WE ARE ALL IN

to give hope.
to make connections.
to break barriers.
to unlock potential.
to shape futures.
to build trust.
to instill confidence.
to restore stability.
to encourage healing.

FOR KIDS.

Communities In Schools Mid-America

ANNUAL REPORT
FISCAL YEAR 2020
Surrounding students with a community of support, empowering them to succeed in school and achieve in life.
MALISSA MARTIN

As I write this, the global COVID-19 pandemic of 2020 continues, abating in some areas and exploding in others. As if a pandemic weren’t enough for one year, we Americans are also in the midst of profound social, political, and economic disruption: by some counts, the worst we’ve seen in decades, and by others, the worst we’ve ever seen. The concern and fear many of us carry for our families, our communities, our nation, and our world during this time have been deep.

In March 2020, when schools in our region were preparing to close their campuses and stay-at-home orders were issued, Communities In Schools of Mid-America did not miss a beat. As campuses closed, our Site Coordinators immediately moved their base of operations from campuses to the community. Whether they were connecting by phone or email, stationing themselves at a community location, or arriving masked on a family’s front porch, CIS Site Coordinators were essential workers, on the front lines of meeting needs of families in crisis.

We’ve all heard many words used to describe the destabilization of these days. I’ve used a number of them in the preceding paragraphs...disruption, concern, fear, worst. Let me offer some additional descriptors: Helpers. Leaders. Heroes. All of these have been used to describe our incredible Site Coordinators and our agency. As we look to the coming months, whether they offer continuing tumult or a reprieve, I know that Communities In Schools of Mid-America will be found doing what we always do: supporting families, offering help and hope, and changing lives.

Malissa Martin | President and CEO

NETA A. JEFFUS

As Board Chair for Communities In Schools of Mid-America, I’ve been overjoyed to witness the extraordinary dedication of our Site Coordinators as they have stood firm in their mission and continued to serve students, families, and schools during 2020. Their seamless transition between campus and community, as schools have moved between in-person and remote learning, has ensured that CIS services continue to be delivered with excellence, even during the pandemic.

I can also assure our stakeholders that our leadership and administrative staff have continued to function with the highest quality, despite the majority of them working from home for the last several months. Finances remain well-managed, fundraising is successfully on track, and program and data management continue without interruption.

We are very proud of our ability to pivot in the crisis of 2020, and we are full steam ahead for the coming year. Partners and supporters of our work can be confident that, no matter what, CIS stands strong.

Neta A. Jeffus, CFP | Board Chair
OUR IMPACT
STUDENT SUCCESS

Students receiving individual case-managed services during the 2019-2020 school year achieved the following results:

- 99% of students stayed in school
- 96% of students were promoted to the next grade
- 95% of students graduated
- 87% of students improved behavior
- 80% of students improved academics
- 73% of students improved attendance

ABOUT OUR STUDENTS

- White: 36%
- Black: 25%
- Latinx: 16.5%
- Multi-Racial: 10%
- Asian: 0.5%
- Native: 11%
- Other: 0.5%

88% of students receive free/reduced lunches

47% of students present themselves as female
53% of students present themselves as male
CIS AFFILIATES
Hire and train Site Coordinators, bring the CIS model to schools in need and mobilize partners to provide resources.

SITE COORDINATORS
Trained professionals who work with school administrators to assess needs, develop a plan, and build a team to provide supports to schools and students.

COLLABORATIVE PARTNERS
Schools, businesses, and community agencies all work together with Site Coordinators to deliver supports to students and families.

1. NEEDS ASSESSMENT
Analyze multiple sources of data to identify the key needs of the school and individual students.

2. PLANNING
Site Coordinators lead their School Support Team to develop a plan to prioritize supports that address academic and non-academic needs.

3. INTEGRATED STUDENT SUPPORTS
Site Coordinators and partners deliver tiers of support to the school, students, and their families.

4. MONITORING & ADJUSTING
Site Coordinators continuously monitor student and school progress and adjust supports as needed to optimize results.

5. EVALUATION
Continuous assessment of partners and student supports by the CIS affiliate to demonstrate results and improve practice.

6. PROVEN SUCCESS
We increase graduation, reduce dropout, and improve attendance for schools in need.
WHERE WE WORK

**Kansas**

- **CHANUTE**
  - Chanute ES
  - Chanute HS

- **DODGE CITY**
  - Dodge City HS

- **EL DORADO**
  - El Dorado MS

- **EMPORIA**
  - Emporia HS
  - Logan Avenue ES
  - Walnut ES
  - William Allen White ES

- **FORT SCOTT**
  - Fort Scott HS

- **GARDEN CITY**
  - Garden City HS

- **INDEPENDENCE**
  - Independence HS

- **MARYSVILLE**
  - Marysville Junior/Senior HS

- **LAWRENCE**
  - Kennedy ES

- **OTTAWA**
  - Ottawa MS
  - Ottawa HS

- **OVERLAND PARK**
  - Shawnee Mission West HS

- **PARSONS**
  - Parsons HS

- **PITTSBURG**
  - George Nettels ES
  - Lakeside ES
  - Meadowlark ES
  - Pittsburg Community MS
  - Pittsburg HS
  - Westside ES

- **SALINA**
  - Lakewood MS
  - Salina Central HS

- **SHAWNEE**
  - Shawnee Mission Northwest HS

- **TOPEKA**
  - Highland Park HS
  - Ross ES
  - State Street ES
  - Topeka HS
  - Topeka West HS

**Missouri**

- **BOONVILLE**
  - Hannah Cole Primary School
  - Laura Speed Elliott MS

- **KANSAS CITY**
  - Alta Vista HS
  - Benjamin Banneker ES
  - Brookside Charter
  - Crossroads Preparatory Academy
  - East HS
  - Northeast MS
  - Southeast HS
  - DeLaSalle Education Center

**Iowa**

- **WATERLOO**
  - Central MS
  - George Washington Carver Academy MS

**Oklahoma**

- **ANADARKO**
  - Anadarko East ES
  - Anadarko Mission ES
  - Anadarko Sunset ES
  - Anadarko MS
  - Anadarko HS

- **TULSA**
  - Daniel Webster MS
  - Daniel Webster HS
  - Eugene Field ES
  - Kendall-Whittier ES
  - Sequoyah ES
  - Will Rogers Junior HS
  - Will Rogers HS
IN SCHOOLS.
IN COMMUNITIES.
IN TIMES OF CRISIS.

4 states

21 communities

56 schools

581 partners

1,757 volunteers

36,328 students

= 100 volunteers

= 1,000 students
OUR FUNDERS
<table>
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<tr>
<th>Amount</th>
<th>Grants</th>
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<td>$1,000,000+</td>
<td>Kansas Department for Children and Families</td>
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<td>Foundation for Tulsa Schools</td>
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<td>Small Business Administration - Central National Bank</td>
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<td></td>
<td>National Indian Education Association</td>
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<td>SchoolSmart KC</td>
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<td>$250,000+</td>
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<td>Nancy Winter Trust Fund</td>
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<td>Anonymous</td>
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<td>United Way of Greater Topeka</td>
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<td>$100,000+</td>
<td>Brookside Charter School</td>
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<td>Charles E. &amp; Sue Gillette Trust</td>
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<td>Communities In Schools National</td>
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<td>USD 250 - Pittsburg Public Schools</td>
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<td>USD 290 - Ottawa Public Schools</td>
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<td>USD 413 - Chanute Public Schools</td>
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<td>Crossroads Charter Schools</td>
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<td>Anne &amp; Henry Zarrow Foundation</td>
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<td>Boys &amp; Girls Club of Lawrence</td>
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<td>City of Pittsburg</td>
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<td>DeLaSalle Education Center</td>
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<td>Earl Bane Foundation</td>
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<td>E.L. &amp; Z. Irene Hopkins Foundation</td>
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<td>Every Foundation</td>
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<td>Midco Foundation</td>
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<td>Children</td>
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<td>Douglas County Community Foundation - Momentum Grant Fund</td>
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<td>Douglas County Community Foundation - Community Grant Fund</td>
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<td>Gibson Foundation</td>
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<td>Hogan Preparatory Academy</td>
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<td></td>
<td>Otto Schoitz Foundation</td>
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<td>Salina Area United Way - COVID-19 Relief Fund</td>
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<td>Topeka Active 20/30 Club</td>
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<td>Topeka Community Foundation - Greater Topeka Fund/ Healthy</td>
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<td>Lifestyles Grant; Live, Work &amp; Give Fund</td>
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<td>USD 446 - Independence Public Schools</td>
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<td>USD 490 - El Dorado Public Schools</td>
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FUNDING SOURCES

- Public: 58.6%
- Private: 41.4%
- Public Funding Breakdown:
  - State: 61%
  - School District: 23%
- Private Funding Breakdown:
  - Foundation: 46%
  - United Way: 9%
  - Corporate: 7%
  - CIS National: 5%
  - Individuals: 4%
  - Other: 16%
  - In-Kind: 13%

733 IN-KIND GIFTS RECEIVED

$317,273 VALUE OF IN-KIND DONATIONS
WHAT WE ARE
THERE’S A POWERFUL STORY
RE MADE OF EVERY WITHIN EVERY STUDENT.
Brooke*, a high schooler, was referred to CIS of Mid-America due to her prior disciplinary issues. While reviewing her school record, the CIS Site Coordinator noticed that Brooke had been having troubles since elementary school. Brooke struggled to control her emotions, especially during moments of adversity. She would often confront challenges with outbursts, retaliate during disagreements with harsh words, and had a history of getting into physical fights with peers. Brooke’s mom shared significant concerns with the Site Coordinator about Brooke’s strained relationships with students and teachers.

Upon visiting with Brooke, the Site Coordinator could see that she was born to lead; however, she needed to be taught the appropriate skills to do so positively. Brooke had a huge heart and intense loyalty to her family and friends, and would often stand up for them in ways that would get her into trouble. Brooke was ready to start the new school year on a positive foot, leaving behind the drama that had become a daily part of her life. She told her Site Coordinator that she wanted other people to see her as a good influence.

The Site Coordinator and Brooke created goals and made a plan to meet them. Brooke overcame her discipline obstacles by learning appropriate responses and channeling her energy into leadership roles. She worked with her Site Coordinator to create problem solving strategies and she joined an after school group called GirlCode.

These steps brought Brooke’s disciplinary referrals down significantly! Brooke told her Site Coordinator, "If it weren’t for you and CIS, I would not want to come to school or even try. CIS has helped me become who I want to be, instead of who I was."

*Name has been changed to protect the student’s privacy.
Jeremy* is a smart and endearing first grader. His older brother enrolled in CIS of Mid-America not long before the schools were closed in March. This school year, Jeremy’s teacher expressed concern for him. She said he did well the first few weeks, but was exhibiting an outburst of feelings. The Site Coordinator contacted Jeremy’s mother about enrolling him on caseload, and she agreed Jeremy could use the support. The Site Coordinator and the school counselor began providing extra support in the classroom to help Jeremy understand his feelings and learn how to ask for help. With support from school staff, the Site Coordinator spoke with the mom about mental health services, and she agreed to move forward with therapy for both Jeremy and his brother. The Site Coordinator collaborated with the school’s Mental Health Liaison and the boys’ mom to complete the initial assessment. The boys were able to begin mental health services in the school.

While building the relationship with Jeremy’s mother, the Site Coordinator learned that Jeremy’s dad had recently moved. Jeremy went from seeing his father every weekend to not at all. Jeremy’s father also missed his birthday. With this information, the Site Coordinator and school staff understood Jeremy better and provided him with extra positive relationships. Jeremy’s behavior has already improved, and the relationship between the Site Coordinator and Jeremy’s mother remains strong.

*Name has been changed to protect the student’s privacy.
IN SCHOOLS, AT HOME, & IN BETWEEN. WE ARE ALWAYS ALL IN FOR KIDS.