



Communities
In Schools

2009–2010

RESULTS

from the Communities In Schools Network

success is the only option

from *the* PRESIDENT



Daniel J. Cardinali
National President

Communities In Schools has become one of the most effective dropout prevention organizations in America because of our deep commitment to an evidence-based and rigorously evaluated approach to assisting young people in need.

This report, based on data from our local affiliates directly serving students, outlines the performance of the Communities In Schools network in the 2009-2010 school year.

What that data reveals is the triumph of sound strategy over severe economic challenges.

The continuing economic challenges facing all of America are being felt even more acutely by communities and families in poverty. Nearly 87 percent of the young people we serve qualify for free or reduced-price lunch, which means for a family of four, a household income of *less than* \$28,000.

Against that great need, our network has seen continuing drops in private and corporate

support, and most ominously, cutbacks in federal, state and local funding for education as the economic stimulus funding winds down, state budgets come under increasing pressure, and local property taxes fall based on declining home values. The forecast for the next three to five years is for continuing cuts in overall spending, as elected officials are challenged to apply limited funds only where they can prove an impact.

In 2010, we completed a five-year longitudinal study of our network, one of the most comprehensive evaluations ever conducted by a youth-serving agency. That evaluation, conducted by ICF International, and guided by an advisory committee of respected researchers and practitioners, demonstrated that Communities In Schools is the only organization proven to both reduce dropout rates and increase graduation rates and that the Communities In Schools model is effective across states, school settings, grade levels and student ethnicities.

The results from the national evaluation have equipped our network to focus efforts on

the highest impact activities, and to advocate for funding based on our proven results. The data in this report outlines how our affiliates deepened impact by increasing the number of full-time site coordinators, slightly reducing the overall number of sites, and as a result, serving more students and producing even better outcomes.

And in Texas, North Carolina, Georgia and Kansas, we've seen elected officials respond to the evaluation, protecting funding for Communities In Schools even as they were making dramatic cuts in other education programs.

We are grateful to all of our stakeholders and supporters who make our work possible. You can rest assured that our strategy of building a strong network based on evidence and evaluation has positioned us to produce real results for young people. And it will continue to sustain and grow our impact through these economic challenges.

A handwritten signature in blue ink, appearing to read "D. Cardinali".



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"Communities In Schools of North Carolina works with its local affiliates to provide young people the encouragement and motivation they need to succeed. You cannot assign a value to the impact these programs have on so many futures."

— Dr. Bill Harrison, Chairman, North Carolina State Board of Education

MISSION STATEMENT

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**.

We are 4,500 professionals and 50,000 volunteers on the ground, working in 3,000 K-12 public schools in the most challenged communities, in 25 states and the District of Columbia, serving more than 1.3 million young people and their families every year.

WE ARE GUIDED BY THE FIVE BASICS

Developed by our founder, Bill Milliken, the “Five Basics” are a set of essentials that every child needs and deserves.

1. A one-on-one relationship with a caring adult

Children need positive role models to create expectations for success, offer encouragement and provide academic support. Nearly 90 percent of Communities In Schools affiliates connect students with mentors and tutors. Often, site coordinators are the caring adult in a child’s life, providing encouragement, academic support or a hug.

2. A safe place to learn and grow

Through after-school, weekend and summer programs focused on academics and life skills, we are dedicated to ensuring that students

have a safe and appropriate environment in which to learn and achieve their potential. Our site coordinators work in urban and rural environments, and lead community engagement activities to create safe schools and communities.

3. A healthy start and a healthy future

Many school-aged children lack basic medical services and nutritious food—essential for healthy development. We provide access to health and dental care, food programs and counseling services for thousands of students who might otherwise go without.

4. A marketable skill to use upon graduation

When students see that they have options in life, they get excited about their future. We work with students on career development and readiness, and help create pathways to college.

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.

The Communities In Schools network is a federation of independent 501(c)(3) organizations in 25 states and the District of Columbia, anchored by the national office in Northern Virginia, and coordinated, supported and expanded through the leadership of 13 state offices. While the majority of the nearly 200 operational local affiliates are in states with Communities In Schools state offices, there are also local affiliates in states without a state office.

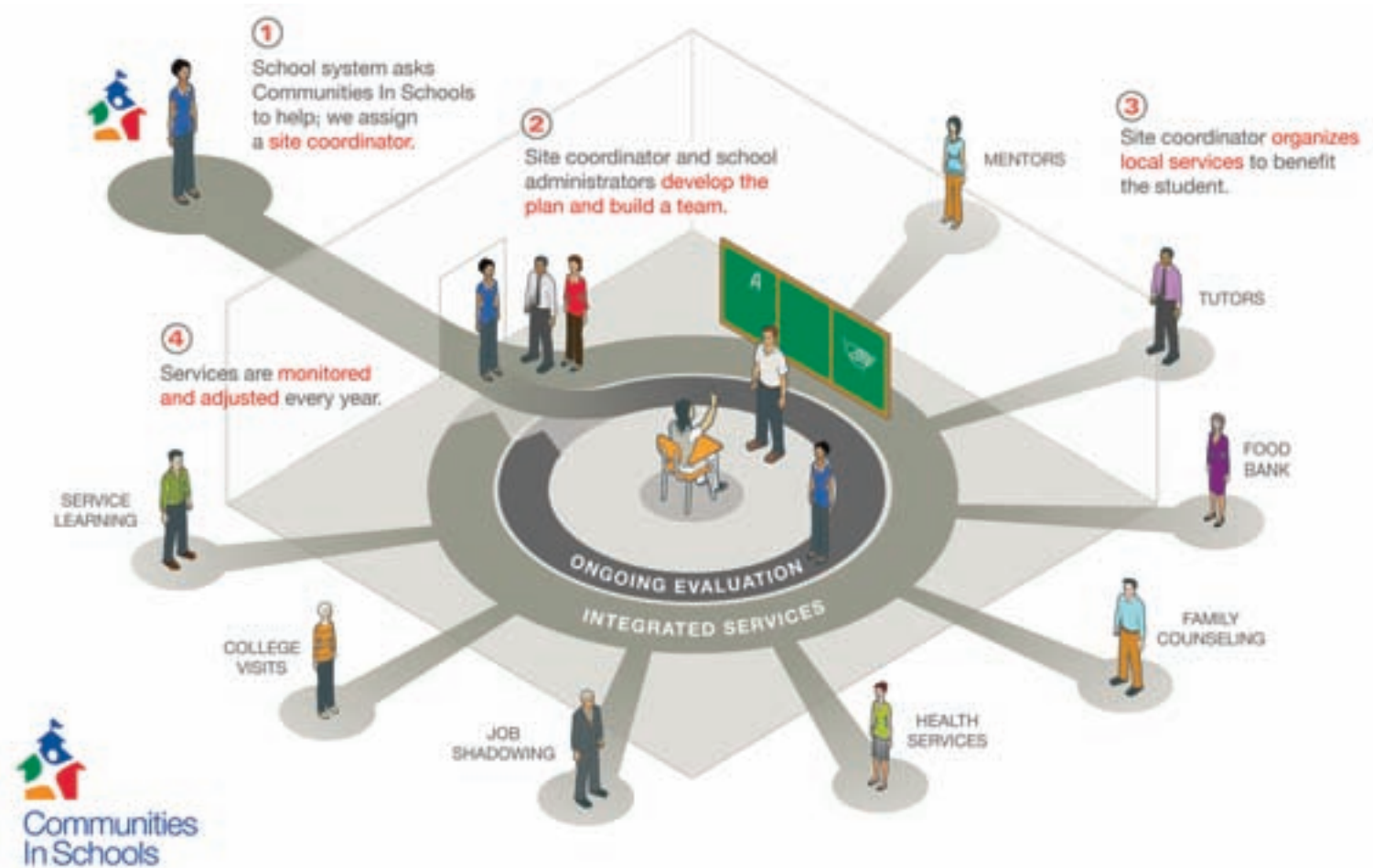


HOW *Communities In Schools Works*

Through school-based coordination, **Communities In Schools connects students and their families to critical community resources tailored to local needs.**

Communities In Schools becomes involved in a school only at the invitation of the school or school district. Using an evidence-based and rigorously evaluated model of helping students with the greatest need, Communities In Schools has become one of the nation's leading dropout prevention organizations and the only one proven to both decrease dropout rates and increase graduation rates.

Creating a Community of Support



Our evidence-based model, adapted to meet each community's unique needs, is the basis for our success. Through a school-based site coordinator, Communities In Schools strategically aligns and delivers needed resources so that students can focus on learning.



PHOTO BY GREG SCHALER

Every year, 1.2 million students drop out of school.

That means every nine seconds, a student in America loses his or her path to a better future.

By empowering students to achieve in school and in life, we are building a stronger America, where every person is capable of reaching his or her greatest potential.

METHOD AND SAMPLE

This report presents findings from the 2009-2010 Communities In

Schools End-of-Year Reports. Of the 190 operational and developing affiliates* at the close of the 2009-2010 school year, 184 returned a completed questionnaire detailing operations and results. The End-of-Year Reports provide general profile information, as well as process and outcome information about services and students served.

Communities In Schools affiliates limited their outcome and demographic reporting to those students for whom specific records were kept and who were monitored for progress toward specific goals. These numbers reflect primarily students who receive Level Two

(targeted and sustained) services. The remaining students – those who receive Level One services (widely accessible to all students) – are, as a rule, not individually monitored, so outcomes are not reported for these students. Therefore, the data reported represents the results from services to the most seriously challenged young people to whom Communities In Schools affiliates provide the most intense services.

** Network-wide, 16 affiliates are considered developing affiliates, on their way to becoming operational Communities In Schools affiliates. Developing affiliates are serving children and families under the name of Communities In Schools, but have not yet submitted to the national office all the documents that are necessary for official operational status.*

Total Quality System Provides a Blueprint for Success

When Communities In Schools of Wayne County, Ind., site coordinator Bobbie Howell describes visits to student homes it often includes a string of unpleasant details.

“Sometimes there’s no power in the house or running water, or maybe you’ll find there are a lot of people living there and no one is working,” said Howell, who works at Test Middle School in Richmond, Ind. “When you go into the home, that’s when you really find out the barriers that a child has.”

In her work with Communities In Schools, Howell felt confident she was helping to provide the 450 students at Test with quality Level One services*—those rooted in the Five Basics and widely available to students. But more home visits revealed that additional students were eligible for Level Two services*—services that are directed toward students with specific needs. This past school year, Howell was able to arrange nearly 60 home visits—more than five times what she’d done in years before—and provide necessary targeted interventions to students.

** See page 16 for a complete description of Level One and Level Two services.*

Howell credits the increase to the local affiliate having gone through the national organization’s Total Quality System accreditation process.

“It’s really made a difference,” said Howell. “The process lets you know what you are doing well and where there is room for improvement. Making home visits is a huge tool for us. Being able to follow a plan helped me see where I could provide better service.”

The Total Quality System (TQS) is a comprehensive set of operational and business standards adopted by the Communities In Schools national office. These standards, based on nonprofit best practices, must be implemented by all local affiliates and state offices in the network. TQS accreditation is granted to affiliates when the 51 standards are met. Communities In Schools of Wayne County became accredited in 2010 when it completed the rigorous TQS process.

“TQS raised our credibility,” said Vivian Ashmawi, executive director of Communities In Schools of Wayne County. “We used the process to focus on areas that would move our

work forward, like getting more site coordinator hours. It gives us the best opportunity to make a difference in the lives of kids.”

Launched in 2008, the TQS initiative was designed to reinforce the commitment to evidence-based practice and accountability throughout the network. Compliance relies on collaboration from, and provides support to, all stakeholders in the network, from site coordinators to volunteers to board members. The goal of TQS is to ensure uniform quality and

improved outcomes for the students Communities In Schools serves.

Communities In Schools of Kansas is one of the first state offices to go through the TQS accreditation process. State office standards vary from those of the affiliate, but the end result remains the same—delivering needed resources so that students can focus on learning.

“There’s great value in it,” said Malissa Martin, president, Communities In Schools of Kansas. Kansas has begun the TQS process



Test Middle School Students, Richmond, Ind. PHOTO BY BOBBIE HOWELL

and is on track to complete it in the fall of 2011.

“We’ve been able to raise the bar in the quality of services we provide. The TQS process provided us with the framework to tighten our focus. And a more purposeful approach ultimately leads to meeting needs better.”

Already they are using the process as a way to provide programming that will allow their affiliates to provide Level One services to more students. Judy Frick, board chairman of Communities In Schools of Kansas, points to the Reality U program, started in 2002. The hands-on program, available to all students, teaches teenagers about financial literacy and employment to prepare them for life after high school. The program has been gaining traction over the years, and is poised to expand because local affiliates now have a much greater focus on providing comprehensive services.

“The Kansas state office has recently been able to expand this program to several affiliates, which means more students will have access to it,” said Frick. “Students are getting more services, and more comprehensive services. Completing



the TQS accreditation will provide us with an organizational structure to continue being able to do that.”

With a similar focus toward expanding services to more students, Communities In Schools of Wayne County can credit its programs with helping to increase the graduation rate of one of the schools it works in. In 2000, Richmond High School, with a population of 1,700 students, found itself in a research report that listed schools across the country graduating less than 60 percent of students. Communities In Schools provided additional, full-time site coordinators to help address the problem. In 2010, the graduation rate at Richmond High

School improved to 81 percent.

“Communities In Schools accelerated our turnaround efforts at Richmond,” said Dr. Allen Bourff, superintendent, Richmond, Ind., Community Schools. “The value with any self-improvement process is that you’re able to look at your strengths and weaknesses. And if there are any weaknesses, you can address them. Communities In Schools has brokered services for our students that bring more attention, more effort to meeting their academic and non-academic needs.”

Both Communities In Schools of Wayne County and Communities

Students participating in a Reality U event at Ottawa High School, Ottawa, Kansas.

PHOTO BY LAUREN KRIVOSHIA, MARKETING AND OPERATIONS MANAGER, COMMUNITIES IN SCHOOLS OF KANSAS

In Schools of Kansas have proved that TQS accreditation provides the framework needed to bring more services to more students. Moving forward, the TQS system will continue to serve as an operational model that all Communities In Schools affiliates and state offices can follow.

Communities In Schools Gets Results

2009–2010 Highlights from the Network

During the 2009–2010 school year, 190 affiliates were developing or operational in the Communities In Schools network. This report examines the processes and outcomes for 184 of these affiliates that submitted self-reported results data. It shows that Communities In Schools affiliates across the country are delivering human, financial and community resources that empower children to learn, stay in school and achieve in life.

- ▶ Communities In Schools served nearly 3,000 schools and education sites.
- ▶ Nearly 2 million students attended schools in which Communities In Schools had a presence.
- ▶ Approximately 1.35 million

- students were directly served by Communities In Schools.
- ▶ More than 200,000 parents, families and guardians of the students served participated in their children's education through opportunities provided by Communities In Schools -- of these, close to 100,000 parents received specific services.
- ▶ Communities In Schools paid staff comprised only 6 percent of the human resources dedicated to the mission.
- ▶ School districts and community partners reassigned and repositioned staff to account for another 2 percent of Communities In Schools' human resources.
- ▶ Approximately 2.2 million hours of service were contributed by the network's almost 53,000 volunteers—a dollar value of \$45,938,717.*
- ▶ Approximately 16,000 community partners provided services throughout the network. More than 3,000 of these were first-time

- partners for the 2009-2010 school year.
- ▶ One in three affiliates operated on a budget of \$200,000 or less and still managed to provide a wide scope of services for students.
- ▶ The average annual cost per student was \$167.
- ▶ Communities In Schools affiliates continued to reach the most economically disadvantaged families, with 87 percent of students eligible for free or reduced-price lunch.

EMPOWERING YOUNG PEOPLE TO LEARN...

- ▶ 77 percent of students met their attendance improvement goals.
- ▶ 88 percent of students met their behavior improvement goals.
- ▶ 79 percent of students met their reduced suspensions goals.
- ▶ 82 percent of students met their academic achievement improvement goals.
- ▶ 83 percent of students met their attitude and commitment to school

- improvement goals.
- ▶ 82 percent of students met their reduction in high-risk behavior goals.

STAY IN SCHOOL...

- ▶ 88 percent of students monitored for promotion risk were promoted to the next grade.
- ▶ 87 percent of monitored seniors graduated.
- ▶ 98 percent of students monitored as potential dropouts remained in school at the end of the 2009-2010 school year.

AND ACHIEVE IN LIFE.

Communities In Schools affiliates that monitor students after high school reported that 79 percent of their students went on to some form of post-secondary education, 11 percent entered the workforce, 4 percent joined the military and 6 percent went on to other pursuits.

* The hourly value of volunteer time is updated yearly by Independent Sector and is based on the average hourly earning (plus 12 percent for benefits) of all nonagricultural workers as determined by the Bureau of Labor Statistics. For 2010, this figure is \$21.36.

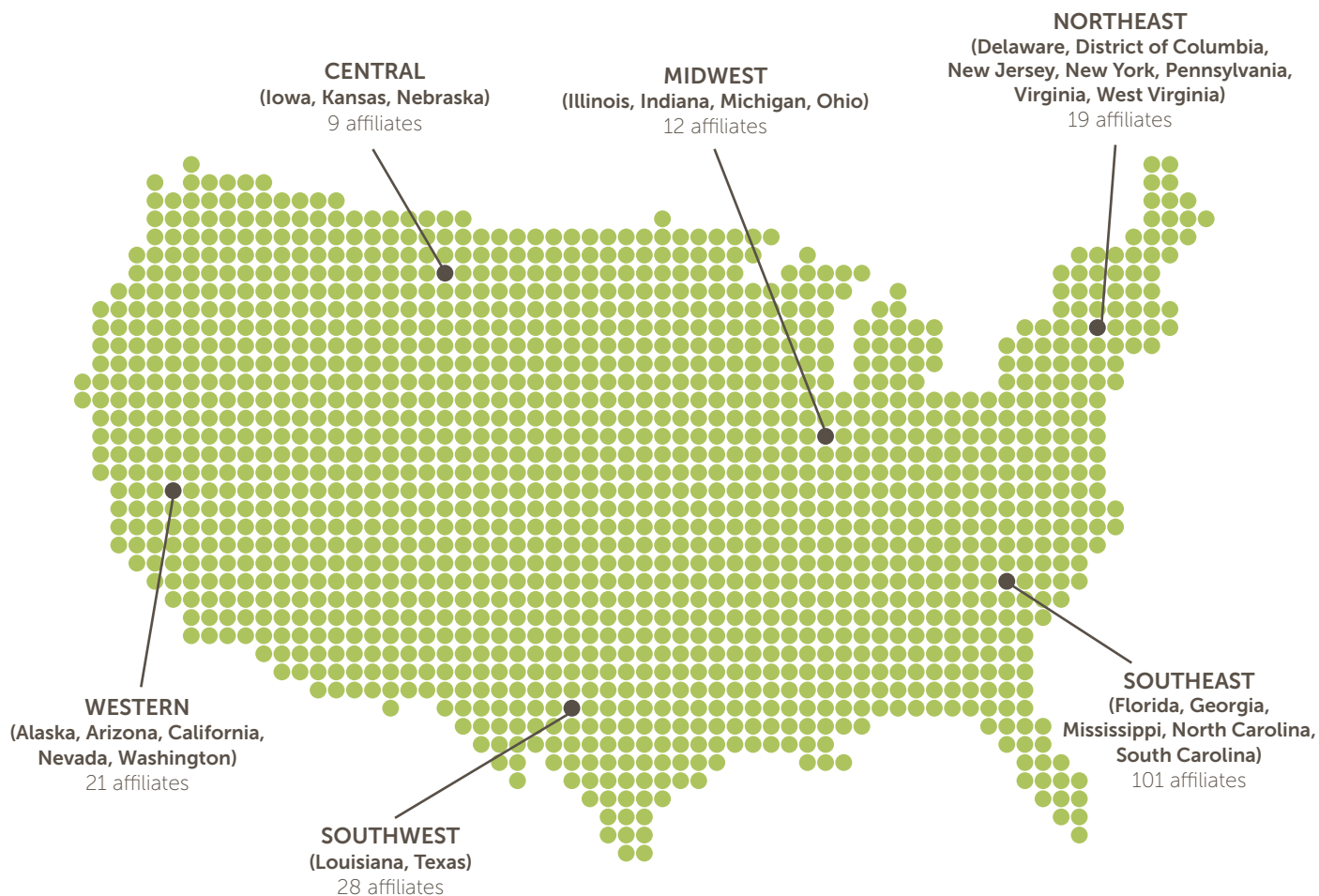
Note: Results are for students receiving Level Two services (targeted interventions). See full description of Level Two services on page 16.



PHOTO BY GREG SCHALER

COMMUNITIES IN SCHOOLS HAS A PRESENCE IN 25 STATES AND THE DISTRICT OF COLUMBIA*

While the outcomes themselves are impressive, they take on even greater meaning in the context of the student population on which the report is based. These are young people who, without the intervention of Communities In Schools, would likely fall far below the national averages for student success.



*Operational affiliates—please see page 22 of this report for a full list of Communities In Schools affiliates.

"As a funder, we see the potential that Communities In Schools has as an integral part of a school's culture. Communities In Schools of Arizona eagerly and energetically joined us in our innovative work at Camelback High School in Phoenix, where the two site coordinators work as part of a team to give students what they really need to be successful and stay in school. Their impact in just one year is impressive!"

— Terri Wogan, Executive Director, Social Venture Partners Arizona

EXECUTIVE SUMMARY OF *Challenges and Successes*

During the 2009-2010 school year, the economic downturn continued to challenge nonprofits across the country, and Communities In Schools was no exception.

The economic downturn began just as the Communities In Schools network

was implementing new strategies to increase capacity to better serve more students. The network stayed faithful to the strategy, and despite a reduction in both human and financial resources, saw growth in the total number of students served, and stable or improved results on all key indicators of student performance.

FEWER HUMAN RESOURCES

Human resources declined again this year but local affiliates were successful in brokering new relationships with community partners, offsetting in part the reduction in staff and volunteers.

Communities In Schools employs more than 4,000 paid staff to lead and manage local affiliates and to coordinate services in schools. The paid staff also plays a critical role in engaging volunteers and partners to work collaboratively with schools and students. Over the past year, paid staff declined by 3 percent, from 4,599 positions to 4,476.

The paid staff in the Communities In Schools network could not possibly work with the nearly 1.35 million students it serves without volunteers and community partners. Overall, paid staff leverages 16 times their number in volunteers, community partners and repositioned school staff, which has enabled the organization to remain extraordinarily cost-efficient. Without these individuals and partners and the range of talents and expertise that they bring, Communities In Schools could not deliver on its mission. Yet the bad economy impacted the number

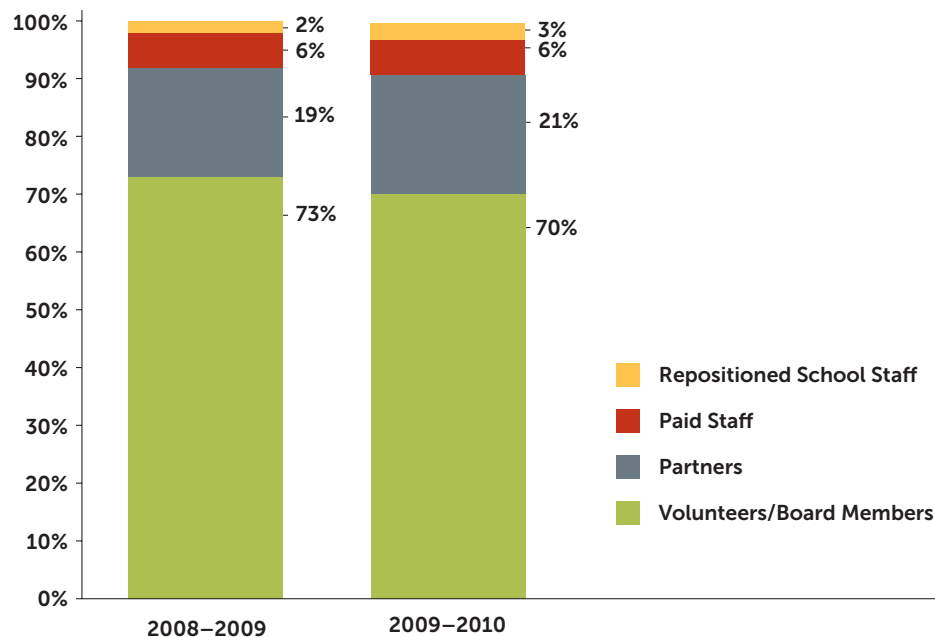
of volunteers as well, with the total number of volunteers dropping more than 8 percent, from almost 58,000 to just under 53,000.

The good news was that local affiliates were able to forge new partnerships with more than 3,200 community partners, bringing the total number of partners to just under 16,000. These 3,200 new partners offset a loss of approximately 2,200, for a net increase of 965 community partners. The churn in partners is 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 complete failure of their organizations.

HIGH LEVEL OF NEED AMONG STUDENTS

Living in poverty is one of the most prominent risk factors for dropping out of school, and a focus on high-poverty schools means that the vast majority of our students struggle with poverty. During the 2009–2010 school year, 87 percent of the students we served qualified for free or reduced-price lunch, which means that a family of four would have to have a household

Total Human Resource Capital of the Communities In Schools Network



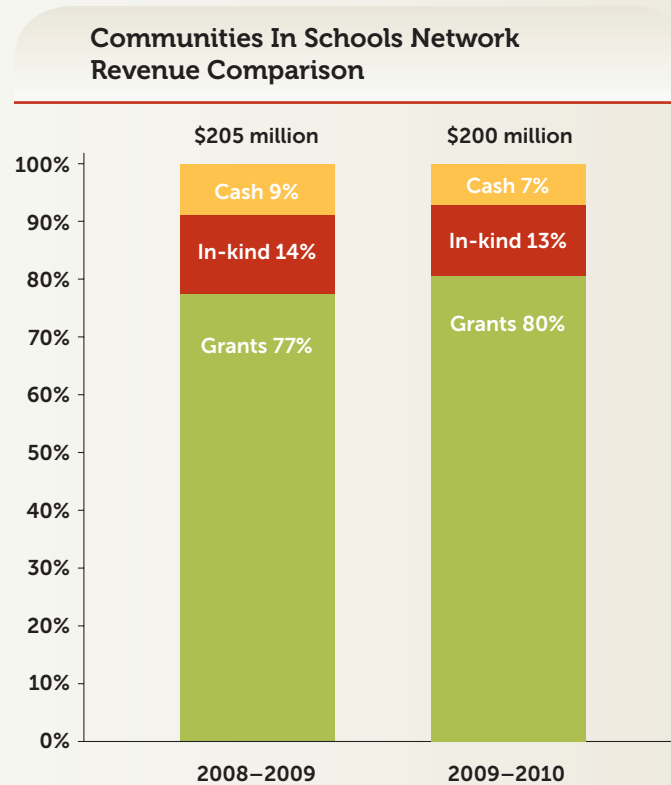
income *under \$28,000* in order to qualify. Intense poverty like this requires the coordinated intervention of multiple community partners brokered and coordinated by Communities In Schools.

ECONOMIC CHALLENGE AMONG PUBLIC AND PRIVATE FUNDERS

The economic picture of the Communities In Schools network is complicated and varies dramatically among affiliates. Overall, the network experienced a 2.6 percent decline in financial support, with public funding decreasing by 1.7 percent and private funding decreasing by 5.1 percent. And government agencies at all levels—federal, state and local—are predicting continuing cuts for the next three to five years, a major challenge for an organization like Communities In Schools.

Regarding the affiliates individually, about half experienced a decrease in revenue and about half experienced an increase. The trend for increased or decreased revenues was not specific to any one geographic area, as both scenarios were present in most states throughout the Communities In Schools network.

The reasons for these economic realities are as varied as the



communities themselves and a reminder that while everyone was impacted in some way, some communities have suffered more from the recession than others.

STRONGER LOCAL AFFILIATES

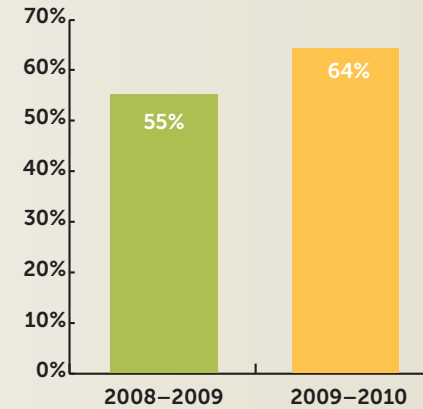
Our 190 affiliates showed continued growth and are significantly stronger than in previous years. This is despite budget pressures, significant turnover in community partners, a decline in volunteer service and a net loss of 14

Communities In Schools local affiliates.

- ▶ Communities In Schools served more students in the 2009-2010 school year, growing from 1.25 million students in 2008-2009 to 1.35 million students.
- ▶ Communities In Schools directly served 9 percent more parents and families, deepening our support for students at risk.

While the number of students and families we serve increased, we served fewer *sites*, which declined from 3,436 in the 2008-2009 school year to

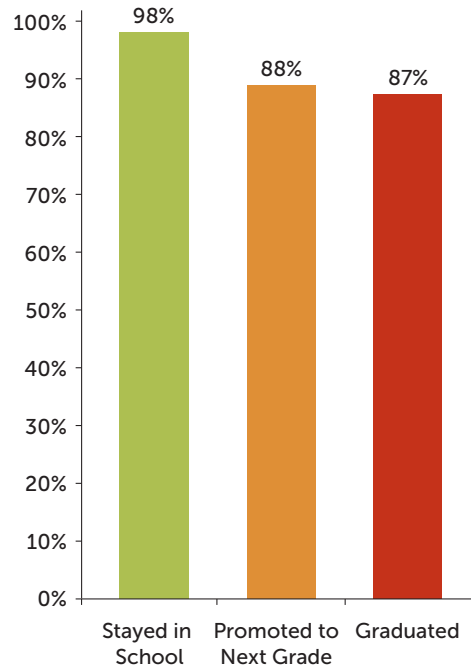
Presence of Full-Time Site Coordinators at Communities In Schools Sites



2,960 sites in the 2009-2010 school year. This reflects our organizational commitment to working deeper within each school site, maximizing our impact within communities that truly require Communities In Schools' support. The strategy is also reflected in the increased presence of site coordinators at Communities In Schools sites, 64 percent of which had a full-time coordinator in 2009-2010, up from 55 percent in 2008-2009. For the 2009-2010 school year, four out of five sites that we served had *at least* a half-time site coordinator present to provide and broker services to the most at-risk students.

Communities In Schools served more students and achieved consistent outcomes with fewer resources because

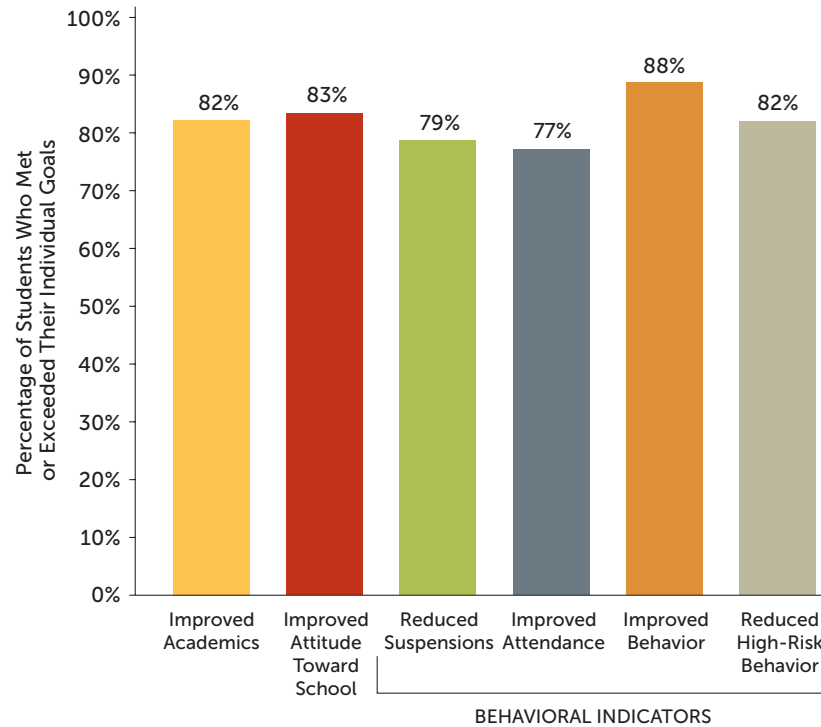
Student Results: Retention, Promotion and Graduation



of the strategic direction provided by our Total Quality System, which provides standards for both nonprofit business and site operations, and our national evaluation, which equipped affiliates to focus their resources for the greatest impact.

By adhering to the data-driven strategy, we were able to achieve impressive results for more students despite economic challenges. In

Student Results: Individual Goals



addition to meeting or exceeding academic, attitudinal and behavioral goals, the vast majority of students served by Communities In Schools stayed in school, were promoted to the next grade or graduated.

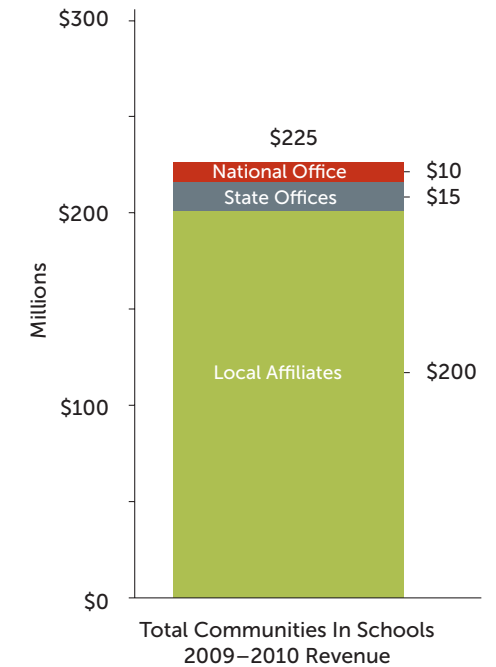
COST-EFFICIENT

Communities In Schools continues to be cost-efficient and to direct the great majority of revenues to the front line.

In 2009-2010, the revenue for local affiliates made up approximately 85 percent of the total Communities In Schools revenue.

More than 70 percent of the network's revenue comes from public sources. Of that, 34 percent comes from school systems, indicating that school system investment in Communities In Schools remains strong. This provides compelling evidence of ongoing

Communities In Schools Revenue Breakdown



commitment and, therefore, increased sustainability.

In addition, the annual cost per student is extremely low compared to similar organizations, at \$167 per child.



"Communities In Schools of Northeastern Nevada has been a tremendous asset in helping Southside Elementary achieve its goals. We can better meet the academic and social service needs of students through the strong support the organization has given the students, families and staff. The organization has played a major role in building school community and making families part of the school culture. Programs such as family night and the food program have helped students grow both academically and socially. Southside Elementary really appreciates the role of Communities In Schools within the school community."

— Steve Cook, Principal, Southside Elementary School, Elko, Nevada

PHOTO BY GREG SCHALER

Services and Student Population



PHOTO BY JERRY L. EDMONDS

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.

Level One – Widely Accessible Services

Level One services are those that are widely accessible to any student at a Communities In Schools partner school. 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 monitored by Communities In Schools received Level One services during the 2009-2010 school year. Some examples of Level One resources or services include providing clothing or school supplies, topic-specific assemblies, career fairs, field trips, health screenings and grief counseling.

Level Two – Targeted and Sustained Services

Unlike Level One services, from which virtually any student in a school may benefit, Level Two services are directed 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 outcomes such

as improved academic performance, attendance or behavior. Examples of such interventions include tutoring, mentoring, individual counseling, mental health services, before- and after-school programs, and community service. Most students receive a combination of Level One and Level Two services and 13 percent of students receive Level Two services.

SPECIFIC SERVICES DELIVERED DURING THE 2009-2010 SCHOOL YEAR

To deliver Level One and Level Two services, Communities In Schools identifies, negotiates and coordinates community resources, provides direct services or delivers a combination of the two. Through this process, students gain access to a broad array of services and opportunities. The services chart shows the diversity of these offerings and the number of sites that provided each offering in 2009-2010. The chart also shows how activities within the various service categories provide children with the “Five Basics.”



PHOTO BY GREG SCHALER

Services Provided or Coordinated by Communities In Schools During the 2009-2010 School Year

Service	Number of Sites Offering Service	1st Basic: Caring Adult	2nd Basic: Safe Place	3rd Basic: Healthy Start & Future	4th Basic: Marketable Skill	5th Basic: Chance to Give Back
Basic Needs/Resources	1,700		X	X		X
Academic Assistance	1,692	X			X	X
Enrichment/Motivation	1,673	X	X	X	X	X
Life Skills/Social Development	1,637	X	X	X	X	X
Family Engagement/Strengthening	1,523	X	X	X		X
Behavior Interventions	1,464	X	X	X		X
Community Service/Service-Learning	1,432	X	X	X	X	X
College/Career Preparation	1,326				X	
Professional Physical Health	983			X		
Professional Mental Health	967		X	X		

- ▶ More than 200,000 parents, families and guardians participated in their children's education through opportunities provided by Communities In Schools.

Communities In Schools Works Across Grade Levels

Dropping out of school is a process that can begin in early childhood and gain momentum as the child ages. Thus, it is important that Communities In Schools remains actively engaged throughout a child's progression in school.

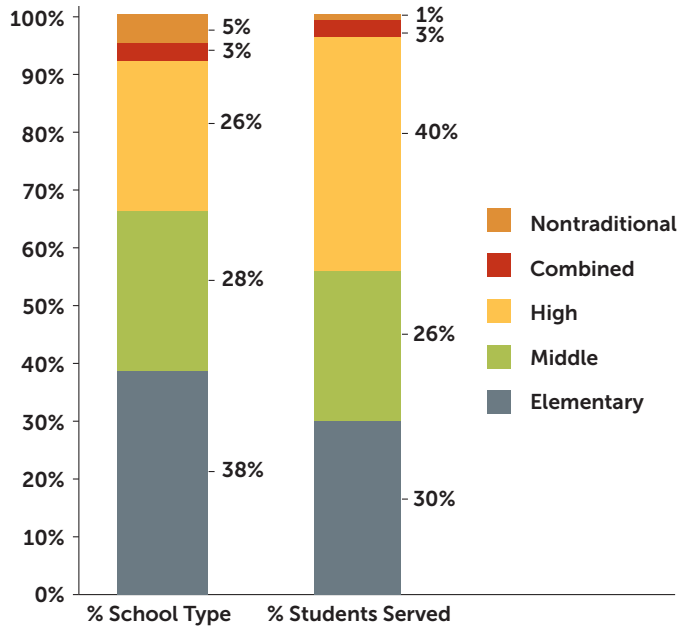
Not only does Communities In Schools serve students at all grade levels, Communities In Schools is adaptable to the smallest rural and the largest urban environment.

MAGNITUDE AND LOCATION OF SERVICES

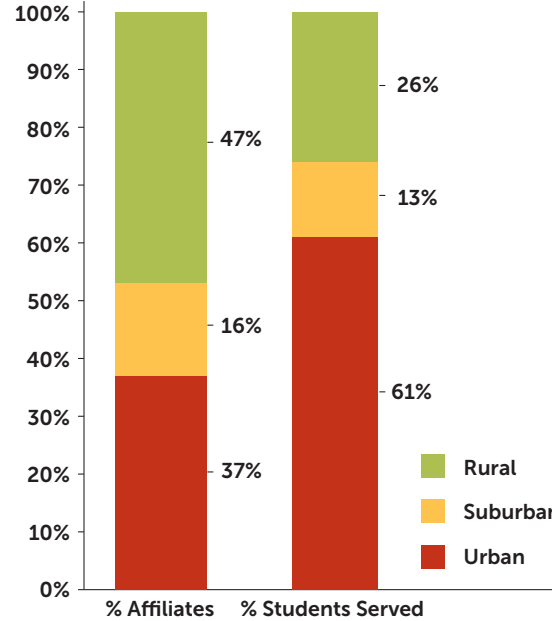
Communities In Schools provides services to students and families across the country.

- ▶ Nearly 1.35 million students were directly served.
- ▶ Communities In Schools provided services and/or resources in 2,960 sites.
- ▶ At the end of the 2009-2010 school year, close to 200 Communities In Schools operational affiliates were serving schools in 25 states and the District of Columbia.

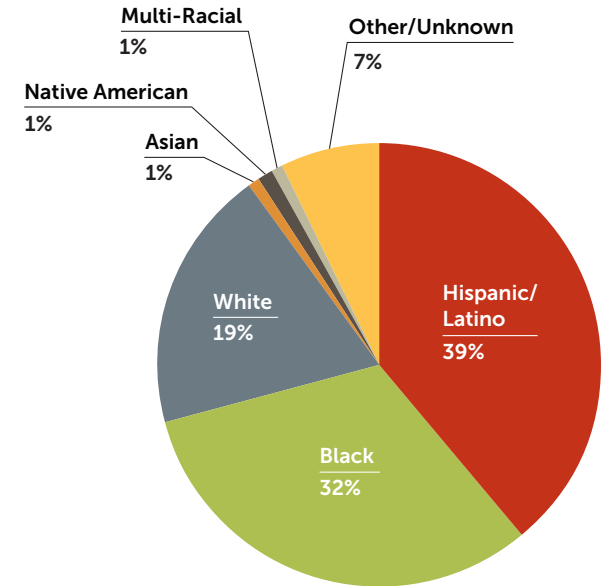
Communities In Schools Presence by School Type



Communities In Schools Presence by Rural, Suburban and Urban Community



Racial Breakdown of Students



PROFILE OF STUDENTS SERVED BY COMMUNITIES IN SCHOOLS

Communities In Schools affiliates continue to reach the most economically disadvantaged families, with nearly 87 percent of students eligible for free or reduced-price lunch. More than 80 percent of the young people served are students of color. Continuing the trend from 2008-2009, Communities In Schools is serving a proportionally larger Hispanic/Latino student population, which is in line with the population growth of the United States.

“When you’re a counselor in Chicago Public Schools, you’re also the case manager, the homeless education liaison and more—we have all these jobs. The counseling sort of gets pushed to the side, and I don’t feel as though I’m seeing kids as often as I should. Fortunately, being part of the Communities In Schools of Chicago network gives me a way to schedule things so that the students get what they need. I’ve learned that it’s easy to schedule programs with Communities In Schools, and I am overwhelmingly happy that I’m exposing kids to programs they wouldn’t otherwise be exposed to.”

— Dorrie Imperiale, Counselor, Graham Elementary School, Chicago, Illinois

National Evaluation

In 2010, Communities In Schools completed the most comprehensive evaluation of dropout prevention programs ever conducted.

The five-year study, conducted by ICF International, one of the nation's foremost social science evaluation firms, and underwritten by The Atlantic Philanthropies, was designed with eight distinct interlocking phases, including:

- ▶ An implementation study that examined results from 1,766 Communities In Schools sites nationwide
- ▶ A quasi-experimental study that compared results from 602 Communities In Schools sites against 602 matched sites without a Communities In Schools presence

- ▶ A “deep dive” study of 368 Communities In Schools sites to identify best practices
- ▶ Three randomized controlled trials, the gold standard in social science evaluation, studying 573 students at nine middle school and high school sites

MAJOR FINDINGS

After five years of detailed evaluation, ICF International, comparing the results to over 1,600 studies screened by the Department of Education's What Works Clearinghouse,* concluded that Communities In Schools' model resulted in the strongest reduction in dropout rates of any existing fully scaled dropout prevention program that has been evaluated; that Communities In Schools is unique in having an effect

on both reducing dropout rates and increasing graduation rates; and that the Communities In Schools model is effective across states, school settings, grade levels and student ethnicities. Importantly, analyses indicate that the more fully and carefully the model is implemented, the stronger the effects.

Positive effects accrued to schools across states, settings (urban, suburban, rural), grade levels and ethnicities. Evidence-based and rigorously evaluated, the Communities In Schools model is proven effective at keeping the most at-risk students in school and on track for graduation. To find out more about Communities In Schools and the national evaluation, please visit our website at www.communitiesinschools.org.

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* 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.



“What Communities In Schools brings to the table is the ability that schools sometimes lack – to take advantage of community resources in helping to achieve the goals of students’ learning, staying in school until graduation and being prepared to lead successful lives.”

*— Dr. Helen Faison, Director (Retired),
Pittsburgh Teachers Institute,
Chatham University; Former Superintendent,
Pittsburgh Public Schools*



PHOTO BY GREG SCHALER

Total Quality System

One of the most important benefits of the national evaluation was the extensive data that equipped affiliates to make continuous improvement, aligning their resources—both financial and human—around the programs proven to have the greatest impact on student outcomes.

Using the data from the evaluation, local affiliates, state offices and the national office of Communities In Schools worked collaboratively to develop a set of national standards that would ensure implementation of the

Communities In Schools model with the highest fidelity and sustainability. The standards include business standards for the organization and site standards for what should occur at the school site. This set of standards is referred to as the Total Quality System (TQS) and is used as a yardstick for continuous quality improvement and growth.

By the end of the 2009–2010 school year, 15 affiliates had achieved TQS accreditation, and 63 more were in the process of accreditation, representing 41 percent of the Communities In Schools network that was reconfiguring programs to best leverage the data from the national evaluation.

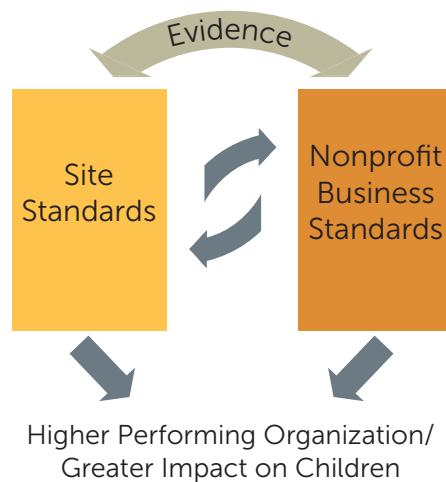


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COMMUNITIES IN SCHOOLS STATE OFFICES AND LOCAL AFFILIATES

ALASKA (2)

CIS of Bethel
CIS of Juneau

ARIZONA (2)

CIS of Arizona (Phoenix) ^
CIS of Greater Phoenix *
CIS of Tempe/Kyrene

CALIFORNIA (3)

CIS of Los Angeles West
CIS of the San Fernando Valley
and Greater Los Angeles
CIS of Ravenswood (The 49ers
Academy)

DISTRICT OF COLUMBIA (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 Gadsden County
CIS of Jacksonville
CIS of Leon County
CIS of Miami *
CIS of Nassau County *
CIS of Northeast Florida
CIS of Northwest Florida
CIS of Okeechobee
CIS of Palm Beach County
CIS of St. Johns

GEORGIA (41)

CIS of Georgia (Atlanta) ^
CIS of Atlanta
CIS of Albany/Dougherty County
CIS of Augusta/Richmond County
CIS of Athens (Athens Clarke
County Family Connection/CIS)
CIS of Barrow County (Barrow
County Family Connection
Communities In Schools) **
CIS of Berrien County (Berrien
County Collaborative, Inc.)

CIS of Bulloch County (Bulloch
County Commission on
Human Services, Inc.)

CIS of Burke County
CIS of Candler County
CIS of Catoosa County
CIS of Central Georgia **
CIS of Cochran/Bleckley County
CIS of Coweta County
CIS of Dodge County (Dodge
Connection: A Communities
In Schools Approach, Inc)
CIS of Douglas County
CIS of Effingham County
(Effingham County Family
Connection, Inc./CIS)

CIS of Elbert County (Community
Partnership of Elbert County)
CIS of Fitzgerald/Ben Hill County
CIS of Glascock County
(Glascock Action Partners, Inc.)
CIS of Glynn County *
CIS of Hancock County
(Hancock County CIS/Family
Connection, Inc.) **

CIS of Harris County (Harris
County Family Connections and
Communities In Schools) **

CIS of Hart County (Hart
Partners Inc)
CIS of Jenkins County
(Jenkins County
Enrichment Center)
CIS of Laurens County *
CIS of Marietta/Cobb County
CIS of McDuffie County (McDuffie
County Partners for Success)

CIS of Milledgeville/
Baldwin County
CIS of North Georgia
CIS of Rome/Floyd
CIS of Savannah/Chatham County
CIS of Screven County
(Screven County Community
Collaborative)

CIS of Jefferson County
(SHIPS for YOUTH Inc.) **
CIS of Stephens County (Partners
for Success)
CIS of Sumter County (Learning
for Everyone, Inc. (LEAP))

CIS of Troup County
CIS of Turner County (Turner
County Connection/A Commu-
nities In Schools Approach)
CIS of Walton County
CIS of Warren County (Quality of
Life Association, Inc.) **
CIS of Washington County **
CIS of Wilkes County (Wilkes
County Community Partnership)

ILLINOIS (2)

CIS of Aurora
CIS of Chicago

INDIANA (3)

CIS of Clark County *
CIS of East Chicago
CIS of Wayne County *

IOWA (1)

CIS of Cedar Valley

KANSAS (7)

CIS of Kansas (Lawrence) ^
CIS of Grant County
CIS of Harvey County
CIS of KCK/Wyandotte County *
CIS of Marion County
CIS of Ottawa
CIS of Rice County
CIS of Wichita/Sedgwick County *

LOUISIANA (1)

CIS of Greater New Orleans *

MICHIGAN (6)

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 (4)

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

NEW YORK (1)

CIS of New York

NORTH CAROLINA (36)

CIS of North Carolina (Raleigh) ^
CIS of Buncombe County
(Children First/Communities In
Schools of Buncombe County)
CIS of Brunswick 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 County
CIS of Forsyth County
CIS of Gaston County
(Alliance for Children and Youth)

CIS of Greater Greensboro
CIS of the Great Smoky Mountains
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 Robeson County
CIS of Rowan County *
CIS of Rutherford County
CIS of the Rocky Mount Region
CIS of Thomasville *

CIS of Transylvania County
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 the Capital Region **
CIS of the Laurel Highlands
CIS of the Lehigh Valley
CIS of Philadelphia
CIS of Pittsburgh-Allegheny
County
CIS of Southwest Pennsylvania

SOUTH CAROLINA (12)

CIS of the Charleston Area *
CIS of Cherokee County
CIS of Chester County
CIS of Clarendon County
CIS of Dillon County
CIS of Dorchester County
CIS of Greenville County
CIS of Kershaw County
CIS of Lee County
CIS of Lancaster
CIS of the Midlands *
CIS of Saluda County

TEXAS (27)

CIS of Texas ^
CIS of Bay Area
CIS of Baytown
CIS of Bell-Coryell Counties *
CIS of the Big Country
CIS of Brazoria County
CIS of Cameron County
CIS of Central Texas
CIS of Corpus Christi
CIS of Dallas Region
CIS of East Texas
CIS of El Paso
CIS of Galveston County
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CIS of Greater Tarrant County
CIS of Greater Wichita Falls Area **
CIS of the Heart of Texas *

CIS of Hidalgo County
CIS of Houston
CIS of Laredo
CIS of North Texas
CIS of Northeast Texas
CIS of the Permian Basin
CIS of San Antonio
CIS of South Central Texas
CIS of Southeast Harris County
CIS of Southeast Texas
CIS of the South Plains

VIRGINIA (4)

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

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

* Accredited affiliates have been reviewed and received accreditation for having met all of the Communities In Schools Total Quality System standards and best practices.

** Developing affiliates are newly formed Communities In Schools organizations implementing the standards to become designated as fully operational affiliates.

^ Communities In Schools state office also located here.

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The young people pictured in this publication are students served by Communities In Schools.

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