

DECEMBER 1, 2023

COMMUNITIES IN SCHOOLS OF NORTH CAROLINA IMPACT REPORT



SUPPORT PROGRAM REPORTING

SECTION 7.28.(a) No later than December 31, 2023, Communities in Schools of North Carolina, Inc., shall report to the Joint Legislative Education Oversight Committee at least the following information from the prior fiscal year:

1. A detailed accounting of how State funds were spent by the program.
2. An accounting of any other funding received from other sources.
3. Any planned expenditures or future uses of received funds not reflected in the accounting required by subdivision (1) of this subsection.
4. The number of students served by the program, including generalized data on the age, grade level, and location of students served.
5. A description of how the program evaluates the effectiveness of the program or student success.
6. Outcomes achieved by the program.
7. Any other information the program deems relevant for the Committee to know.

Each day in North Carolina, thousands of students face challenges and barriers that make it difficult for them to focus on academic achievement, and COVID 19 simply increased those challenges. As a state, we are just beginning to see academic achievement rebound showing that what was lost in buckets during the pandemic is now being gained back in cups. This is possible because support personnel, like Communities In Schools (CIS) Student Support Specialists, are working in schools, walking with students and their families to bridge gaps, overcome trauma and jumpstart opportunities to break free from the cycle of poverty. The strongest turn-around effects are currently seen when students have additional targeted supports. High-quality teaching coupled with the trusting relationships and integrated student supports provided by CIS removes student barriers and builds positive school learning environments, resulting in increased on-time promotion rates and graduation rates leading to next steps into post-secondary education and the workforce.

Drawing on nearly 35 years of history delivering high-impact integrated student supports, building collaborative relationships with schools and parents, and brokering resources, Communities In Schools of North Carolina (CISNC) continues to be positioned to ensure students succeed as demonstrated by the data outlined in this report. Our staff are in schools, enhancing school cultures by working with students one-on-one and in small groups to address the underlying causes of chronic absenteeism, poor behavior and disengagement. This critical work puts students on a path to promotion, graduation and the workforce. By providing supports to students with the most significant barriers to success, CIS staff alleviate stress in classrooms and lessens the load carried by school leadership, allowing teachers to

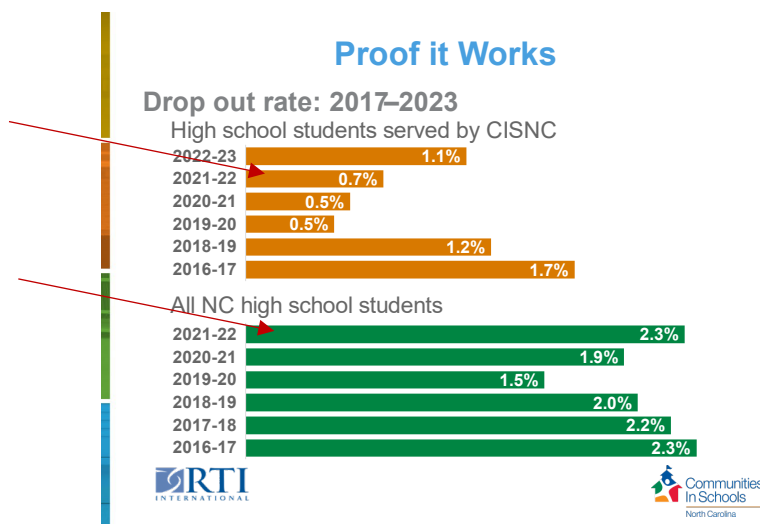
teach and students to engage and thrive in the classroom and in life beyond graduation.

The mission of Communities In Schools of North Carolina (CISNC) is to surround students with a community of support, empowering students to stay in school and achieve in life.

CISNC achieves this mission by supporting the programming and sustainability of a network of 18 independent CIS affiliates and by partnering with rural school districts to ensure students have a pathway to educational and workforce success.

“Even though CISNC works with students most at risk of dropping out, the one year high school drop-out rate is noticeably lower for students receiving CISNC services than for the state as a whole. For example, in 2021-22, 0.7% of students served by CISNC dropped out of high school compared to 2.3% of all NC students. CISNC’s wrap around services benefits our students.”

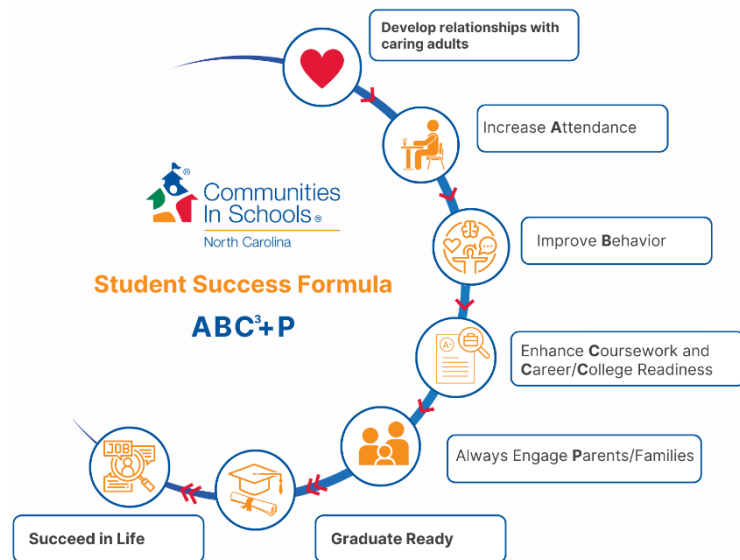
Laura Knapp
Director, Evaluation and the Study of
Educational Equity · RTI International



Program Activities

Communities In Schools of North Carolina (CISNC), a public private partnership that addresses the needs of students placed most at risk of retention or school dropout, provides evidence-based integrated student supports (ISS) to students in schools across the state. ISS provided by CIS are targeted at:

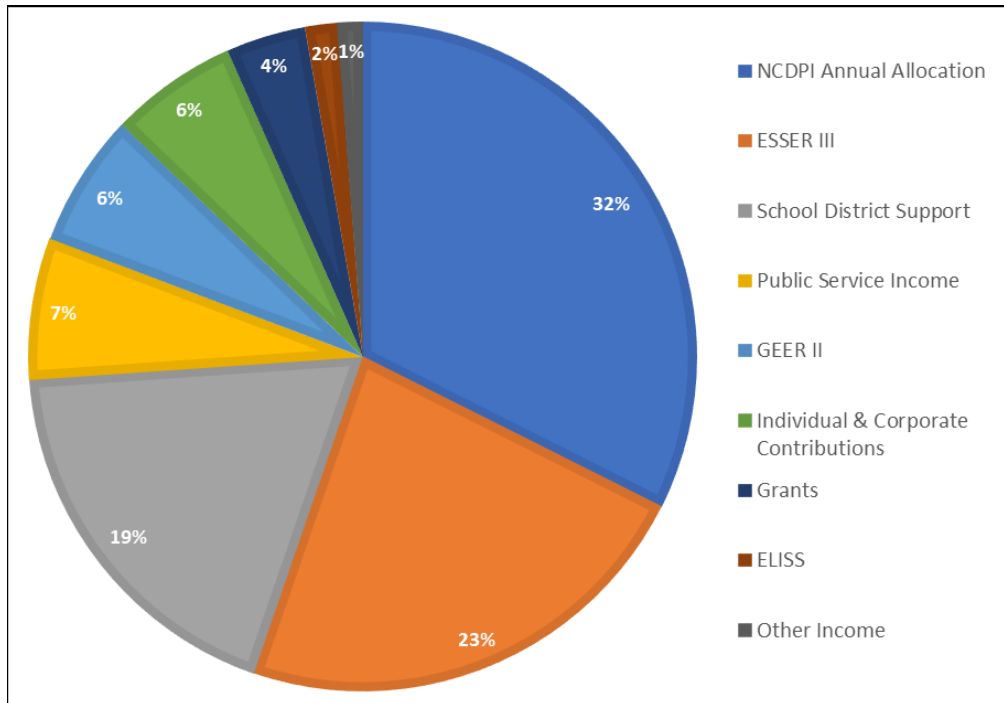
- Improving attendance.
- Supporting positive student behavior, mental health, and character development.
- Providing students opportunity to succeed academically.
- Increasing access to workforce competency development, durable skill building and career development.
- Engaging the family in the student's success.
- Ensuring CIS work across the state is delivered with fidelity to guarantee consistent student achievement and life outcomes through training.
- Interrupting the cycle of poverty for students by providing new experiences with employers, community colleges and other postsecondary education options to increase opportunity for students.
- Providing network support activities that drive strong business practices across 18 independent affiliates.



This significant work cannot be done by Communities In Schools alone, but by leveraging the strong support of partners across the state who invest time, resources and funding to create opportunities for all students regardless of their zip code. CIS Student Support Specialists route community resources such as access to food distribution programs, support from local businesses to meet supply needs of students and schools including personal hygiene, school supplies and clothing closets to allow students both dignity at school as well as appropriate clothing to interview for jobs. These resources address non-academic barriers to achievement that support the whole child and family, not simply a single need. Additionally, CIS programs bring in STEM learning, financial literacy partners and experiences in addition to providing students with business community connections to build social capital for a bright future.

(2) This chart summarizes financial support invested in the work of CISNC. By leveraging federal support at the school or district level, more than 40,000 local volunteer hours as well as community financial investments, CIS can maximize every dollar to serve as many students as possible.

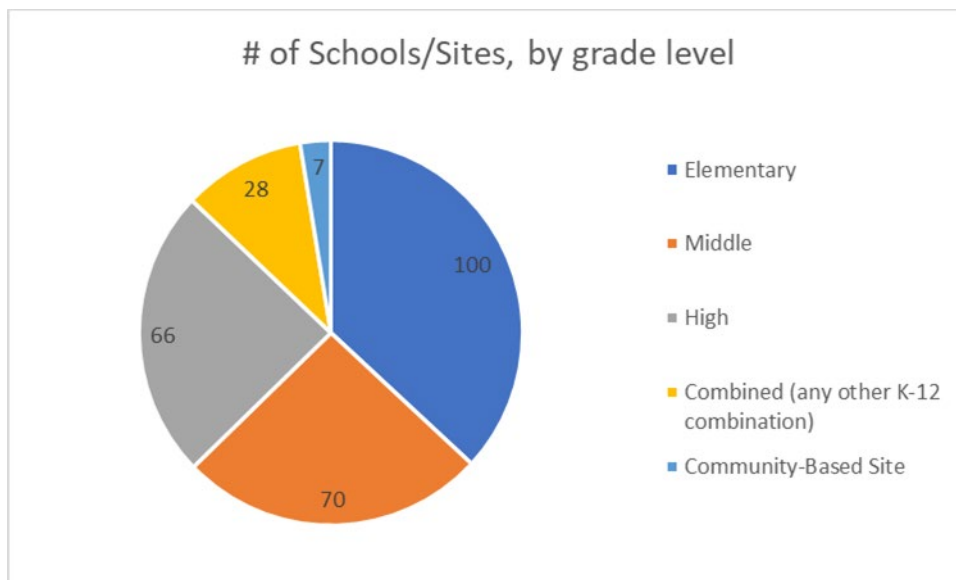
Federal ESSER funds will expire in September 2024 for both school districts and CIS services creating a pivotal point for students and families and all who serve them.



(4-5) Students Served and Outcomes

Communities In Schools of North Carolina operated and supported programs in 270 schools/sites across 35 school districts in North Carolina in the 2022/23 school year. As depicted in the graph below, 37% of schools served were elementary schools, 26% were middle schools, 24% were high schools, and 10% were combined schools (e.g., K-8). 3% of sites provided services outside of schools and in communities. In the 2022-2023, programs served a total of 136,166 students. 12,828 of which were case-managed by CIS site staff or enrolled the Jobs for North Carolina's Graduates program – 89.4% were in grades K-11, 9.4% were in the 12th grade, and 1.2% had graduated but were receiving college/career coaching. 122,915 were served by school-wide programs, academic afterschool programs, or re-engagement coordinators. Parents/families are critical to their student's success. 20,397 parents/families were engaged in their child's education over the course of the year through events such as parent/family nights, curriculum nights, and parent-teacher conference support, as well as more individualized support to meet the entire family's needs.

A superintendent in a low-performing district in North Carolina recently attributed CIS support to lifting 4 out of his 5 high schools off the low performing list. Working together with schools, CIS is uniquely positioned to support positive change for both students and schools.



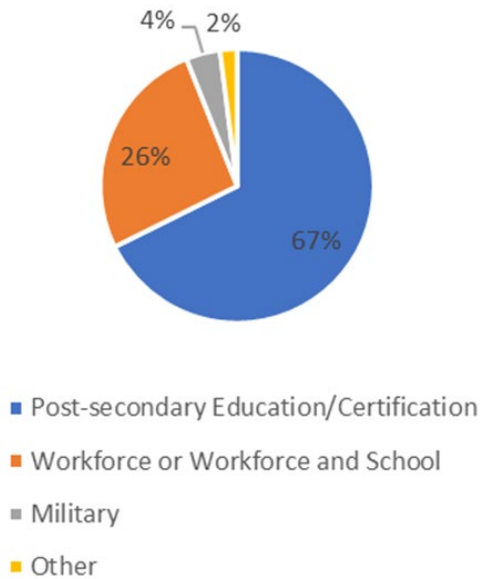
(5-6) Program Effectiveness

Across all our programs, Communities In Schools of North Carolina (CISNC) has robust data systems where staff collect and enter data related to school and student needs, plans/goals, supports provided, progress, and outcomes. These data allow CISNC staff to set individual goals based on the specific needs of students and schools and determine how to modify plans throughout the year to ensure goal progress and attainment by year end.

CISNC collects data on the percent of students who were promoted, graduated, dropped out, as well as post-secondary plans/activities. Annually, CISNC partners with RTI International to conduct an external data validation where data are analyzed for the year as well as compared to data from previous years, allowing CISNC to identify opportunities to further strengthen practice. Finally, CISNC engages in as needed evaluations to assess the causal impact of the CIS Model – the latest of which found that compared to a group of students that were statistically similar, high school students case-managed by CISNC for two years had significantly higher attendance rates and a significantly lower probability of dropping out.

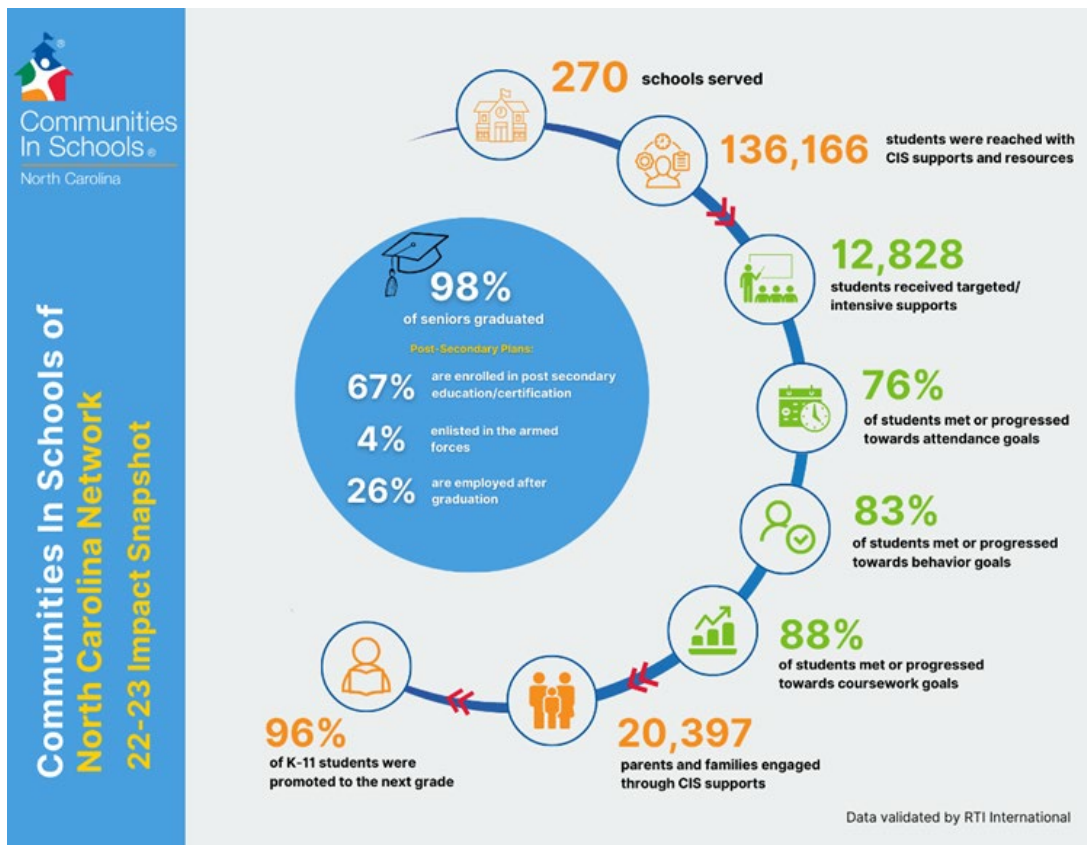
Of the students that were case-managed in the 22/23 school year, 76% met or progressed towards their attendance goal, 83% met or progressed towards their behavior goal, and 88% met or progressed toward their academic goal. Goals are set based on the data from the previous year or semester depending on when the student enrolls. Across all programs, 96% of students were promoted to the

Post-secondary Plans/Activities



next grade and 98% of seniors graduated. The post-secondary plans/activities of seniors are in the graph below. A majority (67%) of seniors tracked planned to enroll or enrolled in some type of post-secondary education (2-year, 4-year, or certificate program). 26% of seniors planned to or entered the workforce or worked while being enrolled in some type of post-secondary education. 4 % of seniors planned to enlist or enlisted in a branch of the military.

2022/23 Impact Snapshot



(1) Investing in People

Like school districts across the state, CISNC's largest investment is in its people. CISNC staff build critical relationships with students and families that create life changing impact. Furthering education and training around evidence-based and research-informed practices to build the capacity of staff to support students and families is also a significant investment for CISNC.

During COVID 19, CISNC was successful in leveraging additional support and resources from the business community. As strong stewards of our public and private funding, CISNC was able to save and carry forward some funding to support a robust start to the current school year as outlined in our financial report. These carry forward funds were fully expended by September 30, 2023.



	Accounting for State Funds Spending	Further Use of State Funds Received
	Fiscal 2023 7.1.22 - 6.30.23	Fiscal 2024 YTD 7.1.23 - 9.30.24
Expenditures		
Personnel	1,767,330.00	395,064.43
Contracted Services	87,414.39	-
(a) Total Personnel/Contracted Services Costs:	1,854,744.39	395,064.43
Office Supplies & Materials	9,275.28	1,704.74
Service Related Supplies	28,223.25	1,658.68
(b) Total Supplies & Material Costs:	37,498.53	3,363.42
Travel	64,462.53	7,757.80
Communications & Postage	4,588.15	128.70
Utilities	32,082.80	4,979.68
Printing & Binding	9,223.49	645.33
Meeting/Conference Expense	89,910.94	4,880.26
Employee Training (no travel)	8,362.86	7,000.00
(c) Total Non-Fixed Operating Expense:	208,630.77	25,391.77
Office Rent (Land, Buildings, etc.)	37,413.38	10,722.60
Equipment Rental (Phones, Computers, etc.)	636.88	82.37
Insurance & Bonding	9,206.28	2,320.93
(d) Total Fixed Charges & Other Expenses:	47,256.54	13,125.90
Furniture/Non-Computer Equip., \$500+ per item	18,980.64	3,924.78
Computer Equipment/Printers, \$500+ per item	22,303.60	-
(e) Total Property & Equipment Outlay:	41,284.24	3,924.78
Purchase of Services	44,405.59	2,519.51
Contracts with Service Providers	54,529.25	12,707.72
(f) Total Services/Contracts:	98,934.84	15,227.23
Other - Student Supports	65,811.51	1,480.33
Other - Dues & Subscriptions	4,940.52	1,304.33
Other - Sub-Awards	178,297.60	33,223.17
Other - Indirect M&G	409,942.86	52,156.16
(g) Total Other Expenses:	658,992.49	88,163.99
Total Expenditures (sum a through g)	2,947,341.80	544,261.52
Change in Cash Balance		
Beginning of the year cash balance	1,039,074.92	544,261.52
Cash receipts	2,446,750.00	-
Expenditures	2,947,341.80	544,261.52
Change in ending accruals	(5,778.40)	-
End of the year cash balance	544,261.52	
Carryforward cash balance		-

(3) Any planned expenditures or future uses of received funds not reflected in the accounting required by subdivision (1) of this subsection. Not applicable – all funds expended and reflected in accounting.



Stephanie's Story

Stephanie is a 7th grader in Cabarrus County who began receiving support from Communities In Schools of North Carolina at the beginning of the 2021 school year, the first time students were back full time since the COVID-19 pandemic. She had always done well academically, but was referred to CISNC because of behavioral issues in the classroom.

When she was referred to the program, Stephanie's CISNC Student Support Specialist Lauren Robbins noticed that she was very closed off and did not want to participate in group activities. Instead of pressuring her to speak, Ms. Robbins gradually got to know Stephanie, and allowed her to join the group as she felt more comfortable expressing herself.

After speaking one on one, Ms. Robbins was able to identify her challenges with communication and offer new tools and techniques to help Stephanie make better choices in the classroom. They now meet weekly to ensure Stephanie is staying on track behaviorally and academically. Stephanie shared that she has always had issues maintaining relationships with teachers. Thanks to the support she received through Communities In Schools, Ms. Robbins is the first adult she has been able to truly connect with. Stephanie has shown a big improvement in the classroom, and now feels in control of her choices.

Recently, Stephanie was in a situation where she unintentionally hurt a classmate's feelings. Instead of brushing it off, she reached out to the classmate, and wrote a letter of apology. Stephanie now has the tools to come up with a solution, which is a major step in a positive direction. Stephanie now feels like she is able to focus in class and reaches out to Ms. Robbins whenever she feels like she needs help, something she wasn't able to do with other adults just a short time ago.

CIS knows that classroom engagement is a significant factor in student success. Today, Stephanie is on the road to success inside and outside of the classroom.