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Profile Information

Applicant Agency Name: Communities In Schools of North Texas
Project Title: Case Management Program for Cooke County Students
Division or Unit to Administer the Project: CISNT Program Department
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Project Abstract:

Communities In Schools of North Texas (CISNT) recognizes the growing need across Cooke County for prevention and intervention services that encourage at-risk youth to remain in school. Particularly, school-based programs that address gaps in positive school climate and school safety are critical in meeting the needs of underserved populations. Across Cooke County, 50% of students are at-risk of dropping out of school (Texas Education Agency (TEA), 2025). In comparison, across CISNT's partner campuses in Gainesville ISD, 69% of students are at-risk, a 19% disparity (TEA, 2025). Youth in North Texas who are at-risk of dropping out of school are also at increased risk for displaying behavioral and/or emotional problems, reporting poor health, and engaging in criminal activity (Journal of Adolescent Health, 2016). Additionally, risk factors for dropout are highly aligned with Adverse Childhood Experiences, which, if unaddressed, can lead to long-term trauma, as well as behavioral and health challenges for youth. Early prevention and intervention services are critical in empowering students on a path to success in school and after graduation. In line with the Texoma Council of Government's priorities of education and prevention for juvenile justice, CISNT programs integrate holistic strategies to address students' unique needs, including one-to-one guidance and counseling, therapy, violence prevention, the development skills that build self-sufficiency, and improving family stability by combating issues stemming from the intergenerational cycle of poverty and increasing parent engagement and involvement in schools. Through school-based prevention and intervention services that encourage at-risk youth to remain in school, CISNT will foster environments

that prevent violence in and around traditional public schools, improve achievement, increase graduation rates, and reduce retention and juvenile delinquency rates. Empowering Students At-Risk Using the CIS Model: CISNT's case management programs address the immediate needs of students by providing individualized, wraparound services that build on positive one-to-one relationships, student strengths, and community resources. CISNT identifies risk factors early and implements research-based and evidence-proven student support services, empowering students to graduate high school and stay on track for success in life. By implementing the CIS Model at Gainesville ISD schools, we leverage community partnerships with school districts, nonprofit partners, governing bodies, businesses, civic groups, and universities to have a long-term impact in building safe, positive schools where all students have a path to success. The CIS Model: As a nonprofit working in the school setting, CISNT is uniquely positioned to leverage both school and community resources to bridge gaps in prevention and intervention services for youth at-risk. To ensure that all students are empowered to remain in school and on track for graduation, CISNT implements the comprehensive, evidence-based CIS model of Integrated Student Supports, which has been proven to address student needs within the Texas school system. This model has been recognized by the Texas Education Agency as the only dropout prevention program in Texas that both decreases dropout rates and increases graduation rates (ICF International, 2008). Case management services are provided by a full-time, degreed CIS Site Coordinator who utilizes a holistic case management approach, incorporating one-to-one, group-based, and school-wide program strategies grounded in evidence-based practices and the Five CIS Basics. The Five CIS Basics are based on the belief that every child needs and deserves: 1) A one-on-one relationship with a caring adult; 2) A safe place to learn and grow; 3) A healthy start and a healthy future; 4) A marketable skill to use upon graduation; and 5) A chance to give back to peers and community. Necessary Activities and their Relation to the Goal: CISNT's holistic model is based upon campus-wide and student needs assessments, which inform the service delivery plan and directly impact the goals and outcomes of North Texas students. The Seven Core Components of case management services include Mental and Behavioral Health, Health and Human Services, Parent and Family Engagement, College and Career Readiness, Enrichment, Academic Enhancement and Support, and Attendance and Engagement. Through the evidence-based CIS model of Integrated Student Supports, CISNT will serve at least 52 program youth and provide 884 total hours of service (a minimum of 17 hours of case management per student). Objectives: During the 2026-2027 school year: 1. 85% of Cooke County students served will improve in school performance (academics, attendance, and/or behavior) as indicated on a student's final progress report. 2. 85% of Cooke County students served will not enter the juvenile justice system, as indicated on the final registrar report. 3. 85% of Cooke County students served will promote to the next grade, as indicated on the student's final report card. 4. 85% of Cooke County students served will stay in school, as indicated by the student's final report card or the school registrar's final report. Grant Request and Budget Use: The total request from the Juvenile Justice Grant Program is \$17,352. Of the total, \$17,352 will be used to provide partial salary and benefits support for four full-time on-site Site Coordinators (Case Managers) at 10% of the total estimated compensation per person. Benefits costs covering Medicare, workers comp, unemployment compensation, TRS, and group health at a rate proportional to the salary covered by the Juvenile Justice Grant are also included in the total compensation. The remaining 90% of the Case Manager's salary is leveraged by outside resources, including the Texas Education Agency and other grants and donations.

Problem Statement:

CISNT recognizes the growing need across Cooke County for prevention and intervention services that encourage at-risk youth to remain in school. With support from the Juvenile Justice grant, CISNT will implement school-based programs that prevent violence in and

around school, support student engagement, and address the needs of Gainesville ISD students. Across Cooke County, 50% of students are at-risk of dropping out of school, indicating that they meet one or more of the Texas Education Agency's (TEA) 22 at-risk criteria (2025). These include, but are not limited to, homelessness, limited English proficiency, pregnant/parenting teens, children in foster care, youth exhibiting delinquent conduct, students in crisis (abuse, neglect, emotional crisis, trauma), students experiencing family conflict (divorce, separation, family member death, etc), students with an incarcerated parent, and students receiving TANF or eligible for Free/Reduced lunch who also have barriers to academic success. In comparison, across CISNT's partner campuses in Gainesville ISD, 69% of students are at-risk, a 19% disparity (TEA, 2024). Additionally, across Cooke County, 48% of students are economically disadvantaged (TEA, 2024). In comparison, across CISNT's partner campuses in Gainesville ISD, 71% of students are economically disadvantaged, a 23% disparity (TEA, 2025). A 2016 report from the National Center for Education Statistics states that "living in poverty during early childhood is related to lower levels of academic performance, beginning in kindergarten and extending through elementary and high school, and lower rates of high school completion." Data from the U.S. Department of Education's National Teacher and Principal Survey showed that in high-poverty schools, staff were more likely to report students arriving at school unprepared to learn, a lack of parental involvement, student absenteeism, student tardiness, and poor student health (Garcia and Weiss, 2019). Risk factors described above align closely with risk factors identified by the U.S. Department of Justice Office of Juvenile Justice and Delinquency Prevention (OJJDP) as highly correlating with juvenile justice system involvement. These include family characteristics, such as abuse, poverty, family violence, and teenage parenthood, as well as school/community characteristics, including enrollment in schools that are unsafe and fail to address both the academic and emotional needs of youth. Further, these risk factors are highly aligned with Adverse Childhood Experiences (ACEs), stressful or traumatic events that occur before the age of 18, which can lead to toxic stress, often creating physical, behavioral, and mental health challenges that can last into adulthood. Research demonstrates that juvenile offenders are four times more likely to have experienced four or more ACEs than non-offenders (American Academy of Pediatrics, 2022). Positive school climate is closely linked to student success, and can ultimately promote better academic outcomes, decrease socioeconomic inequalities, and enable greater social mobility (U.S. Department of Education; Berkowitz et al., 2016). TEA recognizes that a positive school climate is "the product of a school's attention to fostering safety...and encouraging and maintaining respectful, trusting, and caring relationships throughout the school community" (2018). When a school fosters a positive campus climate, it can improve attendance and achievement, lower retention rates, and even improve graduation rates, which in turn reduces school violence, improves school safety, and reduces rates of juvenile delinquency (U.S. Department of Education). Currently, school climate and safety are persistent issues in North Texas. In a 2024 report on HHSC Region 3, which includes Cooke County, nearly 1 in 5 students (19%) reported feeling not very safe or not safe at all at school, a 7% increase from 2022 (Texas School Survey). In the same report, 48% of students surveyed had friends who considered dropping out of school (Texas School Survey, 2024). There are still significant opportunity gaps for at-risk and economically disadvantaged students in North Texas schools, as these students are disciplined at higher rates than their peers. Needs identified in this proposal align with priorities identified in the Texoma Council of Governments' 2025 Criminal Justice Community Plan, including improving the juvenile justice system through education and prevention, reducing delinquent behavior, expanding access to mental health services, and increasing the availability of adequate youth activities in rural areas. Through school-based prevention and intervention services that encourage at-risk youth to remain in school, CISNT will foster environments that prevent violence in and around traditional public schools, improve achievement, increase graduation rates, and reduce retention and juvenile

delinquency rates.

Supporting Data :

Growing risk factors such as increasing numbers of students who are at-risk and economically disadvantaged, overrepresentation of underserved populations in disciplined groups, and challenges with school safety and youth mental health needs, highlight the critical needs of Cooke County students. The following data demonstrates the need for school-based prevention and intervention services that empower students at-risk of dropping out to remain in school. Increase of At-Risk and Economically Disadvantaged Students: Over the past 5 years, Gainesville ISD has experienced a 23% increase in the number of students identified as at-risk (Texas Education Agency (TEA), 2025). During the 2024-2025 school year, 69% of students at CISNT partner schools were at-risk, with campus rates ranging from 64% to 72% (TEA, 2025). In the same year, 72% of students at these partner schools were economically disadvantaged, with campus rates ranging from 64% to 79% (TEA, 2025). All of CISNT's partner campuses in Gainesville ISD reported at-risk and economically disadvantaged rates exceeding the 2024-25 Cooke County averages of 50% and 48%, respectively. Overrepresentation of Youth At-Risk in Disciplinary Actions: Data from TEA highlight disparities in disciplinary actions among student populations, particularly for at-risk, economically disadvantaged, and male students. Research has shown that punitive discipline strategies, such as suspensions, are correlated with lower student achievement and higher risk of dropout, due to time spent out of the classroom (School Psychology Review, 2015). Additionally, research has found that "low-income and urban schools, those which often face greater challenges related to achievement and dropout, use school suspensions at significantly higher rates than other schools," suggesting that students who already "experience heightened risk may be doubly disadvantaged" by these practices (School Psychology Review, 2015). Further, "the use of suspensions may initiate or exacerbate a process of student disengagement, which can lead to dropout or poor student academic success" (School Psychology Review, 2015). The TEA data below demonstrates the growing need for supportive, school-based services that encourage students to remain in school. Economically disadvantaged and at-risk students remain overrepresented among those who have received disciplinary actions. In the 2022-2023 school year, Gainesville ISD had a total enrollment of 3,340 students. Of those students, 490 received one or more referrals to In-School Suspension (ISS), and 123 students received one or more referrals to Out-of-School Suspension (OSS). As a baseline comparison for the following numbers, 50% of Cooke County students were economically disadvantaged, and 46% were at-risk of dropping out of school in the same year. - Of students placed in ISS, 66% were economically disadvantaged (16% disparity), and 77% were at-risk of dropping out of school (31% disparity). - Of students placed in OSS, 67% were economically disadvantaged (17% disparity), and 75% were at-risk of dropping out of school (29% disparity). - Of students placed in DAEP, 63% were economically disadvantaged (13% disparity), and 84% were at-risk of dropping out of school (38% disparity). In the 2023-2024 school year, Gainesville ISD had a total enrollment of 3,328 students. Of those students, 310 received one or more referrals to In-School Suspension (ISS), and 132 students received one or more referrals to Out-of-School Suspension (OSS). As a baseline comparison for the following numbers, 54% of Cooke County students were economically disadvantaged, and 46% were at-risk of dropping out of school in the same year. - Of students placed in ISS, 75% were economically disadvantaged (21% disparity), and 76% were at-risk of dropping out of school (30% disparity). - Of students placed in OSS, 74% were economically disadvantaged (20% disparity), and 79% were at-risk of dropping out of school (33% disparity). - Of students placed in DAEP, 77% were economically disadvantaged (23% disparity), and 77% were at-risk of dropping out of school (31% disparity). In the 2024-2025 school year, Gainesville ISD had a total enrollment of 3,319 students. Of those students, 412 received one or more referrals to In-

School Suspension (ISS), and 180 students received one or more referrals to Out-of-School Suspension (OSS). As a baseline comparison for the following numbers, 48% of Cooke County students were economically disadvantaged, and 50% were at-risk of dropping out of school in the same year. - Of students placed in ISS, 66% were economically disadvantaged (18% disparity), and 79% were at-risk of dropping out of school (29% disparity). - Of students placed in OSS, 71% were economically disadvantaged (23% disparity), and 74% were at-risk of dropping out of school (24% disparity). - Of students placed in DAEP, 70% were economically disadvantaged (22% disparity), and 82% were at-risk of dropping out of school (32% disparity). School Safety & Mental Health: Preventing violence in and around traditional public schools and providing mental health services continue to be priorities in serving and encouraging North Texas youth to remain in school. In a 2024 report on HHSC Region 3, which includes Cooke County, nearly 1 in 5 students (19%) reported feeling not very safe or not safe at all at school, a 7% increase from 12% in 2022 (Texas School Survey). The same report found that perceptions of safety declined as grade level increased: 29% of 12th-grade students reported feeling not very safe or not safe at all at school. Mental health support is identified under Texas Senate Bill (SB) 11 as a key element in addressing school safety. Communities In Schools is identified as a mental health resource provider in SB 11 and is included in TEA's state mental health resource inventory (2019, 86th Legislative Session). In 2021, the American Academy of Pediatrics, American Academy of Child and Adolescent Psychiatry, and Children's Hospital Association declared a National State of Emergency in Children's Mental Health. Community data continues to demonstrate a growing, unmet need for mental and behavioral health services for children and youth. North Texas Medical Center's 2024 Community Health Needs Assessment (CHNA) identified access to mental and behavioral health care services as a significant need in Cooke County, particularly for low-income and at-risk families. The CHNA also highlighted health disparities that disproportionately affect populations most at-risk and reported increasing mental health concerns, lack of preventative care, and increasing suicide rates, eating disorders, and self-harm for youth in Cooke County (2024). In 2025, Texas ranked second-to-last nationally in the availability of mental health providers (Mental Health America). In Cooke County specifically, there is only one mental health provider for every 1,430 individuals (County Health Rankings, 2025). In addressing students' mental health needs, "directing resources to school-based programs for children's mental health provides services that are timely and efficient...without requiring families to search for already limited sources of care" (Bruek, 2016). The following data highlights the primary mental and behavioral health needs addressed by CISNT in Gainesville ISD. Some students are referred for multiple behavioral needs. In the 2024-2025 school year, CISNT staff responded to 5 student crises. Additionally, the CISNT Mental Health Coordinator received 16 student referrals for mental and behavioral health needs, with the following presenting issues: anxiety/stress (56%), behavior and self-regulation (56%), crisis intervention (38%), bullying/anti-bullying (44%), behavioral issues related to trauma (31%), depression (31%), and grief (13%).

Project Approach & Activities:

Approach: As a nonprofit working in the school setting, CISNT is uniquely positioned to leverage school and community resources to bridge gaps in prevention and intervention services for youth. To encourage youth in traditional public schools to remain in school, CISNT implements the evidence-based CIS model of Integrated Student Supports, proven to address student needs within the Texas school system. **Activities:** Case management services are provided by full-time, degreed CIS Site Coordinators, strategically placed in high-need schools. Working closely with school staff, they design and implement whole-school, group, and individual supportive services. Each Site Coordinator case-manages 80-100 of the highest-need students, providing essential prevention and intervention services tailored to student needs. Students are referred to CISNT by school staff, parents, and

students themselves. All services are provided at no cost and with parent/guardian consent. When a student is referred, Site Coordinators conduct an individual needs assessment, including reviewing student records and staff feedback. Site Coordinators then develop and implement individualized case management plans, which incorporate tiered Integrated Student Supports, and adjust services based on evolving needs. Students meet with their Site Coordinator consistently throughout the school year, while students in crisis may be seen more often as needed. Site Coordinators also partner with school leadership to identify school-wide barriers to academic achievement and design services that address those needs. CISNT services fall within Seven Core Components: 1) Mental & Behavioral Health: CIS Site Coordinators provide services such as one-to-one guidance, mental health groups, and matching students with a CIS volunteer mentor. For students who may benefit from additional mental health support, Site Coordinators make referrals to CISNT Mental Health Coordinators, who offer short-term, professional counseling, as well as to community partners. Site Coordinators also implement school-wide groups or events that promote a positive school climate, such as bullying prevention and kindness initiatives. All services are provided with parent/guardian consent. 2) Health & Human Services: CISNT supports families in need with essential health and human services such as food, clothing, and school supplies, through Nutrition Hubs established at all CISNT program sites. CISNT also connects families to school services, including free/reduced lunch, counseling, and care programs, as well as to community partners offering specialized services such as vision, dental, and mental health care, along with SNAP and WIC assistance. 3) Parental & Family Engagement: Parent engagement is a key component of providing supportive services in traditional public schools that encourage youth to remain in school. Site Coordinators engage parents in their children's education through phone calls, home visits, family engagement events, and collaboration with ARD teams related to IEPs. 4) College & Career Readiness: CISNT expands students' awareness of college and career opportunities through college tours, career days, guest speakers, and career exploration activities. Staff collaborates with counselors to develop credit recovery plans and ensure students earn the necessary credits. 5) Enrichment: CISNT coordinates clubs, skill-building groups, team-building activities, and other enrichment opportunities that strengthen students' engagement and motivation in school. These opportunities help students develop collaborative relationships with peers while building communication, problem-solving, and self-sufficiency skills through intentional, hands-on activities. 6) Academic Enhancement & Support: Site Coordinators collaborate with teachers to identify academic needs and provide homework help, tutoring, grade checks, study skill development, and more. Site Coordinators and community volunteers support students in setting and achieving their academic goals, while fostering academic accountability. 7) Attendance & Engagement: CISNT's comprehensive services address barriers that contribute to chronic absenteeism. In 2023-24, the chronic absenteeism rate in Gainesville ISD was 20%, 3% higher than the North Texas average of 17% (TEA, 2025). Site Coordinators work with students to improve attendance and/or reduce tardies by providing support and guidance to help them re-engage in school. By implementing the CIS Model at high-need public schools in Gainesville ISD during the 2026-27 school year, CISNT will create long-term, positive impact in Cooke County, encourage youth to remain in school, prevent violence in and around school, and reduce rates of juvenile delinquency.

Capacity & Capabilities:

Organization Background: CISNT is a nonprofit founded in 1993 by a group of educators and community leaders with the mission to surround students with a community of support, empowering them to stay in school and achieve in life. In the 2026-27 school year, CISNT will serve over 7,000 students through case management and afterschool programs and over 35,000 students through school-wide services. CISNT's school-based programs address student needs through individualized, wraparound Integrated Student Support services that

build on a positive one-to-one relationship, student strengths, and community resources. All CISNT programs are founded on the belief that every child needs and deserves Five Basics to thrive: 1) A one-on-one relationship with a caring adult; 2) A safe place to learn and grow; 3) A healthy start and a healthy future; 4) A marketable skill to use upon graduation; and 5) A chance to give back to peers and community. CISNT is cost-effective and programmatically efficient, achieving a 99% success rate at keeping kids in school for the past 16 years. By identifying risk factors early and providing research-based, evidence-proven support on campus, CISNT encourages youth to remain in school. Administrative Capacity for Success: CISNT has well-established financial and programmatic policies and procedures that ensure cost-effective, reliable service delivery. CISNT utilizes Lewisville ISD (LISD) as our fiscal agent, which has allowed the agency to secure dependable, efficient human resources, payroll, and procurement services and to demonstrate financial stability. LISD's robust capacity for financial management ensures the highest bar of financial transparency and adherence to state and federal guidelines, giving our agency added security and confidence when stewarding grant funds. Additionally, CISNT's programmatic policies, procedures, and training requirements are assessed annually to ensure staff are prepared and trained to identify and navigate high-risk situations when working with students, handling confidential student data, and collaborating with volunteers and partner organizations. CISNT staff receive ongoing training throughout the year, including on policies related to FERPA, HIPAA, Mental Health First Aid for Youth, and the signs of abuse or neglect, including how to respond and report. Performance History & Track Record Of Success: For the past 32 years, CISNT has demonstrated excellence in providing case management programs to the North Texas region that are effective, cost-efficient, and result in positive change for youth. Performance history and success are demonstrated through the following: School-Based Case Management Experience: CISNT implements the research-based, evidence-proven CIS model of Integrated Student Supports at high-need school campuses in North Texas, with elevated rates of poverty and students at-risk of dropping out of school. Programs address individual and school-wide barriers to success by developing individual service plans for case-managed students and a Campus Plan. In addition to providing intensive case management to 80-100 students on each campus, Site Coordinators provide whole-school services to at least 75% of the entire student population each year. Whole-school services are often planned in partnership with the campus staff and address school-wide goals and barriers, such as kindness initiatives, mental health groups, skill-building groups to support self-sufficiency, basic needs support, and parent and community engagement events. CISNT is also a key resource on campus for mental health support. Site Coordinators are trained in Mental Health First Aid for Youth, AS+K Suicide Prevention, and Trauma-Informed Care. Due to their integration on campus and the trust-based relationships they build with students, Site Coordinators are often among the first to identify emerging or immediate crises. Site Coordinators work in partnership with school staff and the CISNT Mental Health Coordinators to provide mental health services that are both proactive and reactive to students' mental health needs. The CIS model has been recognized by the Texas Education Agency (TEA) as the only dropout prevention program in Texas that both reduces dropout rates and increases graduation rates (ICF International, 2008). Integrated Student Supports create long-term economic benefits for the community, including a return on investment of at least \$3 and up to \$14 per dollar invested (Child Trends, 2018). A recent economic mobility study from the Harvard EdRedesign Lab found that the impact of CIS extends beyond case-managed students, as the presence of a CIS program on campus increases school-wide attendance, leading to improved academic performance, higher test scores, higher graduation rates, and better learning environments for all students (2025). In the 2024-25 school year, CISNT successfully implemented 59 case management programs, which provided services to 5,621 at-risk students with the following results: 100% stayed in school; 99.5% were promoted; 91.2% improved in targeted issues, including academics, attendance, behavior, and social services; and 98.4%

of seniors graduated. In the same year, CISNT provided school-wide services to more than 41,000 North Texas students. Juvenile Delinquency Prevention: For over eight years, CISNT has provided effective services in Denton and Wise Counties, supported by Juvenile Justice funding. With previous experience and a track record of success, CISNT is equipped to provide effective juvenile justice services to students in Cooke County. Staff Capabilities To Deliver Strong Results Tasha Moore, Chief Executive Officer, is a Licensed Master Social Worker and has been with CIS since 2008. Tasha is responsible for providing direction and leadership to achieve the organization's mission, strategy, and annual goals and objectives through the overall development and operation of the organization. Julie Rael, Chief Financial Officer, has a Master's in Business Administration and joined the CISNT staff in 2011. Julie is responsible for the organization's overall financial health and transparency. Lizet De Rojas, Chief Program Officer, has a Master's in Social Work and is a Licensed Baccalaureate Social Worker. Lizet has been with CIS since 2012 and oversees all CIS programs, ensuring efficient and effective service delivery and achievement of program goals and objectives. Site Coordinators (4) are responsible for implementing unique and effective program strategies and activities under the evidence-proven, school-based CIS model of Integrated Student Supports and operating a program that meets or exceeds all contracted outcome goals. Site Coordinators enter regularly service data into the Communities In Schools Navigator (CIS-NAV) case management system, an online database managed by the Texas Education Agency (TEA), for supervisory review and certification by the state at the end of the school year. Site Coordinators are skilled providers of the CIS model and hold degrees within the helping fields, such as Social Work and Psychology. Site Coordinators are led by a skilled leadership team, including: - The Program Director, who ensures programs are implemented with fidelity and provides direct supervision and consistent support to Site Coordinators; - The Senior Director of Case Management Programs, who oversees CISNT case management programs, ensures effective program implementation and administration, and provides supervision and support to Program Directors; and - The Director of Technology and Data Management, who oversees the data quality team and ensures data integrity and fidelity across programs. COLLABORATIVE PARTNERSHIPS: CISNT fosters collaboration with local school districts and more than 100 partner nonprofits, faith-based organizations, businesses, local colleges and universities, and our local governing bodies to engage the community in providing robust support to students at-risk. Partnership with local school districts ensures CISNT has access to students at-risk and support from district leadership and campus staff to provide comprehensive, school-based services. Through intentional nonprofit partnerships, CISNT aligns community resources to fill gaps in services for students. CISNT also leverages support from businesses and local colleges and universities to bring safe, committed community volunteers into schools to support student wellness and achievement. During the 2024-25 school year, 741 volunteers provided 7,754 hours of direct service to CISNT students across North Texas.

Performance Management :

With funding from the Juvenile Justice Grant Program, CISNT will achieve our overall goal to empower at-risk youth to remain in school, increase graduation rates, decrease dropout rates, and decrease juvenile delinquency rates in Cooke County. This overarching goal relates directly to the problem statement, which identified the need for prevention and intervention services to address increasing barriers to student success in North Texas. Program Goal: Through the provision of school-based prevention and intervention services that encourage at-risk youth to remain in school, CISNT will foster environments that prevent violence in and around traditional public schools, improve achievement, increase graduation rates, and reduce retention and juvenile delinquency rates. Objectives- During the 2026-2027 school year: 1. 85% of students served by the Program will improve in school performance, including academics, attendance, and/or behavior, as indicated on the

student's final progress report. 2. 85% of the students served by the Program will not enter the juvenile justice system, as indicated on the final registrar report. 3. 90% of the students served by the Program will promote to the next grade, as indicated on the student's final report card. 4. 95% of the students served by the Program will stay in school, as indicated by the student's final report card or the school registrar's final report. Outputs: OOG-Defined Project Activity Areas to be completed during the 2026-2027 grant year: - 884 hours of service completed by program youth (an average of 17 hours of service per student) - 52 program youth served - 7 or fewer youth who offend or re-offend CJD Project Purpose Area: School Program (100% of activities) - to provide supportive programming and services in traditional public school settings to encourage youth to remain in school. Current Baseline According to the Texas Education Agency, in Region 11 (which includes the CISNT service area): - 5.6% of students dropped out over 4 years from the class of 2024 - 6.1% of students dropped out over 4 years from the class of 2023 - 6.2% of students dropped out over 4 years from the class of 2022 Data Management and Methodology CISNT's goals and specific student objectives are evaluated and monitored throughout the school year. Using the student's initial assessment as a benchmark and the student's individualized service plan as a guide, Site Coordinators collect quantitative and qualitative data to evaluate and measure student progress. Site Coordinators use multiple tools to gather student data and assess progress, such as report cards, behavior referrals, test scores, feedback from school staff, and attendance rates. Site Coordinators enter student demographics, assessments, and service hours into the Communities In Schools Navigator System (CIS-NAV), an online database managed by the Texas Education Agency (TEA), which stores all data on case management services. Site Coordinators track student progress at the end of each reporting period throughout the year, reviewing grades, number of absences, and behavior referrals, and adjust service delivery as needed to meet student goals. Throughout the school year, the CISNT data team and program leadership continuously maintain and monitor CIS-NAV for data integrity and analyze the data to determine if the project is achieving its goals and objectives. Program Directors work with Site Coordinators to monitor program progress toward objectives and provide ongoing coaching to ensure that students' needs are being met. Site Coordinators adjust service delivery as needed throughout the year to drive student success. Reports on program progress toward grant goals are reviewed monthly by CISNT executive leadership and the Board of Directors. At the end of the school year, final student progress assessments are completed in conjunction with school staff to assess the student's progress in academics, attendance, behavior, and social services. This progress assessment utilizes a Likert scale for documenting improvement with improved, no change, and regressed. All data is evaluated and certified annually by TEA. With the use of CIS-NAV and the support and certification by TEA, CISNT is confident that the data we collect will be accurate, maintained, and effectively analyzed. CISNT consistently assesses student barriers and evaluates program performance and effectiveness, allowing us to adapt services to the evolving needs of students and ensure that CISNT programs positively impact the lives of students served.

Target Group :

With support from the Juvenile Justice Grant, CISNT will provide school-based case management services to 52 Cooke County youth at-risk of dropping out of school at Edison Elementary, Gainesville Intermediate, Gainesville Jr. High, and W.E. Chalmers Elementary. All services are provided at no cost with parent/guardian consent. Students are identified as at-risk of dropping out of school based on 22 criteria determined by the Texas Education Agency (TEA), which include but are not limited to experiencing homelessness, Limited English Proficiency, pregnant or parenting teens, children in foster care, youth who exhibit delinquent conduct, students in crisis (abuse, neglect, emotional crisis, trauma), students experiencing family conflict (divorce, separation, family member death), students with an

incarcerated parent, and students eligible for free/reduced lunch who also have barriers to academic success. CISNT Student Demographics: Of the 305 Cooke County students case-managed by CISNT during the 2024-25 school year, 100% were at-risk of dropping out of school, 39% were socioeconomically disadvantaged, 38% had limited English proficiency, and 4% had one or more incarcerated parents. Demographics for these students are as follows: Income (as compared to median area income) - Extremely Low (80%) – 1.3% - N/A – 34.4% Grade - 2nd-4th grade – 32.1% - 5th-6th grade – 32.2% - 7th-8th grade – 35.7% Ethnicity - Hispanic/Latino – 68.2% - African American/Black – 10.5% - Caucasian – 18.4% - Asian/Native Hawaiian/Other Pacific – 1.3% - American Indian / Alaskan Native – 1.6% Sex - Female – 51.8% - Male – 48.2% With 32 years of demonstrated success in serving North Texas students on the school campus, CISNT is confident in our understanding and ability to serve Cooke County students at-risk of dropping out through effective, evidence-based CIS case management programs.

Evidence-Based Practices:

Evaluated To Work: CIS Model Of Integrated Student Supports CISNT utilizes the evidence-based Communities In Schools (CIS) model of Integrated Student Supports (ISS) to implement school-based case management programs that encourage youth to remain in school. CIS is the largest provider of ISS, a research-proven approach to promoting student success by developing or securing coordinated supports that target academic and non-academic barriers to achievement. CISNT implements the ISS model, which is firmly grounded in the research on child and youth development and empirical research on the varied factors that promote educational success (Child Trends, 2014 and 2018). The CIS model has been found by an independent evaluator to increase on-time graduation rates while decreasing dropout rates (MDRC, 2017). In 2008, the Texas Education Agency partnered with ICF International, the National Dropout Prevention Center, and Clemson University to prepare the Best Practices in Dropout Prevention report. This report found that CIS is the ONLY dropout program operating throughout the state of Texas that both increases graduation rates and decreases dropout rates. The report also confirmed that by serving students at elementary, middle, and high school campuses, CIS ensures early intervention and prevents the need for more costly interventions later on. The Texas Education Code states that the CIS program is “an exemplary youth dropout prevention program.” In a supplementary report in 2008, ICF International evaluated CIS within the State of Texas. The findings supported CIS as a high-performing, highly efficient dropout prevention program that implements an evidence-based best-practice model, strengthens linkages between K-12 and postsecondary education, and ensures that students in Texas graduate college and career-ready. Further evaluation by ICF International endorses the CIS model as a consistent and highly effective dropout prevention effort, in which case managers work closely with educators to coordinate individualized supports for struggling students and families (2010). With nearly 50 years of work in this space, CIS has emerged as a national leader in reducing dropout rates and increasing graduation rates in the schools where its model is implemented with high-quality, proven practices. CIS was evaluated to have an effective model for early warning and intervention, recognizing that potential dropouts can be identified as early as late elementary and middle school through warning signs of poor attendance, behavior, and course performance. Through best practices such as building broader and deeper coalitions to keep all students on the path to graduation and utilizing Integrated Student Supports and wraparound services, CISNT utilizes an effective model of confronting the dropout epidemic (Civic Enterprises- Building a Grad Nation, 2010). Further research from Child Trends completed in 2018 demonstrated that Integrated Student Supports create long-term economic benefits for the community, including a return on investment of at least \$3 and up to \$14 per dollar invested. A recent economic mobility study from the Harvard EdRedesign Lab found that the presence of a CIS program in school increases school-wide attendance, leading to improved academic performance, higher test

scores, graduation rates, and better learning environments for all students. CIS boosts lifetime earnings by \$3,600 per student annually, with every \$1 invested in CIS generating \$9,000 in lifetime tax contributions per student (Harvard, 2025). CISNT Program Evaluation Evaluation of CISNT program effectiveness is important to ensuring successful organizational service delivery. CISNT utilizes feedback from independent evaluations by the Texas Education Agency and independent consultants, and receives evaluations and feedback from each school district and school administrators where we operate programs. CISNT service outputs and programmatic outcomes are reviewed and certified by the Texas Education Agency annually.

Project Activities Information

Introduction

This section contains questions about your project. It is very important for applicants to review their funding announcement for guidance on how to fill out this section. Unless otherwise specified, answers should be about the EXPECTED activities to occur during the project period.

Selected Project Activities:

ACTIVITY	PERCENTAGE:	DESCRIPTION
School Programs	100.00	Case Management Services are provided by full-time, degreed Site Coordinators, partially funded by the Juvenile Justice grant. Site Coordinators conduct individual needs assessments for each student and review student records, along with staff feedback, to identify and monitor those in need of additional, targeted supports. An individualized service plan is developed to address student needs and ensure youth remain in school and on track for graduation. CISNT provides services in Seven Core Components: MENTAL & BEHAVIORAL HEALTH: CISNT Site Coordinators provide one-on-one and group guidance and counseling to support students’ mental health and well-being. CISNT also leverages community mentors who help students with goal-setting, social skills development, and emotional support. HEALTH & HUMAN SERVICES: CISNT provides students and families with basic needs such as food, clothing, and school supplies. CISNT also connects families to school services and refers them to community partners for specialized or additional support. PARENTAL & FAMILY ENGAGEMENT: Site Coordinators engage parents in their children’s academics through phone calls, family events, and parent resource centers. COLLEGE & CAREER READINESS: CISNT provides students with college tours, assistance with scholarship and financial aid applications, and pre-employment preparation opportunities, such as career days, resume writing, mock interviews, and career mentorship. ENRICHMENT: CISNT coordinates clubs, groups, and activities to strengthen student engagement and build communication, problem-solving, and self-sufficiency skills. ACADEMIC ENHANCEMENT & SUPPORT: CISNT collaborates with teachers to identify academic needs and foster academic accountability through homework help, tutoring, grade

		checks, study skill development, and goal-setting. ATTENDANCE & ENGAGEMENT: Site Coordinators work with teachers to support and guide students in improving attendance, reducing tardies, and re-engaging in school.
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Measures Information

Objective Output Measures

OUTPUT MEASURE	TARGET LEVEL
Number of hours of service completed by program youth.	884
Number of program youth served.	52

Objective Outcome Measures

OUTCOME MEASURE	TARGET LEVEL
Number of program youth completing program requirements.	
Number of program youth who offend or reoffend.	7

Budget Details Information

Budget Information by Budget Line Item:

CATEGORY	SUB CATEGORY	DESCRIPTION	OOG	CASH MATCH	IN-KIND MATCH	GPI	TOTAL	UNIT/%
Personnel	Case Manager	W E Chalmers ES Site Coordinator- Cinthia Rodriguez (FTE 40 hours) will be responsible for developing effective school-based prevention	\$4,433.18	\$0.00	\$0.00	\$0.00	\$4,433.18	10

		and intervention services which encourage at-risk youth to remain in school, foster safer school environments, and improve student achievement, thereby improving graduation rates and reducing rates of juvenile delinquency. The Site Coordinator's grant start date is 9/1/2026 and grant end date is 6/30/2027. Total 12 month compensation of \$53,450.70.						
Personnel	Case Manager	Edison ES Site Coordinator-Racheal Stimson (FTE 40 hours) will be responsible for developing effective school-based prevention and intervention services which encourage at-risk youth to remain in school, foster safer school environments, and improve student achievement, thereby improving graduation rates and reducing rates of juvenile delinquency. The Site Coordinator's	\$4,291.28	\$0.00	\$0.00	\$0.00	\$4,291.28	10

		grant start date is 9/1/2026 and grant end date is 6/30/2027. Total 12 month compensation of \$57,588.22.							
Personnel	Case Manager	Gainesville INT Site Coordinator- Alondra Perez (FTE 40 hours) will be responsible for developing effective school-based prevention and intervention services which encourage at-risk youth to remain in school, foster safer school environments, and improve student achievement, thereby improving graduation rates and reducing rates of juvenile delinquency. The Site Coordinator's grant start date is 9/1/2026 and grant end date is 6/30/2027. Total 12 month compensation of \$56,397.73.	\$4,336.26	\$0.00	\$0.00	\$0.00	\$4,336.26	10	
Personnel	Case Manager	Gainesville JH Site Coordinator- Maria Corona (FTE 40 hours) will be responsible for developing effective school-based prevention and intervention	\$4,291.28	\$0.00	\$0.00	\$0.00	\$4,291.28	10	

		<p>services which encourage at-risk youth to remain in school, foster safer school environments, and improve student achievement, thereby improving graduation rates and reducing rates of juvenile delinquency.</p> <p>The Site Coordinator's grant start date is 9/1/2026 and grant end date is 6/30/2027. Total 12 month compensation of \$59,781.87.</p>						
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Source of Match Information

Detail Source of Match/GPI:

DESCRIPTION	MATCH TYPE	AMOUNT
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Summary Source of Match/GPI:

Total Report	Cash Match	In Kind	GPI Federal Share	GPI State Share
\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Budget Summary Information

Budget Summary Information by Budget Category:

CATEGORY	OOG	CASH MATCH	IN-KIND MATCH	GPI	TOTAL
Personnel	\$17,352.00	\$0.00	\$0.00	\$0.00	\$17,352.00

Budget Grand Total Information:

OOG	CASH MATCH	IN-KIND MATCH	GPI	TOTAL
\$17,352.00	\$0.00	\$0.00	\$0.00	\$17,352.00