

**Boston Housing Authority
and
Boston Public Schools:
Exploring Academic Collaboration**

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with

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Introduction

We, BHA and BPS, have the same interests. We need help fostering and cultivating relationships to help the students. (Interviewee)

The purpose of this report is to explore how Boston Public Schools (BPS) with relatively high numbers and proportions of students living in Boston Public Housing (BHA) sites can be better linked in terms of communication, or collaboration, for the academic wellbeing of youth. Approximately 5,264 students attending BPS schools live in BHA public housing.¹ This is almost 10% of the entire BPS student population. There are 19 BHA housing developments within the BPS' Circle of Promise boundaries; in addition, nearly 2,500 Section 8 voucher holders live within this designated area.² This 'natural' connection suggests major potential for collaboration between BHA and BPS in the area of academic opportunities and sharing of resources for many youth. The report follows an earlier one requested by the BHA to show comparisons of select academic characteristics between BHA and non BHA enrolled in Boston public schools.³

¹ The BHA provides public housing for 21,631 residents (10,697 households) living at 63 public housing communities in Boston: two-thirds of BHA public housing households are families, concentrated in 24 "family public housing" developments; Sixty percent of residents are female and forty percent are males. Within BHA's "family public housing" portfolio (5,872 households total), nearly 80% of households are female headed households; Boston's public housing population is racially diverse with 41.5% Latino, 31.8% Black, 15.6% white, 9.9% Asian and about 1.2% other; while 40% of households speak Spanish at home, dozens of other languages as well as English are spoken; median household income of Public Housing residents is \$9,922, with 85% of households earning less than 30% of the Area Median Income. Over 40% of public housing residents (9,708 individuals) are under the age of 24.

² The Circle of Promise refers to "a student centered and place based strategy that focuses on high student achievement as a means toward creating sustainable wealth and opportunity within the community. By utilizing the Boston Public Schools (BPS) Academic Achievement Framework (AAF) as the means to assess students' needs, the Circle of Promise initiative leverages public and private resources and partnerships to conduct targeted intervention and non-academic service delivery." For more information, see www.cityofboston.gov/Circle.

³ In *Academic Outcomes of Boston Public Schools Students Residing in Boston Housing Authority Properties* (April 9, 2012), BPS's Office of Research, Assessment, and Evaluation reported many similarities and a few small differences in some academic areas.

The importance of collaboration increases as BPS continues to design and implement strategies to enhance the academic achievement of all children and to improve the educational quality of individual public schools. Currently, BHA is working with BPS to obtain specific data on education performance and dropout rates among public housing residents. This is very encouraging in that two major city agencies are working together to raise the level of academic achievement for thousands of children and youth. A major initiative led by the BHA, “Pathway to Success: Aligning Opportunities and Service Needs for Public Housing Families,” started in 2010, is an undertaking on the part of several city agencies and foundations to connect a range of services which can impact academic achievement. As noted in the brochure describing this initiative:

Pathway to Success aims to provide support to parents and their children from the earliest age throughout each youngster’s schooling, paying particular attention to periods of transition that often pose challenges to low-income families. In early childhood, *Pathway to Success* will support families through childcare resources as well as counseling around parenting skills. For children approaching school age, Pathway to Success will provide resources and opportunities so parents can choose the best schools for their children. As children progress in their education, the model calls for interventions by both the BHA and its partners at specific risk points, such as transitions between schools and during out-of-school time in order to prevent negative outcomes such as court involvement and dropping out of school.⁴

This effort involves numerous partners: The Boston Housing Authority, The Boston Foundation, The Barr Foundation, local philanthropists, the Boston Public Schools, the Mayor’s Office, various nonprofit organizations and others.

Consistent with the purpose of “Pathways to Success,” this report examines how collaboration can be further strengthened between BHA and BPS. Although this is not a

⁴ Boston Housing Authority, “Progress Report: BHA Five-Year Plan (FY 2010 – 2014),” (2010): 17.

completely new undertaking relatively little information and data about the educational experiences and characteristics of BHA youth residents has been collected systematically.⁵

The researchers also conducted 16 non-structure and open-ended interviews with representatives of schools and housing sites where there is considerable overlap with children and youth being served by both sectors. (Two interviewees requested anonymity). Interviews were conducted between March 2012 and July 2012. These interviews were utilized to explore actual and potential relationships and to solicit recommendations for greater inter-agency collaboration.

A series of maps and tables in the section, *BPS-BHA Nexus: An Overview*, illustrate the degree to which some schools and housing sites serve the same children, albeit in different settings. An annotated list of sources of information on school and housing collaborations across the country are listed in the section, *Resources for Additional Information*. This section includes some websites, as well as news articles and academic references that the reader may find useful.

⁵ In fact, this mirrors many places across the country: "...few if any studies have systematically examined the characteristics of local schools serving students living in public housing." Amy Ellen Schwartz, Brian J. McCabe, Ingrid Gould Ellen and Colin C. Chellman. "Public Schools, Public Housing: The Education of Children Living in Public Housing." *Urban Affairs Review* 46, no.1 (2010): 2.

Background

There are public schools in Boston where significant number and proportion of its enrolled children live in a few BHA housing sites. At some BHA sites there may be considerable numbers of children who might attend a particular school. Further, many BHA housing sites have very high rates of young residents between 7 and 17 years of age (see, Appendix 1). Given this demography and overlap between two agencies providing critical services for youth, how can collaboration with the aim of advancing the academic achievement of students and young residents living in public housing be organized? At the same time that this query is being raised by many voices there is greater emphasis on place-based strategies in education and housing as reflected in the federal Department of Education's Promise Neighborhood initiative, and HUD's Choice Neighborhoods program. Both initiatives emphasize greater inter-agency collaboration on behalf of children and families being served.

One policy report highlights the importance of public housing sites in strategies for elevating academic achievement: "...housing developments may function as a platform for educational improvements by providing a forum for residential-based afterschool programs or, more broadly, by anchoring a holistic community development process that includes new or improved schools."⁶ This complements renewed attention to teaching and learning opportunities in out-of-school settings, where public housing sites could be ideal. Such is the case with the "Bridge Project" in Denver where the Denver Housing Authority's sites are a base for provision of a range of services aimed at improving the academic performance of young residents. The underlying rationale here, as is possible in Boston, is that public housing has the potential

⁶ Maya Brennan, "The Positive Impact of Affordable Housing on Education: A Research Summary," Center for Housing Policy (2007): 5.

capacity to extend the learning environment for schools.⁷ And, thus, rather than simply extending school time, instead, learning time is extended by integrating educational activities in the housing lives of children and youth.

Boston has a history of inter-agency collaboration aimed at expanding academic and workforce opportunities for BHA residents. However, Boston's approach to linking public schools and public housing stands apart from other initiatives in some ways. Earlier efforts on the part of HUD focused on redesigning public housing so that it would have a positive impact on public schools which in turn, and presumably, would serve "to attract children from middle-class households."⁸ These initiatives were driven with the aim of making schools better by increasing the number of residents living within a mixed-income environment. Integral to current efforts in Boston, however, is a focus on current residents and students and their academic status.

The Phineas Bates School –Washington-Beech Community Preschool initiative was started in 1986. This collaboration "promoted the cognitive, social, and emotional development of children and helps them prepare for future school success."⁹ The BHA would conduct a needs assessment of children in order to identify services needed for future school success. An Advisory Committee of BHA residents and BPS teachers met periodically to discuss the initiative and its development. These periodic efforts to build greater collaboration have not been sustained over a period of time. In one instance, for example, youth residents at a public housing site once assisted a school with the removal of leaves.

⁷ Center for Housing Policy, "How Housing Matters: Using Public Housing to Strengthen Children's Education," (November 2, 2011).

⁸ Jeffrey A. Raffel, LaTina R. Denson, David P. Varady, Stephanie Sweeney, "Linking Housing and Public Schools in the HOPE VI Public Housing Revitalization Program: A Case Study Analysis of Four Developments in Four cities," Report. (April 10, 2003): 5.

⁹ Mary M. Lassen and Clifford B. Janey, "The Challenge of Collaboration: A Public School and a Public Housing Development Create New Early Childhood Center in Boston" *Equity & Choice* 7, no. 1(1991): 6.

Another collaborative initiative is the Joseph M. Tierney Learning Center in the Old Colony Housing Development. The Tierney Center is the result of a partnership between ABCD, Beacon Communities, BHA, and Old Colony residents. It offers afterschool enrichment including access to a computer lab and workshops in areas like financial literacy or SAT tutoring.¹⁰ Another recent partnership is *Boston Healthy Homes and Schools Collaborative* (BHHSC) started in 2010. This project is aimed at raising awareness about asthma and lead poisoning among children in an effort to promote healthy homes, schools, and childcare centers. Also, East Boston High School has a formal partnership relationship with Maverick Landing Community Services. Representatives of the latter organization visit the high school periodically to check up on students who might also happen to be their youth employees and participants during the school year and summer months. Parents sign permission statements to allow the school to share information about student academic progress. And the Blackstone School has been working with Inquilinos Boricuas en Accion (IBA) to provide educational services to students during the past two summer months. Although IBA is not part of the Boston Housing Authority it is similar in that it represents a public subsidized housing site for low-income families with children attending public schools. Dr. Vanessa Calderon-Rosado, IBA's executive director, reports that "...we've been working for the past consecutive summer with rising 4th and 5th graders [at the Blackstone] to prevent summer learning loss in both ELA and math. Through an arts infused and interactive curriculum, we work with the children to ensure that they hone into their skills and go back to the new school year ready to build on in those areas. Additionally,

¹⁰ See, website for Joseph M. Tierney Learning Center, ABCD at <http://www.bostonabcd.org/joseph-m-tierney-learning-center.aspz>, accessed August 19, 2012

this year, we're working with K-2 ELL students to ensure that they get improve in their English proficiency, so they are able to gain all the necessary literacy skills by 3rd grade.”¹¹

Information was also obtained from BHA communication with other housing authorities nation-wide in cities such as Chicago, Philadelphia, New York City, Cambridge, Portland, Oakland, San Francisco, Seattle, and Washington D.C. in order to understand how similar efforts have been conducted or evaluated.¹² In Springfield, Massachusetts the school department has taken an aggressive posture regarding potential linkages between two Springfield Housing Authority developments and two schools. The Springfield Housing Authority initiated a program titled, TALK/READ/SUCCEED.¹³ This is an early literacy program aimed at ensuring children in two public housing developments are proficient readers by the end of the third grade. The program offers residents of these housing developments a wide range of workshops as well as opportunities for home visiting from teachers.¹⁴

¹¹ Email correspondence with James Jennings, August 31, 2012

¹² A few collaborative initiatives are beginning to emerge across the country; see, BRIDGES (Build Research, Invent, Design, Grow, and Explore through Science, available to those in public housing in the Bronx, New York City; also the Seattle Housing Authority provides academic scholarships programs —Dream Big!, Pacific Northwest Regional Council of NAHRO, HAIG and NAHMA —to people receiving housing assistance from Seattle Housing Authority; <http://www.seattlehousing.org/residents/education/scholarships/>

¹³ For more information, see Irene Sege, “Springfield Launches Talk/Read/Succeed!” *Eye on Early Education*, (December 2, 2010) at: <http://eyeonearlyeducation.org/2010/12/02/springfield-launches-talkreadsucceed/>

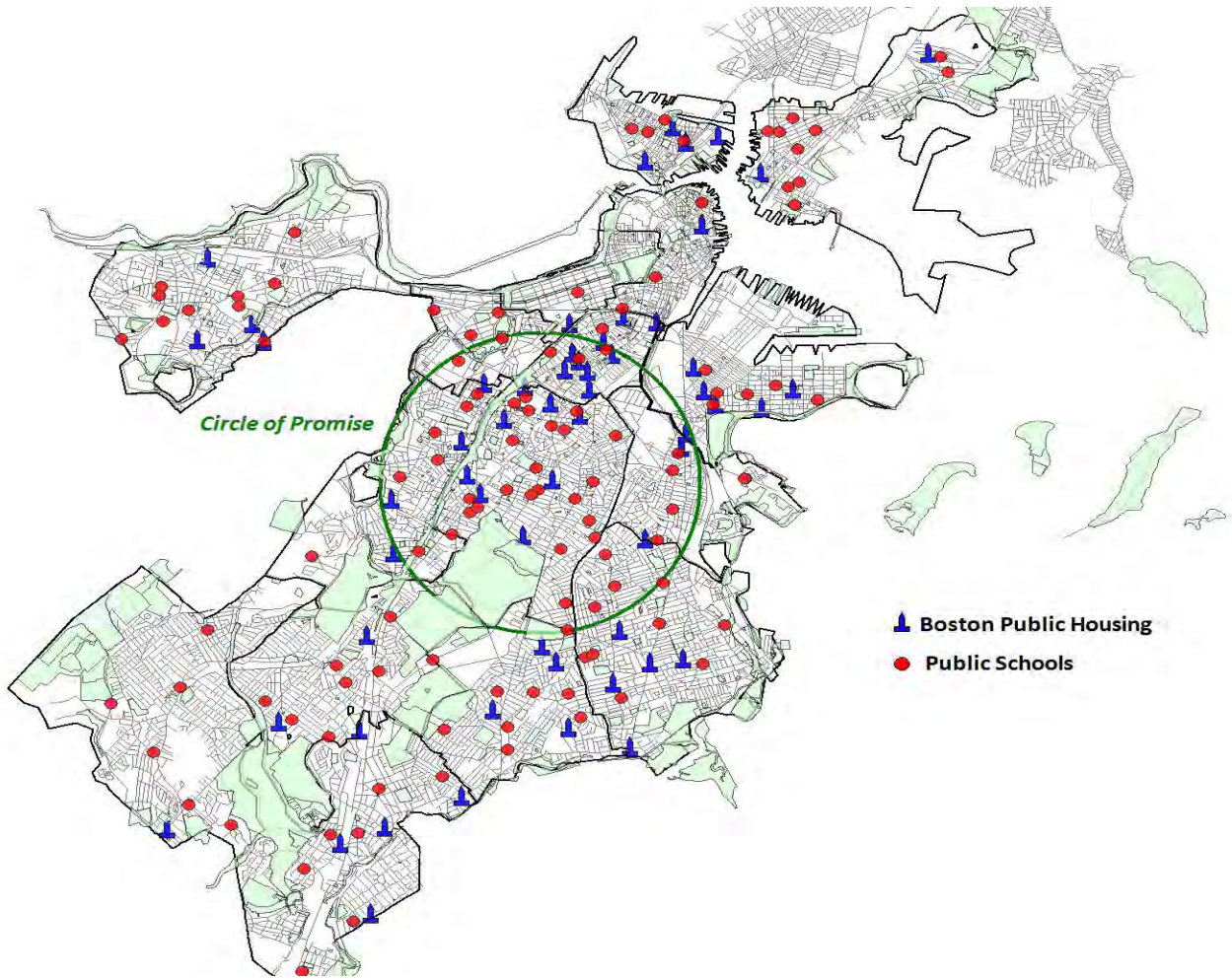
¹⁴ Two representatives of HUD also assisted in identifying current public housing authority and public schools collaboration in other cities.

The BHA-BPS Nexus: An Overview

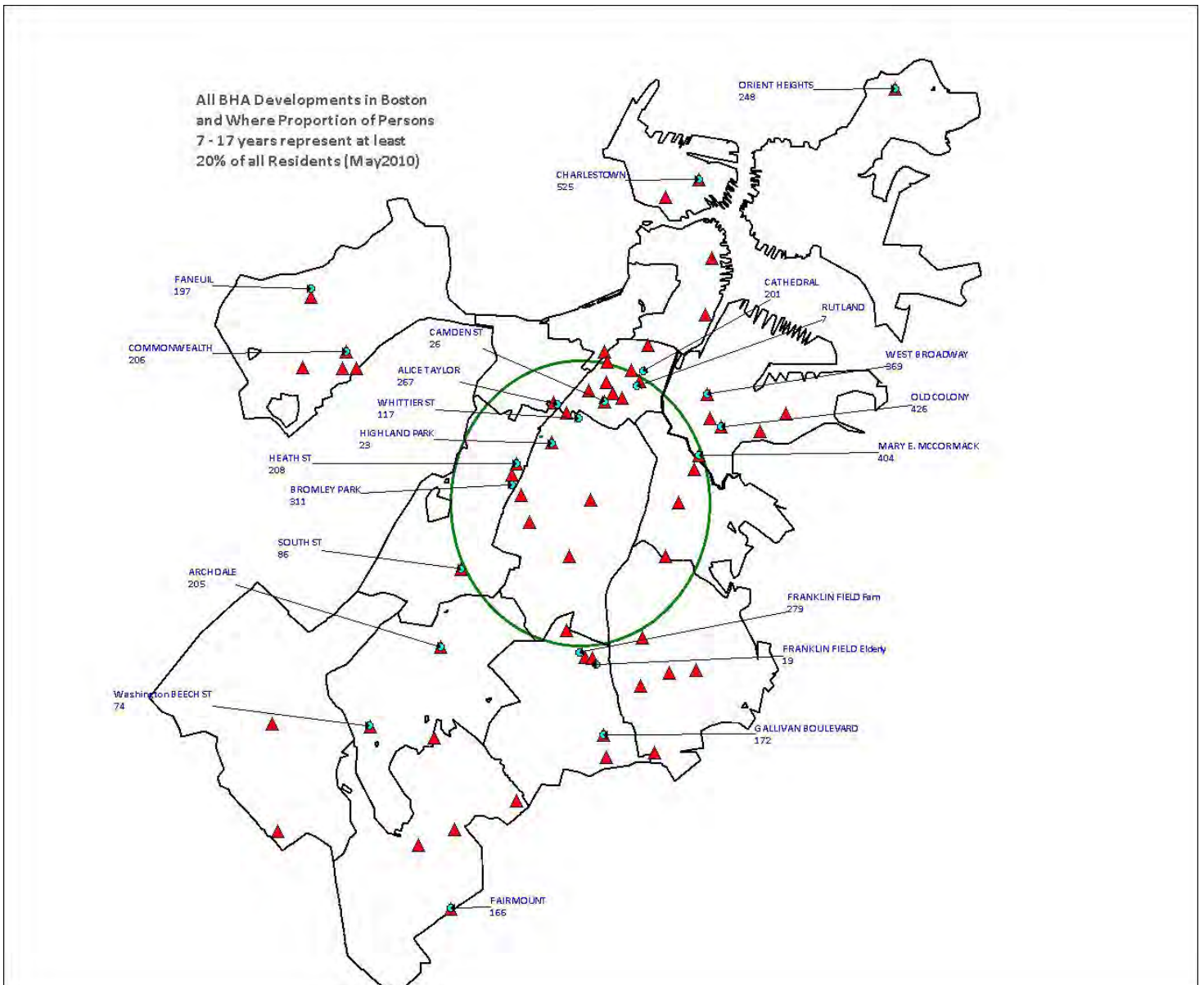
This section provides some basic data, maps, and charts showing the public schools and housing sites with high proportions and numbers of youth being served by both sectors. Based on this information, some representatives of both agencies were approached for exploratory interviews aimed at assessing the status of any ongoing communication between the two sectors, and to solicit ideas about strategies or concerns regarding collaboration between individual schools and housing sites. Public housing sites were ranked order in terms of the number of residents enrolled in public schools; similarly BPS schools showing the number and proportion of students who are BHA residents were rank ordered.¹⁵ These lists were used to identify some public schools and public housing sites for exploratory interviewing.

The first map below shows the location of BPH housing sites and BPS schools in the city. The map suggests visually that there are a number of BHA sites and public schools in spatial proximity to each other. It should be noted that a number of BHA housing sites close to public schools are also found within the BPS' Circle of Promise.

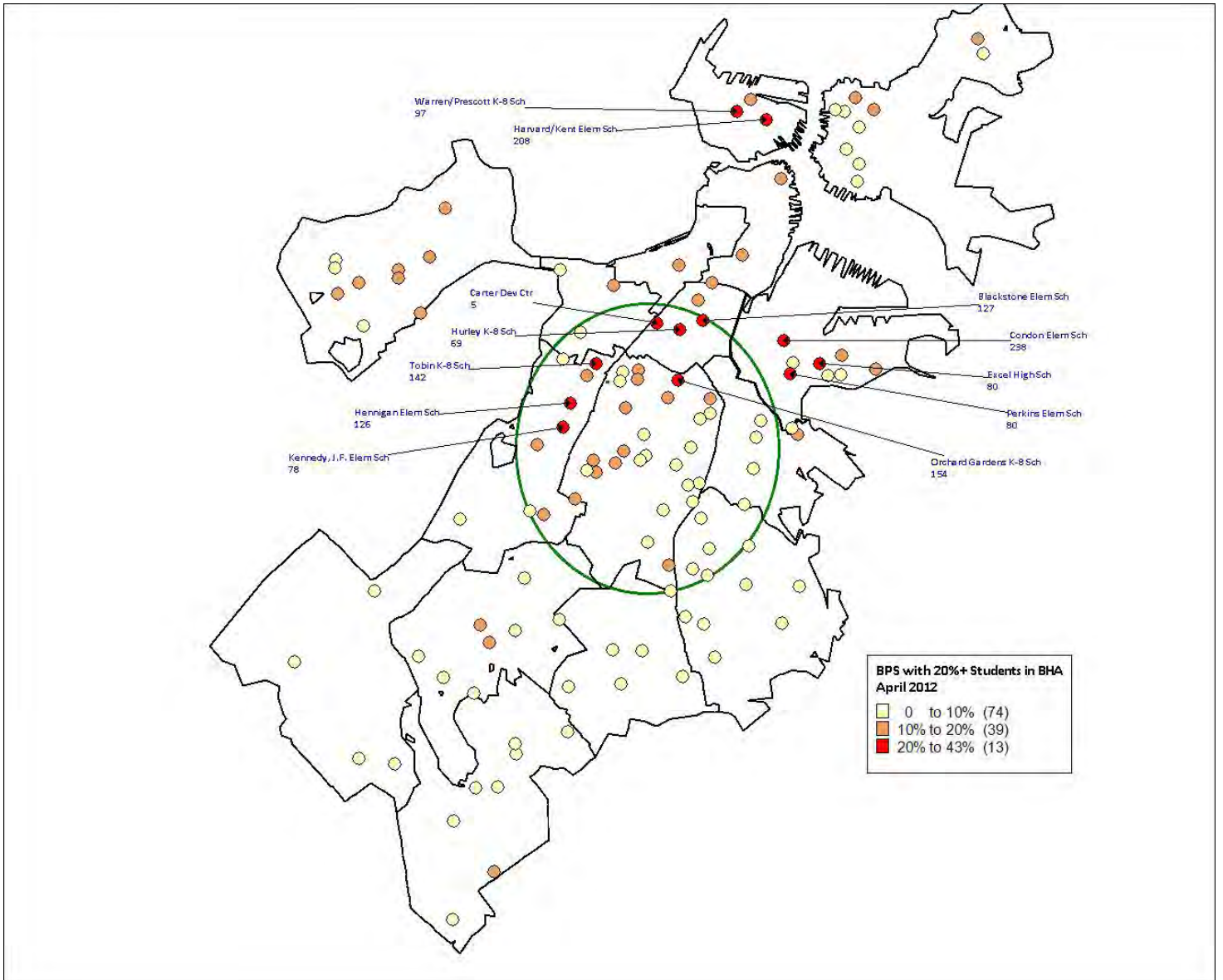
¹⁵ This information was based on a series of excel spreadsheets generated via address matching between staff at the BHA and BPS during May and June of 2011. Street addresses for BHA residents were shared with BPS which then matched the particular street addresses with the street addresses of BPS students. It should be emphasized that no names of students or any identifying information about students was used in generating the matched addresses.



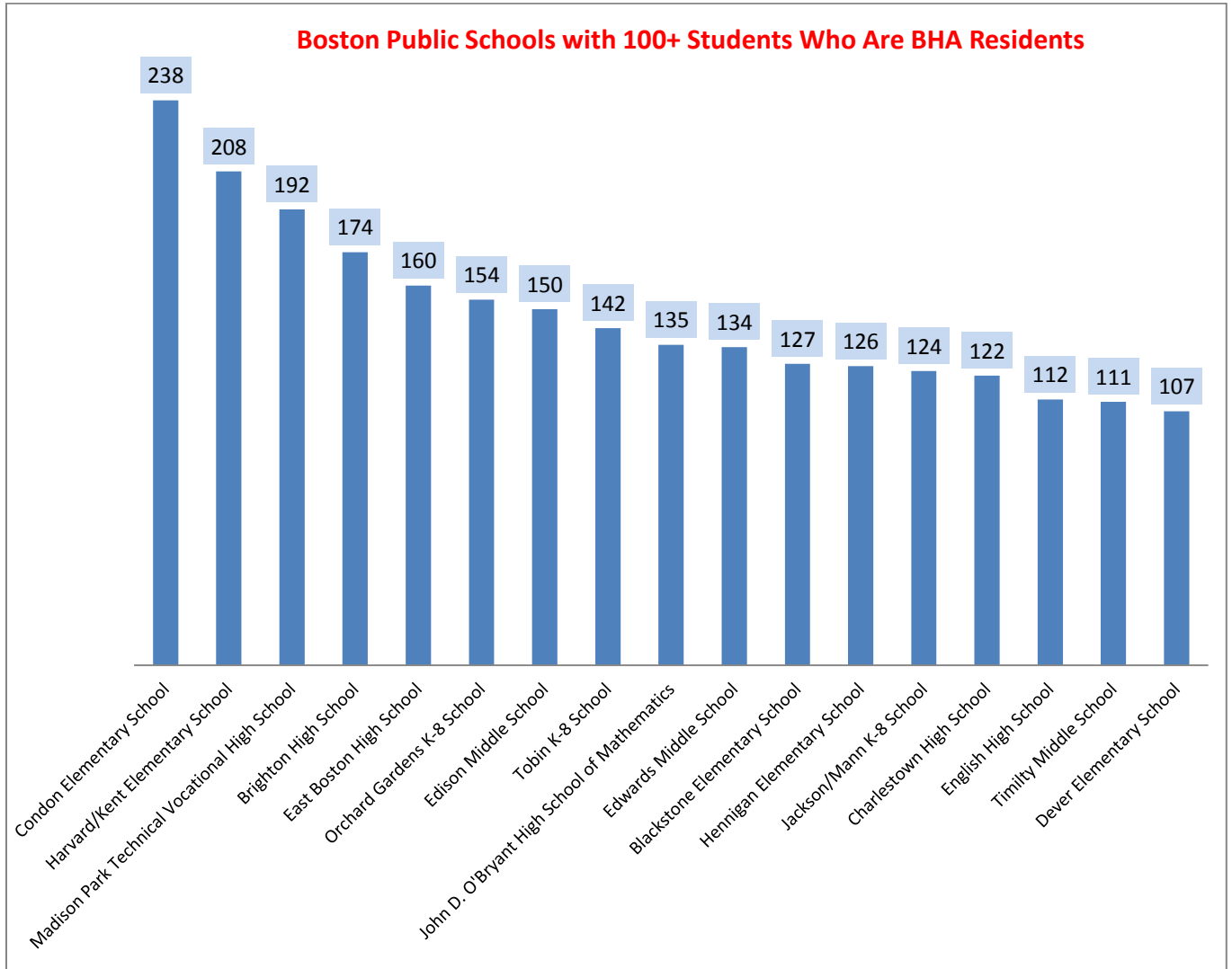
The next map shows all BHA sites in Boston and those where the proportion of youth 7 to 17 years of age (as reported by BHA in May 2010) represents at least one fifth of all residents at the individual site. This map is included simply to highlight the number of youth residents living in various BHA housing sites.



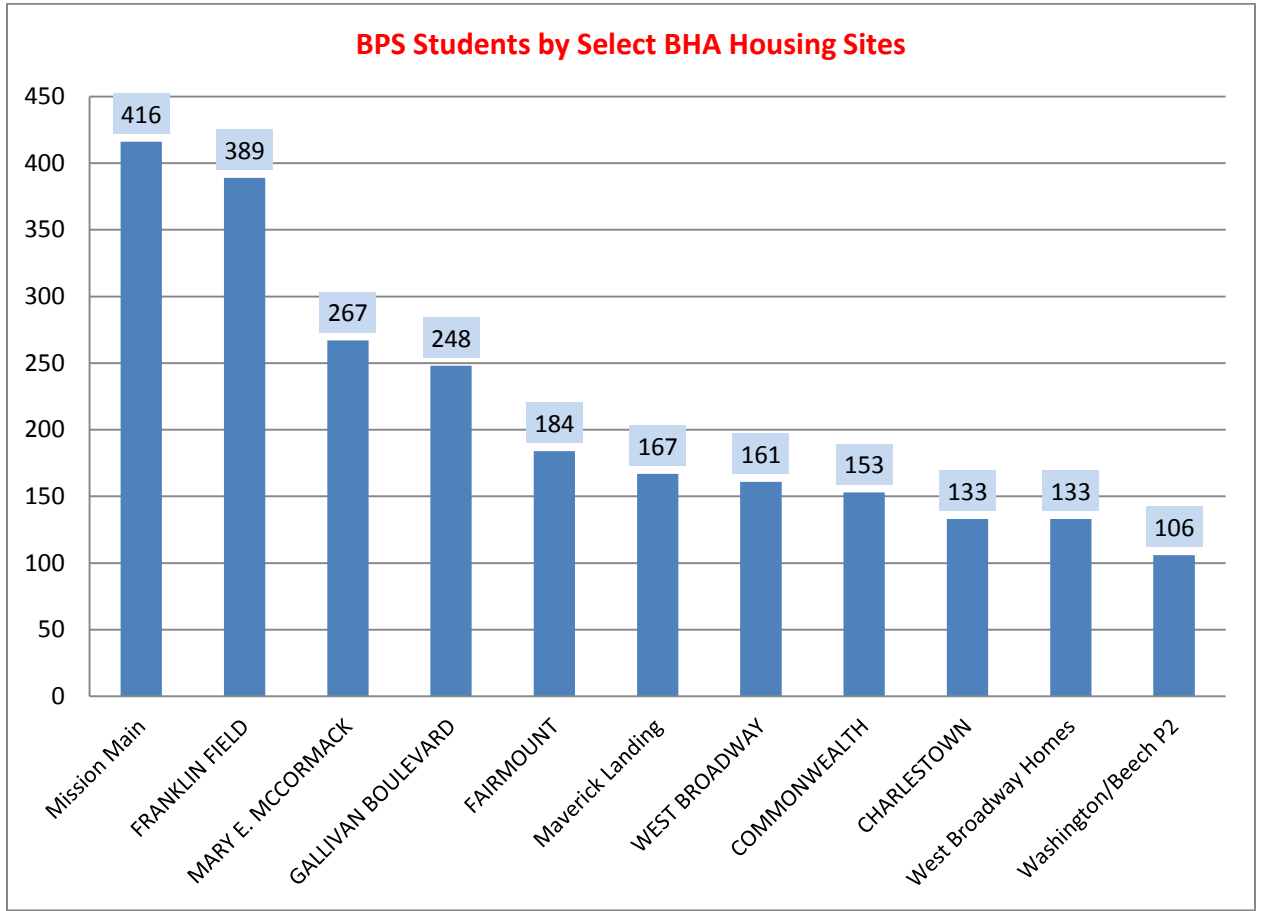
The following map shows the location of all public schools in Boston and those where the proportion of students in a school represents 20% or more of the entire student body.



The next chart shows the Boston public schools with at least one hundred of its enrolled students who lived in Boston public housing (January 2012).



The chart below shows the BHA sites with at least 100 of its youth residents attending public schools.



Public schools where 20% or more of its students are living in BHA sites were targeted for potential interviews. The particular schools in this category, shown below, also have at least 100 students who live in Boston public housing.

<u>Name of school</u>	<u># students living in BHA</u>	<u>% of students who live in BHA</u>	<u># total enrollment</u>
Orchard Gardens	154	21.9%	703
Harvard/Kent	208	43%	484
Condon	238	30.5%	780
Blackstone	127	20.7%	613
Tobin	142	29.8%	427

Principals and representatives of selected public schools were posed with the following questions:

- A number of the students enrolled at this school live in Boston Housing Authority sites; do you collect any data or information about such students?
- What kinds of educational support services might you suggest take place at the housing sites aimed at helping your students who live at BHA sites?
- Do you think that greater communication between your school and the BHA sites where some of your students live might be productive in terms of academic achievement, or otherwise?
- Do you have suggestions about how your school and particular BHA sites might work together to elevate the academic achievement and aspiration of youth living in BHA?
- Are BHA representatives on the school councils/governance? And,
- What kinds of housing issues do individual students bring to your school?

BHA housing sites with relatively high proportion of residents attending public schools were also identified for interviewing. Representatives of these sites were posed with similar kinds of questions about public school and public housing connections.

- Do you have any information or data about the public schools attended by the children or youth living here?
- What kinds of education or schooling data do you collect, or might be useful to you?
- Are there any educational support programs sponsored here, such as after school programs, or tutorial services, or other?
- Would these kinds of educational support services be received with support by residents?
- Do you have any ideas or suggestions about how public schools could be more effective in assisting and supporting youth living in this development?
- What kinds of collaboration between public housing and public schools especially benefit youth?

The next section presents the findings and recommendations emerging from the interviews.

Challenges and Recommendations

As noted in the report by Lassen and Janey, “Any collaboration such as this which brings together two different systems which have traditionally operated in isolation from, one another must negotiate a variety of challenges.”¹⁶ In spite of such challenges there was a general acknowledgement that closer relations between BPS and BHA regarding the academic experiences of their students and residents would be beneficial. Except for one interviewee who did not see school and housing communication as part of one’s professional responsibilities, everyone strongly endorsed the importance of exploring opportunities and obstacles to greater collaboration for the educational benefit of children and youth. One individual opined that the school is “so close to this x development”...but there is no space “in there to set up anything” for extending services and support. This was lamented by another observer because, “A home environment can serve as an extension and support of a child’s learning day: access to online learning; parental academic support; and tutoring. Another comment along this line: “It would be nice to know just exactly how many of our kids go the [local school], what their grade point average is, and what kind of assistance the children need while in school.” This last comment was made by a BHA project manager who only visited the local school when picking up a family member.

There was a general sense, as opined by one interviewee, that “knowing where families live in public housing, and how they live, can point to more effective assistance around education but also health issues. A public housing manager at a site with a very large number of youth residents attending one particular public school thought it would be helpful to “attend a

¹⁶ Lassen and Janey, “The Challenge of Collaboration: A Public School and a Public Housing Development Create New Early Childhood Center in Boston,” 10; also see, Martin D. Abravanel, Robin E. Smith, Elizabeth C. Cove, *Linking Public Housing Revitalization to Neighborhood School Improvement*, Washington, D.C.: May 2007.

few parent committee meetings and find out what the school needs for resources, and how we can get more school information for our parents.” Another public housing manager observed that it would be advantageous for students and residents if schools “could let us know what students are doing well so we could recognize them in our newsletter or give them a little award.” Although everyone agreed that it is important to collect information about children and youth in both settings, however, there are no formal agency-based spaces that bring the BHA and BPS together to focus on the well-being of the same children. Reflecting on this, an interviewee reported that, “I only get flyers from the school informing residents about school registration.”

Even when school-based youth services are available there may be some obstacles to full participation. In some cases transportation drives what kinds of services some children can access. If a school offers tutoring during after-school hours, for example, the accessibility of such for some children relying on school transportation depends on particular bus schedules. One representative of a school with a high number of BHA residents raised a concern that the feeder BHA development and other developments from where students were transported to this school, did not have substantive tutoring or afterschool programs. A similar situation exists for schools which might offer supportive services to parents, but where parents residing in public housing may not have logistical access to these kinds of services. So, as was queried, why not organize some school services at certain public housing sites?

Other interviewees raised suggestions for expanding professional development for representatives of both sectors. Currently, they are not trained to do collaborative work across these sectors. Perhaps professional development can be expanded to include an understanding of the roles of counselors or support personnel at BHA and teachers and staff at BPS. There is a

need for persons working in both agencies to share experiences that might be helpful in working more effectively with residents and students.

Everyone agreed that greater collaboration and monitoring of students and youth residents should be pursued. A few interviewees noted that this would make their jobs easier and probably enhance the impact of services, as well as strengthen student's academic performance. One person noted, for example, that the mailroom at a housing site "is filled with letters from school that have bad addresses for parents; there could be important information in those letters, like your son is failing or something, but the addresses are bad. There has to be a better way to communicate." Other suggestions for basic information included items like knowing when a particular school opens and closes during the day, and whether or not there are after-school programs available. Another interviewee went beyond this, and stated, "I'd like to have a list of schools our youth are attending. Ideally, we could collect grade and MCAS information to develop a baseline to see what type of support to offer residents. We can better connect them to services."

As stated at the beginning of this report the call for greater collaboration between BPS and BHA serving the same children already has been endorsed by the agency and city leadership. The challenge to move forward is not insurmountable or costly.¹⁷ A discussion at a BHA Pathway Planning Team Meeting on May 4, 2012 touched upon the role BHA should play in supporting the educational and economic opportunities for BHA youth and young adults; the need to identify appropriate and sustained supportive services and resources that should be available; an understanding of the challenges and barriers that would inhibit the improving of

¹⁷ In fact, Boston also has a major advantage that Boston has compared to other cities due to its more manageable size. As a comparison, note that NYC has 286 public housing developments in 4,243 buildings with approximately 169,105 units! In total there are 111,865 youth living in public housing who attend NYC public schools. See, Schwartz, et al.

positive outcomes for youth; and seeking the key partners that BHA should seek to collaborate with. It was observed that efforts to collect and analyze such data are rare or episodic.¹⁸ There should be more and more formalized communication between certain schools and public housing sites. As observed in a number of studies, the link between housing and schooling is a critical one, but often overlooked in policy and practice.¹⁹

Several broad recommendations aimed at better connecting public schools and public housing serving the same children were raised by interviewees:

- BHA representatives should be encouraged to participate in school governance and parent councils. The school site councils established by contractual negotiations between Boston Public Schools and the Boston Teacher’s Union could be a venue for expanded collaboration. School-site councils could appoint BHA representatives as Associate Members;²⁰
- BHA and BPS representatives should coordinate tutoring programs at BHA housing sites;
- Data about students living in BHA housing sites should be collected by schools; and similarly, BHA housing sites should collect education data of youth residents, including enrollment and academic progress in ways which protect confidentiality;
- Parent workshops should be expanded considerably at BHA housing sites, as well as in school sites;
- BHA community centers should integrate school-based educational objectives into recreational programming;

¹⁸ This was one of the observations reported by WellSpring Consulting based on facilitation of a BHA Pathway Planning Team Meeting, Boston, MA, May 4, 2012.

¹⁹ See, for example, Center for Housing Policy, *Using Public Housing to Strengthen Children’s Education*, (November 2, 2011); Martin D. Abravenel, Robin E. Smith, and Elizabeth C. Cove, *Linking Public Housing Revitalization to Neighborhood School Improvement*, Prepared for the Annie E. Casey Foundation (June 2006); and, Claire E. Smrekar and Lydia Bentley, *Hope VI Neighborhoods and Neighborhood Schools: Understanding How Revitalized Neighborhoods Influence School Environments*, (2011).

²⁰ The BTU Manual for school site councils notes that the aim of such councils “is the establishment of a climate in the schools where the faculty, parents, administration, students (at the high school level), and other community participants working together share the responsibility and accountability for school improvement, better student performance, increased satisfaction among professional educators, greater involvement by and with parents, and stronger support from the community at large.” See, *School-Based Management Shared Decision-Making: School Site Council Manual*, Produced by Boston Public Schools, Office of Family and Student Engagement in conjunction with the Boston Teachers Union (Fall 2009), p.43

- Planning meetings between BPS and BHA representatives and leadership should continue to identify the information and data that would benefit both sectors, and that could be shared;
- BHA and BPS should explore ways to better utilize technology to bridge information gaps between home and school. Some housing sites already have “technology centers” which should be included in efforts to map student progress and strategies for encouraging greater academic achievement.

Finally, both agencies might consider involving one or two BPS/BHA sites to begin designing a model for planning, developing, and implementing collaboration along the lines suggested above. In order to design such an initiative BPS and BHA could begin by sponsoring a few focus groups with stakeholders and residents at the one or two sites to further assist with the design of this kind of initiative. Both agencies should consider appointing a contact person at a public school and at a housing site with responsibility for maintaining communication about students and youth residents. This can only result in greater likelihood of expanding the learning and impact of the education environment of children who attend Boston public schools and who happen to live in Boston public housing.

Resources

There are several sources for information about public school and public housing collaboration in general and about specific initiatives across the country. These include:

- Capital Fund Education and Training Community Facilities Program CFCF http://portal.hud.gov/hudportal/documents/huddoc?id=DOC_35386.pdf
- Center for Cities and Schools; <http://citiesandschools.berkeley.edu>
- Healthy Public Housing Initiative <http://www.hsph.harvard.edu/hpfhi/HPHIFactSheet.pdf>
- U.S. Department of Housing and Urban Development (HUD) - GreatSchools partnership www.GreatSchools.org

The following news and journal articles describe relationships between public schools and public housing, and some highlight accomplishments associated with collaborative initiatives.

- Abravanel, Martin D., Robin E. Smith, Elizabeth C. Cove. "Linking Public Housing Revitalization to Neighborhood School Improvement." Report. Washington, D.C.: May 2007.
- Brennan, Maya. "The Positive Impact of Affordable Housing on Education: A Research Summary." Center for Housing Policy (2007).
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- Currie, Janet and Aaron Yelowitz. "Are public housing projects good for kids?" *Journal of Public Economics* 75, no. 1(2000): 99–124.
- Enlow, Robert. "The new Rosa Parks; Educational freedom, not jail for Ohio parents." *Washington Times*, February 3, 2011, Section B, Commentary.
- Fernandez, Manny. "Children Who Live in Public Housing Suffer in School, Study Says." *New York Times*, November 24, 2008, Section A, Final Edition.
- Hartman, Chester. "Left behind: Housing Instability, Student Transience, and Educational Inequality." *Shelterforce* 128 (2003).

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- Santos, Fernanda. "Tenant Suit To Oppose New School in Harlem." *New York Times*, July 21, 2011, Section A, Final Edition.
- Santos, Fernanda and Sharon Otterman. "Where School System's Toughest Battles Are a Reality, Support for a New Leader." *New York Times*, April 11, 2011, Section A, Final Edition.
- Schwartz, Amy Ellen, Brian J. McCabe, Ingrid Gould Ellen, and Colin C. Chellman. "Public Schools, Public Housing: The Education of Children Living in Public Housing." *Urban Affairs Review* 46, no.1 (2010): 68-89.
- Simmons, Deborah. "Can We Talk: School vouchers the right option." *Washington Times*, January 28, 2011, Section B, CULTURE.

Appendix 1: BHA Housing with 20% or More Residents 7 to 17 years of Age (May 2010)

Development (May 2010)	Development Address	Neigh	Zip code	07-17Years	Youth % Total Residents	Total Residents
CAMDEN STREET	575 Shawmut Avenue	Boston MA	02118	26	19.70%	132
MARY E. MCCORMACK	10 Kempt Street	South Boston	02127	404	21.60%	1873
CATHEDRAL	1472 Washington Street	Boston MA	02118	201	23.30%	862
CHARLESTOWN	55 Bunker Hill Street	Charlestown	02129	525	24.10%	2174
OLD COLONY	265 East Ninth Street	South Boston	02127	426	24.20%	1761
FRANKLIN FIELD elder	91 Ames Street	Dorchester	02124	19	24.70%	77
BROMLEY PARK	30 Bickford Street	Jamaica Plain	02130	311	25.10%	1241
WHITTIER STREET	1158 Tremont Street	Roxbury	02120	117	25.20%	464
Washington BEECH STREET	4560 Washington Street	Roslindale	02131	74	26.30%	281
COMMONWEALTH	35 Fidelis Way	Brighton MA	02135	206	26.90%	767
SOUTH STREET	125 South Street	Jamaica Plain	02130	86	27.70%	310
WEST BROADWAY	81 Orton Marotta Way	South Boston	02127	369	27.90%	1324
FANEUIL	266 North Beacon Street	Brighton	02135	197	28.30%	695
ORIENT HEIGHTS	220 Waldemar Ave	East Boston	02128	248	28.70%	863
FRANKLIN FIELD Fam	90 Ames Street	Dorchester	02124	279	29.50%	946
ALICE TAYLOR	260 Ruggles Street	Roxbury MA	02120	267	31.20%	856
RUTLAND	1472 Washington Street	Boston MA	02118	7	31.80%	22
ARCHDALE	120 Brookway Road	Roslindale	02131	205	32.50%	630
FAIRMOUNT	42 Bow Street	Hyde Park	02136	166	32.70%	507
HIGHLAND PARK	50-68 Highland Avenue	Roxbury	02119	23	32.90%	70
GALLIVAN BOULEVARD	115 Standard Street	Mattapan	02126	172	33.50%	513
HEATH STREET	30 Bickford Street	Jamaica Plain	02130	208	33.50%	620
CONDOS	Scattered Sites			114	30.50%	374

Appendix 2: BPS by Number and Proportion of BHA Residents (January 2012)

School Name	Number of BHA Students Jan242012	Total Enroll2011	Percent BHA students	Neigh
ACC	23	199	11.6	Brighton
Adams	26	293	8.9	East Boston
Baldwin ELC	22	179	12.3	Brighton
BATA	21	267	7.9	Dorchester
Bates	27	303	8.9	Roslindale
BCLA	50	434	11.5	Brighton
BDEA	34	438	7.8	Roxbury
Beethoven	6	263	2.3	West Roxbury
Blackstone	127	613	20.7	South End
Bos Latin Acad	95	1686	5.6	Dorchester
Boston Arts	33	372	8.9	Boston
Boston Intl	35	217	16.1	Dorchester
Boston Latin	66	2361	2.8	Dorchester
Bradley	31	290	10.7	East Boston
Brighton	174	1164	14.9	Brighton
BTU K-8 Pilot	23	225	10.2	Jamaica Plain
Burke	40	596	6.7	Dorchester
Carter	5	24	20.8	Boston
CASH	31	376	8.2	Hyde Park
Channing	16	310	5.2	Hyde Park
Charlestown	122	913	13.4	Charlestown
Chittick	19	291	6.5	Mattapan
Clap Innovation	12	150	8.0	Dorchester
Community Acad	4	78	5.1	Jamaica Plain
Condon	238	780	30.5	South Boston
Conley	14	210	6.7	Roslindale
Curley	84	733	11.5	Jamaica Plain
Dearborn	35	279	12.5	Roxbury
Dever	107	512	20.9	Dorchester
Dorchester Acad	20	398	5.0	Dorchester
E Greenwood Ac.	24	344	7.0	Hyde Park
East Boston	160	1286	12.4	East Boston
East Boston EEC	13	186	7.0	East Boston
Edison K-8	150	777	19.3	Brighton
Edwards	134	535	25.0	Charlestown
Eliot	39	309	12.6	Boston
Ellis	39	307	12.7	Roxbury
Ellison/Parks	25	189	13.2	Mattapan
English	112	675	16.6	Jamaica Plain
Everett	13	279	4.7	Dorchester
Excel	80	396	20.2	South Boston
Fenway	39	291	13.4	Boston
Frederick	74	642	11.5	Dorchester
Gardner Pilot	54	338	16.0	Allston
Great Egleston	26	165	15.8	Roxbury
Greenwood Sarah	53	383	13.8	Dorchester
Grew	16	251	6.4	Hyde Park
Guild	27	292	9.2	East Boston
Hale	20	169	11.8	Roxbury
Haley	16	273	5.9	Roslindale
Harbor	18	258	7.0	Dorchester
Harvard/Kent	208	484	43.0	Charlestown
Haynes EEC	16	192	8.3	Roxbury
Henderson	4	229	1.7	Dorchester

Hennigan	126	524	24.0	Jamaica Plain
Hernandez	66	398	16.6	Roxbury
Higginson/Lewis	45	367	12.3	Roxbury
Holland	60	746	8.0	Dorchester
Holmes	14	294	4.8	Dorchester
Horace Mann	13	141	9.2	Allston
Hurley	69	333	20.7	Boston
Irving	68	589	11.5	Roslindale
Jackson/Mann	124	747	16.6	Allston
Kennedy Health	21	211	10.0	Boston
Kennedy John F	78	371	21.0	Jamaica Plain
Kennedy Patrick	31	272	11.4	East Boston
Kenny	12	300	4.0	Dorchester
Kilmer K-3	3	243	1.2	West Roxbury
King K-8	17	374	4.5	Dorchester
Lee	26	350	7.4	Dorchester
Lee Academy	14	274	5.1	Dorchester
Lyndon	22	529	4.2	West Roxbury
Lyon 9-12	8	59	13.6	Brighton
Lyon K-8	6	126	4.8	Brighton
Madison Park	192	1182	16.2	Roxbury
Manning	7	154	4.5	Jamaica Plain
Marshall	56	703	8.0	Dorchester
Mason	23	213	10.8	Roxbury
Mather	17	586	2.9	Dorchester
Mattahunt	53	674	7.9	Mattapan
McCormack	80	594	13.5	Dorchester
McKay	37	659	5.6	East Boston
McKinley Elem	9	77	11.7	Boston
McKinley Middle	6	65	9.2	Boston
McKinley Prep	14	90	15.6	Boston
McKinley So End	24	210	11.4	Boston
Mendell	15	214	7.0	Roxbury
Middle Sch Acad	3	67	4.5	Dorchester
Mildred Avenue	35	701	5.0	Mattapan
Mission Hill	26	158	16.5	Roxbury
Mozart	11	153	7.2	Roslindale
Murphy	32	931	3.4	Dorchester
New Mission	29	248	11.7	Roxbury
Newcomers Acad	10	220	4.5	Dorchester
O'Bryant	135	1216	11.1	Roxbury
O'Donnell	18	267	6.7	East Boston
Ohrenberger	41	646	6.3	West Roxbury
Orchard Gardens	154	703	21.9	Roxbury
Otis	15	375	4.0	East Boston
Perkins	80	189	42.3	South Boston
Perry	25	242	10.3	South Boston
Philbrick	8	152	5.3	Roslindale
Quincy	95	813	11.7	Boston
Quincy Upper	86	513	16.8	Boston
Rogers	50	613	8.2	Hyde Park
Roosevelt	39	361	10.8	Hyde Park
Roosevelt K-1	6	129	4.7	Hyde Park
Russell	32	385	8.3	Dorchester
Snowden	69	374	18.4	Boston
Sumner	67	494	13.6	
Taylor	28	490	5.7	Mattapan
TechBoston 6-8	37	485	7.6	Dorchester
TechBoston 9-12	44	291	15.1	Dorchester
Timilty	111	682	16.3	Roxbury

Tobin	142	477	29.8	Roxbury
Trotter	22	327	6.7	Dorchester
Tynan	44	345	12.8	South Boston
UP Academy	74			
Urban Science	68	315	21.6	West Roxbury
Warren/Prescott	97	476	20.4	Charlestown
West Zone ELC	8	102	7.8	Jamaica Plain
Winship	36	264	13.6	Brighton
Winthrop	19	300	6.3	Dorchester
Young Achievers	37	487	7.6	Mattapan