



COMMUNITY MATTERS *SCALING FOR SUCCESS*



“The future of our country starts with our students.

The history, the evidence and the research tell us what we need to do.

The question is whether we have the will and the resources – to build a system of public education that works for all students.”

Rey Saldaña



MESSAGE FROM THE PRESIDENT AND CEO

The promise of public education is to provide a level playing field for all students.

But today, we are falling short of that promise. Black, Brown, Indigenous students and students living in poverty start out on a very different playing field than their more affluent peers and don't have access to the same opportunities to change it.

The evidence points to one promising solution – integrated student supports (ISS) can level the playing field so students can overcome the obstacles they face and achieve success in school and in life. That evidence is not anecdotal, it's grounded in data and research. For more than 40 years, Communities In Schools®(CIS®) has implemented and measured the difference that ISS makes, as the nation's largest provider of evidence-based student supports.

The key question then, is not what to do. Rather, we must ask ourselves if we will do it. Do we have the will and resources to scale ISS and build the system of public education that works for all students?

This report is CIS' answer to those questions. We plan to do our part to scale ISS in America's Title I schools to level the playing field for students across our country.

A significant, catalytic investment by the Ballmer Group has created an opportunity for CIS to work with a broad coalition from the public and private sectors to expand ISS resources to more of the students and schools across the country who need them most.

It is an extraordinary opportunity to fulfill the promise of public education by doubling our footprint to 6,000 schools by 2032.

We are excited to share both this opportunity and this plan. CIS is only one part of the strong coalition needed to succeed. We will do our part with a commitment to excellence and accountability to the school districts we are asking to join, with a keen sense of responsibility to the funders who have placed their trust in ISS and this plan, and with a clear understanding of what's at stake for students in our public schools in America.

Thank you.

A handwritten signature in black ink that reads "Rey Saldaña".

Rey Saldaña
President and CEO
CIS National



Photo: Communities In Schools of Gulf South student and site coordinator
Cover photo: Communities In Schools of Eastern Pennsylvania site coordinator and student

INTEGRATED STUDENT SUPPORTS: A PROVEN MODEL TO MAKE PUBLIC EDUCATION WORK FOR ALL STUDENTS

It's a simple idea. Surround students with a community of support. Provide them with access to people and resources they need when they need them. That's integrated student supports (ISS) and it's how every student, regardless of race, gender, ability, zip code, or socioeconomic background gets access to what they need to achieve their full potential in school and beyond. Simple and effective.

The evidence has never been more clear.

CIS has more than 40 years of consistent, compelling data that demonstrate the positive impact of ISS at both the school- and student-levels. Our 2021-22 school year results continue to make the case.

CIS Results

Impact at the School Level

3,270 schools and community sites served in 25 states and Washington, D.C.

1.8 Million students reached with needed supports and resources

73% of schools met or made progress toward school-wide attendance goals

61% of schools met or made progress toward school-wide behavior goals

84% of schools met or made progress toward school-wide academic goals

83% of schools met or made progress toward school-wide climate goals

Impact at the Student Level

185,300 students received case-management support

99% of students who received case management remained in school

97% of K-11 students who received case management were promoted to the next grade

95% of CIS seniors graduated or received a GED

88% of students who received case management met or made progress toward at least one of their academic goals

84% of students who received case management met or made progress toward at least one of their behavior goals

73% of students who received case management met or made progress toward at least one of their attendance goals



Scan to learn more about CIS 2021-22 data.

The potential impact has never been greater.

“What if all children in families experiencing low incomes attended schools that provide ISS?”

That question was asked by Child Trends, one of the leading research organizations in the U.S. focused solely on improving the lives of children and youth. Here's what they found:

Higher lifetime incomes

Students from families that experienced low incomes, and who attend ISS schools from elementary through high school, are predicted to have higher lifetime earnings. Estimates range from 12 percent increase among Hispanic males to 25 percent increase among Black males.¹

Better physical and mental health

Self-reported mental and physical health at age 30, by people from families with low incomes who attended ISS schools throughout secondary school, were also estimated to be substantially better than for those who did not attend ISS schools.²

The ROI for schools has never been more urgent.

From declining enrollments to the coming need to replace the Elementary and Secondary School Emergency Relief Fund (ESSER Fund), the pressure on districts to deliver a return on investment (ROI) has never been greater or more urgent. An investment in ISS can help administrators build and sustain impact within a culture of accountability and excellence.

Cost-effective improvement in educational outcomes

A base of emerging evidence supports the efficacy and cost-effectiveness of ISS in improving educational outcomes.³

Preliminary studies find positive ROIs, ranging from more than \$4 saved for every \$1 invested to almost \$15 saved for every \$1 invested.⁴

Increasing recognition of ISS as essential to school success

More educators recognize the importance of dedicated resources to meet the needs of the whole child, and are integrating those resources into school budgets. For example, CIS has seen an increase in public funding from 41% in 2016-17 to 67% over the past four years.

National guidelines help ensure ROI for all stakeholders

A national working group developed guidelines for ISS to provide “quality benchmarks to ensure that public investments are more likely to benefit students, teachers, families, and taxpayers.”⁵

¹ ISS in schools may boost lifetime incomes for students in families with low incomes, Child Trends, December 15, 2022

² ibid

³ ISS, A Summary of the Evidence Base for Policy Makers, Child Trends White Paper, Kristin Anderson Moore, Carol Emig, February 2014

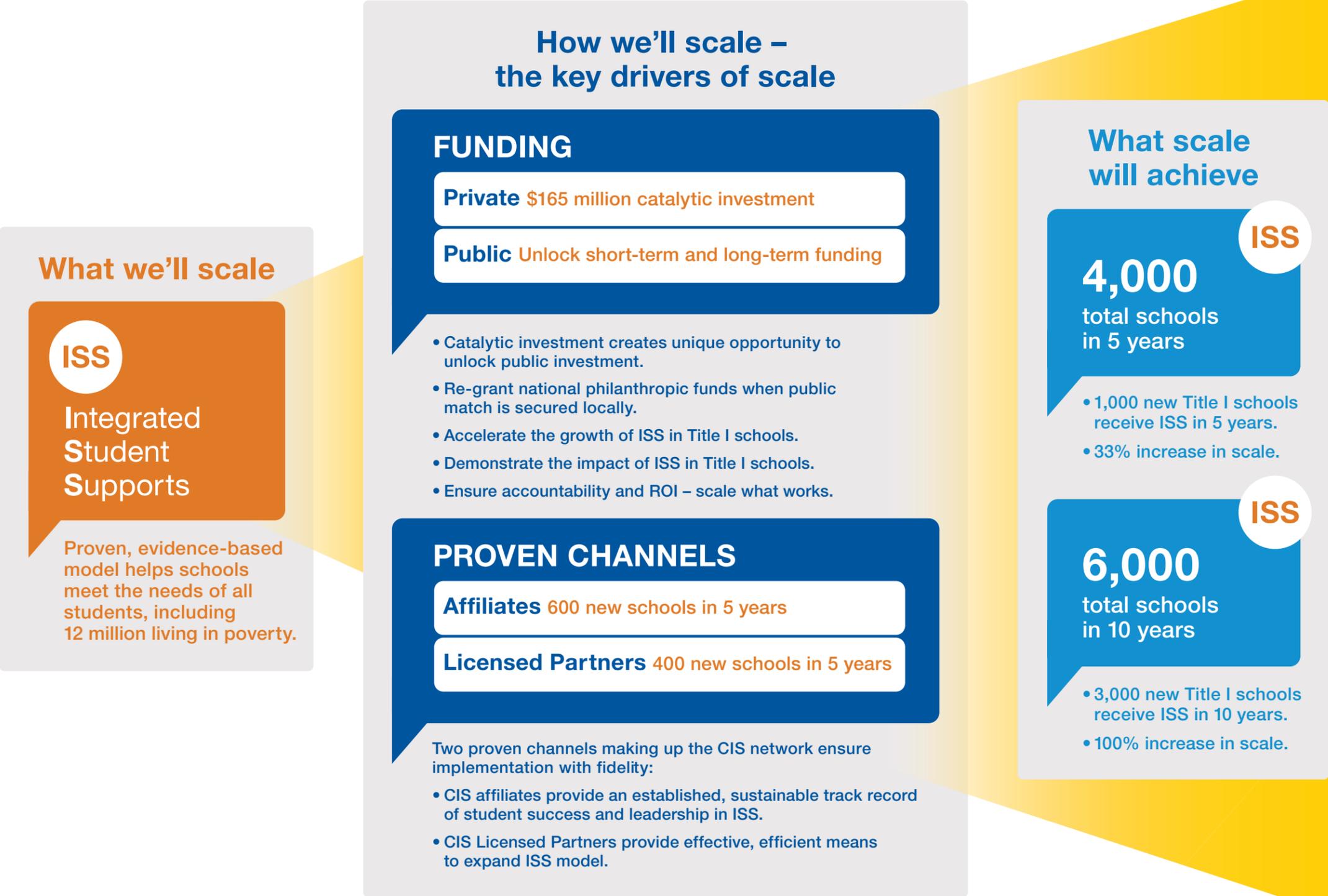
⁴ ISS, A Summary of the Evidence Base for Policy Makers, Child Trends White Paper, Kristin Anderson Moore, Carol Emig, February 2014

⁵ National Guidelines for Integrated Student Supports, Mary E. Walsh Center for Thriving Children, Boston College, Lynch School of Education and Human Development

A PLAN TO SCALE ISS IN AMERICA'S TITLE I SCHOOLS

In recent planning, CIS set a “North Star” goal that all Title I eligible public schools incorporate ISS to meet the educational and whole child development needs of students. Title I schools largely serve students of color and those living in poverty. These schools are often under-resourced. Work toward this goal began with seed funding of \$10 million from The Studio @ Blue Meridian in 2022 to scale CIS licensed partnerships to reach districts and schools where CIS did not have a presence. A Learning Cohort of six districts launched with plans to reach 120 schools over the next four years.

Building off this vision and initial investment, in February 2023, that North Star got even closer. That’s when the Ballmer Group chose to make the single largest investment ever in the work of CIS – \$165 million specifically focused on scaling ISS. CIS National has established a Scaling for Success Fund to re-grant this investment to local CIS affiliates and Licensed Partners to bring ISS to 1,000 new Title I schools over the next five years, allowing the CIS network to double its reach to 6,000 schools in 10 years.



SCALING ISS THROUGH LICENSED PARTNERS

Licensed Partners play an essential role in scaling ISS, expanding reach, increasing efficiency, and ensuring the CIS model is implemented with fidelity. Licensed Partners are non-CIS affiliate organizations that implement the CIS model, align with CIS business and student support standards, and receive certification from CIS National. CIS National received an initial investment of \$10 million from The Studio @ Blue Meridian to support scaling Licensed

Partners. This funding has allowed CIS National to partner with six school districts starting this 2023-24 school year as part of a Learning Cohort to take a systems-changing approach to delivering ISS. Each district receives a \$1 million flexible grant, training, technical assistance, and coaching that provide the capacity to scale the CIS evidence-based model of ISS to at least 20 schools over the next four years.

What is a CIS Licensed Partner?

A Licensed Partner is an educational organization (school district, department of education or nonprofit) that has decided to implement the CIS model in support of students in schools. All Licensed Partners implement the CIS model and align with student support standards. CIS engages in licensed partnerships only in states and communities not presently served by a CIS affiliate.

Pasadena Unified School District in California and Growing Together in Tulsa, Oklahoma will both become new Licensed Partners for the 2023-24 school year with investments from the Scaling for Success Fund. In total, they will implement the CIS evidence-based model of ISS in 19 schools.

Insights from School District Superintendents:

Newark, NJ

“Our partnership with Communities In Schools will galvanize all community and school systems that support our students’ physical, mental, and social-emotional well-being. Together our efforts will enable students to be engaged and successful in school.”

– Roger León, Superintendent

Jackson, MS

“The CIS cohort and model will be extremely beneficial to Jackson Public School District. It will allow us to identify and implement the supports our scholars need to be successful in school and life. Our district can benefit from this support by addressing the inequities that were exacerbated by the pandemic. We will be better able to provide guidance and equip additional staff with the resources they need to address the various needs of our scholars.”

– Dr. Errick L. Greene, Superintendent

Madison, WI

“Madison Metropolitan School District (MMSD) welcomes the CIS model and Learning Cohort opportunity because we want to expand ISS, improve attendance rates, community collaboration, and ultimately increase student achievement and graduation rates. MMSD needs a comprehensive, evidence-based program that will optimize our staff’s capacity to enhance student engagement and outcomes. The tools CIS provides offer a more streamlined, efficient, and informative data collection system, which will inform future strategic interventions and services.”

– Dr. Lisa Kvistad, Superintendent

Little Rock, AR

“At Little Rock School District we work to serve the whole student, family, and community. The impact of CIS working in our district will help build power for both our students and families.”

– Dr. Jermall Wright, Superintendent

Montgomery, AL

“The CIS model and Learning Cohort partnership will have a tremendous impact on our district. It will provide a first-time opportunity for our district to have dedicated staff at both the school and district levels focused on streamlining and coordinating our efforts around student needs from a whole-child perspective. This is a perfect and critical time for our district as we strengthen our focus on the Multi-tiered System of Supports (MTSS).”

– Dr. Melvin J. Brown, Superintendent

BUILDING A PATHWAY TO SUCCESS THROUGH LOCAL AFFILIATES

Accelerating Growth in Rural Appalachia

For 10 years, CIS of Appalachian Highlands (CISAH) has been addressing inequities and improving school capacity to meet the needs of all students in Southwest Virginia and Northeast Tennessee. The Scaling for Success Fund will enable CISAH to deliver the largest affiliate expansion of the first cohort – reaching over 8,700 new students across 22 campuses. We are proud that the 2023-25 Bright Start Northeast Tennessee strategic plan lists “Communities In Schools of Appalachian Highlands Building Community Schools” as its top strategic priority. CISAH is leveraging the matching requirement to connect public funds to the work and partner with local coalitions, school districts and statewide networks to accelerate early learning outcomes and close achievement gaps for rural students.



A Braided Approach to Sustainability

After considering local community plans and district leadership priorities, CIS of Southeast Harris and Brazoria Counties developed a Scaling for Success plan to expand CIS services to 10 new Title I campuses across three districts in TX. The plan included a sustainable funding model supported by several public and private agencies with a common goal of addressing student achievement. CIS was able to match dollars from the Texas Education Agency, Texas State Office of the Governor Juvenile Justice grants, Office of the Governor Truancy Prevention grants, United Way, Emergency Shelter and Food funding from multiple counties, private foundations, and school district education foundation grants.



Recovery and Resilience

On May 24, 2022, nineteen children and two adults were killed in a shooting at Robb Elementary School in Uvalde, TX. As part of the response to the tragedy, CIS of San Antonio, in partnership with the Uvalde Consolidated Independent School District (CISD), deployed mental health professionals, focusing on trauma-informed care. The Scaling for Success Fund is now enabling CIS to expand with Uvalde CISD and bring services into four new campuses. Expanding to new communities often presents challenges, especially during times of extraordinary community trauma and need. CIS of San Antonio’s collaborative, community-based approach, including building strong, local relationships in schools and beyond and helping secure matching public funding, offers a strong example of why and how CIS and our partners achieve success.



Strengthening Long-Term Impact

CIS of Central Ohio has grown substantially over the past six years, expanding from nine school partnerships in one community to 46 schools across six cities. Our larger footprint is reflected in our new name: CIS of Ohio. We believe this investment will allow us to more effectively engage district partners to bring CIS into additional Title I schools and show the long-term benefit and impact of partnering with CIS. In addition to adding more schools across the state, we have also been committed to building and strengthening our infrastructure to support our growing site coordinator team and maintain strong fidelity to the CIS model.



SCALING FOR SUCCESS FUND: COHORT 1 SUMMARY

In March 2023, CIS National released a request for proposals from the CIS affiliate network to engage in the first of three cohorts in the Scaling for Success Fund. Over the next five years, affiliates in partnership with school districts will expand the CIS model of ISS to an estimated 600 new Title I eligible schools, with an opportunity to also deepen CIS work in existing schools. Combining philanthropic investment with a majority of public funds to cover the all-in cost over a three-year period, CIS seeks to demonstrate it is possible to achieve sustainable scale and impact with an evidence-based system of ISS supported by public/private partnerships. Within this innovative, re-granting structure, 36 CIS organizations were selected. After a diligent review process, CIS National announced the first cohort of grantees to receive this investment and begin their new work in the 2023-2024 school year.

CIS Organization Name	New Expansion Schools	Existing Deepening Schools	Anticipated Students Served	3-yr Scaling Investment	3-yr Expected Match Investment
CIS of Appalachian Highlands	22	1	8472	\$2,857,635	\$2,934,863
CIS of Atlanta	10		3000	\$2,441,890	\$2,430,484
CIS of the Bay Area	1		600	\$162,986	\$157,345
CIS of Cape Fear	4	3	3818	\$850,630	\$837,489
CIS of Catoosa	1		490	\$123,424	\$137,384
CIS of Central Texas	9		5000	\$1,755,363	\$1,756,864
CIS of Charlotte-Mecklenburg, Inc.	2		1123	\$233,128	\$225,957
CIS of Chesterfield	2	2	7695	\$899,348	\$893,454
CIS of Chicago	5		3300	\$1,138,745	\$1,135,000
CIS of the Coastal Bend	8		4377	\$807,558	\$586,800
CIS of East Texas, Inc.	6		3224	\$1,251,624	\$1,245,640
CIS of Eastern Pennsylvania	6	3	6895	\$997,532	\$991,754
CIS of Galveston County, Inc.	4	5	4191	\$874,830	\$869,738
CIS of Georgia	13	1	12694	\$1,693,405	\$1,861,387
CIS of Greater Tarrant County	9	3	7325	\$1,447,914	\$1,440,548
CIS of Hampton Roads	3		2703	\$304,650	\$298,980
CIS of High Point	1		405	\$111,150	\$105,620
CIS of Houston	1		1133	\$163,432	\$157,732
CIS of Indiana	8	1	5580	\$1,189,622	\$1,665,045
CIS of Lake County	4	1	2983	\$676,185	\$675,000
CIS of Memphis	10		4500	\$1,764,840	\$1,759,137
CIS of North Texas	2	1	2017	\$702,646	\$699,488
CIS of Northeast Texas	2	2	1725	\$411,399	\$405,700
CIS of Northern Virginia	7		10831	\$1,204,464	\$1,198,757
CIS of Northwest Michigan	2	1	1070	\$375,131	\$369,429
CIS of Ohio	20		7500	\$3,108,969	\$3,377,000
CIS of Palm Beach County, Inc.	2		3360	\$221,400	\$252,753
CIS Pennsylvania	4	1	4534	\$659,475	\$653,775
CIS of Permian Basin	7	2	11970	\$1,190,684	\$1,185,000
CIS of San Antonio	14	2	10242	\$2,282,608	\$2,385,395
CIS of South Carolina	3	1	3963	\$663,445	\$595,000
CIS of South Central Texas	2		948	\$270,242	\$264,820
CIS of SE Harris and Brazoria Counties	10		5512	\$1,486,517	\$1,457,500
CIS of Southeast Texas	1	1	3220	\$239,109	\$583,541
CIS of Tennessee	6		2312	\$911,901	\$1,113,000
VOA of North Louisiana	2	1	1307	\$429,088	\$431,817
Total	213	32	160019	\$36,255,947	\$37,139,196



LOOKING AHEAD

As the 2023-2024 school year progresses, we will share more highlights from the Scaling for Success investments as we work with local school districts, communities, and partners to achieve the “North Star” goal that all Title I eligible public schools incorporate ISS as a solution to meet the educational and developmental needs of all students.

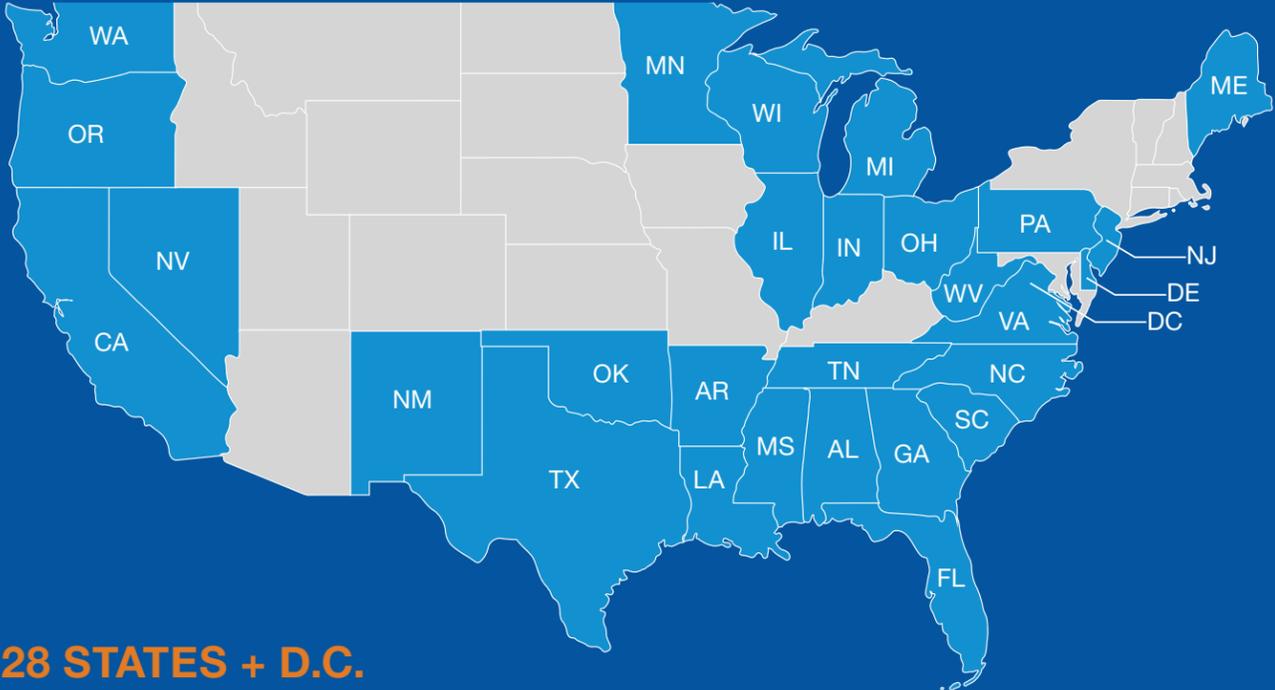
In February 2024, CIS National will release the Scaling for Success RFP to identify the second cohort of schools. Interested districts should contact their local CIS affiliate to begin planning for this opportunity.



If there is no local CIS affiliate in your district or surrounding community, please contact us to learn more about how you can access the Scaling for Success Fund by becoming a Licensed Partner.



Help us complete the map!



28 STATES + D.C.
geographic locations of CIS affiliates and Licensed Partners





[CommunitiesInSchools.org](https://www.CommunitiesInSchools.org)

#AllinforKids

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