Scholarship from diverse fields emphasizes the importance of systemic, comprehensive approaches to student support aimed at meeting the needs of the “whole child.” To be effective in helping every student learn and thrive, systems of support should match each student with resources and opportunities that meet their individual strengths and needs across developmental domains. To better meet the diverse needs of students and provide opportunities, schools can develop partnerships with community-based organizations. Findings from the worlds of research and practice provide guidance on how best to analyze the resource landscape.

I. DEVELOPMENTAL SCIENCE

Insights from developmental science help us better understand how schools can organize the available school and community resources that students need. These insights include:

DEVELOPMENT OCCURS ACROSS DOMAINS
Child development takes place across multiple domains – including academics, social-emotional well-being, health, family, career readiness, and many others. Each domain impacts all other domains.

INTENSITY MATTERS
Children experience risks and strengths along a continuum of intensity, requiring varying levels of support.

DEVELOPMENT IS DYNAMIC
As children grow over time, features of their world also change. The influence of contextual factors on development is dynamic, and continuous care that responds to these changes is important.

II. THE ROLE OF RESOURCES AND IMPLICATIONS FOR PRACTICE

Evidence-based integrated student support practices apply knowledge of these categories of domain and intensity to mapping the local resource ecosystem. Since child development takes place across multiple domains, school and community resources that support student development can be categorized based on the particular areas of strength and need they address. Though scholars and tools may define the developmental domains differently, effective student support practices will identify resources according to the domain they address.

In addition, because children experience difficulties and strengths along a continuum of intensity, the degree of support provided can be tailored to meet the intensity level of strengths and needs. Resources in both school and community settings provide different intensities of supports for students, such as enrichment, early intervention, and intensive intervention.
III. IDENTIFYING RESOURCES

Schools and districts vary widely in how well they are able to identify and organize information about resources available to address the needs of students and families. Moreover, many non-profits and service providers have been impacted by the Covid-19 pandemic, making it difficult to keep track of closures and changes in service availability. Starting points for identifying programs and services include:

- Asking the district central office, school offices, city or town hall for lists of local resources they may have;
- Asking student support staff, and others, for lists or contacts they keep;
- 211.org, a state by state compilation of resources by type and geography created by local United Ways;
- Other local databases accessible to the public, such those maintained by cities, hospitals, large nonprofits; and
- On-line resources that can augment local services, such as on-line mentoring, tutoring, tele-health or mental health, or delivery of basic needs such as clothing, shoes, or toiletries.

IV. ORGANIZING SCHOOL AND COMMUNITY RESOURCES

Schools and communities can organize information about resources available to students along several dimensions. These may be informed by science and/or practical considerations:

- Developmental domains: for example, academic, social-emotional-behavioral, peer-relations, health and wellbeing, family, and career readiness;
- Levels of student needs: such as enrichment/prevention, early intervention, and intensive or crisis intervention;
- Ages served: age range of children and youth best served by the program;
- Service provision location: whether they are school-, community-, or web-based programs and services;
- Provider location: the location of the provider and neighborhoods served;
- Transportation options: whether transportation is offered by the provider;
- Language resources: languages spoken by providers;
- Enrollment guidelines: whether there are open enrollment periods, waitlists, or other considerations;
- Eligibility and cost: whether services are covered by insurance, subsidized, and if so, for which eligible populations.

V. EXPANDING AND UTILIZING SCHOOL AND COMMUNITY RESOURCES

Organizing information about school- and community-based resources in this manner sets the stage for the efficient and effective tailoring of supports and opportunities that are best designed to address students' strengths and needs at the appropriate intensity of intervention.

It also facilitates the identification of critical gaps, and allows for strategic outreach. To fill gaps in resources, school coordinators can help colleagues think creatively about existing school resources, establish new partnerships with community agencies, or find relevant resources online, such as virtual mentoring programs or non-profits that will ship for free needed clothing or school supplies. By using this type of resource analysis structure, schools create a strategic, balanced, thorough set of partners that can be leveraged to support students' healthy development and learning.

VI. ACTION STEPS

Identifying, organizing, and updating resource information can become time consuming tasks. Begin by asking some strategic questions, such as:

- Are there existing databases or lists maintained by other organizations that we can rely upon?
- Do we want to assume responsibility for creating and maintaining resource information at the district-level, school-level, or in collaboration with a third-party?
- What are the developmental domains and categories of service that matter most to our community?
- Who is best tasked with identifying and organizing resource information so that we are better able to meet the comprehensive needs of students so that they are ready to learn and engage in school?
- How will the information be stored? For example, will you use paper, an Excel spreadsheet, add a tab to your student information system, create a database, or contract with a third-party?

For more information about organizing resources and data see Selecting Technology for Systems of Integrated Student Support.
SAMPLE RESOURCES

VERSION 1 – is useful to understand the extent to which the resources you know about are aligned with students’ comprehensive needs. Consider whether two resources or service providers can be assigned to each box in this grid:

<table>
<thead>
<tr>
<th></th>
<th>Academics</th>
<th>Domain 1</th>
<th>Domain 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>School-based Programs</td>
<td>Prevention/Enrichment</td>
<td>Early Intervention</td>
<td>Intensive or Crisis</td>
</tr>
<tr>
<td>Community-based Programs</td>
<td>Prevention/Enrichment</td>
<td>Early Intervention</td>
<td>Intensive or Crisis</td>
</tr>
</tbody>
</table>

VERSION 2 – Create an Excel Spreadsheet that captures relevant domains, intensities of need, and organizational categories of interest. For example:

<table>
<thead>
<tr>
<th>SERVICE PROVIDER</th>
<th>MAIN ADDRESS</th>
<th>SERVICES PROVIDED</th>
<th>SERVICE DELIVERY TYPE</th>
<th>SERVICE DELIVERY LOCATION</th>
<th>DOMAIN</th>
<th>LEVEL STUDENT NEED</th>
<th>TRANSPORTATION</th>
<th>LANGUAGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children’s Place</td>
<td>426 Main Street, Anywhere, USA</td>
<td>Individual Counseling</td>
<td>Community-Based</td>
<td>123 Main Street</td>
<td>Social-Emotional-Behavioral</td>
<td>Intensive Intervention</td>
<td>No</td>
<td>English; Spanish</td>
</tr>
<tr>
<td>Social Skills Group</td>
<td>Community-Based</td>
<td>456 Main Street</td>
<td>Social-Emotional-Behavioral</td>
<td>Early Intervention</td>
<td>Yes</td>
<td>English</td>
<td></td>
<td></td>
</tr>
<tr>
<td>In-Home Therapy</td>
<td>Community-Based</td>
<td>Various locations</td>
<td>Social-Emotional-Behavioral</td>
<td>Intensive Intervention</td>
<td>No</td>
<td>English</td>
<td></td>
<td></td>
</tr>
<tr>
<td>XYZ Community Center</td>
<td>1234 South Street</td>
<td>Parenting Group</td>
<td>Community-Based</td>
<td>1234 South Street</td>
<td>Family</td>
<td>Early Intervention</td>
<td>Yes</td>
<td>English; Spanish; Chinese</td>
</tr>
<tr>
<td>After School Program</td>
<td>Community-Based</td>
<td>1234 South Street</td>
<td>Academic</td>
<td>Enrichment/Prevention</td>
<td>Yes</td>
<td>English</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Basketball Club</td>
<td>Community-Based</td>
<td>100 Home Street</td>
<td>Health</td>
<td>Enrichment/Prevention</td>
<td>Yes</td>
<td>English</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Financial Counseling</td>
<td>Community-Based</td>
<td>1234 South Street</td>
<td>Social-Emotional-Behavioral</td>
<td>Early Intervention</td>
<td>No</td>
<td>English; Spanish; Chinese</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ABC University</td>
<td>100 Washington Road</td>
<td>Academic Tutoring</td>
<td>School-Based</td>
<td>789 Broad Street</td>
<td>Social-Emotional-Behavioral</td>
<td>Early Intervention</td>
<td>No</td>
<td>English</td>
</tr>
<tr>
<td>Mentoring</td>
<td>School-Based</td>
<td>789 Broad Street</td>
<td>Social-Emotional-Behavioral</td>
<td>Early Intervention</td>
<td>No</td>
<td>English</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wellness Group</td>
<td>School-Based</td>
<td>789 Broad Street</td>
<td>Health</td>
<td>Enrichment/Prevention</td>
<td>Yes</td>
<td>English</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

CITATIONS