

WHAT ARE THE PERSPECTIVES OF THE EMPLOYEES OF
COMMUNITIES IN SCHOOLS?

HONORS THESIS

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by

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Acknowledgements

My interest in Communities In Schools grows with time, and this thesis served as a great opportunity to learn more about the program and the individuals who serve the student population. So first of all, I would like to thank Communities In Schools for allowing me the opportunity to survey their employees for my research project. If it was not for their participation, this study wouldn't be possible.

Secondly, I would like to thank some of the staff at Communities In Schools who serve as my mentors. They have helped me figure out that social work is the correct path for me and allowed me to see the potential within myself.

Finally, I would like to take to time to show some appreciation to my supervisor, who helped guide my through this process and provided me with the feedback and information I required to make this possible. Her advice and knowledge was crucial to setting goals and completing tasks to finish this project. She is one of the best professors and mentor that I have in the social work field.

Abstract

Communities In Schools is a program dedicated to helping students in both public and private school districts be successful by providing them with what they require in order to achieve better grades and simply reach their full potential. The study conducted in this research project focuses on the perspectives of the professionals within one of the 27 programs in Texas. A survey was created and sent out to the 35 staff at the program and had 23 respond.

Introduction

Who can students go to at school when they are experiencing some sort of issue at home, school, or at work? One would answer that they could go see the school counselor. However, through personal interactions, I have heard that when a student goes to the counselor for help with personal issues, the conversation soon drifts towards their college aspirations and the application process. But what happens to their personal issues, such as relationship issues or if the student simply does not have the resources necessary to pass all their classes? Who will help the student find their potential when the other staff has so much on their plate? This is where the school social worker comes into play.

School social workers serve students in many different ways; the ultimate goal being that the student is able to stay in school. They may provide the students with intervention, counseling, pregnancy assistance, etc. Not only do they have a variety in the resources they may provide, but school social workers can also be found in many levels of education and in both private and public institutions.

Today, there are many programs of school social workers within the United States, and it would take a lot more than one Honors Thesis to discuss them all. Therefore, I would like to specifically focus on Communities In Schools (CIS). This program has the mission of “surrounding students with a community of support, empowering them to stay in school and achieve in life” (About Us, 2015).

History of Communities In Schools

Communities In Schools is a program that began on the streets of New York by a man named Bill Milliken in the 1920's with the help of his colleagues. The idea came to Mr. Milliken when at a young age, he found himself to be an at-risk youth who dropped

out of school. During this time there was an increase in the gang activity but due to a relationship, Bill Milliken saw the difference someone can make in an individual's life. Therefore, he decided to give others the same tools he had received so they can return to school.

The name of the program Mr. Milliken and his colleges created was Cities In Schools, but later, as it moved throughout the nation, it became known as Communities In Schools. The goal of this organization was to help young dropouts return to schools and eventually receive their college education. Then after around ten years, the program drifted towards a new direction; it began to work on the root of the issues and it moved within schools.

Communities In Schools then began to receive attention from important individuals, for example, Jimmy Carter, who at the time was the Governor of Georgia, helped grow Communities In Schools. Thanks to his influence, CIS was now able to serve nearly three thousand students in Atlanta, Indianapolis, and in New York. By 2004, it has served about one million students across 28 states across the nation in over three thousand schools. (History, n.d., para. 1-2).

CIS came to Houston in the year of 1979, and in the year of 1984, it was adopted as part of the Exemplary Youth Programs by Governor Mark White. This caused expansion to areas such as Austin, Dallas, El Paso, and San Antonio. Even today, Communities In Schools continues to expand due to the percentage of dropouts in the state of Texas. In fact, the Texas Legislature actually turned to CIS to help reduce the 36 percent of students who dropped out in the year of 1985. Today, there are 27 programs in

Texas alone, and together, by 2004, they have served around 350,000 students in over 600 schools. (CIS in Texas, n.d., para. 1 and 3).

Review of Relevant Literature

Due to a limited amount of research done on Communities In Schools, it was difficult to find relevant research, however in terms of general programs that help at-risk students and afterschool programs, this task became a bit less complicated. The articles that I found relevant to my research consisted of programs that worked with students and provided school social workers with tips and methods of better serve their students. For example, the article by Carla D'Agostino speaks on the collaboration school social workers should have not only with each other but also with additional agencies and at times, even political leaders (2013). Another article demonstrated the results of a study done on Communities In Schools and stated the importance of collaboration; "we found that initiatives that aim to prevent student dropout by encouraging collaboration between schools and their surrounding communities can help keep students engaged in school and on track to graduation" (Porowski & Passa, 2011).

In addition to reaching out to other organizations in an effort to collaborate with them, it is also crucial that social workers continue to advance the research done about the populations they serve. It has been recognized that there is an ethical need to do so in order to effectively serve a population (Powers, Bowen, Weber, & Bowen, 2011). Consequently, I was disappointed that there was a lack in the number of articles addressing Communities In Schools. I would have assumed that since it is a nation-wide program, more information would be available to the public.

Many of the other articles found relevant discuss the impact of a social worker and the tasks they may perform within the school environment. As previously mentioned, school social workers complete various tasks when working with their clients. These tasks can vary from providing a child with a coat because he/she does not have one to something like providing them with eyeglasses because they cannot afford them. School social workers may also assist students with any hardships that they may be experiencing in their personal lives. The National Association of Social Workers (NASW) says that the task of the school social worker is to provide the student with what the teacher cannot (2015). “Besides helping youth with traditional academic problems, social workers aid others whose specific social, psychological, emotional or physical difficulties put them at risk for falling through the cracks” (NASW, 2000). There are many issues that fall under these categories such as relationship issues, pregnancy, religion, the loss of a loved one, etc. According to the National Center for School Crisis and Bereavement students’ reactions post a traumatic event such as a loss of a loved one may have consequences on their performance in the classroom (2006). During a time like this, a school social worker would serve this student as a counselor because this is an issue that cannot be dealt with in the classroom. In order to address an issue such as loss, a social worker may utilize various theories concerning grief (Quinn-Lee, 2014).

Another dilemma that a school social work is bound to deal with, is poverty. Almost half the population of children is dealing with poverty (Shah, 2010). Some of the services that Communities In Schools and other social work programs provide for their clients involve locating a place for them to stay or referring them to other agencies that

can help meet their needs. In an article by Buckner, he stated that students who are experiencing homelessness struggle more in school and have higher health risks (2008).

It is in fact, within a school setting that many of the obstacles children are facing come into the light, particularly any mental health disorders. The problem with this is that teachers often lack the confidence necessary or the time to make an assessment on the child and a school social worker is needed (Frauenholtz, Williford & Mendenhall, 2015). According to an article, 1 out of 5 children will have a mental health disorder that will impact their learning ability and may lead to serious outcomes for the student (Merikangas et al., 2010).

Finally, one article which focused simply on Communities and Schools and the effect that it had within the schools stated that it had done well improving attendance and reducing the dropout rate (Shan, 2011). It concluded that the more effective the programs were, and the best they were carried out, the better the outcome (Shan, 2011).

Communities In Schools “is a nationwide initiative designed to connect students and their families to critical community resources, and operates on the principle that every young person needs five basics: (1) a one-to-one relationship with a caring adult; (2) a safe place to learn and grow; (3) a healthy start in life; (4) a marketable skill to use upon graduation; and (5) a chance to give back to peers and community” (Porowski & Passa, 2011).

Within their study, they included the work of Roth and Brooks-Gunn, who states that programs which focused on principles had an outcome of a reduction in the risk of mental health issues and behavioral problems (2000). This would eventually lead to a student who through the help of caring individuals would become a productive member of society. Throughout the nation, there are many students who are not finding their full

potential and this leads to them dropping out (Porowski & Passa, 2011). In fact, it is estimated that 1.2 million students drop out per year (Balfanz & Legters, 2007).

Therefore, an organization like Communities In Schools would need to be placed in more schools around the nation, in an effort to help combat the obstacles that students may be facing.

Study Purpose

The purpose of this study is to understand what the perspective is regarding Communities In Schools of its own employees. If they all shared the same perspective of the program and if they believe there should be any improvements within the program? I question what type of information an employee within an organization will have about their location of employment? Furthermore, through analyzing the results, I wanted to become aware of what this organization may have available for their clients and how to better serve them.

Methodology

For this research, I will utilize a survey created through survey monkey. It consists of six questions asking for the perspectives and opinions of the participants. This qualitative survey will provide me with a brief snapshot of one affiliate rather than the whole organization. My intention is to identify if the employees all share common knowledge about the organization.

In October, after receiving an exemption from the IRB of Texas State University, I sent out my survey and within a few hours received responses from the employees. Prior to this step, I reached out to the organization in efforts to receive a list of all the employees email addresses to ease the task of gathering their contact information. After

the survey was sent out, it was explained to the participants that their responses were voluntary and that they had a week to complete the survey.

Copy of the survey

Title: Employees of Communities In Schools

Informed Consent:

You are being asked to be part of a research project in which we are trying to learn more about the perspectives of employees within the same agency, how they are similar and differ. If you agree to be part of this research, we will ask that you take a six question survey. It should take about 30 minutes to complete. The research is being conducted by Blanca Avila, undergraduate at Texas State University, bia5@txstate.edu (830.549.7488).

We don't think that there are any serious risks to you, your answers will be kept confidential. We will not ask for your name or job title, however, you may choose not to answer any question(s) for any reason.

There are no direct benefits to you for participating in this research. However, the agency may benefit from the results. You will not receive anything for participating. The surveys are anonymous; we are not recording your name. We will keep the surveys in a locked file cabinet at Texas State University for an entire year and then the information will be destroyed. Only the researcher, Blanca Avila, and her supervisor, Professor Lea Velez, will have access to the surveys.

Based on the information provided in IRB Exemption Request
EXP2015D908953N, this project was exempt from full or expedited review by the Texas State Institutional Review Board on 10/02/15. Pertinent questions or concerns about the

research, research participants' rights, and/or research-related injuries to participants should be directed to the IRB chair, Dr. Jon Lasser (512.245.3413 - lasser@txstate.edu) and to Becky Northcut, Director, Research Integrity & Compliance (512.245.2314 - bnorthcut@txstate.edu).

Your participation is voluntary, and refusal to participate will involve no penalty or loss of benefits to which you are otherwise entitled. You may discontinue participation at any time without penalty or loss of benefits to which you are otherwise entitled.

A summary of the findings will be provided to participants upon completion of the study, if requested. In order to access the results of the study, contact Blanca Avila.

1. How long have you been employed with Communities In Schools?
 - Under a year
 - 1-2 years
 - 3-5 years
 - More than 5 years
2. In your own words, what is the background/history of Communities In Schools?
3. In your own words, what is the mission of Communities In Schools?
4. In your opinion, is Communities In Schools fulfilling their mission?
5. What services does the agency provide clients?
6. What improvements, if any, could CIS have within the program, in regards to the services it provides for their clients?

Evaluation

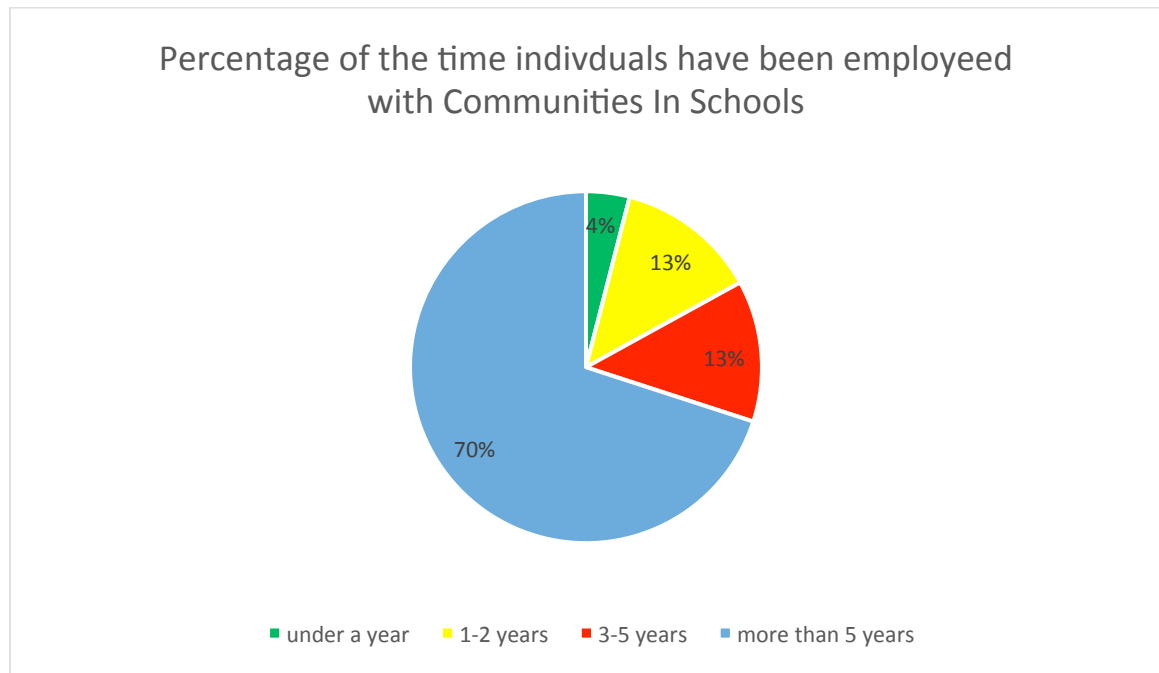
In order to examine and determine the results, since my survey was qualitative and all the responses were open-ended, it was decided that the best plan of action was to

read every response clear fully, identify key terms, and locate how many times they appeared in other participants' answers. Therefore, it would be able to clearly see what thoughts and perspectives they all shared.

Results

Out of the 35 employees contacted, only 27 responded. These are their answers:

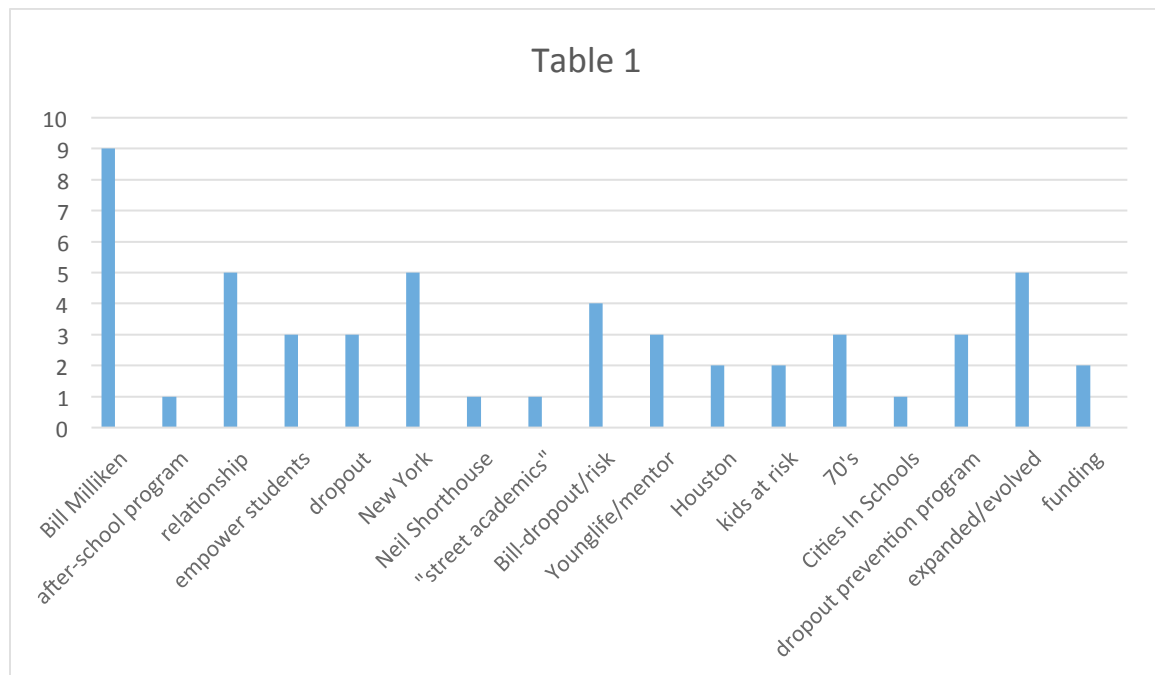
1. How long have you been employed with Communities In Schools?



* The results concluded that 16 individuals stated they had been employed for more than 5 years, 3 for 1-2 years, 3 for 3-5 years, and only one has been working there for under a year.

**All respondents answered this question.

2. In your own words, what is the background/history of CIS?



**This table demonstrates the amount of time certain words appeared in the responses of the participants. The key words were items I believe are important to consider when determining the knowledge of the background. For example, "street academics" is a term found on the website of the history of CIS.

Copy of the responses:

CIS National was started in the 1970's by founder Bill Milliken. He wanted to help High School students from dropping out. Our local program began 25 years ago the _____.

To help kids in Texas graduate and succeed in school with a caring relationship. CIS Started in New York with Bill Milliken and moved from Atlanta and then it has grown from there.

Mr. Bill Milliken had a vision for success for all school children in America. In the 1980s, Communities In Schools was created to help at risk students remain in school and graduate. In the late 1980s, the program began in several counties in Texas. Communities In Schools began in the _____ County in the 1990s. The staff has evolved and grown over the years. The scope of how CIS has been able to serve and work within the schools has changed since the early years. In the beginning, CIS worked closely with the physical health issues of school students. The goal of CIS national has always been to help at risk

students stay in school and graduate and help equip students with the tools they need to succeed in life. CIS of _____ has been serving students in _____ ISD and _____ ISD for over 20 years. _____ ISD and _____ ISD have contracted with CIS _____ for the past 12 years or so.

It was started by one man Bill Milliken. He saw a need, a gap, and he wanted to fill it. Offer mostly young men & later young women an opportunity to see beyond their surroundings and choose an alternative route for their lives. Bill saw that building a relationship with someone not in a gang, or in jail, or a criminal, could help a young person rise above their surroundings and lead a life that was not involved in crime.

Started by Bill Milliken, it grew in size and scope over the past 30 years into the nation's largest dropout prevention program.

CIS was started by Bill Milliken, who was himself an "at-risk" student. He was saved from the streets of Harlem by an individual who took him under his wing and mentored him. At that point, Bill thought, if such a relationship can save me, it can work for others too. Thus the guiding principle of CIS was born...relationships change people not programs. This all began in the 1060's and Bill began reaching out to others on the streets in New York. Throughout his interactions he developed the CIS model and obtained funding through the government. Over time, that funding ended and affiliates were more and more responsible for obtaining funding. Today, the CIS National Office is heavily engaged in obtaining funding opportunities for affiliates across the nation. In Texas, the first affiliate was started in the 70s and it was in Houston. Today, there are 26 affiliates. CIS - _____ affiliate was started 22 years ago in three schools. It was brought here because a principal heard of the program and took the idea to the _____. CIS of _____ was born. After campuses were added in other school districts, the name was changed to CIS of _____ and then finally CIS of _____.

An organization that began with a young man who had been a dropout and who was helped by Young Life. He and some friends decided they wanted to start a program that would help all kids feel valued and not want to dropout

Started on a local level with efforts locally, grew to state funding and federal funding, working effort between multiple entities.

It began in New York with one branch. Due to its success and data to back up supporting dropout prevention, CIS has expanded all over the US with many different affiliates.

In the early 1990's, the _____ led the implementation of CIS initially serving approximately 300 students. Since then, the CIS program model has expanded and now serves nearly 25,000 students at 29 schools in 4 districts across two counties.

To help students succeed in school

Cities In Schools, now known as Communities In Schools, was started in the late 1970's by Bill Milliken in New York City. CIS started providing services to students and families in _____ in 1993. CIS is the nation's largest dropout prevention program.

CIS is a nationwide program working with kids at risk. The founder of the program was a kid at risk

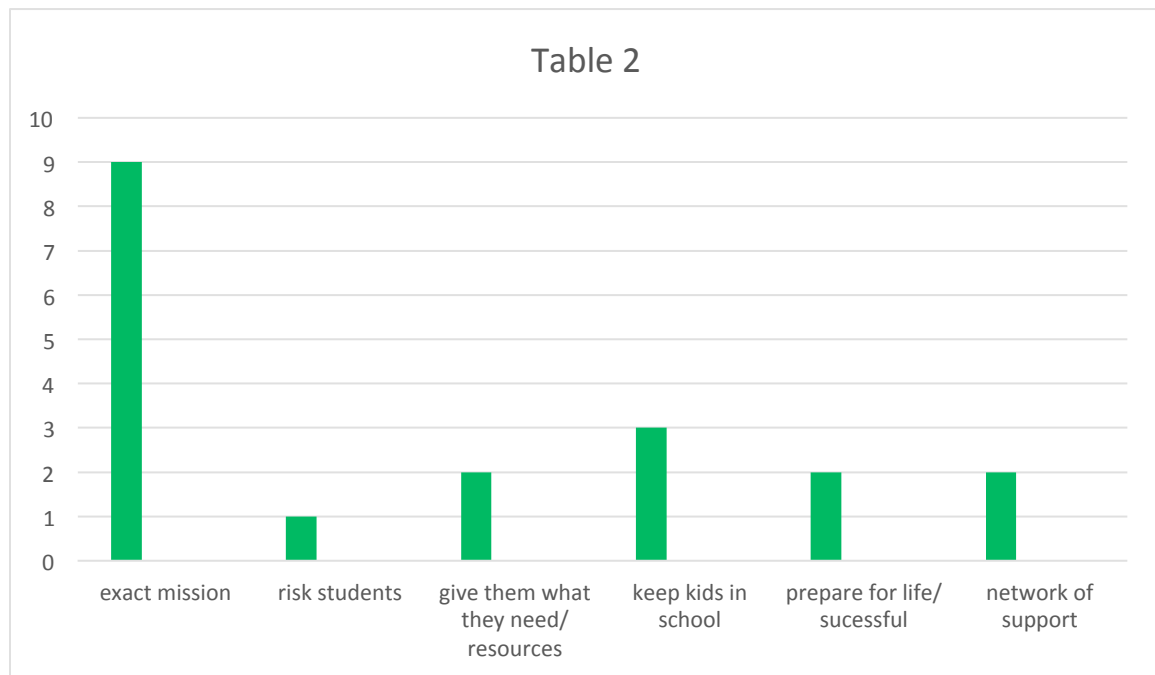
Communities In Schools began nearly 40 years ago in an effort to address the dropout and street gang problem in New York. Our founders Bill Milliken and Neil Shorthouse formed what was known as "street academies" which allowed Neil and Bill to work with young men who had already dropped out of school in an effort to help them return and get their education. Bill was not new to the dropout dilemma. During his own youth he too had been kicked out of school and became a dropout. Through a one on one relationship with his Younglife mentor Bill discovered the power of a caring adult. This discovery has become our organization's life mantra..."Programs don't change lives RELATIONSHIPS do!" CIS had truly been a movement that is enveloping the United States. As the movement reached out to other states our work morphed into what was called Communities In Cities. Texas caught on to the movement in the late 70's and funding came from the Governor's office. CIS of Texas helped in the naming of what we are called today...Communities In Schools which began in our Houston affiliate.

Basically, Bill founded CIS after he worked with after school program. It's a relationship that will empower students...

*8 respondents skipped this question.

*Due to confidentiality to the participants, some of the identifying locations in their responses had to be removed.

3. In your own words, what is the mission of CIS?



**This table demonstrates the amount of time certain words appeared in the responses of the participants.

Copy of responses:

To surround students with a community of support, empowering them to stay in school and achieve in life.

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

The mission of Communities In Schools is to help at risk students to stay in school and graduate and to help them discover the tools they need to succeed in life.

The mission is to keep students in school and help them to realize their potential by removing barriers that might otherwise hold them back. To remedy the lack of safety, structure, food, clothing, shoes, supplies to allow them to come to school ready & able to learn.

To keep students in school and to help them prepare for life.

The mission is to surround students with a network of support to ensure young people are successful in life.

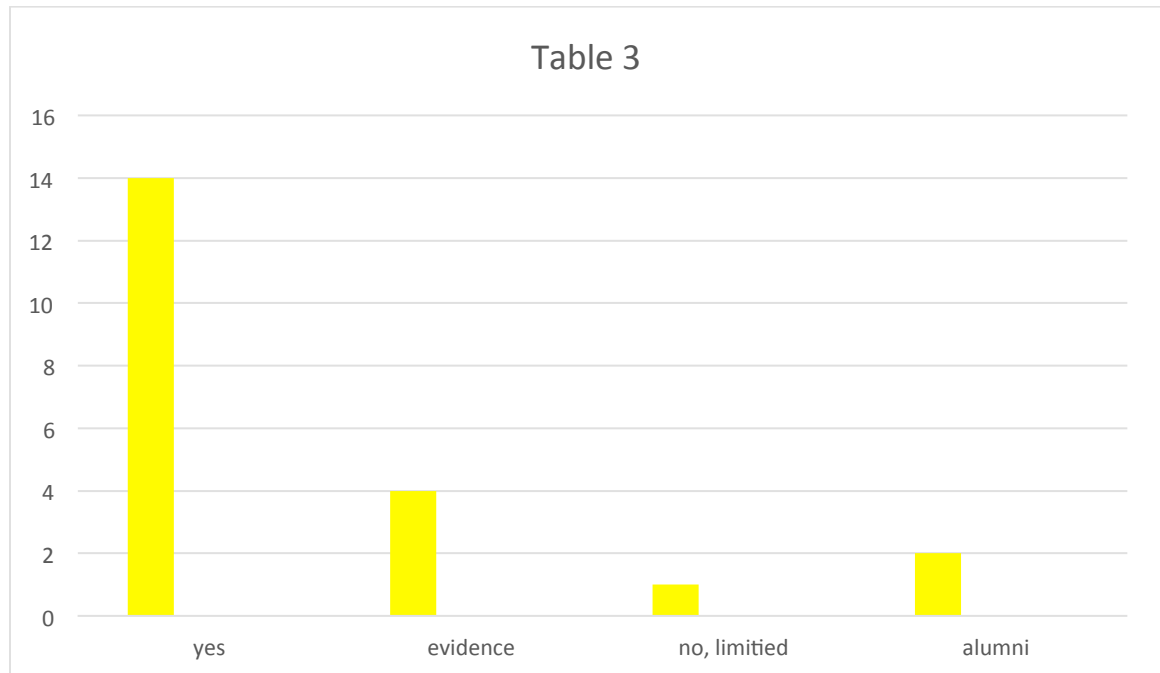
Communities In Schools exists to surround students with a community of support, empowering them to achieve in school and succeed in life

To help kids and families.

Support students to stay in school and be successful.
The mission of CIS is to surround students with a community of support empowering them to stay in school and achieve in life. We partner with school officials, staff and community to ensure students know and are confident that they are cared about and supported, that their needs are met, academically and non-academically, and that they actually are the CEO's of their futures.
To surround students with a positive role model and be employable after graduation
To surround students with a community of support and empower them to stay in school and succeed in life.
Surround students with a community of support, empowering them to stay in school and achieve in life.
The mission of Communities In Schools is to surround students with a community of support, empowering them to stay in school and achieve in life. Our mission is our life blood. To me our mission believes that every child's life matters, that every child deserves someone to love and care for them, that every child has the capacity to change, and that every child can change the world!
Keep students in school, build relationships with students and family, provide resources, a safe place, college awareness, behavior/crisis interventions.

*8 respondents skipped this question.

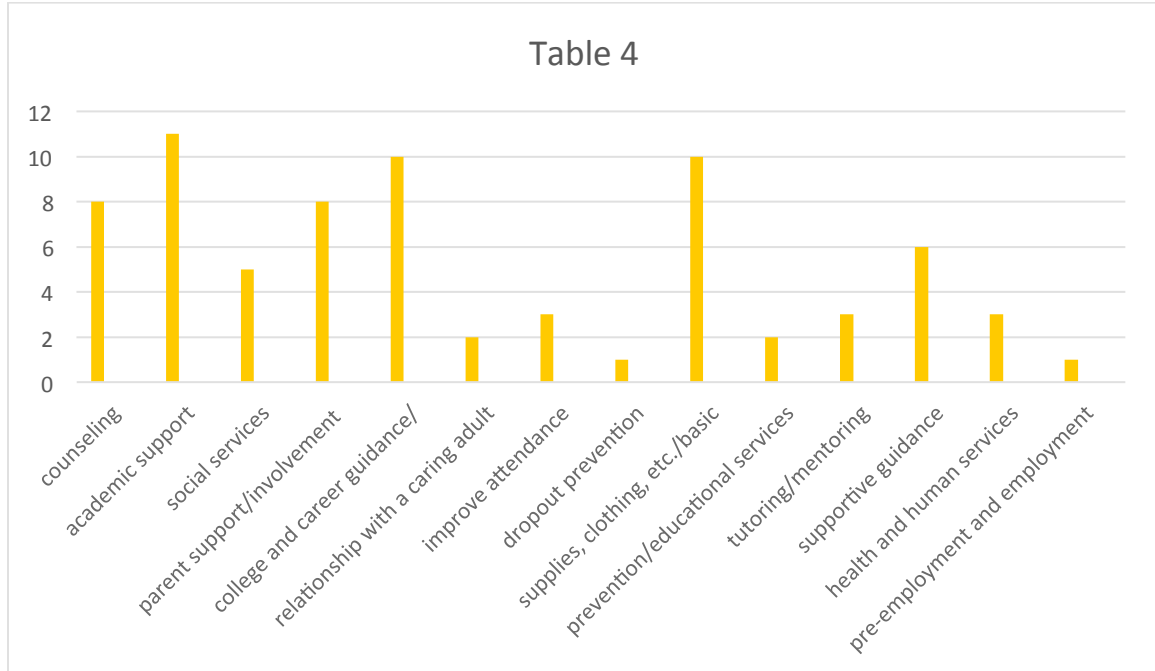
4. In your opinion, is Communities In Schools fulfilling their mission?



**This table demonstrates the amount of time certain words appeared in the responses of the participants.

**By the response “no, limited”, the participant meant that due to the inability to do as much as the employee feels is necessary due to funding. The response “alumni” represents the idea that the amount of clients coming back into the Alumni program demonstrates that CIS is fulfilling their mission and in consequence, clients are wanting to give back to the program.

5. What services does the agency provide clients?



****This table demonstrates the amount of time certain words appeared in the responses of the participants.**

Copy of responses:

Counseling, academic support, social services, parent support, college and career guidance, a relationship with a caring adult who give support and encouragement.

There is no cookie-cutter specifications that are provided. We serve students in helping improve attendance, parental involvement, academics achievement, behavior, social services and enrichment

CIS provides school supplies, clothing, shoes, snacks, eye glasses, medical prescription assistance, utility and rent assistance for families in need, referrals to other agencies, homework help, supportive guidance, interpretation services, transportation assistance, college admission assistance, tuition and book expense assistance, mentoring, bully prevention education, suicide prevention education, reading assistance, college and career awareness and readiness, social skill development and academic support and enrichment.

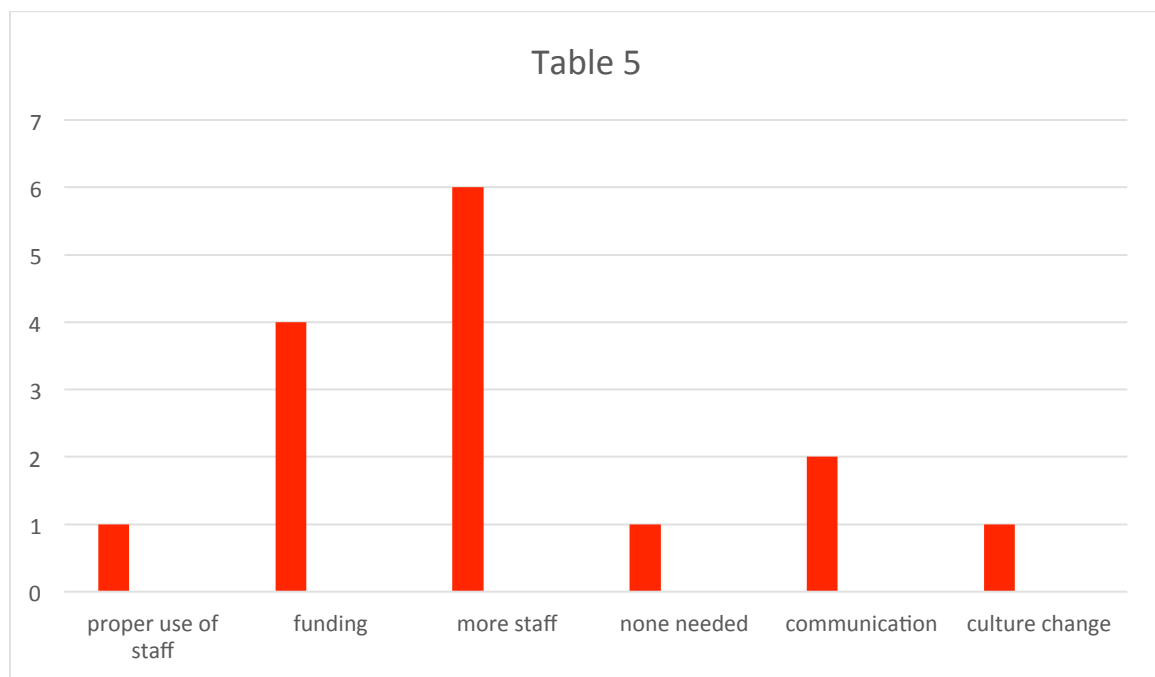
Help with food, school supplies, clothing, shoes directly and indirectly connect them to agencies that provide the help with utility bills, rent. Sometimes even housing for one or two nights. We receive info & training on area agencies to better direct our clients to the agencies that may help to remedy their issue. To students we also provide groups to help with academics, HW, tutoring, self-esteem, and social skills.

counseling, crisis intervention, referrals, basic needs, parent interventions, college and

career awareness, enrichment activities, tutoring, academic enhancement, mentoring, empowerment, college preparation, leadership development,
Supportive Guidance and Counseling, Health and Human Services, Parental Involvement, College and Career Services; Enrichment and Academic Support services.
counseling, help with basic necessities, empowerment, encouragement, academic support and guidance, teaches them to believe in their own self worth and value, a sounding board, a positive adult role model, provides food, clothing, school supplies, resources for other issues, referrals for health needs, money to pay for prescriptions, etc., basic teaching for how to be a good citizen and how to be a good friend, advocates for students in the school setting
food, clothing, social service, behavioral, attendance, academic
counseling, basic needs assistance, college and career awareness, academic support
A range of services for students in grades K-12, and continues support for CIS alumni in post-secondary pursuits. CIS is the only campus-based nonprofit program for at-risk students in the school districts that we serve. Through CIS professional staff stationed at each school, case-managed students receive services which include: supportive guidance/counseling, health and human services including basic life needs such as shelter, food, and clothing, parental involvement activities, academic support, pre-employment and employment services, and college preparation assistance.
Social services academics behavior attendance
Supportive guidance Academic support to include tutoring, grade monitoring, assistance with college preparation Career awareness School supplies Health snacks Clothing Transportation Parent and family involvement Referrals to community agencies Mentoring
Basic needs, academics, supportive guidance, resources
We provide dropout prevention services in 25 states plus the District of Columbia. Our local affiliate provides dropout prevention services in two countries to 29 schools, elementary through high school. These services include counseling and supportive guidance, health and human service linkage, parental involvement, academic assistance, mentoring, career awareness and college prep. Once out of high school our alumni are encouraged to stay involved. Involvement provides them with support and counseling as they journey through college and career.
crisis interventions, counseling, suicide prevention, getting students on track, support, resources, college awareness

*8 respondents skipped this question.

6. What improvements, if any, could CIS have within the program, in regards to the services it provides for their clients?



Copy of responses:

More funding for more support staff, more volunteers and mentors, additional support from TEA and the CIS National office.

Hmmm, team effort is crucial. I think making sure they know we are not just in the campus they are in but in other campuses for siblings - at times that is not made clear. Otherwise, we do a pretty good job.

I am sure, there are many ways the services could be improved, but more than improving a service, it would be beneficial if there were more funding for more positions on campuses. The number of students with multiple issues can be overwhelming at times to one campus site coordinator. The high school level would benefit from having 2 site coordinators on many campuses. Of course the commitment from the school districts to partner with CIS always has room for improvement. Financial support is always an issue with any program and non-profit. As we educate the public and maintain success within the program to have the verifiable data proving that the model works, we hope to see more money made available for the work we do.

We are spread too thin, with too few staff and resources to provide all the services needed for our clients. So much staff time is spend on fundraising efforts, that could be spent on service provision or staff training and support

If we had additional site coordinators at existing campuses, we could target more students

and be able to give more time to providing life changing assistance/relationships.
Have more money to be able to hire more staff and help more kids.
Less guidelines regarding the students that we case manage and numbers.
Increased supervision for the staff members to continue improving their skills
In order to better serve clients, schools and communities, we could improve our internal communications and shift the culture a bit. What I mean is that there is an assumption that because we send an email, recipients actually receive it or have time to review it. Email subject line protocols might help. Also, because there is longevity in the organization--lots of folks have been here lots of years--there is a "family" culture; however, it is not an inclusive one, i.e., "newbies" feel a bit disenfranchised because they don't have that history and yet feel like they're expected to understand everything that the culture expects of them, relationally and communicatively. A big Texas-size positive is the ED along with a mission that everyone rallies around and is committed to despite some of the disconnects.
None needed
More Site Coordinators at higher populated campuses.
Money and staffing are always a need for a nonprofit organization. More money and more staff would afford us the capacity to reach more children.
For school staff not use CIS staff for other things.

*10 respondents skipped this question.

Study Limitations

The limitations of this study is the number of participants and time available to conduct the study. I only contacted the employees of Communities In Schools, and only one of the 27 programs due to the short amount of time available. In addition, some of the respondents chose to skip some of the questions therefore I was not able to get all the perspectives of those who looked at the survey.

Additional research needs to be conducted with different affiliates across Texas, and probably even the nation to view how the perspectives and opinions vary. It is also that more research is conducted and that a larger quantity of relevant literature becomes available for those interested in learning more about school social workers.

Discussion and Implications

This qualitative research study utilized open-ended questions to allow the participant to have to sit back and think about their answers. Therefore, it provided them with the opportunity to truly share their opinion and perspective of their affiliate. In this study, it was found that most of the employees shared the same ideas and understood the mission, history, and the services the agency provided to their clients.

The purpose of asking the individuals how long they had been working there was to see how their answers would vary depending on the time. It was rather interesting that the only employee to have been working for there for less than a year would state that there is a non-inclusive family culture within the affiliate. Over 70% percent of the individual who responded stated that they had been working there for quite some time. This caused me to wonder that if more individuals who participated had been employed with the agency for under a year, would this culture still exist.

Conclusion

Communities In Schools is an organization with the intent to help students graduate and continue to be successful post-graduation. I learned a lot about the history of the organization through the participants responses. When I sent out the survey I believed I would get responses similar or shorter than what is provided by the website, yet I was surprised with how much knowledge they have. The employees were able to inform me more, as the reader through their responses, and then through the research I did online when investigating the background/history of CIS. For example, who is Neil Shorthouse and why was he mentioned in a response but not in the page describing the history of Communities In Schools? Through further investigation, I found that Mr.

Shorthouse is the co-founder of CIS and the President of Communities In Schools of Georgia (*Neil Shorthouse, President*, n.d.). I found it rather interesting that if he is the co-founder, he would not be mentioned in the history of CIS, and I question: do all employees know who he is?

If there was something that I would be able to change about this research project is not having sent out more questions regarding some personal experiences within the agency, changing the time-frames for the first question since 70% stated that they had been there for over five years, and lastly, clarifying what type of training the employees of Communities In Schools have.

Finally, I would like to address the bias I have within this study. I have been a client of Communities In Schools since I began school and have continued to receive their services post high school graduation. They helped me resolve personal issues and today I volunteer with CIS to give back. It is thanks to them that I am where I am today and striving to become a social worker. In addition, I was given the opportunity to work for them this past summer and saw at first-hand the impact it can have in the lives of others. My main belief with this organization is that if I can do what they did for me with others, then I will be a good social worker.

IRB Approval Information

On October 5, 2015, I received an email stating that the IRB Exemption Request EXP2015D908953N submitted on September 29, 2015, this project is exempt from full or expedited review by the Texas State Institutional Review Board.

References

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