

Data Brief

Changing the Picture for North Carolina's Youth

Focusing on a Community of Supports

Communities In Schools of North Carolina (CISNC) was established in 1989. The organization's mission is to surround students with a community of support, empowering them to stay in school and achieve in life. This mission is accomplished by collaborating with local CIS affiliates that work to remove barriers to school success.

Within each school, CIS site coordinators work together with school administrators to identify school-wide needs such as violence prevention, combating truancy, increasing graduation rates and identifying students in greatest need of targeted services. Site coordinators determine goals to be accomplished through the deliverance of whole-school (Level 1) and targeted (Level 2) services.

Students selected to receive Level 2 services work directly with their site coordinator to develop a plan specifically tailored to meet their needs. The site coordinator also connects the student to community resources, thereby providing an holistic approach that gives the student the necessary tools to succeed in school.

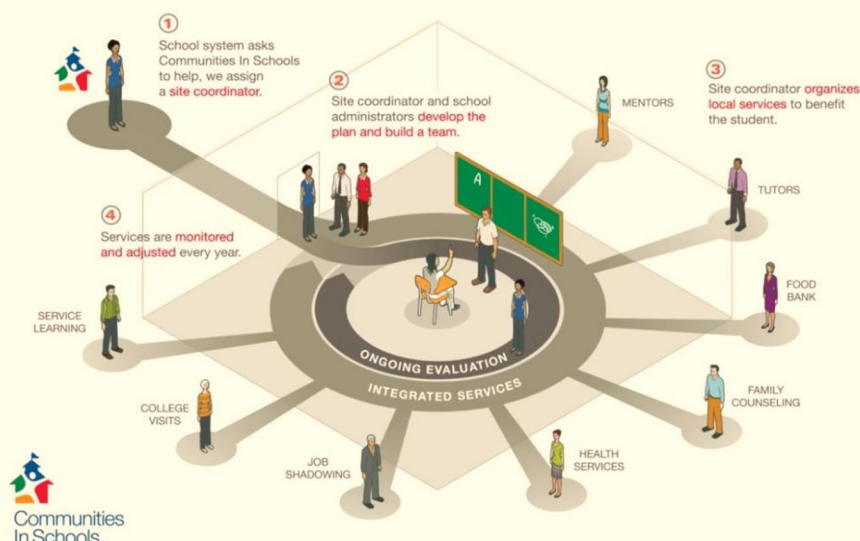
The Communities In Schools (CIS) works inside school systems and develops community partnerships that provide

resources to remove barriers to learning. This is a proven model—according to a 5 year national evaluation that used randomized controlled trials to determine the impact of Level 2 services on outcomes—that has demonstrated positive effects on both decreasing dropout rates and increasing graduation rates with a high degree of fidelity. Some findings from the national study include:

Providing high-risk students with Level 2 services contributes to keeping them in school and to improved academic performance (course completion and state testing).

- CIS methods are proven to lower dropout rates and increase on-time graduation rates.
- Effective implementation of the CIS model by a trained school-based site coordinator is strongly correlated with positive school-level outcomes, compared to uncoordinated provision of services alone.
- Positive effects on student- and school-level dropout rates, graduation rates, attendance and academic performance hold up across states, settings (urban, suburban, and rural), grade levels, and ethnicities.

Creating a Community of Support



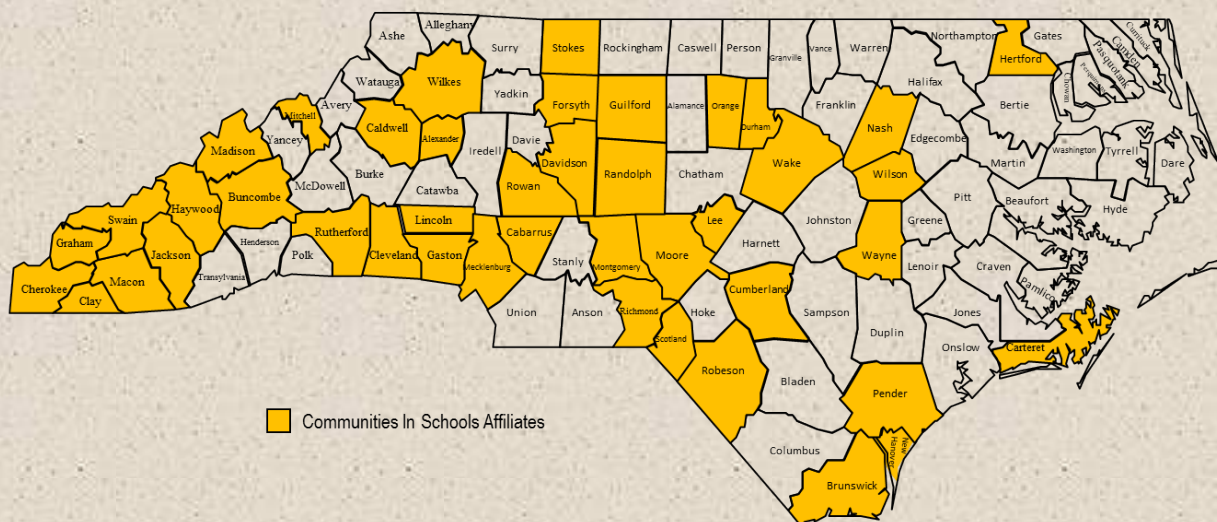
Our evidence-based model, adapted to meet each community's unique needs, is the basis for our success. Through a school-based coordinator, Communities In Schools strategically aligns and delivers needed resources so that students can focus on learning.

Enlarging the Picture

In 2012-2013, CISNC had 37 local affiliates operating in 441 sites across 44 counties in North Carolina. CISNC affiliates had 570 staff—270 were trained site coordinators working directly with students—who implemented the CIS

model. In addition to these staff, there were **10,638 volunteers** who provided over **194,000 hours of service and support** to North Carolina's students during the 2012-2013 school year.

Communities In Schools of North Carolina: Area of Operations 2012-2013

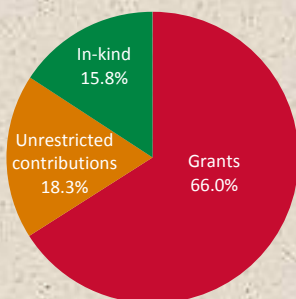


CISNC affiliates provided Level 1 services to **196,558** students and Level 2 services to **19,139** students during the 2012-2013 academic year. This work was funded by more than \$25,000,000 in affiliate revenues—two-thirds (66 percent) came from grants, 18 percent from unrestricted contributions, and 16 percent from in-kind donations. Over half (54 percent) of this funding came from private sources, and the remainder (46 percent) from public sources.

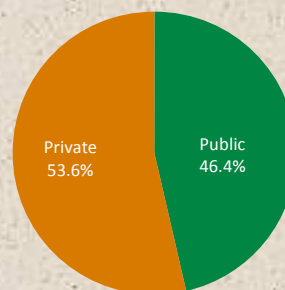
Level 1 services, or whole-school preventative services, are available to all students regardless of their risk of developing serious problems. Examples of Level 1 services include health fairs, anti-violence campaigns, attendance initiatives, and motivational speakers.

Level 2 services are targeted toward students who have or are at-risk of developing serious problems. They include sustained interventions tailored for specific student needs and delivered over an extended period of time. These services might include one-on-one academic tutoring, linkages to medical resources, or counseling.

Affiliate funding distribution: 2012-2013



Affiliate funding source: 2012-2013

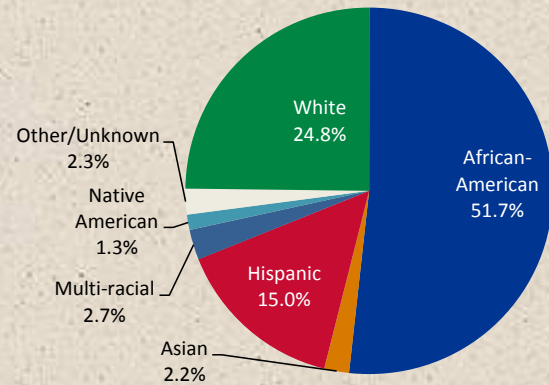


Who We Serve

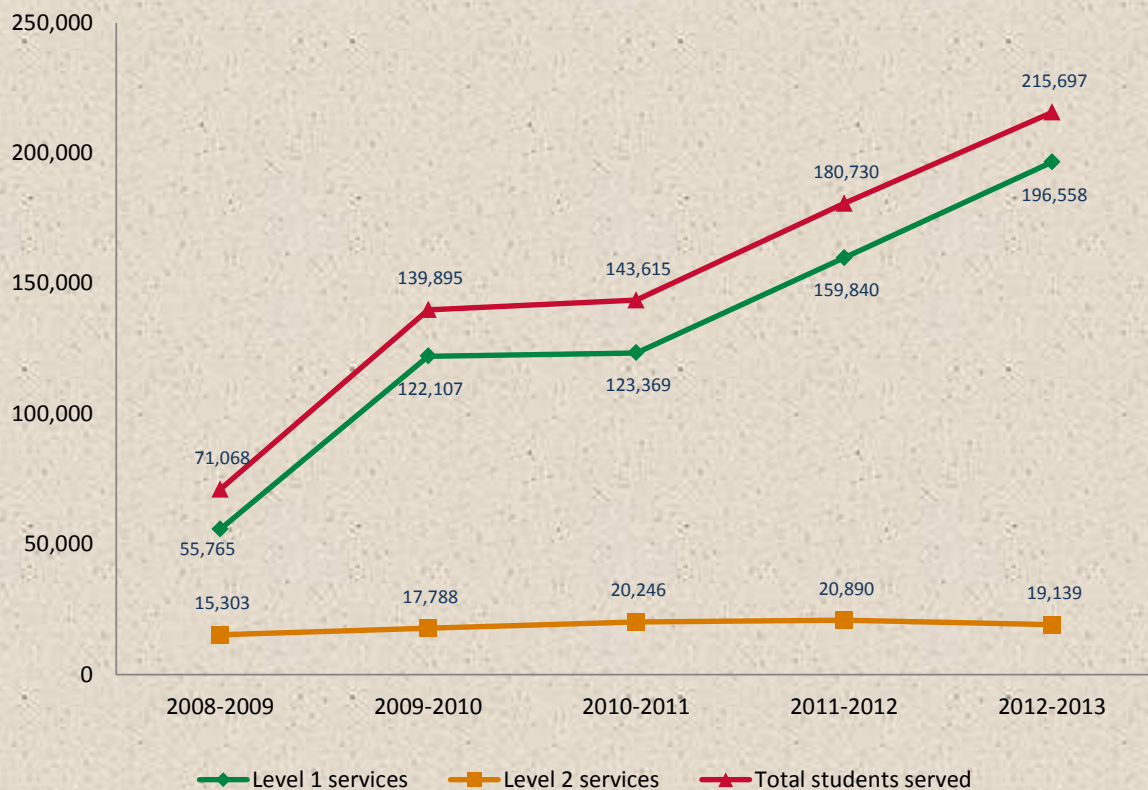
Local affiliates reached the most economically disadvantaged families—**94 percent of the students receiving Level 2 services were eligible for free or reduced price lunch**. Regarding ethnicity, just over half of the students receiving Level 2 services were African-American (52 percent) and 15 percent were Hispanic. Other special populations served by CIS in North Carolina included English language learners, adjudicated youth, and students with an incarcerated parent.

Since the 2008-2009 School Year, CIS has been focused on increasing the overall number of students served. **During the 2012-2013 School Year 215,697 students were served by CIS.**

CIS students served, by race



Number of students served: 2008-2013

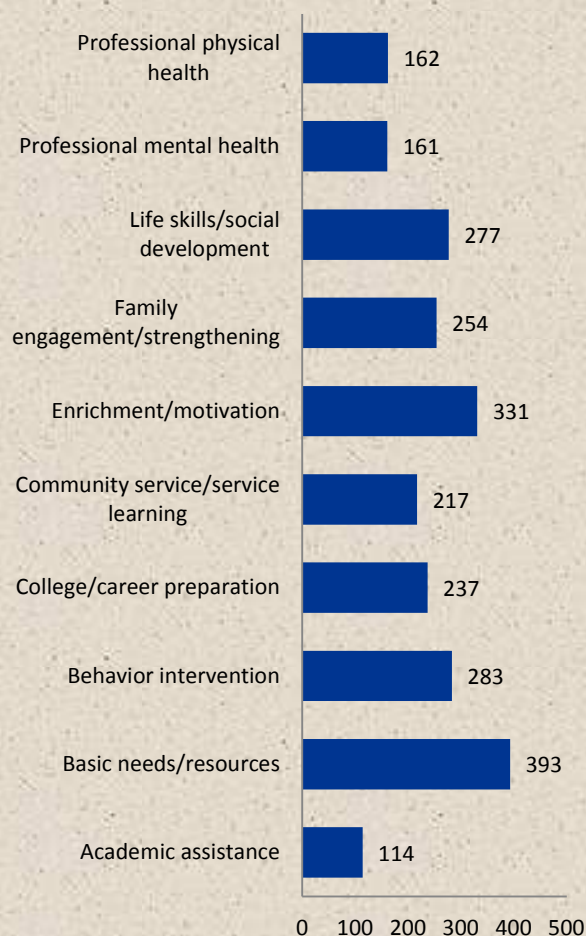


Services Offered by CIS

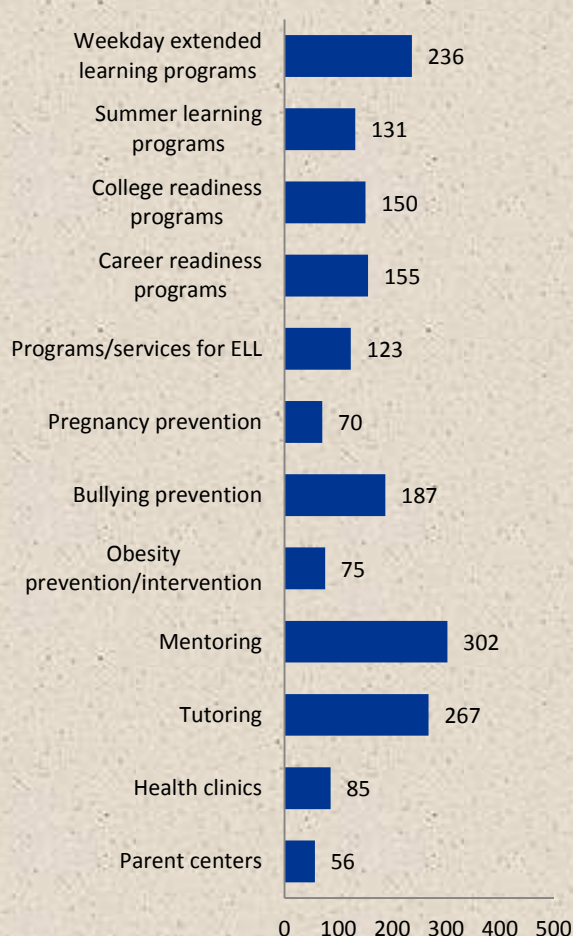
In 2012-2013, CIS site coordinators in North Carolina provided a diverse combination of services and supports to address student needs. These services were provided by the site coordinator and community partners, who are important to the success of CIS Students.

The needs of at-risk students are varied, so additional services are tailored to the specific needs. Examples include mentoring, tutoring, weekday extended learning programs, English language learners, and bullying prevention.

Number of CIS services brokered and provided by sites, by CIS service category: 2012-2013



Number of selected additional services provided by sites: 2012-2013



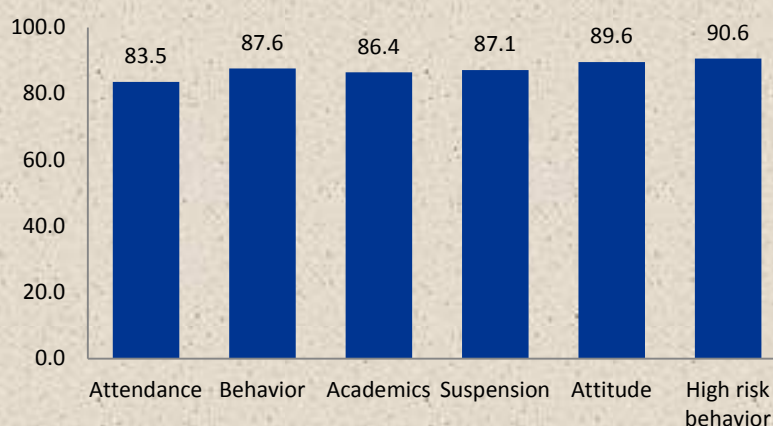
NOTE: ELL stands for English language learners.

Proof it Works

Site coordinators worked with Level 2 students to set goals in areas such as attendance, behavior, academics, suspension, attitude, and high-risk behavior. In 2012-2013, about **90 percent of Level 2 students met their goals for attitude toward school and high-risk behavior**; and **more than 85 percent met their goals for behavior, academics, and suspension**.

At the end of the 2012-2013 school year, **96 percent of Level 2 students in kindergarten through 11th grade were promoted to the next grade level** and only 4 percent were retained in the same grade or dropped out. Similarly, **97 percent of the Level 2 students in 12th grade graduated**, only 1 percent were retained, and 3 percent dropped out. Of those who graduated high school, 55 percent enrolled in a postsecondary education program, 15 percent entered the workforce, and 3 percent joined the military.

Percentage of Level 2 students who met their assigned goals: 2012-2013

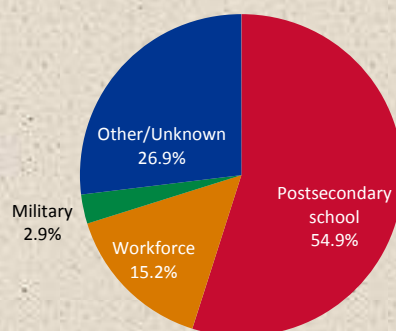


Outcomes for Level 2 students grouped by grade level: 2012-2013

Grade level	N	%
Students in grades K–11		
Promoted	13,921	95.6
Retained	540	3.7
Dropped out	98	0.7
Total¹	14,559	100.0
Students in grade 12		
Graduated	1,172	96.5
Retained	13	1.1
Dropped out	30	2.5
Total²	1,215	100.0

Note: These data do not include students who transferred (N=452) or whose year-end status was Other or Unknown (N=2,328).

Outcomes for Level 2 high school graduates: 2012-2013



NOTE: Outcomes unknown for 50 high school graduates.

Conclusion

CIS builds strong partnerships that surround at-risk students with a robust, reliable community of support. Effective partnerships between staff members, schools, community partners, and volunteers have allowed CIS to serve North Carolina's children who are in greatest need of help and support.

CIS has been successful in helping students to identify high-risk behaviors, to set goals for improvement, and to meet those goals. Evidence includes the high percentage of students who met their goals during 2012-2013 as well as the very high levels of grade promotion and high school graduation rates for those receiving services during their senior year.

For additional information on the work of CISNC, please contact

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Using results from the national evaluation study, Economic Modeling Specialists Inc. (EMSI) calculated the total costs of the organization, including direct investment and opportunity costs of labor and capital. They also calculated the value of the benefits of increased high school graduation rates, subsequent higher earnings of these graduates, and taxpayer savings based on the students' increased academic achievement. Their findings included:

- The average annual rate of return to society was 18 percent.
- The benefit/cost ratio was 11.6, which means that every dollar invested in CIS created \$11.60 of economic benefit for the community.

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North Carolina