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.
We believe that relationships, not programs, change the trajectory of at-risk students’ lives.

So, at Communities In Schools of Mid-America, we amplify the power of each student’s potential by connecting them to caring adults and community resources designed to help them succeed. We’re by their side every day, supporting them in ways that go beyond the classroom. Whether it’s helping them find a safer place to sleep or opportunities that prepare them for the college and careers of their choice, we connect students with the support they need to learn their best. We knit together a powerful network of partners – including businesses, volunteers, social service agencies, healthcare providers, and educators – that help students stay focused today, so that they can go further tomorrow.

Our commitment to the students we serve also keeps us focused on results. In thousands of schools across the country, we know that our approach works because it’s backed by more than 40 years of experience and rigorous research.

Through our school-based Site Coordinators, Communities In Schools (CIS) of Mid-America helps students see their potential so they can start to realize it in ways big and small.

For Mari*, her conflict with another student and her mother’s gas being turned off resulted in her moving from place to place and falling behind at school. That’s when Communities In Schools’ Site Coordinator stepped in to make sure Mari and her mother’s concerns were heard, and ensure they had food and resources they needed on the weekends. Later that year, Mari was grieving the passing of her grandmother and a broken relationship with a family friend she saw as a father figure. She dropped out of school. Her CIS Site Coordinator continued to reach out and offer support for months, and Mari decided to return to school. With her CIS Site Coordinator a continuing voice of support, Mari is succeeding despite many pressures to give up.

Mari’s story—like so many of the students we serve—is a testament to our commitment to kids. We’re ALL IN to help them achieve the future they deserve.
HOW WE WORK

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.
IN OKLAHOMA.
IN SCHOOLS.
IN COMMUNITIES.
IN TIMES OF CRISIS.

2 communities

584 partners

12 schools

320 volunteers

5,627 students
CIS of Mid-America celebrates its 25th anniversary in 2020. It was established as CIS of Kansas in 1995 and, in 2014, became the first CIS state office to establish regional affiliates embedded in our 501(c)3. What began as a statewide network in 1995 serving communities across the state of Kansas now also serves communities in Iowa, Oklahoma, and Missouri. As an affiliate of the national non-profit Communities In Schools, this regional approach allows us to streamline the services we provide to struggling students and their families. The CIS of Mid-America network currently provides services in 60+ schools to more than 30,000 students each year by placing individuals directly inside the schools to work with students.

ANADARKO
Anadarko East Elementary School
Anadarko Mission Elementary School
Anadarko Sunset Elementary School
Anadarko Middle School
Anadarko High School

TULSA
Daniel Webster Middle School
Daniel Webster High School
Eugene Field Elementary School
Kendall-Whittier Elementary School
Sequoyah Elementary School
Will Rogers Junior High School
Will Rogers High School
RIPPLE EFFECT: OKLAHOMA
SCHOOL YEAR 2019-2020

GRADUATING
95% of seniors graduated.

ACHIEVING GOALS
68% made progress toward attendance goals; 89% improved behavior; and, 82% made academic and coursework improvement.

ENGAGING PARTNERS
584 community partners provided support services.

PROVIDING SUPPORTS
791 students received targeted, individual reinforcement.

LEVERAGING DONATIONS
CIS leveraged $164,414 through in-kind donations.

Serving Students
CIS provided support services for 5,627 students. 94% of students were on free/reduced lunch, 35% of students were American Indian; 27% Hispanic/Latino; 18% White; 12% Black; 6% Multi-Racial; and, 2% Asian.

STIMULATING GROWTH
99% of students stayed in school and 95% were promoted to the next grade.

UTILIZING VOLUNTEERS
320 volunteers donated 1,283 of hours, valued at $61,135.
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.