

PRACTICE BRIEF

FINANCING SYSTEMS OF INTEGRATED STUDENT SUPPORT

In many schools, developing a system of integrated student support is a process of building on existing capacity including current personnel, programs, processes, teams, data collection, technology systems, and school-community partnerships. Developing these strengths into a functioning system of support for students may also require funds from a limited budget for purposes such as hiring a school coordinator, repurposing and training current student support staff, implementing technology, or data collection and analysis.

Schools with effective systems of integrated student support are able to utilize school coordinators, or personnel in similar roles, as hubs for coordinating information, programs, and resources to meet students' "non-academic" needs so that they can be ready to learn and engage in school. Their efforts can be facilitated by technology and the use of data. Communities across the country are putting school coordinators and technology systems in place, and using various strategies to support them. This brief summarizes financing strategies in use in districts and communities across the country both during and pre-Covid. Your state or locality may have additional flexibility to use these and other sources of funding to advance systems of integrated student support.

SCHOOL DISTRICTS

GENERAL FUNDS

Districts may use existing staff

EXAMPLES:

Upon receiving \$111 million in federal coronavirus relief aid for the state's school districts, Connecticut distributed \$99.9 million to schools based on federal Title I grants allocated for low income students. The state's education department plans to expedite the approval process for districts' proposed uses of federal funding which can include efforts to expand access to technology and connectivity devices, professional development for teachers, hiring social workers to support students, and other student support measures.

In one large, high-poverty city, the superintendent initially used general education funds to add school coordinators to eight low-performing elementary schools. As school improvements were demonstrated, the superintendent incrementally added positions in new schools and recently secured \$1 million in additional funding from a corporate foundation.



