



Communities  
In Schools

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Pennsylvania

# EMPOWERING STUDENTS FOR A LIFETIME OF SUCCESS

York Impact Report 2015-16

## Abstract

The 2015-16 school year was filled with growth and opportunity for the School District of the City of York and Communities In Schools of Pennsylvania. Impactful partnerships and opportunities for growth have led to positive student outcomes that will be continued throughout the 2016-17 school year.

Prepared By: Dr. Robyn Maitoza

## INTRODUCTION

Communities In Schools of Pennsylvania began in The School District of the City of York during the 2014-15 school year. After a successful first year, serving over 3,000 York City students, the 2015-16 school year came with great anticipation. Battling unforeseeable circumstances, including no state budget for months, Communities In Schools of Pennsylvania was able to overcome the odds and increase the amount of case managed students. During our first two years in York we were able to improve quality of services on an individual level. As we enter into our third year, our goal is to improve the quality of services on an institutional level. For the first time in history the federal government has adopted one model of proven student support. The implementation of Every Student Succeeds Act (ESSA) supports our evidenced based model of integrated student services and allows school districts to utilize federal dollars to implement our programs. The combination of federal support and dedicated local partners such as The United Way of York County, Women's Giving Circle and York College make our success possible. Our passion for serving the students of The School District of the City of York continues to fuel our determination to reach more students. We look forward to the coming year and the success of York Students.

Thank you to Dr. Robyn Maitoza for the assistance with this report. Robyn is an Assistant Professor, Human Services at York College of Pennsylvania. She moved to York two years ago and immediately immersed herself in the York community. Dr. Maitoza's expertise is in family resilience. As such, Robyn is passionate about conducting community-based research in an effort to help youth and families build upon their strengths.

Inside this report you will find information about our supporters and program outcomes. Thank you for helping to make this critical work possible so that more young people can recognize their strengths, realize their potential, and achieve in life. We remain committed to changing the picture of education in York as well as the state of Pennsylvania.

Ryan Riley  
President & State Director  
Communities In Schools of Pennsylvania

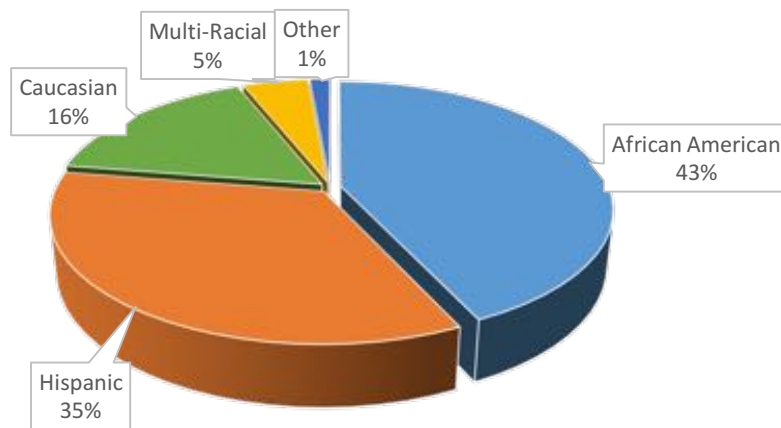
## THE ISSUE

York City School District’s student population is largely minority and 100% eligible for free or reduced lunch. The effects of generational poverty, lack of accessible employment, increasing violence, and an overall sense of hopelessness prevail in this community. These community-wide forces in combination with a family’s daily struggles can lead to a feeling of despair in a young person. Imagine being afraid to walk outside for fear of being shot, not being able to concentrate at school because you are hungry, or not having clean clothes, let alone a school uniform, to wear.

	York County	York City
<b>Median household income</b>	\$58,906	\$28,819
<b>Per capita income in past 12 months</b>	\$28,454	\$14,872
<b>Persons in poverty</b>	10.2%	37.9%
<b>Unemployment rate</b>	4.9%	9.6%
<b>Truancy rate</b>	8.6%	25.7%

Sources: BLS, Census Bureau, York County Community Foundation

Research shows that students of color are more likely to struggle with non-academic barriers to success. This is reflected in the demographic makeup of the case managed students served by Communities in Schools (CIS) of York. CIS of York is committed to serving the neediest students in York. As such, we currently support students at the following five schools: William Penn High School (9-12), Hannah Penn (K-8), Jackson (K-8), Goode (K-8), and McKinley (K-8).



CIS of York case managed students served by ethnicity

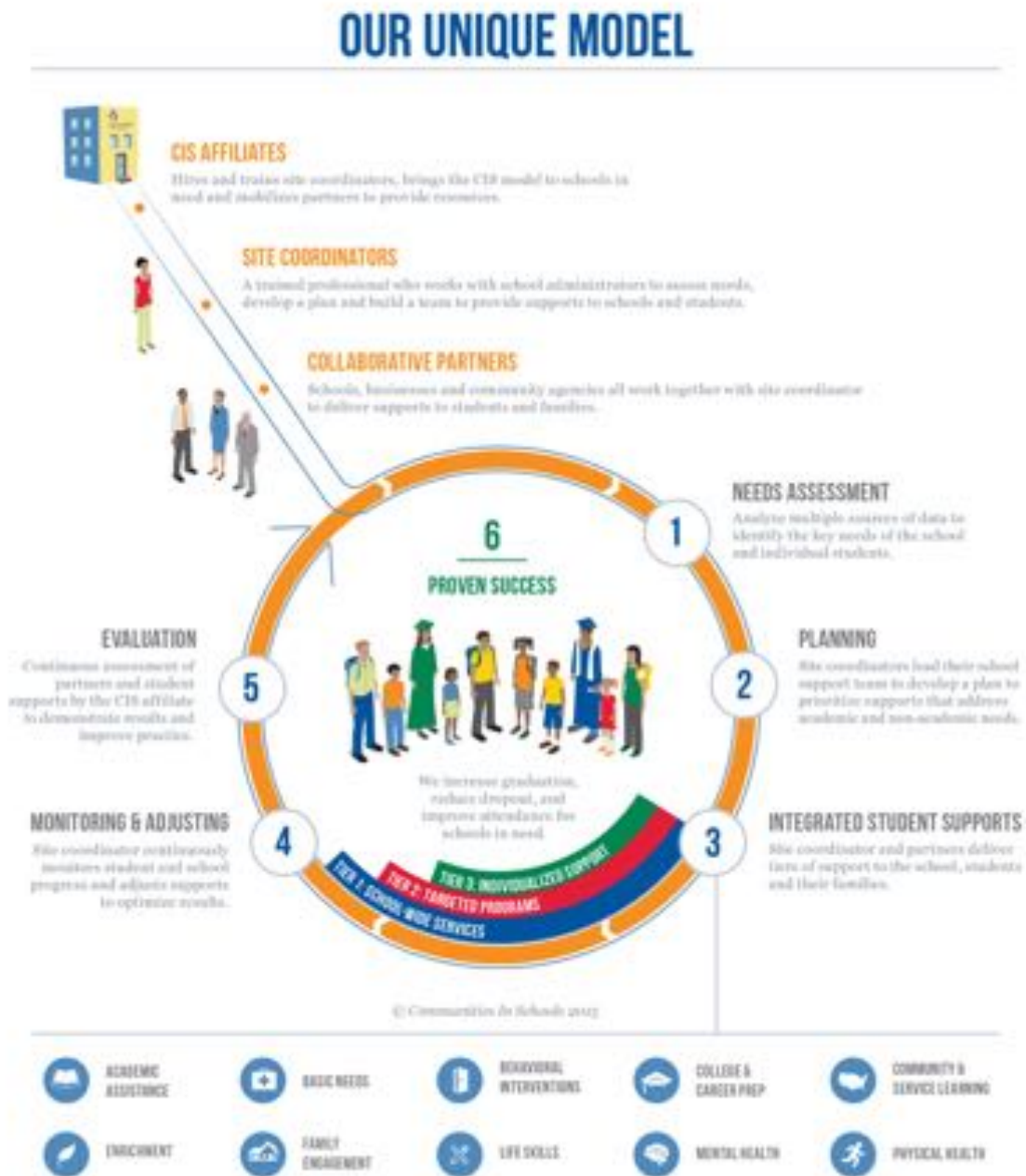
Some CIS of York case managed students also identified as:

- Homeless or living in foster care or a group home
- English language learners
- Special education needs
- Juvenile justice or gang involvement

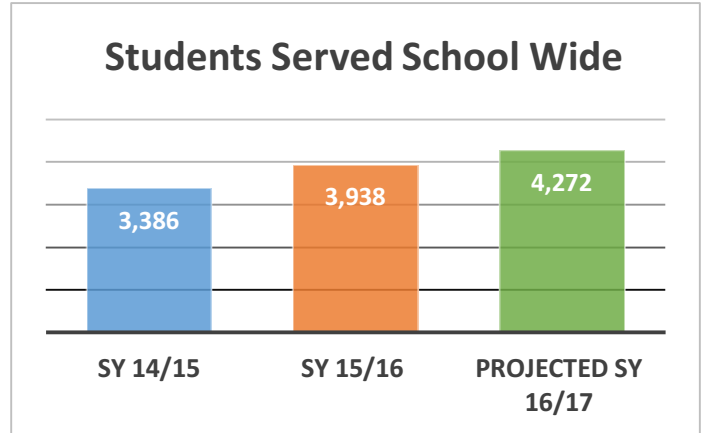
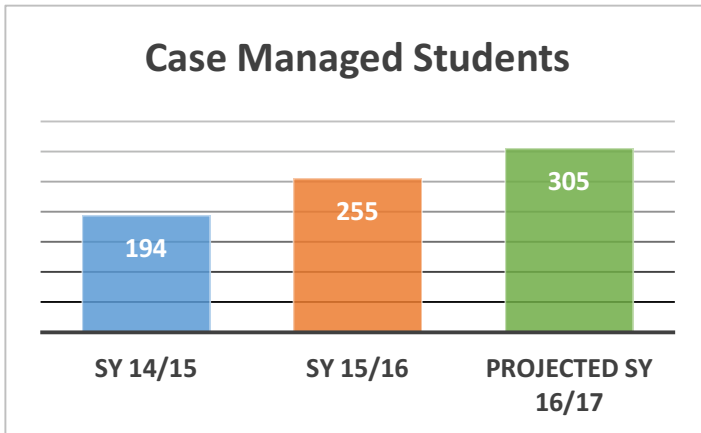
# THE SOLUTION

Children cannot learn at their potential when they are in crisis or face significant non-academic needs. Young people thrive when they have a caring adult in their life. Communities in Schools provides support by surrounding students with a community of support, empowering them to stay in school, and achieve in life.

Communities in Schools uses a proven model of Integrated Student Supports (ISS) to schools. The CIS model is successful because of one simple tenet: Communities in Schools works with local communities to support local kids with local solutions.



## THE PROOF



Each CIS site coordinator works with administrators, teachers, partners and the local community to target the specific needs of the students and families they serve. As such, there are many programs and services that are offered at a school-wide level. For example, a Family First Health Fair offered fun, engaging activities to students and their families in an effort to share heart-healthy information. During Mental Health Awareness month, cards with mental health support contacts in York County were distributed to all students across the CIS of York schools. Moreover, a couple of sites coordinated career days where representatives from the community spoke to 5<sup>th</sup> through 8<sup>th</sup> graders about their careers.

#### In 2015-16, CIS of York served:

3,938 students,  
655 families,  
387 referrals and  
case managed 255 students.

#### CIS of York Schools:

William Penn High (9-12)  
Hannah Penn (K-8)  
McKinley (K-8)  
Jackson (K-8)  
Goode (K-8)

In addition to the school-wide services that CIS offers, helping students identify and commit to academic goals is one key to our success. Site coordinators and students work together to set goals for attendance, academics and behavior. As a result of CIS intervention, case-managed students at the five participating schools in York achieved the following:

Furthermore, 82% of the case managed students at Jackson, 87.5% at Goode, and 100% at McKinley were successfully promoted to the next grade. Of the 35 students who finished the year in the program at Hannah Penn (5 transferred out of the district and 4 transferred to another school within the district), 100% were promoted. At William Penn High School, ten out of the fifteen 9<sup>th</sup> through 11<sup>th</sup> grade case managed students were promoted and four out of seven seniors graduated (57%). Of the three who did not graduate, two attended summer school to satisfy their requirements in order to graduate.

## SUCCESS STORIES

CIS of York partners with various agencies to provide wraparound services to students in need. Ensuring strong collaborations with partners is at the core of our unique service model which places the needs of each child and school community at the center of our efforts. Following are some examples of these successful partnerships.

In an effort to enhance services offered to teen parents and sibling caregivers, the **Lehman Center** will take the lead to host parenting classes and provide education and outreach to students and other programs offered in York City.

**Starbucks** provided CIS with school supplies as well as Christmas gifts for families in need. From this small beginning, CISPA and Starbucks have entered into a statewide partnership to benefit more CISPA students throughout PA and serve York City school in a deeper capacity. Job shadowing and touring of Starbucks stores and the roasting plant will begin in the spring of 2017. York students will be exposed to vast opportunities that wait for them beyond high school.

**Penn State University**, through their Educational Equity program, offered a ‘Talent Search’ club which met once a month to discuss life after high school, whether that be college or going directly into the workforce. Students in this program will carry on into next year and all the way through graduation.

A faculty member and students from **York College of Pennsylvania** offered leadership and team building workshops to students at McKinley School.

By helping students stay in school, Communities in Schools of York is helping to build a stronger community, where every person is capable of reaching his or her greatest potential. Meet some of the students and learn how a community of support made a difference in their lives.

### Nikiyah’s Story

Nikiyah was a second year senior that needed to pass two classes in order to graduate from high school. At the end of the first semester she was legally evicted from her house by her mother. The Site Coordinator began to talk to Nikiyah because she remained in the main office after her classes were completed. She didn’t have any place to go. Nikiyah made a self-referral as she was 18 years of age.

The Site Coordinator began to help Nikiyah secure housing. During this process, she assisted Nikiyah



with job searches that landed her two employment opportunities as well as housing. In April, a weekend food program began and Nikiyah was able to receive a box of food each week to cover some of her basic needs. This enabled Nikiyah to reset her priorities and focus on completing her classes and graduating from high school. The Site Coordinator discussed the benefits of furthering her education so Nikiyah is scheduled to attend HACC in the fall.

### **Joshua's Story**

Joshua is a fifth grade student. He is active and excited to a fault. Josh does not know his father and his mother is currently in jail. He lives with a friend of his mom's, who does not have the proper legal guardianship to get Josh medication or enrolled in therapy. His grades and attendance were great, but his inability to control his impulses got him into a lot of trouble.



After noticing Josh in the office multiple times, the Site Coordinator asked to work with Josh. Josh's teacher had him on a behavior sheet that he needed to get signed by his guardian each day. The Site Coordinator and Josh created a plan where Josh showed the Site Coordinator his behavior sheet at the end of each day. If Josh met his daily goal, he got a reward.

Initially, Josh's teacher was reluctant of the plan because she had tried that before with him and met little success. But, Josh showed instant improvement. The teacher said Josh is still very active, but he is much easier to redirect. He has been able to stay out of the office since the Site Coordinator and Josh started working together.

## **MEET OUR SITE COORDINATORS**

### **Leyna Rozon (Jackson K-8)**

Leyna Rozon is the Site Coordinator at Jackson K-8 school in York. She joined the Communities In Schools team in August of 2014. Prior to coming to CIS Leyna earned her bachelor's degree in Psychology from Penn State University. She was born in the Dominican Republic but came to the US when she was 2 weeks old. Leyna then lived in New York City and moved to York when she was about 12 years old. She enjoys working at CISPA because every day is completely different. As much as she tries to plan for the day she can guarantee that there will be unexpected challenges for her to deal with each week. When Leyna works through these challenges with a student, and they overcome that hurdle together, it is one of the greatest rewards she feels she can receive. Leyna's hobbies include spending time with her 3 children, reading and craft projects.



**Alex Kadyszewski (McKinley K-8)**

Alex Kadyszewski is the Site Coordinator at McKinley K-8 and joined CISPA in September of 2015. Alex earned his bachelor’s degree in History from York College of Pennsylvania. Alex



enjoys working at CISPA because he has always had a passion for working with kids and young adults. To see students, struggle and want to better themselves always provides him the motivation to have them reach their goals. In order to achieve success, students are going to want to come to school, feel safe and have the tools they need to overcome challenges. That is what Alex achieves everyday and he takes pride in providing those tools. Seeing students at the beginning of the year transition to the end of the school year with pride and determination provides Alex with the motivation to always do his job better than before. Alex is from the snack capital of the world, Hanover, PA. Besides reading history books in his free time, Alex enjoys listening to music and partakes in outdoor activities whenever he can.

**Natasha Daugherty (Hannah Penn K-8)**

Natasha Daugherty is the Site Coordinator at Hannah Penn K-8 and joined CISPA in August 2016. Natasha grew up in the small town of Boonsboro, Maryland and lived there until she moved to Pennsylvania for college. She attended York College and obtained a Bachelor’s of Science degree in Psychology and Sociology and obtained her masters of Social Work through Millersville University. Natasha has worked in many different areas of human services. She started her career as a TSS (therapeutic staff support) working with children with autism and behavioral issues. Natasha also worked as a parent educator for 5 years. She has experience working in mental health residential facilities and working as a caseworker in child welfare, where she worked for 3 years with the County of York. Natasha looks forward to working with CISPA in order to assist students and families in achieving their potential and empowering them to see that potential. In her personal life, Natasha enjoys nature and animals. Natasha has three dogs, a cat, and two horses. She enjoys gardening and her dream is to one day have her own homestead.





### **Crystal Smith (Davis K-8)**

Crystal Smith began as site coordinator at Phineas Davis Elementary K-8 School in September of 2016. Crystal is originally from Philadelphia where she was born and raised until leaving to



pursue her Bachelor of Arts degree in Social Work at Millersville University. Currently, Crystal lives in Harrisburg with her husband Roger and three beautiful children. Since earning her degree, Crystal has been working in the field of Children and Family services as well as Children's behavioral support services. For the past 13 years, she has worked in special and social services for Capital Area Head Start. Her experience working with children and families, have taught her that; in order for them to be successful in their daily lives, it is essential to provide them with quality resources that connect them with their community. She truly believes that it takes a village to raise a child. Some of Crystals hobbies include traveling to new destinations,

reading, going to the movies, attending community events, and spending quality time with her family.

### **Chris Cole (Goode K-8)**

Christopher Cole began as a site Coordinator at Goode K-8 in September of 2016. Chris recently relocated to the Central PA area from Indiana where he previously worked for Communities In Schools. Chris received his bachelor's degree in Liberal arts from Indiana University. In recent years, Chris has also worked as a Program Coordinator in a residential program and an extended day teacher in Jeffersonville Indiana. Chris is eager to make an impact in Goode and the local community. His passion for helping his students succeed is embodied in the mission of Communities In Schools. In his spare time Christopher enjoys learning about graphic design and enhancing his photography skills.



### **Kam Ritter (William Penn High School)**

Starting in October of 2016 Kam Ritter will be officially joining the CISPA team at William Penn High School. Kam is a York native and a William Penn graduate. She received her bachelor's degree in Social Relations from Cheyney University and an extensive employment history working with children, adolescents and their families in York City. Kam is an active community leader and has also been a volunteer and Parent Liaison for McKinley K-8 School. Lastly, Kam is also certified as a Strengths Based Family Worker through Temple University.

## **CONCLUDING REMARKS**

In only its second year of serving youth and their families in York, CIS of York has proven to make a positive impact. Compared to last year, more individual students were served and more students received case management support. Moreover, many of the students CIS worked with were successfully promoted to the next grade level. Across the five CIS schools, improvement in academics, attendance, and behavior was evident as well. Of course there is additional work to be done, but Communities in Schools of York is on the right track and is helping to empower students for a lifetime of success.

## **A COMMUNITY OF SUPPORT**

You are such a critical part to empowering students to succeed in school as well as in life. Without you, CIS of York wouldn't be able to provide a safety net for students when they get knocked down. Thank you for your time, talent and treasure over the last year. We will continue to show you just how much your gifts have impacted the students we serve.

### **Donors**

York County Community Foundation  
United Way of York County  
Women's Giving Circle  
Powder Mill Foundation  
The School District of the City of York

Kinsley Foundation  
Penn State York  
Altria  
The Grumbacher Family Foundation  
Alethea and Graham Watts  
Memorial Fund

### **Partners**

York Benevolent Society  
York County Food Bank  
Junior League of York  
Leadership York  
Rotary Club – York North  
York City Health Bureau  
Warrell Corporation  
Lion's Club  
Big Brothers Big Sisters of York and Adams County

Penn State York  
York College of Pennsylvania  
York Revolution  
Martin Memorial Library  
Family First Health  
Starbuck's

**About Communities In Schools Pennsylvania**

For more than 20 years, Communities In Schools Pennsylvania has championed the connection of needed community resources with schools. By bringing caring adults into the schools to address children's unmet needs, CIS provides the link between educators and the community. For more information, visit [www.cisofpa.org](http://www.cisofpa.org).

**About Our Research Evaluator**

Dr. Robyn Maitoza holds a Ph.D. in Social Psychology from the University of Nevada, Reno, a Master of Arts in Counseling from Saint Mary's College of California, and a Bachelor of Science in Business Administration from San Jose State University. She has worked in varied environments including higher education, not-for-profits, and Fortune 500 companies.