



Communities In Schools

ANNUAL REPORT 2014
Change the picture.



THE ANSWER IS SIMPLE.

AN ANECDOTE.

As part of our effort to get the word out, Academy Award–winning filmmaker Errol Morris joined with us to tell our kids’ stories. Like Tres’Rionna’s. After getting to know her, Errol remarked to Elaine Wynn, Chair, CIS National Board, “It is the falling through the cracks that hurts these kids. And the answer is so simple. We need to see them.

Somebody needs to actually see them. To care. To be there. Just as we are with our own children.” Turn the page to learn what Elaine and President Dan Cardinali have to say in response. And visit communitiesinschools.org/tresrionna to learn more about this exceptional student. One we proudly call ours.

“When it comes to unlocking each and every child’s full potential, we will never give up.”



THE CONTEXT

We couldn't agree more with the sage words of our new friend and supporter Errol Morris: no child should fall through the cracks and remain unseen, their needs unmet. Indeed, seeing each student as an individual and doing whatever it takes to help her or him succeed in both school and in life is the obsession of our organization. It has been so since our founding in 1977, and still is. So we present to you our 2014 Annual Report, complete with a wealth of data covering the year. But first, here are four trends to help put the numbers in perspective:

Our quality is improving.

We continue to push consistent quality throughout the network, because every student in every community deserves our best. In 2014, eleven more affiliates were accredited under our rigorous Total Quality System, bringing us very close to our goal of 100%.

Our network is growing.

Quality drives quantity at CIS. Instead of expanding into new communities in 2014, we focused on going deep by adding more than 150,000 new students within our existing network. For an organization of our size, an annual growth rate above 10% is pretty astounding, and it speaks to the hard work and dedication of the entire network.

Our challenge is increasing.

For the first time, a majority of students in American public schools are now living in poverty. When economic hardship is the rule rather than the exception, schools face an enormous challenge in helping students overcome the nonacademic barriers to learning.

Our moment is dawning.

Educators and policymakers are increasingly aware of the difficulties that poor kids face at school. The question is no longer, “Does poverty matter in the classroom?” but rather, “What can we do about it?” After more than 40 years of hard work, we may finally be at the tipping point where integrated student supports (ISS) becomes a way to solve our challenges in public education.

We're proud to be at the forefront of that movement – and a little overwhelmed at the same time. With 11 million U.S. children living in poverty, the “big picture” can be daunting, but we're already changing the picture for nearly 1.5 million students each day. In the following pages, every face and every story is another reminder of why we do what we do – and with your help, we're committed to doing it even better.

A handwritten signature in black ink, appearing to read "Errol Morris".

A handwritten signature in black ink, appearing to read "Elaine Wynn".



Hector, student, CIS of Los Angeles

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Ellie, graduate, CIS of South Central Texas

*“I couldn’t have done it without
Communities In Schools.”*

THE HIGHLIGHTS



Ryan, graduate, CIS of Washington

FOCUS. AND GET RESULTS.

Without doubt, any list of highlights must start and finish with the students we serve. Like Ellie, pictured on the previous page, who worked with her site coordinator to overcome devastating obstacles at home to graduate from high school, move on to college and begin a career in fashion. But while our success happens child-by-child, our impact is felt system-wide and nationwide. Here are three strategic areas we identified for improvement, and a look at the progress we made.

Grow with Quality

Eleven more affiliates were accredited under our rigorous Total Quality System (TQS), and our goal of 100% accreditation is now within reach. TQS helps to ensure that every child we serve in every community is getting the same high level of support.

As quality improves at the local level, affiliates are able to increase capacity, as well. In 2014, we served an additional 150,000 kids within our existing network – a growth rate of nearly 10%.

For the first time ever, *The NonProfit Times* named CIS to its Top 100 list of the largest nonprofit organizations in the United States.

Change the Frame

To help put a face on the dropout crisis, we launched Change the Picture, our first-ever nationwide branding campaign that earned nearly \$14 million in pro bono ad placements in just six months.

To highlight our successes, we hosted the World's Biggest Graduation Celebration, a social media extravaganza that showcased our kids in their proudest moment.

For a deeper dive into the issues, our national leadership went on a media offensive, earning space or airtime with top-tier outlets including *The New York Times*, *The Wall Street Journal* and MSNBC – just to name a few.

Throughout the public education system, we saw a clear trend toward broader acceptance of integrated student supports as a useful and productive strategy. This was driven, in part, by the first-ever independent review of ISS, published by *Child Trends* in February 2014.

Secure the Future

At the close of our three-year capital growth campaign in 2014, we were able to invest \$30 million into our network, helping to leverage an additional \$600 million in local resources for our affiliates.

By partnering with state affiliates on advocacy and communication efforts, we helped to secure \$27.5 million in new public funding in Kansas, North Carolina and Texas.

We saluted our board chair, Elaine Wynn, with a one-night event in New York that drew the support of top corporate and political leaders, exposing many of them to our work for the first time.



Katherine, student, CIS of Bay Area

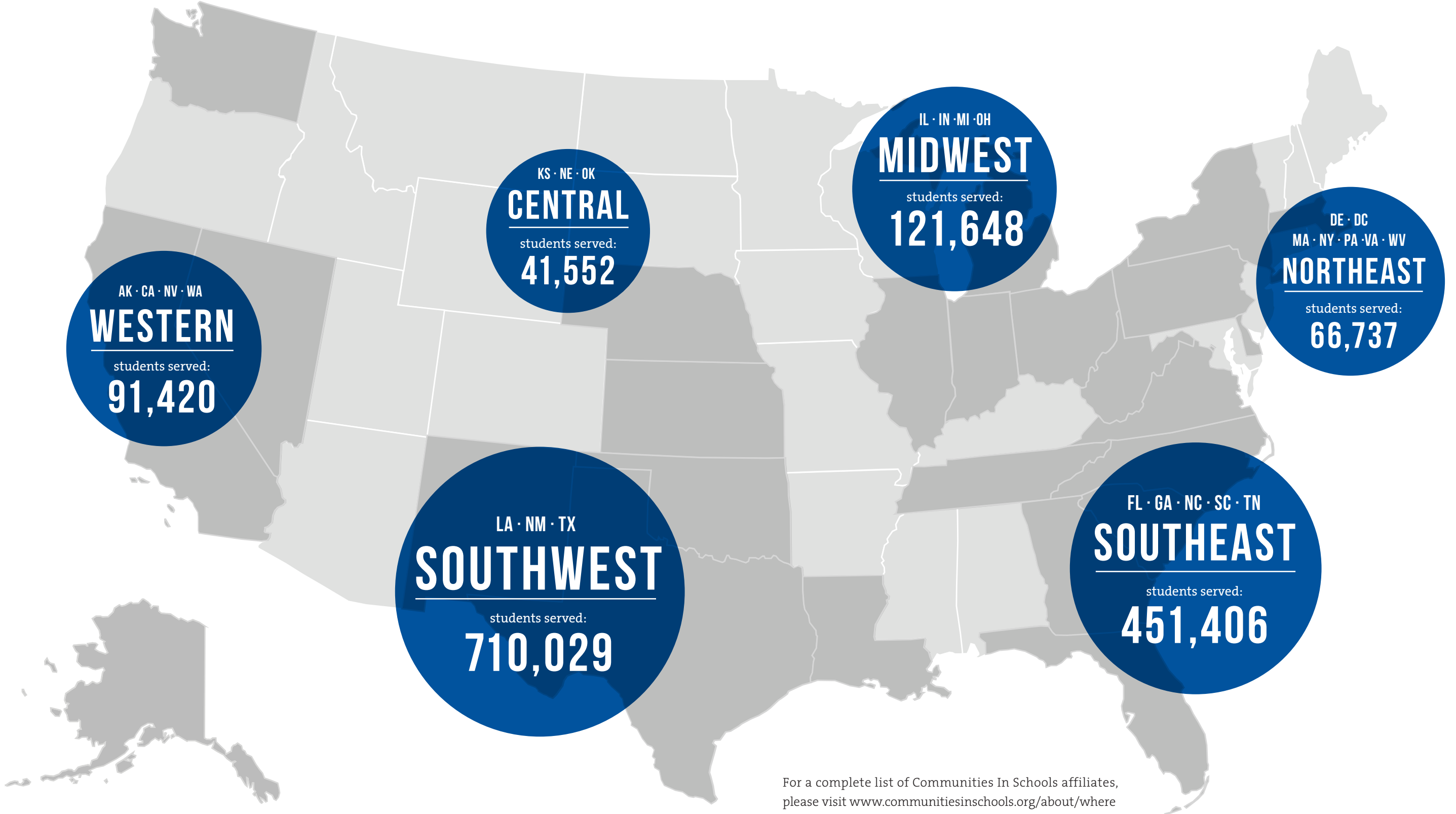
With students like Katherine, we find that early engagement creates long-term success.
For the child. And the system.

THE PROOF

STATE BY STATE

Saying you care is one thing. Actually changing the equation is another. Here's a look at how we did, across the nation, as we served nearly 1.5 million students in 25 states and the District of Columbia.

"...we served nearly 1.5 million students in 25 states and D.C."



For a complete list of Communities In Schools affiliates, please visit www.communitiesinschools.org/about/where

STUDENT BY STUDENT

When you look at the metrics behind the stories of our kids' success, the whole picture of education in America changes, looking brighter than ever.*

77%

met their attendance improvement goals

88%

met their behavior improvement goals

83%

met their academic improvement goals

79%

met their suspension reduction goals

93%

of students in K-11 were promoted to the next grade level

99%

of students remained in school at the end of the 2013-14 school year

91%

of eligible seniors graduated

72%

of graduates went on to some form of post-secondary education

82%

of students served were racial minorities

93%

students were eligible for free or reduced-price lunch

154,000

students received targeted case management services

1.48 MILLION

students and their families were directly connected to resources

234,000

parents, guardians and other family members participated in their children's education

41,000

community volunteers donated their time

\$24 MILLION

worth of volunteer time was accrued

10,500

community partner organizations benefited at-risk students

4,700

nonprofit and youth-development professionals carried out the CIS mission

2,350

schools and community-based sites partnered with CIS

161

local affiliates and three Diplomas Now programs operated in 25 states and the District of Columbia

\$159

the annual cost per student served

* The data in this section reflects case-managed students



Dr. Demona Warren, Site Coordinator, CIS of Atlanta

"I was created to do this."

THE ROLE OF YOU

THE ROLE OF YOU

The word “community” in our name is no accident. This work takes real partnership, real collaboration, real engagement. From all kinds of supporters. Including you. Thank you to all of our 2014 fiscal year contributors.

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The Allwin Family

Altria Group

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Long Live the Kings

*Current as of publication date



Jamal, graduate, CIS of Charlotte-Mecklenburg

*"I'm going to grow up and
do something great for the world."*

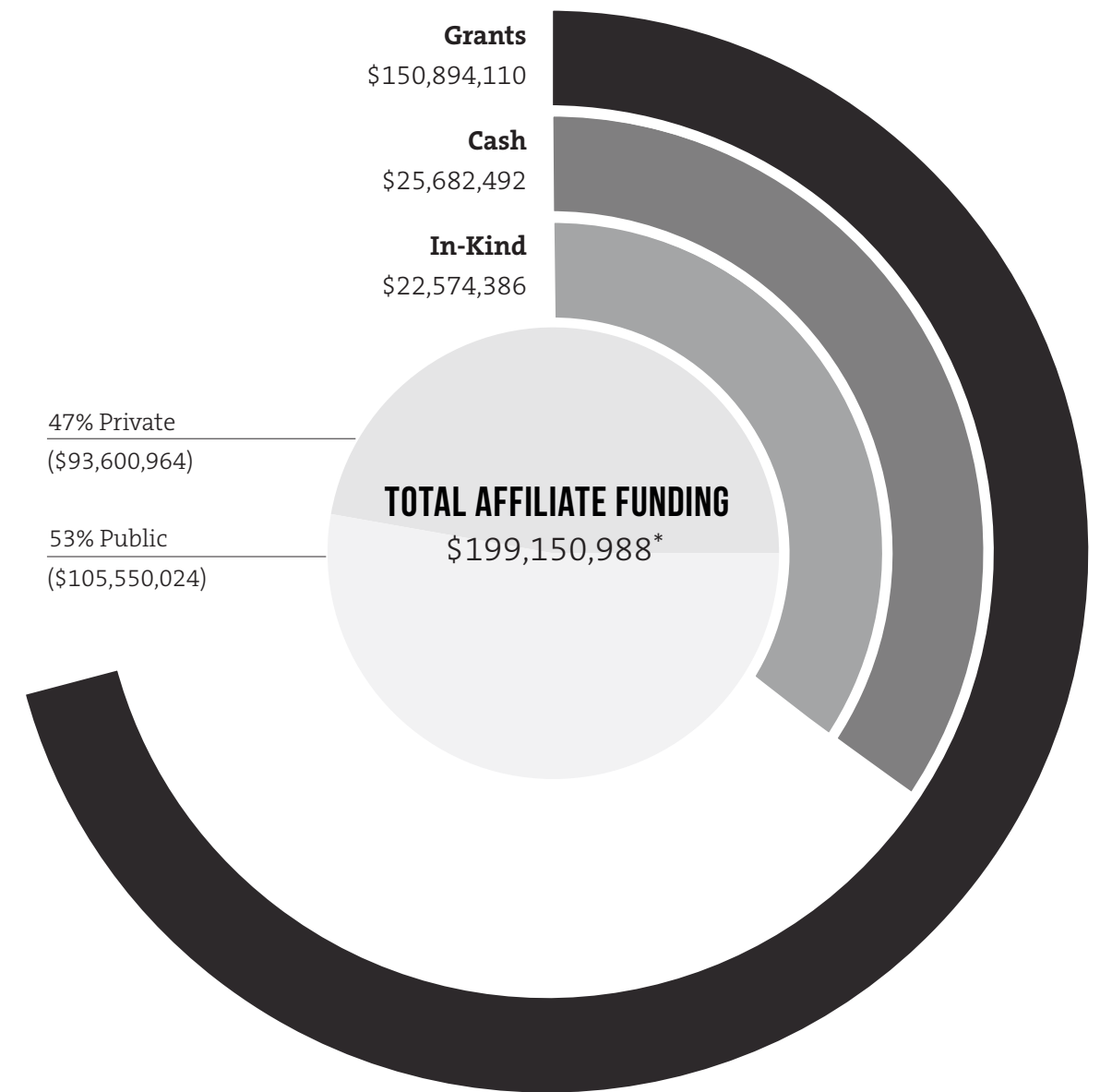
THE MONEY



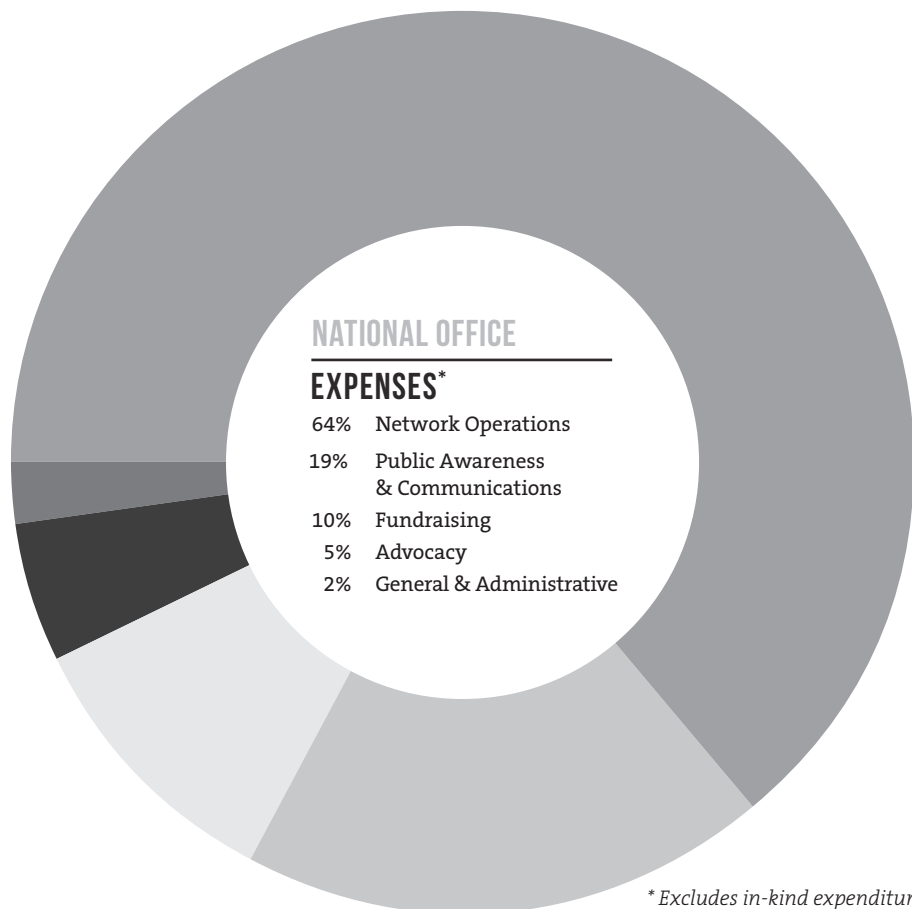
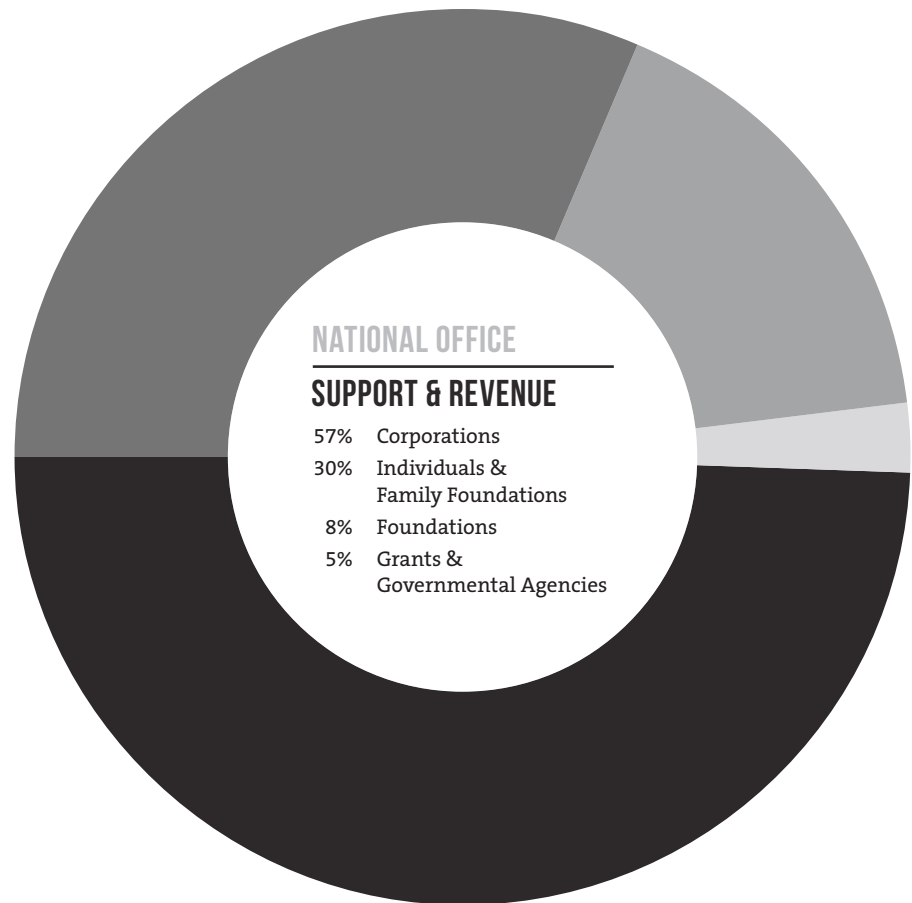
Emmiley, student, CIS of Mid-America

FUNDING SOURCES (AFFILIATES)

When you set out to change the way each child in the system is seen—as a unique center of possibility for our future—you have to go beyond normal math, and available and dwindling public funds. Here is where the money is coming from to fund our 161 affiliates across the country.



*Does not include national or state offices



* Excludes in-kind expenditures

ACCOUNTABILITY (NATIONAL OFFICE)

At the center of the Communities In Schools network is a strong core of national office staff and leadership dedicated to changing the picture of education. We leverage all available resources to fund our national operations in support of our network. We continue to be recognized by independent nonprofit evaluation organizations for our financial accountability, transparency and sound business practices.

ACTIVITIES & CHANGES IN NET ASSETS

Year Ended September 30, 2014*

SUPPORT & REVENUE

Contributions:

Foundations†	\$ 3,043,059
Corporations‡	20,825,392
Individuals/Family Foundations	11,171,392
Grants–Governmental Agencies	1,723,737
Other Revenue	82,941
Total Support & Revenue	\$ 36,846,521

EXPENSES

Program Services:

Network Operations	\$ 18,713,125
Advocacy	1,381,236
Public Awareness & Communication	5,557,925
In-Kind Expenditures	14,095,929
Total Program Services	\$ 39,748,215
<i>Supporting Services:</i>	
General & Administrative	637,514
Fundraising	2,963,625
Total Supporting Services	\$ 3,601,139
Total Expenses	\$ 43,349,354
Change in Net Assets from Operations	\$ (6,502,833)
Investment Income (Loss), net	4,457,822
Change in Net Assets	(2,045,011)
Beginning Net Assets	54,534,223
Ending Net Assets	\$ 52,489,212

FINANCIAL POSITION

Year Ended September 30, 2014*

ASSETS

Cash & Cash Equivalents	\$ 15,239,926
Cash Held for Restricted Purposes	128,123
Investments	35,024,954
Pledges Receivable, net	1,724,828
Government Grants Receivable	221,098
Other Assets	975,553
Fixed Assets, net	1,028,426
Total Assets	\$ 54,342,908

LIABILITIES & NET ASSETS

Liabilities:

Accounts Payable & Accrued Liabilities	\$ 1,402,937
Deferred Rent	450,759
Total Liabilities	\$ 1,853,696
<i>Net Assets:</i>	
Unrestricted	12,895,820
Temporarily Restricted	14,583,312
Permanently Restricted	25,010,080
Total Net Assets	\$ 52,489,212
Total Liabilities & Net Assets	\$ 54,342,908

* Communities In Schools fiscal year 2014 began October 1, 2013, and ended September 30, 2014

† Does not include family foundations

‡ Includes \$14,095,929 in in-kind media and software

“We started out with a lifetime commitment to this movement, and that hasn’t changed.”



FOUNDER’S LETTER

When we started our street academies in Harlem 50 years ago, we worried that the dropout crisis was creating a nation of haves and have-nots. And today, with more than 1 million children dropping out of school every year – mostly poor children of color – we know that the battle for America’s future will be won or lost at the schoolhouse door.

Back then, we began with a long-term vision because we knew this had to work at both the individual and institutional levels. As it turns out, we were faster and better on the individual side: building relationships, and “loving kids into change,” is an approach that everyone can understand, and we were able eventually to reach critical mass, a necessary first step toward institutional change.

The institutional piece has been trickier. For years, we had the passion but not the proof. The real game-changer for our model has been the recognition of the essential role of a site coordinator, who becomes woven into the fabric of the school. The site coordinator frees up the principals to lead and the teachers to teach by coordinating the community services that help the students focus on learning. Once we became integrated into the schools, we began to get consistent results, and today we have years of data to prove that the Communities In Schools model works.

We knew it would take decades to reach critical mass, establish the effectiveness of our model and then influence legislation to make that model more widely available. We always knew our model worked but now, almost 40 years later, we are getting closer to seeing integrated student-support services as part of our national education policy. Maybe this will be the year that Congress takes notice, and passes an education bill that enables our schools to help all kids succeed.

We started out with a lifetime commitment to this movement, and that hasn’t changed. I just turned 75, and I’ve never been so optimistic about what we’re doing and where we’re going. I’m grateful for having been part of something that is now serving nearly 1.5 million students and their families annually. I look forward with great anticipation to seeing Communities In Schools not only continue to grow but to be part of a larger coalition that will have a positive impact on the lives of the other 11 million children who need our services. I believe this will happen if we stay focused on our original vision of combining caring adults, caring communities and caring and accountable delivery systems.

A handwritten signature in black ink that reads "Bill Milliken". The signature is written in a cursive, slightly slanted style.

Bill Milliken
Founder and Vice Chairman

communitiesinschools.org



PHILANTHROPEDIA
COME TOGETHER. GIVE BETTER.

