Communities In Schools of Richmond surrounds students with a community of support, empowering them to stay in school and achieve in life.

**2018 Report Card**

ONE DAY AT A TIME AND OVER THE COURSE OF A SCHOOL YEAR, COMMUNITIES IN SCHOOLS OF RICHMOND KEEPS STUDENTS IN SCHOOL AND ON TRACK FOR GRADUATION.

**Integrated Student Support**

CIS brings the Integrated Student Support model to schools by doing the following:

- Partners with school districts to identify where CIS can have the greatest impact
- Conducts an assessment at the school level to determine annual needs
- Hires, trains and assigns a site coordinator to a school
- Partners with the school districts, local agencies, businesses and foundations to garner support for the organization and its work
- Mobilizes community resources to address nonacademic barriers
- Evaluates work at all levels to ensure progress is made and goals are met

With support from partners and volunteers, CIS offers three tiers of support to the schools, families and individual students:

**Tier 1:** Prevention and Enrichment for whole schools

**Tier 2:** Collaborative Group Work for students with common needs

**Tier 3:** One-to-One Intervention

**Real Results**

During the 2018 school year, 21,636 students were connected to resources and 2,400 students received intensive case-managed services. Among the group receiving intensive services, we tracked their ABC’s:

- **61%** of CIS students improved ATTENDANCE
- **82%** of CIS students improved BEHAVIOR
- **78%** of CIS students improved COURSE PERFORMANCE
- **86%** of CIS students graduated or were promoted to the next grade

2,500 volunteers shared time with K-12 students; 350 partners supported Richmond and Henrico students; 63 students graduated from Performance Learning Centers; 43 CIS Site Coordinators worked inside 40 K-12 schools.
Dear CIS of Richmond Friends and Advocates:

All children are filled with potential. Schools are a place where adults come together to help make that potential shine. In schools where poverty is pervasive, a significant number of students face challenges that can be barriers toward realizing their goals. Research shows that prolonged exposure to stressful environments contributes to adverse childhood experiences (ACEs).

ACEs occur in all communities regardless of socioeconomic status, but children living in poverty face greater vulnerability. Experiences can include the death of a caregiver, the incarceration of a family member, domestic violence, physical or sexual abuse, neglect, or addiction or mental illness in someone close to a child. The impacts can be life long, manifesting in an individual’s mental health as well as chronic health problems like heart disease, obesity and even premature death.

We can’t always change the challenges students face, but we can give them skills so they are better equipped to face adversity. We can build their resilience – that is, their ability to bounce back from stress, tragedy or trauma. The good news is that resilience is something that can be fostered in all children.

Over the last several years, Communities In Schools of Richmond committed to learning all we could to deliver support through a trauma informed practice. We have spent resources, time and effort on building our toolbox. Every CIS site facilitates specific programming, using evidence-based practice, to address resilience. It is built into almost everything we do.

During 2018, we worked toward systems to better assess, address and measure social and emotional outcomes for our students in the belief that this will help us to deliver more intentional, stronger services and integrate into a trauma informed approach. Through a platform of Social and Emotional Learning (SEL), we can come alongside schools to offer a foundation for safe and positive learning, enhancing students’ ability to succeed in school, careers and life.

In the long run, greater social and emotional competence can increase the likelihood of high school graduation, readiness for postsecondary education, career success, positive family and work relationships, better mental health, reduced criminal behavior, and engaged citizenship.

Harold Fitrer
President and CEO
What is Resilience?

Research shows that if schools can provide a safe and nurturing environment and teach children how to be resilient, it helps reduce the effects of ACES or traumatic experiences.

We know that many of our kids and their parents have had a variety of really difficult things happen to them or around them. Children who have experienced complex trauma often have difficulty identifying, expressing, and managing emotions, and may have limited language for expressing a wide range of feelings. They often internalize or externalize stress reactions and as a result, experience significant depression, anxiety, or anger and defiance.

Resilience is the ability to return to being healthy and hopeful after bad things happen. One of the most exciting findings in the last decade is that we can rewire our brains through deliberate and practiced experiences to repair brain development from toxic stress.

The primary mission of schools is to support student achievement. To reach this goal, children must feel safe, supported, and ready to learn. So what can Communities In Schools do to build resilience across the school setting?

1. Meet basic needs (food, safe housing, clothing, etc.)
2. Build social emotional skills
3. Model mindfulness and resiliency
4. Improve school culture and climate
5. Draw alongside school staff to build positivity and hope

The tiny win tracker:
One approach CIS Site Coordinators use to build resilience is the tiny win. Recognizing little accomplishments and celebrating the small stuff can help break big goals into achievable chunks as well as spotlight all the things that are trending positive every day. The wins reinforce positive behavior and help kids develop an addiction to progress. Big changes are an outcome of many tiny wins in the right direction. Check out a month of tiny wins.
How CIS Brings Resilience into a School Day

REGULAR MINDFULNESS-BASED STRESS REDUCTION CAN ACTUALLY SHRINK THE AMYGDALA, THE “FEAR CENTER” IN THE BRAIN. CHILDREN WHO PRACTICE CALMING THEMSELVES GET BETTER AT IT. THEY SPEND MORE TIME IN A STATE OF MIND WHERE THEY ARE OPEN TO LEARNING.

There are three skills that all kids need but especially kids with trauma histories:

1. **Self-Regulation Skills**: This includes the ability to identify your own feelings, engage in reflective listening and practice verbal communication. It’s the ability to express yourself and calm yourself down.

2. **Co-Regulation Skills**: These are the relationship-building skills: how to get along with others; how to express empathy and understand how your actions impact others; how to look for and expect consistency in others, the gateway to trust.

3. **Positive Self Identity**: Kids need to see a positive future for themselves. These skills depend on a student’s ability to discover or uncover what they are really great at doing.

CIS Site Coordinators identify students who need consistent, dedicated time and a calm, inviting environment each week to build those skills through:

1. **Small group supports**: Book clubs, leadership groups, or gender specific groups are great ways to frame many of the topics kids need to unpack. They lend themselves to community building around a child’s experience with grief, self-esteem, impulse control, feelings identification.

2. **One-on-one supports**: Consistently showing up for kids is the key ingredient for one-on-one support (mentors, individual check-ins, supportive guidance). Allowing kids to take a break — a game of checkers, engaging in a mindful practice like coloring or journaling — can make a big difference toward a successful day.

3. **School wide supports**: A wide menu of activities contribute to building a positive school culture. CIS has a full calendar of events to positively engage students including college and career exposure, cultural enrichment opportunities, leadership building and literacy support. To support the holistic growth of students we work together with parents and teachers to encourage strong attendance, support grade-level transitions and meet families where they are.

This Tier 2 Group Work ...

is designed for approximately 6-8 of students in grades 1-3. Each weekly session begins with an identification of feelings and puts children at ease as they begin to communicate feelings in appropriate and safe ways. The goals of the sessions are to provide students with multiple internal options for managing difficult emotions when they are on their own in school and home settings.
Mindfulness Group

SESSION ONE: Team Building

Start: Sit in a circle and introduce yourself and the purpose of the group. Example: The purpose of our group is to have a special time to do fun activities and to learn about things we can do to stay calm when things make us sad or angry!

Go around the circle and have students introduce themselves. Before moving on, ask a student to pick a “Mindful Moment” card*. Explain that every session will begin with an activity from the card set. Lead students through the activity:

Discussion: Make a “Group Promise.” Explain to students that we need to care about one another in order to work together every week. What are some things that we can promise each other? On a poster board, write “In this group, we promise to:” and list students’ ideas. Examples: In this group, we promise to; listen to each other; use kind words; respect everyone’s feelings.

Activity: Team Tower Building! Provide a mixture of odd objects and materials for the group to use to build the tallest tower they can in a set amount of time. If the tower falls down, they have to start again. If time permits, the group could try making a taller tower during a second round. Make sure to set a timer, and provide background music.

Younger students – marshmallows, toothpicks, building blocks, play-doh, pencils

Older students – straws, string, paper clips, pipe cleaners, index cards, modeling clay

Ask students: How did you guys work together to make the tallest tower? Is it always easy to work with others? Why is working with others important?

* Mindful Kids: 50 Activities for Calm, Focus, and Peace by Whitney Stewart
GIVING

OUR THANKS TO ALL THE INDIVIDUALS, FOUNDATIONS, CORPORATIONS AND ORGANIZATIONS THAT GENEROUSLY SUPPORT COMMUNITIES IN SCHOOLS OF RICHMOND. YOUR CONTINUED INVESTMENT ENSURES THAT URBAN YOUTH HAVE THE TOOLS THEY NEED TO ENGAGE AT SCHOOL AND GRADUATE WITH A DIPLOMA AND A PLAN FOR THE FUTURE.

Community Hero
Gifts $100,000 and Up
Altria Group
CSx of Virginia
City of Richmond
Community Foundation for a greater Richmond
Henrico County
NextUpRVA
Richmond Public Scholars
Robins Foundation
United Way of Greater Richmond & Petersburg

School Sustainer
Gifts $20,000 - 99,000
Abold
Audacious Foundation
Melody Barnes
and Marland Buckner
Brookfield Foundation
Capital One Services
CarMax Foundation
Marguerite Casey Foundation
Dominion Energy
Genworth Foundation
Mr. and Mrs. William H. Goodwin, Jr.
Stanley and Kim Market Memorial Fund of TCF
New Market Foundation
Owens & Minor
Beth and Daniel Phipps
James Phipps
REB Fund ofMethodManager
Revelle United Methodist Church
George J. and Elle L. Seay Memorial Foundation
The Bob and Anna Lou Schaberg Fund at the Virginia Nonprofit Housing Coalition
Mary and Wallace Stettinus
Mr. and Mrs. Fred T. Tattenall
Kelly and Kirk Tattenall

Backpack Team
Gifts $1,000 - 4,999
Jody Biegley
J. Alfred Broaddus
Charles M. Caravati
Family
Rob Comer
compare.com
Agnes and Richard Cullen
Davenport & Company, LLC
Joni and Mark Dray
Roger Ferguson
Helen and Rob Froehlich
Waddy Garrett
Martin Giles
Martin and Patricia
Giles Fund
Kirsti and Matt Goodwin
William Hefty
KBoOM!
Kunkel Family Fund
Hunt Andrew's Kirk
La Difference, Inc.
Loucks Family Foundation
Main Street Realty
Robert Marchant
Enrique N. Mayor-Mora
MB2 Solutions
Sue A. Messmer
Dena and Chris Moore
Catie Neimoller
Publix Super Markets
Remo Family Charitable Fund
Gilbert M. Rosenthal
Margarette and
Seifried Ekhau's
Charitable Trust
Robert C. Sleet
St. Edward Catholic
Church
Mary C. Stafford
Strategic Staffing
Solutions
Barbara J. and William
B. Thalhimers, Jr.
Family Fund
Alice and Richard
Tilghman
Kate and Ted Ukrop
Nicole and Jeff Ukrop
Laura and Ned Vincent
William Webber
Anne Marie Whittemore
Spencer Williamson
Michael Woodard

ABC's Club
Gifts up to $999
Kevin Allison
Mary Kay and Danny
Avula
Joan and Michael Bache
Elizabeth Bache
Sally Bagley
Patsy and John Barr

Danna Bayley
BCW Architects
Mary Beesty
Benefinder
Christine Bingham
Linda Blake
Sheby Bultz
Julia M Brebner
Quentin Brown
Austin Brooksbrook
Molly Brooks
Angela Brown
Lizzie Bryan
Joe and Ben Bunnell
Cheryl Burke
Gwen Burnroughs
Melissa Burroughs
Roberta Burns
Caley Cantrell
Capital One Brand
Team Auction
Sandra Carle
Sarah Carpenter
Sandra Carle
Carolyn Champion
David Clarke
CITQ Petroleum
Corporation
Judith and Charles
Cox
Robert Collier
Commonwealth
Woman's Club
Barbara and Laurence
Conners
Donald T. Cowles
Ralph Crosby
Joy Davis
Colleen Denis
Elizabeth Doer
Beth Downs
Evan Dunlap
Brianna Earl
Paul Edelman
Susan Ellert
Mosumate
Ben English
First Presbyterian Church
Ian D. Flatt
Daniel Flatt
Bonita Flynn
Harriett Franklin
Margaret Freeman
Susan and Larry Gaides
Tabatha Garcia
Carolanne Garrett
Hardy
Dan Gecker
Punt Gis
Michael Goldman
Ann Gorham
Kimberly Gorrin
Ingrid Grant
Christine and Lee
Gregory
Nan Guastiger
Sybil Halloran
Christine Hamlett
David Hancock
Terrell Harrison
Hiler and Jill Harris
Rudene Haynes
Margaret Helbstein
Rose Heller
Michael Herring
Mary Hettzel
Betty Hoffer
Diana Hollett
Jean Holman
Rhonda Hubner
Nannette Virginia
Hutchers
Kristin Jarvis
Gene Johnston
Deborah Jonas
Robert Jones
Thomas Katz
Catherine King
Susan Kleinman
Pat Koval
Beverly and Al Laicy
Laura Labyllyette
M.B. Lady
Anna Lawson
Alfred K. Leach, Jr.
Kent LedCom
Jessica Lucia
Tito Luna
Carol Mackey
Kimberly MacLeod
Karen Martin
Jeffrey Mauer
Elizabeth May
Kelley McColl
Nancy Mencisk
Elizabeth Miner
Georgette Monette
Robert J. Mooney
Mount Calvary Baptist
Deane and Frank
Mountcastle
Jo Straus Murphy
Penny Nash and
Thomas Cox
Jeffrey Nelson
Tyree Nelson
Brian Newman
and David Norris
Jennifer O'Donnell
Lizzie Oliver
Francoise Owen
Ann Gallagher
Nan and Jay Pascal
Susan Patrick
John Fleck
Hillary Patterson
Valerie and Neil Powers
Cassey Price
and Tom Kazas
Nancy Pursley
Ann Reavey and
Peter Gilbert

2018 Board of Directors
Michael Woodard, Chair
McGuireWoods
Brian White, Secretary
Main Street Realty
Enrique Mayor-Mora, Treasurer
CarMax
Kevin Allison, Ph.D.
Virginia Commonwealth University
Danny Avula, M.D.
Virginia Department of Health
Marland Buckner
Global Strategic Partners
Thomas Cox
Community Volunteer

Page 12

Peter Datelevi
Altria
Roger Ferguson
Capital One
Michael Herring
Richmond Commonwealth's Attorney
Carol Jones Gilbert
Richmond Redevelopment & Housing Authority
Johnathan Mayo
Aval Marketting
Reverend Tyrone Nelson
Seek Montic Valley Baptist Church
Mollie Reinhart
Community Volunteer

2018 Financials

Direct Public Support 2,129,923
Program Services 3,031,060
Local and State Funding 1,235,708
Management and General 251,511
United Way 96,500
Funding 196,968
In-Kind 143,287
Total Expenses 3,479,539
Total Revenue 3,605,418

Review CIS of Richmond 2018 audited financials at www.giverichmond.org

2018 Expenses

Page 13
Save the Date!
May 21, 2019 for
moving on

Communities In Schools of Richmond
2922 W. Marshall Street, Suite 2
Richmond, Virginia 23230

www.cisofrichmond.org
804.358.1CIS
like us on Facebook