

2016 Annual Report



40
YEARS IN SCHOOLS



Communities
In Schools

Our Story

Since 1977, Communities In Schools has been keeping kids in school and on track to achieve in life. We continued that tradition last year, supporting 1.48 million students in more than 2,300 schools across 25 states and the District of Columbia. Because we're in schools every day, we see the unique needs of each student and partner with teachers and the community to help students overcome barriers that can stand in the way of their success. From clean clothes and food to academic and emotional support, we do whatever it takes to help our students succeed.



Table of Contents



04

Our Highlights

A year of innovation and new leadership



09

Our Students

Helping at-risk students beat the odds



14

Our Communities

Bringing outside resources into schools



17

Our Stewardship

The people who make our work possible

Leadership Messages



“Our success at Communities In Schools is founded on strong relationships in schools and in communities.”

A Foundation of Strong Relationships

Our success at Communities In Schools is founded on strong relationships in schools and in communities. I am deeply appreciative of the many people whose work, support and contributions underscore and bring alive the idea of “community” that is inscribed in our name.

Seeing the results of our communal hard work in these pages strikes a spark in me that is more than hope. It is excitement at the knowledge of how we have changed, and are changing, young lives.

I am also excited to introduce a new partner in our collective effort: Dale Erquiaga, who recently joined Communities In Schools as our president and CEO.

Dale understands just how powerful relationships can be. While he was Nevada’s state superintendent of public instruction, he brought together policymakers, educators and families to reform K-12 education. He stood up for children in poverty and English language learners and expanded programs to help students get ready for college and careers.

That ability to bring people together to stand up for children is exactly what Communities In Schools needs as we build a new future based on the successes of our past 40 years.

With his powerful record of leadership and vision in the public and private sectors, Dale is the right leader to take us into that future.

Our board is deeply committed to working together to chart new pathways that sustain, deepen and grow our impact so that more students have the support and opportunity they need to succeed in school and in life.

Sincerely,

A handwritten signature in black ink that reads "Elaine P. Wynn". The signature is fluid and cursive.

Elaine P. Wynn
Chairman



“Beginnings can be scary; endings are usually sad; it’s what happens in the middle that matters most.”

The Next Chapter

I’m a firm believer in the old adage, “Beginnings can be scary; endings are usually sad; it’s what happens in the middle that matters most.” That all seems particularly true when we look back at 2016.

The Communities In Schools family saw its longtime CEO Dan Cardinali depart for new adventures with Independent Sector. I arrived in November, humbled and excited to be charged with the stewardship of such an incredible organization.

In the middle of all that change, the work that matters most continued. Communities In Schools continued to transform the lives of thousands of young people. One by one, in more than 2,300 schools across the country, caring adults demonstrated what it means to be #allinforkids.

As the new CEO, I traveled America to see the power of relationships inside schools. I saw our research and evidence base put to work. I saw communities come together in networks of support. I saw boards, staff and volunteers lean in to raise necessary funding and wrangle tough politics. I saw kids with adult-sized challenges stare down defeat and set their course to success in life. I saw 40 years of history summed up in the empowering transformation of hope.

We are entering a new chapter in our family history, and – like any beginning – it’s a bit scary. But our vision — that every child in America will have a community of support — remains as clear as ever.

This report is a prologue for what’s to come: We are developing a new strategic business plan that will help us grow to serve at least half a million more students over the next five years. The strategic plan will help us diversify and sustain our revenue, while improving the CIS model for Integrated Student Supports. And it will open innovative ways of doing business, organizing our work, and leading change in America’s system of public education so that every child, in every corner of America, has a shot at his or her own best possible story. Indeed, we hope to contribute to the national debate to continually improve the system itself – because education remains the key to unlocking the American Dream.

On behalf of the entire Communities In Schools family, thank you for sharing in our story. I know you will enjoy what comes next just as much! And thank you for being #allinforkids.

Respectfully,

Dale Erquiaga
President and CEO



Our Highlights 2015 - 2016

Dale Erquiaga Named CEO

A seasoned public servant with experience using public policy, marketing and strategy to strengthen K-12 education, Dale Erquiaga joined Communities In Schools in November as president and CEO. He previously served as Nevada's state superintendent of public instruction.

Leveraging ESSA

Signed into law in 2015, the Every Student Succeeds Act (ESSA) specifically identifies Integrated Student Supports as a program eligible for funding and gives districts and schools greater flexibility to use federal dollars to address local needs. In September, Communities In Schools convened a panel of education experts in Washington, D.C., to help school leaders better understand how to use ESSA. Affiliate staff and school superintendents also talked to policymakers on Capitol Hill about improving student outcomes with Integrated Student Supports.

CIS Recognized as One of Nation's Best Nonprofits

For the seventh straight year, Communities In Schools earned the highest rating from Charity Navigator, America's premier nonprofit evaluator. For the second year in a row, CIS also made The Nonprofit Times' national "Best Nonprofits to Work For" list, ranking number 10. We appreciate the hat tips to our sound fiscal management practices, commitment to accountability and transparency, and the hard work and dedication of the national staff.



Advancing a Research Agenda

Communities In Schools is committed to being a learning organization, regularly evaluating aspects of our program in order to improve our work on behalf of students. Collectively, evaluations of Communities In Schools suggest that a whole-school model of Integrated Student Supports (ISS) offers the promise of positive effects. Ensuring that the model improves conditions for students above and beyond the kinds of support already available to them, however, requires a close attention to the quality of implementation.

In 2016, Communities In Schools launched the National Research Advisory Council (NRAC) to create a research agenda for the field of Integrated Student Supports. Comprised of experts from the fields of research and education — and led by Dr. Heather Clawson, Executive Vice President of Research, Learning, and Accreditation — the NRAC will play a key role in continuing to evaluate and refine the ISS model, identifying the resources necessary to scale it, and inviting affiliate leaders and board members from across the network to advance the research agenda.

Alumni Take on Leadership Role

We invited a group of alumni to spend the next year providing guidance on the best ways to build, expand and strengthen our Alumni Leadership Network (ALN). Created by alumni for alumni, the ALN provides a forum for professional and personal leadership development, and offers recent high school graduates advice, encouragement and moral support as they transition into college and careers.

Developing Board Leadership

We have been reaching out and building successful connections among our network board leaders, and promoting high-quality governance resources, peer-to-peer support and consistent information on issues critical to the entire Communities In Schools network. In 2016, our national board welcomed two new directors: Kim Davis, senior managing director and founder of Teneo Diversity & Inclusion, and Pascal Fernandez, senior vice president of consumer and marketplace insights for Altria Client Services.



Focus on Growth and Impact

In 2016, Communities In Schools launched a new initiative through which the national office will invest in research, practice and growth across the country. Ten affiliates were chosen as Growth and Impact Communities, tasked with helping the organization expand its model and its impact.

Seven local and state affiliates in Texas, Illinois, Washington, Missouri, Indiana, Michigan and North Carolina will expand the Communities In Schools model to as many as 10 more schools each. The affiliates will receive strategic investments and technical assistance from the national office as they grow.

Three additional local affiliates in Charleston (SC), Charlotte-Mecklenburg (NC) and San Antonio (TX) were selected as models of excellence. They will pilot new initiatives and conduct studies showing how their effective

use of Integrated Student Supports helps students stay in school and graduate. Using a research technique called rapid-cycle evaluation, these affiliates will be able to measure their ongoing impact on children and make evidence-based changes each quarter or semester.

Each Impact Community has a unique focus. In Charleston, it's early education. In response to South Carolina's Read to Succeed Act, which requires third-grade students with low reading proficiency to be held back, Communities In Schools of Charleston developed the ForWord Initiative. Site coordinators are working one-on-one with children and their families from pre-K through first grade to keep students at grade level.

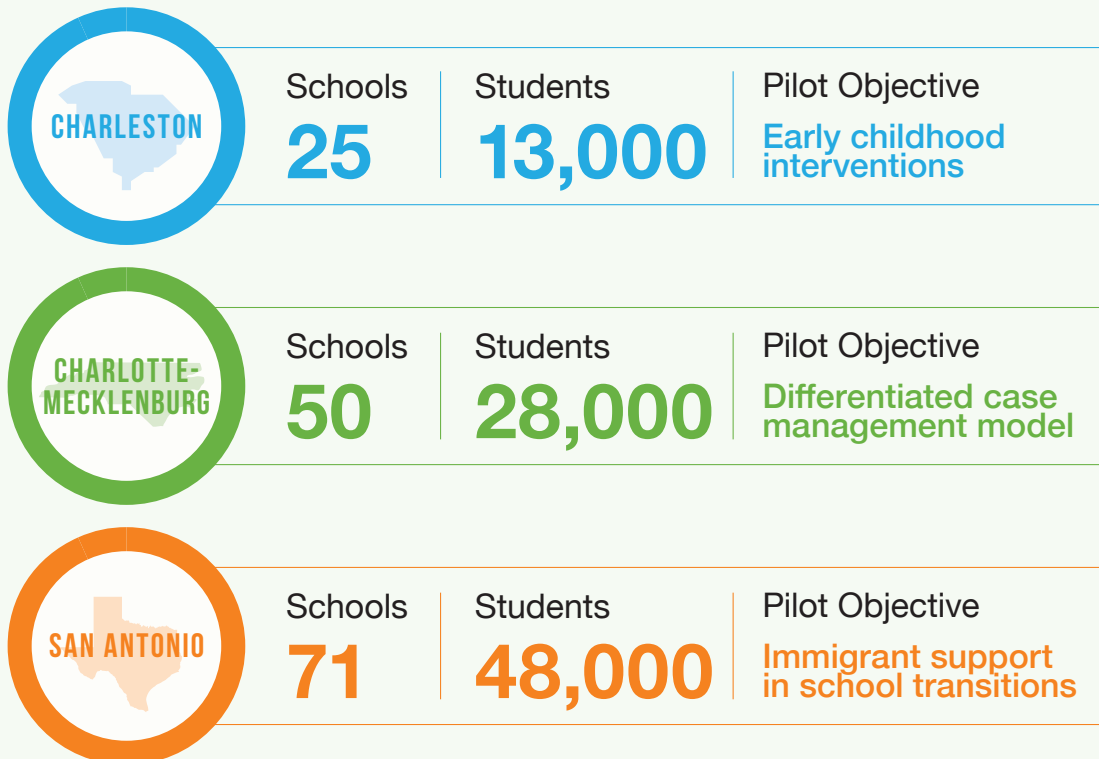
In Charlotte-Mecklenburg, the goal is to support students with specialized case management that meets their needs and helps

them stay on the path to graduation. Five Charlotte-Mecklenburg schools are bringing on case managers to work at four different levels: intensive case management for students in crisis, regular check-ins for on- and off-track students, tailored services for "sliding" students, and career and education coaching for those who remain on track.

To expand its reach and assist more students from immigrant and refugee backgrounds, Communities In Schools of San Antonio is assigning an additional site coordinator to each of the schools in the high-needs Roosevelt High School cluster. The affiliate's partnership with global tech company Rackspace, which funds three Communities In Schools sites in San Antonio and supports internship and training opportunities for students, is also being studied.

Impact Community Footprint*

Collectively, the three affiliates selected as Impact Communities will pilot and evaluate new initiatives while continuing their work in nearly 150 schools.



*Numbers represent total schools and students currently served by affiliates.



Our Students

Nearly one in five of our nation's children lives in poverty, and even more belong to low-income families that face daily struggles. These students often lack the array of academic resources and physical facilities that students in wealthier neighborhoods take for granted.

Yet these children are far more than what they don't have. Within them, within every child, lies the potential for success.

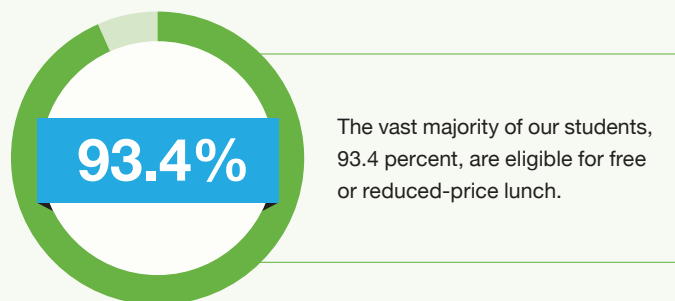
Communities In Schools taps that potential by providing the basic elements that allow students to thrive, including the presence of caring adults, a healthy foundation and a safe place to learn.

Our staff work in schools across the country as partners to teachers and administrators, empowering children with what they need to succeed. That could be a quick pick-me-up snack, a listening ear or a pair of shoes to replace ones with holes. More than that, our staff helps students find tutors, take advantage of college tours, get much-needed school supplies, access medical care and more.

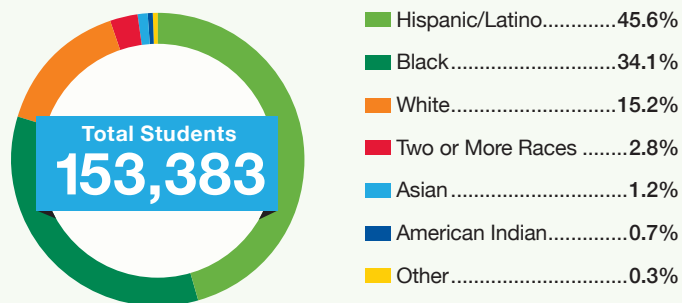
Through these collective efforts, we help children deal with their struggles, from experiencing homelessness or having an incarcerated parent to being in foster care or becoming parents themselves. One goal, one project, one assignment at a time, we empower them to stay in school and succeed in life.

Case-Managed Student Profile*

Free or Reduced-Price Lunch Eligibility



Ethnicity



*Case management – A collaborative process to 1) establish a system of supports provided to individual students and 2) identify and partner with students at risk of dropping out to: assess their needs and assets; create individual plans; provide, coordinate, monitor, and adjust service delivery; and evaluate student progress against established goals.

CHARTING A PATH

“
She put me on
the right track.”

For Steffan, a senior at Wakefield High School in Arlington, Virginia, site coordinator Amanda Gallardo was a guide through uncharted territory. He was on track to be first in his family to go to college in this country, but when it came time to apply, he says, he was a wreck.

“I had no idea what I wanted to do,” he says. “I didn’t know where to apply.”

Amanda, a first-generation college student herself, knew he needed both practical and moral support. Together, they stepped back from the overwhelming to-do list of essays, forms and financial aid applications and broke the process down into steps.

“I didn’t have anybody guide me through that process of getting through high school and going to college,” Amanda says. “I wanted to be that for somebody.”

“She put me on the right track,” Steffan says.

When Steffan was accepted to his top two choices and learned he is a finalist for a full-ride scholarship to one of them, Amanda was not surprised.

“I knew that he would be able to get in, and I knew that he would be successful,” she says. “Now, he’s seeing that he can do this and it is possible.”

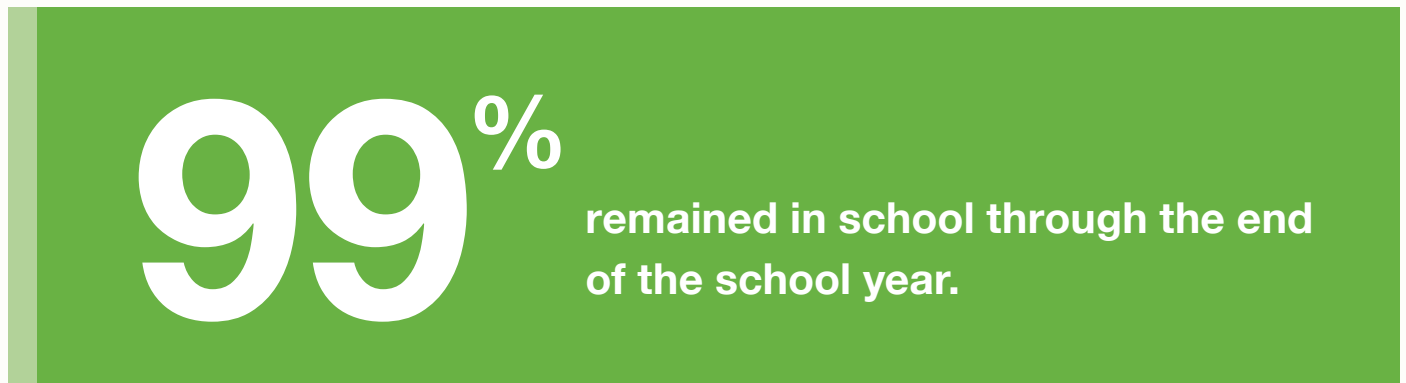
Photo: Steffan, recent Communities In Schools graduate, and Amanda Gallardo, site coordinator



It Takes a Diploma

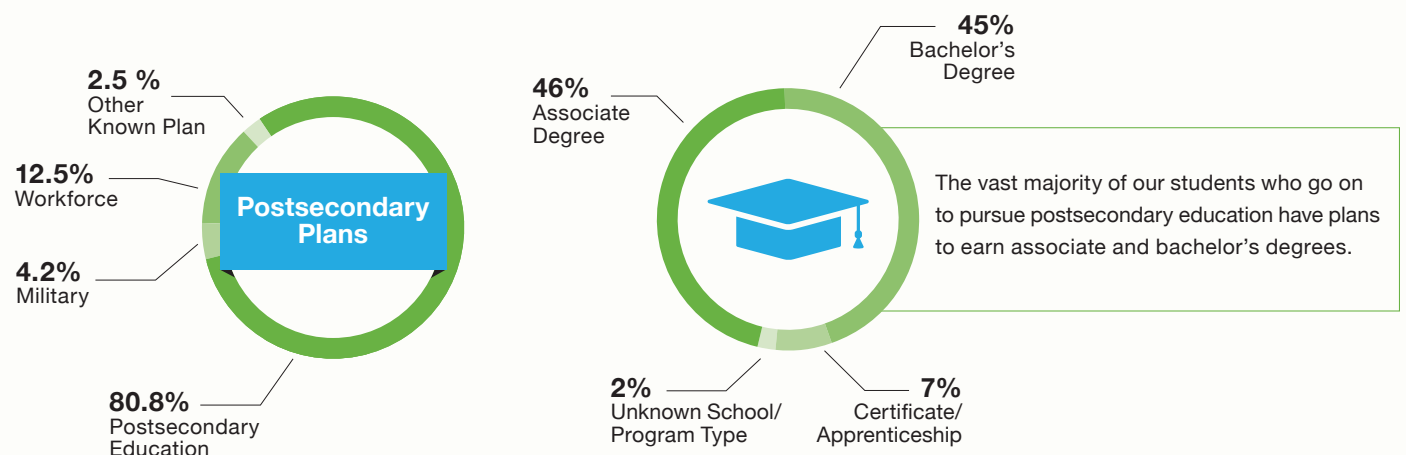
By staying in school and earning a diploma, Communities In Schools students have greater options and broader horizons than they could ever hope for as dropouts.

In 2015-2016, among students with case managers:



Postsecondary Plans of Graduating Seniors

We take care to prepare our students for postsecondary success. Our site coordinators help students navigate the college application process, link them to supports for first-generation college students and college-prep programs like GEAR UP and Upward Bound, and equip them with the confidence to reach for a brighter future.



EMPOWERING STUDENTS

“
When my students
are not in school,
I notice.”

“It probably started with a granola bar,” says Monique Baker of the relationship with her student, Kaitlyn. Monique is a site coordinator at Cardozo Education Campus in Washington, D.C., where Kaitlyn is a sophomore.

At Cordozo, Monique plays a critical role in implementing CIS’ model of Integrated Student Supports. Working in partnership with school staff, Monique assesses the needs of students like Kaitlyn and develops a plan to help them succeed. “In a school of 800 kids, if you have a personal one-on-one connection with an adult that can hold you accountable, you’re more likely to succeed. When my students are not in school, I notice.”

For some students, that plan can involve addressing basic needs like between-class snacks and khaki uniform pants. Often, what her students need most is a listening ear. Speaking about her relationship with Monique, Kaitlyn reveals that “most of the time, I’m talking about whatever is bothering me — classes, attendance, stuff outside of school. We talk about just about everything.”

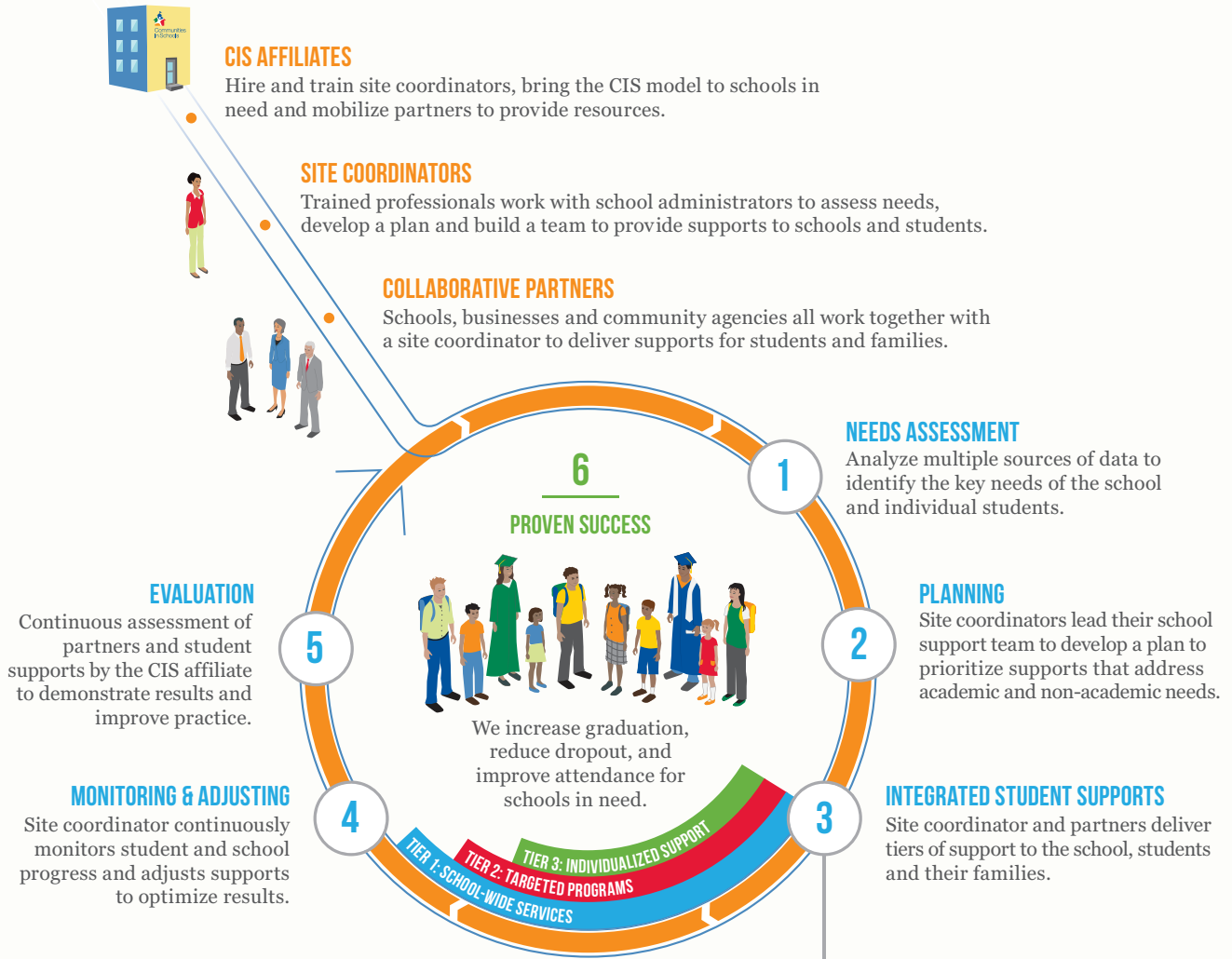
Depending on the specific set of challenges that her students and their families face, Monique focuses on empowering youth with a range of academic and enrichment activities, behavioral interventions and life skills to help them achieve their full potential.

Photo: Monique Baker, site coordinator



It Takes a Proven Model

Our model is based on Integrated Student Supports, and it works. Students struggling with a range of issues — including poverty, homelessness, learning issues, parental incarceration and more — get services that help them do better in the classroom and deal with their day-to-day realities. Numerous independent studies have shown that Communities In Schools can significantly improve graduation rates while reducing dropout rates.

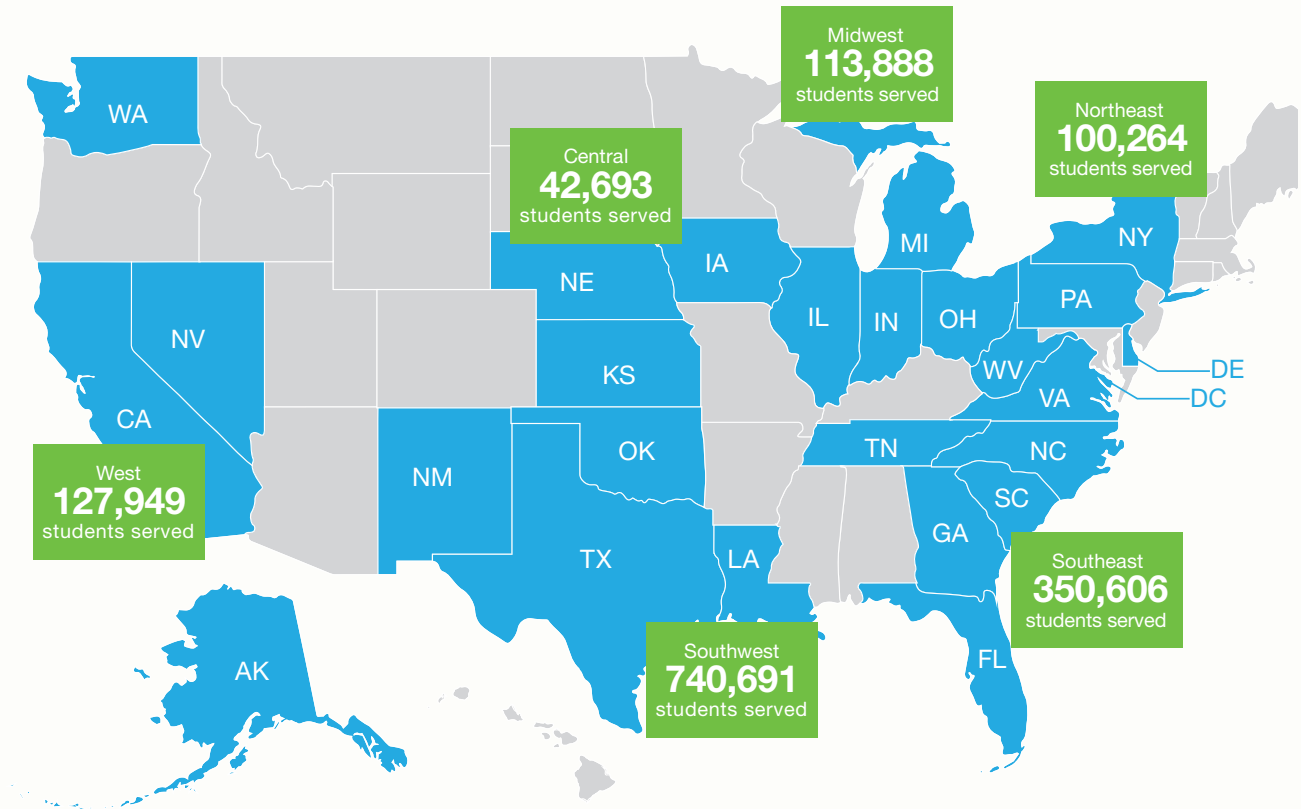


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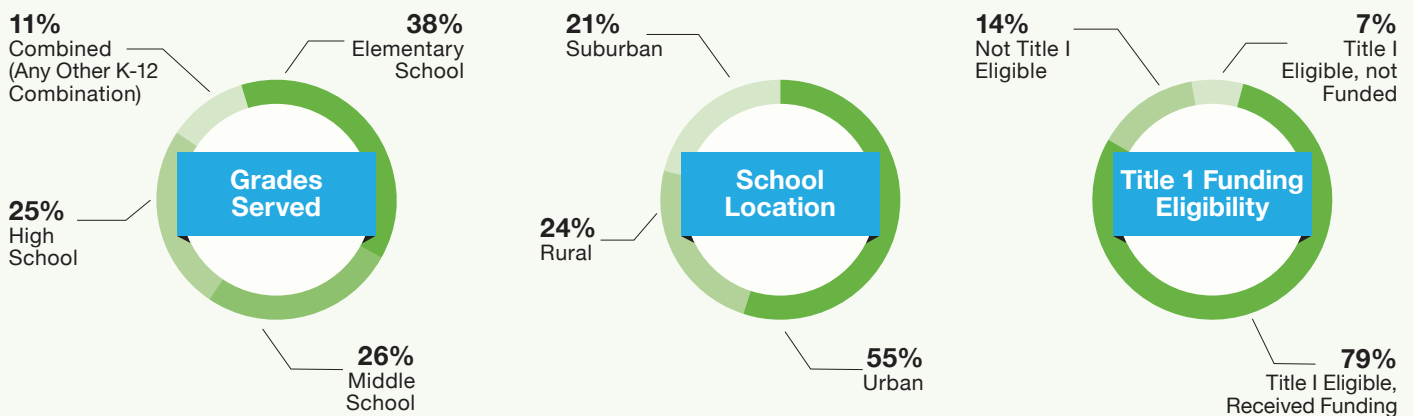
ACADEMIC ASSISTANCE	BASIC NEEDS	BEHAVIORAL INTERVENTIONS	COLLEGE & CAREER PREP	COMMUNITY & SERVICE LEARNING
ENRICHMENT	FAMILY ENGAGEMENT	LIFE SKILLS	MENTAL HEALTH	PHYSICAL HEALTH

Our Communities

Communities In Schools has a presence in 25 states and the District of Columbia. Last year we served 1.48 million students in grades K-12.



Our Schools





ALL DAY, EVERY DAY

METROPOLITAN SCHOOL DISTRICT OF DECATUR TOWNSHIP SCHOOLS

Matt Prusiecki, superintendent of the Metropolitan School District of Decatur Township schools in Indianapolis, Indiana, believes Communities In Schools is what turned his district (and students) around.

Composed of eight schools and one early childhood center, the school district serves a population of 6,500 students on the southeast side of Indianapolis that is overwhelmingly low income — 70 percent receive free or reduced-priced lunches. When Communities In Schools first entered the picture two years ago, the district's five elementary schools were scoring a collective D on an A through F letter-grade scale. Today, the elementary letter grade has risen to a solid B.

To him, that level of success is due to their partnership with Communities In Schools of Indiana and the

“
Having a site coordinator in the school full time allows them to fully invest in what the school is doing.”

site coordinators being in schools all day, every day. It's the best part, Prusiecki says. “Having a site coordinator in the school full time allows them to fully invest in what the school is doing,” he says. “Their personalities and nuances really help support the families and children, because now they have a full picture of what's happening.”

For Prusiecki and his district in Indianapolis, working with Communities In Schools of Indiana is something they plan to do for a long time. It's a program he believes in, especially because it not only supports the kids, but the parents too.

“Without Communities In Schools,” he says, “I can't reach the level of service that I'm reaching now.”

Photo: Indianapolis, Indiana

Bridging the Gap

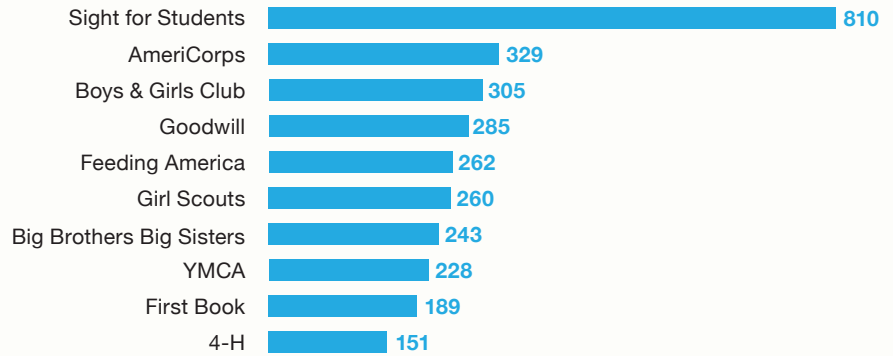
America's communities are full of goodwill, yet struggling families often feel frustrated and alone. By bridging the gap between schools and communities, we leverage the value of existing resources that might otherwise go unused.

Our Partners

9,600
partners

Communities In Schools partnered with more than 9,600 nonprofit and youth-serving organizations in 2015-2016 to deliver programs and services to students in need.

Top Program Partners*



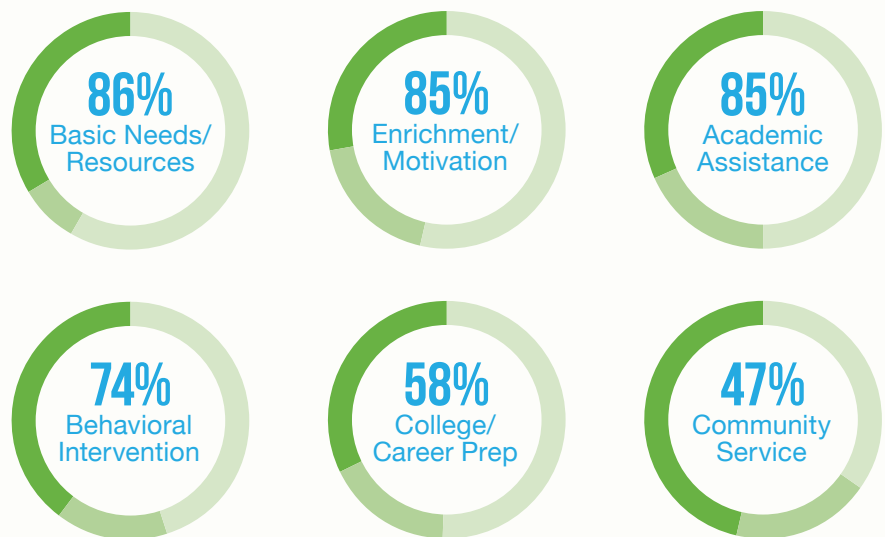
*Data represent number of sites reporting partnerships with each program provider.

Our Services

42,000
volunteers

In partnership with more than 4,300 trained nonprofit and youth development professionals, 42,000 volunteers donated their time to providing a range of services in schools.

Top Program/Service Categories*



■ Directly Provided by CIS ■ Brokered (Delivered by Another Org.) ■ Both

*Data represent the percentage of sites offering each program/service category. Breakdown of service provision not available for Texas sites.

Our Stewardship

Communities In Schools is deeply grateful to all who support our work. Every dollar can make a difference for every child, and we are committed to the highest standards of transparency, efficiency and stewardship.

LUMINARIES

Ahold USA
Altria Group
American Express Foundation
AT&T
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Bank of America Charitable Foundation
Capital One Foundation
James Cox Chambers
Costco Wholesale
The Edna McConnell Clark Foundation
The Flom Family Foundation
Glamour's The Girl Project
Alva Greenberg
Growing Together
Hudson Group
The George Lucas Family Foundation
Jillian Manus
Michael Milken through the Milken Family Foundation
Phyllis Moldaw
John D. Nixon
Robert Wood Johnson Foundation
Robertson Foundation
Jason G. and Donna E. Weiss
The Wildflower Foundation, Inc.
Elaine Wynn through the Elaine P. Wynn and Family Foundation

VISIONARIES

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Gerald Breslauer and Joyce Klein through Breslauer & Rutman, LLC
James M. and Susan Cole
Gerald Croan
John R. Ettinger
Mike French
General Electric Foundation
Hamsa Foundation
Eleanor Kagan
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Ron Meyer
Mr. and Mrs. Robert Murray
National Student Clearinghouse in honor of Dan Domenech
Dr. Quentin Regestein
Sippelle Charitable Corp.
Leonard and Lauren Stern

Daniel Sullivan
Cindy Taylor
Sherrie and David Westin

PIONEERS

James and Kathleen Abbott
Jenna and Daniel H. Adler
Dr. Boon Ang
Anonymous
Joanne and Hank Asbill
M E Auchincloss
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Carolyn and Jim Bellinson
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Steven Cohen
Emmanuelle Contargyris
Amy Crafton
Frederick Dearborn
Marlene Delaney
Harris Dew
Joe DiDomizio
John Dix Druce
Eleanor Dubinsky
Thea Duell
Michael Dunitz Crisis Foundation, Inc
James Ewens
FedEx Corporation
Pascal Fernandez
The John E. Fetzer Institute
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Vincent and Susan Giampapa
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Nigel Goldenfeld
Goldman Sachs Gives
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Rebecca Plimpton
Dean Plummer
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Kathy Raseman
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Barbara J. Richmon
Karen Robards
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Gordon Saperia
Stephen Saudek
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The Shafer Philanthropic Family Fund
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Arthur and Beverly Shorin
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Florence Sloan
Saul Sternberg
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Carl Stine
Donata Sugden
Andrew Surasky
Tanner Family Heritage Fund
Olin G Thurston
Paula Tomasi
Judson Traphagen
Joseph Tyo
John Wellemeier
Janet Weller
Gordon Westdahl
Jeff White
Linda Gale and Mark White
Stephen Wolfberg
Sharon Woods
Troy Woods
Ava Youngblood
Dr. Hayward Zwerling

To make a secure donation to Communities In Schools, please visit www.communitiesinschools.org/donate. To leave a lasting legacy through a bequest or planned gift, please contact Tim Plant, Vice President of Philanthropy and Engagement, at 703.518.2579 or plantt@cisnet.org.

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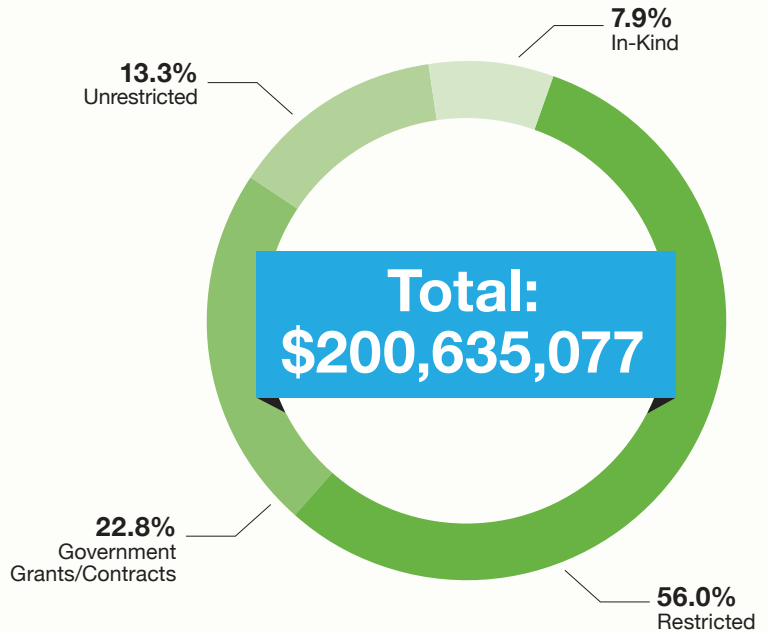
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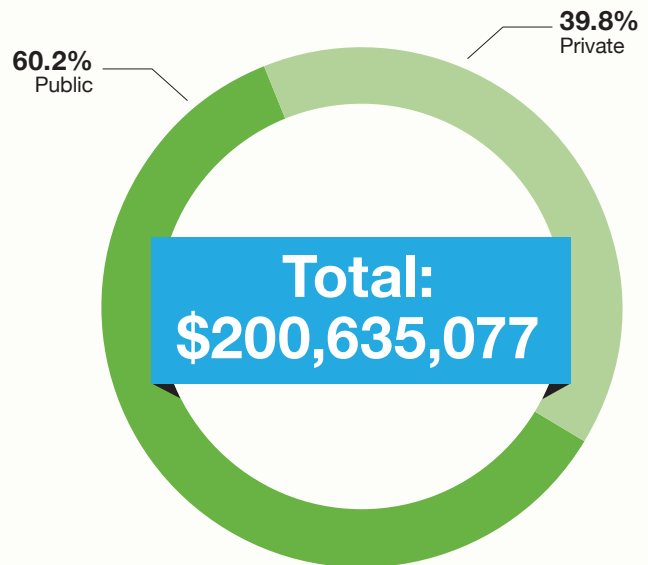
Ava D. Youngblood
YESS, LLC (Youngblood Executive Search & Services)

Financial Snapshot

Affiliate Revenue by Type



Affiliate Revenue by Source



Fiscal Year 2016

STATEMENT OF ACTIVITIES AND CHANGES IN NET ASSETS

Year Ended September 30, 2016

SUPPORT AND REVENUE

Contributions:

Foundations*	\$4,947,081
Corporations	\$5,021,887
Individual/Family Foundations	\$3,574,743
Other Revenue	\$287,755
Sub-Total Support and Revenue	\$13,831,466
In Kind Contributions**	\$56,432,373
Total Support and Revenue	\$70,263,839

EXPENSES

Program Services:

Advocacy	\$1,225,227
Communications & Public Engagement	\$2,134,248
Network Operations	\$11,497,349
Sub-Total Program Services	\$14,856,824
In-Kind Services**	\$56,422,373
Total Program Services	\$71,279,197

Supporting Services:

General and Administrative	\$763,794
Fundraising	\$1,999,182
Total Supporting Services	\$2,762,976
Total Expenses	\$74,042,173

Change in Net Assets from Operations	(\$3,778,334)
Investment Income (Loss), net	\$2,198,952
Change in Net Assets	(\$1,579,382)
Beginning Net Assets	\$49,716,621
Ending Net Assets	\$48,137,239

STATEMENT OF FINANCIAL POSITION

Year Ended September 30, 2016

ASSETS

Cash and Cash Equivalents	\$24,195,598
Cash Held for Restricted Purposes	\$128,748
Investments	\$18,816,268
Pledges Receivable, net	\$5,873,810
Government Grants Receivable	\$153,982
Other Assets	\$526,879
Fixed Assets, net	\$594,043
Total Assets	\$50,289,328

LIABILITIES AND NET ASSETS

Liabilities:

Accounts Payable and Accrued Liabilities	\$1,362,086
Deferred Rent	\$790,003
Total Liabilities	\$2,152,089

Net Assets:

Unrestricted	\$9,428,326
Temporarily Restricted	\$13,698,833
Permanently Restricted	\$25,010,080
Total Net Assets	\$48,137,239

Total Liabilities and Net Assets **\$50,289,328**

Communities In Schools' fiscal year began October 1, 2015 and ended September 30, 2016.

**Does not include family foundations.*

***In-kind contributions/services consist of donated media.*

The Last Word

Turning Toward Justice

Since the founding of Communities In Schools 40 years ago, we have had one foundational commandment: Keep our eyes focused on the kids. From that commandment a stream of accomplishments and milestones continues to flow.

Beginning with street academies, we learned that the best way to serve children is by dealing with their basic needs so that they are prepared to learn and succeed in school as well as in life. We were so overwhelmed with the needs that we saw around us, we wanted to grow as fast as possible. We started with 100 young people, and once the idea caught on, began to grow rapidly. Today, we work with tens of thousands of children and their families.

When Dan Cardinali became President of Communities In Schools, he saw how much more effective our pioneering work would be if it had an organized infrastructure to support it. He led us into the next phase of our collective life, creating quality benchmarks, figuring out how best to evaluate our work and beginning the research that would quantify the results of what we do.

With the signing of the Every Student Succeeds Act in December 2015, and another year of milestones achieved, we are now on our way to delivering charity in a quality way, effecting institutional change by not only embracing mercy, but also delivering justice.

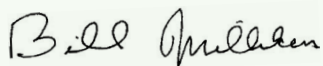
We are expanding our work beyond the familiar boundaries of mercy, which for us has meant loving children into success by providing them with critical wraparound services.

Turning toward justice opens up new territory: advocating on behalf of the 11 million children and young people we have not yet reached.

This new frontier brings us back to where we started, to where we always start: with the Five Basics. They are 1) one-on-one relationships with children; 2) a safe place to learn and grow; 3) a healthy start and a healthy future; 4) a marketable skill to use upon graduation; and 5) a chance to give back to peers and community.

I've never been more excited about the future of Communities In Schools. We have new leadership in place with Dale Erquiaga blending with our seasoned team. We also have a growing, passionate generation of alumni who are already involved in giving back to the next generation. There is good reason to believe we are ready to meet the future.

Blessings,



William E. Milliken
Founder

**I've never been
more excited
about the future
of Communities
In Schools."**





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