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Profile Information

Applicant Agency Name: Communities In Schools of North Texas
Project Title: CIS Victims At-Risk Support Program in Cooke County
Division or Unit to Administer the Project: CISNT Program Department
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Narrative Information

Project Abstract :

Students in North Texas are experiencing crime at increasing rates and often do not have access to the resources, services, and support necessary to overcome the negative impact on their physical and mental health. Students who are victims of crime share common risk factors with students who are at-risk of dropping out of school, including increased risk for juvenile delinquency, mental health problems, poor academic performance, and reduced likelihood of graduating successfully. A study from Duke University involving high school students demonstrated that those who are victims of violence before the age of 16 are 24-26% more likely to drop out of high school compared with their peers who have not experienced violence (Review of Behavioral Economics, 2018). CISNT case management programs integrate whole-child, whole-school supports, including one-to-one guidance and counseling, therapy, and crisis intervention services for students who are victims of crime. Research has determined that children do not experience individual incidents of violence, crime, and abuse in isolation from other events (Finkelhor et al., 2015). If left unaddressed, the residual effects of acts of crime and violence can compound into larger problems and lead to further issues such as increased rates of school dropouts, increased crime and violence, and increased populations suffering through the intergenerational cycle of poverty, all of which can devastate the individual, the family, and the community as a whole. CISNT addresses the immediate needs of students who are victims of crime by identifying risk factors early and implementing evidence-based student support services. Through

individualized wraparound services that build on positive one-to-one relationships, students' strengths, and community resources, CISNT provides a safe, secure environment that supports victims' emotional and physical needs during their recovery. By implementing the CIS model in Gainesville ISD, we leverage community partnerships with the school district and local stakeholders to create long-term impact, promoting positive outcomes and reducing dropout rates for victims of crime. CISNT implements the comprehensive CIS model of Integrated Student Supports to effectively respond to students' physical and emotional needs resulting from victimization and ensure student success. 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). 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 approach includes the following primary activities that directly impact the goals and outcomes of students in our dropout prevention program case management services, including mental and behavioral health, health and human services, parental and family engagement, and enrichment. During the grant cycle, CISNT will provide services to at least 32 students using the evidence-based Integrated Student Supports model. Additionally, at least four students will receive crisis counseling. The General Victims Assistance Grant will support cost-effective services that reduce dropout rates, improve school performance, enhance physical and emotional well-being, and empower youth to overcome the effects of crime and violence and stay on track for graduation. Program Goal: Through research-based, evidence-driven programs, CISNT will respond to the physical, emotional, social, and mental needs of those who are victims of crime and reduce the number of students who drop out of school due to the residual effects of crime and/or victimization. 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 be promoted to the next grade, as indicated on the student's final report card. 3. 85% 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. Grant Request and Budget Use: The total request from the General Victims Assistance Grant Program is \$13,882. Of the total budget request, \$13,882 will be used to provide partial salary and benefits support to four full-time staff. Grant and matching funds will cover 8% of each on-site Site Coordinator's (Case Managers) total estimated compensation. Benefits costs covering Medicare, workers comp, unemployment compensation, TRS, and group health at a rate proportional to the salary covered by the General Victims Assistance Grant are also included in the total compensation. The remaining 92% of salaries is leveraged by outside resources, including the Texas Education Agency and other grants and donations.

Problem Statement :

Students in North Texas are experiencing crime at increasing rates and do not have access to the resources, services, and supports necessary to overcome the negative impact on their physical, social, emotional, and mental health. Students who are victims of crime share common risk factors with students who are at-risk of dropping out of school, including increased risk for juvenile delinquency, mental health problems, poor academic performance, and reduced likelihood of graduating successfully. When left unaddressed, these risk factors can compound into larger problems and lead to further issues such as increased rates of school dropouts, increased crime and violence, and increased populations

suffering through the intergenerational cycle of poverty, all of which can devastate the individual, family, and the community as a whole. Growing Youth Exposure to Crime In 2015, the Office of Juvenile Justice and Delinquency Prevention (OJJDP) published an update on the National Survey of Children's Exposure to Violence, which found that 3 in 5 children had directly experienced or witnessed one or more categories of violence during the past year, including conventional crime, child maltreatment, victimization by peers and siblings, sexual victimization, witnessing and indirect victimization (including exposure to community violence, family violence, and school violence and threats), and Internet victimization (Finkelhor et al., 2015). The rate of victimization of children and youth has remained consistent since 2015, according to an OJJDP publication. Additionally, research has found that at least one in four children has experienced child abuse or neglect at some point in their lives, and one in seven children has experienced abuse or neglect in the last year (Finkelhor et al., 2015). However, children do not experience individual incidents of violence, crime, and abuse in isolation from other events (Finkelhor et al., 2015). Greater communication and coordination among service providers are needed to fully address the multifaceted impact of crime on a child's well-being and to ensure that students have access to restorative resources, services, and support. Impact of Crime on Education According to the National Child Traumatic Stress Network (2018), students traumatized by exposure to violence have been shown to have lower grade point averages, more negative remarks in their cumulative records, and more reported absences from school than other students. Additional studies have found abused and neglected children to be at least 25% more likely to experience problems such as delinquency, teen pregnancy, and low academic achievement (Kelley et al., 1997). Similarly, a longitudinal study found that physically abused children were at greater risk of being arrested as juveniles, being teen parents, and less likely to graduate high school (Langsford et al., 2007). Students who have one or more incarcerated parents have also been found to be at greater risk for behavioral or conduct problems, mental health issues, and poor physical health (Turney, 2014). Additionally, a 2015 study published in the Journal of Sociology Education found that elementary-grade children of incarcerated parents were at higher risk of being held back at the end of the year, due to teachers' perception of the students' academic proficiency rather than measured test scores or behavior (Turney, 2014). The National Survey of Children's Exposure to Violence, most recently updated in 2015, identified that to "decrease child victims' vulnerability to further victimization and disrupt the pathways that lead to further adversities," comprehensive, evidence-based support must be provided by professionals across all sectors, including educators, child welfare professionals, juvenile justice system personnel, and medical and mental health providers. These partnerships, along with the involvement of parents and family members, lead to full restoration for child victims and build a pathway to a healthy and successful future (Finkelhor et al., 2015).

Supporting Data :

A study published in 2017 on "Child Abuse, Sexual Assault, Community Violence and High School Graduation" found that "students who are the victims of any type of violence are more likely to drop out of high school than their peers who were not victimized by violence" (Diette et al., 2017). The rates of child victimization in Cooke County demonstrate an increasing need for Integrated Student Support services to respond to students' emotional and physical needs after victimization and speed their path toward recovery. Child Abuse and Neglect In Cooke County in 2023, the number of cases of child abuse or neglect was 116 confirmed cases among children ages 0-18 and 402 reported cases of abuse or neglect that were unconfirmed. In total, there were 518 cases of child abuse or neglect, with 57.88 victims for every 1,000 children (DFPS, 2023). In Cooke County in 2024, the number of cases of child abuse or neglect decreased, with 97 confirmed cases among children ages 0-18 and 311 reported cases of abuse or neglect that were unconfirmed. In total, there were 408 cases of child abuse or neglect, with 45.77 victims for every 1,000 children (DFPS,

2024). In Cooke County in 2025, the number of cases of child abuse or neglect increased, with 176 confirmed cases among children ages 0-18 and 312 reported cases of abuse or neglect that were unconfirmed. In total, there were 488 cases of child abuse or neglect, with 54.84 victims for every 1,000 children (DFPS, 2025). The rates of victimization in the five counties with the highest numbers of victims of child abuse or neglect range from 21.60 to 32.76 per 1,000 children (DFPS, 2025). In comparison, Cooke County's rate of victimization is significantly higher than that of the five counties, with 54.84 victims per 1,000 children. There remains an urgent need to serve young people who are victims of abuse or neglect in Cooke County. In the 2023-2024 school year, CISNT staff responded to 10 student crises, including two suspected incidents of abuse or neglect and seven incidents of self-harm or suicide ideation. CISNT served two students who were in DFPS custody or had been referred to DFPS. Additionally, the CISNT Mental Health Coordinator received 16 student referrals for mental and behavioral health needs, with the following presenting issues: Anxiety/Stress (6%), Depression (38%), Behavior and self-regulation (19%), Grief (19%), Bullying/Anti-Bullying (19%), and other, such as ADHD, Autism Spectrum Disorders, Oppositional Defiance Disorder, eating disorders, and anger (1%). In the 2024-2025 school year, CISNT staff responded to 5 student crisis incidents of self-harm or suicide ideation. Additionally, the CISNT Mental Health Coordinator received 16 student referrals for mental and behavioral health needs, with the following presenting issues: Anxiety/Stress (56%), Depression (31%), Behavior and self-regulation (56%), Behavioral issues related to trauma (31.25%), Grief (12.5%), Bullying/Anti-Bullying (44%), and Crisis Intervention (38%). In the 2025-2026 school year to date (as of Quarter 2), the CISNT Mental Health Coordinator has received 15 student referrals for mental and behavioral health needs, with the following presenting issues: Anxiety/Stress (27%), Depression (0%), Behavior and self-regulation (60%), Behavioral issues related to trauma (20%), Grief (33%), Bullying/Anti-Bullying (27%), and other, such as ADHD, autism, Oppositional Defiance Disorder, eating disorders, and anger (7%).

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 victims of crime at-risk of dropping out of school. To effectively address the needs of students who have been impacted by crime, CISNT will implement the evidence-based CIS model of Integrated Student Supports, proven to address student needs within the Texas school system. **Activities:** 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: **Mental & Behavioral Health:** CISNT provides one-to-one and group guidance and counseling support to students in need. 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

mental health and wellness. All services are provided with parent/guardian consent. Health & Human Services: CISNT supports families in need with essentials 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. Parental & Family Engagement: Parent engagement is a key component of providing supportive services that address the emotional and physical needs of victims. 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. 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. Enrichment: CISNT coordinates clubs, skill-building groups, team-building activities, and other opportunities that strengthen students' engagement in school. CISNT ensures that victims have access to supportive environments where they can learn critical skills that support emotional recovery. These opportunities help students develop collaborative relationships with peers while building communication, problem-solving, and self-sufficiency skills through intentional, hands-on activities. Academic Enhancement & Support: CISNT collaborates 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. 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. Reducing Dropout and Supporting Victim Recovery and Restoration: By implementing the CIS Model at Gainesville ISD schools during the 2026-27 school year, CISNT will provide victims of crime with direct access to critical services that respond to their emotional and physical needs. When these barriers are addressed, CISNT expects that Cooke County students will demonstrate improved school performance and emotional and physical wellness, and will be more likely to stay in school and on track for graduation.

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. 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).

Victim Services Experience and Capacity: CISNT has provided effective victim services in Denton and Wise Counties, supported by VOCA funding since 2018. With previous experience and a track record of success, CISNT is equipped to provide effective victim services to students in Cooke County.

Mental Health Experience and Capacity: 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 Coordinator to provide mental health services that are both proactive and reactive to students' mental health needs.

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 regularly enter 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 General Victim Assistance Grant Program, CISNT will be able to achieve our overall goal to reduce the impact of crime on educational success for Cooke County students. This overarching goal relates directly to the problem statement, which identified increasing risk factors resulting from direct and indirect crime victimization, specifically for school-aged youth. Students who are victims of crime share common risk factors with students who are at risk of dropping out of school, including increased risk for juvenile delinquency, mental health problems, poor academic performance, and reduced likelihood of graduating successfully. Research demonstrates that youth in North Texas who are victims of crime are likely to suffer academically and are at high risk of dropping out of school. Program Goal: Through research-based, evidence-driven programs, CISNT will address the physical, emotional, social, and mental health needs of students who are victims of crime and reduce the number of students who drop out of school due to the residual effects of crime and/or victimization. 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 be promoted to the next grade, as indicated on the student's final report card. 3. 85% 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 grant period: - 32 victims/survivors seeking services who were served - 4 survivors receiving crisis counseling - 0 victims seeking services who were not served 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 General Victim's Assistance Grant, CISNT will serve 32 Cooke County students in Gainesville ISD who are victims of crime and at-risk of dropping out of school. CISNT will operate school-based case management programs at Edison Elementary, Gainesville Intermediate, Gainesville Jr. High, and W.E. Chalmers Elementary. In 2025, the rate of victimization in Cooke County was 54.84 victims for every 1,000 children. There remains an urgent need to serve young people who are victims of abuse or neglect. All services are provided at no cost with parent/guardian consent. Students who are victims of crime share common risk factors with students who are at-risk of dropping out of school, including increased risk for juvenile delinquency, mental health problems, poor academic performance, and reduced likelihood of graduating successfully. 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. Individuals served by this project will specifically be students who are victims of crime. CISNT will address the physical, emotional, social, and mental health needs of students who are victims of crime and reduce the number of students who drop out of school due to the residual effects of crime and/or victimization. In 2015, a group of researchers summarized the impact of violence on children with the following statement: "Violence toward children, whether arising from adults or bullying by other children, negatively affects victims over their entire life course (Mulvihill, 2005). Examples of long-term consequences of this violence, which is commonly referred to as "childhood victimization," include poor mental/physical health, substance use, productivity losses, and criminal behavior. Relative to adults without a history of childhood victimization, adults with this history may also be more likely to have educational underachievement, higher unemployment, and be employed in unskilled/semi-skilled jobs rather than skilled/professional jobs" (Fernandez et al., 2015). Without appropriate, consistent, and holistic support for students on school campuses that can address the social, emotional, and

mental well-being of victims of crime, many students will continue to suffer the impact of victimization, resulting in poor educational achievement, poor mental/physical health, substance use, productivity losses, and criminal behavior (Fernandez et al., 2015). A research study from Duke University involving high school students demonstrated that those who are victims of violence before the age of 16 are more likely to drop out of high school compared with their peers who have not experienced violence. The findings reveal that teen girls and boys who had suffered from childhood violence were 24% and 26%, respectively, more likely to drop out of high school before graduation. The researchers used data from the National Comorbidity Survey Replication and the National Survey of American Life to create a sample set of 5,370 females and 3,522 males. Within the sample of more than 8,800 respondents, 34% of women and 29% of men reported being the victim of some sort of violence before age 16. Both male and female victims of home violence were more likely to drop out before graduation than their peers who did not experience violence. (Review of Behavioral Economics, 2018). 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 - 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%

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

Selected Project Activities:

ACTIVITY	PERCENTAGE:	DESCRIPTION
Crisis Services	100.00	Case Management Services are provided by a full-time, degreed Site Coordinator, partially funded by the Victims Assistance grant. The CISNT Site Coordinator conducts an individual needs assessment for each student and reviews student records, along with teacher, counselor, and administrator feedback, to identify and monitor those who have been victims of crime and would benefit from Integrated Student Supports that address their emotional and physical needs. Based on this assessment, an individualized service plan is developed to ensure students have access to the intensive supports needed to address ongoing and emergent needs, as well as barriers that impact their path to graduation. CISNT Site Coordinators also work with teachers, counselors, and school administration to respond to student crises throughout the school year. CISNT Site Coordinators and volunteers may provide the following activities and services to students who have experienced victimization: MENTAL & BEHAVIORAL HEALTH ACTIVITIES: CISNT provides one-on-one guidance and counseling support to students in need, including group guidance support, goal setting, social and coping skills development, and self-esteem and emotional support. HEALTH & HUMAN SERVICE ACTIVITIES: CISNT provides food, clothing, and service referrals in response to student and family crises and ongoing needs. PARENTAL & FAMILY ENGAGEMENT ACTIVITIES: CISNT Site Coordinators engage families through home visits, phone calls, family events, and parent resource centers throughout the year. ENRICHMENT ACTIVITIES: CISNT coordinates clubs, social and self-esteem

		skill-building lunch groups, decision-making activities, and more to provide enrichment opportunities for students.
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CJD Purpose Areas

PERCENT DEDICATED	PURPOSE AREA	PURPOSE AREA DESCRIPTION
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Measures Information

Objective Output Measures

OUTPUT MEASURE	TARGET LEVEL
Number of survivors receiving crisis counseling.	4
Number of victims / survivors seeking services who were served.	32
Number of victims seeking services who were not served.	0

Objective Outcome Measures

OUTCOME MEASURE	TARGET LEVEL
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Victim Services Information

Agency Type

Implementing Agency Type - Nonprofit

Which designation best describes your agency

- Multiservice agency

Purpose of Award

- Expand or enhance an existing project not funded by OOG in the previous year

Type of Crime Funding Distribution

Identify the percent of funding dedicated to each type of victimization. The percentages

provided below should not include matching funds. Cumulative total for all types of victimization must equal 100%.

Type of Crime	Percent of Funds Dedicated to Crime Enter whole percentages only	Funds Dedicated to Crime Current Award x Percent Entered	
Child Physical Abuse	15	\$2,082.30	
Child Sexual Abuse	15	\$2,082.30	
Domestic and Family Violence	55	\$7,635.10	
Child Sexual Assault	0	\$0.00	
Adult Sexual Assault	0	\$0.00	
DUI/DWI Crashes	0	\$0.00	
DUI/DWI Crashes	0	\$0.00	
Assault	0	\$0.00	
Adults Molested As Children	0	\$0.00	
Elder Abuse	0	\$0.00	
Robbery	0	\$0.00	
Survivors of Homicide	0	\$0.00	
Adult Human Trafficking	0	\$0.00	
Child Human Trafficking	0	\$0.00	
Other Violent Crimes	0	\$0.00	
Description:			
Other Non-Violent Crimes	15	\$2,082.30	
Description:	This includes victims of bullying (verbal, cyber, or physical), etc.		
SUM of %'s Sum of % MUST = 100%	100	SUM of Funds Sum of Funds MUST = OOG Current Budget	\$13,882.00

Use of Funds

Does this project provide DIRECT SERVICES to victims:

- Yes
 No

Information and Referral

- Referral to other victim service programs
- Referral to other services, supports, and resources (includes legal, medical, faith-based organizations, address-confidentiality programs, etc.)

Personal Advocacy/Accompaniment

- Transportation assistance (includes coordination of services)
- Individual advocacy (e.g., assistance in applying for public benefits, return of personal property or effects)

Emotional Support or Safety Services

- Support groups (facilitated or peer)

Shelter/Housing Services

Criminal/Civil Justice System Assistance

Assistance in Filing Compensation Claims

- Assists potential recipients in seeking crime victim compensation benefits

All VOCA-funded direct service projects MUST assist victims with seeking crime victim compensation benefits. Please explain why your agency is not assisting victims with crime victim compensation benefits:

Types of Victimitizations

Check the types of victimization that best describe the victims the grant-funded project will serve. "Other" refers to a type that Is Not associated with any of the types provided in the list. Check all that apply:

Types of Victimitizations

- Bullying (verbal, cyber, or physical)
- Child physical abuse or neglect
- Child physical abuse or neglect
- Domestic and/or family violence
- Mass violence (domestic/international)
- Teen dating victimization
- Other

If Other is TRUE provide explanation:

This includes victims who have been exposed to illegal drug use or activity, victims who have been exposed to illegal gang activity, etc.

Budget and Staffing

Answer the questions below based on your current fiscal year. Report the total budget available to the victim services program by source of funding. Do not report the entire agency budget, unless the entire budget is devoted to victim services program.

Annual funding amounts allocated to all victimization programs and/or services for the current fiscal year:

Identify by source the amount of funds allocated to the victimization program/services budget for your agency. DO NOT COUNT FUNDS IN MORE THAN ONE CATEGORY. OTHER FEDERAL includes all federal funding except the award amount for this grant.

OOG Current Budget:
\$13,882.00

Other State Funds:
\$4,000.00

Other Local Funds:
\$0.00

Other Federal Funds:
\$0.00

Other Non-Federal Funds:
\$0.00

Total Victimization Program Budget:
\$17,882.00

Total number of paid staff for all grantee victimization program and/or services:
COUNT each staff member once. Both full and part time staff should be counted as one staff member. DO NOT prorate based on FTE.

Total number of staff:
4

Number of staff hours funded through THIS grant award (plus match) for grantee's victimization programs and/or services:
Total COUNT of hours to work by all staff supporting the work of this award, including match.

Total number of hours:
512

Number of volunteer staff supporting the work of this award (plus match) for grantee's

victimization programs and/or services:
COUNT each volunteer staff once. DO NOT prorate based on FTE.

Total number of volunteer staff:
5

Number of volunteer hours supporting the work of this award (plus match) for grantee's victimization programs:
Total COUNT of hours to work by all volunteers supporting the work of the award, including match

Total hours to work by all volunteers:
40

Explain how your organization uses volunteers to support its victimization programs or if your organization does not use volunteers explain any circumstances that prohibit the use of volunteers.

CISNT's unique placement on school campuses allows us to bring community partners and volunteers into the school, ensuring students have access to a strong network of caring adults. Volunteers provide emotional, physical, and academic support for students who are victims of crime, offering guidance that promotes student wellness and strengthens overall student success.

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 programs, projects, and activities for the purpose of responding to the emotional and physical needs of students who are victims of crime and reducing the	\$3,546.95	\$1,000.00	\$0.00	\$0.00	\$4,546.95	8

		<p>number of students who drop out of school due to the residual effects of crime and/or victimization. The Site Coordinator's date of hire was 8/1/2023. Total 12 month compensation including salary fringe = \$53,450.70 (VOCA: \$3,546.95 and Match: \$1,000.00). GVA funding will cover 8% of the total compensation for 10 months.</p>						
Personnel	Case Manager	<p>Edison ES Site Coordinator-Racheal Stimson (FTE 40 hours) will be responsible for developing effective programs, projects, and activities for the purpose of responding to the emotional and physical needs of students who are victims of crime and reducing the number of students who drop out of school due to the residual effects of crime and/or victimization. The Site Coordinator's date of hire was</p>	\$3,433.02	\$1,000.00	\$0.00	\$0.00	\$4,433.02	8

		9/10/2025. Total 12 month compensation including salary fringe = \$57,588.22 (VOCA: \$3,433.02 and Match: \$1,000.00). GVA funding will cover 8% of the total compensation for 10 months.						
Personnel	Case Manager	Gainesville INT Site Coordinator- Alondra Perez (FTE 40 hours) will be responsible for developing effective programs, projects, and activities for the purpose of responding to the emotional and physical needs of students who are victims of crime and reducing the number of students who drop out of school due to the residual effects of crime and/or victimization. The Site Coordinator's date of hire was 9/2/2025. Total 12 month compensation including salary fringe = \$56,397.73 (VOCA: \$3,469.01 and Match:	\$3,469.01	\$1,000.00	\$0.00	\$0.00	\$4,469.01	8

		\$1,000.00). GVA funding will cover 8% of the total compensation for 10 months.						
Personnel	Case Manager	Gainesville JH Site Coordinator- Maria Corona (FTE 40 hours) will be responsible for developing effective programs, projects, and activities for the purpose of responding to the emotional and physical needs of students who are victims of crime and reducing the number of students who drop out of school due to the residual effects of crime and/or victimization. The Site Coordinator's date of hire was 6/28/2022. Total 12 month compensation including salary fringe = \$59,781.87 (VOCA: \$3,433.02 and Match: \$1,000.00). GVA funding will cover 8% of the total compensation for 10 months.	\$3,433.02	\$1,000.00	\$0.00	\$0.00	\$4,433.02	8

Source of Match Information

Detail Source of Match/GPI:

DESCRIPTION	MATCH TYPE	AMOUNT
State funding from the Texas Education Agency and private donations	Cash Match	\$4,000.00

Summary Source of Match/GPI:

Total Report	Cash Match	In Kind	GPI Federal Share	GPI State Share
\$4,000.00	\$4,000.00	\$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	\$13,882.00	\$4,000.00	\$0.00	\$0.00	\$17,882.00

Budget Grand Total Information:

OOG	CASH MATCH	IN-KIND MATCH	GPI	TOTAL
\$13,882.00	\$4,000.00	\$0.00	\$0.00	\$17,882.00