Standards and Indicators for CIS Student Support Standards
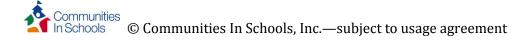
Revision: July 2015

Comprehensive School Standards

I.   Site Coordination Standards

Standard	Indicators
I.1: School Support Agreement	

There is a signed written agreement between the CIS affiliate and school leadership. At a minimum, agreements clearly articulate:
 	
a) The duration of the agreement;
b) The setting in which supports are provided/brokered, including workspace, equipment and Internet access provided to the site coordinator;
c) A brief explanation of the CIS model and each of the three tiers of supports to be provided;
d) The roles and responsibilities of CIS and school staff;
e) School leadership commitment to create or designate School Support Team members to support the delivery of the CIS Model;
f) The affiliate's referral process for case managed students;
g) The school's commitment to provide CIS with the following data at agreed-upon intervals in aggregate and for individual students with consent forms:
   i. All standard CIS metrics – Attendance, Behavior, Course Performance (ABC)
   ii. School demographic data
   iii. Free and reduced lunch qualification data (aggregate only)
   iv. Any additional data points required by the affiliate.
	• Signed written agreement between the affiliate and current leadership at the school (if a school support agreement with all required components is articulated at the district level, then school leadership must submit a letter of support). At a minimum the agreement addresses all items required by the standard.

Standard	Indicators
I.2: Site Coordinator	

CIS has a paid, designated person on site (at least 20 hours per week) responsible for ensuring all aspects of the Annual School Support Plan are implemented as designed. AmeriCorps members cannot serve as the designated site coordinator at a school. Site coordinators engage in ongoing professional development opportunities.	• Letter of employment or reassignment showing at least .5 FTE assignment to the school.
	• Job description outlining responsibilities for implementing all aspects of the Annual School Support Plan.
	• Each site coordinator maintains and updates a professional development plan that includes:
	   o Completion of the CIS University Site Coordinator Learning Pathway within one year of hire date
	   o Data management system training
	   o Participation in an annual updates webinar from the CIS national office

I.3: Annual School Needs Assessment	

CIS completes an annual school needs assessment that, at minimum, is based on:
a) The school improvement plan;
b) Published and verified community data;
c) Input from:
   i. School administration
   ii. School staff (i.e., counselors, social workers, custodians, etc.)
   iii. Teachers
   iv. Parents/guardians
   v. Students
d) The most recent data for all standard schoolwide metrics and any affiliate-specific metrics;
e) Identification of existing resources/services/partners currently operating at the school.
This information is summarized, analyzed, and used to identify risk factors and prioritize the overall student needs.
	• School Needs Assessment incorporating all elements listed in the standard.
	• CISDM data show overall student needs are documented in the "Schoolwide Risk Factors" section of the School Support Plan.

Standard	Indicators
I.4: Annual School Support Plan	

In collaboration with school leadership, and based on findings of the CIS Annual Needs Assessment, CIS staff develop a comprehensive Annual School Support Plan to implement the CIS Model. At a minimum, the plan includes:
 	
 I. School demographic data;
 II. Schoolwide goal(s) that address attendance, behavior, course performance, and/or school climate needs as identified in the Annual Needs Assessment;
 III. How progress toward identified goal(s) and success will be measured:
     a. Data to be collected, including relevant standard metrics and data source(s)
     b. Intervals at which data will be collected and reviewed
     c. How progress/improvement will be defined, including plans for monitoring and adjusting
 IV. A brief description of supports to address schoolwide goal(s), including:
     a. Focus of support: Tier I, Tier II or Tier III
     b. Type of support (Program Category)
     c. How often each support will be available/provided
     d. Projected number of students, family member participants, and/or other participants.
     e. Support providers: the partners, CIS staff, etc. to be involved in delivery.
 V. A description of the overall case management process, including:
     a. How students are identified
     b. How students' needs are assessed
     c. How Student Support Plans are developed and implemented
     d. The process for monitoring and reporting on student progress and adjusting plans.
 VI. A description of how progress against the School Support Plan will be reported to school and affiliate leadership.
	• Current Annual School Support Plan including all items required by the standard and clearly addressing needs identified in the Annual School Needs Assessment.
	 • School Support Plan is signed by current school and affiliate leadership.
	 • CISDM data show:
	     o Complete "Planned Goals & Planned Tier I Supports" section of the School Support Plan
	     o Complete Site Demographics

Standard	Indicators
I.5: School Identity Elements	
CIS school staff regularly display and incorporate the official affiliate version of the CIS logo into all CIS materials. Logo usage must be in alignment with the current CIS Graphic Standards Manual.	• Samples of various documents, clothing and materials such as event flyers, nametags and CIS school forms showing correct identity element usage. • Signage at school showing correct identity element usage. • All CIS school-based staff wear CIS name tag daily.

II.   Case Management Standards

Standard	Indicators
II.1: Consent Form	
Prior to providing supports to individual students and entering their information into CISDM, CIS secures appropriate written consent from parents or legal guardians that includes permission to broker/provide supports to students and to access, track and report all required data, including free and reduced lunch qualification. Consent forms are securely maintained and retained for a minimum of 3 years.	• Student files show CIS has been granted written consent from parents or legal guardians that includes all elements required by the standard. • The 'Parent Consent' check box in the Student Profile has been checked 'Yes' for each student entered into CISDM.
II.2: Individual Needs Assessment	
CIS completes an initial needs assessment with each student identified for case management that at minimum: a) Collects basic demographic information; b) Assesses student risk factors and assets; c) Establishes a baseline for all standard metrics – attendance, behavior, course performance (ABC)	• Student files for each student show a completed initial needs assessment containing all elements required by the standard.
II.3: Student Support Plan	

CIS develops Student Support Plans for case managed students based on each student's individual needs assessment.
 	
At a minimum, all Student Support Plans include:
a) Basic demographic information
b) Assessed risk factors
c) At least one attendance, behavior or course performance (ABC) goal
d) Plans to track at least one related standard metric for each established ABC goal and any additional affiliate-specific metrics
e) Supports and resources to be provided
f) Timeline for providing the supports or resources
g) Plans to assess student progress
	• Current Student Support Plan including all items required by the standard and clearly addressing needs identified in each individual needs assessment.
	• CISDM data show all case managed students have:
	   o Complete Student Profiles and Student Support Plans
	   o Complete Intake Fields on the Student Monitoring Page

Standard	Indicators
II.4: School Saturation	
CIS case manages 10% of the student population in schools with fewer than 1,000 students or 5% of the student population in schools with 1,000 or more students. * At minimum, all case managed students participate in at least one of the following to help them achieve their established attendance, behavior or course performance goal(s): • Tier II support: targeted services for students with a common need • Tier III support: intensive, individualized services	At minimum, CISDM data show: • 10% of the student population in schools with fewer than 1,000 students participate in case management, or • 5% of the student population in schools with 1,000 or more students participate in case management. • All case managed students participate in at least one Tier II or Tier III program or intervention.
Note: saturation rates may change after the 2015-16 school year based on additional results from research being conducted by the national office.	
II.5: Check-Ins	
CIS checks in with case managed students at least monthly to ensure ongoing engagement, participation, and progress toward established goals.	At minimum, CISDM data show: • Monthly check-ins with each case managed student.
II.6: Monitoring Student Progress & Outcomes	
CIS monitors case managed student progress toward established goals in accordance with the Annual School Support Plan and each student's Student Support Plan. At a minimum, this includes: a) Assessing student progress toward reaching established attendance, behavior and course performance (ABC) goal(s) b) Adjusting Student Support Plans on a periodic basis to maximize the likelihood of students successfully achieving their goals c) Assessing student achievement of established goals	CISDM data for each case managed student show: • Student data for at least one standard metric related to each ABC goal is documented at the end of each grading period on the Student Monitoring Page. • Student progress toward established goal(s) is documented each grading period in the Student Progress area. • Results of student progress toward each goal are documented in the Student Goal Achievement area annually. • The Student EOY/Closeout Status area is completed annually.

III.   Tiered Support Standards

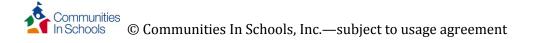| Standard	Indicators
III.1: Tier I Saturation	
Per the Annual School Support plan, CIS provides and/or brokers widely accessible supports throughout the school year as part of an integrated plan to mitigate at least one schoolwide need and reach a related schoolwide attendance, behavior, course performance and/or school climate goal. Tier I Supports: a) Reach a minimum of 75% of the students at the school. b) Are offered 4-6 times per year, or more frequently as needed, to achieve the established schoolwide goal.	CISDM data show: • At minimum, one schoolwide risk factor and schoolwide goal are selected in the School Support Plan area. • A combination of supports reach at least 75% of the total school population. • A minimum of 4-6 Tier I supports aligned with the schoolwide goal(s) were provided/brokered during the year.
III.2: Tier I Support Delivery	
Widely accessible prevention and intervention supports are tracked in accordance with the Annual School Support Plan and as part of an integrated plan to mitigate at least one schoolwide need and reach the established schoolwide goal(s). At a minimum, this includes: a) Delivery dates b) Providers c) Estimated number of students/family members who benefited d) Duration	CISDM data show: • Supports entered in CISDM align with the supports proposed in the Annual School Support Plan. • Data are current and include all items required by the standard.
III.3: Tier I Monitoring and Adjusting	
CIS monitors and adjusts Tier I supports as described in the Annual School Support Plan based on emerging needs of students, available resources, and progress toward the schoolwide goal(s). Monitoring occurs at least once per grading period, and adjustments are made at least once per year.	CISDM data show: • Progress related to Tier I supports and attendance, behavior, course performance and/or school climate goal(s) is documented each grading period in the School Progress area. • Needed adjustments are made to the School Support Plan at least once per year.
III.4: Tier I Metrics & End of Year Results	
CIS assesses the achievement of schoolwide goal(s) as established in the Annual School Support Plan.	CISDM data show: • Data for all standard schoolwide metrics is entered annually. • School Goal Achievement is entered annually.

Standard	Indicators
III.5: Tier II and Tier III Support Delivery	

CIS tracks Tier II and Tier III supports provided to case managed students in accordance with the affiliate's uniform electronic data management system.
 	
At a minimum, this includes:
    a) Documentation of all Tier II and Tier III supports or resources provided to each case managed student, including:
        a. Dates
        b. Providers
        c. Duration.
	CISDM data show supports entered in CISDM:
	• Align with the supports proposed in the Annual School Support Plan
	• Are up-to-date
	• Include all information required by the standard

IV.   Reporting Standards

Standard	Indicators
IV.1: Periodic Updates, School Leadership	
CIS staff update school leadership at least once per grading period regarding the Annual School Support Plan. At minimum, progress reports include: a) Up-to-date detail on supports provided since the last report b) Progress or outcome measures for all standard schoolwide and individual student metrics c) Progress or outcome measures for any school- or affiliate-specific metrics	Documented updates: • Occur at least once per grading period • Include all required elements of the standard
IV.2: Periodic Updates, School Support Team	
The CIS site coordinator provides updates at least once per grading period against the Annual School Support Plan to School Support Team members.	Documented updates: • Occur at least once per grading period • Include all required elements of the standard
IV.3: Periodic Updates, Affiliate Leadership	
CIS staff update affiliate leadership at least once per grading period regarding the Annual School Support Plan. At minimum, progress reports include: a) Up-to-date detail on supports provided since the last report b) Progress or outcome measures for all standard schoolwide and aggregated individual student metrics c) Progress or outcome measures for any school- or affiliate-specific metrics d) Update regarding activities and meetings with school leadership and the School Support Team e) Update regarding any site-specific challenges	Documented updates: • Occur at least once per grading period • Include all required elements of the standard
IV.4: End of Year Reporting	
CIS staff provide timely, accurate and electronic reports of all required data.	CISDM data for each school shows completion of: • The Annual EOY Report

General Youth Services Standards

Standard	Indicators
I.1: Written Site Agreement	
There is a signed written agreement between the CIS affiliate and leadership at each site where general youth services occur. At a minimum, agreements clearly articulate: a) The duration of the agreement b) The initiative or program to be provided/brokered by CIS, including its target participants, goals and expected outputs or outcomes, associated partners, and timeline c) The roles and responsibilities of CIS and school staff d) The school's commitment to provide CIS with appropriate information to identify and enroll student/family participants and assess the program	• Signed written agreement between the affiliate and current leadership at each site. At a minimum the agreement addresses items required by the standard.
I.2: Consent Form	
Prior to providing any services to students that require parental consent or entering their information into CISDM, CIS secures appropriate written consent from parents or legal guardians that includes permission to broker/provide support to students and to access, track and report all required data, including free and reduced lunch qualification. Consent forms are securely maintained and retained for a minimum of 3 years.	• Student files show CIS has been granted written consent from parents or legal guardians that includes all elements required by the standard. • The 'Parent Consent' check box in the Student Profile has been checked 'Yes' for each student entered into CISDM.
I.3: Data Entry	
CIS affiliates record the following data in CISDM at least annually for all locations where general youth services occur: a) School/site name b) School/site demographics c) Number of services brokered/delivered d) Number of program participants	• Complete School Profile in CISDM for all sites where general youth services occur • Annual completion of Site Demographics in CISDM for each site • No less than annual entry of number of services provided/brokered and total number of program participants • Annual completion of a modified EOY Report for each site in CISDM