

SB 72

Tools for Equitable Education

Joint Interim Standing Committee on Education
Wednesday, March 20, 2024



Communities
In Schools®

Nevada

In schools to help kids stay in school.

About Communities In Schools of Nevada

- Mission: Surround students with a community of support, empowering them to stay in school and achieve in life.
- Part of the largest national, evidence-based, school dropout program
- Operating in Nevada for almost 20 years
- Program is based on three-tiered “Integrated Student Supports” (ISS) model (Tier I, II, and III)
- In 2022-23 school year, served over 91,000 students in 92 Title I or Title I eligible schools throughout the state of Nevada
- Focus areas of schoolwide and case managed student goals:
 - Attendance
 - Behavior
 - Course performance
 - Social-emotional learning (self-regulation, interpersonal relationships, perseverance)

About Our Students

- In 2022-23 school year, CIS served 91,125 students, K-12
 - 57 Elementary Schools
 - 18 Middle Schools
 - 17 High Schools
- Majority of students live at or near the federal poverty line; disproportionally students of color
- 89% qualify for free/reduced lunch
- 38.5% of CIS case managed students are Hispanic/Latinx
- 25% are Black/African American
- 20% are multi-racial
- 13% are White/Caucasian
- 54% Female, 45% Male, 0.2% Other

Poverty, Brain Development, and Impact on Learning

- National Institute of Health – ABCD Study (Adolescent Brain Cognitive Development) ABCDStudy.org
- Neurological differences in brain development between children living in poverty and those who do not. According to a 2015 article in JAMA (peer-reviewed medical journal published by American Medical Association:

Poverty is tied to structural differences in several areas of the brain associated with school readiness skills... On average, children from low-income households scored 4-7 points lower on standardized tests.

Hair, N.; Hanson, J.; Wolfe, B. Association of Child Poverty, Brain Development, and Academic Achievement. *JAMA*. September 2015

**CHILD POVERTY IN AMERICA MORE THAN
DOUBLED IN 2022**

The Annie E. Casey Foundation

Equality vs. Equity

Barriers to Equitable Education

TRAUMA
(VOILENCE,
DEATH IN THE
FAMILY, ABUSE,
ETC.)

**LACK OF BASIC
NEEDS**
(FOOD, HOUSING,
CLOTHING,
HYGIENE
PRODUCTS,
TRANSPORTATION)

LEARNING LOSS

**ACCESS TO
TIMELY AND
APPROPRIATE
MEDICAL AND
MENTAL HEALTH
SUPPORTS**

Areas at School Affected by Barriers

ATTENDANCE

BEHAVIOR

**COURSE
PERFORMANCE**

**SELF-
REGULATION,
INTER-
PERSONAL
SKILLS**

CIS's Tools and Model to Addressing Academic Inequity

Site Coordinator

- Well-trained, culturally competent, caring adult.
- Part of school team that works with leadership and support staff (counselors, social workers, etc.) but not a teacher or administrator.
- Works to develop trusting relationships with students and their families.
- Trusted relationships reveal barriers that stand in the way of student engagement and success.

Integrated Student Support Model

- Co-located resource center providing calm, safe space for students.
- Resource room includes basic needs – clothing, food, hygiene products, school supplies.
- Tier I (schoolwide supports), Tier II and III (case management of individual students in group or 1:1 settings).

Community Partners

- 120+ partners throughout the state of NV.
- Partnership areas include but are not limited to:
 - Medical, dental, and mental health (providers and insurers)
 - Career development and higher education
 - Food pantries
 - Faith based organizations
 - Civic groups
 - Fellow non-profit service organizations

***“It’s relationships, not programs,
that change children.”***

- Bill Milliken, Founder of Communities In Schools

CIS site coordinators are trained to use the Developmental Relationships Framework to help create trusting, caring interactions with students.

In turn, students are more apt to share their feelings, needs, and challenges that enable site coordinators to either directly provide support or refer students to community services.

Evidence-Based Intervention

Integrated Student Supports (ISS) Model meets the *Every Student Succeeds Act* (ESSA) tier of evidence levels 1, 2, 3, and 4.

- Equity
- Family Engagement
- Homeless and/or Foster Care Youth
- Mentoring
- Neglected and/or Delinquent Youth
- Needs Assessment
- Progress Monitoring
- School Improvement
- School Safety and Climate
- Social Emotional Learning

Integrated Student Supports



- CIS AFFILIATES
- SITE COORDINATORS
- COLLABORATIVE PARTNERS



- **Tier 1 Supports:** Widely available services designed to foster a positive school climate and address school-level risk factors and goals
- **Tier 2 Supports:** Targeted services typically provided in a group setting to students with a common need
- **Tier 3 Supports:** Intensive, individualized services typically provided in a one-on-one setting to students with highly specific needs

Academy

- Year-long elective course for high school juniors and seniors who are struggling to stay on track for graduation
- Led by school faculty and supported by CIS site coordinators
- Tailored curriculum focused on:
 - Academic growth
 - College and career readiness
 - Life skills (aka adulting 101)
 - Service learning
- Credit recovery

Data – Integrated Student Supports Model Works

- 5,957 students case-managed across Nevada
- 2022-23 school year: 95% of seniors case managed by CIS graduated
- 61% met or made progress on attendance goals
- 71% met or made progress on behavior goals
- 70% met or made progress on coursework goals
- 87% met or made progress on college readiness goals (Academy students)
- 94% met or made progress on career readiness goals (Academy students)

All In For Kids

Public-Private Partnerships

- Reduced rate for ISS programming on school campuses through CIS fundraising
- State of NV support through Keeping Kids In School Act (2023)

Community-Based Approaches

- Full-Service Community School funding (federal) in 3 school districts
- Over 120 community partners statewide

Recommendations

All-Hands-On-Deck

- Funding and coordinated services from state and local governments (including school districts)
- Coordination of local/regional/statewide service providers
- Support from private sector
- Continued funding for ISS programming similar to Communities In Schools
- Research resources:
 - abcdstudy.org
 - mdrc.org

Thank you



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