

Building Systems of Integrated Student Support

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Integrated student support is a strategy for "promoting students' academic success by securing and coordinating supports that target academic and non-academic barriers to achievement" in order to improve student outcomes.



The tidal a e of need that reg larl lights p the phone lines, inboves, and calendars of federal leaders is a relentless feat re of the COVID¹1 pandemic. From ealth s b rbs to poor inner cities and r ral areas, b sinesses are str ggling and food lines are long. The f nds flo ing through the stim l s packages seem big on paper in Washington and paltr on the gro nd, in district.

When leaders t rn to the reg lar federal b dget and s r e the existing lab rinth of programs, ser ices, agencies, and f nding streams designed to reach children, o th, and families across ed cation, social ser ices, agric lt re, o th de elopment, health and mental health ser ices there are si able in estments. B t hen nderstood in the context of historic and pandemic-dri en increases in child po ert, h nger, tra - ma, academic learning loss, and limited opport nities, a s to ens re those ser ices are deli ered effecti el and efficientl to o r o ngest Americans seem both rgent and hard to identif.

The are rgent beca se the impacts of po ert or a pandemic are nderstood to ha e negati e impacts on health child de elopment, learning, and life-long opport nit . Research b ilding on the theories of Nobel Pri e inning economist Gar Becker finds that children groing p in po ert, or d ring COVID-1, ha e less access to the tipe of reso rces and experiences that promote learning, and are more likel to experience prolonged periods of toxic stress that can distribute the elopment and readiness to gain academic and social-emotional skills. For man Black and Latino families, the compointing effects of s stemic racism add to the stresses and deprivations of po ert and the pandemic.

O er the last fifteen ears, ho e er, effecti e and cost-efficient s stems of s pport for children and families ha e been honed b insights from the sciences of learning and child de elopment, and experimentation in comm nities, to point to ards an effecti e strateg s ited to the challenges of the pandemic and the longer-term integrated st dent s pport.

This brief is a companion piece to one published for local and state leaders in partnership with the Center for Promise and America's Promise Alliance in 2019. It reproduces and expands on this previously published content.

Integrated st dent s pport is a hole child approach that addresses st dents' strengths and needs across all

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O er the last fe decades, practitioners and polic makers ha e learned a great deal from scientific research abo t hat all children need to be sccessflin school and in life. Ne roscientists can sho dramatic differences in brain strict rebet een children ho gro pith the spports and basic resorces that all children need, and those ho do not. Researchers in de elopmental pschologiand cognities science hae ill minated ho arios contents and risk factors can impact ho children de elop and learn. This leads to a deepened appreciation of the importance of similareoslis porting de elopment across the social, emotional, cognities, phisical, and lang age domains.

The link bet een socioeconomic challenges and the ineq alit of ed cational and life o tcomes is also becoming



E idence demonstrates that integrated st dent s pport approaches can contrib te to academic progress. Mo nting e idence sho s that st dents ho recei e effecti e integrated st dent s pport demonstrate

Simpro ed attendance, effort, and engagement

Shigher academic achie ement

§red ced high school dropo t rates and

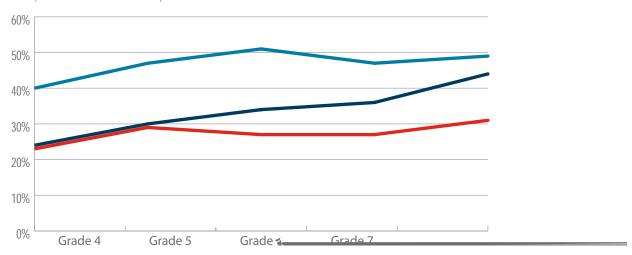
Sbetter social and emotional o tcomes.

For example, to national research relies by Child Trends and a separate end attion by American Institutes for Research (AIR) examined the elidence base emerging from interentions such as the Citic Connects, Communities In Schools in Chicago, and Diplomas Now, and the BARR model, respectively. Findings from a subset of these programs show that implementation of scientifically based effective practices significantly improve students of the total services. The are described belows.

The **Building Assets, Reducing Risks (BARR)** model pro ides schools—ith a comprehensi e approach to meeting the academic, social, and emotional needs of all st—dents. The BARR model relies on eight interconnected strategies to bolster st—dents' strengths and address their needs thro—gh a holistic approach to child de—elopment that incl des restr—ct—ring high school sched—les, creating cohorts of st—dents ser—ed b—teacher teams, pro—iding professional de—elopment, cond—cting reg—lar risk re—ie—s, fostering social and emotional learning thro—gh—BARR's I-Time c—rric—l—m, and engaging families and administrators in st—dent learning. Most commonl—implemented at the ninth grade—le—el, BARR is beginning to be introd—ced in middle school and contin—ed thro—gho—thigh school. Research sho—s—that o—er the co—rse of three—ears, the BARR model is effecti—e in red—cing co—rse—fail—re rates b—an a—erage of—percent in large—rban schools and—percent in smaller r—ral schools. Additional research sho—s that the BARR model has a positi—e, statisticall—significant impact on math and reading scores—hile impro—ing st—dent e—perience and teacher satisfaction.

city Connects is an inter-ention that creates a personali ed net-ork of reso-reso and opport nities for each stight in a school big coordinating stight is provided in from equisitate school- and comminities for each services. In 1-1, Cit Connects orked in schools in file states serving children in Pre-K through the grade. School coordinators de eloped an individed ali ed plan of states provided in for each stight dentities. The filled these plans big connecting stight to more than files litation it teachers, that, and families. The filled these plans big connecting stight to more than files litation of erit, the filled these plans big connecting stight to more than files litation and integrated into 1 schools, militation literated schools, militation demonstrated better effort, grades, and attendance, and ent on to significant-



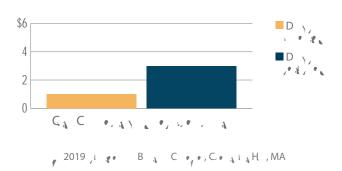


With competing priorities and limited reso roes, federal, state, and local leaders seek to in est in programs and approaches that ha e a strong ret rn on in estment. Col mbia Uni ersit economists assessed the costs and benefits of the Cit Connects model of integrated st dent s pport. Incl ding the cost of implementing Cit Connects and the costs of the comprehensi e ser ices to hich children and families get connected s ch as food, clothing, after school programs, medical care, mental health conseling, and families re ices researchers fond that it prodices 3 in benefits for e er 1 in ested across all sectors. If effecties stems of integrated st dent s pport ere idel implemented, existing in estments in children and families cold be prodicing triple the bene ts. Moreo er, taking into acconfit hat schools tipicall spend on st dent significant that costs of b siness as s all st dent significant model, researchers find that costs of b siness as s all st dent significant models, report approach.

The researchers note in Pre ention Science, that effecti e approaches to integrated st dent s pport, like Cit Connects, are a so nd in estment and sho ld be considered an option to address the needs of st dents and to pre ent f t re crises from disr pting their learning. This b ilds on earlier cost-effecti eness research hich fo nd that for e er dollar in ested in programs and ser ices for children and their families, effecti e coordination res lted in a societal ret rn of 3 for e er 1 spent.

In other ords, a small in estment to enable schools to effecti el coordinate comprehensi e ser ices for st dents can prod ce both short- and long-term efficiencies as ell as better o tcomes, tripling the beneficial impacts of dollars across n mero s segments of the federal (state, and local) b dget.





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Support states and municipalities to develop low-cost infrastructure to facilitate resource coordination. As information from research and practice gro s, and e idence-based practices are identified, schools and districts ma needs proven to identife their c rrent needs and assets, and implement effective practices. While the precise constellation of assets and needs aries from school to school and comment to comment, there are common needs across sites implementing integrated still dentify a poor strategies. Man of these needs can be efficiently

sde elop policies and f nding streams that facilitate local capacit to deli er effecti e integrated st dent s pport.

addressed ia the creation of a shared infrastr ct re. This ma incl de decisions to

- Spro ide professional de elopment and coaching to s pport implementation aligned ith best practices.
- sconnect technolog to allo for school-based coordinators to see certain child-le el data, create indi id ali ed plans, and rapidl nderstand the reso rees a ailable in the school and comm nit.
- Screate a management str ct re, ideall ithin the school district, that allo s for management, alignment ith district priorities, joint problem sol ing, and o ersight.

The impacts of the pandemic heighten the need for contin ed in estment in federal programs that pro ide com-

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Improve students' access to food. Render e the rediced-price categor for school meals and expand the eligibility threshold for free school meals to a percent of poor to the Mandate breakfast after the bell in all high poor to schools (in here at least, and of all, appoint to prove the rediced price categor for school meals and expand the eligibility threshold for free school meals to appoint the rediced price categor for school meals and expand the eligibility threshold for free school meals to appoint the rediced price categor for school meals and expand the eligibility threshold for free school meals to appoint the eligibility of the rediced price categor for school meals and expand the eligibility of the rediced price categor for school meals and expand the eligibility of the rediced price categor for school meals and expand the eligibility of the rediced price categor for school meals and expand the eligibility of the rediced price categor for school meals and expand the eligibility of the rediced price categor for school meals and expand the eligibility of the rediced price categor for school meals and expand the eligibility of the rediced price categor for school meals and expand the eligibility of the rediced price categor for school meals and expand the eligibility of the rediced price categor for school meals and expand the eligibility of the rediced price categor for school meals and expand the eligibility of the rediced price categor for school meals and expand the eligibility of the rediced price categor for school meals and expand the eligibility of the rediced price categor for school meals and expand the eligibility of the rediced price categor for school meals and expand the eligibility of the rediced price categor for the rediced price categor for school meals and expand the rediced price categor for school meals and expand the rediced price categor for the rediced price cate



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CLAI

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