

INTEGRATED STUDENT SUPPORT IN ACTION

Fifth grader, Maya C.* walked into school crying. She was being bullied on the bus because she was picked up outside a homeless shelter, she explained to Mr. Williams*, a school staff member.

In some schools the conversation would stop there: bullies admonished, tears dried, and into the classroom, just another child who is part of a mounting wave of students experiencing homelessness.⁷

But in a growing number of places, Maya's tears activate a web of support. The staff person turns to an on-site coordinator who does daily check ins with Maya, helps her to talk with her teachers, reaches out to her family, and discovers that Maya and her three siblings lost everything and are in need of clothing, shoes, and basic school supplies. The coordinator also learned that the mother not only needs to find stable housing, but is now in an unfamiliar neighborhood and needs to know where to find food, a church, and transportation to her job.

The coordinator, who is the hub of a system of integrated support for children like Maya, will bring together the resources of the school and the resources of agencies and nonprofits across the city to help Maya's family, and keep Maya on track to succeed in school.

The coordinator will do this for each and every child in the school, year-in and year-out, because Maya and her siblings are not alone.

*Name has been changed for this report.

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Handwritten musical notation on a white circular background, including notes, rests, and a treble clef.

Impact of Integrated Sustainable Support

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T Building Assets, Reducing Risks (BARR)

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Leading to Change the Local Level

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“The integrated focus on academics, social services and community engagement leads to improved student learning, stronger families and healthier communities. Teachers can focus on teaching, knowing that their students’ other needs are being met.”

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RECOMMENDATIONS fo Local Leade

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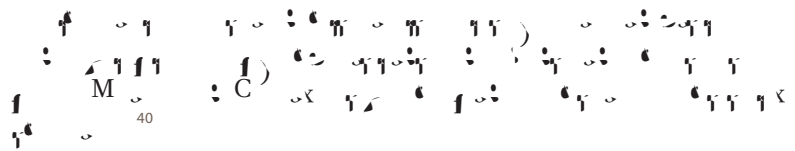
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Convene stakeholders. S

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“If we bring in other community partners, whether it is our community health agencies or our after-school providers, we begin to see a much more robust system of education that doesn’t rely on just one aspect to deliver and be all things to all people but rather we are actually much more successfully delivering a continuum or spectrum of support to the student, his or her family, and to the community.”

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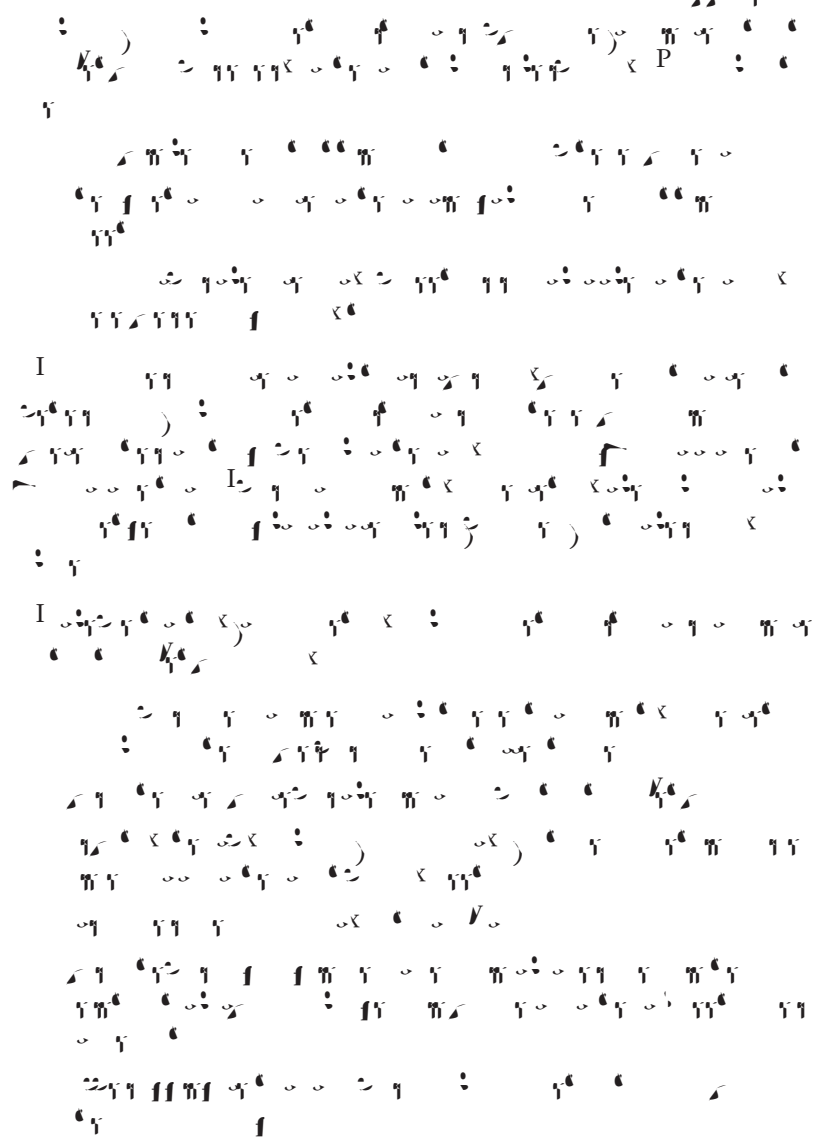


MORE DETAILS

For more on how to implement effective approaches in education, see the report, *Building the Bridge: A Blueprint for the 21st Century*, published by the Brookings Institution and the Center for Education Policy, www.brookings.edu/research/education-policy.

Engage data

Create individualized plans for every child and family. See



Use data generated to respond to demand and evaluate impacts. See



“In order to do this work well and think about integrated student supports for children...we need to understand that schools cannot do it alone. It’s pivotal to have the support and the engagement and the commitment from the key leaders in the city that have power to effect a good change on behalf of youth in the city.”

Margari, Stephanie
of Salem Public School, Salem, MA

RECOMMENDATIONS

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Develop local implementation protocols and framework

Establish a research-based protocol or framework.

Establish a research-based protocol or framework. ⁵⁷ Bx

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Support local implementation with professional development, coaching, and technical assistance. I

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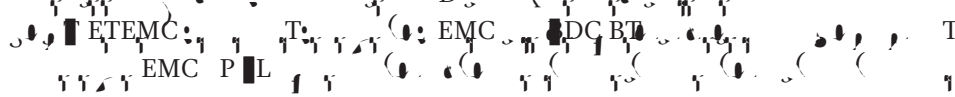
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So, the first step is to identify the barriers to resource integration. This involves understanding the current state of the organization and the external environment. The next step is to develop a strategy to address these barriers. This strategy should be based on the organization's strengths and weaknesses, and the opportunities and threats in the external environment. The final step is to implement the strategy and monitor its progress. This involves setting up a system of controls and feedback loops to ensure that the organization is on track to achieve its goals.

Reduce barriers to resource integration. This involves identifying the barriers to resource integration and developing strategies to address them. The barriers to resource integration can be categorized into internal and external barriers. Internal barriers include lack of communication, lack of coordination, and lack of resources. External barriers include lack of information, lack of relationships, and lack of opportunities. Strategies to address these barriers include improving communication, improving coordination, and improving resource management. Additionally, strategies to address external barriers include improving information gathering, improving relationships, and improving opportunities.

SUMMARY

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Conclusion

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ENDNOTES

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