

Narrowing Opportunity-->Achievement Gaps with Integrated Student Support: Evidence from Quasi- and Natural Experiments in High-Poverty Elementary Schools

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Abstract: In 2015, the reauthorization of the *Elementary and Secondary Education Act* encouraged school-community partnerships that “provide comprehensive academic, social, and health services for students, students’ family members, and community members that will result in improved educational outcomes for children” (US Dept of Education, 2015). In high-poverty districts around the country, this encouragement (and funding) has bolstered the implementation of integrated student support programs, alternatively referred to as Community Schools and Wraparound Schools. In his talk, Dr. Dearing will present results from the evaluation of an integrated student support intervention, City Connects, implemented in Boston Public Schools. His talk will focus on academic achievement results that have been drawn from a triangulation of quasi-experimental designs and a natural experiment that arose from a randomized admissions lottery.



Bio: Eric Dearing is Professor of Applied Developmental Psychology in the Lynch School of Education and Human Development at Boston College and Visiting Professor in the Department of Education at the University of Oslo, Norway. Eric’s research is focused on the ways that families, early childhood educators, and family-facing professionals can promote positive outcomes for children growing up poor. Presently, as a member of the Development and Research in Early Math Education (DREME) Network, much of his research is focused on the roles of families and early educators in low-income children’s math learning. Eric recently edited the *Wiley Handbook of Early Childhood Programs, Practices, and Policies*, and helped co-author the National Academies of Science, Engineering, and Medicine report *Parenting Matters: Supporting Parents of Children 0-8*. He also serves as an associate editor for the *Journal of Educational Psychology*. His research has been funded by the Foundation for Child Development, Heising-Simons Foundation, National Institute of Child Health and Human Development, National Institute of Aging, National Science Foundation, Norwegian Research Council, the Spencer Foundation, and the William T. Grant Foundation.