

Contents

2

President's Message

3

Communities In
Schools Builds
Network Capacity
Through Impact Fund

4

Seen and Heard

Communities In
Schools Joins Leaders
In Education at Second
Annual Mentoring
Summit

5

Site Coordinator
Certification Program
Graduates First Class

New Volunteer Web
Page Launched

Nonprofit Tech 2.0
Selects Communities
In Schools

6

Q&A with
Donna Weiss

A Tribute to
Dan Linton

7

Spotlight on Success

8

Communities In
Schools Founder
Reflects on Life's
Work in New Book

Accreditation Update

Rey Saldaña: Home-Grown Success

The watch party at the YMCA on Southcross quickly turned into a victory celebration as 200 supporters congratulated Rey Saldaña, the new city councilman of San Antonio's District 4. In another part of the city, Dafney Bell was watching the election-night results on her TV at home.

"When I first heard the news, I got chills," said Bell. The director of Upward Bound for Communities In Schools of San Antonio, Texas, remembered her former student as focused and with an inner drive. "Rey just shined. He definitely had the potential. But this was a kid who didn't even know what he was capable of. He's an inspiration to us all."

Saldaña's election to District 4 city councilman last May is a testament to his work ethic and evidence of his heart belonging to his hometown. It also reflects his ability to turn the unlikely and the improbable into a reality.

As a student at South San Antonio High School, Saldaña participated in Upward Bound, a four-year program administered through a federal grant that allows Communities In Schools to provide high school students with college prep support and assistance while in college. He met the necessary requirements — good grades, first-generation college student and from a low-income family. Upward Bound assists with tutoring, counseling and mentoring, with a focus on college readiness. At South San Antonio High School, participants got to spend five weeks on a college campus, immersed in an authentic, post-secondary education experience. For Saldaña, it was a summer that changed the trajectory of his life.

"That had a huge appeal to me," said Saldaña, now 25, recalling his first experience traveling outside of his neighborhood and being outside of his comfort zone. "You take that out of the equation and I'm a student who still has a horizon that's a three-mile radius from his home."

Saldaña graduated, earned a full Gates Millennium scholarship and then traveled 1,500 miles away to California to attend Stanford University. It took him a total of five years to complete two undergraduate degrees — one in political science and another in communication — and a master's degree from the



Rey Saldaña, a Communities In Schools alumnus, is the city councilman of San Antonio's District 4.
Photo by Fred Gonzales

School of Education. In May 2010, Saldaña became the first in his family to graduate from college. Afterward, he returned to San Antonio to run for office and make a difference in the place his family has called home for nearly 30 years. Like other college-educated professionals who have returned to their native communities, Saldaña has chosen to apply his impressive credentials to serve and become a leader in his hometown. "If you can effect any kind of change, it has to happen at the local level," he said.

It has been almost a year since Councilman Saldaña started working from the city hall offices in downtown San Antonio. There is no salary for this job. Saldaña describes the work as sometimes hard, because of what he has to do, most times frustrating because of what he's unable to do, and almost always rewarding because of what he gets to do for the residents in his district. His focus does not stray far from his commitment to the young people in San Antonio. He teaches courses in education at Trinity University and Palo Alto College, and is currently mentoring two students, both from Communities In Schools partner schools.

Continued on page 3

Board of Directors

Chairman

Elaine Wynn
Director
Wynn Resorts

Founder and Vice Chairman

William E. Milliken
Communities In Schools
National Office

Christopher F. Allwin
General Maritime
Corporation

Robert H.B. Baldwin, Jr.
President
Heartland Payment
Systems

James Cox Chambers
Producer
Field Hands Productions

Rudolph F. Crew
Professor of Clinical
Education, K-12
Leadership and Policy
University of Southern
California

John R. Ettinger
CEO
The Helmsley Trust

Hon. Daniel Glickman
Executive Director
The Aspen Institute
Congressional Program
Senior Fellow
Bipartisan Policy Center

Rhoda Glickman

Kevin Huvane
Managing Partner
Creative Artists Agency

Linda LeSourd Lader
President
Renaissance Institute

Jillian Manus
Founder
Manus Media &
Literary Agency Inc.
CEO and Co-Founder
Broad Strategy, LLC

John Nixon
Executive Director
ICAP®

Michael Parham
Associate General
Counsel
RealNetworks, Inc.

Yvonne Petrasovits
President
Read Alliance

Jonathan G. Powers
Deputy Supervisor
Town of Pound Ridge,
N.Y.

Rick Rieder
Managing Director
BlackRock

John C. Shaw
Managing Director
Resource Holdings, Ltd.

Leonard Stern
Partner
Shepardson Stern
Kaminsky

Donna Weiss

Sherrie Rollins Westin
Executive Vice President
Sesame Workshop

Linda Gale White
Former First Lady
of Texas

Ava Youngblood
CEO
Youngblood Executive
Search

President

Daniel J. Cardinali
Communities In Schools
National Office

President's Message

Impact that Takes Root

Spring is a time of renewal, when things come to life seemingly out of nowhere. What has been dormant begins to emerge. Seeds that have found their way into fertile soil take root and blossom into new growth. In this edition of *Inside CIS*, you will read about how we are growing our network capacity to serve more students, and see examples of how the work we do plants the seeds for future growth.

In our cover story, you can read about the impact we have had on one young person's life — and the ripple effect his life is having on others. Rey Saldaña received mentoring and college access support through Communities In Schools of San Antonio, Texas, while a student at South San Antonio High School. As part of the Upward Bound program administered by the Communities In Schools local affiliate, Rey spent a few weeks on a college campus one summer. This single event opened his eyes to new possibilities and forever changed the course of his life. Fast forward to the present: with two undergraduate degrees and a master's degree in policy, organization and leadership studies from Stanford's School of Education under his belt, this remarkable young man has returned to his hometown of San Antonio, where he teaches college, mentors students from Communities In Schools partner schools and serves as a volunteer city councilman.

On the opposite page, we are pleased to announce the Communities In Schools state offices and local affiliates that recently received Impact Fund investments to build capacity. We created the Impact Fund in 2009 with an initial investment of \$10 million from the Robertson Foundation. Support from major donors like the Robertson Foundation enables the national office to reinvest the money each year in our network — to build strong business operations, hire more site coordinators, expand our reach in providing integrated student services and ultimately reduce the nation's dropout numbers.

Finally, on a more personal note, the Communities In Schools national office lost a member of its family just a few weeks ago. Friend and colleague Dan Linton, our



Dan Cardinali, President, Communities In Schools
Photo by William Waybourn

director of research and evaluation for a decade, passed away unexpectedly. Dan's dedication to quality improvement will bring lasting benefits to millions of young people in our network who will never have the delight of knowing him.

Each of our lives has a tremendous impact on those around us. Communities In Schools removes barriers to achievement, unlocking the potential of students who might otherwise drop out and never achieve their dreams. Each of those students, in turn, carries the message of hope and achievement to their larger community. Our alumni are actively engaged in paying forward the benefit of their success through community service and in careers ranging from teaching to law, social work and public service. Everyone wins when Communities In Schools takes root in a community. ■

Communities In Schools Builds Network Capacity Through Impact Fund

2012 Awardees to Grow Staff and Expand Integrated Student Services Model



The Impact Fund supports capacity building and the hiring of site coordinators. Deborah Yarbrough, right, is a site coordinator with Communities In Schools of Kalamazoo, Mich., an accredited affiliate. She is with Kimberly Webber, a student at Edison Environmental Science Academy.

Photo by Bethany Clay

Last fall, the Communities In Schools national office awarded local affiliates and state offices a total of \$2 million in Impact Fund grant money to help build capacity during the 2011–2012 school year.

Eleven Communities In Schools state offices and nine local affiliates received the investment, which supports board development and hiring staff in key leadership areas. The funding is also being used for expansion of the Communities In Schools model of integrated student services. These awards were made possible in large part by a generous grant from the Robertson Foundation. In 2009, Communities In Schools received a \$10 million grant from the Robertson Foundation for national office general support and growth capital in the Communities In Schools network. It's one of the largest single grants in the history of the organization.

The Impact Fund was created by Communities In Schools to strengthen the network through one-time investments to build strong business operations, enhance the network's ability to provide integrated student services and ultimately reduce the nation's dropout numbers. Funds are secured by the national office from major donors like the Robertson Foundation, and then reinvested into the network through an RFP grant process. The ultimate goal of the Impact Fund is to help the Communities In Schools network reach deeper into schools and communities most heavily impacted by the dropout epidemic. More than \$9 million has been awarded to state offices and

local affiliates to support them in meeting Communities In Schools Total Quality System standards, promote stability and expand reach. ■

Congratulations to the 2012 awardees:

Local Network Affiliates:

Communities In Schools of Cabell County, W.Va.; Communities In Schools of Chester County, S.C.; Communities In Schools of Dorchester County, S.C.; Communities In Schools of the San Fernando Valley and Greater Los Angeles, Calif.; Communities In Schools of Cedar Valley, Iowa; Communities In Schools of Greenville County, S.C.; Communities In Schools of Kalamazoo, Mich.; Communities In Schools of Lenawee County, Mich.; Communities In Schools of the Tecumseh Area, Mich.

State Offices:

Communities In Schools of Delaware
State Office and One Affiliate

Communities In Schools of Florida
State Office and Six Affiliates

Communities In Schools of Georgia
State Office and 15 Affiliates

Communities In Schools of Iowa

Communities In Schools of Kansas
State Office and One Affiliate

Communities In Schools of Nebraska
State Office and One Affiliate

Communities In Schools of North Carolina
State Office and 23 Affiliates

Communities In Schools of Pennsylvania
State Office and Three Affiliates

Communities In Schools of Texas

Texas Education Agency and Affiliates

Communities In Schools of Virginia
State Office and One Affiliate

Communities In Schools of Washington
State Office and Eight Affiliates

Rey Saldaña: Home-Grown Success

Continued from page 1

He also mentors his three younger brothers. Saldaña arranged for laptops to be donated to the Robotics Team at South San Antonio High School. And he recently ran in a charity 5K race to benefit Communities In Schools of San Antonio. His actions reflect his alignment with the Communities In Schools "Five Basics," especially giving back to peers and community.

"Rey just shined. He definitely had the potential. But this was a kid who didn't even know what he was capable of. He's an inspiration to us all."

— **Dafney Bell**
Director, Upward Bound for
Communities In Schools
of San Antonio

And while Saldaña is modest when it comes to talking about all that he has accomplished, he recognizes that his life experiences are inspirational to others.

"When I am somewhere speaking, I see more of a glimmer of hope in the eyes of parents," he said. "For some of them, it might be that they think because they don't speak great English, they can't help their children be successful in school and graduate and go on to college. But they see me, and they hear my story, and then they see that it is possible."

Communities In Schools connected Saldaña to a resource that put him on a path to become a leader in his community. And as Saldaña has proved with all of his successes, with the right support and resources, the possibilities are endless. ■

Seen and Heard

Elaine Wynn Appears on MSNBC's "Morning Joe"

Communities In Schools Chairman Elaine Wynn was given the opportunity to speak on behalf of the organization during an education reform panel broadcast live March 2 on MSNBC's "Morning Joe." The show, filmed at Fort Lee High School in Fort Lee, N.J., also brought together TV talk-show host Melissa Harris-Perry and Telemundo news anchor Jose Diaz-Balart. Drawing from her experience as chairman of the national board, Wynn emphasized that there is no silver bullet or cure-all when it comes to education reform, but rather a variety of resources that make up the bigger picture. "I'm happy to be here for Communities In Schools, which is an organization that deals with a solution we don't think of traditionally as education reform, and that is coordinating a lot of services that exist in individual communities and bringing them to school sites and delivering them to the children that need them most," said Wynn. To watch the video of the segment, go to bit.ly/wYOIze ■

morning joe

President Dan Cardinali Participates on Community Schools Panel

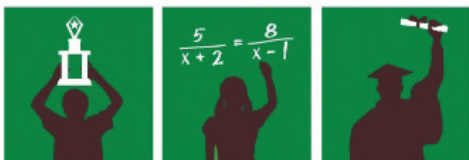
On Feb. 22, Communities In Schools President Dan Cardinali participated in a panel discussion at the Center for American Progress in Washington, D.C. The presentation was held to discuss the release of a paper on the community school strategy in Redwood City, Calif. The paper, "Positive Student Outcomes in Community Schools," was authored by researchers at Stanford University's John Gardner Center for Youth and their Communities, and delves into the way that they have built up a strong community schools dataset to measure the impact of a community schools strategy on student outcomes. One of its primary findings is that participation in family engagement programs is linked to gains in English language development scores for English language learner students in the early years, and that continuing gains in middle school are associated with high participation levels in extended learning programs. "Communities In Schools is the largest and most effective example of the community school movement. As such, our national evaluation findings play a powerful role in moving the field of integrated student services forward," said Cardinali. ■

Milliken Addresses Attorneys General

Communities In Schools Founder Bill Milliken was invited to speak at the 2011 winter meeting of the National Association of Attorneys General (NAAG) held this past December in San Antonio, Texas. The meeting theme was "Effective Strategies for Serving Constituents: New Realities, New Directions." Milliken spoke at a plenary session that included Cal Ripken Jr., and the discussion centered on at-risk students and the criminal justice system. Founded in 1907, NAAG helps attorneys general fulfill the responsibilities of their office, conducts policy research and analysis of issues, and facilitates communication between the states' chief legal officers and all levels of government. ■



Communities In Schools Joins Leaders in Education at Second Annual Mentoring Summit



2012 NATIONAL MENTORING SUMMIT
**Invest in the Future:
Mentor a Child**
Supporting Youth through Mentoring

Communities In Schools was one of 20 partner organizations at the second annual National Mentoring Summit, held in January in Washington, D.C. Communities In Schools President Dan Cardinali spoke of the importance such events play in furthering the education of today's youth. "Mentoring is such a critical part of what we do at Communities In Schools, and we are fortunate that through gatherings like this, we can work together to build stronger support for the children we serve." This year's

summit, which drew 500 attendees from across the country, was themed "Invest in the Future: Mentor a Child." Communities In Schools of Arizona and Communities In Schools of North Carolina played a role in the summit since both have been asked to take over mentoring programs in their respective states. Representatives from Communities In Schools' state offices were in attendance to learn more about the strides being made to provide quality mentoring to more students nationwide. ■

Site Coordinator Certification Program Graduates First Class

When the first site coordinators graduated this past December from the Site Coordinator Certification Program, they had successfully completed the highest level of professional development offered by Communities In Schools.

The certification program is the first of its kind, designed to provide site coordinators and the Communities In Schools network with a standard set of learning practices. Having completed rigorous coursework that includes 11 assessments, 24 readings and 15 assignments over a 12-month period, the 53 new graduates have an even stronger foundation to help them increase their effectiveness and adhere to the Communities In Schools model with the highest degree of fidelity to better serve students.

“Our first class of certified site coordinators sets the bar high for the network and reinforces our commitment to supporting students through the highest quality programming and services,” said Gary Chapman, executive vice president, national network. “I look forward to watching this program grow as more site coordinators become certified and are equipped to impact their students even more profoundly.”

For Joyce Lin, the certification program launched her into her first year as a site coordinator for Communities In Schools of the Capital Region in Pennsylvania. It helped Lin define her role and what she would be doing to deliver services to students, and gave her a context as to how her work fits into her community’s education goals.

“The Site Coordinator Certification Program gives a good overview of the potential that our work has in the community and for our country as a whole,” said Lin. “It also gives us some food for thought, and makes us reflect on the different situations that we deal with every day.”

Site coordinators play a pivotal role at Communities In Schools by working inside partner schools and with school staff to identify students at risk of not graduating. By assessing school and student needs and establishing relationships with local businesses, social service agencies, health care providers and other organizations, site coordinators can harness needed resources and implement integrated student services.

With those core functions in mind, the Site Coordinator Certification Program includes courses that teach site coordinators

how to most effectively lead school needs assessments; develop and implement site plans; coordinate student services; and collect, evaluate and report data.

The network’s state offices nominate site coordinators to enroll, which means the program not only is an opportunity to participate in staff development, but it’s also a chance for site coordinators to be recognized for their work as leaders.

There are more than 500 site coordinators currently enrolled in the certification program and on track to graduate. ■



Participants at a Site Coordinator Certification Program “boot camp” held last summer in Austin, Texas.
Photo by Megan Walker

New Volunteer Web Page Launched

Communities In Schools has an army of volunteers who work 24/7 to provide students with the resources they need to graduate. During the 2009–2010 school year, approximately 2.2 million hours of service were contributed by the network’s almost 53,000 volunteers. Across the country, people are taking time out of their busy schedules to act as mentors, tutors, fundraisers, program organizers and much more.

Now we are taking our work with volunteers to the next level. Communities In Schools recently launched a page on our website created exclusively for volunteers, to make it easier to see listed in one place all of the available opportunities to help students across the country. You can also get easy access to any necessary forms you may

need to fill out in order to volunteer, such as background check paperwork.

“Whether you mentor, tutor, gather books or speak at a program, your contribution will be felt.”

— Jessica Marquardt,
Communities In Schools Mentor

Communities In Schools site coordinators and staff members give 100 percent to their students, but they can’t do it alone. To learn how you can help us make a difference in the lives of children across America, visit our volunteer page at <http://www.communitiesinschools.org/help/volunteer/> ■

Nonprofit Tech 2.0 Selects Communities In Schools

In January, Nonprofit Tech 2.0 selected Communities In Schools as one of the top 29 nonprofits to watch in 2012. The social and mobile media how-to blog for nonprofits will feature the Communities In Schools logo in its website banner. The selection was made by Heather Mansfield, author of *Social Media for Social Good: A How-To Guide for Nonprofits*, and owner of DIOSA Communications. The nonprofits-to-watch recognition is for those that have excelled at social media throughout the previous year and represent causes that are timely for the coming year. ■

Q&A

With Donna Weiss, National Board Member

Donna Weiss joined the national board of Communities In Schools in 2003, and three years later became the founding chair of Communities In Schools of Los Angeles. In these dual leadership roles, she has gained unique insights into Communities In Schools on both the national and local level. Weiss holds a law degree from Harvard University and a bachelor's degree with honors from Brown University. She lives with her family in Los Angeles. *Inside CIS* spoke with Weiss earlier this year to discuss her experiences serving on both boards.

Inside CIS: How did you first get involved with Communities In Schools?

DW: It was one of those funny little things that became a life-changing event. My husband [*National Leadership Council member Jason Weiss*] and I were attending a Renaissance Institute weekend in Aspen, [*Colo.*], and I ended up sitting next to Renaissance founder [*and Communities In Schools board member*] Linda Lader. At that point in our lives, Jason and I were starting to explore ways that we could give back and had funded some college scholarships. But we also knew that to change the trajectory of a student's life we needed to start earlier. I was telling this to Linda and she said, "You have to meet [*Communities In Schools' Founder*] Bill Milliken." I met him, his passion was infectious, and I was hooked.

Inside CIS: Is there something specifically about the work that hooked you?

DW: It resonated with me because of my father. He grew up in a poor, single-parent household in Brooklyn — before it was hip to live there — yet he and most of his friends were successful. They found support in the community, like through playing basketball with the church. That's what Communities In Schools is doing, providing guidance and structure when those things are missing.

Communities In Schools is unique because we are able to put a caring, professional adult in the school who is not an employee of the school system. It makes it a different relationship.

Inside CIS: How did you get involved with the local affiliate and how does your role on the national board differ from that on the board of the local affiliate?

DW: After I joined the national board, I was asked to head the strategic planning task force, which allowed me to get to know the organization at all levels. One of the drivers from the strategic plan was that we needed to be in major cities, including Los Angeles. So when I was asked to head the creation of the affiliate in the western region of L.A., I said yes.

Being in both roles has made me stronger in each. When I was serving on the national board's Strategy Committee or Network Committee, I would sometimes be surprised by feedback from the network. Now I better understand the different affiliates and their daily concerns.

Inside CIS: What lessons have you learned from helping found Communities In Schools of Los Angeles — aside from how much work it is?

DW: [*Laughing*] I did have a day job when I started all this, but not anymore. Starting an affiliate requires a broad skill set — it's really like you're launching a start-up business. Fortunately, we had Bud Jacobs from the beginning as the executive director, who had worked with the Los Angeles Unified School District for more than 30 years. Because of Bud's reputation, we could get into schools and explain what we wanted to do. Meanwhile, I was able to help with the business and legal side of things. Thankfully we had Creative Artists Agency backing us, which has been a tremendous partnership. From the start, they helped us with space — and still do house our offices. They introduced us to funders like the



National Board Member Donna Weiss
Photo by Scott Henrichsen

Annenberg Foundation and were a stamp of approval that helped build the relationships we needed. CAA backed us during our first year when we were proving our worth — they were just amazing.

Inside CIS: Can you share some of your memorable experiences with students?

DW: It's a little thing, but it's indicative about how we can open worlds and change lives. There was one girl who was very shy — she barely spoke and wouldn't make eye contact. When she was a junior, she told me that she had to attend summer school for history because she said she wasn't good at it. But then she told me all about a Communities In Schools enrichment field trip to the Museum of Tolerance in L.A. and how she followed one person's experience through the Holocaust as she went through the museum. When I pointed out that she had just taught me things about history, you could see her entire mindset change. Her confidence of what her abilities were shifted and self-imposed limits were lifted. It's been nine years, and seeing what Communities In Schools does for so many young people is still a powerful and touching experience. ■



Photo by William Waybourn

A Tribute to Dan Linton

Communities In Schools is deeply saddened by the loss of our colleague Dan Linton, who passed away suddenly in January. Our director of research and evaluation for more than a decade, Dan was instrumental in helping standardize the work we do through our Total Quality System, which establishes best practices and a national accreditation process for state offices managing local affiliates and local affiliates serving students. This commitment to quality is essential for our network to be effective in implementing the Communities In Schools model. ■

Spotlight on Success

News Briefs from the Network



Communities In Schools of Jacksonville Executive Director Jon Heymann, right, accepts a check from Marshall Criser, III, from AT&T, to support site coordinators.

Photo by Ray Fong

Communities In Schools of

Jacksonville, Fla., was presented with a \$100,000 check by AT&T Florida State President Marshall Criser, III. The check was the final part of a \$400,000 grant from AT&T. AT&T's Aspire Program was launched with a focus on confronting the high school dropout crisis by ensuring students graduate prepared for the upcoming challenges of continuing education. In total, the AT&T funds will continue to support 18 site coordinators in high-needs schools in 11 communities across the nation. Through the initiative, Communities In Schools of Jacksonville was able to provide case management services to 172 students this past year and whole-school services to an additional 1,800 children.

In October, more than 300 middle/junior high school girls participated in the Northeast Texas Community College SMART (Science, Math and Related Technology) Girls Conference, coordinated by **Communities In Schools of Northeast Texas**.

The conference gave the sixth- through eighth-grade girls an opportunity to speak with professional women who work in the fields of science, mathematics, medicine, engineering and technology. Break-out sessions offering hands-on activities gave the students a chance to learn about careers in those fields.

Communities In Schools of Wilkes County, N.C., honored its volunteers at an appreciation luncheon in early November at the Stone Center in North Wilkesboro. Wilkes County Superintendent of Schools Dr. Stephen Laws thanked the volunteers for all they do, saying the mentoring

and support they provide helped boost the county's high school graduation rate nearly 20 percent over the last 10 years. More than 1,200 students are currently served by Communities In Schools of Wilkes County.

Communities In Schools of Charlotte-Mecklenburg, N.C., received a \$5,000 check from Boar's Head with a matching contribution of another \$5,000 from Harris Teeter in support of the affiliate's commitment to excellence in education. Since 1998, Harris Teeter has donated more than \$15.9 million dollars to participating schools through its Together in Education program. The team behind Together in Education works directly with schools to help them grow their programs and raise funds for education.

Communities In Schools of Spokane County, Wash., has an ongoing partnership with Second Harvest Food Bank. Volunteers assemble and distribute the food bags to Hillyard's Shaw Middle School or one of the other schools served by Communities In Schools. In all, 160 students at six schools receive a backpack every Friday afternoon. Site coordinator Rebecca Moore says she begins each year by creating a list of students who may need a little extra help to avoid going hungry.

In January, **Communities In Schools of Bay Area, Texas**, hosted a College and Career Day at Brookside Intermediate. More than 250 eighth-grade students were given the opportunity to meet with dozens of business and education professionals during the one-day event. Scott Sheldon,

former professional baseball player and current general manager of Big League Dreams in League City, Texas, served as the keynote speaker. He was followed by a representative from Alvin Community College, who discussed the importance of preparing for college.

Communities In Schools of Kansas provided high school students with a dose of the realities of adult life during a financial literacy program called "Reality U." Students from the freshman class at Highland Park High School in Topeka were told to imagine their lives at age 26. They were each given a checkbook and instructed to "purchase" items necessary for the life they imagined. Each student was given a different amount of money in the checkbook to reflect the life he or she was assigned based on current GPA. The goal is to help students connect their current academic performance with their future lives and to provide a reality check to see how much life costs after high school.

Communities In Schools of Kalamazoo, Mich., has used State Farm grant money to start up a new after-school literacy initiative in two Kalamazoo public elementary schools. The program, called "Literacy Buddies," pairs 20 Kalamazoo Central High School students who have been trained in positive behavior support and basic literacy strategies with 40 students in first through fourth grades at King Westwood and Arcadia elementary schools. The older students tutor the younger ones twice a week for two hours after school. ■



Students from King Westwood and Arcadia elementary schools in Kalamazoo, Mich., listen attentively to their Literacy Buddy, part of a Communities In Schools reading initiative. Photo by Bethany Clay

Communities In Schools Founder Reflects on Life's Work in New Book

From the Rearview Mirror: Reflecting on Connecting the Dots, (Hay House, 2012), by Communities In Schools Founder Bill Milliken, is set to publish in June.

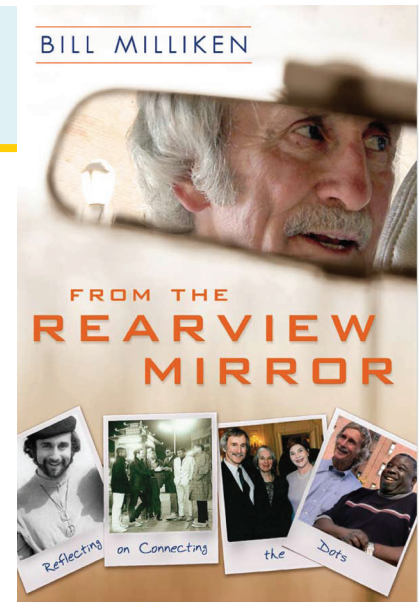
An inspirational reflection full of great stories, told in Milliken's unique voice, the book is meant to help and affirm others in their journeys toward self-acceptance and healing of communities. It provides the "back story" to *The Last Dropout*, Milliken's book about the founding and evolution of Communities In Schools.

From the Rearview Mirror opens with Milliken at the age of 20 — a passionate, well-meaning but somewhat naïve youth-worker — and follows his move to Harlem in 1960 to begin what would become a remarkable life of leadership. It traces the turbulent upheaval of the 1960s, the liberation movements born during that period, and the enduring legacy of commitment, service and social

consciousness, once again vibrant in young people today.

The book reads like a time capsule of Milliken's remarkable life story, capturing moments and conversations that span 50 years of social change and personal growth. Milliken reflects on his own troubled youth, the pivotal role of a caring community, the improbable journey from the early street academies in New York to the national stage, the ongoing evolution of his faith and the realization that "connecting the dots" is the only way to integrate disparate worlds.

It's a story of many personal challenges and setbacks, perseverance and determination, and ultimate success. It describes the roles that faith, love and forgiveness have played in Milliken's life. Most of all, it's a story about a boy, and then a man, who always felt that he didn't fit in and wasn't good enough, until he realized his gift for making connections,



Book cover courtesy of Hay House Inc.

bridging seemingly impossible gaps and bringing people together.

Go to Amazon.com to pre-order your copy of *From the Rearview Mirror: Reflecting on Connecting the Dots*. ■

Accreditation Update

Communities In Schools Local Affiliates Meet Quality Standards to Improve Student Outcomes

Five Communities In Schools local affiliates were recently accredited under the Total Quality System (TQS). Communities In Schools launched TQS in 2008, with the goal of promoting uniform quality and improved outcomes for students being served by the organization. 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 affiliate serving students or a state office managing a network of local affiliates.

These organizations join the more than 60 others in our network that have been reviewed and received accreditation. There are 14 state offices and nearly 200 local affiliates in the Communities In Schools network, in 25 states and the District of Columbia. ■

Congratulations to the board of directors, executive leadership and staff of the following five most recently accredited affiliates:

Communities In Schools of Lexington/Davidson County (N.C.)

Communities In Schools of Carteret County (N.C.)

Communities In Schools of the Nation's Capital (Washington, D.C.)

Communities In Schools of Northeastern Nevada

Communities In Schools of the Tecumseh Area (Mich.)

ATTENTION LOCAL AFFILIATES!

Help us tell your story to a national audience. Send story submissions to salamatm@cisnet.org or reavist@cisnet.org. Please include "Inside CIS Story" in subject line.

Editor

Maureen Salamat

Contributors

Chris Flynn
Briana Kerensky
Cindy Nixon
Tim Plant
Erica Rafferty

Inside CIS is published quarterly by Communities In Schools, Inc., 2345 Crystal Drive, Suite 801 Arlington VA 22202.

© 2012 Communities In Schools, Inc. All rights reserved.

Newsletter designed by Ainsley Adao.



Communities In Schools National Office
2345 Crystal Drive, Suite 801
Arlington, VA 22202

800-CIS-4KIDS (800-247-4543)
www.communitiesinschools.org