



All In For Students

2017 National Impact Report



Communities
In Schools



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Message from the President

What's unique about Communities In Schools is our presence inside schools. We are there physically for students, and we are there for emotional support. When it comes to making sure kids get exactly what they need to succeed in school and in life, we're 'all in.' It is in the spirit of partnerships and collaboration that we work best to serve students, because we're all in this together. Our trained professionals greet the most at-risk students at the door, and they also meet them wherever they are in life. Whether they need a warm coat, a new pair of glasses, homework help, or someone willing to listen – we take away the barriers. We focus on helping kids stay in school, because we know that graduation is a beginning to meeting their full potential. It is what leads them to so many other opportunities in life.

President and CEO

Dale Erquiaga



Introduction

We Are All In For Students

Remember when you were a teenager – what sorts of things kept you from going to school? For many of us, illness and family emergencies were the primary barriers. But for millions of students today, the barriers include not having appropriate shoes or clothes, having to stay home and watch younger siblings, or trauma made worse by lack of mental health services.

This is the harsh reality for far too many kids in the U.S., as a staggering 14.5 million children are living in poverty. In fact, students attending low-income schools are more likely to be chronically absent than their peers in higher-income schools. Young children living in poverty are three times more likely to repeat a grade, and students from low-income families are two times more likely to drop out than their higher-income peers.

These low-income students, along with students with disabilities, English language learners and students of color, all continue to graduate at much lower rates than their peers – further increasing the cycle of poverty.

Students in the low-income communities CIS serves are:

- More likely to be chronically absent from school
- Three times more likely to repeat a grade
- Two times more likely to drop out

It sounds like an overwhelming issue, but the solution is simple: young people of all backgrounds and abilities thrive when adults care about them on a one-on-one level.

That's exactly what Communities In Schools (CIS) provides in schools, every day. We harness available resources in communities and match them with each student's needs to help them overcome the academic and non-academic barriers to achievement.

Our unique model of Integrated Student Supports has helped make a difference in the lives of millions of children for 40 years. But we cannot do this work alone – and there's much more to be done. Together we must continue to partner with superintendents, principals, teachers, state and local policymakers, and community and faith-based organizations to break the cycle of poverty and empower students to create better lives, better communities and a better world.

Together we must be ALL IN FOR STUDENTS and ensure that every child in the U.S. has the same opportunity to succeed in school and achieve in life. You can join in by starting to learn more about our impact in this report, as told through the inspiring stories of our alumni, site coordinators and education partners.

A Home Away From Home

Melissa is a first-generation college student. She credits Communities In Schools for supporting her throughout high school and encouraging her to leave home to pursue her dreams. “With CIS backing me, I gained self-confidence that I could do things for myself,” said Melissa. “I remember the college application process and I didn’t know if I could do it or leave my family. CIS told me, ‘You need to go out and experience life.’”

Melissa enrolled in Stephen F. Austin State University, and found herself five hours away from her family and homesick. CIS knew this was a hard transition, and Melissa’s CIS program manager sent her encouraging emails, letting her know she could do it.

“CIS was always there for me if I ever needed them,” she said. In 2014, Melissa graduated and returned home to apply for jobs. When she visited the AmeriCorps website and saw an opening at her CIS affiliate, she didn’t hesitate to apply. Two days later, she was back with the organization that supported her throughout high school and college, only now she was providing support to students like her. “I felt like I was going back home,” Melissa said. Now she serves as a full-time mentor and tutor at a high-needs middle school. She feels a strong connection with these students, so instead of serving a school closer to her home, she rides the bus one hour each way to see them. And when her time with AmeriCorps ends, her dream of continuing to serve CIS will not. Melissa is applying to graduate school to earn her social work degree. “I would love to stay with CIS. It has always stayed close to my heart.”



CIS Alum **Melissa Limon**
CIS of Central Texas
All In for Students Awards Recipient



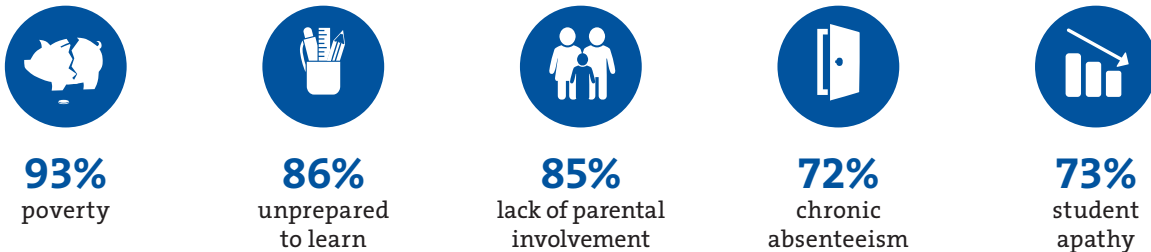
“CIS was always there for me if I ever needed them.”

Student Barriers to Learning

We Help Mitigate the Effects of Poverty

In a recent CIS study, teachers, principals and superintendents reported that poverty was the number one barrier to success in their schools. Other barriers included students coming to school unprepared to learn, chronic absenteeism and a reported lack of parental involvement. All of these barriers are symptomatic of the larger problems some children face at home, including trauma, limited access to medical, dental or mental health care and the lack of a caring adult in their lives. CIS helps diagnose the problems and treat the chronic symptoms of poverty that show up in the classroom.

CIS School and District Support Study: Perceived Barriers to Learning



Since people of color are more than twice as likely as Caucasians to live in poverty in the U.S., more children of color struggle with non-academic barriers to success. The vast majority of the students that CIS served in 2015-16 were children of color, as well as other populations including students identified as homeless, English language learners, pregnant, or living in foster care or group homes.

Figure 1: Student Demographics by Race/Ethnicity*

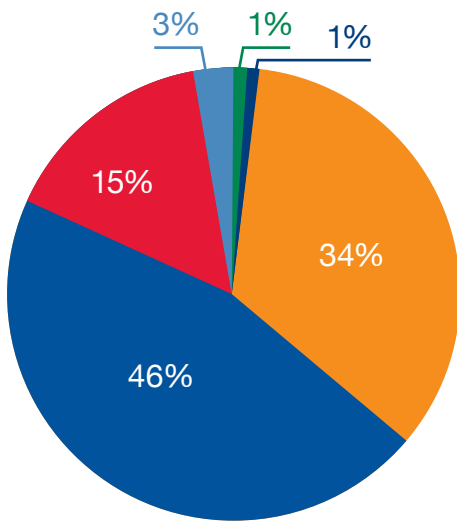
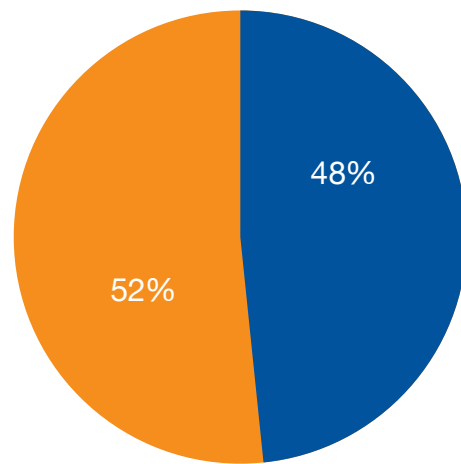


Figure 2: Student Demographics by Gender*



- American Indian/Alaskan Native
- Hispanic
- Black/African American
- Two or more races
- Asian/Native Hawaiian/Other Pacific Islander
- White

* Figure 1 does not include students whose race/ethnicity was unknown (N=4466).
 * Figure 2 does not include students whose gender was unknown (N=3885).
 * Data in Figures 1 & 2 apply to CIS case-managed students.

Skyrocketing Graduation Rates

Students at Chaparral High School face extraordinary barriers, including transiency, homelessness, and gang activity. Having come from a rough community himself, Principal Lolo James believes that all students have greatness in them, and comes up with inventive ways to help them reach their potential. He is passionate about sports and other extracurricular activities, and sees them as “the spark that motivates kids to come to school.”

He encourages his students to do well academically by letting them know that studying goes hand in hand with the after-school activities that they want to participate in. “Very few kids want to come to school for algebra,” he says. “But we teach them that you have to work on the academics along with what you love in order to be successful.”

Principal James has eagerly embraced and supported CIS in every way possible, resulting in whole school initiatives like a clothing closet, housing assistance, self-esteem classes, food, school supplies and eye and dental care. The success of Principal James, CIS, and the rest of the team is stunning: graduation rates have soared from 34 percent four years ago to 80 percent last year.



Principal Lolo James
Chaparral High School
CIS of Southern Nevada
All In for Students Awards Recipient



*Each student has greatness in them,
and Principal James comes up with inventive ways
for them to reach their potential.*

Serving Students In Need for 40 Years

For four decades, Communities In Schools has been helping students achieve bright futures. In 1977, CIS began with less than 3,000 students; this year, CIS will be a beacon of hope in the lives of 1.5 million students.

Even with this tremendous growth, millions of students still remain without the support system they need to succeed. According to the most recent data, 24 percent of public school students attend high-poverty schools – almost double what it was in 2000. As the number of these schools continues to grow, the need for Integrated Student Supports becomes more important than ever.

Poor educational outcomes perpetuate the cycle of poverty. To break the cycle, we need to keep kids in school and continue to increase graduation rates.

Communities In Schools, then known as Cities In Schools, begins operations in New York City.

1977

1980

3 CIS programs serve 2,674 students.

National high school graduation rate is 71%.

3 local CIS programs serve 8,000 students.

1984

1991

61 CIS programs serve 36,747 students. CIS expands to 50+ locations!

National high school graduation rate reaches 74%.

Cities In Schools becomes Communities In Schools.

1996



1999

154 CIS programs serve 700,000 students.

2008

National high school graduation rate is 74.4%.

CIS serves more than 1 million students. CIS expands to 27 states and Washington, DC.

2015

161 CIS programs serve 1.5 million students.

2016

National high school graduation rate reaches 83%.

Congress passes the Every Student Succeeds Act (ESSA), recognizing Integrated Student Supports as a viable approach to helping students in need.

2017

After 40 years, CIS is serving 500 times more kids.

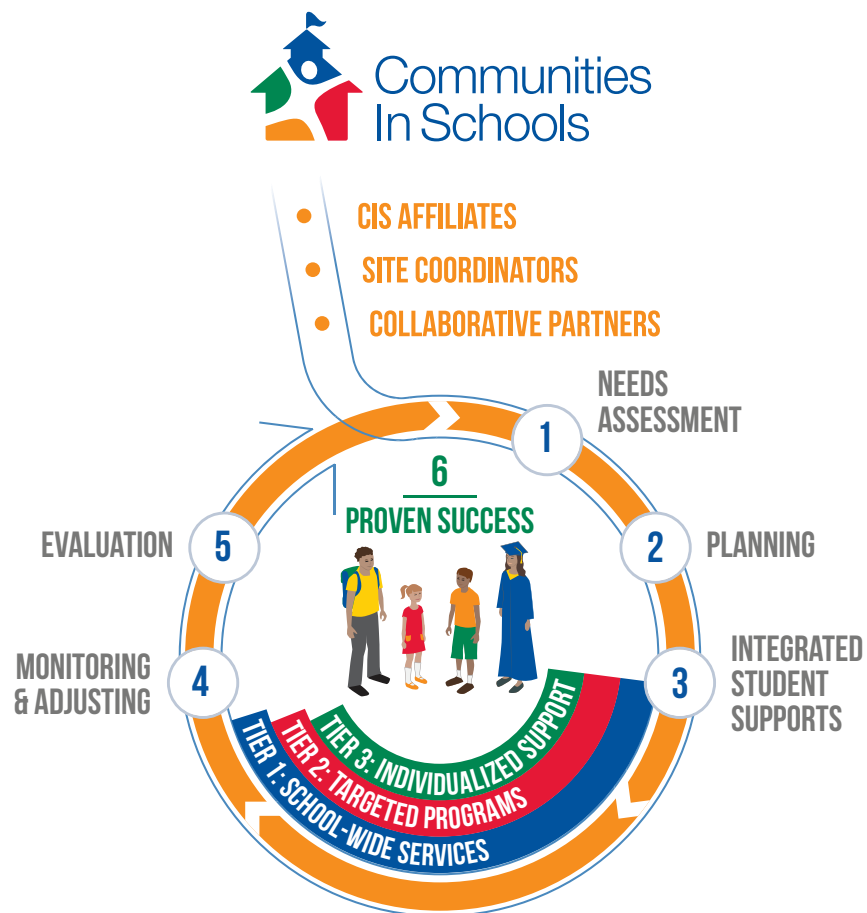
Nationally, during the 2015-2016 school year, among our case-managed students:

- **80 PERCENT** improved attendance
- **88 PERCENT** improved academics
- **93 PERCENT** were promoted to the next grade
- **91 PERCENT** graduated

Our Community-Based Approach

We Offer Inclusive Support

Local CIS affiliates bring our unique model into communities by positioning site coordinators inside schools and partnering with local businesses, social service agencies, health care providers and volunteers. These are the relationships that make a meaningful difference in children's lives, and help get them the exact services that they need. In 2015-2016, 42,000 volunteers worked with 155 CIS affiliates across the country. Volunteers provided 640,000 hours of service across 2,300 sites – an estimated value of \$15 million in donated time leveraged by CIS. Additionally, affiliates collaborated with 9,600 community partners to bring needed supports and services to schools, students, and families.



320,000
parents and guardians
were engaged by CIS



9,600
community partners
benefited at-risk youth



42,000
volunteers donated
their time

Getting Kids on the Right Track

The neighborhood surrounding North Charleston High School is wrought with crime and poverty. Jean Rebecca knows that education is the best way out for his students, and he works to provide them with every resource available to help them graduate and pursue their dreams. Jean knows the barriers his students face, because he lived it. “I was one of the kids that had socks and shoes with holes, and our electricity and water were off more than they were on,” says Jean.



Site Coordinator Jean Rebecca
North Charleston High School
CIS of the Charleston Area
All In for Students Awards Recipient

With this intimate understanding, Jean is able to quickly and deeply connect with his students. To keep kids out of gangs, for example, he created a support group for young men that meets regularly, which offers the love and affirmation that his students seek. “It’s a way for them to be accountable to one another in a different group setting other than the gang setting. We’re creating a similar environment, but one that has a positive impact,” says Jean.

His commitment to the success of his students is apparent in everything he does. Whether it’s playing basketball after school, providing Thanksgiving meals to families, or nurturing positive parent-student relationships, Jean is “all in”.

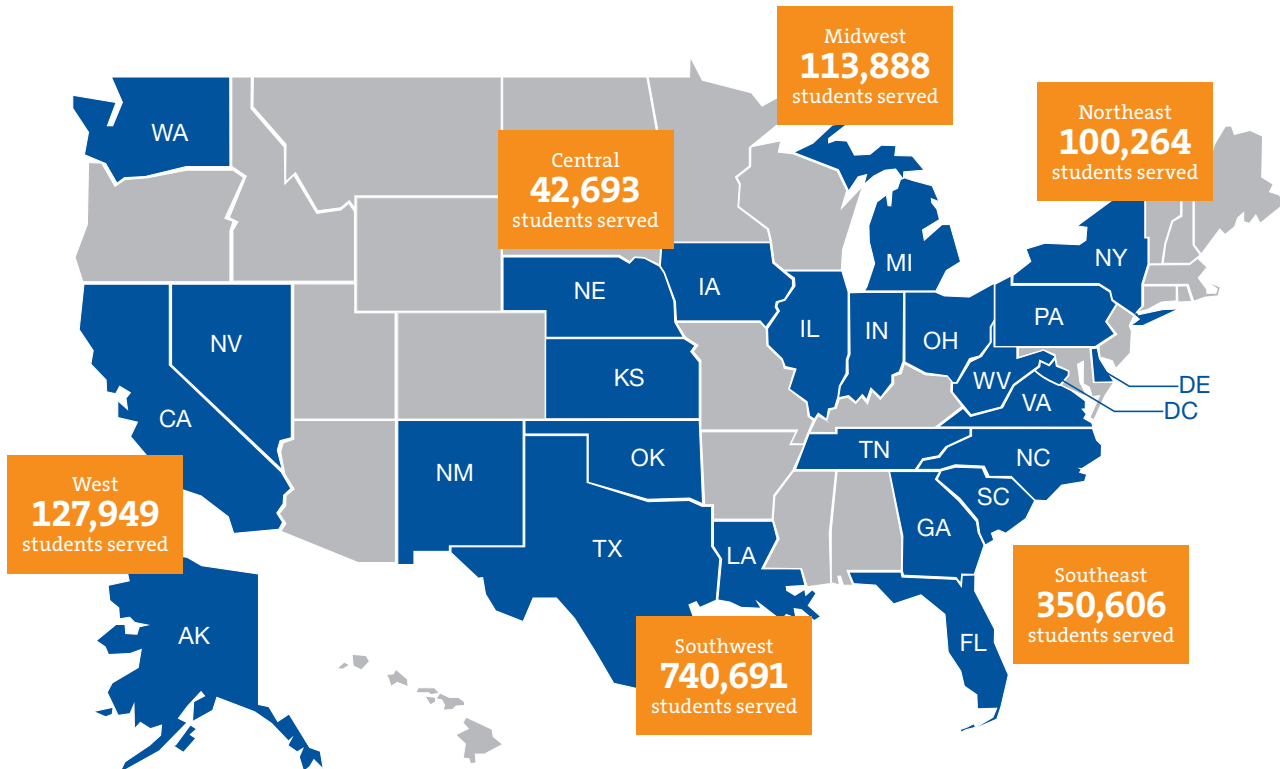


*Jean knows the barriers his students face,
because he lived it.*

The Reach of Our Network

We Serve Communities In Need

In 2015-2016, Communities In Schools operated in 25 states and the District of Columbia. In total, CIS served 1.48 million students, working in 2,300 schools and 364 school districts across the country. Our presence in these communities means that more students benefit from the support of trained site coordinators working inside those schools to make a difference.



155
affiliates



364
school districts



2,300
schools



1.48 million
students served

Helping Kids Take Flight

Charlotte, North Carolina is the 18th largest school district in the country, with nearly 147,000 students representing 183 countries and 197 languages. With 54 percent of the student body classified as economically disadvantaged, Superintendent Ann Blakeney Clark recognizes the importance of providing one-on-one support to students, as CIS does.

“I see CIS as being the wind beneath the wings of a kid,” she says. “Many of the kids are beating their wings pretty hard every day to stay in the air, and CIS comes along and takes care of the non-academic barriers to a kid’s successful flight.”

Under Clark’s leadership, Charlotte is often in the top tier of urban education rankings, and the school district is nationally recognized as a leader in academic achievement and instructional programs. “Every year I get to go to over 20 high school graduations and hand out diplomas,” says Clark. “We’ve gone from a 66 percent graduation rate to 89.6 percent – that’s thousands of kids on a very different trajectory. I watch kids walk off the stage and I know that without CIS, they wouldn’t have a diploma or a plan for next steps. It’s thrilling to see what this organization has done for our community.”



Superintendent Ann Blakeney Clark
Charlotte-Mecklenburg Schools
CIS of Charlotte-Mecklenburg
All In for Students Awards Recipient



“I see CIS as being the wind beneath the wings of a kid.”

The Results of Our Work

We Work Directly In Schools

Our trained site coordinators work inside K-12 public schools to identify and address the immediate needs of our students, from basic needs such as food and clothing, to more complex needs like counseling and mentoring. We're inside schools and in students' lives, because when students have caring adults supporting them, they see new possibilities. We surround students with a support system that fosters health, builds confidence and empowers students to succeed.

Because CIS site coordinators are there day in and day out, they have access to the school and students in ways others don't. On the frontlines they can build trusting, long-term relationships with students, parents, teachers, and the administration. Instead of looking to make new programs, further burdening the system, CIS staff find existing community resources and bring them inside the school to provide targeted and coordinated services. We know that when students can focus on being students, they're able to thrive both inside and outside of the classroom.

CIS' services are available to students in grades K-12 in urban, suburban and rural areas. The charts below show our work at all academic levels, including elementary schools, as early intervention helps keeps kids on track to graduation. While our site coordinators are typically found in public schools, we also work with charter and other alternative schools.

Figure 3: School Type Breakdown*

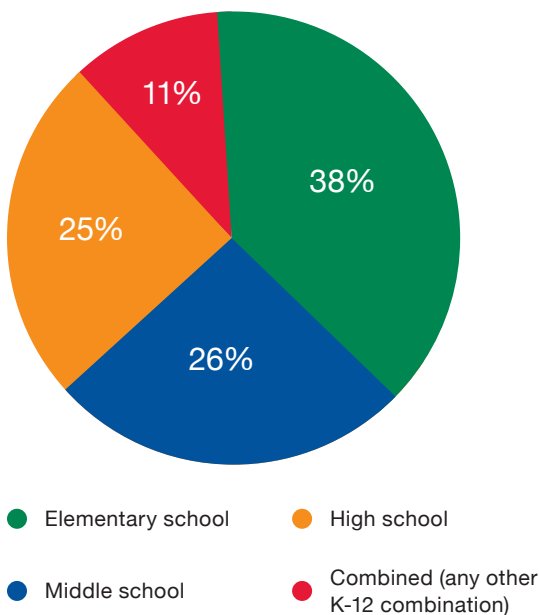
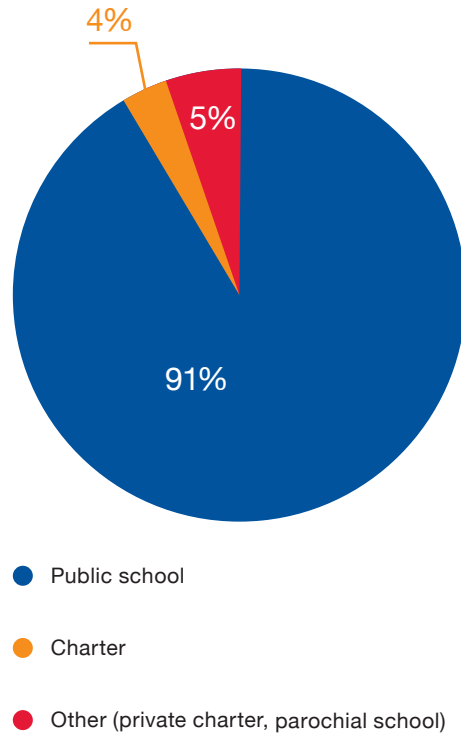


Figure 4: School Category Breakdown



* CIS also served 29 community-based sites.

Figure 5: State Breakdown on Annual Student Results

CIS helps keep kids in school by reducing their barriers to learning. Independent studies have found that schools that implement the CIS model of Integrated Student Supports as part of their improvement strategy see positive results including:

- **Improved on-time graduation rates for high schools;**
- **Lower dropout rates for high schools; and**
- **Higher average daily attendance rates for elementary schools.**

Additionally, CIS case-managed students report improved relationships with adults, better quality relationships with peers, and improvements in their engagement with school, their educational attitudes, and their belief that education has value for their futures — all important outcomes linked in the research to future success.

A look at data collected by the CIS network in 2015-16 also shows positive results for case-managed students.

State	% Improved Attendance	% Improved Academics	% Promoted (K-11)	% Graduated (Including GED)
National Network	80%	88%	93%	91%
AK	NA	97%	100%	88%
CA	67%	75%	97%	94%
DC	85%	85%	96%	86%
DE	60%	67%	71%	88%
FL	89%	93%	94%	94%
GA	76%	85%	89%	89%
IA	64%	64%	92%	NA
IL	73%	84%	98%	100%
IN	81%	86%	95%	80%
KS	83%	87%	93%	91%
LA	87%	89%	89%	87%
MI	83%	87%	98%	90%
NC	86%	90%	95%	98%
NE	58%	84%	98%	87%
NM	74%	85%	91%	NA
NV	76%	85%	97%	93%
NY	78%	93%	90%	71%
OH	85%	86%	91%	94%
OK	78%	82%	92%	97%
PA	70%	70%	69%	69%
SC	88%	90%	94%	99%
TN	76%	87%	85%	91%
TX	80%	89%	94%	92%
VA	67%	79%	91%	73%
WA	84%	89%	96%	83%
WV	67%	80%	92%	100%

The results are based on data for the 158,000 case-managed students, where available and appropriate.

Our Priorities for the Future

We Advocate on Behalf of Our Students

With more high-poverty schools than ever before, institutionalizing Integrated Student Supports is increasingly urgent.

With the passage of the Every Student Succeeds Act (ESSA), the federal government highlighted the need for school-wide and targeted approaches. In fact, there is specific language in ESSA recommending that local education officials consider Integrated Student Supports as an evidence-based program to address student needs.

ESSA is the first major restructuring of federal education law in almost 15 years. CIS made a strong case to Congress to explicitly state that Integrated Student Supports is an allowable use of funds under Title I. Now, the work of implementing the legislation turns to states, school districts and schools. As such, CIS' focus turns from federal to state.

In 2017, CIS' priorities will be to:

- Partner with states, school districts, and charter operators to help them as they seek to improve low-performing schools.
- Inform policy leaders about the ways in which Integrated Student Supports reduce chronic absenteeism, increase attendance, reduce dropout rates, and increase graduate rates.
- Emphasize the importance of blended public funding streams. Budgets are tight, but an innovative, forward-thinking leader can utilize several funding streams to pay for much needed Integrated Student Supports, especially when it is aligned with an overall vision and goals for students.



“All students, regardless of where they live, where they come from, their race or ethnicity, should have an opportunity to be successful in school and in life. That starts with making sure they’re all on the same level playing field. CIS allows students to have that opportunity.”

Vice President, Government Relations
Tiffany Miller



2345 Crystal Drive, Suite 700
Arlington, VA 22202
CommunitiesInSchools.org

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