Part I: Cover Page – Organization Information

Organization Information		
Organization Name:	Communities In Schools	☒ **New or** ☐ **Continuation Submission**
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Organization Category (select all that apply)		
☐ Charter Network, Charter Management Organization or Charter School ☐ Turnaround Leader Development Provider ☐ Management Partner ☒ Stakeholder Engagement Specialist		
Preferred Geographical Region(s) in Colorado to Work In (select all that apply)		
☒ Metro Denver ☒ Front Range (Colorado Springs, Ft. Collins) ☒ Rural / Mountain / Western Slope		

Indicate the school district(s) or BOCES your organization is willing and able to engage with:

Communities In Schools is willing/able to engage with Any School District or BOCES.

District name	City	County name
ANY SCHOOL DISTRICT or BOCES	ALL	ALL
Academy 20 School District	Colorado Springs	El Paso
Adams 12 Five Star Schools School District	Thornton	Adams
Adams County 14 School District	Commerce City	Adams
Adams-Arapahoe 28j School District	Aurora	Arapahoe
Agate 300 School District	Agate	Elbert
Aguilar Reorganized 6 School District	Aguilar	Las Animas
Akron R-1 School District	Akron	Washington
Alamosa Re-11j School District	Alamosa	Alamosa
Archuleta County 50 Jt School District	Pagosa Springs	Archuleta
Arickaree R-2 School District	Anton	Washington
Arriba-Flagler C-20 School District	Flagler	Kit Carson
Aspen 1 School District	Aspen	Pitkin
Ault-Highland Re-9 School District	Eaton	Weld
Bayfield 10 Jt-R School District	Bayfield	La Plata
Bennett 29j School District	Bennett	Adams
Bethune R-5 School District	Bethune	Kit Carson
Big Sandy 100j School District	Simla	El Paso
Boulder Valley Re 2 School District	Boulder	Boulder
Branson Reorganized 82 School District	Branson	Las Animas
Briggsdale Re-10 School District	Briggsdale	Weld

Brush Re-2(J) School District	Brush	Morgan
Buena Vista R-31 School District	Buena Vista	Chaffee
Buffalo Re-4j School District	Merino	Logan
Burlington Re-6j School District	Burlington	Kit Carson
Byers 32j School District	Byers	Arapahoe
Calhan Rj-1 School District	Calhan	El Paso
Campo Re-6 School District	Campo	Baca
Canon City Re-1 School District	Cañon City	Fremont
Centennial Board of Cooperative Educational Services	Greeley	Weld
Centennial R-1 School District	San Luis	Costilla
Center 26 Jt School District	Center	Saguache
Charter School Institute School District	Denver	Denver
Cheraw 31 School District	La Junta	Otero
Cherry Creek 5 School District	Greenwood Village	Arapahoe
Cheyenne County Re-5 School District	Cheyenne Wells	Cheyenne
Cheyenne Mountain 12 School District	Colorado Springs	El Paso
Clear Creek Re-1 School District	Idaho Springs	Clear Creek
Colorado Digital BOCES	Colorado Springs	El Paso
Colorado School For The Deaf And Blind School District	Colorado Springs	El Paso
Colorado Springs 11 School District	Colorado Springs	El Paso
Cotopaxi Re-3 School District	Cotopaxi	Fremont
Creede School District School District	Creede	Mineral
Cripple Creek-Victor Re-1 School District	Cripple Creek	Teller
Crowley County Re-1-J School District	Ordway	Crowley
Custer County School District C-1 School District	Westcliffe	Custer
De Beque 49jt School District	De Beque	Mesa
Deer Trail 26j School District	Deer Trail	Arapahoe
Del Norte C-7 School District	Del Norte	Rio Grande
Delta County 50(J) School District	Delta	Delta
Denver County 1 School District	Denver	Denver
Dolores County Re No.2 School District	Dove Creek	Dolores
Dolores Re-4a School District	Dolores	Montezuma
Douglas County Re 1 School District	Castle Rock	Douglas
Durango 9-R School District	Durango	La Plata
Eads Re-1 School District	Eads	Kiowa
Eagle County Re 50 School District	Eagle	Eagle
East Grand 2 School District	Granby	Grand
East Otero R-1 School District	La Junta	Otero
Eaton Re-2 School District	Eaton	Weld
Edison 54 Jt School District	Yoder	El Paso
Elbert 200 School District	Elbert	Elbert
Elizabeth C-1 School District	Elizabeth	Elbert
Ellicott 22 School District	Calhan	El Paso
Englewood 1 School District	Englewood	Arapahoe
Estes Park R-3 School District	Estes Park	Larimer

District	City	County
Falcon 49 School District	Peyton	El Paso
Fort Morgan Re-3 School District	Fort Morgan	Morgan
Fountain 8 School District	Fountain	El Paso
Fowler R-4j School District	Fowler	Otero
Fremont Re-2 School District	Florence	Fremont
Frenchman Re-3 School District	Fleming	Logan
Garfield 16 School District	Parachute	Garfield
Garfield Re-2 School District	Rifle	Garfield
Genoa-Hugo C113 School District	Limon	Lincoln
Gilpin County Re-1 School District	Black Hawk	Gilpin
Granada Re-1 School District	Granada	Prowers
Greeley 6 School District	Greeley	Weld
Gunnison Watershed Re1j School District	Gunnison	Gunnison
Hanover 28 School District	Colorado Springs	El Paso
Harrison 2 School District	Colorado Springs	El Paso
Haxtun Re-2j School District	Haxtun	Phillips
Hayden Re-1 School District	Hayden	Routt
Hi-Plains R-23 School District	Seibert	Kit Carson
Hinsdale County Re 1 School District	Lake City	Hinsdale
Hoehne Reorganized 3 School District	Trinidad	Las Animas
Holly Re-3 School District	Holly	Prowers
Holyoke Re-1j School District	Holyoke	Phillips
Huerfano Re-1 School District	Walsenburg	Huerfano
Idalia Rj-3 School District	Idalia	Yuma
Ignacio 11 Jt School District	Ignacio	La Plata
Jefferson County R-1 School District	Golden	Jefferson
Johnstown-Milliken Re-5j School District	Milliken	Weld
Julesburg Re-1 School District	Julesburg	Sedgwick
Karval Re-23 School District	Karval	Lincoln
Kim Reorganized 88 School District	Kim	Las Animas
Kiowa C-2 School District	Kiowa	Elbert
Kit Carson R-1 School District	Kit Carson	Cheyenne
La Veta Re-2 School District	La Veta	Huerfano
Lake County R-1 School District	Leadville	Lake
Lamar Re-2 School District	Lamar	Prowers
Las Animas Re-1 School District	Las Animas	Bent
Lewis-Palmer 38 School District	Monument	El Paso
Liberty J-4 School District	Joes	Yuma
Limon Re-4j School District	Limon	Lincoln
Littleton 6 School District	Littleton	Arapahoe
Lone Star 101 School District	Otis	Washington
Mancos Re-6 School District	Mancos	Montezuma
Manitou Springs 14 School District	Manitou Springs	El Paso
Manzanola 3j School District	Manzanola	Otero
Mapleton Public Schools, Adams County School District 1	Denver	Adams

Mc Clave Re-2 School District	McClave	Bent
Meeker Re1 School District	Meeker	Rio Blanco
Mesa County Valley 51 School District	Grand Junction	Mesa
Miami Yoder 60 Jt School District	Rush	El Paso
Moffat 2 School District	Moffat	Saguache
Moffat County Re:No 1 School District	Craig	Moffat
Monte Vista C-8 School District	Monte Vista	Rio Grande
Montezuma-Cortez Re-1 School District	Cortez	Montezuma
Montrose County Re-1j School District	Montrose	Montrose
Mountain Valley Re 1 School District	Saguache	Saguache
North Conejos Re-1j School District	La Jara	Conejos
North Park R-1 School District	Walden	Jackson
Norwood R-2j School District	Norwood	San Miguel
Otis R-3 School District	Otis	Washington
Ouray R-1 School District	Ouray	Ouray
Park County Re-2 School District	Fairplay	Park
Pawnee Re-12 School District	Grover	Weld
Peyton 23 Jt School District	Peyton	El Paso
Plainview Re-2 School District	Sheridan Lake	Kiowa
Plateau Re-5 School District	Peetz	Logan
Plateau Valley 50 School District	Collbran	Mesa
Platte Canyon 1 School District	Bailey	Park
Platte Valley Re-7 School District	Kersey	Weld
Poudre R-1 School District	Fort Collins	Larimer
Prairie Re-11 School District	Raymer	Weld
Primero Reorganized 2 School District	Weston	Las Animas
Pritchett Re-3 School District	Springfield	Baca
Pueblo City 60 School District	Pueblo	Pueblo
Pueblo County 70 School District	Pueblo	Pueblo
Rangely Re-4 School District	Rangely	Rio Blanco
Revere School District School District	Ovid	Sedgwick
Ridgway R-2 School District	Ridgway	Ouray
Roaring Fork School District No. Re-1	Glenwood Springs	Garfield
Rocky Ford R-2 School District	Rocky Ford	Otero
Salida R-32 School District	Salida	Chaffee
San Juan Board of Cooperative Educational Services	Durango	La Plata
Sanford 6j School District	Sanford	Conejos
Sangre De Cristo Re-22j School District	Mosca	Alamosa
Sargent Re-33j School District	Monte Vista	Rio Grande
School District 27j School District	Brighton	Adams
Sheridan 2 School District	Sheridan	Arapahoe
Sierra Grande R-30 School District	Blanca	Costilla
Silverton 1 School District	Silverton	San Juan
South Conejos Re-10 School District	Antonito	Conejos
South Routt Re 3 School District	Oak Creek	Routt

School District	City	County
Springfield Re-4 School District	Springfield	Baca
St Vrain Valley Re 1j School District	Longmont	Boulder
Steamboat Springs Re-2 School District	Steamboat Springs	Routt
Strasburg 31j School District	Strasburg	Adams
Stratton R-4 School District	Stratton	Kit Carson
Summit Re-1 School District	Frisco	Summit
Swink 33 School District	Swink	Otero
Telluride R-1 School District	Telluride	San Miguel
Thompson R2-J School District	Loveland	Larimer
Trinidad 1 School District	Trinidad	Las Animas
Valley Re-1 School District	Sterling	Logan
Vilas Re-5 School District	Vilas	Baca
Walsh Re-1 School District	Walsh	Baca
Weld County Re-1 School District	La Salle	Weld
Weld County School District Re-3j School District	Keenesburg	Weld
Weld County School District Re-8 School District	Fort Lupton	Weld
Weldon Valley Re-20(J) School District	Weldona	Morgan
West End Re-2 School District	Nucla	Montrose
West Grand 1-Jt School District	Kremmling	Grand
Westminster 50 School District	Westminster	Adams
Widefield 3 School District	Colorado Springs	El Paso
Wiggins Re-50(J) School District	Wiggins	Morgan
Wiley Re-13 Jt School District	Wiley	Prowers
Windsor Re-4 School District	Windsor	Weld
Woodland Park Re-2 School District	Woodland Park	Teller
Woodlin R-104 School District	Woodrow	Washington
Wray Rd-2 School District	Wray	Yuma
Yuma 1 School District	Yuma	Yuma
Centennial BOCES	Greeley	
East Central BOCES	Limon	
Mountain BOCES	Leadville	
Mount Evans BOCES	Bailey	
Northeast Colorado BOCES	Haxtun	
Northwest Colorado BOCES	Steamboat Springs	
Pikes Peak BOCES	Colorado Springs	
Rio Blanco BOCES	Rangely	
San Juan BOCES	Dolores	
San Luis Valley BOCES	Alamosa	
Santa Fe Trail BOCES	La Junta	
South Central BOCES	Pueblo West	
Southeastern BOCES	Lamar	
Uncompahgre BOCES	Ridgway	
Ute Pass BOCES	Woodland Park	

Part II: Narrative Responses – *Stakeholder Engagement Specialist Category*

a. **Describe your organization's experience working with schools and districts to increase and improve stakeholder engagement.**

One out of every six students drops out of school. The odds say it will be a student of color. It is the last stop on a journey through an education system that often does not protect and support kids living with the weight of poverty and trauma. Communities In Schools (CIS) has a proven solution. CIS works hand-in-hand with schools to establish an integrated student supports model, surrounding kids and their families with a system of caring adults that keep students on the path to graduation and a trajectory toward success as contributing citizens. The evidence of CIS's impact is clear: 99% of students receiving the most intensive level of integrated student supports remain in school throughout the academic year, and 96% of seniors graduate or receive a GED.

CIS uses multiple strategies to help districts and schools further the work through stakeholder engagement at multiple levels (in the community, with school faculty and staff and the students themselves), including:

- *School Needs Assessment and Strategic Plan Development* – Engagement with School Leadership to better understand the needs of the school, students and community and develop a plan for how to best support those needs

- *Identifying Non-Academic Student Support Needs* – Engagement with Community Partners to better understand the non-academic barriers present in the community

- *Forming and Managing Effective Community Partnerships* – Engagement with the broader community to leverage partners' strengths in support of school and student needs

- *Introducing Integrated Student Supports* – Engagement with students to more intentionally connect them to wrap around supports through a multi-tiered service delivery approach

- *Professional Development Workshops* – Engagement with prospective communities, districts and/or schools to introduce them to the CIS model, including potential strategies for stakeholder involvement

- Ongoing Training and Technical Assistance – Sustained collaborative engagement with district and school partners to assist with meeting desired long-term goals and outcomes

Founded in 1977, CIS has committed the past 42 years to bringing together diverse stakeholders in pursuit of improving graduation rates in underserved communities. For our communities, elevating diversity, equity, and inclusion in the ways we partner with stakeholders, including parents, community leaders, educators, policymakers, business leaders and faith-based organizations, means bringing people together to find innovative solutions that collectively

address issues like systemic poverty and other barriers to equity. The CIS network currently includes 4,300 professionals working in 134 affiliated organizations across the country. These organizations and their staff engage 9,600 partners and 42,000 volunteers in 2,500 schools to address the academic and non-academic needs of nearly 1.6 million of the most vulnerable students. Backed by 13 independent studies, CIS has proven that this approach to supporting stakeholder engagement is successful in ultimately improving student outcomes.

b. **What engagement models or strategies do you use in your work with schools and districts?**

CIS employs several strategies to improve stakeholder engagement throughout partner districts and schools.

School Needs Assessment and Strategic Plan Development
CIS engages with *school leadership* to complete a comprehensive, data-informed school-wide needs assessment. This assessment typically results in a completed school support/strategic plan. As part of the process, CIS staff work collaboratively with school leaders to determine the appropriate make-up of the "school support team" and to create a school and/or district advisory board (teams will be determined in partnership with the schools, but may include principals, assistant principals, school social workers, guidance counselors, literacy coaches, community educators, and district administrators). This process provides valuable information such as establishing a baseline of information about district and community initiatives; an inventory of existing community resources, including data and information that has already been collected, analyzed and processed; identifies needs, gaps and duplication of services; and involves and informs others about the CIS initiative. Interested and committed leaders, potential partners and financial resources are all necessary to increase the likelihood of the success and sustainability. Components of a plan could include data on economics; potential partners with resources to support the initiative and students; financial resources from public and private sources; committed leaders willing to serve on an advisory council; and the availability of volunteers to extend the capacity of school staff to provide more student support.

Identifying Non-Academic Student Needs
CIS engages with *community partners and support staff* to define and identify the non-academic needs and barriers to student success present in the community. CIS engages in a formal process to collect and analyze student, school, family and community data in order to identify, prioritize and strategize addressing critical needs that are obstacles to successful educational outcomes. From there, CIS staff support development or improvement of the school's referral process (including non-academic indicators). Lastly, CIS supports community partners to understand the value of a student support plan and develop a system of progress monitoring for student outcomes.

Forming and Managing Effective Community Partnerships

CIS engages with *the broader community to* work towards opportunities for new customized partnerships while simultaneously building the skills and monitoring the effectiveness of current partnerships on a regular basis.

Introducing Integrated Student Supports

CIS engages with the *students and their families* as well as with the *broader community* to ensure that each student's unique needs are met. Professionals trained in integrated student supports build community partnerships that bring the right evidence-based resources into the school, directly to the student and/or family in need. For example, addressing a student's food insecurity, healthcare, or introducing trauma-informed practices within his/her learning experience allows him/her to focus on education as a result of receiving a series of supports that address basic needs, promote social and emotional wellness, elevate academic outcomes and prepare a student for post-secondary success and citizenship. In other words, positive school climate, social-emotional development and developmental relationships are intermediate outcomes that lead to academic success.

Professional Development Workshops

As an additional means of increasing stakeholder engagement, CIS offers a comprehensive set of professional development workshops that speak to core tenets of the CIS model. While the courses are similarly named to the strategies outlined above, they are also an effective means of introducing school personnel to the integrated student supports model. Whether a practitioner is a novice or quite seasoned, CIS' engaging workshop material and real-world case studies from its diverse network help workshop participants meet learning goals and objectives. Courses are available individually or as a series and typically last between 1-1 ½ days per course. Course names and brief descriptions include:

- **Course 1: Assessing School Needs and Creating a Strategic Plan** – This course helps schools lay a foundation for developing an action plan, framework, and team mobilized around student success.
- **Course 2: Using Data to Identify and Track Non-Academic Student Needs** – The objective of this course is to build a foundation of knowledge around integrated student supports with a focus on preparing schools to define, identify, and incorporate non-academic data and early warning indicators in their case management referral processes. The outcome of this course is that school-level practitioners will create and track student success plans for individual students that address the needs of the whole student.
- **Course 3: Forming and Managing Effective Community Partnerships** – The objective of this course is to build a foundation of knowledge around integrated student supports and help course participants develop strategies for implementing, monitoring, and adjusting community partnerships in order to broker supports. The outcome of this course is that school-level practitioners will build and monitor strong partnerships, ensuring that the partnerships have clear expectations and therefore function more effectively.
- **Course 4: Implementing Student Supports for the Individual** – The objective of this course is to build a foundation of knowledge around integrated student supports and how to

broker or directly provide all three tiers of support to meet individual student needs. The outcome of this course is that school-level practitioners will extend supports through case management to meet identified student needs.

<u>Ongoing Training and Technical Assistance</u>
As a final strategy, CIS provides partner districts and schools with a dedicated CIS staff member who coordinates and customizes a wide range of technical assistance supports. In close collaboration with district and/or school leadership, the CIS staff member responds to the unique concerns, needs and requests of each community and recommends a tailored set of training, mentoring, and coaching to meet desired outcomes. CIS partner districts and schools have access to a variety of training opportunities including:

- In-person and/or coaching and mentoring
- In-person professional learning workshops
- National convenings focused on implementation of integrated student supports
- On-line role-specific courses through Communities In Schools University
- Access to the CIS National Resource Center that houses technical support materials such as tools, templates, webinar recordings and resource manuals related to implementation of the CIS model

Any instructor-led training is typically followed by periodic monitoring and evaluation of implementation effectiveness. These professional learning opportunities ensure practitioners have a shared vocabulary and learn the foundational content and best practices related to implementation of the CIS model, while still allowing for flexibility in applying core structures and services to meet local needs and priorities.

c. What specific services and support could you provide to Colorado schools and districts?

The services and support CIS can provide to Colorado schools and districts are based on over 40 years of proven success implementing in 400 varying districts nationwide. A key reason for this success is that while there is extensive assistance from the national CIS team, the implementation process is guided by each individual community, which ensures support is responsive to the local context.

CIS's specific services and support will enable students to link to a broad set of community resources addressing a myriad of needs in a coordinated way, enabling teachers to teach and students to learn. Working with school leadership and staff, CIS site coordinators — who are hired by the district/school and based inside schools — prioritize the needs of the school, determine which supports need to be increased or improved and identify supports that the schools need but don't currently have. In addition to the school needs assessment, site coordinators also identify students at risk of dropping out, assessing what they need and finding the right supports to ensure they stay on track to graduate. Within a school, the CIS Model is implemented in the following steps:

Needs Assessment

Using school and community data, stakeholder interviews and surveys, along with identified school priorities, CIS conducts a needs assessment in collaboration with school staff to determine the highest needs for the community and student populations. This prioritization begins with a summary of findings and an honest conversation with school leadership around the results.

Annual Support Planning

The CIS Site Coordinators, working with the identified School Support Team, will develop a School Support Plan outlining all goals and planned supports for the school year. Supports are tied directly to the needs identified in the needs assessment and have clear objectives and measurable outcomes and processes for evaluating effectiveness and making necessary adjustments.

Integrated Student Supports

Site Coordinators and partners then deliver tiered interventions and supports to the school, students and their families. The CIS Site Coordinators work with volunteers, partners and the local community to provide students with the supports they need to succeed both inside and outside the classroom. Supports are provided in three different tiers:

Tier I Supports: Widely available services designed to foster a positive school climate and address school-level risk factors. Examples: motivational speaker for schoolwide assembly; college fair; schoolwide anti-bullying program; healthy cooking classes for families

Tier II Supports: Targeted services typically provided in a group setting to students with a common need. Examples: tutoring, mentoring, attendance monitoring

Tier III Supports: Intensive, individualized services typically provided in a one-on-one setting to students with highly specific needs. Examples: mental health counseling, mentoring, consultations with a nutritionist, intensive dental work

Figure 2: CIS Model of Integrated Student Supports

Case Management

At CIS, case management is defined as a collaborative process to: 1. establish a system of services at the school level that can be brokered or provided in support of individual students; and 2. identify and partner with individual students who are at risk of dropping out of school to assess their needs and assets, create individualized plans for action, provide supports and monitor service delivery, and evaluate student progress against established goals, all to increase the probability that each student will stay in school and achieve in life.

A Continuum of Needs

All case managed students have characteristics that place them at risk of dropping out. Some students have relatively moderate risk factors and needs, while others have more intense, complex and pervasive risk factors and needs. Site coordinators can best envision students on a continuum, as shown in Figure 2, where the time, frequency and intensity of supports increases or decreases as students move across the continuum during their time at school. To determine the correct level of intensity of supports, CIS deploys a student needs assessment to capture risk factors and assets and ultimately determine an individualized support plan for that student, with goals and measurements of success.
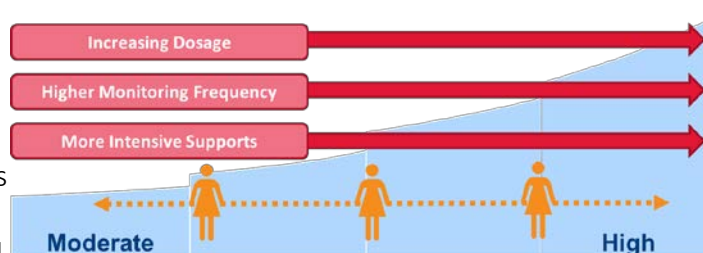
Figure 3: Change Management Continuum

Aligning Student Needs and Resources

Much as site coordinators must be able to differentiate between students' levels of risk and need in order to provide each student with the correct level of intervention, partner organizations must also be able to understand the distribution of moderate and high intensity students across schools. This is critical to each district or school's ability to make informed decisions regarding resource allocations, specifically around potential use of AmeriCorps, part-time versus full-time site coordinators, and the use of other volunteers and staff to assist with caseloads so students with high needs are appropriately case managed.

By differentiating supports, CIS can serve most students in a school and focus attention on targeted students that have significant needs. Based on the needs of the school and community, Site Coordinators will ensure a team of school professionals and community providers offer the following:

- Academic Assistance
- Basic Needs Supports
- Behavioral Interventions
- College / Career Prep

- Community / Service Learning
- Mentoring
- Enrichment

- Family Engagement
- SEL/Life Skills
- Mental Health
- Physical Health

Monitoring and Adjustment of Services

A key component of the CIS Model is that all supports, both school-wide and individual, are monitored to determine effectiveness and adjusted as necessary. This process is completed as part of on-going reporting and coordination with school staff and leadership.

<u>Evaluation</u>

On a daily basis, in-school coordinators use data to monitor progress against goals in CIS' customized national database. Through this system, the CIS national team analyzes metrics related to inputs like staff training, resource allocations, and availability of supports, as well as service outputs including service utilization, support type, and frequency. These result in progress outcome measures such as school climate, attendance and behavior, grades, and graduation rates. Real-time course corrections allow work to accelerate when areas with the greatest return on the investment are identified. The support provided by CIS is evaluated regularly based on achievement against program goals set for the school and individual students. These evaluations help to demonstrate results and determine what resources are needed to meet desired outcomes. The CIS Site Coordinator is responsible for executing the CIS School Support Plan and meeting the needs of the student population, aligning with the priorities of school leadership. The Site Coordinator works inside the school with principals, teachers and other student support personnel to forge community partnerships that bring resources into the school to help remove barriers to learning.

> **d. Specifically address your experience working with historically underserved populations and communities. If possible, provide a specific example of when your organization helped increase and improve engagement for minority, socioeconomically disadvantaged or non-English speaking stakeholders.**

A higher level of education often equates to higher earnings, better well-being, and a longer life. This suggests that an equitable and inclusive system that makes the advantages of education available to every student, regardless of race, ethnicity, gender, sexual orientation, religion, income, etc. should be the standard for education systems across the country. While some progress is being made to close achievement gaps and remove barriers to education, millions of children remain disenfranchised; in particular, children living in poverty. It is not a coincidence that schools in poor communities are also the lowest resourced schools and often underperforming. These are the schools attended by the majority of the more than 11 million school-aged children living in poverty.

CIS recognizes that today's education system must address the non-academic barriers kids are dealing with every day: poverty, lack of adult role models, and the absence of basic needs such as food, shelter and health care. Disadvantaged students often endure toxic stress that impedes their ability to learn even though they are fully capable of achieving in school.

CIS' model of integrated student supports works in any high poverty school where children are struggling – no matter the governance structure or locale—by removing non-academic barriers to success and creating equity through guided access to services.

Part III: Capacity

With over 40 years of experience adapting to state and local needs in communities across the country, CIS can quickly mobilize resources and capacity as and where needed. Under the leadership of the CIS Board of Directors, the organization has been intentionally planning to expand in Colorado to build on the initial success in Aurora and to serve communities with highest needs. In support of this effort, along with an extensive network of national CIS team members, CIS has staff presence in Colorado and consultants who have experience working in the state.

CIS recently concluded working to embed the model in Aurora Public Schools supporting APS staff with up to 80 hours of training in 5 schools operating in an innovation zone. CIS's work in Aurora has transitioned to focus on supporting the turnaround of Gateway High School. CIS has been designated by the Colorado State Board of Education as the turnaround management partner for non-academic supports at Gateway. This work commences during the 2019-2020 school year.

CIS has capacity to work with the highest need Colorado districts as identified by CDE and/or the local community. The work with additional Colorado districts and schools will be coordinated by a CIS staff member dedicated to ensuring the right national staff are accessible as needed and in alignment with the specific desired outcomes of the partner community. Whenever a new partner district or school enters the CIS network, it is CIS' standard practice to listen and learn to understand the specific needs, to establish a trust-based, collaborative relationship with district and/or school leaders, and to leverage expertise from the national CIS team in a way that honors and enhances local efforts. CIS has seen this approach work in 400 school districts (2500 schools) in 27 states and the District of Columbia, and looks forward to growing its partnerships and impact in Colorado over upcoming years.

Part IV: Evidence of Track Record of Improved Student and School Outcomes

a. **Describe your organization's track record in dramatically improving schools or districts and radically increasing outcomes for targeted groups of students. Include a description of the criteria and the data that you use to determine the impact of your work. Highlight the context and location of where this work has occurred.**

Based on multiple in-depth and cross-cutting examinations of the CIS model, it has been found that CIS improves districts and schools and increases outcomes for targeted groups of students. CIS has codified a set of program, business, and site operation standards that research reveals has a profound effect on student improvement. These standards were built from the findings of multiple independent evaluations of the CIS model. Based upon best practices, these standards raise the expectations for effective nonprofit management to guarantee sustainable student services, define a unified and coherent school strategy, and increase student achievement with standards for both program implementation and administrative practices. The implementation of the CIS Model with high fidelity will result in the following measurable outcomes at the end of each school year:

Student outcomes for those receiving intensive services:
- Improved attendance, as measured by student attendance records;
- Improved behavior, as measured by student discipline records; and
- Improved academic achievement, as measured by grades and state test scores

Whole school outcomes:
- Improved math and reading proficiency, as measured by state assessments
- Improved attendance, as measured by daily attendance and chronic absenteeism rates
- Improved graduation rates, as measured by each high school's on-time graduation rate
- Decreased rates of dropout, as measured by each middle and high school dropout rate

Working in 2,347 schools across the country the CIS model of integrated student supports requires goal setting within one or more of three priority areas: Academics/Course Performance, Behavior and Attendance. CIS affiliates, in partnership with school administrators, often set goals in other priority areas such as Parent Engagement and Social Emotional Learning. Among schools served by CIS:

- 1,925 received academic assistance supports
- 1,727 implemented parent engagement programming
- 1,684 received supports to address SEL/Life Skills
- 1,157 designed, developed and implemented Mentoring initiatives

In the 2017-2018 school year, CIS continued to see high rates of success among case managed students:
- 80% with an attendance goal met or made progress toward their goal
- 92% with a behavior goal met or made progress toward their goal
- 89% with an academic improvement goal met or made progress toward goal
- 95% of K-11 students were promoted to the next grade level
- 96% of seniors graduated or received a GED (84% on time)
- 99% of students stayed in school

CIS site coordinators understand the significance of data and outcomes as they meet with students, families, teachers and providers to make sure supports are working. CIS uses real-time data to inform decisions and align supports with needs to achieve positive outcomes. By setting goals with individual students and the school as a whole, they are able to monitor progress and adjust supports accordingly to ensure notable growth.

    b. **Self-assess the evidence base for the interventions your organization provides using the following Evidence-Based Intervention (EBI) tiers as outlined in ESSA. Which EBI tier best describes your work, and why?**

CIS is a learning organization committed to ongoing use of data and research to improve practice and drive positive outcomes for the schools and students it serves. Below is a crosswalk of CIS' results from third party evaluations with the evidence tiers defined by ESSA

ESSA Evidence Tier* and Criteria	Tier 1 (strong) one experimental study with a statistically significant positive effect.	Tier 2 (moderate) The program has at least one quasi-experimental (i.e., matched) study with a significant positive effect.	Tier 3 (promising) The program has at least one correlational study with a statistically significant significant effect.	Tier 4 (evidence-building) The program is based on a strong theory and is being studied to examine its effects.
School-Level Outcomes — Average Daily Attendance		✓ (Elementary Schools)		✓ (Middle and High Schools)
Annual Dropout Rate				✓ (High Schools)
On-Time Graduation Rate		✓ (High Schools)		
Promotion Rate				✓ (High Schools)
Student-Level Outcomes — Average Daily Attendance	✓ (9th grade transition)			
Credit Completion/ GPA	✓ (9th grade transition)			
Social Emotional Competencies	✓ (6th-12th grade)			

*Program must meet criteria for tier 1, 2, or 3 to qualify for competitive preference points in Title IV competitive grants. School improvement plans supported with Title I set-aside for school improvement must include at least one intervention supported by Tiers 1, 2, or 3. Otherwise, any evidence meeting criteria for Tiers 1-4 is sufficient to qualify the program as "evidence-based" under ESSA.

CIS has a national track record of delivering local results that lower dropout rates and improve graduation rates, and in fact, has made a significant investment in third-party evaluations that include 13 independent studies A few highlights from those studies include the following:

Highlight 1: Randomized Control Trial Study of Case Managed Students (ICF International)

Students receiving case managed support during critical transition years (9th to 10th grade and 6th to 7th grade) had more favorable outcomes than non-case managed students, specifically:

- Case managed students received, on average, more course credits toward graduation during 9th grade year
- Case managed students had higher grade point averages during their 9th grade year
- Case managed students had higher average daily attendance during their 9th grade year
- Case managed students were less likely to be retained in grade during 6th grade

- Case managed students in middle school committed fewer disciplinary infractions (referrals and out of school suspensions) than non-case managed students

Highlight 2: Quasi-Experimental School-Level Study (ICF International)

Schools where the CIS model of integrated student supports was implemented with fidelity experienced more favorable schoolwide outcomes than similar schools without CIS, specifically:

- CIS model schools experienced lower dropout rates (measured by promoting power); high schools with the CIS model promoted 3.6% more students than schools without CIS
- CIS model schools experienced higher on-time graduation rates; high schools with the CIS model graduated (on time) 4.8% more students than schools without CIS
- CIS model schools had greater percentages of students proficient in Grade 8 math and reading standardized test scores; middle schools with the CIS model saw 6% more students demonstrating proficiency in 8th grade math and 5.1% more students demonstrating proficiency in 8th grade reading (on standardized tests)

Highlight 3: Teacher Study (ICF International)

According to a survey of more than 1,500 teachers, CIS has several positive effects on students; specifically, teachers report that CIS helps:

- Develop a greater commitment to learning among students
- Improve student behavior
- Increase students' engagement in and attitude towards learning
- Connect students to resources needed for learning

Additionally, 70% or more of teachers surveyed indicated that:

- Their job would be more difficult without the help of CIS
- CIS has helped bring community resources into the school
- They are better able to improve student achievement as a result of the support CIS provides to students

Highlight 4: Economic Impact Study of the CIS Model (EMSI)

Based on 2010-11 network data and applying findings from the national school-level quasi-experimental study for promotion and graduation rates, the Economic Impact Study conducted by EMSI found the following:

- The average annual rate of return to society is 18.4%.
- The benefit/cost ratio is 11.60 - every dollar invested in CIS creates $11.60 of economic benefit for the community.
- Graduates will, on average, have returned the investment by the time they are 27 years old, and will be net contributors to the economy for the rest of their working lives

Highlight 5: Random Assignment Evaluation (MDRC)

This third-party evaluation conducted by MDRC as part of the Social Innovation Fund found evidence of positive effects of integrated student supports and case management for at-risk students and low performing schools. Additionally, MDRC provided recommendations that have been embraced by CIS to improve practice and upgrade its standards under the Total Quality System. Specifically, the study shows that, compared with students in the control population, CIS case managed students were:

- Connected to more supports than control students
- More connected to caring adults
- Had more positive and supportive relationships with their peers
- More engaged and had more positive attitudes toward school
- Held stronger beliefs that education has positive value to their future

Part V: REFERENCES

Aurora Public Schools

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Communities In Schools of San Antonio working with Northeast ISD & Gateway High School in Aurora

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West Virginia Department of Education working with multiple districts

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Communities In Schools

Partnership Opportunities

Poverty. Anxiety. Trauma.

Millions of children across the country face challenges like these and more. Without support, they are more at risk for missing school, dropping out and failing to earn a high school diploma. But together, we can empower students to overcome obstacles and see a bright future.

Our Approach

Communities In Schools is a national organization dedicated to empowering at-risk students to stay in school and on a path to graduation. We serve 1.6 million K-12 students every year.

Whether it's helping them find a safer place to sleep or opportunities that prepare them for the college and careers of their choice, we connect students with the support they need to learn at their best.

The Power of Partnership

We work with education and community leaders from across the country who adapt our offerings to meet the needs of their students, schools, districts and communities.

Partnership benefits include:

- Inclusion in a nation-wide network and broader community of education and community leaders
- A proven, evidence-informed and data-driven model that accelerates results for kids
- Access to experienced Communities In Schools practitioners and national faculty members who are experts at helping communities implement integrated student supports

Our Results

Our commitment to the students we serve keeps us focused on results. In thousands of schools across the country, we know that our approach works because it's backed by 40-plus years of experience and rigorous research.

School-Wide Impact

In a rigorous independent evaluation* of the impact of Communities In Schools on school outcomes, research shows that our model of integrated student supports is proven to improve:

- Average daily attendance rates in elementary schools
- 4-year cohort on-time graduation rate in high schools

Individual Student Outcomes

For students who received the most intensive supports from Communities In Schools:

99% of students stayed in school

96% of seniors graduated or received a GED

95% of K-11 students were promoted to the next grade

92% of students met or made progress toward at least one of their behavior goals

Learn more: CommunitiesInSchools.org/k-12

*Somers, M.A. & Haider, Z. (2017). Using Integrated Student Supports to Keep Kids In School. A Quasi Experimental Evaluation of Communities In Schools. Retrieved from https://bit.ly/2ZkumRL

Flexible Options to Meet Your Needs

Partnership Model	Overview	Key Elements
RampUp for Student Success Professional development to support educators and practitioners in understanding how to introduce or amplify key elements of integrated student supports in schools	• Learn how to introduce integrated student supports or build on existing efforts already underway • Increase school-wide coordination of integrated student supports	School-based practitioners opt to take up to four of the following courses: • Assessing School Needs and Creating a Strategic Plan • Using Data to Identify and Track Non-Academic Needs • Forming and Managing Effective Community Partnerships • Implementing Integrated Student Supports
Licensed Partner Training and technical assistance that builds internal capacity for education and nonprofit leaders to implement integrated student supports at the school, district and state level	• Create a self-sustaining model that can grow across schools and districts • Develop a staffing structure and action plan including placement of dedicated full-time staff in K-12 schools	Licensed partnerships focus on: • Receiving intensive resources, training and targeted support to equip partners to implement integrated student supports • Activation of trusted Communities In Schools advisors to guide local implementation of integrated student supports
Affiliate Partnership Experienced Communities In Schools site coordinators that work full-time in schools to manage community partnerships and deliver integrated student supports alongside leaders and practitioners	• Dedicated site coordinators are trained and supervised by a new or existing Communities In Schools affiliate • School or district leadership work collaboratively with site coordinators to identify and coordinate the specific programs, services and resources to meet student needs	In collaboration with the local community, Communities In Schools affiliates lead efforts to: • Manage partnerships between schools and the community • Hire, train and fund school-based staff

The Promise of Our National Community of Practice

At Communities In Schools we believe that connections catalyze results. Instilled in our network are connections and a community of practice that lift up all our partners and the students we serve—rigorous research and continual evaluation, professional learning opportunities, shared advocacy, and strength and trust in a national brand.

When it comes to empowering students, we work together to ensure they have the relationships, support and resources needed to thrive in and beyond the classroom.

During the 2017–2018 school year:

1.6 million students were reached with Communities In Schools supports and resources

36,000 community volunteers donated their time

25 states and the District of Columbia had a Communities In Schools presence

130+ affiliates were active around the country

2,500 schools and community sites were served by Communities In Schools

7,900 community partner organizations worked with Communities In Schools to support students

275,000 parents and guardians participated in their children's education through opportunities provided by Communities In Schools

4,000 staff members carried out the Communities In Schools mission

Communities In Schools

Communities In Schools National Evaluation Summary:
MDRC Research Findings

Evidence of the Effectiveness of the Communities In Schools Model and Case Management

Communities In Schools (CIS) is a learning organization committed to ongoing use of data and research to improve practice and drive positive outcomes for the schools and students it serves. To this end, CIS has invested millions of dollars in third-party evaluations to validate the CIS model and help build an evidence base for Integrated Student Supports. The most recent third-party evaluation conducted by MDRC found evidence of both whole-school and individual outcomes of Integrated Student Supports and case management for at-risk students.

Schools Implementing the Communities In Schools Model

After three years of implementation, **elementary schools** that implemented the CIS model experienced:

- **Improvement in the average daily attendance rate** of their students
- **Improvement in standardized test scores for English Language Arts.**

These improvements were greater than what was predicted to occur based on previous years' performance prior to CIS implementation. Additionally, **the schools that implemented the CIS model had greater gains in their average daily attendance rate than similar schools that did not implement CIS. This suggests that the CIS model is a more effective approach to helping improve school-wide attendance than other strategies.**

After three years of implementation, **high schools** that implemented the CIS model experienced:

- **Improvement in their 4-year cohort graduation rate (on-time graduation)** equal to an additional 55 graduates, on average, per school
- **Decrease in their annual dropout rate** equal to the prevention of 35 high school dropouts, on average, per school
- **Improvement in standardized test scores in English Language Arts.**

These improvements were greater than what was predicted to occur based on previous years' performance prior to CIS implementation. Additionally, **the schools that implemented the CIS model had greater gains in their on-time graduate rates than similar schools that did not implement CIS**. However, limitations to the comparability of the lowest performing schools in the sample make it unclear whether the CIS model is more effective at improving graduation rates than other interventions but **the CIS model does appear to be as effective as other approaches**.

After three years of implementation, **middle schools that implemented the CIS model did not experience significant improvements above what had been predicted on attendance or standardized test scores**. Unfortunately, school-wide behavior measures were not available for this study so **it was not possible to test the effectiveness of the CIS model on middle school behavior; the primary focus of CIS supports in middle schools**.

Students Receiving Case Management

After the second year of the study, **students that received case management from CIS**:

- **Were connected to more supports than non-case-managed (control) students**. Case-managed students reported higher levels of participation in meetings with adults in school to discuss academics, personal goals, and to address life-changing events; meeting with mentors; receiving tutoring; and participating in career planning activities.

- **Did better on non-academic outcomes than non-case-managed (control) students**. That is, case-managed students when compared to control students reported being more connected to adults, maintained more positive and supportive relationships with peers, were more engaged and had more positive attitudes toward school, and held stronger belief that education has value for their future.

While case-managed students received more supports and showed improvements on non-academic outcomes, these changes did not translate into positive impacts on chronic absenteeism/average daily attendance, core course failure/grades, or suspensions. That is, **case-managed and non-case-managed students looked similar on their attendance, behavior, and course performance related outcomes**.

Changes to Practice

As a result of these findings, CIS has implemented several important changes to practice, including:

- **Improving the student assessment process to ensure differentiation of students assigned to caseloads** based on level of need

- **Shifting from a two-level to a three-tiered support framework** to ensure greater differentiation in the supports provided to students

- **Creating tools and resources to help the CIS network identify and prioritize engagement of partners** that offer high-quality, evidence-based interventions

- **Developing validated assessments to be used to determine students' developmental relationships with adults and their social and emotional competencies**

- **Investing in a new data management system** that allows "real-time" use of data to monitor student progress and effectiveness of supports.

During the course of the evaluation, CIS also increased its own internal research capabilities, so that in the future it can both generate its own information and continue to collaborate with independent research organizations.

Communities In Schools