



Providing Wraparound Services

Introduction

As Congress moves to reauthorize the Elementary and Secondary Education Act, or ESEA, it should authorize a program to provide comprehensive “wraparound” support services that create the conditions for students to learn in the classroom. These services range from primary health and dental care to family engagement strategies. Currently, two federal programs that support wraparound services—Promise Neighborhoods and Full-Service Community Schools—have significant areas of overlap that indicate potential for consolidation.

Recommendation #1

Consolidate Promise Neighborhoods and Full-Service Community Schools into one authorized wraparound services program

The strengths of both existing programs should be streamlined to focus on meeting the academic, physical, mental, and social needs of children and their communities while maximizing federal dollars. We recommend that a consolidated program:

- **Combine funding sources.** Current funding for both programs should be combined for competitive awards to qualified applicants.
- **Serve high-need communities.** Both programs currently serve low-income communities and an authorized program should continue to do so.
- **Coordinate services.** An authorized program should include coordination of services among community organizations.

Recommendation #2

Ensure that a consolidated program requires a planning year for grantees undertaking new initiatives

Planning is integral to the success and sustainability of wraparound services and provides grantees with information for effective implementation. Therefore, we recommend that a consolidated program include:

- **A mandatory planning period** to help grantees accurately assess community needs before implementing a new initiative.
- **Phase 1 Planning Grants** for grantees to develop a program plan for new initiatives.
- **Phase 2 Implementation Grants** for grantees to carry out their blueprints.
- **Applicants seeking to expand** an existing wraparound services initiative can apply directly for a Phase 2 Implementation Grant.

Recommendation #3

Continue to allow other federal programs to include wraparound services

Several other federal programs currently include some aspects of wraparound services. It is important to note that authorizing a consolidated wraparound services program should not prevent other programs from including wraparound services.

- **Title I School Improvement Grants** guidance currently allows School Improvement Grant funds to support social-emotional and community-oriented services.
- **The 21st Century Community Learning Centers** program provides opportunities for academic enrichment and additional family and youth development activities.

What our
recommendations
are based on

- Maximizing the Promise of Community Schools: Streamlining Wraparound Services for ESEA
- Breaking the Mold: Combining Community Schools with Expanded Learning Time to Help Educationally Disadvantaged Students
- Promise Neighborhoods Shows Real Potential but Needs the Right Funding
- A Look at Community Schools



CAP's Body of Work on ESEA Topics

Increasing Teacher and Principal Effectiveness

- [Advancing Teacher and Principal Effectiveness: Four Recommendations for Reforming the Elementary and Secondary Education Act](#)
- [Essential Elements of Teacher Policy in ESEA: Effectiveness, Fairness, and Evaluation](#)
- [Measuring What Matters: A Stronger Accountability Model for Teacher Education](#)
- [So Long Lake Wobegon?: Using Teacher Evaluation to Raise Teacher Quality](#)
- [Treating Different Teachers Differently: How State Policy Should Act on Differences in Teacher Performance to Improve Teacher Effectiveness and Equity](#)
- [Increasing Principal Effectiveness: A Strategic Investment for ESEA](#)
- [Principals' Approaches to Developing Teacher Quality](#)

Closing the Comparability Loophole

- [Walking the Talk: Closing the Comparability Requirement Loophole in Title I of the Elementary and Secondary Education Act](#)
- [Comparable, Schmocomparable: Evidence of Inequity in the Allocation of Funds for Teacher Salary Within California's Public School Districts](#)
- [Pulling Back the Curtain: Promoting Fiscal Equity and Providing All Students with Access to Effective Teachers Will Not Require Forcible Re-assignment](#)

Simplifying the Title I Formula

- [Bitter Pill, Better Formula: Toward a Single, Fair, and Equitable Formula for ESEA Title I, Part A](#)
- [Spoonful of Sugar: An Equity Fund to Facilitate a Single, Fair, and Equitable Formula for ESEA Title I, Part A](#)
- [Secret Recipes Revealed: Demystifying the Title I, Part A Formulas](#)

Extending Learning Time

- [Transforming Schools to Meet the Needs of Students: Improving School Quality and Increasing Learning Time in ESEA](#)
- [Expanded Time, Enriching Experiences: Expanded Learning Time Schools and Community Organization Partnerships](#)
- [Union and District Partnerships to Expand Learning Time](#)

Innovation

- [Leaders and Laggards: A State-by-State Report Card on Educational Innovation](#)
 - [Advancing Teacher and Principal Effectiveness: Four Recommendations for Reforming the Elementary and Secondary Education Act](#)
 - [Walking the Talk: Closing the Comparability Requirement in Title I of the Elementary and Secondary Education Act](#)
 - [Fast Track to College: Increasing Post-secondary Success for All Students](#)
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Turning Around Low-Performing Schools

- [Incentivizing School Turnaround: A Proposal for Reauthorizing the Elementary and Secondary Education Act](#)
- [Turning Around the Nation's Lowest-Performing Schools](#)
- [Levers for Change: Pathways for State-to-District Assistance in Underperforming School Districts](#)

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- [Maximizing the Promise of Community Schools: Streamlining Wraparound Services for ESEA](#)
- [Breaking the Mold: Combining Community Schools with Expanded Learning Time to Help Educationally Disadvantaged Students](#)
- [Promise Neighborhoods Shows Real Potential but Needs the Right Funding](#)
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