

## Success Coordinators

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### *FY 2017 Buncombe County Community Funding*

#### ***Children First/Communities In Schools of Buncombe***

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# Application Form

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**Project Name\***

Name of Project

Success Coordinators

**Amount Requested\***

Amount Requested

\$100,000.00

**Service Area\*****Which Commissioner Districts are served by this program?**Access a map of Buncombe County Commissioner districts [here](#).

District 1

District 3

**Which county sustainability goal aligns best with the goals of this project?\***Based on the Buncombe County Sustainability Plan, select a Category, Goal & Objective that align with the focus of the project and the specific results that will be achieved.Access the Buncombe County Sustainability Plan [here](#).

Community &gt; Educational Resources that Match the Needs of the Community &gt; Increase high school graduation rate

**If applicable, select a second sustainability goal that aligns with project goals.****Result 2 is optional** - Select if project aligns with more than one Sustainability Category, Goal & Objective.

Community &gt; Educational Resources that Match the Needs of the Community &gt; Ensure that all children are reading at grade-level by the end of 3rd grade

**If applicable, select a third sustainability goal that aligns with project goals.****Result 3 is optional** - Select if project aligns with more than one Sustainability Category, Goal & Objective.

Community &gt; Educational Resources that Match the Needs of the Community &gt; Increase parent/community involvement in education

## ***Project Description***

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### **Project Description\***

#### **Description of Project**

Dropout rates in Buncombe County Schools (2.74%) are higher than North Carolina overall (2.28%). Students who dropout are losing their paths to a better future.

The Children First/Communities in Schools (CIS) Student Support Specialists (SSS; formerly “Success Coordinators”) aim to change those statistics by empowering students to stay in school and achieve in life. A school-based SSS connects students and their families to critical community resources that are tailored to their needs. The SSS also provides students with a one-on-one relationship with a caring adult; a safe place to learn and grow; a healthy start and future; a marketable skill to use upon graduation; and a chance to give back to peers and the community.

After an initial schoolwide assessment, the SSS works with a team of administrators at the school to determine what services are most needed. Services coordinated by the SSS can range from book distribution to bullying prevention to clothing drives. All students have access to these services.

The SSS also works more intensely with 10% or more of the student population who is most at risk for eventually dropping out of school. Risk factors include poor attendance and grades, suspensions and expulsions, and low parent involvement. The SSS becomes an advocate for the student, connecting the student to much-needed resources such as medical care, tutoring, or supplemental food, and works with the parents to involve them in their child’s education and success.

Through this project, Children First/CIS will continue delivery of SSS services in Johnston and Emma Elementary schools, and expand the services currently offered in Estes Elementary and Eblen Intermediate schools.

### **How many people will this project serve?\***

State the number of individuals or households in Buncombe County that will be served by this project. Also state the number of people that will experience the desired result. For example, if dropout prevention services are being delivered to 100 students, how many will successfully graduate from high school?

Eblen = 680  
Emma = 425  
Estes = 759  
Johnston = 333  
Total: 2,197 students

If each of the above students has one parent and half of the students have one sibling that is not in school, we will serve 5,493 people. This is probably a low number.

This project will serve a minimum of 2,197 students and their families including parents and siblings for an estimated 5,493 unduplicated people. The SSS engages community partners and volunteers to address both the academic and social service needs of students at their assigned school site. We are addressing the need for tailored, student specific interventions. 75% of the students (1,648) will have access to programs that connect social services to students and their families including programs that combat hunger, teach

English as a second language, and increase opportunities for parents to feel more connected to their child's education. 10% (220) of students at highest risk for dropping out will receive more intensive case management services.

### **Describe the people this project will serve.\***

Characterize the demographics of the project's target population in terms such as age, gender, income, race, ethnicity, geographic area, etc. Include information about method of referral/recruitment of the target population.

The target population is students in grades K-6 with identified risk factors for dropping out of school such as low socioeconomic status, poor attendance, low grades, poor attitude toward school, lack of family involvement, and lack of positive adult role models. Currently, 1,689 students out of the total population from the four schools exhibited at least one, if not multiple, risk factors for early drop out. 100% of the students at Emma and Johnston Elementary (425 and 333, respectively), 54% (410) of students at Estes Elementary and 77% (521) of students at Eblen Intermediate (1,689 total) receive free/reduced lunch, which is synonymous with low socioeconomic status, a risk factor for dropping out of school. Students will be referred by their schools' Child Help and Parent Support (CHAP) team or their parents may request services.

### **What key steps will you take to achieve the results of this project?\***

Describe the core elements of your implementation plan, including milestones that will take place within the funding timeframe.

Aug: Comprehensive site plans created by SSS

Ongoing: SSS participates in the schools CHAPS team and receives referrals for students that need case management. SSS implements the School Support Plan providing needed services such as food pantry, clothing closet, school supplies, holiday assistance, social skills groups and workshops for parents.

Jan: SSS 50% complete with school site plan

May: SSS 100% complete with school site plan. Surveys the school faculty and staff.

July or later: Communities In School NC approves a successful end-of-year report

### **Describe the evidence of success that backs this project's approach.\***

What evidence of success (i.e. evidence-based research, practice model, accreditation, industry standards, and/or other framework) are you using as a basis for your project design?

Communities In Schools has been proven to have positive benefits for students through rigorous methods in multiple studies. Benefits include reducing dropout rates and increasing on-time graduation rates, attendance rates and academics. At the national level in 2012 – 2013, 97% of case-managed students in grades K-11 were promoted to the next grade level. Additionally, 96% of all case-managed 12th graders graduated from high school. For those high school seniors for whom data was available, 70% went on to college and 19% entered the workforce.

In 2011 and 2012 respectively, the national office of CIS finished a five-year evaluation and a return on investment (ROI) study, each conducted by third-party research institutes. In 2012, CF/CIS received national accreditation from the CIS national office which assessed both our business and programmatic practices.

## **Describe your data collection, tracking, and reporting procedures.\***

Explain your methods for documenting project, service and client information. Include a description of any software or other tools utilized.

Student Support Specialists utilize a variety of methods to track participant involvement and monitor their progress including data collection, case management documentation (including intake forms and facility use records for food supplies, clothing and other services) and periodic reporting. Results tracked and monitored include but are not limited to attendance, grades, teacher and parent reports, and academic assessments.

As a Communities In Schools affiliate, Children First/CIS utilizes CIS Data Management tool (CISDM), which tracks the numbers of participants/beneficiaries of different student support programs and activities.

## **Explain your technological resources and capacity.\***

Explain your current technological strengths and barriers and how this impacts your ability to track data and report outcomes. Who is responsible for adaptation and use of technology within your organization?

Children First/CIS recently implemented an organizational technology plan that has resulted in greater staff connectivity while reducing the organization's long-term technology costs. Currently, each staff member has access to a cell phone, as well as a computer connected to the internet to input data into our web-based data management system.

Over the last year, the organization has restructured staff to include an Office Support Coordinator, who is proficient in, and responsible for, technology updates and troubleshooting, decreasing overhead, and increasing the speed at which we are able to resolve technological difficulties.

## **Organizational Profile**

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### **How does the proposed project support your mission and strategic plan?\***

State your mission and the date of your most recent strategic plan, and explain how the proposed project helps advance your organizational goals.

The act of dropping out must be understood not as a single event but as an outcomes that begins with school disengagement. The SSS targets four of the strongest early indicators of student disengagement, (attendance, behavior, coursework & parental involvement). High-school dropouts fare substantially worse than their peers on a wide variety of long-term outcomes. On average, a dropout earns less money, is more likely to be in jail, is less healthy, and is unhappier than a high-school graduate. By targeting students early, we are able to prevent later dropout, graduating more students on time than any other intervention. In this way, the project supports our mission of empowering children to stay in school and achieve in life, and helping children reach their full potential. Our current strategic plan (2014-17) includes the following: Surround students and their families with opportunities that will enable them to access programs and services to succeed in school and achieve in life.

## What expertise/accomplishments do you have that are relevant to the proposed project?\*

List your organization's strengths as well as accomplishments from the past 3 years that position the organization to be successful with the proposed project.

For almost 40 years, CF/CIS has made a significant, measurable impact in our community & developed a reputation for accountable and efficient management of resources. Since 2012, we have maintained accreditation from the National CIS office, meaning we adhere to strict record keeping and accountability measures that strengthen org. health and sustainability, the quality of our program, and fidelity to the proven CIS model.

The executive leadership of CF/CIS consists of some of Buncombe Co's most knowledgeable experts in the fields of education and child poverty, including Allison Jordan, who has been with the org. for 18 yrs and ED for 10 yrs. She currently serves on the boards of Buncombe Partnership for Children (formerly Smart Start of Buncombe Co.) and NC Child, a statewide voice for NC's children. Susanne Swanger, Associate Superintendent of Buncombe Co. Schools, currently serves as President of CF/CIS Bd of Directors. She has been in school administration for nearly 20 yrs.

## Describe partners that are critical to the success of your organization.\*

List any external partners, intermediaries or advisors important to your success, and describe their role and evidence of their commitment. Describe successful collaborations with these people or groups.

Our key partner is the Buncombe County school system, which hosts and actively participates in the efforts of our CIS Success Coordinators. At each school the Success Coordinator works closely with the principals, teachers, counselors, and social workers, as well as with local businesses and organizations. Buncombe County Service and Sisters of Mercy Foundations are major financial partners in the success of the SSS program. Some of our organizational partners include MANNA FoodBank, Methodist Church's Congregations for Children, The Literacy Council and Buncombe Partnership for Children. We collaborate with social service organizations through the BEACON/Advantedge shared database system to document services provided to clients to ensure that we are assisting those most in need.

The CIS State and National offices lend significant support to CF/CIS. CIS of NC has two support staff in the Western region to support our affiliate, one of whom is a student support specialist coach.

## Financial Information

### Nonprofit financial assurance requirements:

Financial statements, prepared using a recognizable basis of accounting (i.e., modified accrual) and IRS Form 990s must be submitted to Buncombe County annually.

- Organizations with annual revenues of \$300,000 or greater must submit financial statements audited in accordance with generally accepted auditing standards.

- Those with revenues between \$100,000 and \$300,000 must submit financial statements reviewed in accordance with SSARS 19.
- Those with revenues of less than \$100,000 must submit non-disclosure financial statements compiled in accordance with SSARS 19.

All financial statements must be reported on by a certified public accountant and include a full balance sheet, income statement, and cash flow statement.

These requirements are considered minimum requirements. Organizations may submit a higher level of assurance than is required.

### **IRS Form 990 - Upload Here**

Click Choose File to upload a copy of the 990 form you most recently completed.

990 July13-June14.pdf

### **If your organization does not have a 990, briefly state the reason.**

Include a statement of intent to comply with nonprofit financial assurance requirements as listed above.

### **Financial Statements - Upload here**

Click Choose File to upload a copy of the most recently completed financial statements (audit, compilation or review).

CFCIS 2014 FINANCIAL STATEMENTS W SIGNED REPORT.pdf

### **If your organization does not have financial statements, briefly state the reason.**

Include a statement of intent to comply with nonprofit financial assurance requirements as listed above.

### **Complete Budget Worksheet - Upload Here\***

Download the budget form [Here](#).

Complete the budget form for this project/program and the overall agency. Save it to your computer, then upload it by clicking Choose File.

Buncombe County Budget Form 16-17 use.xlsx

### **Budget Narrative\***

Describe all differences between current year and proposed year. List all pending funding sources with expected date of notification. Please detail any other information that may help clarify the budget.

For the 15-16 proposed budget year there is a \$25,000 increase in Salaries & Related Expenses. The difference covers increased hours of a Communities in Schools Student Support Specialist at Eblen Intermediate School. This will allow for greater building capacity in all partnering schools. In addition, there will be an increase in training and travel related expenses for the Student Support Specialist.

### **What (if any) portion of requested funds will be used to support capital expenses?\***

Capital projects are defined as those used to acquire or upgrade physical assets such as property, buildings, or equipment. Please detail.

0%

### **Employee Wages**

Please provide information about the wage breakdowns of your employees. Living wage for Buncombe County has been identified as \$11.00 per hour for employees with employer-provided health insurance and \$12.50 per hour for employees without.

### **Employees with employer-provided health insurance\***

List the number of employees in your organization with employer-provided health insurance in each wage category. For salaried employees, use hourly wage equivalents.

\$7.25 - \$10.99 per hour

\$11.00 - \$14.99 per hour

\$15.00 - \$19.99 per hour

\$20.00 - \$24.99 per hour

\$25.00 - \$29.99 per hour

\$30.00 - \$34.99 per hour

\$35.00 - \$39.99 per hour

\$40.00+ per hour

\$15.00-\$19.99 = 7

\$20.00-\$24.99 = 5

\$25.00-\$29.99 = 1

\$30.00-\$34.99 = 1



**Employees without employer-provided health insurance\***

List the number of employees in your organization without employer-provided health insurance in each wage category. For salaried employees, use hourly wage equivalents.

\$7.25 - \$12.49 per hour  
\$12.50 - \$14.99 per hour  
\$15.00 - \$19.99 per hour  
\$20.00 - \$24.99 per hour  
\$25.00 - \$29.99 per hour  
\$30.00 - \$34.99 per hour  
\$35.00 - \$39.99 per hour  
\$40.00+ per hour

NA