AND APPROACH

Each year The Door serves nearly 10,000 young people from all over New York City, with a wide range of integrated services including reproductive health care and education, mental health counseling and crisis assistance, legal assistance, GED and ESOL classes, tutoring and homework help, college preparation services, career development, job training and placement, supportive housing, sports and recreational activities, arts, and nutritious meals—all for free, completely confidentially, and under one roof.

## REPORTED IMPACT SUMMARY

According to the website, over 10,000 youth were served in 2015. Additionally, it is reported that 95% of high school seniors participating in the College Paths college preparation program graduated from high school and were accepted and enrolled in college. Through legal services provided, nearly 200 immigrant and undocumented young people were permitted to stay in the US through legal services.

## WEBSITE

[door.org](http://door.org)

# Turnaround for Children

## TARGET POPULATION

PreK–8th Grade  
Urban Community

## SETTING

School

## INTERVENTION APPROACH

Resource Access: Resource  
Concentration

## RETURN ON INVESTMENT

Not available

## METRICS AND INDICATORS

Classroom Culture,  
Relationships, Services  
Received, Behavioral

## SELF DESCRIPTION AND APPROACH

Turnaround partners with public schools that agree to hire and pay for a full-time social worker and guarantees access to all of its teachers for at least one hour per week. Turnaround sets up a partnership between the school and a community-based mental health provider then deploys a team consisting of a Social Work Consultant (veteran clinical social worker), Instructional Coach (master teacher), and Program Director (experienced school administrator) to work intensively with a small cluster of schools for 3–5 years. The Turnaround team helps to build a high capacity student support system that reaches all children, including those with intense needs, trains all teachers in proven classroom strategies that foster a safe, engaging learning environments and strong student-teacher relationships; and works with school leaders to drive school-wide improvement, aligned to Common Core State Standards and district guidelines. The Turnaround Intervention is a whole-school transformation process, carried out in partnership with the principal who re-designs the school to enable the building of the culture and systems necessary to support effective teaching, successful learning and sustainable improvement.

## REPORTED IMPACT SUMMARY

According to the website, 100% of Turnaround partner schools showed improvements in classroom organization and student engagement, 91% reported more supportive relationships among students and staff, 67% of students referred to mental health partners received services, and there was a 3% decrease in suspension rates among New York City and Washington, DC partner schools.

## WEBSITE

[turnaroundusa.org](http://turnaroundusa.org)

# University-Assisted Community Schools

## TARGET POPULATION

K–12th Grade  
Urban and Suburban  
Communities

## SETTING

School

## INTERVENTION APPROACH

Resource Access: Resource  
Concentration

## RETURN ON INVESTMENT

Not available

## METRICS AND INDICATORS

Academic, Attendance,  
Graduation

## SELF DESCRIPTION AND APPROACH

University Assisted Community Schools leverage the resources of higher education institutions to provide broadly based, comprehensive and sustainable support for community schools in local neighborhoods. UACS engage universities as lead partners in providing academic, human, and material resources. This mutually beneficial partnership simultaneously improves the quality of life and learning in local schools and communities while advancing university research, teaching, learning, and service. In Philadelphia, where UACS was developed at the Netter Center, University of Pennsylvania, each school site has at minimum one coordinator who works closely with the school and community to determine activities that best serve the specific needs of that area. Netter Center staff and partners also support the involvement of hundreds of University of Pennsylvania students in these activities. From 1994-2004, twenty-three colleges and universities participated in the Netter Center's national replication project, through which local sites adapted the framework of the university-assisted community school model, while an additional 75 teams of higher education, community, and school partners were trained on the model. The Netter Center now supports regional training centers on university-assisted community schools.

## REPORTED IMPACT SUMMARY

A **summary of UACS impact** reports that partnership has led to positive outcomes for both University of Pennsylvania and West Philadelphia. According to teacher surveys, 72% of students who needed to improve academic performance did, and 66% improved their participation in classes. The majority of K-8 students indicate that involvement in the after-school programs through the partnership helped them with homework, increased their confidence, and helped them do better and be more engaged in school. In high schools where UACS partnered, graduation rates rose from around 50% to 94% and seniors earned more than \$740,000 in scholarship and grant awards. Additionally, schools' advanced placement and Honors course participation increased and average daily attendance rose from 71% to 83%.

## WEBSITE

[nettercenter.upenn.edu/what-we-do/programs/  
university-assisted-community-schools](http://nettercenter.upenn.edu/what-we-do/programs/university-assisted-community-schools)

# Vancouver Public Schools—Family-Community Resource Centers

## TARGET POPULATION

K–12th Grade  
Urban Community

## SETTING

School

## INTERVENTION APPROACH

Resource Access: Resource  
Concentration

## RETURN ON INVESTMENT

Not available

## METRICS AND INDICATORS

Academic, Graduation

## SELF DESCRIPTION AND APPROACH

To address the issues of poverty and increase family engagement, Vancouver Public Schools (VPS) has created a network of Family-Community Resource Centers (FCRC), which are located in 18 of the district's 35 schools. The goal of FCRCs is to help all children succeed by removing barriers and connecting families with available community resources. This may include: student homework help, school supplies to health services, dental care, clothing, food, emergency housing, job assistance, early childhood education, assistance with GED preparation and more. The mobile FCRC serves students at the other 17 district schools without onsite FCRCs. Working with school counselors, teachers, building administrators and community partners, a mobile FCRC coordinator collects and deploys resources to meet needs when and where they're needed. Community partners including nonprofit agencies, the faith community and other service organizations generously provide needed donations and services.

## REPORTED IMPACT SUMMARY

According to the a **profile** written by Broader Bolder Approach to Education, Vancouver high school and middle school core course failure rates have been cut by 31% since 2006–07. The failure rate in the largest middle and high school courses has been reduced by 42%. Since 2007, the number of students enrolled in Advanced Placement courses increased from 792 to 1,325, nearly a 67% increase. The increase was even greater among low-income students. VPS students' scores on the ACT, an indication of readiness for college-level work, have risen faster than the state's average over the past five years, and district students outperformed their peers statewide in all areas for 2014. The on-time (four-year) graduation rate increased from 64% in 2010 to a projected rate of nearly 80% in 2013. Its extended (five-year) graduation rate, 69 percent in 2010, was anticipated to exceed 80 percent in 2015.

## WEBSITE

[vansd.org/fcrc](http://vansd.org/fcrc)

# Wraparound Zone—MA

## TARGET POPULATION

K–12th Grade  
Urban Community

## SETTING

School

## INTERVENTION APPROACH

Resource Access: Resource  
Concentration

## RETURN ON INVESTMENT

Not available

## METRICS AND INDICATORS

Academic, School Climate

## SELF DESCRIPTION AND APPROACH

According to the Massachusetts Wraparound Zone grant, each district committed to implement the following four functions of the Wraparound model: 1) Each participating school creates a climate and culture that promotes positive social, emotional, physical, and intellectual health and growth for students, resulting in a new standard of practice understood and practiced by every member of the school community; 2) Each participating school implements a proactive system that identifies student needs in key academic and non-academic areas, and connects them to universal supports and targeted interventions; 3) Each participating district integrates a range of resources from within the schools and the larger community to form a robust coalition of organizations and agencies that convenes on a regular basis. The range of services includes prevention, enrichment, early intervention, and intensive/crisis response services; 4) Each participating district develops district-level systems to support the communication, collaboration, evaluation, and continuous improvement of the Wraparound Zone Initiative.

## REPORTED IMPACT SUMMARY

According to an **AIR report**, WAZ districts saw improvements in student behavior, family engagement, and in student referral processes. Additionally, students in WAZ schools performed better on the Massachusetts Comprehensive Assessment System English and mathematics assessment. The impact of WAZ programming on academic achievement was greatest in the younger grades. For students with limited English proficiency, the impact of WAZ was particularly strong.

## WEBSITE

[sites.google.com/site/masswaz](https://sites.google.com/site/masswaz)







## CENTER FOR OPTIMIZED STUDENT SUPPORT

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Chestnut Hill, MA 02467

