

Agency: Commerce, Community and Economic Development**Grants to Named Recipients (AS 37.05.316)****Grant Recipient: Communities In Schools Of Juneau****Federal Tax ID: 27-2296396****Project Title:****Project Type: Other**

Communities In Schools Of Juneau - Dropout Prevention

State Funding Requested: \$150,000**House District: Juneau Areawide (3-4)**

Future Funding May Be Requested

Brief Project Description:

Communities In Schools of Juneau is a dropout prevention program that works directly one on one with at risk students to keep them in school, to graduate and succeed in life. Communities In Schools addresses the myriad of challenges facing students through collaboration with parents/ guardians, and community service providers.

Funding Plan:

Total Project Cost:	\$190,250
Funding Already Secured:	(\$0)
FY2013 State Funding Request:	<u>(\$150,000)</u>
Project Deficit:	\$40,250

*Funding Details:**Alaska State Legislature 2011 session \$190,000***Detailed Project Description and Justification:**

Communities In Schools of Juneau places care coordinators in schools to help struggling students. The care coordinators are a single point of contact for students who provide tailored interventions that improve student achievement by connecting the student to community resources.

Communities In Schools was founded on the concept that students will achieve in the classroom when resources to address their academic and social and emotional needs are tailored, coordinated and accessible. Communities In Schools care coordinators understand that so much of what happens in the classroom is influenced by conditions outside of school. They work directly with the most disenfranchised student populations, identifying and removing barriers to their success in school and in life.

Care coordinators develop an individual student plans and make the needed community contacts to social services and academic support. Working in partnership, not competition with other youth-servicing organizations and agencies, CIS ensures that needed services are delivered in a coordinated way. By bringing caring adults into the schools to address children's unmet needs, CIS provides the link between educators and the community. The result: teachers are free to teach, and students - many in jeopardy of dropping out - have the opportunity to focus on learning.

Project Timeline:

8/1/12 to 6/30/13 Project runs in conjunction with the school calendar.

Entity Responsible for the Ongoing Operation and Maintenance of this Project:

Communities In Schools of Juneau

Grant Recipient Contact Information:

Name: Elsa Demeksa
Title: Executive Director
Address: 2204 Douglas Hwy, Suite 100
Douglas, Alaska 99824
Phone Number: (907)586-6048
Email: cisjuneau@gci.net

Has this project been through a public review process at the local level and is it a community priority? Yes No



BUDGET FOR COMMUNITIES IN SCHOOLS OF JUNEAU

Care coordination refers to the activities carried out by Communities In Schools employees to assist students remain in school and succeed. Care coordination is a relationship-building process that includes provision of information to students and their families, and coordination among multiple service providers in the community. Under this proposal, the care coordinator would be located in three high schools and two middle schools to support students and their families that are dealing with issues of truancy, behavior substance abuse or lack of academic success, navigate through a program of positive change agreed to with the school.

The care coordinator works under the supervision of the executive director of Communities In Schools of Juneau (CIS of Juneau) in and is responsible for the day to day duties of the CIS of Juneau program in the school.

The care coordinator is responsible for regular communication with the truancy tracker, school counselors and the school administrator assigned to the position. Further responsibilities include updating and maintaining student case files and writing of monthly reports to the executive director.

The person serving in this position will be an employee of Communities In Schools of Juneau.

Budget for the 5 Positions for School Year

5 Care Coordinator at 37.5 hrs per week (\$20. Per Hour) X 9 months =	\$135,000.
Benefits	20,250.
Administrative Support	35,000
Total	\$190,250.



About Communities In Schools

Communities In Schools is the nation's largest dropout prevention organization. The mission of Communities In Schools is to champion the connection of needed community resources with schools to help young people successfully learn, stay in school and prepare for life.

By bringing caring adults into the schools to address children's unmet needs, CIS provides the link between educators and the community. The result: teachers are free to teach, and students – many in jeopardy of dropping out – have the opportunity to focus on learning.

For 30 years, Communities In Schools has worked to ensure that every child has access to the "Five Basics":

- * A one-on-one relationship with a caring adult
- * A safe place to learn and grow
- * A healthy start and a healthy future
- * A marketable skill to use upon graduation
- * A chance to give back to peers and community

Care Coordination Goals



To help each student develop the life-skills needed to navigate and strengthen the connections between the school day, family and community.

To work closely with the school staff, community agencies, parents/families, and the students to assure coordination of the community's services for the benefit of the students and their families.

To serve as a liaison between the CIS program and the school principal and between the CIS program.

To establish and maintain harmonious, effective working relationships with the principal and all other school personnel.

To coordinate and monitor the creation and implementation of individualized student/family plans for each student enrolled in CIS and maintain updated, current student files.

To monitor all CIS-referred education, health, and human services received by students and their families and to ensure that they are delivered in a personal, accountable and coordinated manner.

Schools Served 2008-2010

Juneau-Douglas High School, Yaakoosge Daakahidi Alternative High School, Thunder Mountain High School, Gastineau Elementary.



Hours

37.5 hours, typically five days a week during school hours.

In School Supervision

Assistant Principals refer students and maintain communication with care coordinators.

Any issue with the Care Coordinator is referred to the CIS Executive Director.

Once a week care coordinators meet to submit their data for the week and review case files. Data is kept in the CIS online system (by student number).

CIS will share monthly data reports on students served with the school district. Funders will be provided progress reports on a monthly basis.

CIS Supervision

Daily: Email or phone consultation

Bi-weekly: Executive Director approves caseworker's time sheets every two weeks.

Monthly: Written reports go to the Executive Director once a month. All CIS staff meet once a month.

Hiring/Training/Background Check

CIS will hire, train and conduct background checks.



Qualifications

Bachelor's Degree in a related social services or education field with a focus

on children is desirable but not required (experience in the field can substitute for formal training.)



COMUNITIES IN SCHOOLS OF JUNEAU

What is the proposal?

Communities In Schools of Juneau (CISJ) is requesting funding of \$190,250.00 to help students in Juneau stay in school and graduate.

Why is this important and how does this proposa align with the goals identified by the department of education?

The Juneau school system like the rest of Alaska school systems experience many of the challenges faced across the country. In “Building Alaska’s Future—Alaska Education Plan—One Student at a Time” they state:

- At least a third of Alaska Students will leave school without a diploma
- There is a gap in the preparation of students entering kindergarten
- As students grow older approximately one quarter of students are less proficient in reading, writing and math.
- Ethnic minorities, student with disabilities, students from low-income families, and students who are learning English are underachieving.

The Alaska Department of Education and Early Child Development Goals are



Goal1: All students will graduate prepared for careers or post secondary training and education

Goal 2: Schools will form strong partnerships with families and communities, and will respect and embrace local cultures.

Goal 3: Students will have access to safe schools, where they develop healthy and safe priorities for life

CIS Get's Results

Implementing the CIS model with fidelity will assist in achieving these goals. During the 2009 school year CIS affiliates reported:

- 83% percent of monitored eligible seniors graduated from high school
- 88% percent of students monitored for promotion risk were promoted to the next grade
- 97% percent of students monitored as potential dropouts remained in school at the end of the 2007-2008 school year
- 79% of students monitored for academic issues showed improvement in academic achievement
- 76% of student monitored for poor attendance improved their attendance
- 86% of students monitored for behavior problems showed improvement in behavior
- 88% of students monitored for suspension risk had fewer suspensions



CIS is:

1. A process—For the effective and coordinated brokering of existing community services through the schools
2. A process---For the development of public/private partnerships
3. A process---For cutting across institutional lines to provide “comprehensive services” and community support for children and families in need
4. A process—For systemic change

CIS is not:

1. CIS is not---Simply another school program.
2. CIS is not---Focused only on at-risk youth.
3. CIS is not----A social agency.
4. CIS is not---A partisan program.
5. CIS is not—A charity

What is the CIS Model?

The Mission of Communities In Schools is to surround students with a community of support, empowering them to stay in school and achieve in life.

The cornerstone of the Communities In Schools Model of integrated student services (CIS Model) is the provision of widely accessible prevention services and resources that



are available to entire school populations (“school-wide prevention services”), which are paired with the coordinated, targeted and sustained intervention services and resources for that subset of students who are most at risk of dropping out of school (“targeted and sustained student intervention services”). This blended prevention and intervention model is validated by and based on a widely accepted public health model, and it has been at the core of CIS’ work for three decades. Indeed, CIS has a documented, 30-year history of producing positive educational outcomes at both the student level and school level.

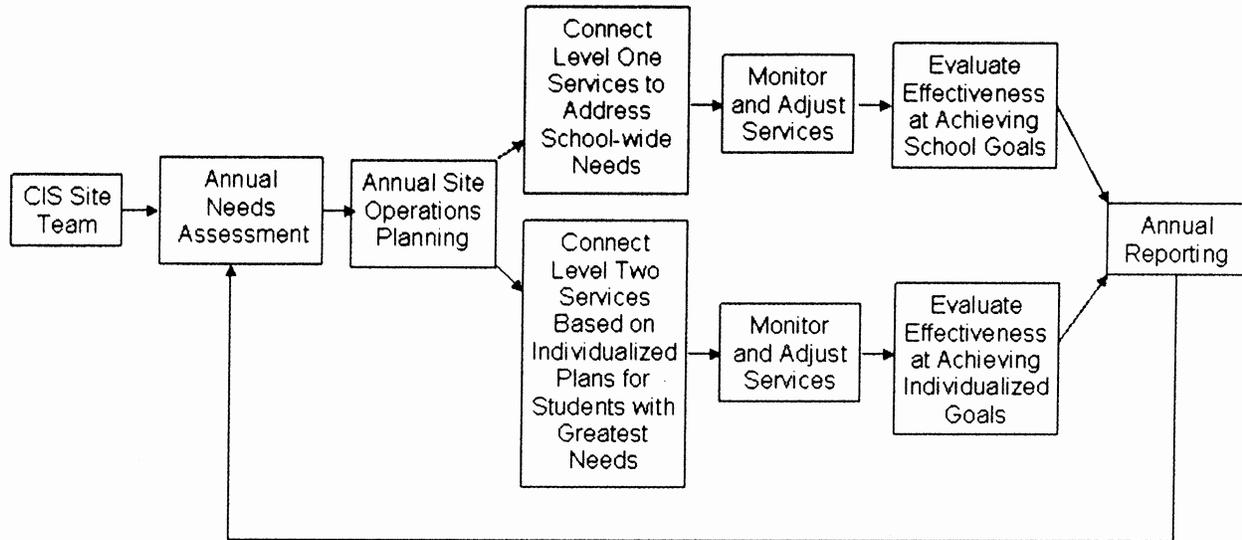
The CIS Model is based on the simple premise that it’s not just **what** you do, but **how** you do it. Through the presence of a school-based site coordinator, CIS identifies, coordinates and delivers the services students need in an integrated way that addresses the underlying reasons why students leave schools without a diploma.

Affiliates throughout the network are assessing the needs of young people in their local schools, assessing the available community resources and strategically linking the two to give students access to the resources they need. At every stage, the quality of services provided is maximized for students through this individualized, grassroots approach.

Integrated Student Services Definition:

- *Interventions that improve student achievement by connecting community resources with both the academic and social service needs of students. (Taken from Communities In Schools and The Model of Integrated Student Services)*

The CIS Model



The key elements of the CIS Model include:

1. CIS Site Team

The CIS site team is led by a CIS site coordinator responsible for planning and managing all CIS operations at the site. The site coordinator works closely with school administrators, staff and teachers in this effort. The remaining part of the team may include varied combinations of additional CIS staff, reassigned or repositioned staff, partners and volunteers, each with defined roles and responsibilities based on CIS site operations plans.

2. Annual Needs Assessment

Each year CIS identifies needs based on multiple sources of data. These may include data collected by school districts and schools as part of overall school improvement initiatives, surveys and discussions with staff, parents and students, and evaluation results from the previous year. Needs are prioritized in consultation with school administrators and are used as the foundation for site operations planning.



3. Annual Site Operations Planning

Each year the CIS site team develops a comprehensive site operations plan to address identified needs. The plan includes measurable objectives, as well as procedures for delivering Levels One and Two services, monitoring and adjusting services, and evaluating and reporting effectiveness.

4. Delivery of Evidence-Based Services

According to the site operations plan, widely accessible Level One services are provided to help address identified school-wide needs or to build and reinforce student assets. Targeted and sustained Level Two services are provided for specific students who are identified as having the greatest risk of eventually dropping out of school. Level Two services are provided based on individualized assessments and plans. CIS Total Quality System standards define the frequency and saturation levels of services required for full implementation of the CIS Model.

5. Monitoring and Adjusting Services

According to the site operations plan, the CIS site team regularly monitors and adjusts services as needed to maximize effectiveness and impact. The team also provides regular progress reports to school and affiliate leadership.

6. Evaluating the Effectiveness of Services

According to the site operations plan and the affiliate's uniform data collection system, the CIS site team implements a systematic data collection plan to evaluate the effectiveness of services on achieving school-wide goals and addressing the needs of individual students.

7. Annual Reporting

The CIS site team provides annual end-of-year reports to school and affiliate leadership. These reports are instrumental in planning site services for the following year, as well as contributing to affiliate level reports for partners, the state office (if appropriate) and the



national office.

CIS National Evaluation

Communities In Schools reached the midway point of a five-year longitudinal evaluation. The CIS National Evaluation is designed to provide a third-party, independent assessment of CIS' impact on students and schools. The first set of findings from this study was released in 2008 by the evaluation contractor, ICF International. These results provide compelling evidence of CIS' effectiveness in improving school-level outcomes for student retention and number of students graduating on time with a regular diploma, confirming what CIS has intuitively known for more than 30 years.

The design for our five-year longitudinal study is a collection of smaller studies, the aggregate of which will produce a comprehensive assessment of the impact of CIS on students and schools. The components build from baseline data collection, through quasi-experimental (school level) and experimental (student level) studies. The study asks in-depth questions to find out if we are effective, and when we are, what are the most effective strategies applied that lead to the highest levels of outcomes.

The first results from the CIS national evaluation are based on an in-depth analysis of 1,766 CIS schools and comparative analysis of outcomes for more than 1,200 CIS and non-CIS comparison schools over a three-year period. The states of Texas, Florida, North Carolina, Georgia, Michigan, Washington, and Pennsylvania were selected for the study because they comprise the largest concentration of CIS affiliates in the nation.

While very promising, the strength of the CIS national evaluation's first three years is designed to be significantly enhanced by the addition of the remaining components. Years four and five of the study will be characterized by a concentrated focus on the randomized control trials and case studies, which will add experimental studies to the already strong quasi-experimental component of the research. The national evaluation is a critical lens through which we can better understand the relevant and timely challenges faced by our nation's public education system and improve our response to those obstacles.



Communities In Schools is the right collaboration at the right time:

- CIS Aligns with the goals and priorities of the school district and will compliment the existing academic strategy by providing support for the social/emotional needs of students
- CIS will create a sense of community ownership and engagement in their children's education
- CIS places site coordinators, trusted local community members in schools to coordinate and integrate support services at the student and community level
- CIS will assist with the persistent challenge school administrators are dealing with in the areas of attendance, behavior and achievement
- CIS is turn key and the up front organizing is already done. CIS is ready to replicate/implement now
- CIS is an evidenced based practice
- CIS is one important response to turning around long standing intervention schools
- CIS will connect the dots capturing the variety of support services provided at the state, local and national level into a unified plan for students, families and the schools via the CIS Data Management System and Individual Student Plans.
- CIS will also identify gaps in service

For additional information please contact Elsa Demeksa, CIS Juneau Executive Director at 907-586-2806 elsademeksa@gmail.com.



**2204 Douglas Highway, Suite 100
Douglas, Alaska 99824
907-586-2806**

Representative Beth Kerttula
State Capitol Room 404
Juneau, Alaska 99801-1182

April 5, 2012

RE: Funding for Communities In Schools Dropout Prevention

Dear Representative Beth Kerttula:

I am writing to first thank you for your support of Communities In Schools of Juneau (CIS of Juneau) dropout prevention program. Because of your support, hundreds of students are getting a fighting chance. I also want to urge you now to please support the request of CIS of Juneau for another school year. Our children need it and we as a community need to support them in any way that we can.

Because of the funding you provided, CIS of Juneau is able to provide dropout prevention services through site coordinators in all three high schools and the two middle schools.

Based on the data from our school district and the Department of Education and Early Development, the dropout situation here is extremely dire. Evidence shows that students who have received individual attention and needed services have far greater chances for success. It has been our experience with site coordination work, that students to whom our services are provided have shown marked improvement in attendance and schoolwork, and consequently remained in school or graduated. Most of the students that come to our attention are those with truancy problems and academic failure, but there are also many who are referred because of substance abuse and behavior problems. Studies have shown that truancy is often the first sign of trouble in a student's life. Truancy has also been found to be a gateway to many other problems such as drugs, pregnancy, and crimes.

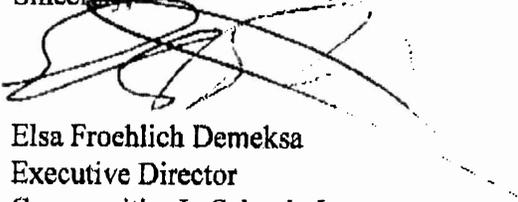
We are currently serving hundreds of students. The chances of those students that are receiving our services dropping out is greatly diminished. The one comment that dropouts frequently make is that they dropped out because they had no connection to the

school and no one cared about them. So, the CIS motto of "A Personal One-On-One Relationship with a Caring Adult" is truly a recipe for success. All we need is more resources to continue to support our students and not abandon them because of lack of funding.

I can assure you that the requested funding would be an investment that will pay off many fold in future savings in other budgets like those of the Department of Corrections and Health and Social Services.

Thank you for your consideration, and hopefully, your active support, of this request.

Sincerely,

A handwritten signature in black ink, appearing to read 'Elsa Froehlich Demeksa', written over a faint, circular stamp or watermark.

Elsa Froehlich Demeksa
Executive Director
Communities In Schools Juneau

Representative Beth Kerttula
State Capitol, Room 404
Juneau AK, 99801

Dear Representative Kerttula:

I am writing to ask you to support the appropriation request of Communities In Schools of Juneau. The funding received last year was very appreciated, and I wanted to say thank you for your support of our program. CIS was able to establish positions for care coordinators at both middle schools and the three high schools this year. Furthermore, Communities In Schools greatly helps the student population at Yaakoosge Daakahidi Alternative High School. Through out this year, I've been focusing many of my efforts on our homeless population and acting as the liaison between our school and health services. This year I've helped 65 students reach these services, whether it be physical or emotional help. Alarmingly over 50% of our students qualify as homeless. Working with the Glory Hole and other community members, I help bring in extra clothes and food for students in need. Food arrives every Wednesday and clothes arrive periodically. I have a consistent group that fills up sacks of food to take home every week. The CIS program fights to help our students overcome the daily struggles that lead to these increasing drop out numbers.

In schools where student needs are high and resources are scarce, Communities In Schools works by creating partnerships between the school and other community resources. This year I've organized several job experience activities where small groups of students visit multiple job sites around Juneau. Students have received summer/full time jobs and internships from some of the occupations visited. In addition, students have had the opportunity to give back to the community by volunteering at non-profit organizations and learning how each contributes to the public. We've also had culture enrichment and educational events within the school, involving native cooking, singing, dancing, drumming, and elder speakers.

The state of Alaska has a very high dropout rate. Some estimates have our Alaska Native student dropout rate as high as 60% and 40% for non-Natives. 65% of Yaakoosge Daakahidi's population is Alaska Native, with the remaining percentages being a combination of ethnicities. Communities In Schools care coordinators are there to meet the needs of the whole child, inside and out of the classroom. This investment can ensure we provide all the means necessary for each and every child to have a better future.

Sincerely,



Kristi Smith
Supervising Site Coordinator
Communities in Schools
Yaakoosge Daakahidi
Alternative High School



Dear Representative Kerttula,

My name is Matt Greely and I am a site coordinator for Communities In Schools (CIS) at Floyd Dryden Middle School (FDMS). I would like to personally thank you for helping us with funding this school year. CIS is steadily growing in Juneau thanks to people like you. At FDMS we have a program called Breakfast and Books (B and B) that is ran by CIS. B and B is a program that provided between 25 and 40 kids breakfast every morning, along with tutoring or a quiet place to study. The same 40 kids are not there every day so this program reaches about 60 kids which equals out to more then 10 percent of the school population! This year I have focused much of my efforts to helping 7th graders that are deemed "at risk". The consistent daily attention has proved very effective in keeping students engaged in their classwork. I hope that you and others continue to support CIS here in Juneau so we can continue to provide the support network that many of these kids desperately need and in turn will keep them in school.

Sincerely,

Matt Greely, Site Coordinator
Communities in Schools