

Unlocking Potential

2011 ANNUAL REPORT





Photo by Jorge Goizueta

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FROM THE

Chairman and President

Over the past year, as parts of the nation began to emerge from the economic crisis, we saw a painful illustration of the importance of our work. Despite the overall unemployment rate beginning to inch down, the high school dropout rate remained high. The recovery will come last, if at all, to those trying to find jobs who lack a high school diploma. Our work to keep young people in school and on track to a secure future for themselves, their families and their communities directly targets this challenge.



In 2011, we released the results of our five-year national evaluation, a bold and ambitious effort to rigorously examine our work, to identify where we are most effective and to translate that research into practice that produces better outcomes for young people. The Communities In Schools Total Quality System (TQS) and Site Coordinator Certification Program, both based on the results of the evaluation, already have been embraced by our network. TQS establishes a common set of operational and business standards adopted by the Communities In Schools national office. These standards, based on nonprofit best practices, define what it means to be a successful Communities In Schools state office or local affiliate. Our Site Coordinator Certification Program is designed to provide our frontline staff with professional development that helps them increase their effectiveness and adhere to the Communities In Schools model with the highest degree of fidelity to better serve students.

ELAINE WYNN

National Board Chairman

DANIEL J. CARDINALI

National President

2011

As important as the national evaluation is, we are committed to further evaluation of our work in order to drive continuous improvement. We owe that to the young people we serve and to you, our supporters.

In every way, we hold ourselves accountable. In addition to the external evaluation, we have an extensive, proprietary data system across our network that monitors performance at the student, school site, local affiliate, state and national levels. Over the past year, we saw that both the difficult economy and the TQS accreditation process drove our affiliates to concentrate on providing more intensive services to slightly fewer students. Our challenge always is to produce the greatest impact with available resources, and that's the course our affiliates have pursued by focusing their services.

We were honored that our evidence-based model was selected by the Corporation for National and Community Service and the Edna McConnell Clark Foundation for the very competitive Social Innovation Fund grant, which will provide up to \$6 million over three years. In addition, the Wallace Foundation provided a matching grant of \$6 million, to drive growth in targeted states. This investment represents a strong vote of confidence in our work.

In 2011, we embarked on an exciting partnership with Procter & Gamble (P&G), the world's largest consumer packaged goods company. Through its monthly brandSAVER® coupon program, this partnership brought Communities In Schools into 58 million homes last July, and had Grammy® Award-winning Musician John Legend speaking on our behalf at a press conference and on television ads that were broadcast nationwide. We'll expand on this partnership in 2012, raising money and awareness to support our work.

As always, we continue to be motivated and energized by the amazing young people we serve. At our September 2011 board meeting, we met Rasheedah Phillips, an attorney and community organizer from Philadelphia. Fifteen years ago, she was a pregnant teenager who had consigned herself to a future of underachievement. What she heard instead from the staff at Communities In Schools of Philadelphia was that she was bright, and that her future was hers to determine. With help from Communities In Schools, she graduated from high school on time, then went on to finish her undergraduate degree at Temple University in three years and completed Temple University Law School. Today she's an attorney working on behalf of her community. Rasheedah exemplifies the potential for leadership and service in all the young people we serve.

At Communities In Schools, we focus on both the present and the future. Even as our economy is beginning to recover, we must be mindful that dropout rates are highest among black and Hispanic youth, precisely those citizens who in a few short years will be the majority of the American population. Failing to educate these young people makes us vulnerable to the next economic crisis, and leaves us without the skilled workers to grow, innovate and compete in a global market place. Faced with that prospect, and inspired by young people like Rasheedah, our board committed to grow significantly in the next several years to serve more young people in those states and communities where we currently work, and to expand our network to the states with the highest number of dropouts. We take this bold step buoyed by the commitment of supporters like you. Thank you.

Our founder, Bill Milliken, asked himself what every child requires for healthy development. The result was the Communities In Schools Five Basics—a set of essentials that every child needs and deserves. These essentials have guided our work for more than 30 years.

OUR MISSION

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 Five Basics

1

A one-on-one relationship with a caring adult

Children thrive in environments where they have positive role models who believe in them. Communities In Schools site coordinators are champions for students—removing barriers, offering support and encouragement, and creating expectations for success. In addition to being caring role models themselves, they connect students with mentors, tutors and other adult role models.

2

A safe place to learn and grow

Sometimes young people get into trouble when they don't have a safe or supervised place to be during non-school hours. Through after-school, weekend and summer programs, we help ensure that students have a safe and nurturing environment in which to learn and achieve their potential. We work in both urban and rural school districts, and provide community engagement opportunities for safer schools and neighborhoods.

3

A healthy start and a healthy future

Many school-aged children lack basic services like medical and dental care, mental health counseling and nutritious food. We provide access to quality health and dental care, life skills programs, food backpack programs and counseling services for students who are at risk but lack the means to obtain these services.

4

A marketable skill to use upon graduation

Young people can and will do well when they are given the chance to achieve and lead productive lives. When students realize they have options, they are excited about the future. We work with students on career development and college readiness, and help create pathways to post-secondary education.

5

A chance to give back to peers and community

We work with students to build their confidence, develop their talents and leadership skills, and strengthen their involvement in community service and service-learning initiatives. Our Alumni Network is active across the country, keeping former Communities In Schools students connected to each other and their communities.

Communities In Schools



Our country's education crisis can be summed up in one troubling statistic: Every 26 seconds, a young person in America drops out of school.

One-third of high school students won't graduate on time. Graduation rates are even worse for black and Hispanic students—45 percent of them do not graduate with their class.¹ Approximately 2,000 low-performing high schools are responsible for more than half of the 1.2 million students dropping out of school each year.²

When students drop out, a door closes on their dreams—and ours. Dropping out of school destabilizes the lives of young people and our nation as a whole. The dropout crisis costs the United States billions of dollars each year in lost revenue and increased spending on government

assistance programs. Dropouts are more likely to end up living in poverty or earn thousands less over a working lifetime. They are also more likely to suffer poor health, be dependent on social services or enter the criminal justice system.

It is estimated that dropouts from the class of 2010 alone will cost the U.S. more than \$337 billion in lost wages over the course of their lifetimes, an additional \$17 billion in health care costs, and \$8 billion each year in costs and lost revenue due to crime.³

At Communities In Schools, we understand that young people face enormous challenges inside and

outside the classroom—poverty, hunger, homelessness, lack of parental involvement, and being labeled “troublemaker” or “bad student” though they may be bright and capable. Students whose academic, social service and basic life needs are not met often succumb to frustration and despair. For children to succeed, we must address all of their needs.

Communities In Schools gives students the support and encouragement they need to unlock their potential. We work closely with educators, community leaders and an army of volunteers to achieve extraordinary results with modest resources. For less than \$200 per year, we can provide targeted interventions that are proven to keep students on the path to graduation.

We strategically align and deliver resources by placing a dedicated staff member—a site coordinator—inside partner schools. Site coordinators are caring adult role models who often find themselves serving as counselor, mentor and friend. In partnership with school staff, site coordinators help identify students at risk of not graduating. They evaluate risk factors and needs, and establish relationships with local agencies, businesses, health care providers, and parent and volunteer organizations. Services are then integrated into schools where children spend their days.

Students who don't have enough to eat are connected with food programs. Students with dental problems are referred to free or low-cost clinics for care. Students with vision problems receive eye checkups and glasses.

Students who need help with homework receive tutoring and after-school programs. Students with behavioral issues receive counseling and are matched with caring mentors to help them learn good habits. When these needs are met, students can focus on learning. And that leaves teachers free to focus on teaching.

We have solid evidence that our model works. An independent, five-year national evaluation shows that Communities In Schools is the only dropout prevention organization proven to both increase graduation rates and decrease dropout rates.*

- 1 Update to Alliance for Excellent Education, “The High Cost of High School Dropouts, 2010”
- 2 Institute for a Competitive Workforce, “School Improvement Grants: What's the Difference between Low Performing Schools and Schools in Improvement?” 2011
- 3 Alliance for Excellent Education, “Healthier and Wealthier,” 2006; “Paying Double,” 2006; “Saving Futures, Saving Dollars” 2006

* Results from the five-year national evaluation conducted by ICF International can be found on our website at www.communitiesinschools.org under Who We Are/Publications-Results. See also pages 20–21 in this report for more information.

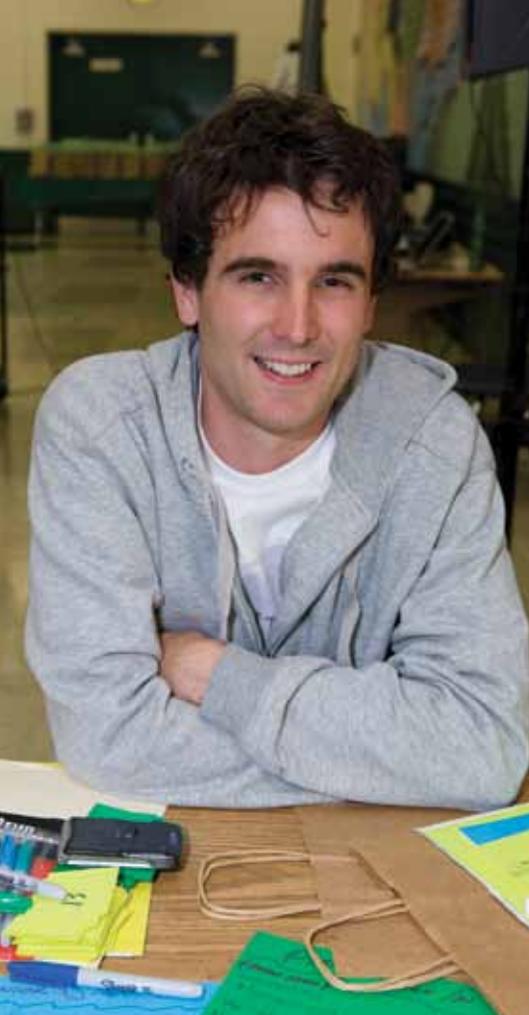
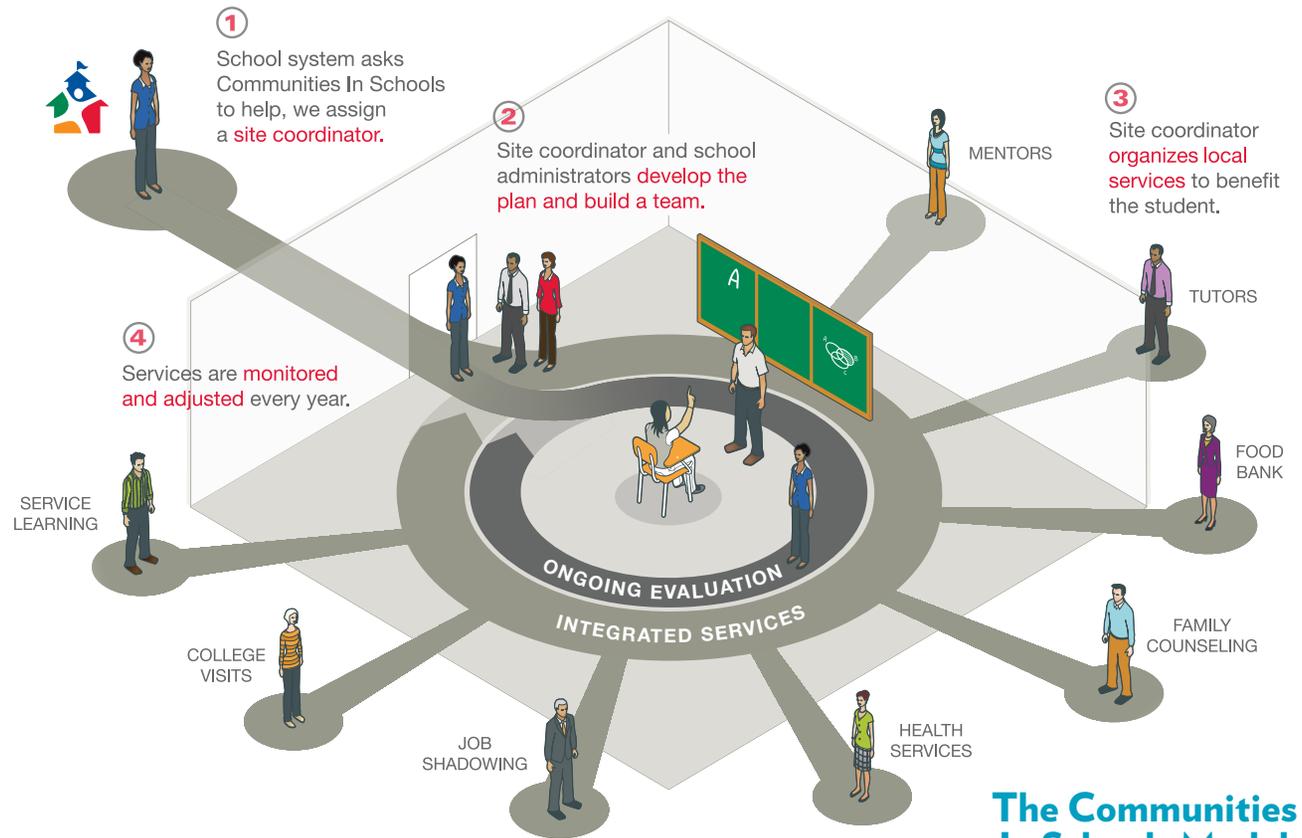


Photo by Vincent Sandoval



The Communities In Schools Model

“It is relationships, not programs that change children. A great program simply creates the environment for healthy relationships to form between adults and children. Young people thrive when adults care about them on a one-to-one level, and when they also have a sense of belonging to a caring community.”

BILL MILLIKEN

Founder, Communities In Schools

A Strategy for Growth and Impact

The work of Communities In Schools is guided by a strategic plan originally adopted in 2004 and last revised following the 2011 board of directors retreat. In 2011, Communities In Schools concentrated on the following three priorities to increase our network's ability to serve more students:

Driving impact with quality

Changing the lives of young people at risk of dropping out by broadening and deepening delivery of Communities In Schools services.

In 2011, funding from the Edna McConnell Clark Foundation and the Social Innovation Fund, as well as The Wallace Foundation and a number of additional partners, set Communities In Schools on the path to expanding our reach and impact in public schools. We continue to focus resources on local affiliates that have a track record of successfully implementing the Communities In Schools model. Through them, we are building strong relationships with school districts that have the potential to expand to additional schools, and the ability to sustain funding from a variety of public and private sources.

The five-year national evaluation results were released in 2011, supporting our efforts to implement the Total Quality System (TQS) and accreditation of local affiliates. TQS sets forth business and operational standards that ensure effective service delivery and consistent data collection within the network. In 2011, 27 affiliates received TQS accreditation. By 2015, all Communities In Schools affiliates will be accredited.

The Communities In Schools Site Coordinator Certification Program was also well underway in 2011. Site coordinators are charged with the day-to-day oversight and management of Communities In Schools partner school sites. Working closely with school staff, community agencies, parents and students, site coordinators provide integration and coordination of services. The rigorous curriculum helps site coordinators to be more effective, and includes in-person training, interactive online modules and a variety of elective courses. In 2011, 64 of more than 500 enrolled site coordinators completed the training program.



Spreading the word

Increasing awareness of integrated student services and strengthening the network's ability to engage the public around the work of Communities In Schools.

During 2011, Communities In Schools continued to build brand awareness around our unique work, results and model. Over the summer, Communities In Schools joined forces with P&G and Grammy® Award-winning musician John Legend on a campaign to bring awareness and solutions to the dropout crisis in America. As part of its philanthropic program called P&G GIVE Education, the global consumer packaged goods company helped raise money through online incentives, print ads and brandSAVER® coupons to deliver resources to students and their families across the network. The Communities In Schools national office created a campaign toolkit to help affiliates maximize their participation in local markets.

Media highlights in 2011 included a segment on MSNBC's "Education Nation," featuring Rasheedah Phillips, a student once served by Communities In Schools of Philadelphia who is now living her dream of practicing law and serving her community. Communities In Schools was featured in an article in the *Journal of Education for Students Placed at Risk* (JESPAR). The article, "The Effect of Communities In Schools on High School Dropout and Graduation Rates: Results from a Multi-year, School-Level, Quasi-Experimental Study," was written by ICF International researchers who

conducted the five-year Communities In Schools national evaluation.

The Communities In Schools "Unsung Heroes"—our site coordinators who were honored for their exemplary work—appeared in an outdoor ad campaign. Print ads were affixed to the sides of buses and in bus shelters in the Washington, D.C. transit system, and on highway billboards in Georgia, Kansas and New Orleans. The Communities In Schools national office coordinated this campaign in cooperation with the Georgia and Kansas state offices and local affiliates in New Orleans and the nation's capital. The ad campaign was made possible through generous donations from several partners that provided pro bono ad placements.

Ensuring sustainability

Increasing long-term sustainability of the Communities In Schools network through national advocacy and donor engagement efforts.

In 2011, Communities In Schools advanced its primary education policy objective of advocating for integrated student services. While Congress began deliberation on the reauthorization of the Elementary and Secondary Education Act (ESEA), representing the federal government's largest commitment to K-12 education, Communities In Schools worked tirelessly to include language benefitting the students served by Communities In Schools. For the first time ever in the organization's history, Communities In Schools included the

provision of "site coordinators" within ESEA legislation. This would enable federal funding for the hiring of site coordinators to work with the most at-risk students.

We were also successful in advancing integration of student services as a school turnaround model. Within the same legislation, low-performing schools are given the option of using the Communities In Schools model as one of the choices for school improvement. This is expected to drastically increase demand for the work of Communities In Schools through federal policy.

Development and mobilization of the Communities In Schools grassroots network continued in 2011. This includes both grass-tops (local leadership in communities and the network) and grassroots (the public at large, local supporters, volunteers, parents, etc.). Recruitment, development and training of state offices and local affiliates to effectively advocate is a large part of the work Communities In Schools does to advance issues legislatively. Well-trained and mobilized local leaders are the most effective advocates, and in 2011 we recruited 2,500 activists from our network in support of federal advocacy. In addition to letter-writing campaigns and visits to legislators, the grassroots network is using social media and Google advertising to engage activists.

Engaging the Public

In 2011, we consistently communicated the relevance, results and the urgency of our work to the many stakeholders who embrace our mission. Everything we do raises the profile of Communities In Schools, which lets us draw more support and serve more young people.



Rasheedah's success was brought to life, resulting in **extensive media coverage for Communities In Schools**. We highlight our success stories because they showcase how our model creates positive change in the lives of students.

This past year, we **entered into a partnership with Ogilvy & Mather**, a major advertising network, to launch a national public engagement campaign. The campaign, set to launch in 2012, will continue building brand awareness of the successes of our integrated student services model and engage Americans to get involved in the work of Communities In Schools.

Transformation and overcoming odds are at the heart of Communities In Schools success stories. Rasheedah Phillips, once a 14-year old teen mother, was supported by Communities In Schools site coordinators, resources and programs, and today is a successful lawyer. Through the power of storytelling across all platforms,

When the Congressional Black Caucus Foundation celebrated its 41st Annual Legislative Conference in Washington, D.C., Communities In Schools was there. **President Dan Cardinali participated in a panel discussion, *Educating the Whole Child***, before legislative representatives and education advocates from around the nation, highlighting the work Communities In Schools does to help nearly 1.26 million students stay in school and graduate.

Cardinali was appointed to the President's Advisory Commission on Educational Excellence for Hispanics in May 2011. In this capacity, he provides guidance to the president and U.S. Secretary of Education on education policy relating to the Hispanic community. White House Initiative on Educational Excellence for Hispanics Director Juan

Sepúlveda said Cardinali's experience as a community leader and organizer will help the commission find new ways to increase Hispanic educational attainment, which is important in the global contest for the jobs and industries of the future.

Our Unsung Heroes award celebrates members of the Communities In Schools national network who demonstrate an unwavering commitment to the students most in need of our services. They remove the barriers that can impede a student's success, and in doing so, unlock a child's potential. In 2011 we recognized six site coordinators, honoring them for being powerful and positive role models for our students. Our Unsung Heroes spoke to lawmakers in Washington, D.C., about their work in schools. Learn more about our Unsung Heroes on our website, www.communitiesinschools.org.



Photo by Pamela Lepold
Photography

The Communities In Schools Alumni Network launched in 2011, with the goal of engaging 12 million graduates. Graduating seniors and students formerly served by the Communities In Schools network can connect, find out about scholarship and career opportunities, and get involved as mentors, volunteers and advocates.

By forming local chapters, alumni can share their experiences and give back to their communities through service projects. Having once been served by Communities In Schools as students, Alumni Network members will serve as powerful, authentic agents for change who are uniquely equipped to lead Communities In Schools into the future.



Photo by Teresa Maxwell



Photo by Diane Bondareff
AP Images for P&G

On July 19, 2011, **Communities In Schools and P&G launched a major cause marketing campaign as part of the GIVE Education program.**

The campaign raised awareness of and support for Communities In Schools, enabling us to continue channeling much-needed resources to students who are at the greatest risk of dropping out. The campaign generated more than 900 million media impressions and reached millions of consumers through the P&G brand-SAVER® coupon book, social media, television and print media. One of the highlights of this campaign was Grammy® Award-winning artist and humanitarian John

Legend serving as celebrity spokesman. Legend was featured on broadcasts such as *The Gayle King Show*, *Good Day New York* and *ABC News Now*.

Our social media presense continued to expand in 2011.

As of Sept. 30, 2011, the end of the fiscal year, Communities In Schools had 2,444 Facebook fans.

In July, our online community tuned in as we live-tweeted a GIVE Education press conference from New York, featuring Communities In Schools and P&G, with students served by Communities In Schools of Newark and a performance by Legend.

STATE OFFICE PROFILE:
COMMUNITIES IN SCHOOLS OF
North Carolina

In a state where 22 percent of children live below the poverty line and an estimated 83 students drop out every school day, the resources and support that Communities In Schools bring to young people in North Carolina are needed more than ever. Sustaining the work of Communities In Schools is priority one for State Director Linda Harrill and her staff. And the road to accomplishing this includes legislative advocacy, data and innovation around a strong business model that leverages community partnerships.



Linda Harrill
Photo by Hunter Wilson

Note: The Communities In Schools national office is investing \$3.75 million over the next three years, through the Edna McConnell Clark Foundation/Social Innovation Fund/The Wallace Foundation, in Communities In Schools of North Carolina and 12 North Carolina affiliates to expand services to 19,000 students in 25 schools.



Photo by Justin Cook

Established in 1989, Communities In Schools of North Carolina is the headquarters for the state's Communities In Schools network. Under the leadership of Harrill since its founding, the North Carolina state office today provides assistance and support to 38 local affiliates serving 44 counties. During the 2010–2011 school year, local affiliates served more than 143,000 students across North Carolina, including 20,246 who received targeted interventions (case management services).

Ask her what she's most proud of during her long tenure, and Harrill doesn't hesitate: relationships. Relationships are the glue that enables the state office to be effective with partners, funders, the state legislature and local affiliates. Harrill noted that it's the respect that the state office and local affiliates have for one another that makes things work so well in North Carolina. "We know we are all in it together," she said.

Acknowledging that funding has been one of the

biggest challenges to serving more students, maintaining state funding in North Carolina once again proved successful in 2011. Harrill said that 42 percent of the state office's budget came from the General Assembly, with Communities In Schools of North Carolina being only one of two nonprofits in education not cut from the state budget. The results of the Communities In Schools national evaluation and the state office's efforts to strengthen data collection

and reporting have been key in discussions with lawmakers and other decision-makers.

Across North Carolina, Communities In Schools affiliates experienced funding challenges at the local level. Harrill said that school systems reached out to corporate partners and several stepped up to the plate, including Verizon, Walmart, IBM, RBC, SunTrust and Wachovia/Wells Fargo.

“When corporate America is willing to invest, then the government is more likely to follow,” said Harrill. “Working with the General Assembly through lots of ongoing, deliberate strategy and respecting both sides of the political landscape helped us gain support this past legislative session. Our results have opened doors for us, even in a tough economy.”

The positive support of the State Department of Public Instruction and the State Board of Education has given immense credibility to the hard work of the Communities In Schools of North Carolina network.

Harrill also counts as a source of pride that the North Carolina state office was the first in the network, along with the Kansas state office, to undergo the Communities In Schools Total Quality System (TQS) accreditation process. TQS standardizes the way affiliates operate, collect and report data—with the goal of ensuring uniform quality and positive outcomes for the students served.

North Carolina also boasts the greatest number of nationally accredited local affiliates. “Accountability starts here at the state office,” Harrill said. “We felt strongly that we couldn’t ask our local affiliates serving students to go through the TQS process if we hadn’t. TQS has helped strengthen our network, which allows us to move toward more innovative opportunities.”

During the 2010–2011 school year, North Carolina’s Communities In Schools network remained strong and was able to raise revenue and to serve more students in more locations.



Photo by Justin Cook

Specifically, during the 2010–2011 school year, the North Carolina network:

- Increased revenue at the affiliate level by \$589,255, or 2.5 percent.
- Served 143,615 students or 3.1 percent more than in the previous school year. Of this number, 20,246 students received case-managed services. This represents a 31.4 percent increase in the total number of students served over the previous year, including an increase of 15 percent more students served with case-managed services.
- Expanded Communities In Schools’ presence to 58 more sites—a 13.9 percent increase—where the network is working to meet the needs of students.
- Recruited an additional 944 volunteers, which represents a 9.5 percent increase over the previous year.

And with great results for monitored students:

- 98 percent of potential dropouts stayed in school.
- 90 percent of students were promoted to the next grade.
- 92 percent of seniors graduated from high school.

Harrill said that there are plenty of challenges to keeping kids in school. “Sometimes it requires a different mindset,” she said. “Every challenge presents opportunities for creative solutions. We ask ourselves what we would do differently if we had more work to do.” In 2011, this mindset paid off for the state office and, most importantly, for the students served by the entire Communities In Schools network in North Carolina.

Los Angeles

It would be impossible to pick a single highlight that illustrates the tremendous success Communities In Schools of Los Angeles is having in its mission to decrease the student dropout rate in the city. There is evidence of increased student attendance and better classroom behavior at each Communities In Schools middle and high school site. During the 2010–2011 school year, nearly 6,000 students received Level One services—those that are widely accessible. And in February 2011, five years after opening their doors, the local affiliate became one of 40 affiliates to complete the rigorous Total Quality System accreditation process.



Photo by Mark Leibowitz

Since its launch in 2007, Communities In Schools of Los Angeles can proudly showcase the following results:

- School sites increased from an initial two to eight.
- Level Two services—targeted and sustained interventions for case-managed students—went from 100 in the first year to nearly 2,000 now.
- The operating budget increased from \$118,000 to \$1.6 million.

In sum, the Los Angeles affiliate is well positioned to apply the Communities In Schools evidenced-based approach to lowering the dropout rate among the thousands of underserved students in the Los Angeles Unified School District.

“The need exists, and the potential for growth is tremendous,” said Bud Jacobs, executive director of Communities In Schools of Los Angeles.

“Because of our success in the city so far, we are known and are being courted. If you are going to make a ripple, you have to start somewhere. If we can raise enough resources to continue expanding, we can eventually reach even more students.”

Inside Hamilton High School, the measure of success gets personal. It took Site Coordinator Dana Henry a full year to convince a student who was failing to recognize her true potential. By the 10th grade, Taylor LaRue was connected to resources that helped turn her D and F grades into A’s.

“I was teased in high school, and I just wanted to disappear,” said Taylor, who graduated on time and is currently in college. “Dana saw in me what no one else did, including me. Now I want to show others that what Dana saw is real.”

The quantity and quality of initiatives that the affiliate has implemented demonstrates how it is unlocking student potential. Those programs include:

- **Bilingual Outreach.** Back-to-school night, marketing materials and field trip permission slips are all provided in English and Spanish to help engage parents of the largely Hispanic student population. And bilingual site coordinators are inside partner middle and high schools.

Note: The Communities In Schools national office is investing \$1.1 million over the next three years, through the Edna McConnell Clark Foundation/Social Innovation Fund/The Wallace Foundation, in its Los Angeles affiliate to expand services to 17,000 students in nine schools.

- **Career Exploration.** Job shadowing and career days give students access to options they may not have considered before. Field trips to NBC Universal and Telemundo provided Venice High School students with hands-on experience as they conducted mock interviews, while in-school visits from companies like Stila cosmetics—whose CEO, Deanna Kangas, is a Communities In Schools of Los Angeles board member—introduced the students of Hamilton High School to careers in makeup and cosmetology.

Communities In Schools of Los Angeles has created a strategic plan to focus on board development, accreditation and strong corporate partnerships. In 2010, Jacobs and board chair Donna Weiss enrolled in Alchemy, a nonprofit board training initiative, with the goal of achieving a higher level of board effectiveness.

“It was really transformative,” said Weiss, who also sits on the board of the Communities In Schools national office. “Now we are a fundraising board. There’s clarity in each person’s role, and members are engaged and committed to the mission of Communities In Schools.” The local affiliate is one of only a few that receives the majority of its funds from private donations.

Bud Jacobs
Photo by Katie Maxwell



A next step for the affiliate was accreditation—adhering to a set of operational and business standards established by the network—to help raise the affiliate’s profile as an education nonprofit within the community.

“Accreditation is like Communities In Schools 2.0,” said Jacobs. “The total process was beneficial. We took the time and effort to learn where we were and what we should be doing. In the end, it made us more accountable to ourselves.”

Strong partnerships have also helped Communities In Schools of Los Angeles make a difference in the community. Generous support starts with Creative Artists Agency, which provides office space for the affiliate staff, mentors for students and career exploration opportunities. Another big partner is NBC Universal, which creates career and academic enrichment programs, and includes volunteer tutors from UCLA.

“This is an exciting organization to be involved in,” said Communities In Schools of Los Angeles President Deborah Marcus. “All of the pieces of the wheel are coming together. We feel supported locally and nationally. We have great relationships with parents, teachers and principals. Kids’ lives are being changed. And that’s the most important thing.”

SUCCESS STORY

Xaila Lewis, Gloria Boateng and Danna K. Johnston

Ghana is a country where there are few opportunities for women to receive a formal education. So when 17-year-old Gloria Boateng decided to pursue a career in medicine, she knew that she would have to go beyond the African nation's borders to make her dream a reality. Fiercely determined to succeed and exceptionally bright, Gloria left Ghana and enrolled in Rainier Beach High School all the way in Seattle, Wash.



Even though she was still learning English and had never been in a classroom, Gloria took advanced classes and was committed to graduating as quickly as possible. But when her family refused to help her navigate the college application process, she turned to Communities In Schools of Seattle. In Site Coordinator Xaila Lewis, Gloria found someone equally committed to her dream and determined to help her graduate.

“She’s such a role model. Sometimes I call her my sister,” Gloria said. “She is one of the people who has contributed the most to my success.” Lewis’ dedication to helping students like Gloria fulfill their greatest potential is what led her to receiving an Unsung Heroes Award from Communities In Schools. She is one of six people to earn the award in 2011. The

Unsung Heroes Award is given each year to Communities In Schools employees who demonstrate high levels of commitment, accountability, persistence, coordination and a dedication to equality.

“I’m so glad she won an award because she’s so good at discovering needs and creating a plan of attack,” said Danna Johnston. Johnston is the founder of local nonprofit The Danna K. Johnston Foundation, which provides mentoring services. Since 2008, the organization has been a community partner at Rainier Beach.

When Gloria visited Rainier Beach’s career center looking for help, Lewis knew she was special.

“Anyone that meets Gloria would want to support her because she has great goals

and you just want her to succeed,” the site coordinator said. “She’s very gregarious. Gloria would share with me different things she was experiencing, and I helped her navigate the high school system in order to graduate.”

The site coordinator is known for organizing multitudes of community partners to provide different academic and post-secondary programs, including college and career fairs and mentoring groups.

“She realizes that for a nonprofit to work with a school, there are a lot of extra hoops you need to jump through.” Johnston said about Lewis. “Her ability to make the connections between the community and the school system has allowed for some really amazing changes at Rainier Beach.”



Photo by Don Borin

Communities In Schools Site Coordinator Xaila Lewis (left), Gloria Boateng and Gloria's mentor, Danna Johnston.

from Rainier Beach High School in only three years, and was accepted to all 13 colleges and universities to which she applied.

Gloria's eyes are still on the prize. The 21-year-old sophomore at the University of Washington is majoring in medical technology.

"With hard work and perseverance, I will become a doctor and work in Ghana."

She remains a fiercely focused and independent young woman, but is grateful for the support Lewis provided in her time of need.

"The one word to describe Xaila Lewis is 'successful,'" Gloria said. "She's determined to get what she wants for the school. And she gets what she wants, regardless of the challenges."

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Lewis worked to provide Gloria with the resources she needed to graduate and get through the college application process. But most importantly, Lewis introduced Gloria to Johnston. Lewis knew that the student would be a perfect fit for one of The Danna K. Johnston Foundation's programs, called "Successful Youth." A group of people—students, mentors

and community leaders—meet regularly to participate in confidence-building activities and discuss the role of women in the fields of science and technology.

Through Successful Youth, Gloria and Johnston grew close. And when the student's family was unable to support her dreams, Johnston stepped in as her mentor.

"Most of the time, we as human beings think we can do everything on our own. I'm that kind of person, in that I try not to rely on anyone," Gloria said. "But Danna Johnston changed that in me. She's so hard-working and inspirational."

Lewis credits Johnston with providing Gloria with a stable, caring relationship.

"It helped her to be matched up with a mentor," the site coordinator said, "someone to act as a family member when she wasn't getting any support from home."

By providing Gloria with a mentor with a comparable attitude and spirit and community resources, Lewis was able to help her achieve greatness. She graduated

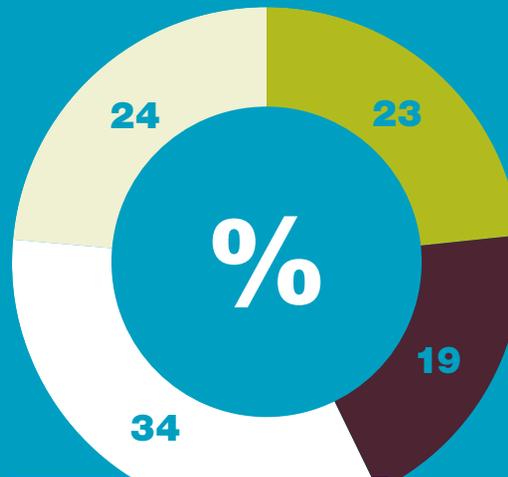
Financial Accountability

Our supporters know that they can give with confidence and make a lasting difference in the lives of young people. Every dollar they commit to Communities In Schools is well spent. For less than \$200 a year, we can help a student who is in danger of dropping out stay on track to graduation. Communities In Schools has been recognized for its sound business practices and financial transparency, earning a 4-star rating from Charity Navigator, America’s premier nonprofit evaluator, for responsible fiscal management. We have earned the Better Business Bureau’s Wise Giving Alliance National Charity Seal, having met all 20 of the standards for strong governance. In 2011, Philanthropedia, a nonprofit aimed at helping donors give more strategically, recommended Communities In Schools as a high-impact nonprofit working with at-risk youth in the U.S.

Despite the country’s sluggish economic recovery in 2011, the Communities In Schools national office saw a year of financial stability, marked by continued support from many prestigious foundations, corporations and individuals. The national office generated \$17 million in operating revenue and \$15.9 million in operating expenses. Approximately 90 percent of the organization’s expenses went directly to program work supporting students, including our single largest expense—\$6.7 million

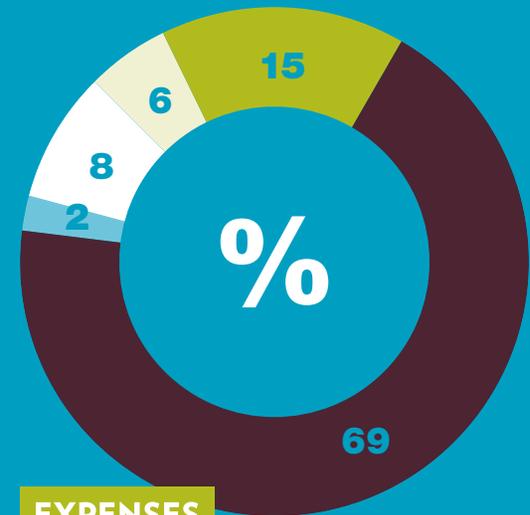
invested back into the Communities In Schools network through grant-making to state offices and local affiliates.

We continue to produce and document results that enhance our reputation as a leader in student achievement and dropout prevention. The national office is therefore able to invest in Communities In Schools state offices and local affiliates, providing training and support for accreditation, which ultimately will lead to an even greater number of students being served.



SUPPORT & REVENUE

- 34%** INDIVIDUALS/FAMILY FOUNDATIONS
- 24%** GRANTS—GOVERNMENT AGENCIES
- 23%** FOUNDATIONS
- 19%** CORPORATIONS



EXPENSES

- 69%** NETWORK OPERATIONS
- 15%** PUBLIC AWARENESS AND COMMUNICATION
- 8%** FUNDRAISING
- 6%** ADVOCACY
- 2%** GENERAL AND ADMINISTRATIVE

Statement of Activities & Changes in Net Assets

YEAR ENDED SEPTEMBER 30, 2011[^]

SUPPORT AND REVENUE

Contributions:	
Foundations*	\$3,979,065
Corporations	3,300,709
Individuals/Family Foundations	5,715,006
Grants—Government Agencies	3,997,442
Total Support and Revenue	16,992,222

EXPENSES

Program Services:	
Advocacy	880,883
Public Awareness and Communication	2,449,385
Network Operations	10,930,243
Total Program Services	14,260,511

Supporting Services:	
General and Administrative	351,703
Fundraising	1,302,002
Total Supporting Services	1,653,705

Total Expenses	15,914,216
-----------------------	-------------------

Change in Net Assets from Operations	1,078,006
Investment Income (Loss), net	(681,223)
Contributions to Endowment	3,000,000

Change in Net Assets	3,396,783
Beginning Net Assets	18,593,210

Ending Net Assets	\$21,989,993
--------------------------	---------------------

Statement of Financial Position

YEAR ENDED SEPTEMBER 30, 2011[^]

ASSETS

Cash and Cash Equivalents	\$5,070,209
Cash Held for Restricted Purposes	128,190
Investments	11,527,767
Pledges Receivable, net	5,642,621
Government Grants Receivable	1,228,705
Other Assets	78,553
Fixed Assets, net	343,683

Total Assets	\$24,019,728
---------------------	---------------------

LIABILITIES AND NET ASSETS

Liabilities:	
Accounts Payable and Accrued Liabilities	\$ 755,598
Due to Communities In Schools Affiliates	920,611
Deferred Rent	353,526

Total Liabilities	2,029,735
--------------------------	------------------

Net Assets:	
Unrestricted:	
Undesignated	3,523,639
Accumulated Net Investment Loss on Endowment	(713,479)

Total Unrestricted Net Assets	2,810,160
--------------------------------------	------------------

Temporarily Restricted	7,320,197
-------------------------------	------------------

Permanently Restricted	11,859,636
-------------------------------	-------------------

Total Net Assets	21,989,993
-------------------------	-------------------

Total Liabilities and Net Assets	\$24,019,728
---	---------------------

[^] Communities In Schools' fiscal year 2011 began October 1, 2010 and ended September 30, 2011.

* Does not include family foundations.

Focused on Results

At Communities In Schools, we understand that caring relationships can help young people redirect their energy toward positive results—and ultimately life-changing transformation. At the same time, we believe that in order to grow our network and serve more students, we must strive to understand our impact through continuous evaluation.

“In partnership with teachers, principals and superintendents, Communities In Schools is achieving impressive results in some of the most economically disadvantaged areas of our country.”

DAN DOMENECH

Executive Director, American Association of School Administrators



Our evidence-based and rigorously tested model has been shown to help at-risk students stay in school, achieve and graduate. In 2011, Communities In Schools released the results of the most comprehensive evaluation of dropout prevention programs ever conducted. The five-year national study was led by ICF International, one of the nation's foremost social science evaluation firms, and underwritten by The Atlantic Philanthropies.

After five years of rigorous evaluation, results demonstrate that Communities In Schools is unique in having an effect on both reducing dropout rates and increasing graduation rates; that Communities In Schools' intensive case management services produce the strongest reduction in dropout rates of any existing fully scaled dropout prevention program compared to those that have been evaluated and screened by the Department of Education's What Works Clearinghouse*; and that the Communities In Schools model is effective across states, school settings (urban, suburban, rural), grade levels and student ethnicities. When the model is implemented with a high degree of fidelity, it is the most effective. For more information about the five-year evaluation, please visit our website at www.communitiesinschools.org.

* The What Works Clearinghouse was established in 2002 by the Institute of Education Sciences at the U.S. Department of Education to provide educators, policymakers, researchers and the public with a central and trusted source of scientific evidence about “what works” in education.



In addition to our national evaluation results, Communities In Schools collects and reports year-end data from all local affiliates and state offices to monitor the reach and penetration of our model in the communities we serve, as well as the effectiveness of our partner service providers. The process requires affiliates to assess and record certain indicators over the course of the school year, then submit documentation on student outcomes to the national office by the start of the following school year.

The students we monitor are the ones most at risk of dropping out; 87 percent of students qualify for free or reduced-price lunch, and more than 70 percent are black or Hispanic. These students receive targeted and sustained interventions throughout the year. Based on data from Communities In Schools affiliates, nearly 80 to 90 percent of at-risk students monitored by affiliates showed improvement in graduation and retention rates, academic achievement, promotion to the next grade level, attendance and behavior.

Nearly 80 to 90 percent of students monitored by affiliates showed improvement in achievement.

80-90%

COMMUNITIES IN SCHOOLS SERVICES

Communities In Schools identifies and delivers services to students at two levels of intensity, using an evidence-based model to match the degree of intervention to the scale of the risk factors. These services address the underlying risk factors for dropping out of school and are based on the unique needs of the individual school, community and student.

1

Level One—Widely Accessible Services

Level One services are those that are widely accessible to any student at a Communities In Schools partner school site. They are short-term preventative measures, rooted in the “Five Basics,” with durations of a few hours or days, provided on an as-needed or as-available basis. Students do not need to be enrolled in a specific Communities In Schools initiative to benefit from such resources and services, but simply need to be members of the school population at large. Eighty-seven percent of students received Level One services in 2010–2011. Some examples of Level One resources or services include clothing or school supplies, topic-specific assemblies, career fairs, field trips, health screenings and grief counseling.

2

Level Two—Targeted and Sustained Services

Unlike Level One services, from which virtually any student in a school may benefit, Level Two services are targeted at students with specific needs. These services typically include some type of enrollment or assignment procedure and are outlined in a student’s individualized plan. They are sustained interventions with durations of several weeks, months or an entire school year. Level Two services are designed to achieve one or more monitored outcomes such as improved academic performance, attendance or behavior. Examples of such interventions include tutoring, mentoring, individual counseling, before and after-school programs and community service. Most students receive a combination of Level One and Level Two services.

2010–2011 School Year

During the 2010–2011 school year, the economic downturn continued to challenge nonprofits across the country, and Communities In Schools was no exception. However, it was our strong relationships with school districts, principals and community leaders; our positive track record of meeting the diverse needs of the communities we serve; our effective model; our commitment to quality; and our demonstrated impacts on schools and students that enabled the Communities In Schools network to once again persevere. The network stayed faithful to our strategy of growing with quality by ensuring strong business practices and fidelity to the Communities In Schools model of integrated student services. Despite a decrease in the overall size of our network, we continued to attract the necessary resources to serve some of the nation’s highest need schools and students; we continued to be that “constant” for schools and communities during ever-changing times.

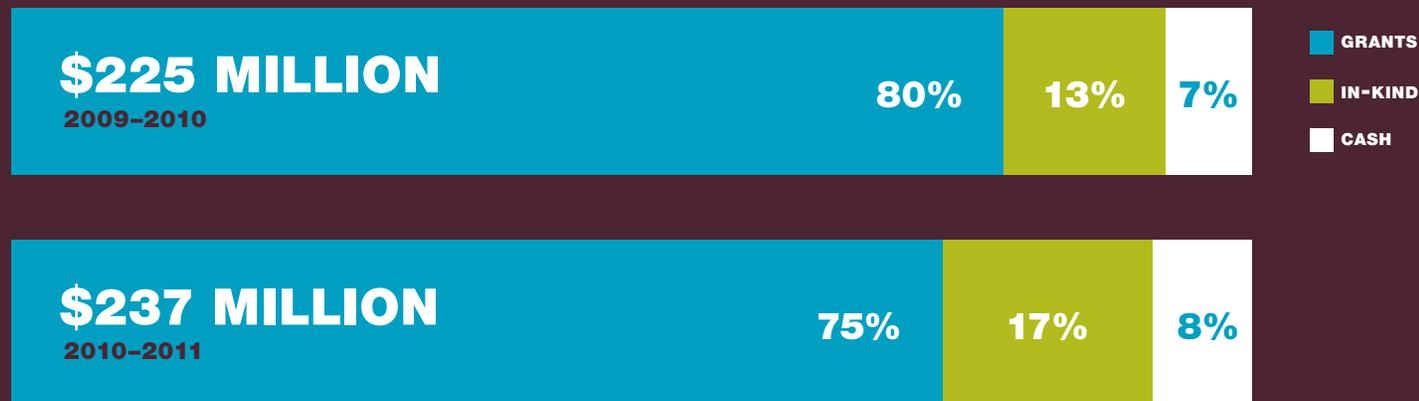
Investment in Communities In Schools Remains Strong

The economic picture of the Communities In Schools network, while varied across affiliates, remained strong. **During the 2010–2011 school year, the total revenue for the Communities In Schools network, including national, state and local affiliate revenues, increased by 5 percent (\$237 million in 2010–2011 compared to \$225 million in 2009–2010), with the majority of growth occurring at the local level.** Overall, local affiliates experienced a 10 percent growth in revenue—an increase from \$200 million during the 2009–2010 school year to \$220 million during the 2010–2011 school year. It is important to note that \$11 million of this growth is due to an increase in in-kind support. This shows that even though government agencies and other investors are making difficult decisions about spending cuts, Communities In Schools continues to be regarded as a sound investment. The distribution of funding remained constant with 71 percent from public sources and 29 percent from the private sector.

Photo Courtesy CIS of South Central Texas



NETWORK REVENUE COMPARISON



Contraction of the Network to Focus on Quality Continues

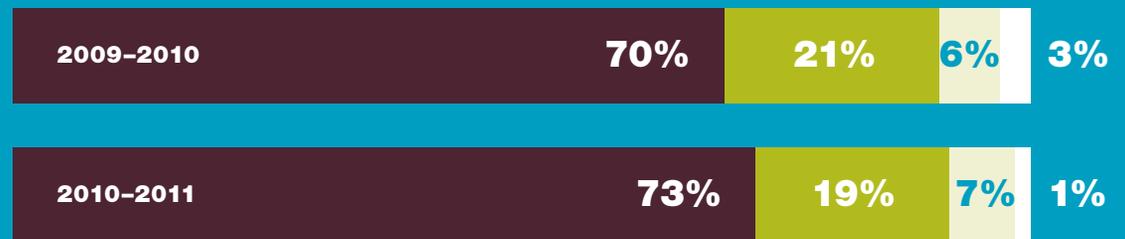
As we continue to focus on our Total Quality System, ensuring Communities In Schools affiliates are delivering the model with the greatest fidelity across the country, this past year found our network closing down some affiliates while starting others. Our network experienced a net loss of nine affiliates, or 4 percent of the network from 2009–2010 to the end of 2010–2011. Additionally, we continued to see an overall decline in human resources, with a 19 percent reduction in staff members (paid, repositioned and reassigned) and community partners, and a 7 percent reduction in volunteers.

Despite these losses, there are more than 5,000 staff members leading and managing local Communities In Schools affiliates, coordinating services in schools, and engaging volunteers and partners across the country. Of these, 80 percent are paid staff and the remaining 20 percent are repositioned or reassigned school staff. And while the overall number of staff declined, affiliates stayed committed to ensuring quality and high fidelity to the Communities In Schools model. Specifically, the growth in local revenue enabled affiliates to invest in an additional 180 site coordinators (full- and part-time) across the network, representing a 9 percent increase over the previous year. The paid staff in the Communities In Schools network could not possibly work with the nearly 1.26 million students it served in 2010–2011 without volunteers and community partners.

Without these individuals and partners and the range of talents and expertise that they bring, Communities In Schools could not deliver on its mission. Although the network experienced a 7 percent drop in volunteers this past year, almost 50,000 volunteers continue to assist Communities In Schools in meeting the needs of schools and students across the country.

Just as Communities In Schools is seeing gains and losses across our network, so too are the community partners with whom we work to provide the necessary services to meet the needs of high-risk schools and students. While local affiliates were able to forge new partnerships with almost 2,000 community partners, bringing the total number of partners to more than 13,000, these gains only helped to offset a greater loss of approximately 5,000 partners. We continue to see the loss of partners as an indicator of the volatility in the nonprofit sector—the partners that fell away didn't lose their commitment to our mission, they lost their ability to partner, either because of reductions in services or the closure of their organizations.

TOTAL HUMAN RESOURCE CAPITAL

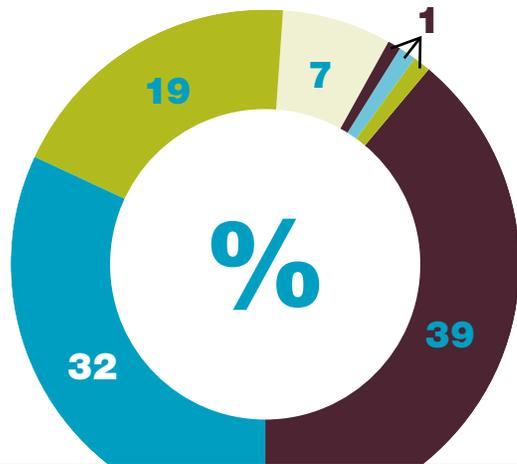


■ VOLUNTEERS ■ PAID STAFF
■ PARTNERS ■ REPOSITIONED STAFF

Communities In Schools Continues to Serve Diverse Students Across All Grade Levels

Communities In Schools reaches students with the greatest need

With 87 percent of the students we serve receiving intensive services also eligible for free or reduced-price lunch, it is clear that the network has remained true to its mission to reach the most economically disadvantaged families in our communities with the highest level of services possible. Additionally, Communities In Schools offers integrated student services to all students in need, regardless of race, ethnicity or gender. More than 70 percent of students are black or Hispanic, and we continue to see a slight increase in the percentage of Hispanic students served.

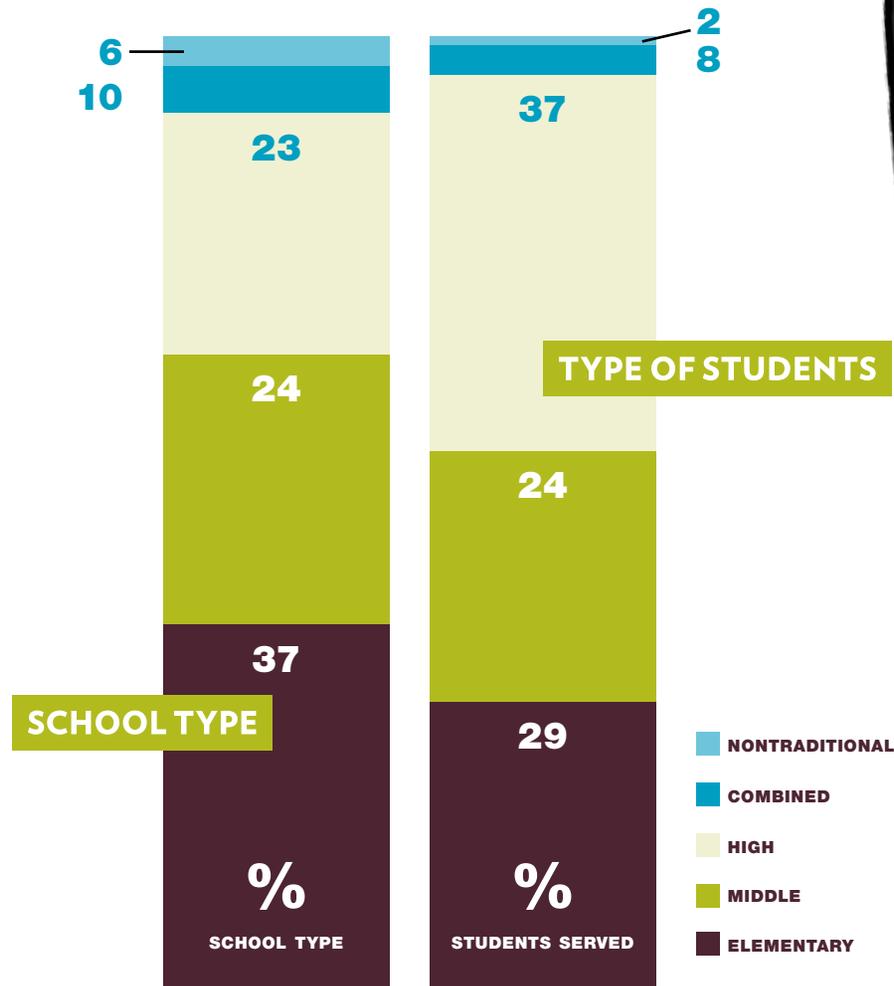


RACIAL BREAKDOWN OF STUDENTS

39% HISPANIC
32% BLACK
19% WHITE
7% UNKNOWN
1% MULTIRACIAL
1% NATIVE AMERICAN
1% ASIAN

Communities In Schools works across grade levels

Dropping out of school is a process that begins in early childhood and gains momentum as a child ages. Thus, it is important that Communities In Schools remains actively engaged throughout a child's progression in school. The network has remained fairly consistent in ensuring a strong Communities In Schools presence across schools.



Communities In Schools Reaches Deeper Into Fewer Schools to Provide More Intensive Services

While the demographics of the students and schools served by Communities In Schools have remained fairly consistent this past year, the number of schools and students served has decreased. In 2011, the network saw a 9 percent decrease in the number of schools and sites in which Communities In Schools was operating—a change from 2,960 in 2009–2010 to 2,689 in 2010–2011. Additionally, the loss of sites also came with a 7 percent loss in the total number of students served. Despite these changes, Communities In Schools was able to reach deeper into the existing schools to provide more intensive services to students and their parents. Specifically, Communities In Schools was able to case manage a slightly larger proportion of students in the 2010–2011 school year. On average, five additional students per school received Level Two (targeted and intensive) services. In reaching more students with these services, Communities In Schools also was able to engage a quarter of a million, or 22 percent more parents this year, thus deepening our support for students at risk. This strategy of going deeper in schools with greater quality and fidelity to the model was possible in part due to the increase in full-time site coordinators—190 more than in the previous year.

SITE COORDINATORS

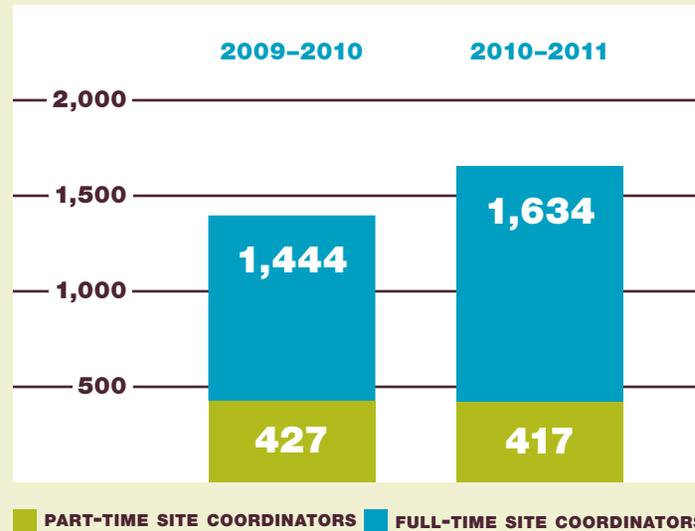


Photo by J. Michael Short Photography, Inc.



Continuing to Make a Difference

Across the network, adhering to strong business practices and fidelity to the Communities In Schools model continued to benefit students. The majority of case-managed students met their academic, attitudinal and behavioral goals:



77

77 percent met their attendance improvement goals.

81

81 percent met their academic achievement improvement goals.

87

87 percent met their high-risk behavior reduction goals.

88

88 percent met their behavior improvement goals.

84

84 percent met their attitude and commitment to school improvement goals.

82

82 percent met their suspension reduction goals.

Photo by Vincent Sandoval

A large, stylized blue graphic of the number 97% is positioned on the left side of the page. The '9' is a thick, rounded shape with a white circular cutout. The '7' is a thick, curved shape. The percentage sign is also thick and blue.

Additionally, the vast majority of case-managed students stayed in school (97 percent), moved on to the next grade (84 percent) or graduated (88 percent). Finally, of the graduating seniors monitored post-graduation, 81 percent went on to some form of post-secondary education (trade school, community college or university).

It is through the coordination of integrated student services like those listed in the following tables that Communities In Schools is able to make a difference in the lives of students across the country.

The following services chart shows the diversity of these offerings and the number of sites that provided each offering in 2010–2011. The chart also shows how activities within the various service categories provide children with the “Five Basics.”

“Communities In Schools is like the wall of our school. You are so important in holding us up during these trying times—thank you!”

KAREN WEBB

Principal, Dorothy M. Wallace COPE Center South, Miami, Fla.

SERVICES PROVIDED						
EXAMPLES OF SPECIFIC SERVICES <small>TIED TO FIVE BASICS</small>	NUMBER OF SITES <small>OFFERING SERVICE</small>	1ST BASIC <small>CARING ADULT</small>	2ND BASIC <small>SAFE PLACE</small>	3RD BASIC <small>HEALTHY START</small>	4TH BASIC <small>MARKETABLE SKILL</small>	5TH BASIC <small>CHANCE TO GIVE BACK</small>
Basic Needs/Resources	2,059		X	X		X
Academic Assistance	1,990	X			X	X
Enrichment/Motivation	2,031	X	X	X	X	X
Life Skills/Social Development	1,954	X	X	X	X	X
Family Engagement/Strengthening	1,664	X	X	X		X
Behavior Interventions	1,584	X	X	X		X
Community Service/Service-Learning	1,520	X	X	X	X	X
College/Career Preparation	1,344				X	
Professional Health Care	1,244			X		
Professional Mental Health Services	944		X	X		

“Tackling our nation’s dropout crisis requires us to invest in effective solutions like Communities In Schools, so it can expand and serve greater numbers of schools and students across the country. We invite others to join us in supporting Communities In Schools, one of the nation’s leading dropout prevention organizations, so that young people—especially those at greatest risk of dropping out—can stay in school and graduate on time.”

KELLY FITZSIMMONS

Chief Strategy and Program Officer, Edna McConnell Clark Foundation

EXAMPLES OF SPECIFIC SERVICES	NUMBER OF SITES OFFERING SERVICE
Extended Learning Time (After-School/Summer Programs)	794
Summer Learning	760
Health Clinics	256
Parent Centers	354
College Readiness Programs	724
Programs/Services for English-Language Learners	540
Programs/Services for Youth Involved in the Juvenile Justice System	307
Mentoring	1,254
Tutoring	1,439
Pregnancy Prevention	508
Violence/Gang Prevention	826

During challenging economic times, it is more important than ever for Communities In Schools to be able to deliver quality services and positive results for schools and students at a reasonable cost. With local affiliates making up 93 percent of the \$237 million revenue for the entire Communities In Schools network (including the national office, state offices and local affiliates), it is clear that resources are focused where they need to be—within our communities and our schools. And at a cost of less than \$200 annually per child, Communities In Schools continues to be a cost-effective solution to the dropout problem in our country.



Photo by Jorge Goizueta

Communities In Schools Results At a Glance

During the 2010–2011 school year:

- Nearly 1.26 million students and their families were directly connected to resources through Communities In Schools. Local affiliates continued to reach the most economically disadvantaged families, with 87 percent of students eligible for free or reduced-price lunch.
- Nearly 200 local affiliates operated in 24 states and the District of Columbia.
- Nearly 2,700 schools partnered with Communities In Schools.
- More than 250,000 parents, families and guardians of students served participated in their children's education through opportunities provided by Communities In Schools.
- Communities In Schools paid staff comprised only 7 percent of the human resources across the network. School districts and community partners reassigned and repositioned staff to account for another 1 percent of the Communities In Schools workforce.
- Nearly 50,000 volunteers donated 1.7 million hours of service—a dollar value of just over \$37 million.*

* The hourly value of volunteer time is updated yearly by Independent Sector and is based on the average hourly earnings (plus 12 percent for benefits) of all nonagricultural workers as determined by the Bureau of Labor Statistics. For 2011, this figure is \$21.79. For more information, please visit the Independent Sector website at www.independentsector.org/volunteer_time.

- Approximately 13,000 community partners provided services throughout the network.
- The average annual cost per student was \$189.
- One in four affiliates operated on a budget of \$200,000 or less and still managed to provide a wide scope of services for students.

Benefits for Young People

Among monitored, case managed students...

- 84 percent of students were promoted to the next grade.
- 88 percent of seniors graduated.
- 97 percent of students remained in school at the end of the 2010–2011 school year. Additionally, of the graduates monitored post-graduation, 81 percent went on to some form of post-secondary education. Dropout risk factors of case managed students were reduced.
- 77 percent met their attendance improvement goals.
- 88 percent met their behavior improvement goals.
- 81 percent met their academic achievement improvement goals.
- 84 percent met their attitude and commitment to school improvement goals.
- 87 percent met their high-risk behavior reduction goals.
- 82 percent met their suspension reduction goals.



Photo by Jay Swedenborg



“There are so many needs students have beyond academic needs, and Communities In Schools attends to the needs of the kids, emotionally as well as physically. We are very pleased with the work of Communities In Schools; as a matter of fact, our graduation rate has gone from 56 percent to 81.5 percent this year, and we attribute a lot of that success to the work of Communities In Schools.”

DR. TOM BIGWOOD

Superintendent, Candler County School District, Ga.

Thanks to Our Partners



Communities In Schools has been awarded up to \$12 million in new investments from the **Edna McConnell Clark Foundation (EMCF)**; **the Social Innovation Fund (SIF)**, administered by the **Corporation for National and Community Service**; and **The Wallace Foundation** to support its expansion and the number of students served in an estimated 50 schools in three states—California, North Carolina and South Carolina. With these funds, Communities In Schools will serve an additional 44,000 students; increase the evidence demonstrating its

effectiveness in helping young people stay in school; and build the organizational capacity to expand so it can help more young people become productive, successful adults.

The federal government's SIF, administered by the Corporation for National and Community Service, seeks to catalyze new public/private partnerships to expand transformative social programs proven to promote economic opportunity, healthy living and youth development. EMCF was selected by SIF as one of 11

intermediary organizations to identify promising programs in the area of youth development, and then grant federal funds matched by EMCF funds.

EMCF makes substantial multi-year investments in effective youth-serving organizations so that greater numbers of young people from low-income communities have access to programs that will help them make a successful transition to productive adulthood. EMCF relied on a rigorous, in-depth due diligence process to identify Communities In Schools and eight other

organizations (out of a pool of 225 applicants representing leading nonprofits from across the country) with exceptional evidence and the greatest potential to help larger numbers of economically disadvantaged youth, ages nine to 24.

The Wallace Foundation joined EMCF and SIF in their support of Communities In Schools with an investment of \$6 million. The Wallace Foundation is a national philanthropic organization that aims to improve the lives of disadvantaged children in American cities by providing more opportunities to learn,

both in and out of school. In particular, the foundation focuses on improving: the quality of the principals who lead our schools; the use of time devoted to learning through summer programs and expanding time during the traditional school day; and the access to and equitable distribution of quality arts after-school programs. The grant to Communities In Schools is part of the foundation's "More Time for Learning" initiative, which seeks to improve education in low-performing urban schools by adding time during the school year and



summer for learning and enrichment that boosts student achievement.

In 2010, **AT&T** invested \$1.5 million in Communities In Schools to hire site coordinators and serve thousands of additional children. In 2011, AT&T continued its support of these site coordinators, directly impacting the students most at risk of dropping out of school.

In July 2011, the **Procter & Gamble Company** (P&G) and Communities In Schools announced the launch of GIVE Education, an inspiring campaign developed to

increase awareness of the student dropout crisis in the U.S. and to raise funds to help keep millions of students in school. GIVE Education allowed consumers to easily support Communities In Schools through the redemption of coupons in the July back-to-school issue of P&G's brandSAVER®. P&G donated two cents to Communities In Schools for every coupon redeemed, for a total of more than \$500,000. In addition, P&G donated approximately \$500,000 worth of products to Communities In Schools affiliates at the start of the 2011-2012 school year.

Communities In Schools participated in the **ICAP®** Charity Day, an international event organized by national board member John Nixon. Nixon's company, ICAP®, is the world's leading online trading company. Since 1993, ICAP® has dedicated one day each year to giving back to the global community: all broker commissions are donated to charitable organizations. To help increase commissions, celebrities visit the trading floor at ICAP®, and some even perform stock trades. The December 2010 event raised more than \$19 million dollars for about 200

charities, including \$390,000 for Communities In Schools. Communities In Schools has been a recipient of ICAP® Charity Day proceeds for the past four years. The organization was represented on the trading floor by actors Sarah Jessica Parker and Goldie Hawn.

The U.S. Department of Justice's **Office of Juvenile Justice and Delinquency Prevention** (OJJDP) has awarded Communities In Schools a \$2.5 million Multi-State Mentoring grant. Eleven affiliates in eight states will participate in the three-year initiative which

will support mentoring matches for nearly 2,000 students served by Communities In Schools. Many of these participating students will have present or past involvement with the juvenile justice system. Communities In Schools of North Carolina is a primary partner in the project and will provide affiliates with technical assistance to recruit and train mentors. The Communities In Schools national office and affiliates kicked off their work on the Multi-State Mentoring Initiative October 24-26 at the North Carolina Mentoring Summit in Raleigh, N.C.

Contributors

Honor Society

Anonymous
The Herb Alpert Foundation
Altria Group
AT&T Foundation
The Atlantic Philanthropies
Bank of America Charitable Foundation
Anne Cox Chambers
James Cox Chambers through The National Christian Foundation
Edna McConnell Clark Foundation
Costco Wholesale
ICAP®
W.K. Kellogg Foundation
Jillian Manus and Alan E. Salzman
MetLife Foundation
Moss Foundation
PepsiCo Inc.
Procter & Gamble
Robertson Foundation
John Shaw
The Wallace Foundation
Walmart Foundation
Windsong Trust
Elaine Wynn
Stephen Wynn

Dean's List

Anonymous
Robert H. B. Baldwin through the Geraldine R. Dodge Foundation
Robert H. B. Baldwin, Jr. and Margaret J. Sieck
Marc Benioff
Jerry Breslauer
Raymond Chambers through The MCJ Amelior Foundation
Drexler Family Foundation
The Elfenworks Foundation
John R. Ettinger
Leslie Fielden
J. Douglas and Ann B. Holladay
Huawei
Hudson Group
Thomas and DeAnne Hutchison
Kevin Huvane
George and Janet Johnson
Alan Jones and Ashley Garrett
Michael J. Keeney
Joyce Klein
Linda and Philip Lader
Robert Light
Richard Lovett
Ron Meyer

Moldaw Family Supporting Foundation 2 of the Jewish Community Endowment Fund
NCS Pearson
John D. Nixon
Dr. Quentin Regestein
Alex T. Robertson
Susan and Richard Rogel
James D. Sinegal
Leonard and Lauren Stern
Laurie Thomson and Andy Chisholm
Jason G. and Donna E. Weiss
Sherrie and David Westin

Classroom Champions

Daniel H. Adler
Christopher F. Allwin
Joanne and Hank Asbill
Burt Bacharach
Lea and Wayne Berman
Reneé Brown
Russell Carpentieri
Michael P. Castine
Audrey Choi
James M. Cole
Ronald and Beth Dozoretz
Joseph Durnford
Susan Fowler

Joseph Gigliotti
Daniel R. and Rhoda J. Glickman
Haughey Family Foundation
Roger Wilder Hobby
Robert R. Hopper
Robert and Susan Labriola
Jory Lamb
Daniella Landau
Simone and David Levinson
Eric Liu
Lucian C. Martinez
Susan McCue
Michael Milken through the Milken Family Foundation
Denny M. Miller
Sean and Jill Milliken
William and Jean Milliken
Scott Mitchell and Daniel Cardinali
Debra Montanino
Michael Parham
Pratish S. Patel
C. Gregg and Julie Petersmeyer
Virginia and Jonathan Powers
Thomas and Vanessa Reed
Mr. and Mrs. Peter W. Roome
Bev Schaefer
Christopher Schroeder
Tickets for Charity, LLC

Nathan Troutman
Tom and Karen Vander Ark
Wells Fargo
Linda Gale and Mark White
James W. and Kathleen M. Youngren

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General Maritime
Corporation

Robert H. B. Baldwin, Jr.

Vice Chairman
Heartland Payment
Systems

James Cox Chambers

Producer
Field Hands
Productions

Rudolph F. Crew, Ed.D.

Chief Education Officer
Oregon Department
of Education

John R. Ettinger

CEO
The Helmsley Trust

The Honorable Daniel Glickman

Executive Director
The Aspen Institute
Congressional Program
Senior Fellow
Bipartisan Policy
Center

Rhoda Glickman

Senior Vice President for
Business Services
Empire State Development
Corporation

Kevin Huvane

Managing Director
Creative Artists Agency

Linda LeSourd Lader

President
Renaissance Institute

Jillian Manus

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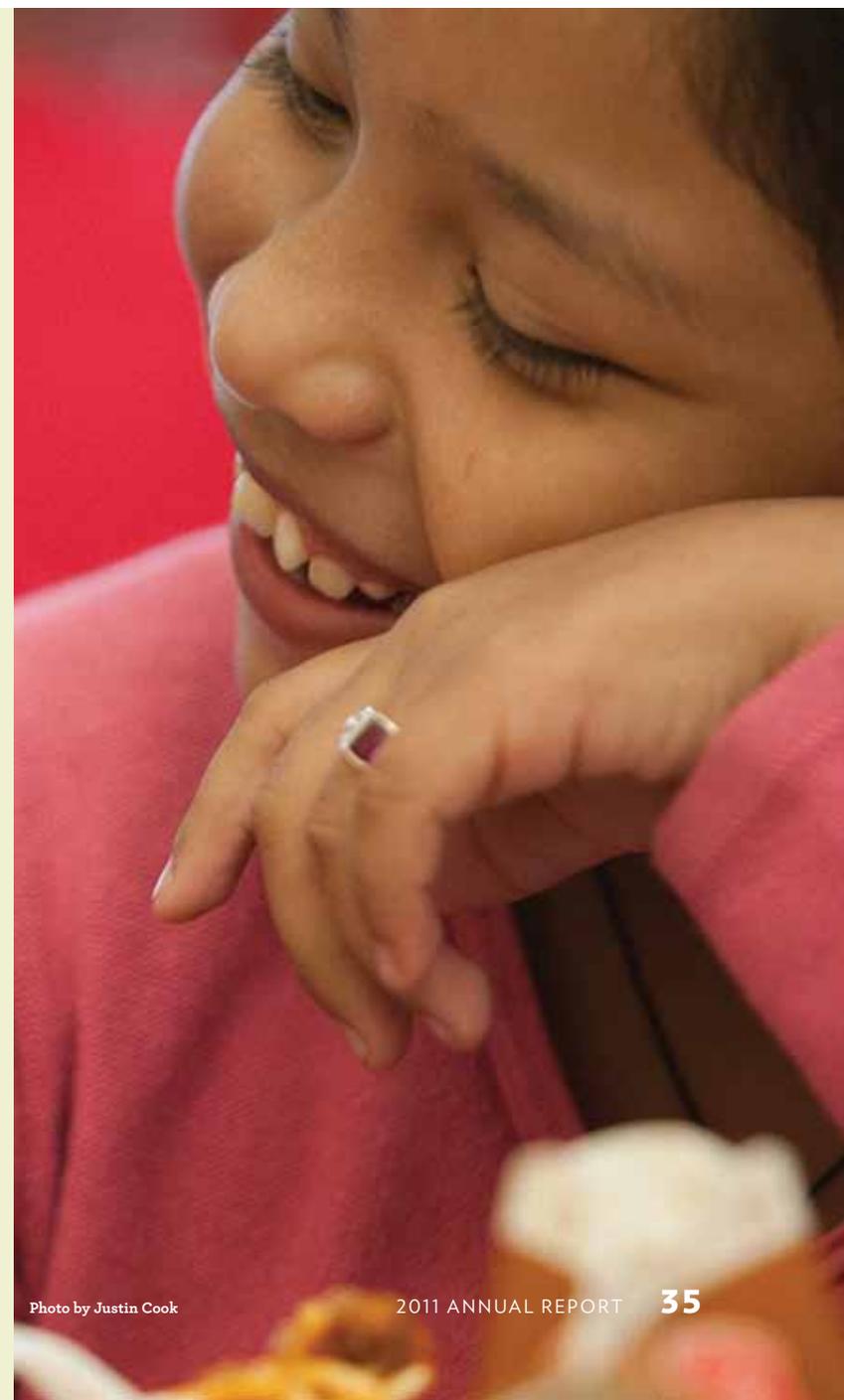
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Chairman, Board of Directors
Long Live the Kings

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CIS of Juneau

Arizona (1)

CIS of Arizona (Phoenix) ^

CIS of Greater Phoenix *

California (3)

CIS of Los Angeles * (formerly
CIS of Los Angeles West)

CIS of the San Fernando Valley
and Greater Los Angeles

CIS of Ravenswood (The
49ers Academy)

D.C. (1)

CIS of the Nation's Capital *

Delaware (1)

CIS of Delaware (Dover) ^

CIS of Wilmington *

Florida (11)

CIS of Florida (Tallahassee) ^

CIS of Bradford County

CIS of Gadsen County

CIS of Hernando County**

CIS of Jacksonville

CIS of Leon County

CIS of Miami *

CIS of Nassau County *

CIS of Northeast Florida *

CIS of Okeechobee (CIS-PAL
of Okeechobee, Inc.)

CIS of Palm Beach County *

CIS of St. Johns County *

Georgia (38)

CIS of Georgia (Atlanta) ^

CIS of Albany/Dougherty
County

CIS of Athens

CIS of Atlanta

CIS of Augusta/Richmond
County

CIS of Barrow County

CIS of Berrien County

CIS of Bulloch County

CIS of Burke County

CIS of Candler County

CIS of Catoosa County *

CIS of Cochran/Bleckley County

CIS of Dodge County

CIS of Douglas County

CIS of Effingham County

CIS of Elbert County

CIS of Fitzgerald/Ben Hill
County *

CIS of Glascock County

CIS of Glynn County *

CIS of Hancock County **

CIS of Harris County **

CIS of Hart County

CIS of Jefferson County **

CIS of Jenkins County

CIS of Laurens County *

CIS of Marietta/Cobb County *

CIS of McDuffie County

CIS of Milledgeville/
Baldwin County *

CIS of Rome/Floyd County

CIS of Savannah/Chatham
County

CIS of Screven County

CIS of Stephens County

CIS of Sumter County

CIS of Troup County

CIS of Turner County *

CIS of Walton County *

CIS of Warren County **

CIS of Washington County **

CIS of Wilkes County

Illinois (2)

CIS of Aurora

CIS of Chicago

Indiana (3)

CIS of Clark County *

CIS of Lake County *

CIS of Wayne County *

Iowa (1)

CIS of Iowa ^^

CIS of Cedar Valley

Kansas (7)

CIS of Kansas (Lawrence) *^

CIS of Grant County

CIS of KCK/Wyandotte

CIS of Northeast Kansas **

CIS of Ottawa *

CIS of Rice County **

CIS of Southwest Kansas **

CIS of Wichita/Sedgwick
County *

Louisiana (1)

CIS of Greater New Orleans *

Michigan (6)

CIS of Michigan ^^

CIS of Detroit

CIS of Kalamazoo

CIS of Lenawee County *

CIS of Mancelona *

CIS of Ottawa County

CIS of the Tecumseh Area *

Mississippi (1)

CIS of Greenwood Leflore

Nebraska (1)

CIS of Nebraska (Omaha) ^^

CIS of Omaha **

Nevada (2)

CIS of Nevada (Las Vegas) ^

CIS of Northeastern Nevada *

CIS of Southern Nevada *

New Jersey (3)

CIS of New Jersey (Newark) ^
 CIS of Cumberland County
 CIS of Newark
 CIS of Passaic

North Carolina (38)

CIS of North Carolina **^
 CIS of Brunswick County *
 CIS of Buncombe County
 CIS of Cabarrus County
 CIS of Caldwell County *
 CIS of Cape Fear *
 CIS of Carteret County *
 CIS of Charlotte-Mecklenburg *
 CIS of Clay County *
 CIS of Cleveland County *
 CIS of Cumberland County
 CIS of Durham *
 CIS of Forsyth County
 CIS of Gaston County
 CIS of Greater Greensboro
 CIS of Hertford **
 CIS of High Point *
 CIS of Lee County *
 CIS of Lexington/
 Davidson County *

CIS of Lincoln County *
 CIS of Madison County
 CIS of Mitchell County
 CIS of Montgomery County *
 CIS of Moore County *
 CIS of Orange County
 CIS of Pitt County
 CIS of Randolph County *
 CIS of Richmond County **
 CIS of Robeson County *
 CIS of Rocky Mount Region
 CIS of Rowan County *
 CIS of Rutherford County
 CIS of Scotland County **
 CIS of the Great Smoky
 Mountains
 CIS of Thomasville *
 CIS of Wake County
 CIS of Wayne County
 CIS of Wilkes County *
 CIS of Wilson County **

Ohio (1)

CIS of Central Ohio *

Pennsylvania (6)

CIS of Pennsylvania
 (Harrisburg) ^
 CIS of Philadelphia
 CIS of Pittsburgh-
 Allegheny County *
 CIS of Southwest Pennsylvania
 CIS of the Capital Region **
 CIS of the Laurel Highlands *
 CIS of the Lehigh Valley*

South Carolina (8)

CIS of Cherokee County
 CIS of Chester County
 CIS of Dillon County
 CIS of Dorchester County
 CIS of Greenville County *
 CIS of Lancaster County
 CIS of the Charleston Area *
 CIS of the Midlands *

Texas (27)

CIS of Texas ^
 CIS of Baytown*
 CIS of Brazoria County

CIS of Cameron County
 CIS of Central Texas *
 CIS of Dallas Region
 CIS of East Texas
 CIS of El Paso
 CIS of Galveston County *
 CIS of Greater Central Texas *
 CIS of Greater Tarrant County
 CIS of Hidalgo County
 CIS of Houston *
 CIS of Laredo *
 CIS of North Texas *
 CIS of Northeast Texas
 CIS of San Antonio *
 CIS of South Central Texas *
 CIS of Southeast Harris County
 CIS of Southeast Texas
 CIS of the Bay Area *
 CIS of the Big Country
 CIS of the Coastal Bend
 (was Corpus Christi)*
 CIS of the Golden Crescent
 CIS of the Greater Wichita
 Falls Area **
 CIS of the Heart of Texas *
 CIS of the Permian Basin
 CIS of the South Plains *

Virginia (3)

CIS of Virginia (Richmond) ^
 CIS of Chesterfield *
 CIS of Hampton Roads **
 CIS of Richmond *

Washington (12)

CIS of Washington ^
 CIS of Auburn *
 CIS of Federal Way
 CIS of Kent
 CIS of Lakewood
 CIS of Orting
 CIS of Peninsula *
 CIS of Puyallup
 CIS of Renton
 CIS of Seattle *
 CIS of Spokane County *
 CIS of Tacoma *
 CIS of Whatcom County **

West Virginia (2)

CIS of Cabell County
 CIS of Southeast West Virginia

from the Founder, Bill Milliken

The beauty of starting out on a new path is not just in getting to your destination, but in the surprises you encounter along the way. When I began my journey with youth more than 50 years ago, I could not have imagined how transformative this work would become.



One of the questions that I've been asked the most in all my years as a youth activist is, "What's the difference between the kids who make it and those who don't?" My answer is always

the same—those who succeed are the ones we allow to succeed—and to give back. When you show young people that they are valued, that someone believes in them and that they, too, can make a difference in the lives of others, you give them hope. All our work at Communities In Schools starts with establishing personal relationships and letting students know someone believes in them and their ability not only to achieve, but also to give back in return.

By surrounding students with a community of support, we have helped millions of students succeed in school and in life. Communities In Schools is the only dropout prevention organization proven to both decrease dropout rates and increase graduation rates.

Research and evaluation give us numbers and proof that our unique model of integrated student services works. During the 2010–2011 school year, we served nearly 1.26 million children in nearly 2,700 schools across the country. Success stories from alumni demonstrate the impact Communities In Schools has made and continues to make. Now that we've laid a solid foundation, our focus is shifting to growth. Our mission to substantially decrease dropout rates in America remains the same. And our commitment to provide every child with access to education is unwavering.

There's a moving story on YouTube about a whale conservationist that is an excellent example of a passionate commitment to allowing potential to flourish. One day, while boating on the Cortez Sea with his family and friends, the founder of the Great Whale Conservancy came across a young humpback whale so severely tangled in netting he felt certain it was near death. But instead of abandoning the whale, the boaters stayed with it, slowly cutting away the

net, strand by strand, to set it loose. After several hours and against the odds, life and death in the balance, the young whale was finally freed.

Within minutes the whale began leaping out of the water, over and over, freely expressing itself the way nature had intended.

For the boaters, there was never any thought about the time or the work or that there was any other option but success.

That same urgency embodies our purpose at Communities In Schools. We provide a community of support to remove barriers that get in the way of a child's success. Whatever the obstacle, we will find our way around, over or through it.

I've captured my lifelong commitment to supporting at-risk youth, a spiritual journey, in a new book titled *From the Rearview Mirror* (Hay House, 2012). In it, I write of how privileged and blessed I feel knowing that the work we've done at Communities In Schools has helped millions of young people over the years. Making sure our children are given the tools they need to stay in school, graduate and achieve in life is the motive behind all the work we do at Communities In Schools.

And when it comes to unlocking a child's potential, and cutting away whatever impedes or entangles a young person's future, we will never give up.



Photo by Jay Venezia

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All of the young people pictured in this publication are students served by Communities In Schools.

