

## DATA BRIEF

# At a Glance: Network Results for 2011-2012



## 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. Each independent organization works together to surround students with a community of support, empowering them to stay in school and achieve in life. The various tiers of the network play a pivotal role in establishing local impact for students, families, schools and communities.

CIS is committed to helping students with a high risk of dropping out by providing them with the support they need to be

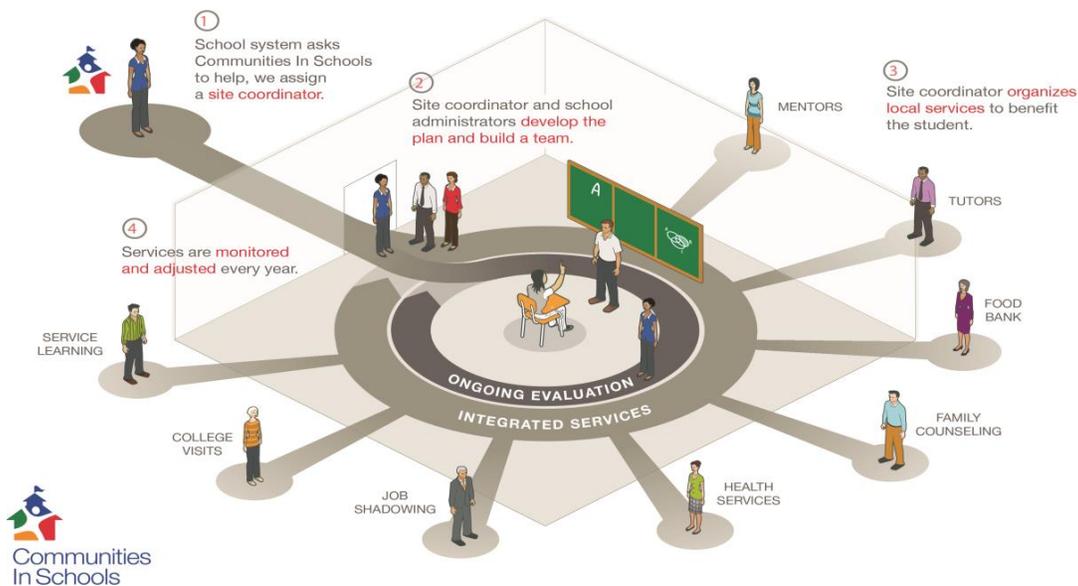
successful. To fulfill this commitment, CIS assigns site coordinators to work alongside school administrators to develop a site plan to identify, prioritize and address school needs, such as violence, bullying, teen pregnancy, truancy, and graduation rates. Site coordinators determine goals to be accomplished through the deliverance of whole-school (Level 1) and targeted (Level 2) services. These services are monitored and adjusted as needed.

Upon receiving referrals from school leadership, site coordinators work with each student to develop a case plan tailored

to their needs. The site coordinator then aligns students' unmet needs to community resources and services, and connects students to a community of supporters who encourage them to stay in school. The site coordinator then adjusts these services as necessary through yearly monitoring (Figure 1). The CIS model, when implemented with fidelity, has been proven to increase on-time graduation rates and decrease dropout rates.<sup>1</sup>

1 Porowski, A. & Passa, A. (2011). The effect of Communities In Schools on high school dropout and graduation rates: Results from a multiyear, school-level quasi-experimental study. *Journal of Education for Students Placed at Risk (JESPAR)*, 16(1), 24-37.

## Creating a Community of Support



# Community Reach of CIS

In 2011 – 2012, there were 183 local affiliates operating in 27 states as well as the District of Columbia (Figure 1). Across the country, the CIS network employed 4,025 staff members to manage the efforts of local affiliate offices. Of those staff members, 91% were paid by CIS, and 62% were full-time employees. Seventy-four percent of staff were identified as female, 40% were African-American, 19% were Hispanic or Latino, and 39% were White.

Throughout the network, CIS provided services and resources to students in 377 school districts and over 2,400 school and local community sites located in urban (54%), rural (29%) and suburban (17%) areas across the country. This was done with combined local affiliate revenues of \$192,500,000; a 12.5% decrease from the previous year’s revenue. Nearly 80% of funding was from grants, 12% from in-kind donations and 9% from cash contributions.

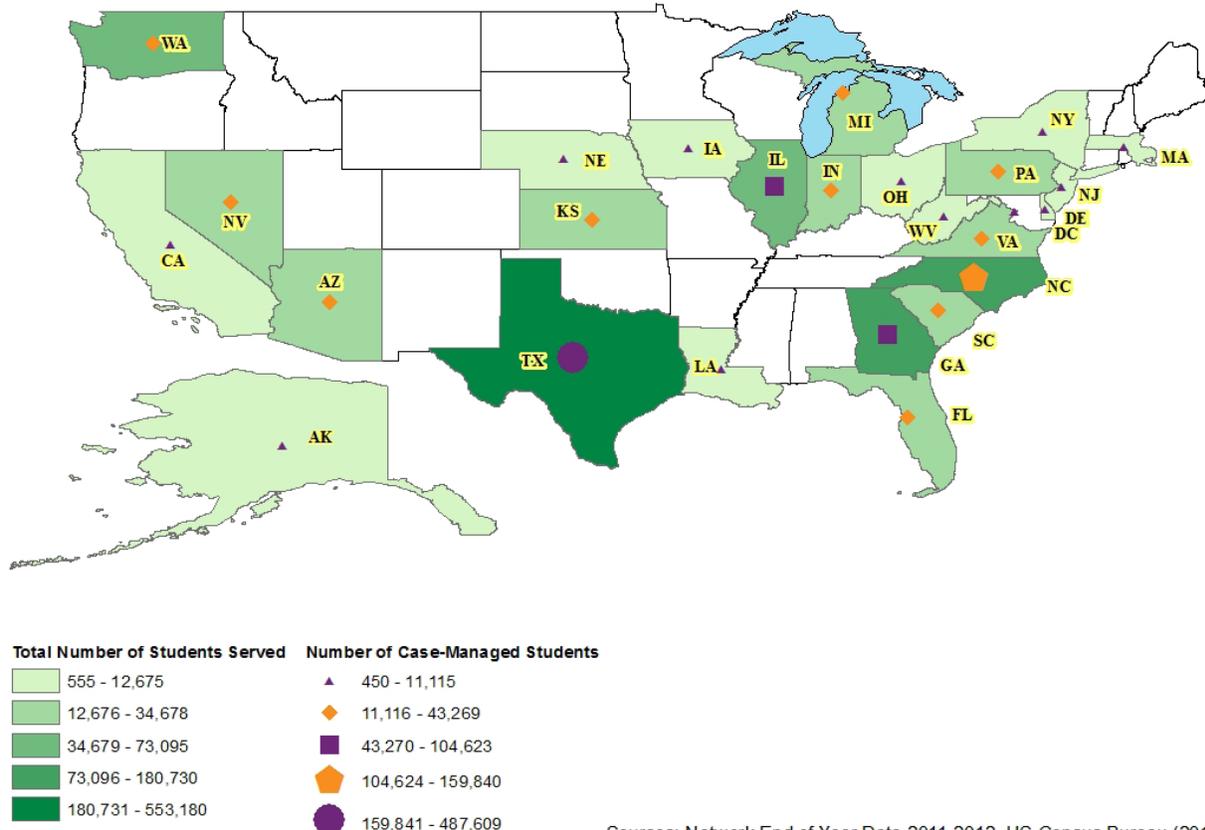
The majority of affiliate funding was from public sources (68%), the rest coming in from private sources (32%).

These resources were focused on the highest need schools, with 89% representing Title I eligible schools. CIS site coordinators worked with 1.245 million students (over one million students received Level 1 services and 136,000 students received Level 2 services) in 2011 – 2012, a decrease of 2% from the previous year (Figure 2). The CIS national office projects that during the 2012-2013 school year, affiliates across the country will provide services to 1.219 million students. The decrease in students served is a reflection of the economic constraints still experienced by local communities as well as a commitment to focus on more intensive services to fewer students to achieve greater impact.

**Level 1** services are also known as whole-school preventative services that are provided to all students, regardless of their risk for developing serious problems. Examples of Level 1 services include presentations, health fairs, anti-violence campaigns, attendance initiatives, and motivational speakers.

**Level 2** 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, counseling, etc.

**Figure 1.** Number of Communities in Schools Students Served by State (2011-2012).



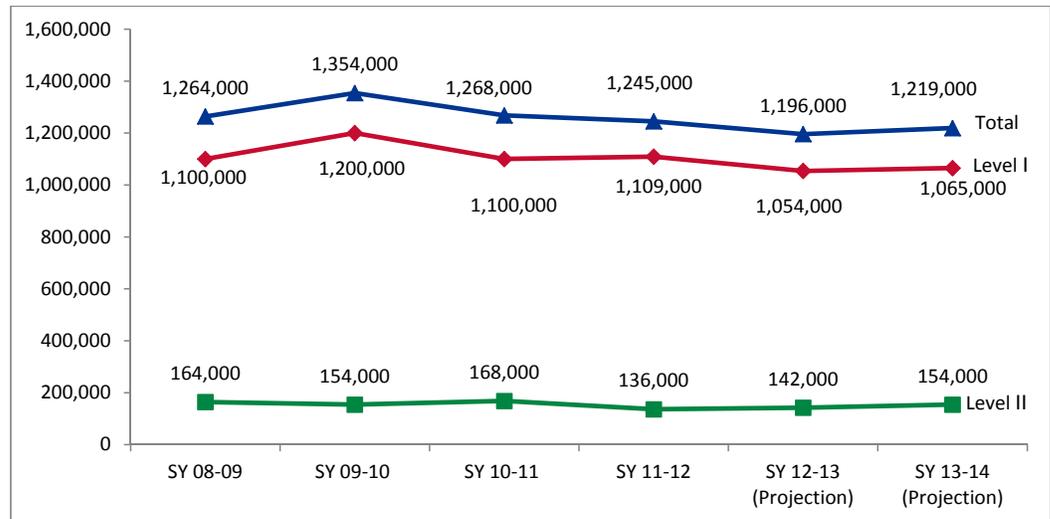
\*Only states with CIS presence are highlighted

Sources: Network End of Year Data 2011-2012, US Census Bureau (2010)  
Created by REI Department, CIS National Office, June 2013

**Figure 2.** Total Number of Students Receiving CIS Level 1 and Level 2 Services from 2008-2009 to 2013-2014.

From 2008-2014, the CIS network will have served 7,546,000 students with whole school, and targeted and sustained services

\*This includes duplicate counts of students from year to year



**Table 1.** Demographic Characteristics of Case-Managed Students, 2011-2012.

Characteristic	Case-Managed Students	
<i>Race/ethnicity</i>		
Black or African American	46,304	36.8%
White	22,306	17.7%
Hispanic or Latino	51,976	41.3%
Asian or Pacific Islander	1,551	1.2%
American Indian or Alaskan Native	1,225	1.0%
Multi-Racial	2,141	1.7%
Other	493	0.4%
<b>Total</b>	<b>125,996<sup>2</sup></b>	<b>100%</b>
<i>Free or Reduced Priced Lunch</i>		
Eligible	91,313	92.3%
Not Eligible	7,569	7.7%
<b>Total</b>	<b>98,882</b>	<b>100%</b>

<sup>2</sup> Race/ethnicity was not reported for 6,105 students.

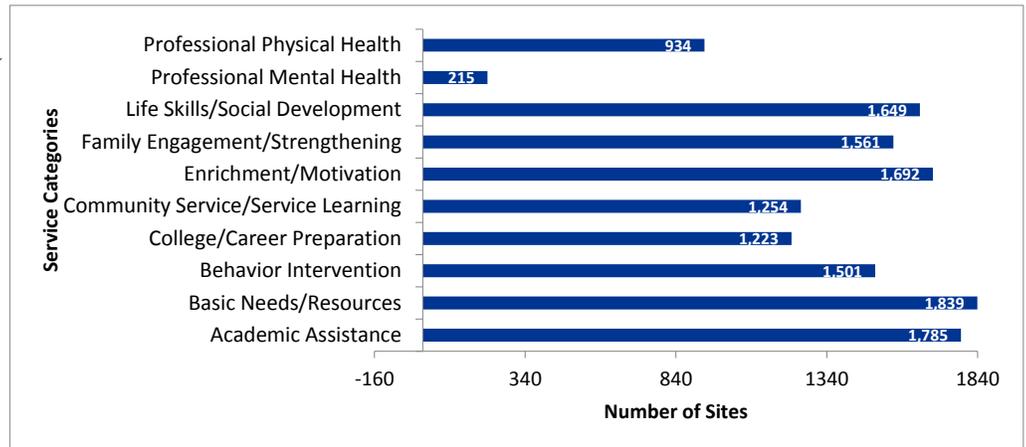
## CIS Case-Managed Students

The majority of case-managed students are Hispanic (41%) and African-American (37%). Nearly all (92%) case-managed students are eligible for free or reduced priced lunch (Table 1). Case-managed students served by the organization during the 2011-2012 school year were also identified as homeless, members of the LGBT community, English language learners, and special needs students. In 2011-2012, CIS site coordinators were able to make contact with over 300,000 parents, providing 43% with targeted services such as financial literacy workshops, parenting skill classes, etc.

# Support Services

In 2011-2012, CIS site coordinators brokered and/or delivered a diverse combination of services and supports to address student needs. The majority of sites, over 1,600, provided services to address students' basic needs (food, shelter, clothing), academic learning (tutoring, academic credit recovery), and enrichment and motivation needs (field trip, guest speakers, after-school and summer experiences) (Figure 3).

**Figure 3.** CIS Services Brokered and/or Provided to Sites, 2011-2012.

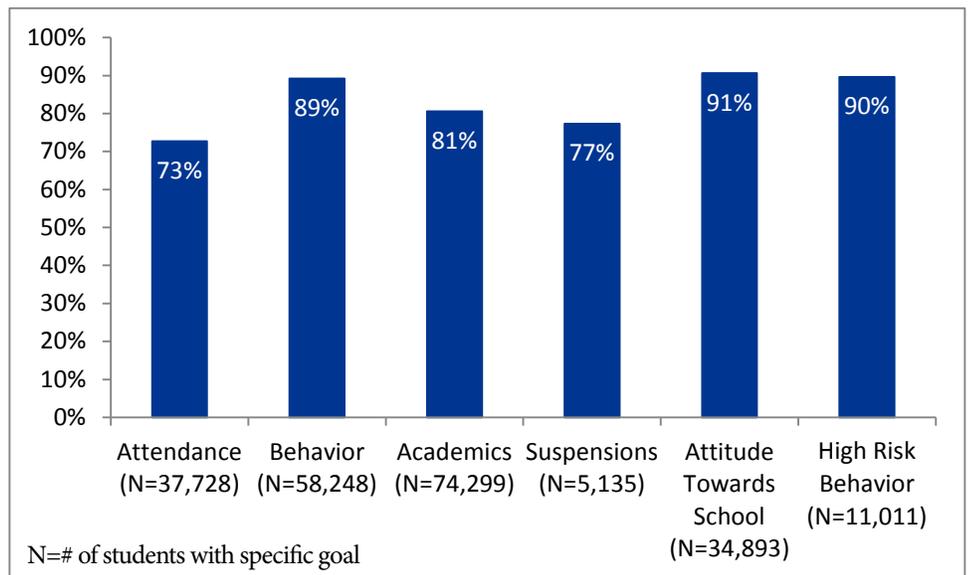


# Benefits to Students

Site coordinators work with students receiving case-managed services to set goals in areas in which they are committed to improve. In 2011-2012, 90% of students met goals surrounding their attitudes towards school, school behavior, and high-risk behaviors (Figure 4).

Additionally, 94%, or 97,391 students in grades kindergarten through 11 were promoted to the next grade level. Fewer than 5%, or 5,266 were retained in the same grade. Almost all case-managed seniors for whom data were available graduated from high-school (93%, or 9,855). Of those graduates, 69%, or 4,167 went on to post-secondary schooling and nearly 30%, or 1,737, entered the workforce.

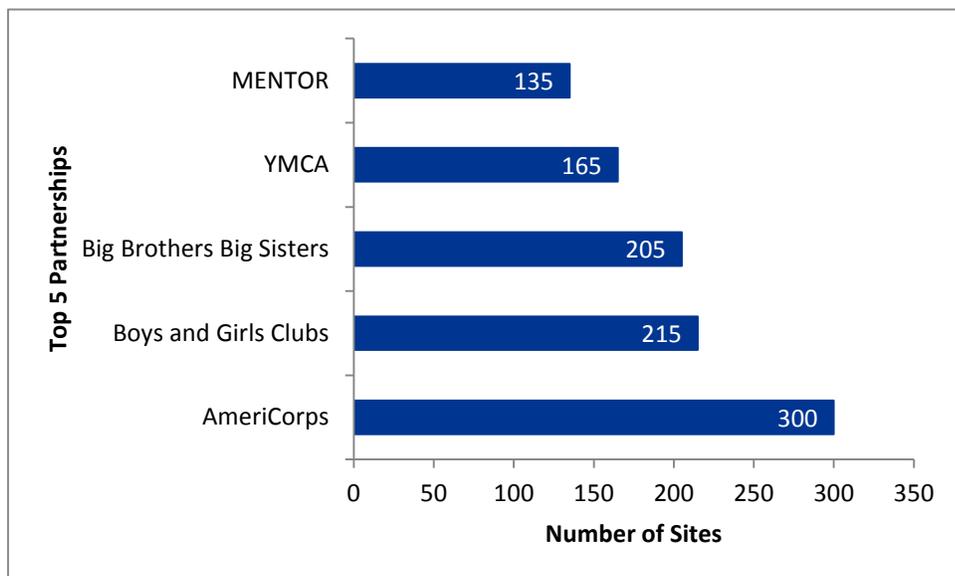
**Figure 4.** Percentage of Case-Managed Students who Met Assigned Goals, 2011-2012.



# Community Partners

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. Across the network, CIS collaborated with 15,700 community partners (2,100 of which were new to the network), and engaged 2,700 board members. The top five most reported community partnerships established at CIS sites in 2011-2012 were with AmeriCorps, Boys & Girls Clubs of America, Big Brothers Big Sisters, YMCA, and MENTOR (Figure 5). Affiliates also partnered with 68,899 volunteers, including board members, who provided nearly 2 million hours of service across all sites, an estimated value of \$44,245,993.<sup>5</sup>

Figure 5. Top 5 Partnerships Across Sites, 2011-2012.



<sup>5</sup> 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.

## Conclusion

With the support of staff members and community partners, CIS has been able to enter and serve the most vulnerable schools and work with the highest risk students across the country for over 30 years. The data reported in this brief demonstrates that CIS' model of integrated student supports continues to be instrumental in helping students to not only stay in school, but to graduate and achieve in life. As the

organization works to expand its reach, it will continue to provide assistance in the form of concentrated services to the most economically disadvantaged families in the United States.

For additional information on the work of the CIS network and national office, please refer to the upcoming 2011-2012 Annual Report (<http://www.communitiesinschools.org/about/publications/>).

Results from a recent third party economic impact study conducted by EMSI revealed that in addition to benefiting schools and students, the CIS model of integrated student supports contributes positively to the economy. The study showed that for every \$1 invested in CIS, \$11.60 of economic benefit is generated for society.

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