

COMMUNITIES IN SCHOOLS NATIONAL IMPACT REPORT



Changing the Picture of Education Across America



Communities
In Schools

CommunitiesInSchools.org

OUR LEADERSHIP



“When it comes to unlocking each and every child’s full potential, we will never give up.”

ELAINE WYNN, CHAIRMAN, COMMUNITIES IN SCHOOLS NATIONAL BOARD



“The majority of students in our public schools today are low-income. Some are coming to school hungry, homeless, without proper clothing and lacking medical attention. We surround them with a community of support, address these challenges locally and change the picture of education in America.”

DANIEL CARDINALI, PRESIDENT, COMMUNITIES IN SCHOOLS



THE ISSUE

Imagine wanting to go to school, but having no shoes to wear. Wanting to learn, but being too hungry to think. Wanting to graduate, but having to drop out because you need to get a job. This is the harsh reality for millions of kids in the U.S., as more students than ever before in our nation's history are living in poverty. By the time you finish reading this sentence, another student will have dropped out of school, abandoning his or her chances of living up to their full potential. In a year, over one million more students will have joined them, continuing the treacherous cycle. And with 1 out of 5 students living in poverty, making economic hardship the rule rather than the exception, teachers face an even more enormous challenge trying to help students overcome the nonacademic barriers to learning.

In a recent poll, 88% of U.S. teachers said that student poverty is the #1 barrier to effective learning in the classroom, and acknowledged that they spend 20% of their time and personal resources addressing these barriers.*

It may sound like an overwhelming issue, but the solution is simple. Young people thrive when adults care about them on a one-to-one level. That's exactly what Communities In Schools (CIS) provides. CIS is the nation's largest and most effective organization dedicated to keeping kids in school and helping them succeed in life — doing whatever it takes. Whether a student needs a ride to school, mental health services or a much-needed meal, CIS connects them to the help they need to reach their full potential. By harnessing the available resources in the community, and then matching these services to each student's needs, CIS is breaking the cycle of poverty and empowering students to create better lives, better communities and a better world.

“Communities In Schools combines the best of what we know works—a caring adult and the effective use of metrics and evidence-based strategies—to drive positive, measurable outcomes for the students they serve.”

BETH SHIROISHI, PRESIDENT OF AT&T GEORGIA



1 OUT OF EVERY 5

students in the U.S.
live in poverty



88%

of U.S. teachers believe
that student poverty is
the #1 barrier to effective
learning in the classroom



20%

amount of time US teachers
spend helping students with
problems outside of classroom

*CIS/Public Opinion Strategies 2015

THE BARRIERS

10 SURPRISING REASONS STUDENTS DON'T GO TO SCHOOL



1 THEY'RE HUNGRY

When a child is hungry, he or she can't focus on school, extracurricular activities or the future.



2 THEY'RE HOMELESS

Not knowing where they are going to sleep at night may make going to school seem unimportant in comparison.



3 THEY FEEL LIKE THEY DON'T FIT IN

Kids struggling with personal identity or physical appearance suffer from low self-esteem and may become a target for bullying.



4 THEY CAN'T SEE THE BLACKBOARD

Students may give up on their school work rather than admit they can't see what the teacher is writing on the blackboard.



5 THEY CAN'T GET THERE

If students must walk through a dangerous neighborhood or lack reliable transportation, they may stay at home.



6 THEY'RE IN POOR HEALTH

Chronic illness made worse by lack of medical care or proper medication keeps many kids out of the classroom.



7 THEY NEED SCHOOL SUPPLIES

Some students can't afford a simple backpack to carry their books, let alone the basic school supplies they need at school.



8 THEY NEED A CARING ADULT IN THEIR LIFE

If a parent dies or is absent from the home, kids lose the emotional support they need to succeed in school.



9 THEY NEED TO SUPPORT THEIR FAMILY

The burden of caring for a sick parent or the need to hold down a part-time job to pay for groceries can lead to frequent absences.



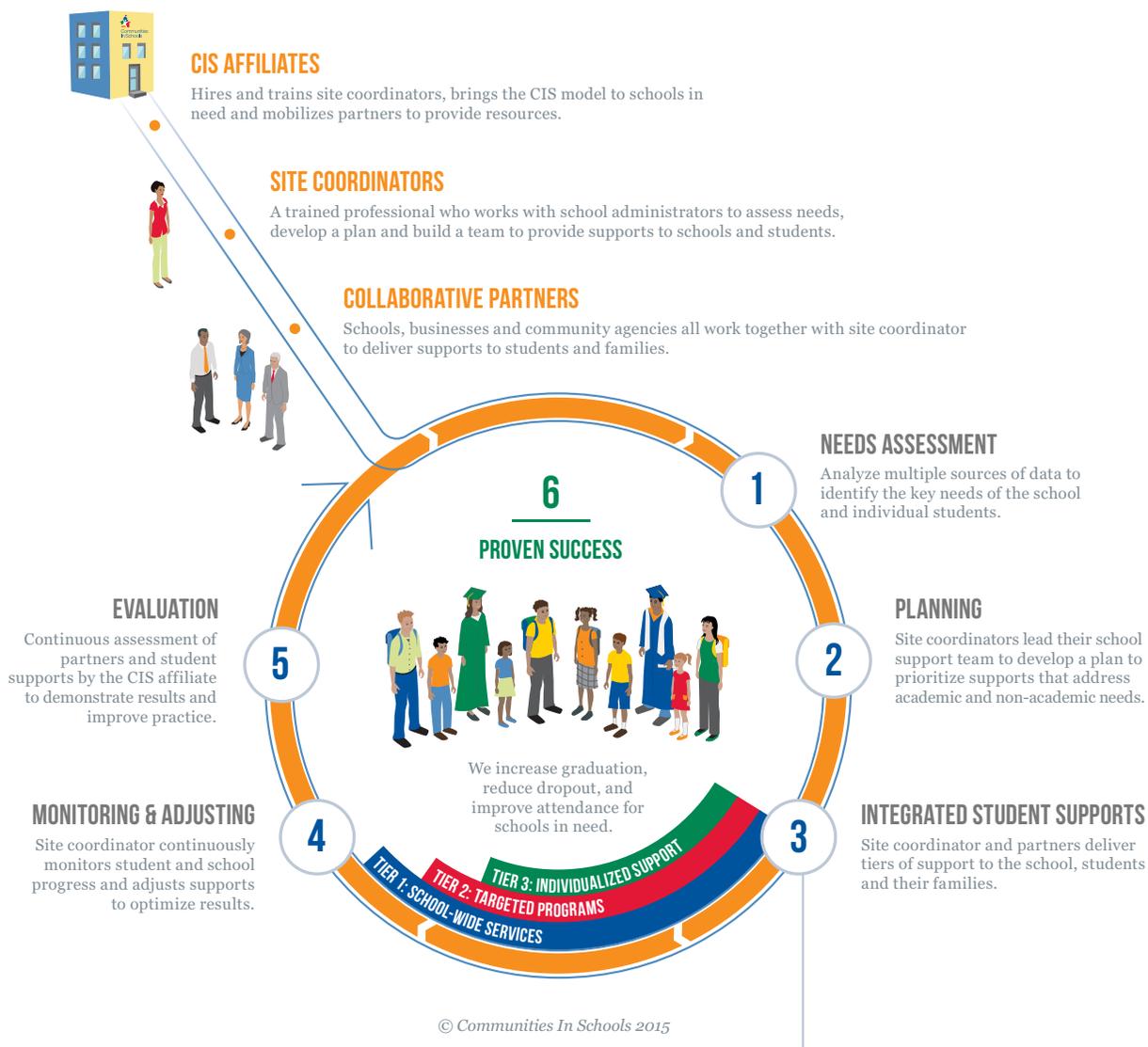
10 THEY DON'T HAVE PROPER SHOES OR CLOTHES

Clothes that fit, shoes without holes or a warm winter jacket are luxuries for some students.

THE SOLUTION

For nearly 40 years, Communities In Schools has been helping students flourish and go on to bright futures. Local CIS affiliates bring our unique model to schools in their community by positioning site coordinators inside schools and partnering with local businesses, social service agencies, health care providers and volunteers to provide students with exactly what they need. Whether it's food, school supplies, health care, counseling, academic assistance or simply a positive role model, CIS is there to help. Our model is successful because of one simple tenet: Communities In Schools works with local communities to support local kids with local solutions.

OUR UNIQUE MODEL



ACADEMIC ASSISTANCE



BASIC NEEDS



BEHAVIORAL INTERVENTIONS



COLLEGE & CAREER PREP



COMMUNITY & SERVICE LEARNING



ENRICHMENT



FAMILY ENGAGEMENT



LIFE SKILLS



MENTAL HEALTH



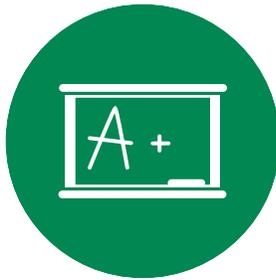
PHYSICAL HEALTH

THE PROOF

Living in poverty typically means struggling to obtain the most basic necessities — food, shelter and clothing. Communities In Schools relieves those burdens so students can focus on the academic goals that will propel them forward. We do it for more than 1 million students every year. Helping students identify and commit to academic goals is one key to our success. Site coordinators and students work together to set goals for attendance, academics and behavior.

Among students receiving intensive services, 77% of students met attendance goals, 83% met academic goals and 88% met behavior goals for the school year. Most importantly, 99% of potential dropouts stayed in school, 91% of seniors graduated, and 93% of K-11 students were promoted to the next grade. When you look at the metrics behind the stories of our kids' success, the whole picture of education in America changes, looking brighter than ever.

IN 2013-2014 AMONG CIS CASE-MANAGED STUDENTS:



99%

stayed in school



91%

of seniors graduated



93%

were promoted

“Communities In Schools has been a strong partner with our schools, securing necessary wrap-around services for students, including counseling, creating student incentives and improving truancy. Because they complemented our internal resources so effectively, we added seven additional schools this year.”

MALIKA ANDERSON, DEPUTY SUPERINTENDENT, ACHIEVEMENT SCHOOL DISTRICT, MEMPHIS, TN

1.48 MILLION

students and their families were directly connected to resources by Communities In Schools

234,000

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

4,700

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

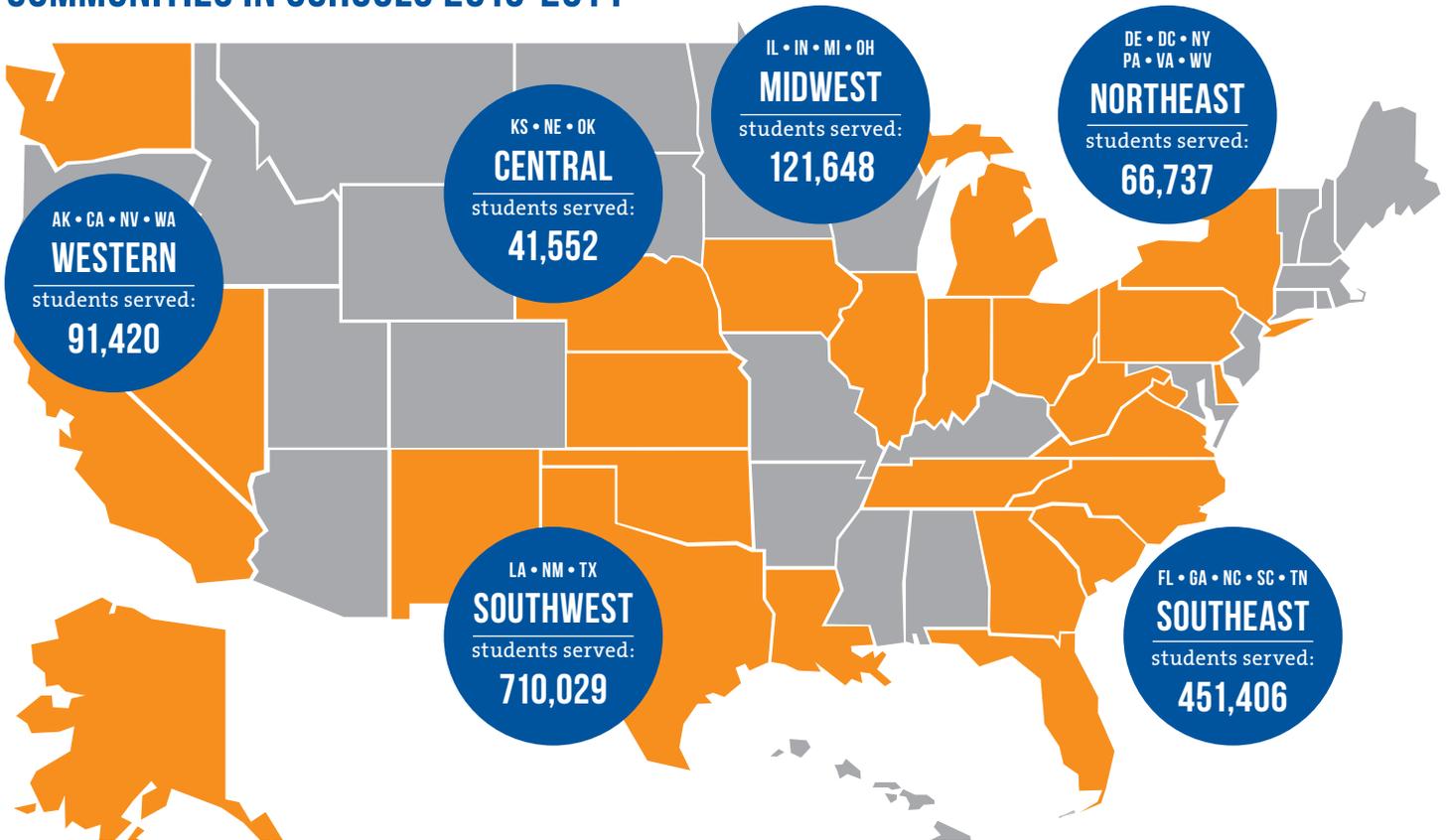
THE COMMUNITY

The word “community” in our name is no accident. This work takes real partnerships, real collaboration and real engagement. It’s these relationships that make a meaningful difference in children’s lives. CIS is the hub, the glue that pulls all the pieces together, putting students at the center.

Our local CIS affiliates in 25 states plus the District of Columbia establish relationships with organizations and volunteers to provide resources and services to students and schools. In 2013 – 2014, 41,000 volunteers worked with 164 CIS affiliates across the country. Volunteers provided more than 1 million hours of service across all 2,400 sites – an estimated value of \$24 million. Additionally, affiliates collaborated with 10,500 community partners, nearly 1,500 of which were new to the network.

Every child has a unique story and unique needs. The CIS model was created to respond to these differences because there is no one-size-fits-all solution, and local solutions exist.

COMMUNITIES IN SCHOOLS 2013-2014



2,400
schools and community-based sites partnered with Communities In Schools

41,000
volunteers donated their time

\$24 MILLION
worth of volunteer time was accrued

10,500
community partner organizations benefited at-risk students

OUR SITE COORDINATORS

In 2013-2014, CIS site coordinators worked with nearly 1.5 million students — an increase of nearly 13% over the 2012-2013 school year. This increase is reflective of CIS’s efforts to saturate the local communities in which we operate by offering more support services to schools and students.



ANYTHING IT TAKES

Sante Fe, New Mexico

CIS site coordinators go above and beyond — doing anything necessary to help children succeed. Elizabeth Crumpler is no exception. Crumpler started a community garden, an in-school food pantry and runs a clothing drive to provide basic needs for her students. When a third-grader was referred to Crumpler because of excessive absenteeism and poor hygiene, she conducted a home visit to find out exactly what was going on. She discovered there were 12 family members — five adults and seven, school-aged children — living in a two-bedroom home. “This was a case of a nine-year-old having to make the choice every day of going to school or staying home to take care of younger siblings” said Crumpler. She arranged for family services to help the mother manage at home. She provided hygiene kits and school uniforms for the student and her siblings, and she paired the children with volunteers from Big Brothers Big Sisters. The young girl, who Crumpler described as ‘bright and capable,’ improved her truancy issues and was successfully promoted to the next grade.

OUR STUDENTS

People of color are more than twice as likely as Caucasians to wind up in poverty in the U.S., meaning more children of color struggle with non-academic barriers to success. This is reflected in the demographic make-up of the case-managed students that CIS served in 2013-2014 — more than 80% were students of color and 18% were Caucasian. Some case-managed students were also identified as homeless, English language learners, pregnant, having special needs or living in foster care or a group home.

DEMOGRAPHICS OF CASE-MANAGED STUDENTS, 2013-2014



“CIS focuses masterfully first, on assessing each school’s unique needs; then on linking with community resources to support each student strategically and holistically, advancing their learning and well-being.”

MARTY MCLAREN, SEATTLE SCHOOL BOARD MEMBER

OUR SUCCESS STORIES

By helping students stay in school and succeed in life, Communities In Schools is helping to build a stronger America, where every person is capable of reaching his or her greatest potential. Meet our students and learn how a community of support made a difference in their lives.



A SAFE PLACE TO STAY

Loganville, Georgia

Triston was 16 when he ended up separated from his family and without a home. "I was on my own without my belongings, no money and no transportation," he said. He vowed to turn things around and be the first person in his family to go to college and become successful. But on many nights, his dreams of college were pushed aside by the reality of finding something to eat and a warm place to sleep. With support from CIS, he found a safe place to stay, transportation and school supplies. Triston not only graduated, he made the Honor Roll and was accepted to several colleges. Triston is now a freshman at Point University in Georgia on a partial football scholarship and the HOPE scholarship.



GRIEF & HEALING SUPPORT

Ottawa, Kansas

Ale had no idea that a summer road trip to Colorado to participate in a charity walk would change her life forever. Returning home, Ale survived a fatal car crash that killed her boyfriend and his twelve-year-old sister. Although fortunate to have survived, she was seriously injured, suffering brain trauma and heart complications. "Having to deal with my emotions was very difficult," said Ale. "After the crash I couldn't remember things. My head would hurt all the time." CIS set her up with a grief therapist; gave her a space to relax, breathe and cry if needed on her toughest days; paid for her ACT testing and helped her find scholarships. She graduated in May 2015 and is now on her way to fulfilling her dream of becoming a business owner and fully committed to her passionate goal of helping others.



A HOME AWAY FROM HOME

New Castle, Delaware

Finding the strength and confidence to have a positive attitude toward life, despite many hardships, is what makes Monica an exceptional young lady. Monica was born to a teenage mom who died from drug addiction and she lost her adoptive father at age 5. Now in high school, she starts and ends her day in the CIS office, a home away from home. With emotional and academic support provided by CIS, she is now getting good grades, volunteering with CIS and is involved in extracurricular activities like student council and cheerleading. At times, it can be difficult to stay positive and focused, but the CIS staff motivates her and advocates for her when needed. Monica is planning to graduate in May 2016.

"Tackling our nation's dropout crisis requires us to invest in effective solutions like Communities In Schools, so it can expand and serve greater numbers of schools and students across the country."

KELLY FITZSIMMONS, CHIEF STRATEGY AND PROGRAM OFFICER, EDNA MCCONNELL CLARK FOUNDATION

OUR PRIORITIES

Saying you care is one thing. Actually changing the equation is another. CIS is a model proven to help break the cycle of poverty and help our nation's students live up to their potential. We're calling on policy-makers to create a system that supports this practical, affordable and successful solution. Two simple steps could change the face of education:

- Explicitly authorizing integrated student supports as an allowable use of state and federal funds. Far too often there is inconsistent and contradictory guidance given by federal agencies and state and local grant staff to the district leaders and educators who request our services. An explicit clarification in statute will prevent confusion and conflicting interpretations.
- Protecting taxpayer dollars by ensuring that federal and state funded support services are evidence-based. While unproven programs can lead to innovation, the majority of taxpayer resources should target programs that have a proven track record — such as integrated student supports.

No child should fall through the cracks and remain unseen with their needs unmet. Seeing each student as an individual and doing whatever it takes to help her or him succeed in both school and in life is the obsession of our organization — and should be the foundation of our country's educational system.

OUR IMPACT

Between 2008 and 2015, as the result of a network-wide change in operations designed to drive quality implementation of the CIS model at scale, we have achieved greater impact for schools and students. With a smaller network — 24% fewer affiliates — and the same revenue — \$199 million — we served 20% more students and helped 35% more students graduate.



20%
more CIS
students served



35%
more CIS students
graduated



24%
less
administration

THE RETURN ON INVESTMENT

We continue to be a cost-effective solution to the dropout problem.



In 2013-2014,
the annual cost
per student
served by CIS was
\$159



Every dollar invested
in CIS creates
\$11.60
of economic benefit
for the community

OUR ALUMNI



A PATH TO PUBLIC SERVICE

San Antonio, Texas

As a student at South San Antonio High School, Rey Saldaña participated in Upward Bound, a four year program that allows Communities In Schools to provide high school students with college prep support. As part of this program, Rey was able to spend five weeks on a college campus, which opened his eyes to what was possible and changed the trajectory of his life. Rey graduated, earned a full Gates Millennium scholarship and attended Stanford University, where he earned undergraduate degrees in political science and communications — and then a master's from the School of Education. In May 2010, Saldaña became the first in his family to graduate from college. Afterward, he returned to San Antonio to run for office and was elected — and then reelected — as city councilman for San Antonio's District 4. Saldaña's focus is helping young people, especially those connected to CIS. As Saldaña has proved with all of his successes, with the right support and resources, the possibilities are endless.

FIND US



Communities
In Schools