

# COMMUNITIES IN SCHOOLS OF MID-AMERICA AT TULSA IMPACT REPORT



Changing the Picture of Education Across Mid-America



Communities  
In Schools

Mid-America at Tulsa

[CisMidAmerica.org](http://CisMidAmerica.org)

# OUR LEADERSHIP



“As a former educator and school principal, I know CIS’ model for student support services and one-on-one relationships break down the barriers that keep teachers from reaching students, even in the midst of great teaching experiences. Students are able to have their basic needs met so that they can focus on learning and enjoying school. CIS’ focused approach and accountability allows for educators and non-educators alike to see the positive growth in students attendance, behavior and academic achievement.”

**JANIA M. WESTER, AFFILIATE DIRECTOR, CIS OF MID-AMERICA IN TULSA**



“The majority of students in our public schools today are low-income. Some are coming to school hungry, homeless, without proper clothing and lacking medical attention. We surround them with a community of support, address these challenges locally and change the picture of education in America.”

**DANIEL CARDINALI, PRESIDENT, COMMUNITIES IN SCHOOLS**



# THE ISSUE

Imagine wanting to go to school, but having no shoes to wear. Wanting to learn, but being too hungry to think. Wanting to graduate, but having to drop out because you need to get a job. This is the harsh reality for millions of kids in the U.S. as more students than ever before in our nation's history are living in poverty. By the time you finish reading this sentence, another student will have dropped out of school, abandoning his or her chances of living up to their full potential. In a year, over one million more students will have joined them, continuing the treacherous cycle. And with 1 out of 5 students living in poverty, making economic hardship the rule rather than the exception, teachers face an even more enormous challenge trying to help students overcome the nonacademic barriers to learning.

In a recent poll, 88% of U.S. teachers said that student poverty is the #1 barrier to effective learning in the classroom, and acknowledged that they spend 20% of their time and personal resources addressing these barriers.\*

It may sound like an overwhelming issue, but the solution is simple. Young people thrive when adults care about them on a one-to-one level. That's exactly what Communities In Schools (CIS) provides. CIS is the nation's largest and most effective organization dedicated to keeping kids in school and helping them succeed in life — doing whatever it takes. Whether a student needs a ride to school, mental health services or a much-needed meal, CIS connects them to the help they need to reach their full potential. By harnessing the available resources in the community, and then matching these services to each student's needs, CIS is breaking the cycle of poverty and empowering students to create better lives, better communities and a better world.

*“CIS is a critical component of the robust, collective impact efforts that we are attempting in Tulsa. Tulsa kids have a highly optimistic future because of CIS’ work.”*

**KIRK R. WESTER, EXECUTIVE DIRECTOR, GROWING TOGETHER**



**1 OUT OF EVERY 5**

students in the U.S. lives in poverty



**88%**

of U.S. teachers believe that student poverty is the #1 barrier to effective learning in the classroom



**20%**

amount of time US teachers spend helping students with problems outside of classroom

\*CIS/Public Opinion Strategies 2015

# THE BARRIERS

## 10 SURPRISING REASONS STUDENTS DON'T GO TO SCHOOL



### 1 THEY'RE HUNGRY

When a child is hungry, he or she can't focus on school, extracurricular activities or the future.



### 2 THEY'RE HOMELESS

Not knowing where they are going to sleep at night may make going to school seem unimportant in comparison.



### 3 THEY FEEL LIKE THEY DON'T FIT IN

Kids struggling with personal identity or physical appearance suffer from low self-esteem and may become a target for bullying.



### 4 THEY CAN'T SEE THE BLACKBOARD

Students may give up on their school work rather than admit they can't see what the teacher is writing on the blackboard.



### 5 THEY CAN'T GET THERE

If students must walk through a dangerous neighborhood or lack reliable transportation, they may stay at home.



### 6 THEY'RE IN POOR HEALTH

Chronic illness made worse by lack of medical care or proper medication keeps many kids out of the classroom.



### 7 THEY NEED SCHOOL SUPPLIES

Some students can't afford a simple backpack to carry their books, let alone the basic school supplies they need at school.



### 8 THEY NEED A CARING ADULT IN THEIR LIFE

If a parent dies or is absent from the home, kids lose the emotional support they need to succeed in school.



### 9 THEY NEED TO SUPPORT THEIR FAMILY

The burden of caring for a sick parent or the need to hold down a part-time job to pay for groceries can lead to frequent absences.



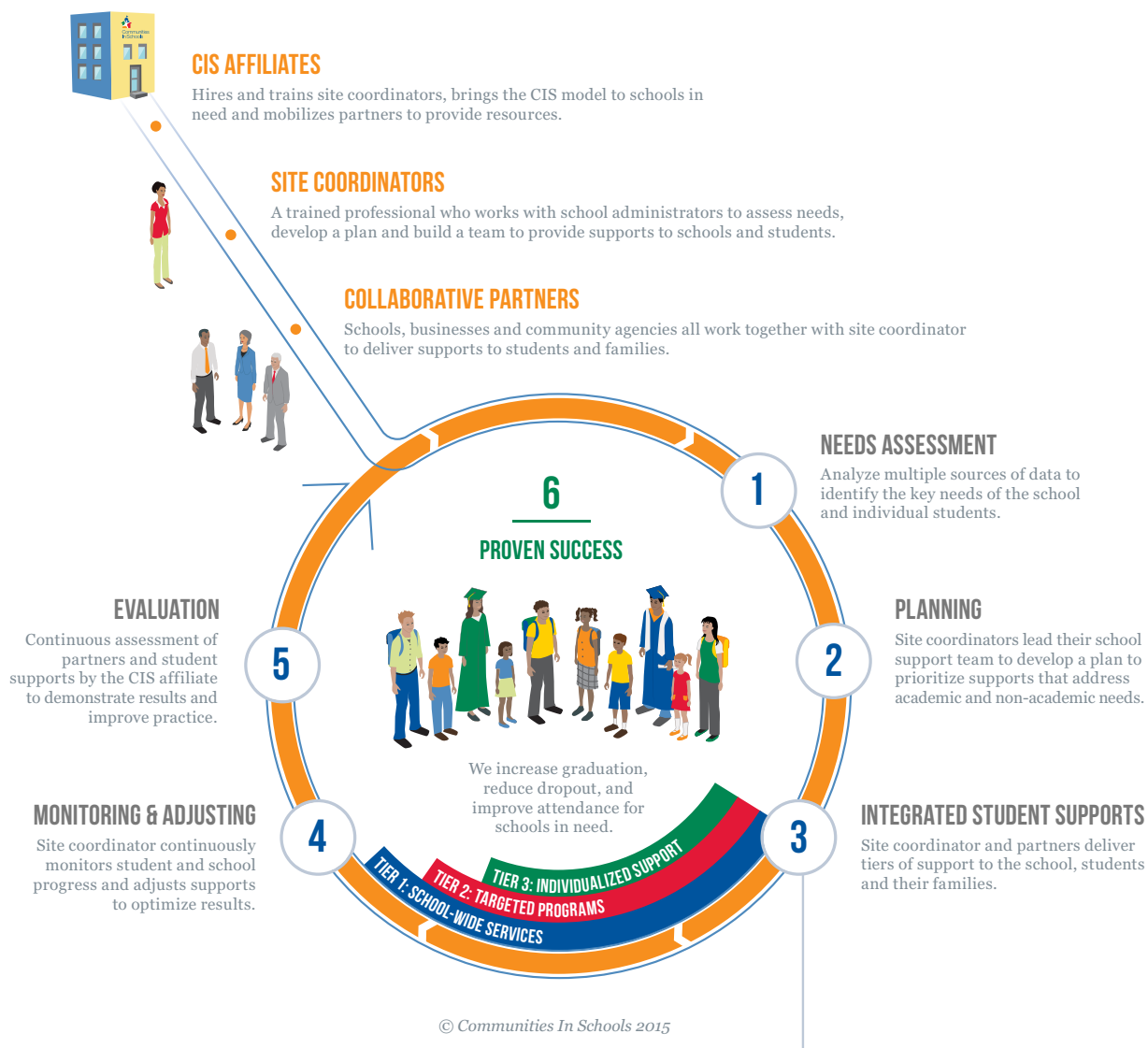
### 10 THEY DON'T HAVE PROPER SHOES OR CLOTHES

Clothes that fit, shoes without holes or a warm winter jacket are luxuries for some students.

# THE SOLUTION

For nearly 40 years, Communities In Schools has been helping students flourish and go on to bright futures. Local CIS affiliates bring our unique model to schools in their community by positioning site coordinators inside schools and partnering with local businesses, social service agencies, health care providers and volunteers to provide students with exactly what they need. Whether it's food, school supplies, health care, counseling, academic assistance or simply a positive role model, CIS is there to help. Our model is successful because of one simple tenet: Communities In Schools works with local communities to support local kids with local solutions.

## OUR UNIQUE MODEL



ACADEMIC ASSISTANCE



BASIC NEEDS



BEHAVIORAL INTERVENTIONS



COLLEGE & CAREER PREP



COMMUNITY & SERVICE LEARNING



ENRICHMENT



FAMILY ENGAGEMENT



LIFE SKILLS



MENTAL HEALTH



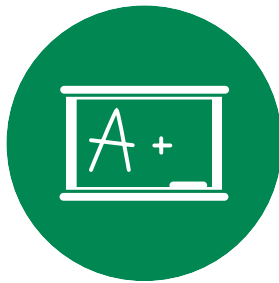
PHYSICAL HEALTH

# THE PROOF

Living in poverty typically means focusing your sights on the most basic necessities—food, shelter, and clothing. Communities In Schools relieves those burdens so students can focus on the academic goals that will propel them forward. We do it for nearly 1.5 million students every year nationwide, including more than 50,000 students in the Mid-America region and 7,882 in Tulsa. Helping students identify and commit to academic goals is one key to our success. Site coordinators and students work together to set goals for attendance, academics and behavior.

The success is overwhelming—among CIS of Mid-America at Tulsa case-managed students, 74% of students met attendance goals, 79% met academic goals and 90% met behavior goals. Most importantly, 99% of potential dropouts stayed in school, 94% of seniors graduated and 93% of K-12 students were promoted to the next grade. When you look at the metrics behind the stories of our kids' success, the whole picture of education in America changes, looking brighter than ever before.

## IN 2014-2015 AMONG CIS CASE-MANAGED STUDENTS:



**99%**

stayed in school



**94%**

of seniors graduated



**93%**

were promoted

*“To me Communities in Schools means that we have the ability and capability to help meet the needs of our diverse student body. It means we will find the resources to ensure that every child has their needs addressed. It means that our students can concentrate on being successful in the classroom. It means better educational opportunities. It means WIN/WIN!!!”*

**DR. SHEILA RILEY, PRINCIPAL FOR EUGENE FIELD, TULSA PUBLIC SCHOOL**

**5,125**

students and their families were directly connected to resources

**7,939**

parents, families and guardians participated in their children's education through opportunities provided by Communities In Schools

**20**

nonprofit and youth development professionals carried out the Communities In Schools mission

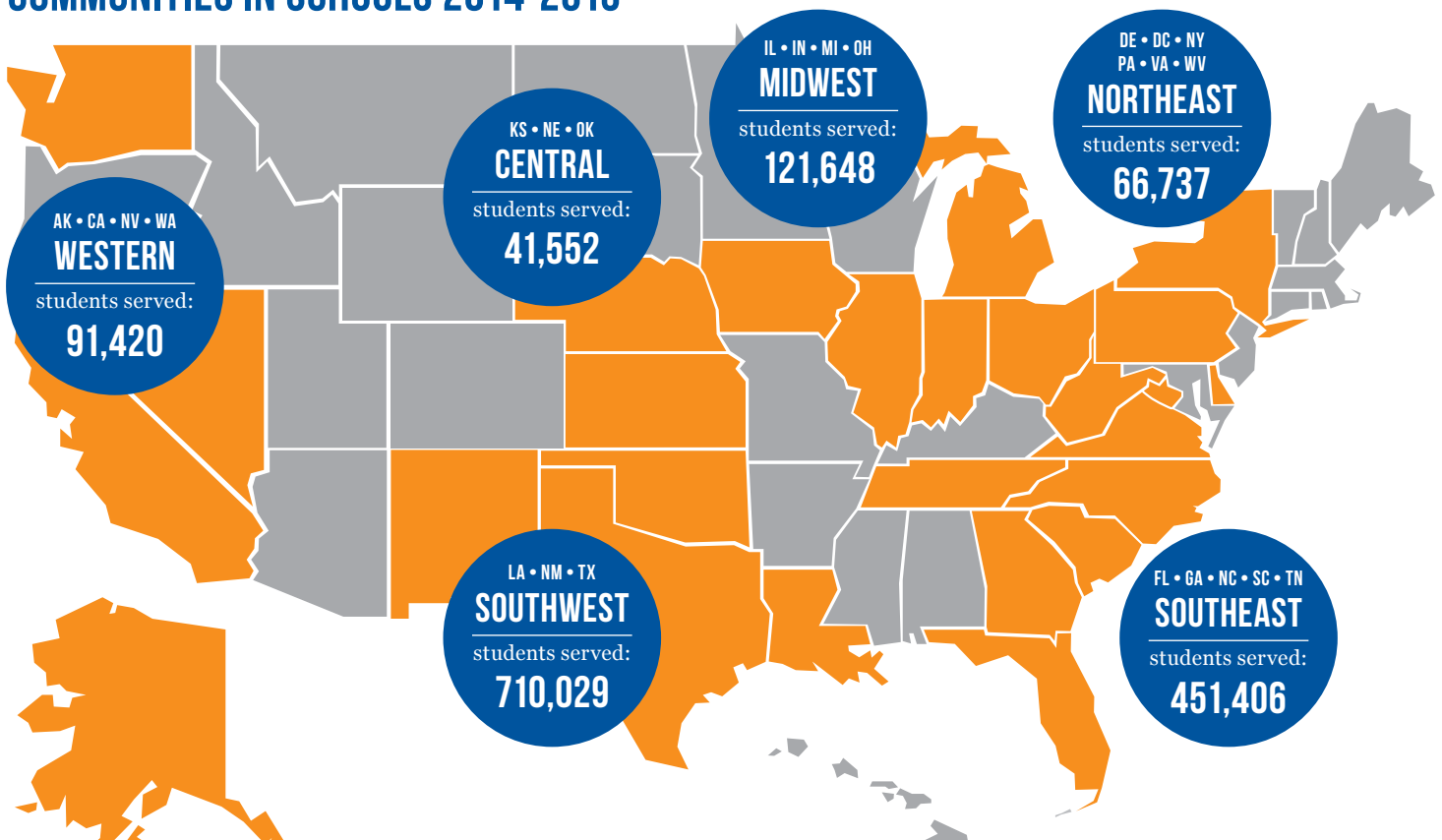
# THE COMMUNITY

The word “community” in our name is no accident. This work takes real partnerships, real collaboration and real engagement. It’s these relationships that make a meaningful difference in children’s lives. CIS is the hub, the glue that pulls all the pieces together, putting students at the center.

Our local CIS affiliates in 25 states plus the District of Columbia, establish relationships with organizations and volunteers to provide resources and services to students and schools. In 2014-2015, 49 volunteers worked with the CIS of Mid-America at Tulsa affiliate. Volunteers provided more than 489 hours of service across all 8 sites, an estimated value of \$10,932. Additionally, CIS of Mid-America collaborated with 138 community partners.

Every child has a unique story and unique needs. The CIS model was created to respond to these differences because there is no one-size-fits-all solution, and local solutions exist.

## COMMUNITIES IN SCHOOLS 2014-2015



**8**

schools and community-based sites  
partnered with  
Communities In Schools

**\$10,932**

worth of volunteer time was accrued

**138**

community partner organizations  
benefited at-risk students

## OUR SITE COORDINATORS

In 2013-2014, CIS site coordinators worked with nearly 1.5 million students—an increase of nearly 13% over the 2012-2013 school year. This increase is reflective of CIS' efforts to saturate the local communities in which we operate by offering more support services to schools and students.



### SUSAN MULVANEY

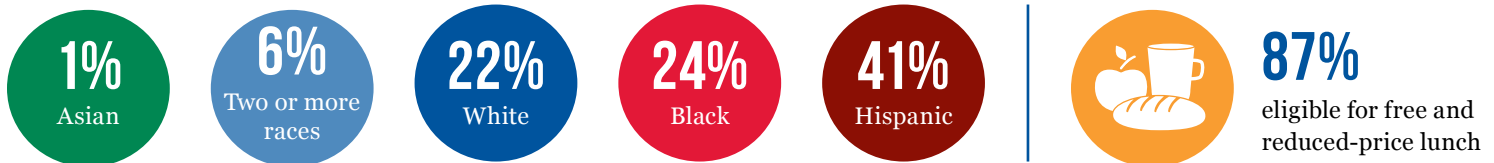
Will Rogers College High School

Susan is a very humble and passionate high school site coordinator. Some of the programs she has implemented include Healthy Snacks, The Roper School Supplies Closet and after School Tutoring where she has students from the University of Tulsa come in to help the high school students with homework. A student was referred to her due to her low grades in core subjects. She started coming to after school tutoring to get help with her school work and she became comfortable enough to come in and just talk about school in general and her home life. She was going through a lot of challenges at home which made it difficult for her to concentrate in class. Susan was able to coach her through some of the difficult situations going on in her life as well as provide her with school uniforms. This one-on-one relationship gave Susan the opportunity to boost the student's self-esteem. The student is doing better in school and is on track to graduate high school on time.

## OUR STUDENTS

People of color are more than twice as likely as Caucasians to wind up in poverty in the U.S., meaning more children of color struggle with non-academic barriers to success. This is reflected in the demographic make-up of the case-managed students that CIS of Mid-America at Tulsa served in 2014-2015—more than 78% were students of color and 22% were Caucasian. Some case-managed students also identified as homeless, English language learners, pregnant/parenting, having special needs, or living in foster care or a group home.

### DEMOGRAPHICS OF CASE-MANAGED STUDENTS, 2014-2015



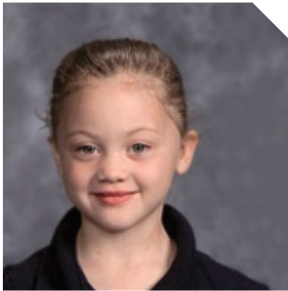
*“Communities in Schools is making a very real difference in the lives of students at eight TPS schools. The individualized support CIS provides students and families is resulting in improved academics, attendance and behavior patterns. Student retention rates are at 95 percent or higher, which means these children are staying in school and on track for success. Our partnership with CIS will change the future in a very positive way for students at TPS.”*

**DEBORAH A. GIST**, SUPERINTENDENT, TULSA PUBLIC SCHOOLS



# OUR SUCCESS STORIES

By helping students stay in school and succeed in life, Communities In Schools is helping to build a stronger America, where every person is capable of reaching his or her greatest potential. Meet our students and learn how a community of support made a difference in their lives.



## PERSONAL CONNECTION WITH MOM MADE ALL THE DIFFERENCE

### Eugene Field Elementary School

Jalissa started the Attendance Club on November 7, 2014 with an 88% attendance rate. As the weather turned cold her eczema increased and she broke out in a rash. She was questioned by the school and mom took offense and started to keep her home more often. Within a month her attendance rate dropped to 80%. In late November, the site coordinator did a home visit to sit and talk with mom. She let her know CIS was here to help, explained the attendance club, apologized for any miscommunication and let her know we truly just care and want Jalissa to come to school. She had a 71% ADA last year when we worked together. Almost a year later, she has increased her percentage of ADA to 100%.



## TEAM EFFORT SETS UP A GOOD START

### Rogers High School

Ngozi is a bright young woman that likes school. She lives with her mother and younger siblings. Ngozi has utilized the CIS Healthy Snacks program and uniform closet several times. Last year, Ngozi suffered a fall and twisted her knee. Her mother decided to pull her out of school in February while waiting to see if she would need surgery. The site coordinator met with the school social worker and they began to work together to get Ngozi back in school. After several contacts with Ngozi and her mother, Ngozi was re-enrolled in school.

With the help of the social worker, she received housing assistance and counseling services and CIS is provided weekly public bus passes so that she can arrange to stay after school for tutoring. Ngozi and her site coordinator are working to get her into a tech program for this year so that she will have a skill upon graduation.

*“Educators should be in charge of running schools, but every leader of a high-performing, inner-city school will attest that they can’t do this work without a suite of social services and support—from nutrition to health care to after-school care. Organizations such as Communities In Schools offer an opportunity to better blend these resources to fit the needs of schools around the country.”*

**NINA REES**, PRESIDENT AND CEO OF THE NATIONAL ALLIANCE FOR PUBLIC CHARTER SCHOOLS, (QUOTE FROM US NEWS & WORLD REPORT)

## OUR PRIORITIES

Saying you care is one thing. Actually changing the equation is another. CIS is a model proven to help break the cycle of poverty and help our nation's students live up to their potential. We're calling on policy-makers to create a system that supports this practical, affordable and successful solution. Two simple steps could change the face of education:

- Explicitly authorizing integrated student supports as an allowable use of state and federal funds. Far too often there is inconsistent and contradictory guidance given by federal agencies and state and local grant staff to the district leaders and educators who request our services. An explicit clarification in statute will prevent confusion and conflicting interpretations.
- Protecting taxpayer dollars by ensuring that federal and state funded support services are evidence-based. While unproven programs can lead to innovation, the majority of taxpayer resources should target programs that have a proven track record — such as integrated student supports.

No child should fall through the cracks and remain unseen with their needs unmet. Seeing each student as an individual and doing whatever it takes to help her or him succeed in both school and in life is the obsession of our organization — and should be the foundation of our country's educational system.

## OUR IMPACT

Between 2008 and 2015, as the result of a network-wide change in operations designed to drive quality implementation of the CIS model at scale, we have achieved greater impact for schools and students. With a smaller network — 24% fewer affiliates — and the same revenue — \$199 million — we served 20% more students and helped 35% more students graduate.



**20%**  
more CIS  
students served



**35%**  
more CIS students  
graduated



**24%**  
less  
administration

## THE RETURN ON INVESTMENT

We continue to be a cost-effective solution to the dropout problem.

dropouts cost taxpayers  
an estimated  
**\$292,000**  
as they're more likely  
to need public  
assistance and/or  
end up incarcerated

every dollar invested  
in CIS creates  
**\$11.60**  
of economic benefit for  
the community

in 2012, the average  
earnings of a full-time  
worker with  
a bachelor's degree  
or higher was  
**\$82,720**

# OUR SUPPORT

## COMMUNITY SUPPORT HELPING US GROW

CIS of Mid-America is grateful and excited to have a strong base of support for our programs in Tulsa. This support begins with Tulsa Public Schools, includes major local foundations: the George Kaiser Family Foundation and the Charles and Lynn Schusterman Family Foundation and extends to a wide variety of programmatic partners. It is through these crucial relationships that CIS of Mid-America has been able to expand its Tulsa programs by adding six new elementary programs for the 2015-2016 school year, increasing the number of schools served in Tulsa this year by 75% to 14 schools.

“The Foundation for Tulsa Schools is pleased to partner with Communities in Schools as we believe their record of bringing success to students and their families will be replicated in Tulsa Public Schools.”

**Lucky Lamons, President/Chief Executive Officer, Foundation for Tulsa Schools**

“Communities in Schools means a healthier, more resilient neighborhood that attains 100% high school graduation and a responsible working group that provides for their family and the community. Communities in Schools is a powerful part to solving some of the most challenging community issues.”

**Matthew Newman, Partner in Education, Covanta**

“When I walk in the Growing Together schools, I always find the CIS site coordinators engaged with students and families in some capacity. Whether through contacting parents, sitting in with students during conferences, celebrating successes of school wide initiatives such as ice cream socials for increased attendance, or even driving in the Homecoming Parade, the CIS coordinators are immersed in the school community and uniquely positioned to ensure all our students have the proper support to be successful in school.”

**Stacey Vinson, Instructional Leadership Director for Growing Together Schools, Tulsa Public Schools**

**FIND US**



**Communities  
In Schools**

Mid-America at Tulsa