



CITATIONS

<sup>1</sup>Moore, K.A., Caal, S., Carney, R., Lippman, L., Li, W., Muenks, K., Murphey, D., Princiotta, D., Ramirez, A.N., Rojas, A., Ryberg, R., Schmitz, H., Stratford, B., & Terzian, M.A. (2014). Making The Grade: Assessing the Evidence for Integrated Student Support. Washington, D.C.: Child Trends. Retrieved from: <https://www.childtrends.org/publications/making-the-grade-assessing-the-evidence-for-integrated-student-supports>

<sup>2</sup>Berliner, D. C. (2009). Poverty and potential: Out-of-school factors and school success. Education Policy Research Unit; Dearing, E. (2008). Psychological costs of growing up poor. Annals of the New York Academy of Sciences, 1136(1), 324-332; Phillips, M., Brooks-Gunn, J., Duncan, G. J., Klebanov, P., & Crane, J. (1998). Family background, parenting practices, and the Black-White test score gap. In C. Jencks and M. Phillips (Eds.), The black-white test score gap. Washington, D.C.: Brookings Institution Press.

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