

Colorado Department of Education School Redesign RFI Evaluation Rubric 2019-20:
Stakeholder Engagement Specialist - New Submission

Organization name: **Communities in Schools**
Overall Recommendation: **Approved as a school redesign provider in the following areas: Stakeholder Engagement**

Summary
Communities in Schools (CIS) supports districts and schools in establishing an integrated student supports model, surrounding students and families with a system of caring adults. They facilitate stakeholder engagement to conduct needs assessments, form and manage community partnerships, introduce integrated student supports, provide professional development, and provide ongoing technical assistance.

Question	Quality of Response? (Strong, Adequate, Developing)	CDE Description of Response
Describe your organization’s experience working with schools and districts to increase and improve stakeholder engagement.	Adequate	The provider describes engaging with schools to establish an integrated supports model. While this work does include stakeholder engagement elements, such as engaging with community partners, it is not clear that stakeholder engagement work particularly with parents and families is core to CIS’s work.
What engagement models or strategies do you use in your work with schools and districts?	Adequate	CIS describes its school needs assessment and strategic plan strategies, as well as the ways in which it identifies non-academic student needs and forms and manages community partnerships. It also describes how it operationalizes its programming in schools and communities and trains school staff. Again, the work seems to

		have a broader scope than just stakeholder engagement and might have also been a good fit for partial management: culture shift services.
What specific services and support could you provide to Colorado schools and districts?	Adequate	The provider describes the steps in its process to implement non-academic school supports. Using Tier I, II and III supports and a case management model, CIS is able to provide a diverse set of services to students in high-needs settings.
Specifically address your experience working with historically underserved populations and communities. If possible, provide a specific example of when your organization helped increase and improve engagement for minority, socioeconomically disadvantaged or non-English speaking stakeholders.	Developing - Adequate	CIS did not specifically addresss experience working in historically underserved populations. The response on page 7 addresses the importance of creating an equitable and inclusive education system and the need to address non-academic barriers for students, but does not provide any information about CIS’s prior experience in these areas. They have worked with Aurora Public Schools (up to 80 hours of training) and the West Virginia Department of Education is listed as a reference, but more detail about their work in these communities would be helpful.
Capacity: Does your organization currently have the capacity to serve additional schools and districts in Colorado? If yes, indicate how many new schools or districts your current capacity would allow for. If no, explain what additional capacity you would need to put in place, and any other constraints such as timelines or minimum participating schools or districts.	Adequate	CIS is well-established, with 40 years of experience, and is already working in Colorado. Reviewers did not have concerns about capacity.
Evidence of Track Record of Improved Student and School Outcomes: Describe your organization’s track record in dramatically improving schools or districts and radically increasing outcomes for targeted groups of students. Include a description of the criteria and the data that you use to determine the impact of your work. Highlight the context and location of where this work has occurred. Formal research studies are preferred, if available. Note: To receive a “strong” rating, this	Adequate	The quasi-experimental school-level study by ICF International seems to be the most directly relevant and helpful study. CIS model schools experienced lower dropout rates, higher on-time graduation rates, and greater percentage of students who were proficient in 8th grade standardized reading and math scores. It is unclear if the findings for any of the cited studies were statistically significant and/or the matching procedures that were utilized to arrive at the presented results.

<p>response must include evidence tied directly to the program or service for which the organization is applying. To receive this rating, the response must also go beyond perception or process data to include concrete outcomes, such as improved teacher retention rates or improved student achievement data on state assessments or valid, normed interim assessments.</p>										
<p>Evidence-Based Intervention: Self-assess the evidence base for the interventions your organization provides using the following Evidence-Based Intervention (EBI) tiers. Which EBI tier best describes your work, and why?</p> <table border="1" data-bbox="201 662 856 1375"> <tr> <td data-bbox="201 662 373 824">Tier 1 – Strong Evidence</td> <td data-bbox="373 662 856 824">Supported by one or more well-designed and well-implemented randomized control experimental studies.</td> </tr> <tr> <td data-bbox="201 824 373 959">Tier 2 – Moderate Evidence</td> <td data-bbox="373 824 856 959">Supported by one or more well-designed and well-implemented quasi-experimental studies.</td> </tr> <tr> <td data-bbox="201 959 373 1122">Tier 3 – Promising Evidence</td> <td data-bbox="373 959 856 1122">Supported by one or more well-designed and well implemented correlational studies (with statistical controls for selection bias).</td> </tr> <tr> <td data-bbox="201 1122 373 1375">Tier 4 – Demonstrates a Rationale</td> <td data-bbox="373 1122 856 1375">Practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by an SEA, LEA, or outside research organization to determine their effectiveness.</td> </tr> </table>	Tier 1 – Strong Evidence	Supported by one or more well-designed and well-implemented randomized control experimental studies.	Tier 2 – Moderate Evidence	Supported by one or more well-designed and well-implemented quasi-experimental studies.	Tier 3 – Promising Evidence	Supported by one or more well-designed and well implemented correlational studies (with statistical controls for selection bias).	Tier 4 – Demonstrates a Rationale	Practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by an SEA, LEA, or outside research organization to determine their effectiveness.	<p>Strong - Adequate</p>	<p>The table on page 10 of the submission indicates that Tier 1,2 and 4 evidence standards are being met. Specific research/evaluation citations would have been helpful for reviewers to better understand programmatic impacts.</p>
Tier 1 – Strong Evidence	Supported by one or more well-designed and well-implemented randomized control experimental studies.									
Tier 2 – Moderate Evidence	Supported by one or more well-designed and well-implemented quasi-experimental studies.									
Tier 3 – Promising Evidence	Supported by one or more well-designed and well implemented correlational studies (with statistical controls for selection bias).									
Tier 4 – Demonstrates a Rationale	Practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by an SEA, LEA, or outside research organization to determine their effectiveness.									

References	
Are there three references listed?	Yes
Comments about references	<p>Average reference rating, on questions (scale 1-5): 5 Average “How likely are you to recommend this partner?” (scale 1-10): 10</p> <p>“Communities In Schools has a network of expertise throughout the United States which allows learning and understanding best practices for school redesign.”</p>

Reviewers Comments about Best-Fit Schools and Districts
Districts more focused on student reengagement and support, including addressing non-academic needs and barriers, may benefit the most by this partnership.