Comprehensive Services

Goal: Providing comprehensive services including but not limited to assistance in obtaining health, mental health and dental services, nutrition services and education, and linkages to other community services

Critical Components:

- It is critical that some form of a structure is in place to ensure that someone(s) is responsible for connecting families with needed services
- Clear roles and responsibilities should be established between partnering stakeholders
- When possible services should be connected across the system, not just establishing individual partnerships
- Data is a needed and useful tool for establishing systemic partnerships focused on child outcomes
- Regular outreach and strategies that make families feel welcome increase access and successful use of community supports

Common Strategies: Below is a list of common B-3 strategies that other B-3 community partnerships have implemented. It is not an all-inclusive list.

B-3 Strategy	Stakeholders Involvement	Outputs and Outcomes
A senior-level position is responsible for connecting families to comprehensive array of services to meet their needs (this position could be a part of other positions and/or shared across programs). The position is responsible for: • Building connections of staff across agencies • Connecting students/families with after-school and non-school partners • Identifying gaps in needed services in the community and leading efforts to address unmet needs	District administrators and community leaders through the B-3 leadership team	• Greater ability to meet child/family needs • Increased resources within schools and program (resources should be captured as both in-kind dollars and services) • More effective collaboration to increase wrap-around service outcomes

Create and regularly update an asset map of resources and supports available	School district representatives, early learning programs, social service organizations, other community service organizations	• Improved accessible communication about resources in the community • Increased number of families find and access resources/events • Opportunity for gap analysis of needed services
Expectations and policies created for an array of AGGREGATE data on children to be shared with community partners. Data to be used for program/service planning, coordination, and implementation	District and school administrators/staff and early childhood program directors & staff	• Utilization of data of continuous improvement • Increased collaboration around child/family-focused outcomes • Reportable outcomes allow for leverage of potential external funding
Efforts to increase access to after-school, extended learning opportunities, and community supports	District administrators and community leaders through the B-3 leadership team	• Increased learning outcomes for children • Increased social/emotional outcomes for children • Additional supports to families in needing services beyond the school
Creation of a "no wrong door" entry and referral system into early childhood services including: • A universal touch point at birth • Active outreach to and identification of high-risk children • A mechanism for connection of children to programs and services that best meet their needs	District administrators and community leaders through the B-3 leadership team	• Easier access to resources for children and families • Increased number of families come into to the school/center to access resources • Families feel welcomed and respected wherever they are met • Families can meet their various needs
Comprehensive developmental screening is available to all young children (birth to age 5) and connect those in need with Early Intervention or Special Education services. An effective, coordinated, system should exist to ensure services are available.	School district representatives, early learning programs, social service organizations, other community service organizations	• Earlier access to services for children in need of supports • Improved early learning outcomes

Resources:
- Putting it Together: A Guide to Financing Comprehensive Services in Child Care and Early Education (Center for Law and Social Policy, Inc.)
- Comprehensive Early Childhood System-Building: A Tool to Inform Collaborative, Cross-Sector Planning (The Early Childhood Systems Working Group; BUILD Initiative)
- Community Systems Development Toolkit (BUILD Initiative)

http://education.illinoisstate.edu/csep/b3/

B-3 Continuity Project