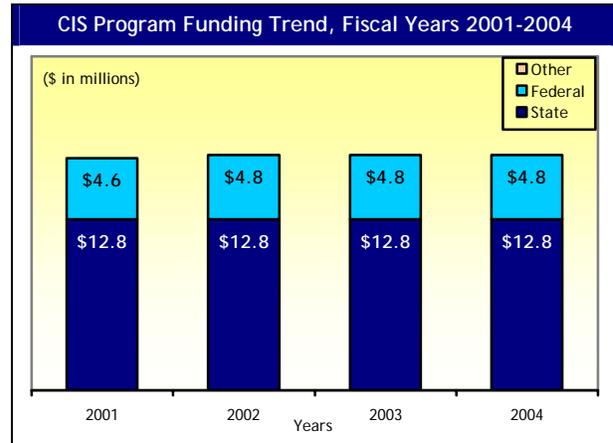


Summary by the Texas State Auditor's Office on:

Communities In Schools Program (CIS)

GAA, Page III-11, Rider 28, Page IX-79, Section 11.23, and Senate Bill 1038 (78th Legislature) ^a

Funding Sources, Fiscal Year 2004		
Federal	State Appropriations	Other
\$4,842,341	\$12,788,865	Unknown
Funding Method	Formula-based grants to local CIS organizations	
No. of Grants	27	
Range	\$300,000 - \$1,700,000	
Eligible Entities	501(c)(3) nonprofit corporations or entities that operate under the auspices of another 501(c)(3) nonprofit corporation and are administered by a board of directors	



Flow of CIS Program Funds, Fiscal Years 2001-2004							
Year	Appropriated	Budgeted	State Funds Awarded to Local CIS Organizations	Expended	Deobligated	Lapsed	Total CIS Budget Statewide, All Funds ^b
2001	\$ 17,360,657	\$ 16,673,482	\$ 16,673,482	\$ 16,629,484	\$ 43,998	\$ 43,998	\$ 43,779,772
2002	\$ 17,628,865	\$ 16,756,964	\$ 16,756,964	\$ 16,756,047	\$ 917	\$ 0	\$ 47,949,403
2003	\$ 17,628,865	\$ 16,905,136	\$ 16,905,136	\$ 16,839,858	\$ 65,278	\$ 25,277	\$ 48,173,716
2004	\$ 17,631,206	\$ 16,943,150	\$ 16,943,150	NYA	NYA	NYA	NYA
Totals	\$ 70,249,593	\$ 67,278,732	\$ 67,278,732	NYA	NYA	NYA	NYA

Districts, Campuses, Students, Parents, and Volunteers					
Year	Districts	Campuses	Students	Parents	Volunteers
2001	104	622	60,775	144,440	11,460
2002	117	652	64,069	71,272 ^c	9,206
2003	111	662	65,039	135,258 ^d	10,269
2004	110	646	NYA	NYA	NYA
Totals	442	2,582	NYA	NYA	NYA
UA - Unavailable		NA - Category does not apply		NYA - Not yet available (as of report date)	

^a Senate Bill 1038 transferred CIS from the Department of Family and Protective Services (DFPS) to TEA. DFPS will continue to manage program data for CIS until TEA CIS has developed its own information system that interfaces with PEIMS and the GED and K-16 databases, which will allow long-term tracking and follow-up for CIS case-managed students.

^b Allocations to local programs are determined by a funding formula as required by CIS legislation. Local organizations, which are 501(c) 3 nonprofit corporations, raise additional funding from private and public sources. In-kind contributions are included in these totals.

^c The national CIS office changed its definition from "parent contacts" to "parents receiving CIS services" in 2002.

^d In 2003, the national CIS office changed the definition to include parents receiving general services and parents receiving specific services.

Targeted Students and Grade Levels

CIS targets students in prekindergarten to twelfth grade who are at risk of dropping out of school and includes their families in the services provided. CIS places a staff member in each school it serves to provide services for those students most in need of support to stay in school and graduate. CIS uses a case-management model to coordinate, track, and report the services it provides students. CIS also assists the school in providing school-wide events that support all students' interests and needs.

The information in these program summaries has been compiled from multiple sources of varying reliability and is unaudited. Sources include the Texas Education Agency, the U.S. Department of Education, the Texas Department of Family and Protective Services, universities, colleges, and other nonprofit organizations.

Program Components

Program Component	Required/ Recommended/ Allowed
Counseling/Case Management	✓
Diagnostics-Based Intervention	
Academic Intervention	✓
Small Group Instruction/ Limited Class Size	
School-Day or Out-of-School Activity	School-Day and Out-of-School
Computer Assisted Instruction	✓
Literacy/ESL/Bilingual Instruction	✓
College Preparation	✓

Program Component	Required/ Recommended/ Allowed
Career Preparation	✓
Mentoring	✓
Professional Development	
Parental Involvement/Education	✓
Community Involvement/Services/ Enrichment	✓
Pregnancy and Parenting Services	✓
Children's Day Care	
Safe Environment	✓

Comments

Communities in Schools is a national dropout prevention network of 194 local nonprofit corporations in 28 states. The first CIS program in Texas was established in Houston in 1979. The Texas CIS program continues to be the largest state CIS program in the nation, with 26 local organizations that serve 49 percent of all students CIS serves across the country. CIS's mission is to help young people stay in school, successfully learn, and prepare for life. The local CIS organizations place full-time case workers on the school campuses they serve to assess individual student needs and develop a plan for helping students succeed in school. CIS leverages community resources including school, parent, community, state, and federal resources and public and private funding. It coordinates multiple services from volunteers, agencies, and organizations to address all needs of the at-risk student. CIS collaborates with other education programs present in the community and district, such as 21st Century Community Learning Centers, and serves as the community-based provider for such programs. CIS also provides assistance to districts in grant writing and program development. Wherever possible, it establishes its services in feeder school patterns in order to follow at-risk students throughout their public education. Case managers develop individual relationships with at-risk students and monitor their progress across academic, behavioral, familial and social, and health areas.

Evaluation*

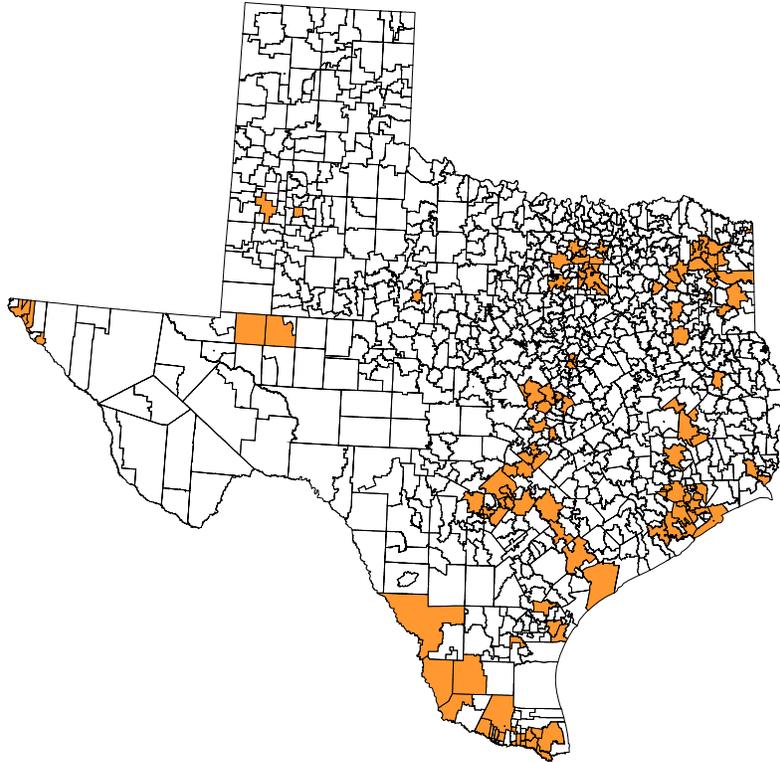
The 2003 Texas CIS report notes that of the 65,039 students during the 2002-03 school year whose cases were managed by CIS staff, 98 percent stayed in school; 91 percent improved attendance, behavior, and/or academics; and 89 percent of those eligible to graduate did graduate. (An SAO audit of CIS program data for this report found DFPS uses two different methods to calculate the percentage of CIS-case managed students who stay in school. As a result, the State and National CIS Reports and Legislative Budget Board's ABEST Reports do not match. There is 1.2 percent difference, which is not considered to be significant.) Using interviews with case managers, teachers, students, administrators, and parents at five CIS programs, DFPS prepared a qualitative CIS evaluation in February 2003. DFPS found that CIS programs were integrated into the schools and school districts they are supporting and seem to be meeting the needs of the at-risk students attending those schools. The case managers felt they were allowed to identify the unique needs of the schools they supported and to implement services that addressed those needs. Teachers identified CIS as a resource that provides a safety net for students who would otherwise drop out. Students described CIS as a resource for getting through tough problems. School administrators used CIS as an extension of their schools' services, and parents talked about CIS as another aspect of the school without which their children would not have been successful. Although there is no current external evaluation, CIS reports consistently high rates of student promotion, graduation, enrollment in higher education, and employment both in Texas and in the rest of the nation.

* In most cases it is not possible to isolate the effects of funding for a single program on students' performance because districts applying for state funding for at-risk students are required to combine local, state, and federal resources to maximize services to at-risk students. For the same reason, a single program's cost does not provide a meaningful basis for determining the cost per student of a desired or achieved outcome.

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Communities In Schools Program (CIS)

Statewide Distribution, School Years 2000-01 through 2003-04



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