WORK TO BE DONE: Communities In Schools Strategic Business Plan

2018-2022

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Executive Summary

Communities In Schools (CIS) matches at-risk students with the specific resources they need to beat the odds and stay in school. We have been perfecting this work for four decades. In 1977, CIS began with less than 3,000 students; this year, CIS will be a beacon of hope in the lives of 1.5 million students.

Even with this tremendous growth, millions of students remain without the support they need to succeed. Despite the nation's higher-than-ever 83 percent graduation rate (National Center for Education Statistics, 2017a), **more than half a million students drop out** of school every year (National Center for Education Statistics, 2017b). Poverty is a major contributing factor. According to the most recent data, 24 percent of public school students attend high-poverty schools (National Center for Education Statistics, 2017c)—almost doubled since 2000 (National Center for Education Statistics, 2017d). As the number of these schools continues to grow, the need for Integrated Student Supports (ISS) becomes more important than ever.

We began on the streets, hardly more than frontier folk blazing a trail to stem the dropout crisis and enable student success through caring relationships. Over the years, we settled into the role of leading an evidence-based movement that would come to be known as Integrated Student Supports. As we celebrate our 40th anniversary this year, we have looked inward to understand what we must do to further hone our craft—while still burning with the passion to help **all** kids unlock their potential. More than 40 years of lived experience and six months of strategic planning work have gone into the preparation of this outline for the next chapter of CIS history.

We remain committed to the promise to do more—and better—by all our students. It is therefore imperative we:

- **Sustain:** enhance operational efficiency and effectiveness and secure greater and more reliable funding to ensure the sustainability of the whole CIS organization;
- **Deepen:** deploy research and enhance innovation capacity to drive greater impact; and
- **Grow:** meet our moral obligation to serve more students and expand the case for Integrated Student Supports as an essential component of public education.

This document details the goals and corresponding initiatives necessary to deliver on these three strategic pillars. It is a document, like its underlying promise, grounded in the imperative of building a culture of **diversity, equity and inclusion**. Nine interrelated initiatives, each with targets, metrics, and a sequenced timeline of activities, will guide our work, supported by a foundation of evidence-based practice and brand communications. These initiatives were the result of rigorous vetting, risk analysis, and financial forecasting by nine working groups, national board liaisons, a steering committee, network listening sessions, expert consultants, and an affiliate advisory committee.

Through this five-year plan, we will improve organizational operations, hone our craft, and directly serve at least **300,000 more students** with the CIS model. As we turn our attention outside the footprint of our affiliated network through sector entrepreneurship, innovation, and professional development, we will pave the way for a system that indirectly serve thousands more. In five years, we will be closer to a future in which **every school district and national charter management organization** in the highest-needs communities in America will have access to resources that foster Integrated Student Supports inside schools.

This is the work to be done.

WORK TO BE DONE:
Communities In Schools Strategic Business Plan
2018 – 2022

"Without ambition, one starts nothing. Without work, one finishes nothing."
- Ralph Waldo Emerson

The Challenge

Despite the nation's higher-than-ever 83 percent graduation rate (National Center for Education Statistics, 2017a), recent data indicate that over half a million students drop out of school every year (National Center for Education Statistics, 2017b).

Poverty is the major contributing factor: students from low-income families are two times more likely to drop out than their higher-income peers (Institute of Education Sciences National Center for Education Statistics, 2016). For millions of students living in poverty, the barriers to attending school range from needing appropriate shoes or clothes, to staying at home to watch younger siblings, to lacking mental health services to address trauma.

This is the harsh reality for far too many kids in the United States, as a staggering 14.5 million children under the age of 18 are living below the poverty line (U.S. Census), and over half (25.6 million) of all public school students are eligible for free or reduced-priced lunch (National Center for Education Statistics, 2016). In 2009-2010, 56,000 public schools across the United States used Title I dollars to support more than 21 million struggling and low-income students (National Center for Education Statistics, 2015). According to the most recent data, 24 percent of public school students attend high-poverty schools (National Center for Education Statistics, 2017c)—almost double the number in 2000 (National Center for Education Statistics, 2017d).

Issues of race go hand-in-hand with issues of poverty in America: since people of color are more than twice as likely as Caucasians to live in poverty (U.S. Census Bureau, 2016), more children of color struggle with barriers to success outside the classroom. In 2014-2015, only 75 percent of Black students and only 78 percent of Hispanic/Latino students graduated on time, as compared with 88 percent of their White peers (National Center for Education Statistics, 2017a).

Teachers are doing their best, but they simply lack the time and resources required to meet the needs of low-income students. Schools in poor neighborhoods often lack tutors, computers, laboratories, after-school programs and extracurricular activities. Not surprisingly, these are the schools where kids drop out the most, perpetuating the cycle of poverty for another generation.

The Solution

Fortunately, there are signs of hope. Since 1977, Communities In Schools (CIS) has ensured that children in poverty have the **support they need to stay in school and achieve in life**. Today, we are the nation's largest and most effective dropout prevention network.

Driven by a belief that poverty should not be a predictor of success, we connect the power of local community resources to the students who need them most. From the frontlines of over 2,300 schools, we work alongside educators to help every student we meet see and activate their potential on a path to graduation—and beyond.

Mission: Our mission is to surround students with a community of support, empowering them to stay in school and achieve in life.

Vision: Every child in need in America will have a community of support in and outside the classroom.

We've been showing up in schools for our students, every day, for 40 years—and we stay with them through their successes as they lead the way to stronger communities for generations to come.

CIS matches at-risk students with the specific resources they need to beat the odds and stay in school. From basic needs like food and shelter, to academic needs like mentoring and college preparation, we coordinate with the community to provide life-changing support. We focus on helping kids stay in school, because we know that graduation is a beginning to meeting their full potential.

Through this plan, we will continue to build and sustain the organization that delivers on that work. Our vision for the next chapter of CIS history is to serve exponentially more students and continue to prove that our work profoundly impacts individual lives, school environments, and whole communities. Our collaborative partnerships with other organizations enhance this work at its impact. We offer a model for sector entrepreneurship that will makes it possible for schools across the country to address many of the barriers to student success.

As an organization rooted in equity, we look ahead to the time when, thanks to our work and the work of others like us, at-risk students have the same opportunities to unlock potential as their peers. We aspire to a time in America when **every student**, regardless of circumstance, has a community of support in and outside the classroom. We believe in a ripple effect—one life changing countless others, and CIS changing the system of public education itself through collaboration, leadership, advocacy, and hard work.

Our Values and Beliefs

CIS is grounded in a set of Core Values that define our work, inform our decision-making, and serve as a touchstone for our culture:

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                    Accountability


      Integrity                      Collaboration




         Excellence              Equity
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In turn, the development of this plan has been guided by certain foundational beliefs:

1. We believe that every child in America deserves a seamless system of support, so they can stay in school and graduate with the knowledge, skills, values and dispositions they need to achieve in life.
2. We believe that poverty, racism and bigotry are barriers to student success and that we play a role in ensuring equity and inclusion are achieved in school.
3. We believe that a caring adult relationship in the life of every child is the key to ultimate empowerment and success.
4. We believe that the CIS network—the combined power of national, state, and local teams –is the flagship dropout prevention organization in America, operating inside schools with our proven model of Integrated Student Supports.
5. We believe that through partnerships, training, public policy, and a focus on evidence-based program quality, we can assist in the growth of many other providers delivering Integrated Student Supports in a manner that ensures positive outcomes for young people.

Evidence of Impact

Through a school-based coordinator, we bring community resources into schools to empower success for all students by removing barriers for vulnerable students at risk of dropping out, keeping kids in schools and on the path to graduation, and leveraging evidence, relationships and local resources to drive results.
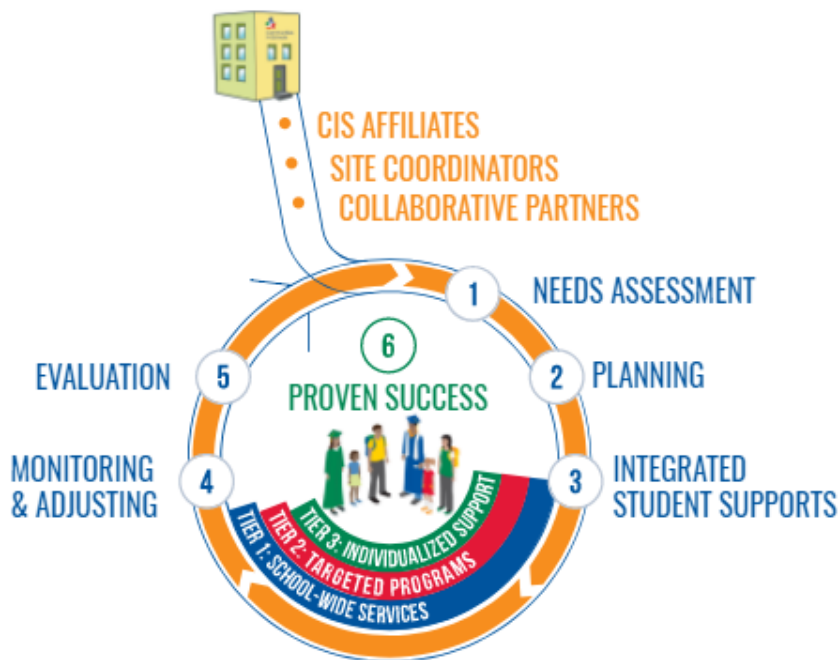
THE CIS MODEL
A site coordinator at each school assesses students' needs and then identifies and connects students to resources that meet these needs.

Through strategic partnerships with local providers, CIS site coordinators bring together various community supports to provide integrated student services benefiting an entire student body (Tier I).

Simultaneously, site coordinators work with school leaders to identify a subset of the most at-risk students, who then receive targeted and/or individualized interventions (Tiers II & III) based on their identified needs.

Our model integrates supports around each student—and it works. A 2010 study found that schools where the CIS model was implemented with fidelity experienced more favorable schoolwide outcomes than similar schools without CIS. CIS model schools experienced lower dropout rates, higher promotion rates (moving up to the next grade), and higher on-time graduation rates (ICF International, 2010).

Additionally, CIS case-managed students report improved relationships with adults, better quality relationships with peers, and improvements in their engagement with school, their educational attitudes, and their belief that education has value for their futures—all important outcomes that research links to future success (MDRC, 2017). For our case-managed students in 2015-2016, 91 percent of our seniors graduated or received a GED, 88 percent of our students met or made progress towards their academic improvement goals, and 99 percent of our students stayed in school.

Not only is CIS a good investment for these students, it's a good investment for these communities. In 2012, the economic modeling firm EMSI calculated that every dollar invested in CIS creates $11.60 in economic benefits for the community (Communities In Schools, 2012).

Foundation of Success

We continue to build on the legacy of our founder Bill Milliken, whose transformational ideas about dropout prevention evolved to the essential principles of our national network.

We have invested millions of dollars and countless hours of research in building an **evidence-based model** for Integrated Student Supports and a **Total Quality System** for ensuring its delivery with fidelity. We continue to support our network and are working toward **tiered supports** to meet the range of affiliates needs.

We fought hard for federal legislation in support of ISS, and in 2015, Congress passed a federal education law known as the Every Student Succeeds Act (**ESSA**) recognizing that students need precisely the kind of academic and non-academic supports that CIS provides and brokers. ESSA now declares that ISS is an appropriate intervention, paving the pathway for access to public dollars to fund this critical work. Though many states are focusing on ISS-related indicators under this law, we have more work to do to secure federal funds and capture the promise of ESSA.

We have a **communications campaign** underway to tell the story of CIS and ISS in a way that engages students, parents, and educators as part of the solution. Millions of dollars and countless hours of technical assistance pass from the national office to the network each year.
And we continue to **partner with others** to deliver lasting collective impact and results for our students.

The CIS national board recommitted to this foundation in 2017 by establishing a programmatic center of excellence in the national office: **The Milliken Center for Innovation and Student Success**, named for our founder. The Milliken Center ensures funding for ongoing programs that support school programming and site coordination, as well as public policy and advocacy. An initiative in this plan will add an Innovation Lab component to the Milliken Center's portfolio. The Milliken Center is expected to launch publicly in spring 2018 and will have increasing public profile as the focus of new thinking and improvements to the field of Integrated Student Supports.

Our Ambition

Over the next five years, we will serve at least **300,000 more students** with the CIS model—reaching 270,000 within the footprint of our affiliate network and impacting the lives of at least 30,000 more through an initiative to pilot licensure with other providers. We are targeting Title I schools with low graduation rates, high dropout rates, and high rates of chronic absenteeism. These investments will be in high-visibility communities where the impact of CIS is clearly demonstrated and where there is great potential for scale. We will also invest in initiatives to prepare for broader impact in the future through a suite of ISS-related products and services, and by fostering positive public policy environments for growth.

To ensure the longevity of this movement, CIS will begin to **generate earned income** during this period. We ultimately (ten years from now) seek to derive a steady state of 10 percent of the national office budget from earned income. While this is a new way of thinking for us, progress toward the 10 percent goal will be realized in this five-year plan through three initiatives contributing a total of $2 million in annual earned income by Year 5, and as the national budget is adjusted to an appropriate scale through efficiency initiatives in the plan. This strategy will require consistent monitoring and decisions about viability of the earned income projects.

As a thought leader, CIS—through partnership and collaboration with educational and policy institutions at the local, state, and federal levels—will advocate for the systemic reform necessary to remove poverty and race as barriers to academic achievement.

How will we know we have been successful?

We will help our students stay in school, improving graduation rates, dropout rates, and attendance, behavioral and coursework indicators. We will foster and measure social, emotional and academic development, and relationships with caring adults and others.

Ultimately, our mission includes more: we aspire for all students to achieve in life, measured in part by postsecondary enrollment, persistence and completion. Steps during these next five years will measure and monitor this ultimate success and help make necessary adjustments to the way we work based on what we learn about our alumni in the postsecondary environment.

This work is about **driving change** in order to move beyond our organizational footprint. By 2022, we strive for the CIS network—national, state and local—to be stronger than the sum of its parts, and for ISS to be visible and available in the highest-need communities in America.

> **Theory of Change:**
>
> **If** we invest in organizational sustainability, continually improve the quality of our work and innovate new ways of helping students, and grow with quality…
>
> **Then** every school district and national charter management organization in the highest-need communities in America will have access to Integrated Student Supports inside schools.

The Work

There is work to be done for CIS to deliver on this promise.

We have a practical need to achieve a financially **sustainable** CIS network. As a learning organization, we have a responsibility to continue to **deepen** our understanding of what works to drive positive outcomes for students. And we have a moral imperative to **grow with quality** to serve more students. These are the strategic pillars of the work ahead. Though each has distinct goals, **these pillars are inter-related**; one cannot exist without the other two.

There is also an over-arching imperative that frames our work. CIS serves **all** the students who need our help, regardless of family background or life circumstances. The vast majority (over 80 percent) of students we serve are children of color. More than half (51.9 percent) of our students are female. Nearly 1,000 students at 236 different sites identify as LGBTQ+. We know that 18 percent of our case-managed students are English Language Learners (ELL); 7 percent of our case-managed students qualify for special education services; and there are likely more that fall into these categories.* To fully represent **all** the children we serve, we must also focus on infusing **diversity, equity, and inclusion** (DEI) in all aspects of our work.

Within the strategic pillars and supported by the DEI imperative are five goals which must be met in order to achieve our ambition. Nine initiatives outline the steps we will take over the next five years. Taken together, these components represent the work to be done—an integrated plan that focuses the organization on shared outcomes. In addition, work at the national office will continue to support the "sustain, deepen and grow" pillars through quality assurance, brand communications, collaborative fund development, and collective impact partnerships. These pillars are detailed in the sections to follow.

As noted below, much of the work of CIS will continue: brand management, quality assurance, philanthropy, advocacy, collective impact partnerships, and technical assistance are core services the national office provides to state and local affiliates. Through the initiatives of this plan, these core services will be streamlined and improved, resulting in better service and cost-savings to launch new initiatives contemplated in this plan.

The outline for the next chapter of CIS history can be found on the next page.

*Case-managed student data from SY2016-17

SUSTAIN	DEEPEN	GROW
Goal 1: Enhance Operations Increase efficiency and effectiveness at national, state and local levels	**Goal 3: Drive Greater Impact** Deploy research and enhance innovation capacity to create positive student outcomes	**Goal 4: Expand Reach** Serve additional students with the CIS model
1. Improve organizational efficiency via restructuring and alignment strategies 2. Develop and implement a human capital strategy for site-level practitioners	5. Execute a comprehensive research agenda 6. Create an innovation lab to develop, pilot, and launch new products and services	7. Incent affiliate growth 8. Explore licensing school districts and nonprofits to deliver the CIS model
Goal 2: Diversify Revenue Secure greater and more reliable public funding and introduce earned income		**Goal 5: Create Positive Policy Environments** Expand the case for ISS as an essential component of public education
3. Co-create technical assistance on public funding to bolster network-wide revenue sustainability 4. Create and deliver professional development and other fee-based resources for practitioners of ISS	Communities In Schools	9. Mobilize stakeholders at federal, state, and local levels through communications campaigns and collaborative coalitions

DIVERSITY, EQUITY, AND INCLUSION (DEI)

Promote and embed diversity, equity, and inclusion as our way of working

Diversity, Equity and Inclusion

As a continuous learning organization, CIS holds itself accountable to the communities we serve, and we are not afraid to ask the hard questions and put ourselves under a microscope to examine all aspects of our work. CIS was born on the streets of Harlem, and our founder was one of the early visionaries who recognized public education as the great civil rights issue of the age. Forty years later, the case for change has never been clearer. Racial tensions, inequity, and the achievement gap are regularly front-page news.

Over the course of the past decade, CIS worked strategically and systematically to accumulate and analyze the outcomes data that proves Integrated Student Supports can be effective across subgroups –including race—in mitigating the effects of poverty so that students can focus on school. As we enter the next chapter, it is time to write an even clearer narrative that "all" means **all**.

While individual activities of this plan or the existing body of CIS work may advance Diversity, Equity, and Inclusion (DEI), this statement of a **cross-cutting imperative** more broadly impacts the way we work as CIS enters its next chapter. It is designed to inform and elevate the full scope of activities of our national, state and local offices and boards.

Race/Ethnicity of CIS case-managed students:
- Hispanic/Latino – 45.6%
- Black – 34.1%
- White -15.2%
- Two or more races-2.8%
- Asian – 1.2%
- American Indian – 0.7%
- Other – 0.3%

(SY2016-17)

Promote and embed diversity, equity, and inclusion as our way of working: Building on recent steps taken by the national board and staff to deepen our understanding of these issues, the CIS national office will move forward with a dedicated team to design a DEI strategy. We will apply this thinking to: diversify our board and staff; determine research priorities that will guide our equity work and improve outcomes, deepen our practice around DEI and build a movement within our network to achieve more equitable outcomes for students; and review and update policies and practices at the national office to ensure our operations and programmatic goals reflect our values.

> *Where we'll be in five years as a result:* CIS has in place metrics and accountability measures to ensure we attract and retain diverse board members and staff who are representative of, and with the cultural acuity to serve, our student population; data will be captured and shared; CIS national, state and local offices will understand a continuum of DEI practice and be moving along its trajectory; toolkits, policies, practices and a continuous learning agenda will exist at all levels of the organization; accountability standards and processes for monitoring network and campus plans will exist; and targeted student outcomes will show improvement.

Sustain

The national office, state offices, and particularly local affiliates are challenged by fluctuating and often scarce revenue. Moreover, unlocking ESSA funds has proven more challenging than anticipated, with variable state-level implementation to date. We must invest in organizational and financial sustainability, so the needed resources are in place to fully deliver our strategy and pursue our vision. As a result, we have set goals to **enhance operations** and **diversify revenue.** In addition to the initiatives outlined below, we will continue and

enhance organizational development/technical assistance activities, including pass-through grants and fundraising capacity-building across our network.

GOAL 1: Enhance Operations
Increase efficiency and effectiveness at national, state and local levels

1. **Improve organizational efficiency via restructuring and alignment strategies:** We will improve the efficiency of the CIS network by: 1) streamlining the national office organizational model; and 2) providing affiliates with opportunities to explore restructuring and shared services.
   ➤ *Where we'll be in five years as a result:* Across the network, there is a demonstrable decrease in duplicated administrative costs, while sustaining or increasing revenue and the number of students served with quality. The national office budget and organizational structure are aligned with the target outcomes set forth in this plan and an earned income strategy, with spending maximized on services that support the brand, our evidence base, and converting learning into practice. TQS evolves to support network efficiencies. Funds have been saved and growth in expenses has been slowed so that dollars could be invested in new areas of network operations other than administration (i.e., schools).

2. **Develop and implement a human capital strategy for site-level practitioners:** We cannot sustain the work and ensure positive student outcomes without creating a pipeline of highly-qualified practitioners to serve schools. We will work with the affiliate and state office network to identify human capital priorities and support local programming to recruit, develop, and retain program and school-based staff through effective talent development strategies with a clear focus on diversity, equity and inclusion. School-level and program-focused training will be our highest priority.
   ➤ *Where we'll be in five years as a result:* We are measuring (benchmarks set in FY20) the outcome of a comprehensive strategy for building professional development skills and competenciesof high performing site-level practitioners.

Goal 2: Diversify Revenue
Secure greater and more reliable public funding and introduce earned income

3. **Co-create technical assistance on public funding to bolster network-wide revenue sustainability:** The national office, supported by affiliates already conducting strong resource development strategies, will create and provide technical assistance such as proposals, webinars, trainings, and technical support on accessing and braiding multiple funding streams available in the public sector.
   ➤ *Where we'll be in five years as a result:* The share of affiliate funding derived from all sources of public revenue has grown from the 2018 baseline of 59 percent to a new level of 69 percent (three percentage points higher than the national average identified by the Urban Institute for similar networked organizations).

4. **Create and deliver professional development and other fee-based resources for practitioners of ISS:** Through a blend of in-person and online learning curricula, the professional development offerings will

focus on components of the CIS model of ISS implementation. Supplemental fee-based resources will be offered as stand-alone or add-on tools/resources. Mechanisms will be created for monitoring fidelity, renewing any certifications, and evaluating impact – focusing on the number of districts and professionals trained, and measures such as customer satisfaction, gains in knowledge and skills, changes in practice, and organizational change. Primary target audiences include non-instructional personnel within school districts without a CIS presence. Secondary targets may be community college personnel and other nonprofit organizations.

> *Where we'll be in five years as a result:* The CIS national office has secured at least 25 contracts with districts and/or community-based organizations, contributing to an overall $2 million annual goal for all earned income initiatives.

Deepen

We must continuously deepen our understanding of how to most efficiently and effectively deliver the CIS model to achieve optimal results for schools and students. At the same time, we must develop a capability that allows us to be systematically at the forefront of product and service innovation in the ISS sector. This is all with the goal of improving outcomes and **driving greater impact** for our students.

In service of this pillar, we are investing in strategies to improve the delivery of our model through better, more focused research. (Data collection, TQS/accreditation, and vetting of evidence-based service provider partners will continue, as will the existing work with three Impact Communities and smaller research-to-practice grants.) We are also investing in an Innovation Lab to leverage our experience to create new revenue-generating products and services and remain the field leader in ISS. The Innovation Lab will help reinforce a culture of invention and ingenuity that will unlock new ways for CIS to reach more students and deepen our practice for greater impact, while eventually yielding earned income to further advance our work.

Goal 3: Drive Greater Impact
Deploy research and enhance innovation capacity to create positive student outcomes

5. **Execute a comprehensive research agenda:** Our five-year research agenda will align and prioritize research initiatives based on two broad areas of research: 1) core CIS model improvements (e.g., assessments, partnerships, tiered supports); and 2) enhancements for priority populations and targeted outcomes. The agenda will guide research efforts over the next five years in service of creating a more efficient and effective CIS model. *[See Appendix for the full research agenda.]*
   > *Where we'll be in five years as a result:* General enhancements to the CIS model are in place and refinements/changes to the CIS model for priority populations and outcomes have been implemented because of research findings, further opening doors for braided funding. In addition, our research agenda has been successfully executed and, we are ready to launch a culminating school-level randomized control trial evaluation of the impact of our refined/redesigned model.

6. **Create an Innovation Lab to develop, pilot, and launch new products and services:** We will undertake three primary objectives: 1) stand-up a new team to create and develop CIS' first-ever Innovation Lab; 2) create an Innovation Framework to build a pipeline of ideas, refine that pipeline, and launch pilots

to generate learnings; and 3) test and build viable new products and services for distribution within the CIS Network to improve student outcomes and to generate new revenue in the broader marketplace.

> *Where we'll be in five years as a result:* CIS has a fully staffed and fully functioning Innovation team and a portfolio of work sufficient to bring new products/services to market that better enable the practice of ISS to deliver positive student outcomes. The portfolio of projects in development and deployment at the end of Year 5 will contribute to an overall $2 million annual goal for all earned income initiatives . [NOTE: if the Lab does not yield income or loses its restricted funding donor base, it will be discontinued.]

Grow

We have a moral obligation to serve more students in need. We must grow directly by serving more students in high-need communities and we must prepare today for a future in which CIS can make ISS available for *all* students to dramatically and systemically ensure that more children of color and in poverty have an equitable shot and achieving their dreams. As a result, we have set goals to **expand reach** and **create favorable policy environments.**

Through the sustain and deepen initiatives, we will maintain our **organic growth rate of 2.5 percent, reaching 150,000 more students** over five years. The initiatives in this pillar establish a path to **serving an additional 150,000 to 170,000 students** in need, while also developing alternative approaches that may unlock significant potential for scale in the future. This growth comes in the context of initiatives that will cultivate a favorable policy environment, expanding the case for ISS as an essential component of public education through advocacy, thought leadership, and influencer engagement at federal, state, and local levels. These efforts will continue to be supported by a unified brand campaign and network communications training, as well as collective impact strategies with collaborative partners.

Goal 4: Expand Reach
Serve additional students with the CIS model

7. **Incent affiliate growth**: As noted, we believe the network will grow "organically" by 2.5 percent (150,000 students over five years) through other initiatives in this plan and local affiliate work. We also seek to incent affiliates to grow with quality in key markets—where there is need, high visibility for the brand, and sufficient funding for long-term sustainability—selected by the national office. This multi-pronged effort should yield an additional 2.5 percent growth rate over five years, through these primary initiatives:

   a. **Complete investments in seven Growth Communities:** The CIS national office has already identified seven high performing CIS organizations to expand into ten new schools each over a three-year period. Over the next three years CIS National will complete its financial investments in these organizations and provide capacity-building support to each organization.
      > *Where we'll be in five years as a result:* The seven affiliates are serving an **additional 30,000 students** and can sustain their work.

b. **Challenge the network to expand into 125 more schools:** The national office will provide resources for targeted affiliates or state offices in high-need, high-visibility areas to hire additional site coordinators in schools and communities with a demonstrated ability to unlock substantial growth and sustain it with quality.

> ➢ *Where we'll be in five years as a result:* The network is serving **more than 90,000 students in schools funded by the Challenge grants**.

> ➢ c.

d. **Create new CIS affiliates in target markets:** CIS will launch at least **five** new CIS affiliates in communities where there is no CIS organization. As with the new round of growth communities, the new affiliates will be launched in target communities that offer the greatest potential impact: those that are high-need, with high visibility and that have a high likelihood of reaching more students sustainably. New affiliates created as part of this plan will pay training fees in the first few years of their inception.

> ➢ *Where we'll be in five years as a result:* The new affiliates are serving an additional **15,000 students in over 25 schools**. Total gross revenue from start-up training fees collected from new affiliates during the five-year period will be **$700,000**.

> STUDENT GROWTH TALLY:
> Building upon the expected addition of 150,000 students through organic growth, our Expand Reach Initiatives will add 150,000 to 170,000 students:
>
> - Growth Communities: 30,000
> - Challenge Schools: 90,000+
> - New Affiliates: 15,000
> - Licensing Pilots: 35,000

8. **Explore licensing school districts and nonprofits to deliver the CIS model:** Because affiliate growth cannot effectively reach all states and jurisdictions in the foreseeable future**,** the CIS national office or CIS state offices (on an opt-in basis) will conduct licensing pilots for high-need school districts and like-minded nonprofits to implement the CIS model. The licensees will be in regions without a CIS affiliate structure but with a political, educational, and nonprofit landscape conducive to CIS. For a fee, the CIS national office will license the use of the CIS brand to the district and nonprofits. CIS national or state offices will train district administrators and nonprofit staff in the CIS model, and provide ongoing training, tools, and resources to the licensee. Evaluations of fidelity to the model and student outcomes will determine if licensure can be brought to scale. We will grant **eight** additional licensee pilots (two were in existence at the time of this plan's adoption) by the end of Year 3 of the plan. An evaluation will be made at the end of School Year 2019-20 on the impact of pilots; if they are successful this replication strategy can potentially unlock exponential growth in subsequent years. If they are not successful, no additional licenses will be granted.

> ➢ *Where we'll be in three to five years as a result:* CIS pilot projects have expanded to and retained over 100 schools served by eight to ten licensees (state education departments, school districts, or regionally- or nationally-known nonprofits)serving an additional 35,000 students with the CIS model.   Revenue from licensure will contribute to the overall $2 million annual goal for all earned income initiatives   [NOTE: If the first pilots are successful and this strategy continues, Years 4 and 5 could see as many as 20 additional licensure

opportunities for a total of 160 schools and serving 93,000 more students by the end of Year 5.]

Goal 5: Create Favorable Policy Environments
Expand the case for ISS as an essential component of public education

9. **Mobilize stakeholders at federal, state, and local levels through communications campaigns and collaborative coalitions**: Generate and amplify supportive thought leadership to influence national, state and local policy conversations by producing educational briefs, Op-Eds, educational events, and presentations/speeches at national conferences. CIS will also formally engage and mobilize key stakeholder groups at the national level and in targeted states to support the creation of favorable policy environments, including the annual Milliken Dialogues and Policy Summit.
    ➢ *Where we'll be in five years as a result:* New policies are being passed at the federal, state and local levels expanding ISS as an essential component of public education; ISS has been featured during the 2020 presidential campaign and subsequent Administration/Congressional action.

Risks and Mitigation Strategies

The work of our next chapter does not come without risks. To that end, we have identified some of the potential risks to our plan and suggested strategies to mitigate such risks.

Potential Risks	Mitigation Strategies
Our plan requires **changes to the way we work and may result in staffing implications**, which may create change management obstacles.	The Crossland Group is engaging with CIS beginning this September to identify required changes to our operating model and to run the process for implementing these changes. We believe that deep engagement of the staff throughout this process will ultimately enable a smoother implementation discipline. Staff have been engaged from the start through national office working groups and a President's Affiliate Advisory Committee. Existing affiliate efforts related to these initiatives and champions within the network will be recognized and leveraged to communicate the benefits of change. Ultimately, we will work as one organization to sustain, deepen, and grow.
A focus on growing the overall number of students reached and adding new products or services may **compromise fidelity of CIS model implementation.**	We remain committed to achieving growth with quality and using our Total Quality System to ensure delivery with fidelity. Moreover, through the deepen initiatives we will invest in a concerted effort to improve delivery of our model. Through sustain initiatives we will bolster our capacity to support and maintain growth so that we continue to achieve strong outcomes for students.
Limited resources and funding cuts may threaten our ability to sustain our work and implement new initiatives.	The reality of scarce resources means we can't do everything at the same time, which is why we are focused on investing in organizational efficiency and we are committed to phasing our work over five years. We are focused on building a culture of philanthropy at all levels within the organization by engaging the board and staff more fully in private fundraising, particularly from individuals and corporations. Enhanced technical assistance to braid public funding sources as well as our broader advocacy and engagement efforts are priorities to help mitigate this ongoing risk.

Potential Risks	Mitigation Strategies
As we branch into new offerings such as licensing and professional development of other providers, we risk **cannibalizing our direct service delivery model** and straining the relationship between CIS National and affiliates.	We are committed to transparent communication and collaboration between the CIS national office and affiliates as these strategies are developed and rolled out. We are offering professional development and licensing strategically to ensure the offering does not compete with affiliate offerings. Specifically, we are piloting in geographies that are outside of the current affiliate footprint. We are co-creating tools with the network's support and ultimately sharing the resources for their own improvement as well.
The efforts to innovate and develop new products and to engage different influencers could result in **brand dilution.**	We will continue to invest heavily in marketing to ensure CIS maintains a consistent, strong and quality brand, and that all innovation efforts are aligned to our North Star. Innovation makes up a small proportion of our overall efforts and the Innovation Process will be built to "fail fast" to avoid putting substantial funding toward non-viable new products and services; for each innovation, we will ensure monitoring and quality assurance measures. We remain committed to TQS and ensuring our affiliates receive adequate support to implement our model with fidelity.
New initiatives will overwhelm the existing work and the teams assigned.	We are committed to pairing the restructuring initiatives with those adding new work; we seek to shift resources rather than assign new tasks to the same teams. We are also committed to terminating initiatives earlier than the five-year mark if they do not yield desired results.

Appendix

National Research Agenda (revised)