

CHANGING THE PICTURE OF EDUCATION IN AMERICA:
COMMUNITIES IN SCHOOLS
SPRING 2014 NATIONAL IMPACT REPORT





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Each spring, graduation marks a milestone in students' lives:

a recognition of discipline, endurance, achievement and of overcoming obstacles. For some students, the challenges are more than just academic.

For more than 35 years, Communities In Schools (CIS) has been committed to both lowering dropout rates and increasing graduation rates. While other programs focus exclusively on academic needs, CIS is dedicated to the whole child, beyond the classroom. Whether a student needs a ride to school, mental health services or a much-needed meal, CIS connects them to administrators, staff and volunteers positioned to provide resources and services in order to help students stay in school and, ultimately, walk across the stage at their graduation.

The data reported in this brief highlights the effectiveness of CIS's model of integrated student supports during the 2012 – 2013 school year (the latest year for which data is available).



“Even though 80 percent of students in the U.S. are graduating, that still leaves more than one million students – disproportionately poor African American and Hispanic – with no cap, no gown and no opportunity. Poor children often lack a variety of non-academic supports that their more affluent peers take for granted, such as eyeglasses, medical care, food, clothing, shelter or even a caring adult in their lives, making it nearly impossible for them to focus on the academic subjects required for graduation.”

—**DANIEL CARDINALI**, PRESIDENT, COMMUNITIES IN SCHOOLS

The CIS Model of Integrated Student Supports

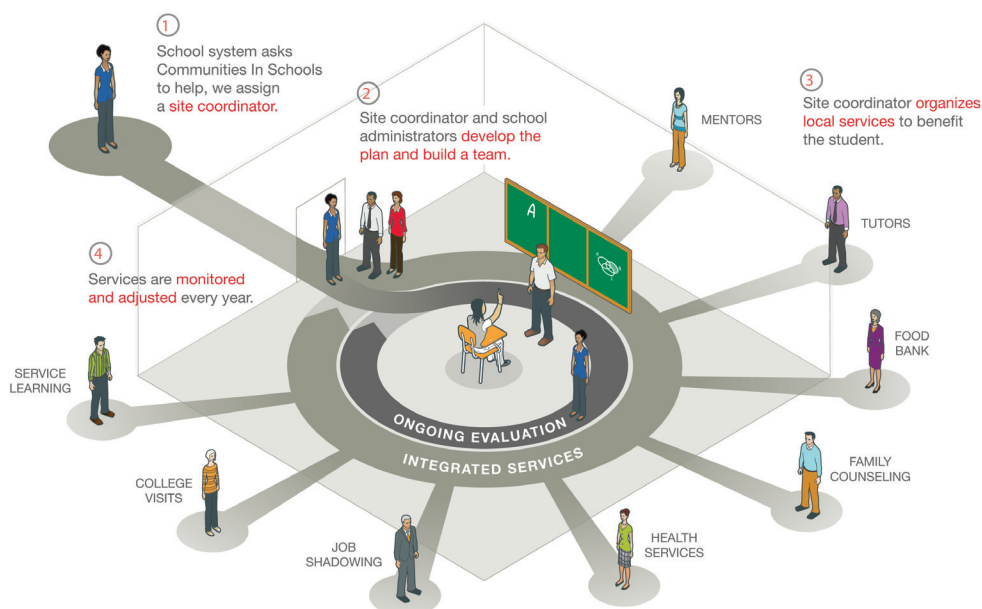
Communities In Schools is a national federation of independent 501(c)3 organizations, consisting of a national office, state offices and local affiliates. The Communities In Schools network works together to surround students with a community of support, empowering them to stay in school and achieve in life.

Highlights from the 2012 – 2013 School Year

- CIS programs reached 1.3 million students in 375 school districts nationwide
- 97% of students in grades kindergarten through 11 were promoted to the next grade level
- 96% of all case-managed 12th graders graduated from high school
- The majority of case-managed students were Hispanic or Latino (43%), African-American (35%) and white (18%), and nearly all (92%) were eligible for free or reduced-priced lunch
- CIS programs operated in 2,250 schools and community-based sites
- 187 affiliates, including 3 *Diplomas Now* programs, operated in 26 states and the District of Columbia
- CIS affiliates collaborated with 11,214 community partners

CIS is committed to helping students at a high risk of dropping out by providing them with the support they need to be successful. To fulfill this commitment, CIS assigns site coordinators to work alongside school administrators and teachers to develop a site plan to identify, prioritize and address school challenges, such as violence, bullying, teen pregnancy, truancy and graduation rates. Site coordinators determine goals to be accomplished through the delivery of whole-school (Level One*) and targeted (Level Two**) services. After receiving referrals from school leadership, site coordinators work with each student to develop a case plan tailored to his or her needs. The site coordinator then aligns students' as-yet unmet needs to community resources and services, and connects students to a community of supporters who encourage them to stay in school using performance data. The site coordinator then adjusts these services as necessary throughout the year (SEE FIGURE 1). The CIS model, when implemented with fidelity, has been proven to increase on-time graduation rates and decrease dropout rates.

FIG 1 THE CIS MODEL OF INTEGRATED STUDENT SUPPORTS



*Level One services, also known as whole-school preventative services, are provided to all students, regardless of their risk for developing serious problems. Examples of Level One services include: presentations, health fairs, anti-violence campaigns, attendance initiatives and motivational speakers.

**Level Two services are targeted and sustained interventions provided for specific students over an extended period of time. These services are provided based on individual student needs and include services, such as: one-on-one academic tutoring, linkages to medical resources and counseling.

5 UNEXPECTED REASONS KIDS DROP OUT OF SCHOOL

When kids drop out of school, there are often extenuating circumstances in their lives that no one noticed or was available to help with. Sometimes, the reasons that kids drop out are even surprising and alarmingly preventable. Communities In Schools, committed to student retention and success, works to diagnose and remedy these issues. Here are five unexpected reasons why kids drop out of school.

1

THEY'RE HUNGRY

A school-provided lunch on Friday may be the only real meal a student has until Monday. When a child is hungry, he or she can't focus on school, extracurricular activities or the future.



2

THEY CAN'T SEE THE BOARD

Students may give up on their school work rather than admit they can't see what the teacher is writing on the blackboard. Glasses or a trip to the eye doctor may be things their families can't afford.



3

THEY DON'T HAVE THE RIGHT SHOES OR CLOTHES

Clothes that fit, shoes without holes or a warm winter jacket are luxuries for some students. But these basic needs are critical for their health, well-being and self-esteem.



4

THEY'RE HOMELESS

Imagine being homeless — and only 11 years old. Not knowing where you're going to live may make going to school seem unimportant in comparison.



5

THEY CAN'T GET THERE

If a student can't get to school then he or she can't succeed in school. Walks through dangerous neighborhoods or lack of reliable transportation may keep some kids at home.

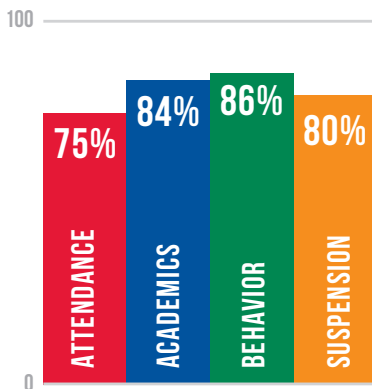




What CIS Provided to Graduating High School Senior Terin Valentine: A Ride to School

Dropping out of school seems inevitable if you can't get to school in the first place. **TERIN VALENTINE**, a senior at Cardozo High School in Washington, DC, felt this hardship all too well when he couldn't afford public transportation to school, and there was no other way to get there. "I didn't have a way to get to school," Terin said. "At times I had money for the Metro, but most of the time I'd just walk." Terin's CIS of the Nation's Capital site coordinator, Jason McCrady, recognized that Terin's attendance was low because he didn't have a consistent way to get to school in the morning. Mr. McCrady arranged transportation for Terin and provided him with ongoing counseling to cope with a difficult situation at home. Not only has his attendance picked up, but Terin's GPA has improved, and he's now an editor of the school newspaper. "I can look at him and know his self-esteem is improving," said Mr. McCrady. "The simplest things that many of us take for granted can be major obstacles in these students' lives." Terin is graduating this spring and plans to study broadcast journalism next year in college.

FIG 2 PERCENTAGE OF CASE-MANAGED STUDENTS WHO MET OUTCOMES, 2012 – 2013



Benefits to Students

Both the site coordinator and case-managed student work together to set agreed-upon goals for the year. Students in turn make a commitment to reach those goals. In 2012 – 2013, most case-managed students set academic and attendance goals (SEE FIGURE 2). By the end of the school year, 84% of students met their academic goals and 75% met their attendance goal. The majority of case-managed students also met their behavioral and suspension goals.

Student Improvements

- 97% were promoted to the next grade
- 96% of seniors graduated
- 99% of potential dropouts remained in school
- 70% of seniors went on to postsecondary education

In 2012 – 2013, 97% of students (102,245) in grades kindergarten through 11 were promoted to the next grade level, and less than 3% of students (3,911) were retained in the same grade. Additionally, 96% of all case-managed 12th graders (10,355) graduated from high school. For those high school seniors for whom data was available, 70% went on to college and 19% entered the workforce.



"Local communities are looking inward to solve their problems, not relying on big government or some kind of lightning bolt to come in and assist them in taking care of their neighbors and neighborhoods. Hence our name: Communities In Schools."

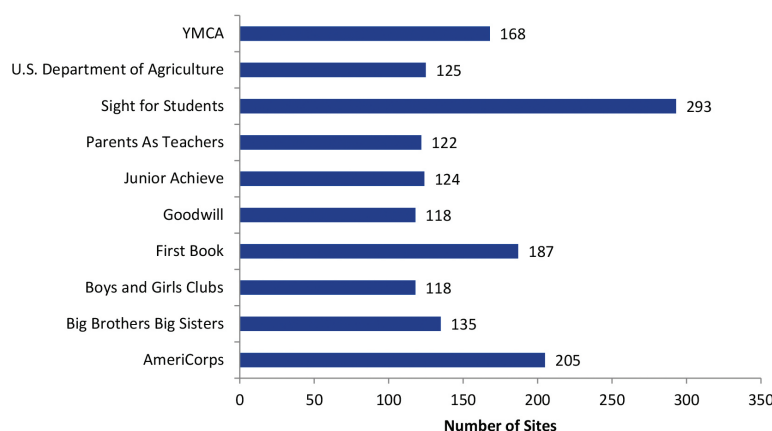
—**ELAINE WYNN**, DIRECTOR, WYNN RESORTS, AND CHAIRMAN, CIS BOARD OF DIRECTORS

Community Partnerships

Community partnerships are vital to the success of the CIS model. CIS affiliates establish relationships with organizations and volunteers to provide resources and services to students and schools. In 2012 – 2013, 41,758 volunteers worked with affiliates across the country. CIS volunteers provided more than 1.4 million hours of service across all sites, an estimated value of \$31,127,467.[†]

Additionally, affiliates collaborated with 11,214 community partners, 2,063 of which were new to the network. The top five most reported community partnerships established at CIS sites in 2012 – 2013 were with Sight for Students, AmeriCorps, First Book, YMCA, Big Brothers Big Sisters and Junior Achievement (SEE FIGURE 3). Affiliates also reported engaging 2,539 active members on their local boards.

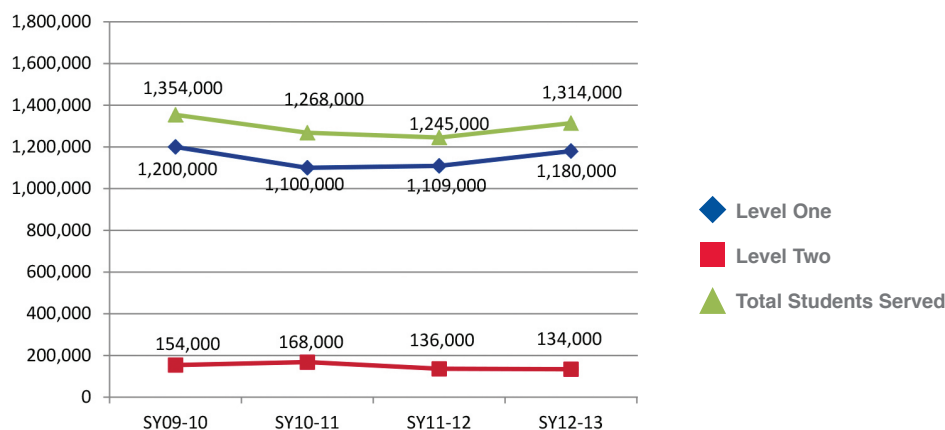
FIG 3 TOP 10 PARTNERSHIPS
ACROSS CIS SITES,
2012 – 2013



Community Reach of CIS

In 2012 – 2013, CIS site coordinators worked with more than 1.3 million students, providing Level One services to 1.2 million students and Level Two services to 134,000 students, an increase of 6% from the previous year (SEE FIGURE 4). The 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.

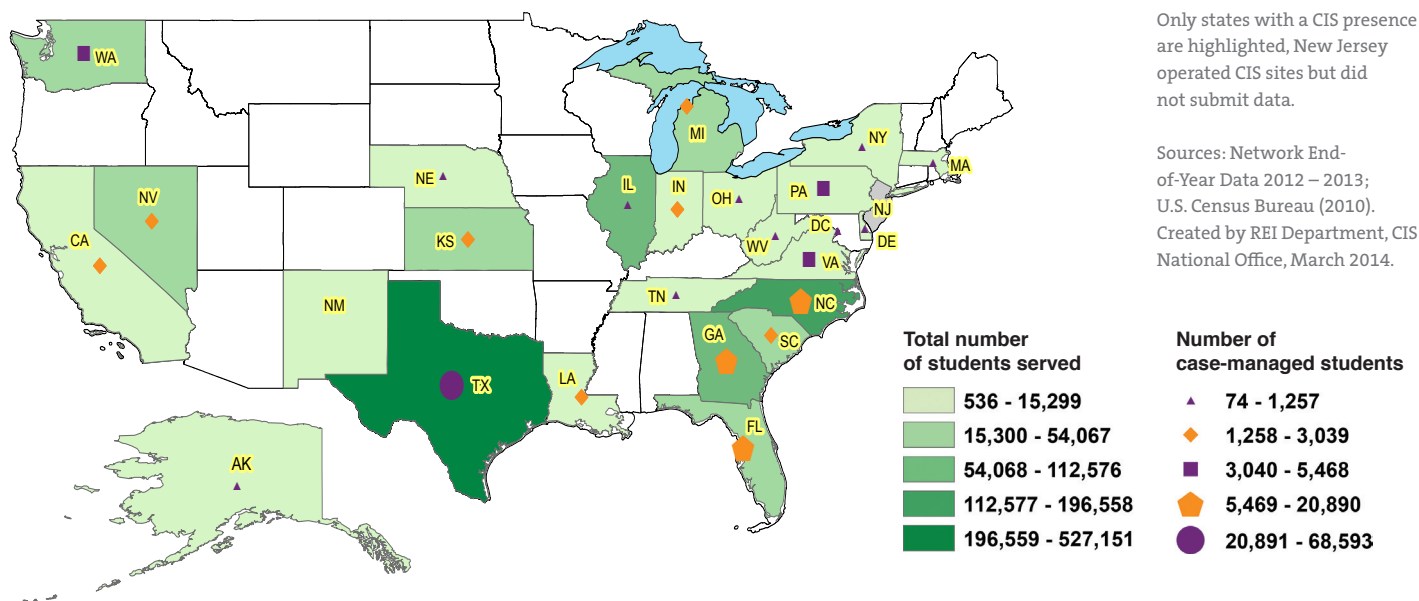
FIG 4 COMMUNITY REACH OF CIS



[†] Number of hours includes all hours contributed by volunteers and board members. Value of hours is based on Independent Sector's estimated value of volunteer time, which was \$22.14 per hour for 2012.

Across the country, CIS affiliates employed 4,092 staff members in 2012 – 2013 (59% were full-time, and 41% were part-time) to manage the efforts of local affiliate offices. Of the staff for which demographic information was available (3,660), 78% were female, 33% were African-American, 19% were Hispanic/Latino, and 45% were white. CIS operated in 187 affiliates across 26 states and the District of Columbia (SEE FIGURE 5).

FIG 5 CIS STATE PRESENCE



Across the network, CIS provided services and resources to students in 375 school districts and operated in 2,250 schools and community-based sites located in urban (51%), rural (32%) and suburban (17%) areas across the country. This was done with combined local affiliate revenues of \$191,311,436; a less than 1% decrease from the previous year's revenue. The majority of funding (76%) was from grants, 12% from in-kind donations and 12% from cash contributions. The majority of affiliate funding came from public sources (57%).



What CIS Provided to Graduating High School Senior Rackeem Miller: A Caring Adult

Sometimes all a student needs is someone to believe in him. This was certainly true of **RACKEEM MILLER**, a senior graduating this year from John Dickinson High School in Wilmington, Del. Rackeem's family environment was overwhelming, resulting in behavioral issues at school which led to a suspension. A faculty member referred Rackeem to the school's CIS of Wilmington site coordinator, Ronnell Page, who immediately stepped in to help him navigate. "I probably wouldn't be in school right now if it wasn't for Mr. Page," said Rackeem. "I had given up on myself." Mr. Page was familiar with the importance of having a support system: after being expelled in middle school and becoming involved in high-risk behavior, he found a mentor who supported and encouraged him. Now Mr. Page tries to do the same for the students that he works with. "From that point on I realized the importance of having somebody who saw something different in me," he says. "I'm truly passionate about what I do."

TABLE 1 DEMOGRAPHIC CHARACTERISTICS OF CASE-MANAGED STUDENTS, 2012 – 2013

CHARACTERISTIC	CASE-MANAGED STUDENTS	
RACE/ETHNICITY ¹		
Black/African American, non-Hispanic/Latino	44,676	34.8%
White, non-Hispanic/Latino	22,918	17.8%
Hispanic or Latino	55,786	43.4%
Asian/Native Hawaiian/Other Pacific Islander	1,700	1.3%
American Indian/Alaska Native	906	0.7%
Two or More Races	2,089	1.6%
Other	407	0.3%
Total	128,482	100.0%
GENDER ¹		
Male	62,331	47.8%
Female	68,013	52.2%
Total	130,344	100.0%
FREE AND REDUCED-PRICED LUNCH ¹		
Eligible	98,339	92.4%
Not Eligible	8,139	7.6%
Total	106,478	100.0%

¹ Data in the section includes estimates from CIS of Texas based on numbers from 2011 – 2012

CIS Case-Managed Students

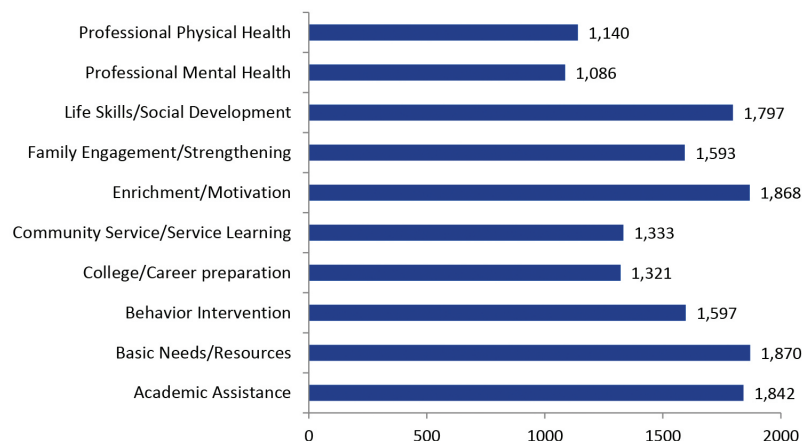
The majority of case-managed students served in 2012 – 2013 were Hispanic or Latino (43%), African-American, non-Hispanic/Latino (35%) and white, non-Hispanic/Latino (18%), and nearly all (92%) were eligible for free or reduced-priced lunch (SEE TABLE 1). Case-managed students were also identified as homeless, in the justice system, English language learners, pregnant, having special needs, and living in foster care or a group home.

In 2012 – 2013, CIS site coordinators engaged 245,000 parents, providing 40% with targeted services.

Support Services

In 2012 – 2013, CIS site coordinators brokered and/or delivered a diverse combination of services and supports to address student needs. The majority of sites, more than 1,800, provided services to address students' basic needs (food, shelter, clothing), academics (tutoring, academic credit recovery), and enrichment and motivation needs (field trips, guest speakers, after-school and summer experiences). The top five student supports in the 2012 – 2013 school year were basic needs, enrichment, academic assistance, life skills and behavioral interventions (SEE FIGURE 6).

FIG 6 SERVICES BROKERED AND/OR PROVIDED BY SITES, 2012 – 2013





“When you have a child who’s hungry, or a child who’s ill and can’t go to a doctor because he doesn’t have insurance, or a child who goes home to a place where she’s being neglected or abused, that’s a problem. If these problems are not managed, then despite great teachers and wonderful classroom materials, the child will not learn.”

—**DANIEL A. DOMENECH**, EXECUTIVE DIRECTOR, THE AMERICAN ASSOCIATION
OF SCHOOL ADMINISTRATORS AND CIS BOARD MEMBER



Conclusion

For more than 35 years, Communities In Schools has been dedicated to helping students succeed in school, graduate and achieve in life. With the support of CIS staff and the contributions of community partners, CIS serves the most vulnerable and high-risk students in the country. CIS site coordinators assess the needs of their students and assist with everything from one-on-one mentoring to a new pair of shoes. Thanks to CIS, there will be even more kids in caps and gowns this year, and each year forward.



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