

Quick-Start Reference: Funding Integrated Student Supports

Integrated Student Supports

Integrated student supports are defined as “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.”^{1,2} Schools are well positioned to connect children and families with the support and resources needed to meet basic needs and to address barriers to learning. However, limited time and training often prevent educators from addressing the wide range of needs of all students. As a result, students and their families are not accessing the maze of public and private services and support dedicated to helping them succeed.

An on-site coordinator is the linchpin for an integrated student support model. A designated coordinator can manage steps like the planning and integration of programming and resources, allowing teachers to teach and principals to focus on leading the school. The coordinator then leverages community-based resources to connect students and families with academic, social, health, and wellness support—all while creating and contributing to a climate of safety and trust. Page 3 provides a model and list of services included in the Communities In Schools® (CIS™) integrated student support model.

Research shows that, when well implemented, this approach can promote the success of individual students and create the type of supportive learning environment that enables all students to thrive.³ A 2017 Child Trends review of 19 evaluation studies found that high quality models of integrated student supports can, among other things, improve average daily attendance, raise the on-time graduation rate, improve school climate, develop social emotional competencies, and improve math achievement and overall GPA.

This resource focuses on funding within the Every Student Succeeds Act (ESSA). Although there are other sources of funding for integrated student services, ESSA is the largest source of funding available for state and local education agencies.

Recommendations for Funding Integrated Student Supports

Under ESSA, states must identify low-performing schools based on a comprehensive set of measures, including at least one state-selected indicator of school quality and student success. This change in the law can help school leaders develop a more integrated, whole child approach to school improvement. The following funding sources in ESSA should be considered when identifying funding sources for integrated student supports:

Title I, Part A is the largest program in ESSA. This program is currently funded at almost \$16 billion and serves approximately 25 million children. It provides multiple pathways to funding integrated student supports. ESSA specifically states that Title I can be used to implement integrated student supports. There’s also a mandatory *7 percent set aside* that states must use for evidence-based interventions in schools identified for comprehensive or targeted improvement.⁴ States may also reserve another 3 percent of Title I funds for *direct student services*, which may include high-quality academic tutoring as part of personalized learning, among other services.⁵ In a *Title I schoolwide program*, Title I services can be used for services such as a schoolwide tiered model to provide intervention services such as integrated student supports, and other programs.^{6,7} In schools that do not qualify for the schoolwide program, the *Title I targeted assistance programs* can be used to serve eligible children for similar services.⁸

¹ Moore, K.A. (2014). Making The Grade: Assessing the Evidence for integrated student supports. Child Trends. Retrieved from: <https://www.childtrends.org/wp-content/uploads/2014/02/2014-07ISS-Paper2.pdf>

² Integrated student supports are often referred to as wraparound services or a multi-tiered system of support.

³ Moore, K.A. (2014); Moore, K.A., Lantos, H., Jones, R., Schindler, A., Belford, J., & Sacks, V. (December 2017).

⁴ ESSA Section 1003(a)(1)

⁵ ESSA Section 1003A(c)(D)

⁶ ESSA Section 1114(b)(7)(A)(iii)(I)

⁷ ESSA Section 1114(b)(7)(A)(iii)(II)

⁸ ESSA Section 1115 (e)(2)

- **Titles II, Part A funds help to prepare, train, and recruit high-quality teachers, principals, or other school leaders.** Under this program, both state and local education agencies have an opportunity to implement a broad range of activities to strengthen the knowledge and skills of educators. If training on components of integrated student supports is part of your improvement plan, this is a good resource for funding. A short list of authorized funds includes, but is not limited to, training on issues related to school conditions for learning such as safety, peer interaction, chronic absenteeism, and referral mechanisms for mental illness or trauma.
- **Title IV includes several programs that can be used for integrated student supports.** *The Student Support and Academic Enrichment Grant (Title IV, Part A)*⁹ was created to build the capacity of school districts and to provide flexibility for local education leaders to make meaningful, strategic investments that meet the needs of their students. States can reserve up to 5 percent of their allocation for activities such as implementing evidence-based programs that (1) reduce exclusionary discipline; (2) support districts in implementing health-awareness training programs; and (3) support districts in coordinating resources for school-based counseling and mental health programs. School districts must use funds for activities that are supported in three broad buckets: well-rounded education, safe and healthy students, and effective use of technology. If integrated student supports include services during non-school hours (such as before- or after-school programs), *21st Century Community Learning Centers (Title IV, Part B)* is an allowable use of funds. If your integrated program has a family engagement component, the *Family Engagement in Education Programs (Title IV, Part E)* funds should be considered. Finally, because integrated student supports can be implemented as one component of community schools, *Title IV, Part F, Subpart 2 Community Support for School Success* or Full-Service Community Schools funding is also an option for funding.

In addition to the funds outlined above, states and districts can also draw from other public and not-for-profit sectors, such as housing, health, and children and family services to provide integrated student supports.¹⁰ The Communities In Schools network, and other integrated student support providers, access Medicaid, McKinney-Vento Homeless Assistance Act funds (Education for Homeless Children and Youth), Corporation for National and Community Service (CNCS), Workforce Innovation and Opportunity Act (WIOA), and Temporary Assistance for Needy Families (TANF) to fund parts of their integrated student supports model. The top 10 federal funding sources for the CIS network are listed below.

As you consider integrative policies systems to serve children, we also recommend braiding (coordinating two or more funding streams that can be tracked for reporting purposes) multiple funding sources to support integrated student supports. This strategy allows for expansion through increased or sustained funding, improvements in quality, and reaching more children in need.

Top 10 Federal Funding Sources for CIS Affiliates 2017-2018

21st Century Community Learning Centers

Title I

Temporary Assistance for Needy Families (TANF)

AmeriCorps

Federal TRIO Program

Workforce Innovation and Opportunity Act (WIOA)

Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)

Victims of Crime Act (VOCA)

Office of Juvenile Justice and Delinquency Prevention (OJJDP)

State Abstinence Education Grant Program

⁹ ESSA Title IV-21st Century Schools

¹⁰ Council of Chief State School Officers (CCSSO) April 2019. Federal Funding Streams and Strategies to Improve Conditions for Learning: A Resource Guide for States. Washington, D.C. (Accessed 11/13/19)

Our Unique Model



CIS AFFILIATES

Hire and train site coordinators, bring the CIS model to schools in need, and mobilize partners to provide resources.



SITE COORDINATORS

Trained professionals who work with school administrators to assess needs, develop a plan and build a team to provide supports to schools and students.

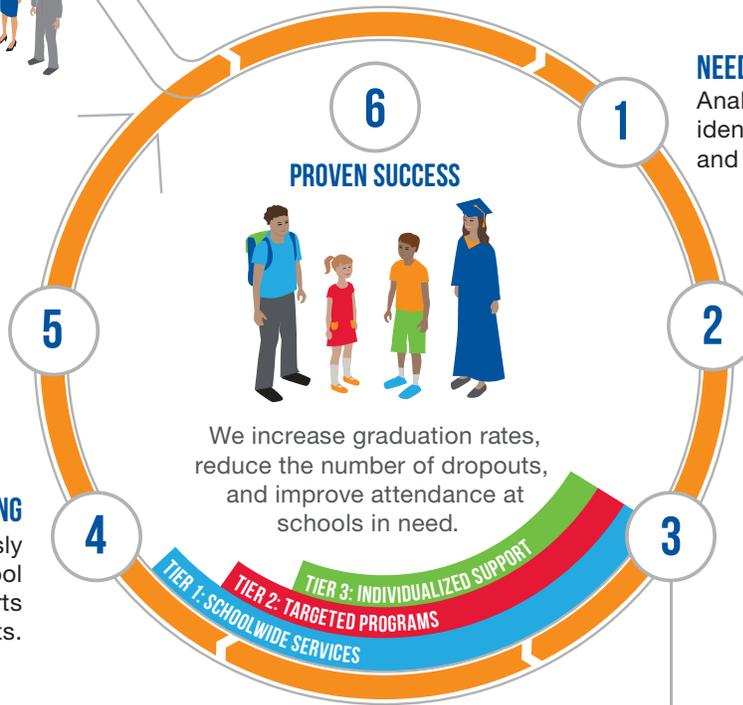


COLLABORATIVE PARTNERS

Schools, businesses and community agencies all work together with site coordinators to deliver supports to students and families.

EVALUATION
Continuous assessment of partners and student supports by the CIS affiliate to demonstrate results and improve practice.

MONITORING & ADJUSTING
Site coordinator continuously monitors student and school progress and adjusts supports to optimize results.



NEEDS ASSESSMENT

Analyze multiple sources of data to identify the key needs of the school and individual students.

PLANNING

Site coordinators lead their school support teams to develop a plan to prioritize supports that address academic and non-academic needs.

INTEGRATED STUDENT SUPPORTS

Site coordinator and partners deliver tiers of support to the school, students and their families.

ACADEMIC ASSISTANCE	BASIC NEEDS	BEHAVIORAL INTERVENTIONS	COLLEGE & CAREER PREP	COMMUNITY & SERVICE LEARNING
ENRICHMENT	FAMILY ENGAGEMENT	LIFE SKILLS	MENTAL HEALTH	PHYSICAL HEALTH