



WHAT WE DO



Communities In Schools is the nation's largest and most effective organization dedicated to keeping kids in school and helping them succeed in life. Many children, particularly those living in poverty, face enormous challenges both inside and outside the classroom; these can affect the school environment for all students. Our unique model positions highly trained professionals, "site coordinators", inside schools to partner with administrators, counselors and teachers to assess students' needs and provide resources to help them succeed. Whether it's food, school supplies, health care, counseling, academic assistance or a positive role model, Communities In Schools is there to help. Through partnerships with local businesses, social service agencies, health care providers and volunteers we connect students in need with specific resources that already exist in the community, keeping costs remarkably low. Our evidence-based approach, adapted to meet each community's unique needs, and our singular focus on outcomes form the basis for our success. Partnering with Communities In Schools allows administrators to lead, teachers to focus on exceptional instruction, and students to not only learn, but to believe in their capacity to achieve.

our unique model



"We have a unique opportunity with the authorization of the Every Student Succeeds Act to surround struggling students with integrated student supports (ISS) or wraparound services to improve their school outcomes. We know teachers and administrators can't do it alone, but by providing evidence-based integrated student supports, my state is seeing real change. When Communities In Schools provides ISS in our low-performing schools in North Carolina, more than 96% of our high-need, high-poverty students are being promoted to the next grade."

— Dr. June Atkinson, State Superintendent, North Carolina, Past-President, CCSSO

COMMUNITIES IN SCHOOLS AND THE EVERY STUDENT SUCCEEDS ACT (ESSA)

In anticipation of this first major restructuring of the federal education law in almost 15 years, Communities In Schools made a strong case to Congress to support local programs proven to keep kids in school, improve academic achievement and stay on the path to graduation. A number of clauses in the law make Communities In Schools a powerful and cost-effective School Improvement Support solution:



Integrated student supports (ISS), the category in which CIS and other “wraparound services” fall, is **specifically identified as a program eligible** for funding under the **\$15 Billion Title I program**.



States and school districts are encouraged to leverage increased flexibility in funding in order to adopt **evidence-based programs** to achieve school turnaround and improve academic outcomes.

under essa...

States and districts will have to use **evidence-based** interventions.

States get wide discretion regarding intervention strategies and **accountability goals**, which must now include a **non-academic indicator** of a healthy learning environment.

States and districts must **turn around at least the lowest-performing 5%** of Title I schools and high schools with poor graduation rates.

communities in schools...

...has undergone **13 independent evaluations** demonstrating our effectiveness, including those led by **ICF International**, **Child Trends** and **MDRC**.

...works in the school building to promote **social-emotional learning** and an **individualized approach** to helping the **neediest students** achieve.

...serves mostly **low-income** students, **English Language Learners (ELLs)** and those facing other barriers related to **poverty**.

...can effectively leverage, at school sites, investments made available by **Title I** and **Title IV** allocations, and partner with districts to secure **competitive Title IV grants** when they are released.



“CIS has been a critical partner in helping Nevada school districts focus on the true needs of students and has delivered an undeniable return on investment. CIS complements our state’s school reform efforts, allowing students to learn. CIS blends seamlessly into our schools’ daily work.”

The CIS model allows districts to use their resources most effectively by integrating external partners in a way that delivers the right outcomes for our students. When it comes to the coordination of services, resources, and providers, CIS is an unparalleled partner.

CIS has nearly four decades of experience, more external evaluation than I’ve seen in much of the nonprofit sector, and outcomes down to the student level. With this strong a record of effectiveness, they are a fantastic solution in the context of the new ESSA legislation and Nevada’s own efforts in this arena.”

– Dale Erquiaga, Chief Strategy Officer, Nevada Governor Brian Sandoval

HOW CIS IS CHANGING THE PICTURE OF EDUCATION

by the numbers



3,800

nonprofit and youth development professionals carried out the Communities In Schools mission



161

local affiliates operated in 25 states and the District of Columbia



2,300

schools and community-based sites partnered with Communities In Schools



10,100

community partner organizations benefited at-risk students



38,000

community volunteers donated their time



192 MILLION

was the local network revenue



158,000

students were case-managed



1.5 MILLION

students and their families were directly connected to essential resources



\$11.60

for every one dollar of CIS investment, \$11.60 of economic benefit is created



224,000

parents, families and guardians participated in their children's education through opportunities provided by Communities In Schools

by the outcomes



99%

remained in school at the end of the 2014-2015 year



93%

of eligible seniors graduated



4,200

of graduates went on to some form of postsecondary education



93%

of students in K-11 were promoted to the next grade



89%

met their behavior improvement goals



85%

met their academic improvement goals



78%

met their attendance improvement goals

Makayla – CIS of Pamlico County



When 9-year-old Makayla first learned of Communities In Schools, she had one question in mind for her site coordinator: "I want a new family," she announced. "Can you do that?"

For the past two years Makayla had shared a small house with her mom's new boyfriend—plus three other children, a grandmother, an uncle and two pit bulls. There never

seemed to be enough food, money or peace and quiet. When she was five, things had been even worse—she was sleeping in the car after her mom fled an abusive home situation.

Our site coordinator recognized that what Makayla really needed was a new start. Food and clothing, followed by counseling, tutoring and a trauma support group.

Makayla began to blossom almost at once—making friends, volunteering in the community, cheering for her school teams and earning her first-ever academic awards. She has moved beyond the past, and for the first time, she's excited about the future.

Jamal – CIS of Charlotte-Mecklenburg



At age 16, with three stints in jail, a strained relationship with his mom and a lack of focus, Jamal was failing his classes and on the road to dropping out. CIS Site Coordinator Reggie worked with Jamal while he was in jail, and coordinated with CIS Site Coordinator Joe to put a plan in place to support Jamal as he returned to school. Joe helped Jamal finish assignments, kept him focused on

plans for college, and helped him catch up so he could graduate on time. A junior in college with a 4.0 GPA, Jamal went on to become the president of the first college-based CIS alumni group.



CIS: OUR WORK BY STATE

State	Total Districts**	Current CIS Districts*	%	Total Schools**	Current CIS Schools*	%	Total Title I Eligible Schools**	CIS Title I Eligible Schools*	%
AK	53	1	2%	511	1	0.2%	370	0	0%
CA	961	1	0.10%	10170	20	0.2%	8565	20	0.23%
DC	1	1	100%	228	6	2.6%	176	6	3%
DE	16	7	44%	221	12	5.4%	184	8	4%
FL	67	14	21%	4212	85	2%	2903	61	2%
GA	183	56	31%	2388	185	7.7%	1,603	113	7%
IA	Data for the 2015-16 school year, CIS' first year serving Iowa students, will be available next year.								
IL	865	5	1%	4336	158	3.6%	3277	148	5%
IN	291	8	3%	1933	43	2.2%	1484	41	3%
KS	286	25	9%	1359	64	4.7%	1143	41	4%
LA	69	10	14%	1437	19	1.3%	1215	18	1%
MI	551	9	2%	3550	52	1.5%	2775	42	2%
NC	118	42	36%	2577	396	15.4%	2077	284	14%
NE	250	1	0.40%	1090	1	0.1%	493	0	0%
NM	89	1	1%	866	10	1.2%	774	9	1%
NV	17	5	29%	649	43	6.6%	328	43	13%
OH	614	1	0.16%	3714	10	0.3%	2925	10	0.34%
OK	524	1	0.19%	1774	8	0.5%	1202	7	1%
PA	500	20	4%	3181	79	2.5%	2384	60	3%
SC	86	6	7%	1223	42	3.4%	1039	36	3%
TN	136	2	1%	1802	7	0.4%	1486	7	0.47%
TX	1031	133	13%	8697	811	9.3%	6867	Data not reported.	
VA	138	9	7%	2170	57	2.6%	737	44	6%
WA	295	26	9%	2365	155	6.6%	1848	79	4%
WV	55	1	2%	759	6	0.8%	361	3	1%

*Source: 2014-2015 CIS End of Year (EOY) report.

**Source: National Center for Education Statistics (NCES) data for the 2013-2014 school year.

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