

Communities In Schools (CIS)

<p>TEA Strategic Priority:</p>	<p>#3—Connect High School to Career and College</p>
<p>Statutorily allowable use of funds:</p>	<p><b>Title I, Part A: Improving Basic Programs—<i>Schoolwide Programs</i>:</b> Supplemental programs or activities that strengthen a school's academic program, targeting specific, identified needs and providing students, particularly those failing, or at risk of failing to meet standards, opportunities to meet State academic standards; programs that increase learning time and provide enriched / accelerated curriculum, including counseling, school-based mental health programs, specialized instructional support services, mentoring services, other strategies to improve students' skills outside the academic subject areas; schoolwide tiered models to prevent and address problem behavior; early intervening services, coordinated IDEA; activities and programs increasing parental and family engagement in students' academic achievement.</p> <p><b>Title I, Part A: Improving Basic Programs—<i>Targeted Assistance</i>:</b> Supplemental programs or activities that strengthen a school's academic program, targeting specific, identified needs and providing students, particularly those failing, or at risk of failing to meet standards, opportunities to meet State academic standards; Methods/strategies to strengthen a school's academic program through expanded learning time, before and after school and summer programs/opportunities; schoolwide tiered behavior models; early intervening services coordinated with IDEA services; strategies to increase parental involvement.</p> <p><b>Title I, Part D:</b> Coordination of health and social services for such individuals, if likely that providing the services, including day care, drug and alcohol counseling, and mental health services, will improve the likelihood that students will complete their education; special programs to meet the unique academic needs of participating children and youth, including career—tech, special education, career counseling, curriculum-based youth entrepreneurship education, and assistance in securing postsecondary financial aid.</p> <p><b>Title IV, Part A:</b> School-based mental health services, including early identification of mental health symptoms, drug use, and violence, and proper referrals to direct individual or group counseling services, which may be given by school-based mental health services providers; and school-based mental health services partnership</p>

**Project Summary**

Communities In Schools (CIS) programs support the goal of connecting high school to career and college by supporting students most at-risk of dropping out. CIS is a collection of affiliated non-profit corporations that places full-time staff within each school to deliver a wide range of services to students in pre-kindergarten through twelfth grade. Campus-based programming can include crisis intervention, individual counseling, support groups, life skills, tutoring, mentoring, parent engagement, and enrichment activities – all targeted to meet the individual needs of students so they can fully engage in learning and be academically successful. CIS programs also offer opportunities including connecting students to mentors in business, doing community projects, or receiving job training. Programming varies across local CIS programs.

CIS begins work on a campus by performing a needs assessment to decide how best to help the school in supporting the student population. Tier I, or schoolwide services, are given to address the needs of the full campus population while Tier II and Tier III services offer group and individual services targeted to individual student needs. CIS engages the community and other service providers to support the work on a campus. A student is eligible for Tier II and/or Tier III services if he or

she meets the state definition for being at risk in Texas Education Code (TEC) §29.081, is eligible for free and reduced priced lunch, or is in family conflict or crisis.

**LEA Financial Commitment (estimated start-up and annual costs)\***

**Start-Up Costs**

Expense	Estimate	Expense	Estimate
Personnel salaries, wages, benefits	\$0	Consulting services	\$0
General supplies and materials	\$0	Miscellaneous operating expenses	\$0
Equipment	\$0		

**Annual, Ongoing Costs**

Expense	Estimate	Expense	Estimate
Personnel salaries, wages, benefits	\$0	Consulting services	\$50,000–80,000
General supplies and materials	\$0	Miscellaneous operating expenses	\$0
Equipment	\$0		

\* When possible, TEA staff has estimated costs by major expenditure categories used in the ESSA Consolidated Application and the Expenditure Reporting (ER) System. Costs, such as locally-determined salaries, benefits, and wages, could not be estimated.

**Project Description**

The stated mission of Communities In Schools (CIS) is to surround students with a community of support, empowering them to stay in school and achieve in life. CIS partners with educators, students, and parents to identify needs of students who are at-risk of dropping out of school. Once needs are found, CIS customizes supports for students and families and offers schoolwide and case management services, engaging the community as part of the process.

**Goals and Student Achievement Objectives**

Schoolwide goals and student achievement objectives vary per campus based on the needs assessment. Each CIS program in Texas must operate under a set of TEA-established goals and objectives, as noted below.

**Statewide Goal 1:** Increase Student Achievement. CIS will address this goal through the following objectives and measures:

**Objective 1.1–Student Improvement:** By offering services, CIS will help case-managed students (CMS) improve in academics, attendance, and behavior.

- **Measure 1.1A:** 85% of CMS targeted with a barrier to success in academics will show improvement in academics.
- **Measure 1.1B:** 70% of CMS targeted with a barrier to success in attendance will show improvement in attendance.
- **Measure 1.1C:** 85% of CMS targeted with a barrier to success in behavior will show improvement in behavior.

**Statewide Goal 2:** Reduce the Dropout Rate. CIS will address this goal through the following objectives and measures:

**Objective 2.1–Dropout Rates:** CIS will help to reduce the dropout rate by helping students stay in school.

- **Measure 2.1:** 90% of CMS will stay in school. This applies to 7-12 graders only.

**Objective 2.2–Student Graduation:** CIS will help students eligible to graduate receive a high school diploma or a Texas Certificate of High School Equivalency (TxCHSE).

- **Measure 2.2:** 90% of the CMS eligible to graduate will receive a high school diploma or a TxCHSE.

**Objective 2.3–Student Promotion:** CIS will reduce the retention rate by helping students promote to the next grade level.

- **Measure 2.3:** 85% of CMS will be promoted to the next grade level.

## **Expected Outcomes**

CIS works with students in four different areas: academics, attendance, behavior, and social service needs. In offering services to remove barriers in these areas, CIS expects to:

- Improve academic achievement
- Increase attendance
- Decrease behavior issues
- Reduce achievement gaps
- Reduce the dropout rate

In the 2016-2017 school year, CIS case-managed a total of 87,932 students on 946 campuses in Texas. Of those:

- 98% stayed in school (Grades 7-12)
- 96% were promoted to the next grade (Kindergarten-grade 11)
- 94% of eligible seniors graduated
- 94% targeted for social services met goals
- 89% targeted for academics, improved
- 75% targeted for attendance, improved
- 91% targeted for behavior, improved

## **How Will Success Be Measured and Data Sources Available**

CIS monitors student level data and tracks education outcomes for case-managed students served through the Communities In Schools Tracking Management System (CISTMS) at TEA. The CIS case management process includes a needs assessment, service plan development, service delivery, monitoring and reassessment, and a final outcome determination. Using student data, stakeholder input, and professional judgement, CIS determines whether the student improved within the area of academics, attendance, behavior, or social service needs.

CIS aligns schoolwide services with schoolwide needs or goals as determined by the annual campus needs assessment. Measures and data sources to measure success are determined by the campus and local CIS program.

## **Training or Support TEA Offers**

TEA offers support to CIS programs through training on policies, procedures, and data integrity and use. Local CIS programs give support to campuses and campus CIS site staff through training, resource coordination, and monitoring.

## **Required Activities or Components**

A campus would be required to enter into an agreement with the local CIS program to give access to students and student data, recommend students for the program, provide office space and equipment to a CIS staff person, create a CIS school

support team and support possible other local programmatic needs. The cost of the program includes the CIS site staff salary and administrative support from the local CIS program. While the CIS site staff works with as many students as possible, it is recommended they work with the students in greatest need.

### **Program Duration, Timeline, Significant Milestones**

Ideally the CIS site staff begins the school year at the same time as the rest of the school staff and remains for the duration of the school year.

### **Staffing Requirements for LEAs**

The LEA would be expected to create a CIS school support team to assist CIS's integration onto the campus. This team will recommend students for CIS support and will meet on a regular basis to ensure effective implementation of the program. Recommended school support team members include an administrator, a counselor, a resource teacher, and the school nurse.

### **Additional General Information, LEA, Charter, or Other Organizations Need**

There are 28 local CIS programs across the state. The LEA would work with the program within closest proximity to the district. It is recommended the LEA reach out to the CIS program within closest proximity to discuss the local program specifics and costs.

### **Resources\***

[CIS - Bay Area](#) [CIS of Baytown](#)  
[CIS of the Big Country](#)  
[CIS of Brazoria County, Inc.](#)  
[CIS of Cameron County](#)  
[CIS of Central Texas](#)  
[CIS of the Coastal Bend](#)  
[CIS of the Dallas Region](#)  
[CIS of Deep East/East Texas](#)  
[CIS of El Paso](#)  
[CIS of Galveston County](#)  
[CIS of the Golden Crescent](#)  
[CIS of Greater Central Texas, Inc.](#)  
[CIS of Greater Tarrant County](#)  
[CIS of the Greater Wichita Falls Area](#)

[CIS of the Heart of Texas](#)  
[CIS of Hidalgo County, Inc.](#)  
[CIS of Houston, Inc.](#)  
[CIS of Laredo, Inc.](#)  
[CIS of Northeast Texas](#)  
[CIS of North Texas](#)  
[CIS of the Permian Basin, Inc.](#)  
[CIS of San Antonio](#)  
[CIS of South Central Texas](#)  
[CIS Southeast Harris County, Inc.](#)  
[CIS Southeast Texas](#)  
[CIS of the South Plains](#)  
[TEA Webpage](#) for the CIS program  
National Communities In Schools organization, [CIS, Inc.](#)

\* TEA is providing the following information or link for reference purposes only, and TEA's provision of the information or link does not in any way constitute an endorsement by TEA.