

# 30

YEARS OF KEEPING  
KIDS IN SCHOOL



Communities In Schools

2007 ANNUAL REPORT

## FROM THE CHAIRMAN AND PRESIDENT

**2007** marked the 30th anniversary of Communities In Schools' incorporation. In the life of an organization, as in the life of an individual, 30 is a significant milestone — an inflection point. We are old enough to have learned from a few of our mistakes and young enough to still take risks. For 30 years, Communities In Schools (CIS) has made remarkable strides in serving students who are most at risk of dropping out of school. Year after year, CIS continues to see systematic growth and document its work as the country's largest and most effective dropout prevention organization. Yet for all of the progress we've made, much more remains to be done.

As a nation, we are still grappling with social justice and access issues that were prevalent three decades ago — but on a much larger scale today. Issues that demanded our attention and called for accountability when CIS was a fledgling organization are still present, and the solution that CIS offers is just as relevant today as it was then.

The dropout rate is at an all-time high, with one-third of American children failing to graduate on time. For black and Latino students, the percentage of students who quit school is even greater.

Ever since the Carter administration, CIS has cultivated relationships with our nation's leaders to advance its mission. CIS has painstakingly worked behind the scenes to achieve bipartisan support and align itself with educational policy initiatives to ensure that kids get what they need to stay in school. In 2007, CIS staff members and supporters had two outstanding opportunities to address policy makers on Capitol Hill, including testimony before the Senate Health, Education, Labor and Pensions Committee on the benefits of the CIS model of community-based, integrated student services.

In recent years, the work of CIS has moved increasingly into the public policy arena. However, the mission of CIS remains focused and constant: connecting kids with the community resources they need to stay in school, graduate and lead productive lives. And we've been

incredibly successful in that mission. Last year, the CIS network served about 1.2 million young people (up from just under one million in 2006) and had a presence in more than 3,400 schools (up from 3,200 the prior year).

Our work has not gone unrecognized. In 2007, the CIS national office received a historic, multi-year grant from the Bill & Melinda Gates Foundation to replicate and expand our non-traditional high school initiative, CIS Performance Learning Centers® (PLCs), in five states. Pioneered by Communities In Schools of Georgia, these high-performing, college-preparatory high schools help create a path to success for many students who otherwise would fail to thrive in traditional public schools. Please see the story on page 6 to learn more about the PLC initiative.

This past year also saw the publication of CIS founder Bill Milliken's timely book, *The Last Dropout: Stop the Epidemic!*, which not only has rallied the passionate professionals within our network, but has been widely recognized and praised by education leaders, corporate CEOs,

and many other prominent figures, including a U.S. President. *The Last Dropout* offers thought-provoking insights that empower each of us to take a role in ending the dropout epidemic.

Finally, in 2007, we began the process of refreshing the strategic planning goals that guide everything we do at the CIS national office. Our strategic drivers enable us to implement our work, select only those opportunities which are clearly aligned with our mission, and make the largest impact on the student population we serve.

On behalf of the CIS national office, we would like to offer our deep gratitude and renewed commitment to the entire CIS family, our partners, and the inspiring young people and families we have the privilege to serve.



James M. Allwin,  
Chairman



Daniel J. Cardinali,  
National President

# MISSION STATEMENT

The mission of Communities In Schools is to champion the connection of needed community resources with schools to help young people successfully learn, stay in school and prepare for life. By bringing caring adults into the schools to address children's unmet needs, CIS provides the link between educators and the community. The result: teachers are free to teach, and students — many in jeopardy of dropping out — have the opportunity to focus on learning.

**Communities In Schools believes that every child needs and deserves these “Five Basics”:**

- ① A one-on-one relationship with a caring adult
- ② A safe place to learn and grow
- ③ A healthy start and a healthy future
- ④ A marketable skill to use upon graduation
- ⑤ A chance to give back to peers and community

Dear CIS Friends and Supporters,

Just weeks after CIS closed the books on one of its most successful years ever, our celebration was dampened, and we were dealt a heavy blow with the death of Jim Allwin, our board chairman of 11 years. As the newly elected chairman of the board, I am both humbled and proud to serve in this capacity. I know that I have a huge job before me, and I am committed to bringing it my very best. Millions of children are depending on that, and I won't let them down.



Elaine Wynn



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# WHY COMMUNITIES IN SCHOOLS?

**F**or many students, our nation's education system isn't working...and the stakes are high. It is estimated that every school day, 7,000 students become dropouts. Annually, that adds up to about 1.2 million students who will not graduate high school as scheduled with their peers. Students in ethnic minority groups are disproportionately affected by the dropout crisis. While roughly 70 percent of students across the country graduate with a regular high school diploma, only 50 percent of black and Latino students finish high school on time with a regular diploma.

When students drop out of school, they lose hope and can rarely look forward to a bright future. And the long-term effect of this steady stream of dropouts has implications reaching far beyond students and their families. Cumulative costs to the public are in the billions, for both lost taxes and spending on social service programs. Employers and the economy suffer, due to a shortage of qualified workers to perform jobs that must then be outsourced to other countries.

*Consider the following:*

## **Employment is tied to graduation.**

According to the Bureau of Labor Statistics (2007), the employment-population ratio of Americans 25

and older varies greatly by educational attainment: 56.6 percent of adult dropouts are not employed; 39.6 percent of adults who completed high school are not employed; and 24.4 percent of adults with a bachelor's degree are not employed.

## **Graduates earn more.**

High school dropouts, on average, earn \$9,600 less per year than high school graduates, and about \$1 million less over a lifetime than college graduates.

## **Dropping out of school adversely affects the economy.**

Almost 1.2 million students who should have graduated in 2006 failed to leave school on time with a regular diploma, with a projected cost to the nation of more than \$312 billion in lost wages, taxes and productivity over their lifetimes. Since more than a million students fail to graduate each year, this loss is repeated annually. Furthermore, with the large number of "baby boomers" nearing retirement, our country faces a staggering shortage of qualified workers needed to support an increasingly complex global economy. It is estimated that about 90 percent of the fastest growing job sectors — including computers and technology, health care, science, engineering, education and social services — will require some post-secondary education.

## **Higher crime costs are associated with not completing school.**

Graduates are less likely to cycle in and out of the prison system. Approximately 75 percent of state prison inmates did not complete high school. Projections show that only a 5 percent increase in the male high school graduation rate would save \$5 billion in related crime costs each year.

## **Educational success is related to better health.**

Individuals with a high school diploma live longer, have better general health and are less likely than high school dropouts to use publicly financed health insurance programs. If the 18-year-olds who failed to graduate in 2004 had advanced one grade, it would result in savings of about \$2.3 billion in publicly financed medical care, aggregated over a lifetime.

Communities In Schools (CIS) is doing something about the dropout problem. As the country's largest dropout prevention organization, CIS works with the children who are most under siege to remove barriers to school success. Some of these barriers include economic or educational disadvantage, limited English proficiency, lack of school readiness, learning disabilities, and poverty — with its associated effects including hunger, lack of basic health care and just being overwhelmed with personal circumstances.

# It is estimated that every school day, 7,000 students become dropouts.

CIS was one of the first to implement, and has honed, the concept of school-based, integrated student services. For 30 years, we have been identifying and bringing together in one place — public schools — all the resources and services available in the community that kids need to be successful. These services vary from one community to the next and from state to state, and address specific needs such as academic support, mentoring, health care, family strengthening, career development, summer and after-school programs, alternative education models, service-learning and more.

CIS focuses on the lowest-performing schools and the students most vulnerable to dropping out. Of the nation's high schools with the highest number of dropouts and lowest promotion records, 80 percent are located in 15 states; CIS is active in all but one of these states. Students served by CIS are diverse — nearly half are African American, nearly 30 percent are Latino, and almost 20 percent are white. Males and females are equally represented. Most come from lower-income families; 85 percent of CIS students qualify for free or reduced-price lunches, a program which is based on (though not equivalent to) federal poverty guidelines.

Today, Communities In Schools is the nation's fifth largest youth-serving organization, delivering resources to more than 3,400 schools across the country. More than two

million students have access to CIS services, and about 1.2 million students are directly served by CIS. We work with 16,000 community partners and 49,000 volunteers who donate more than 2.8 million hours of service; paid staff represent only 6 percent of the CIS workforce. **And CIS is effective: In all, 80 to 90 percent of students tracked by CIS stay in school, make better grades, and have fewer discipline issues.** (See details on page 18.)

By making a front-end investment in students who are most likely to leave school without graduating, Communities In Schools helps ease the burden on schools and increase opportunities for positive life choices and academic success.

## References

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*Communities in Schools 2005–2006 Results from the CIS Network*



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# STRATEGIC PLANNING

## Keeping Focused on the CIS Mission

In fiscal year 2007, the Communities In Schools national office and the national board of directors remained clearly focused on implementing the strategic plan adopted by the board in July 2004. The four key drivers of this plan are:

### 1 Building highly functioning state CIS organizations as the best possible method of strengthening and expanding local CIS initiatives.

Targeted capacity building continues in conjunction with Communities In Schools' 14 state offices as well as "The Big Five" urban affiliates in Chicago, Las Vegas, Los Angeles, New York and Washington, D.C. In fiscal year 2007, this effort yielded new resources, new



Expanding into more schools helps ensure success for greater numbers of students.

partnerships, and an increase in the number of CIS affiliates and school sites:

- In June 2007, the Nevada State Legislature passed an education appropriation that provided state funding for the first time to CIS, and enabled the organization to begin the work of establishing a new state office in Las Vegas, and a new CIS affiliate in north-eastern Nevada.
- In March 2007, CIS of Los Angeles West opened its doors. The new California affiliate was established through a partnership between the CIS national office and Creative Artists Agency.
- Additionally, nine of 14 state offices reported establishment of new local affiliates.
- CIS state offices are working with 42 communities to help them move toward operational status during the 2007–2008 school year.
- Three of "The Big Five" urban affiliates report the addition of new school or education sites served by CIS:
  - Chicago — 24 schools
  - Las Vegas — 11 schools
  - Washington, D.C. — two schools

Resource development and board development efforts led by CIS state offices and local affiliates figured prominently in capacity-building efforts. In 2007, local CIS organizations identified and increased funding streams for their operations, and recruited new local board members from various sectors.

### 2 Increasing brand-building and public outreach efforts.

During 2007, CIS continued to increase its brand awareness and visibility. Media outreach focused largely on major news placements that highlighted CIS' work in education reform.

The third year of the *Choose Success* national public awareness campaign kicked off in May. The campaign, which includes television, radio, outdoor, print and Web-based PSAs, continues to increase visibility for Communities In Schools. Total donated ad placements for fiscal year 2007, which encompassed the end of the second year and beginning of the third year of the campaign, were valued at nearly \$14 million. CIS ads aired regionally during nationally recognized programming that included Oprah, NBC's Today Show and Meet the Press, and CBS' 60 Minutes and Late Night with David Letterman.

The 2007 Lunch With A Leader® online celebrity auction featured 33 prominent Americans from entertainment, sports, business, journalism and politics who each donated an hour of their time that was auctioned on eBay to the highest bidder. High bidders got incredible lunch experiences, and CIS received the proceeds. Net cash proceeds totaled \$248,000.



Meryl Streep was one of many celebrities who participated in the 2007 Lunch With A Leader® auction to benefit Communities In Schools.

2007 CIS Fellows, from left to right:  
Jennifer Durham, Mariko Lockhart,  
Doug McDurham, Cindy Kowal  
and Cynthia Marshall.

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### **3** Leading network evaluation activities to identify and promote best-practice models, with a focus on building depth and quality in state offices and local affiliates.

In 2007, CIS completed the second year of its groundbreaking Network Evaluation Study designed to provide hard evidence that integrated student support services provided by CIS result in positive student and school outcomes. The study is funded by The Atlantic Philanthropies and led by Caliber, an ICF International company (CIS' research consultant). It will ultimately reveal the most successful strategies for preventing students from dropping out of school and identify replicable, evidence-based practices that can be adopted throughout the United States.

While the first year of the study was devoted to understanding the CIS network, the second and third years are focused on answering the question: Does CIS make a difference? The study seeks answers both at the school level (Does CIS have an impact on overall school outcomes?) and at the individual student level. Preliminary data evaluating CIS schools against non-CIS comparison schools is very encouraging.

The results of this five-year evaluation study will provide the first body of research on how community-based collaboration affects school retention. It will also help the CIS national office enhance its strategies for supporting state offices and local affiliates.

In addition to this work, in fiscal year 2007, CIS completed design of the Total Quality System (TQS) for



affiliates and began conducting training sessions for network leadership. TQS integrates best practices and network standards in order to maximize quality and effectiveness at all levels of the network.

### **4** Developing a plan to sustain the CIS "movement" for decades to come.

In 30 years, Communities In Schools has grown from a single street academy to a nationwide network of affiliates that currently serve more than one million young people and their families each year. With one-third of high school students failing to graduate with their peers, and 50 percent or more of ethnic minority and economically disadvantaged students failing to complete school, we must not only sustain, but accelerate, the movement that CIS began 30 years ago.

In 2005, the Robert H.B. Baldwin Fellows Program (named for CIS' founding board chairman) was launched to create a cadre of new leaders to carry on the

mission of CIS. In 2006, the first "pilot" group of CIS Fellows was selected, and throughout 2007 conducted their work projects aimed at benefiting the CIS network and creating effective future leadership for the organization. The input and experiences of this inaugural class of Fellows will be used to refine the program in years to come.

Fiscal year 2007 saw the publication of CIS founder Bill Milliken's book, *The Last Dropout: Stop the Epidemic!*, which has bolstered those in the CIS network and showcased the organization's role in ending the dropout crisis to education leaders, corporate CEOs and many other prominent figures. Additionally, in 2007 CIS dedicated significant time and resources to planning its 30th anniversary conference and celebration, with the purpose of convening some of the brightest minds in education to increase the effectiveness of the organization.

# PERFORMANCE LEARNING CENTERS

## A Blueprint for Success

Last year, one of the country's most prestigious and rigorous philanthropic organizations chose to re-invest in one of the most impressive pieces of the Communities In Schools portfolio of initiatives: Performance Learning Centers® (PLCs).

In 2007, the CIS national office received a multi-million dollar, three-year grant from the Bill & Melinda Gates Foundation to help establish 12 new PLCs: five in North Carolina, two in Pennsylvania, three in Virginia and two in Washington state. The single largest grant ever received by CIS also makes possible capacity-building for CIS state offices, in order to help them replicate and support PLCs and other evidence-based strategies throughout the CIS network.

PLCs were first developed and implemented by CIS of Georgia, and expansion continues there with the assistance of the Georgia governor's office and the Georgia Department of Education. PLCs represent the culmination of CIS' historical work in alternative education. They are small, non-traditional high schools where students — many of whom have already dropped out, or who may have fallen behind in credits due to absenteeism, academic struggles or disengagement from school — are often able to catch up and graduate on time, prepared for college and life.

“The PLCs definitely play a role in leading kids out of failure and down the road to success,” said Reginald Beaty, chief operating officer and executive vice president of Communities In Schools of Georgia. Beaty, formerly the executive director of CIS of Georgia's PLCs, has seen firsthand the remarkable results achieved through the growth of PLCs in Georgia thanks to original investments from the Bill & Melinda Gates Foundation.

PLCs are a “renewal” of the small high schools, known as street academies, which were the original framework for Communities In Schools. They are advantageous because:

- Schools have a low student-to-teacher ratio (about 15:1), so students receive one-on-one attention.
- Students self-manage their performance track through a high-tech, hands-on curriculum which meets state education requirements.
- Through project-based learning, students apply strategies that require critical thinking and teamwork to their curricula.
- Eligible students can dual-enroll at a local community college or university, boosting their potential for post-secondary education.
- Every PLC has a services coordinator, who helps with non-academic issues that may affect a student's ability to reach full potential.
- The atmosphere at a PLC is more like a professional training environment than a classroom.

The Performance Learning Centers get results: The most recent data shows that 91 percent of PLC students improved their academic performance, and 73.6 percent of PLC students classified as seniors at the beginning of the academic year graduated last year.

The first PLC began serving students during the 2002–2003 school year. Between 2003 and 2007, a total of 2,014 students graduated from CIS Performance Learning Centers. Today, there are more than 30 operational PLCs in the Communities In Schools network, with the majority of them in Georgia. By 2009, 45 PLCs are expected to be operational. PLC expansion is well underway, with eight new centers having opened their doors in the fall of 2007.

“The Bill & Melinda Gates Foundation grant is an investment in a proven method for keeping kids engaged and in school,” said Daniel J. Cardinali, president, Communities In Schools, Inc. “The Performance Learning Center model reflects CIS' longstanding effort to support public education in America in a way that shows profound respect for the intellect of young people, and now also addresses their individual needs and developmental potential.”



Sammy Taylor (left) thanks CIS of Georgia PLC field coordinator Alfreda Locklin during the Walton County PLC Reopening Celebration in July 2007. Taylor, a senior who aspires to be an entrepreneur, was one of the students who spoke at the celebration about his experiences at the PLC. School officials, CIS of Walton County board members, and state representatives were in attendance.

PHOTO BY DIONNE TURNER

# THE LAST DROPOUT: STOP THE EPIDEMIC!

## New book by CIS founder inspires and gives practical insights

After years of diligent work, Communities In Schools founder and “author in residence” Bill Milliken completed his third book, *The Last Dropout: Stop the Epidemic!* in 2007. The book, which artfully chronicles the growth of Milliken and Communities In Schools, includes stories of hope and triumph, inspiring us to work toward the day when we have the last dropout.

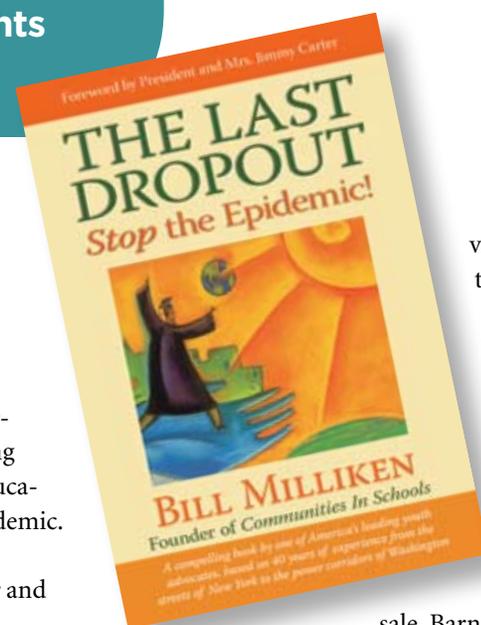
According to Milliken, we all have a role in ending our nation’s dropout crisis. In *The Last Dropout*, he presents nine key principles that CIS has tested over three decades:

- 1 Programs don’t change kids — *relationships* do.
- 2 The dropout crisis isn’t just an education issue.
- 3 Young people need the five *real* basics, not just the Three Rs: a one-on-one relationship with a caring adult; a safe place to learn and grow; a healthy start and a healthy future; a marketable skill to use upon graduation; and a chance to give back to peers and the community.
- 4 The community must weave a safety net around its children in a manner that is personal, accountable and coordinated.
- 5 Every community needs a “Champion for Children” — a neutral third party with “magic eyes” to see things — and people — differently, and coordinate and broker the diverse community resources into schools on behalf of young people and families.

- 6 Educators and policy makers can’t do it alone, and they’ll welcome your help.
- 7 Curing the dropout epidemic will demand *change*, not just charity.
- 8 *Scalability, sustainability* and *evidence-based strategies* are essential to creating permanent change in the way our education system combats the dropout epidemic.
- 9 Our children need three things from you — your *awareness*, your *advocacy* and your *action*.

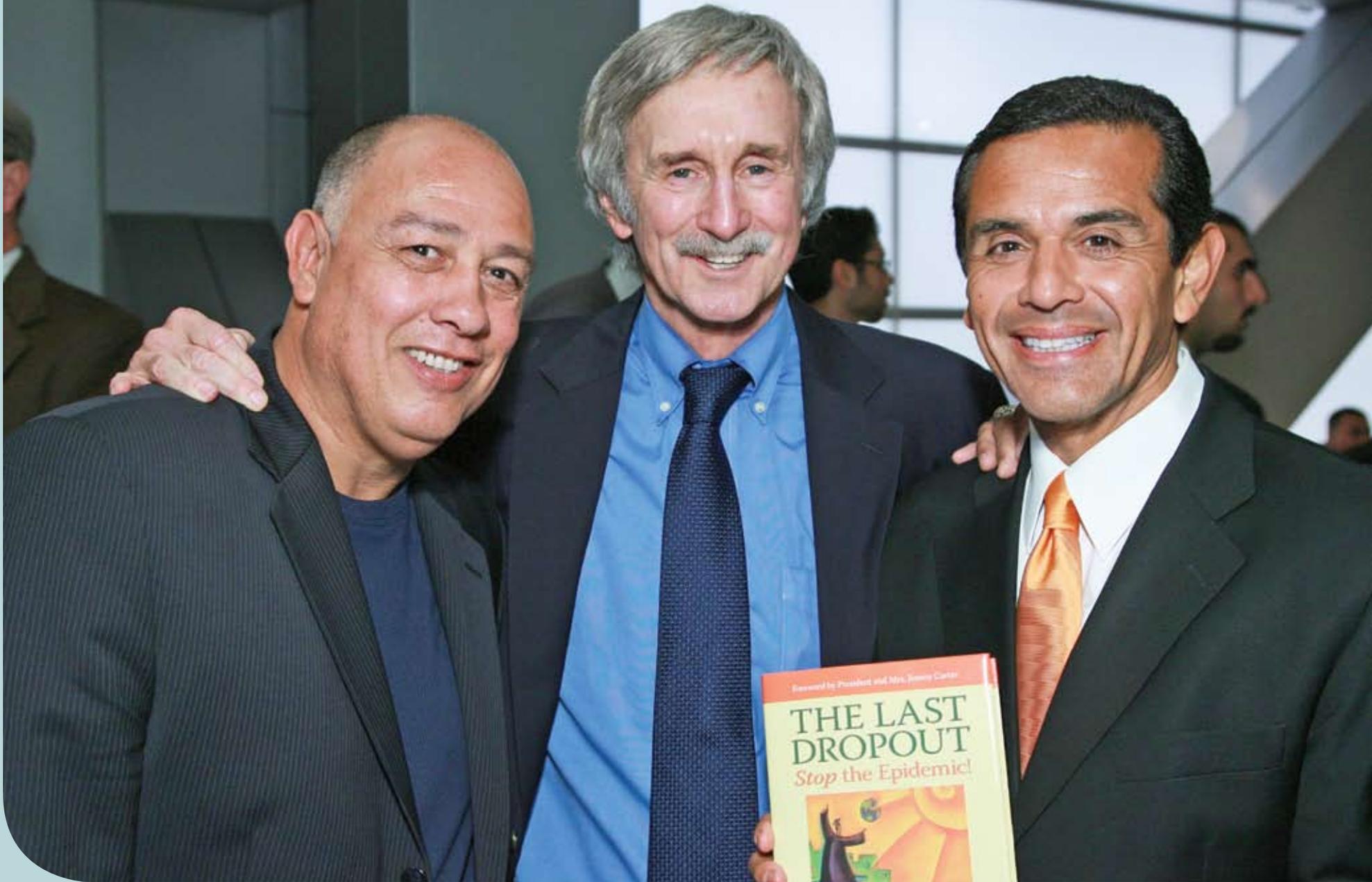
*The Last Dropout* features stories about how CIS leaders have adopted these principles in their own communities with astonishing results. Interwoven through the book are the dramatic life stories of Milliken and his colleagues, a journey that began in the turbulent 1960s as youth workers with a spiritual mission struggled to turn around the lives of dropouts and addicts.

Jillian Manus, a CIS national board member and president of Manus & Associates Literary Agency, offered her services as a pro bono literary agent to CIS. Published by Hay House, the book was released September 19 and was celebrated with a launch party at the Los Angeles offices of Creative Artists Agency. Additionally, several book signing engagements and media interviews in



various cities across the country have drawn attention to the *The Last Dropout* and, in turn, the important work that CIS does. Book sales have been brisk; to order copies, visit [www.thelastdropout.com](http://www.thelastdropout.com). *The Last Dropout* is also available through national retailers including Amazon, Costco Wholesale, Barnes & Noble, Borders Books & Music, Olsson’s Books & Records and Books-A-Million.

Embraced by the CIS network and praised by more than 20 notable leaders, including U.S. President and Mrs. Jimmy Carter, education leaders, corporate CEOs, and prominent figures in the sports and entertainment industries, *The Last Dropout* provides practical insights that empower all of us to take a stand against the dropout epidemic. But most of all, it offers hope.



In his latest book, Communities In Schools founder Bill Milliken offers nine key principles that empower each of us to take a role in ending the dropout epidemic. Milliken (center) chats with William "Blinky" Rodriguez (left), executive director of CIS of Greater Los Angeles, and Los Angeles Mayor Antonio Villaraigosa at the September 2007 party to celebrate the release of his book.

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## CIS AT THE STATE LEVEL

### Communities In Schools of Delaware

It may be the smallest state in the Communities In Schools network, but CIS' presence in Delaware has grown by leaps and bounds under the leadership of state director Jim Purcell. CIS in Delaware dates back to 2002, when the state office and local affiliate (both located in Dover) were launched simultaneously — the state office to provide oversight and resource development, and the local affiliate to coordinate programs and services for Delaware students at risk of dropping out.

Purcell, who joined CIS in 2005, brought with him a wealth of experience in the political arena, having worked for the Democratic party for several years under President Clinton and then for Sen. Joe Biden (D-Del.). More recently, he worked in resource development for the American Red Cross, and managed their southern Delaware office for three years. "I've worn a lot of hats in my career," said Purcell. His political background, knowledge of the corporate community and experience in the nonprofit world made him the logical choice for a CIS of Delaware board of directors that was eager to expand dropout prevention services in the state.

In 2007, CIS provided school-wide services to 6,559 students in seven schools in the state. Students enrolled in a CIS initiative to receive targeted (case managed) services numbered 543 across the state. "Right now we

are in five out of the 19 school districts, most of them in or near Wilmington — our largest city," Purcell said.

To support a statewide college readiness and life skills initiative, CIS of Delaware has partnered with Delaware Technical and Community College (Delaware Tech) on an innovative program called On Track. The program identifies high school students who can benefit from practical, hands-on courses to prepare them for life after graduation. Students are selected based on needs through consultation with programs such as Education Talent Search, Upward Bound and other local school initiatives, and they are case managed by CIS of Delaware staff during the 12-week program. The On Track curriculum, which is designed and taught by Delaware Tech instructors and counselors, includes courses on test preparation and study skills, social skills, organizational skills and ethical decision making. Participants are introduced to college opportunities, and upon completion of the program, can fill out applications to attend Delaware Tech. High school students earn college credit from Delaware Tech for the On Track courses they complete.

To help facilitate the transition to post-secondary education, Student Excellence Equals Degree (SEED) Scholarships are available from the state to Delaware graduates who wish to earn a two-year associate's degree. Students can attend either Delaware Tech or the University of Delaware on these scholarships.

"Our part of the bargain with Delaware Tech and the state is to help prepare students so they'll become good SEED Scholarship applicants through the On Track program," said Purcell. "We got involved with the program about a year ago, and it's been well documented that students who went through the curriculum before CIS got involved weren't ready," he added. With CIS preparing students ahead of time, they are less likely to need remedial academic courses and more likely to gain some of the essential college readiness abilities expected of new students on campus. On Track is supported in the corporate community as well, with investments by Citibank and JPMorgan Chase & Co. To date, 355 CIS students have successfully completed the On Track program. Last year, 22 out of 35 high school seniors attending On Track courses went on to post-secondary education.

CIS of Delaware has identified the following positive outcomes for students who were case managed by the affiliate. Data reported is for the 2006–2007 school year:

- Improved attendance — 72 percent of the 276 students tracked for attendance showed improvement in attendance.
- Improvement in behavior — 72 percent of the 136 students tracked for discipline problems had fewer incidents of discipline.

# 81 percent of the 166 students...showed improvement in academic performance.

- Improvement in academics — 81 percent of the 166 students tracked for academic performance showed improvement in academic performance.
- Promotion — 82 percent of the 454 students tracked for promotion risk were promoted to the next grade.
- Graduation — 76 percent of 89 eligible seniors graduated.

Brandywine High School seniors Karlee Walklett and Brandon Dogan attend an On Track college and life skills course at Delaware Tech to help them prepare for life after graduation.

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## CIS AT THE LOCAL LEVEL

### CIS of Los Angeles West

One of the goals of Communities In Schools is to expand where the need for services is great. Though it already has a well-established CIS presence, Los Angeles is an area where the demand for CIS services has exceeded the organization's capacity for providing those services — and that need continues to grow. Building on the success of the dropout recovery work being done by CIS of Greater Los Angeles, more students will now benefit from dropout prevention services with the latest addition to the California CIS family, CIS of Los Angeles West.

CIS national board member Rob Light and his colleague Michelle Kydd Lee of Creative Artists Agency (CAA), with the assistance of the CIS national office, were instrumental in the effort to extend CIS support to a greater number of students in Los Angeles. In March 2007, with funding from CAA, the newest California affiliate opened its doors under the leadership of Bud Jacobs, executive director. Jacobs had become acquainted with CAA through a partnership established during his days as principal of Venice High School, and later as assistant superintendent of the Los Angeles Unified School District. The CIS of LA West office is located in the new CAA Century City offices in Los Angeles, in office space donated by CAA.

Jacobs cited the following alarming statistics from Los Angeles:

- More than 40 percent of students don't graduate with their class.
- In the two high schools currently being served by CIS of LA West, one in four and one in three students, respectively, fail to graduate in four years.
- School guidance counselors have rolls of more than 400 students, and can use the help of graduation coaches for ninth and tenth graders at risk of dropping out.

Jacobs said that, through an accelerated process, the CIS affiliate is already serving students in two schools — Hamilton High School and Venice High School on the west side of Los Angeles. “We began serving 100 kids in each school at the start of the 2007–2008 school year. We are zeroing in on ninth and tenth graders who aren't succeeding, because we know from the data that the highest dropout rate occurs between the ninth and tenth grade.” Jacobs added that the students identified are short of credits for being promoted, and CIS started working with them in the summer of 2007.

A part-time CIS site coordinator in each of the two high schools continues to work with counseling staff and teachers to identify the at-risk population of students.

About once a month, a collaborative council of community service providers and agencies meets with school district representatives to coordinate the appropriate interventions, which include tutoring, health-care initiatives, support for English language learners and other services. Partners include the Boys and Girls Clubs of America, Centinela Youth Association, Kaiser Hospital and the LA City District Attorney's Office. “The collaborative agency model has been successful elsewhere, so we've adopted it here,” Jacobs said.

Jacobs noted that the affiliate has an ambitious three-to five-year plan of serving more kids in the current high schools and their feeder middle schools, as well as eventually expanding to six other high schools and their feeder schools. He said that to adequately and efficiently serve students in Los Angeles, ideally there should be regional centers. “What we're hoping to do is develop the first CIS regional center on the west side,” Jacobs said. “If we were to look at CIS in Los Angeles in 10 years, we would hopefully have four regional offices serving all 63 of the area's high schools and some of their feeder schools.”

Jacobs, a seasoned former “insider” of the public school system, is able to leverage his relationships and knowledge of existing school programs to convince principals of the value added by CIS. “We have been able to

“We know from the data that the highest dropout rate occurs between the ninth and tenth grade.”

—BUD JACOBS

redirect some of the school funds to support CIS, in order to get the results desired by all.”

The affiliation with CAA also helps. “Sometimes in this town it’s who you know that matters,” said Jacobs. “The folks at CAA have been fans of CIS for a very long time. Richard Lovett (CAA president) is one of those people who ‘walks the talk’ and his foundation, under Michelle Kydd Lee’s leadership, does absolutely incredible things — not only for their clients, but for the community at large,” he said.

Jacobs said he has had to meet a lot of people to generate resources for the CIS affiliate. He has put together an advisory board, which is a precursor to the future board of directors. And he is busy making the rounds to spread the good word about CIS — meeting with city council members, the mayor’s office and various community organizations. “LA is a very giving place,” he said. “There’s a lot of promise here, and we hope to tap into that generosity in order to address the overwhelming need.”

Students at Hamilton High School are among the first to receive services through the new CIS of Los Angeles West affiliate.

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## A STUDENT SUCCESS STORY: DANNY SUTTLES

**Y**oung people drop out of school for a variety of reasons. Sometimes it's from boredom, sometimes because they're struggling academically and sometimes due to personal circumstances. Even kids who have intact families and seemingly "normal" lives, interests and friendships can be overwhelmed and give up when faced with an obstacle they perceive as insurmountable. Who catches these students when they fall through the cracks?

For one Indiana high school student, the safety net was a Communities In Schools intervention that involved adjusting certain habits, working toward a goal, and finding creative solutions to reach that goal.

It also involved a one-on-one relationship with a caring adult mentor.

A few years ago, Daniel (Danny) Suttles was a typical teenager at Lincoln High School in Cambridge City, Indiana. Living with his parents, Charlie and Karla Suttles, Danny dreamed of becoming a professional bass fisherman and could frequently be seen in the yard practicing his casting technique. His passion translated into a talent that landed him in many fishing tournaments. In school, Danny's grades had been average, but as a sophomore, he failed the math section on the state's Graduation Qualifying Exam (GQE), a requirement for graduation. He also failed algebra twice, and the

repeated failures took a toll on Danny's self-esteem.

Ginnie Bohlander, CIS of Wayne County site coordinator at Lincoln High, said, "Danny was recognized by the school guidance counselor and principal as a student who had ability, but was not progressing academically." Bohlander spoke with Danny's concerned mother in September 2005. "Both of Danny's parents are involved and have encouraged their son along the way," said Bohlander.

In fact, it was a family friend — Dr. Richard "Doc" Amick — who is credited with helping Danny to develop the confidence and work habits to succeed in school. Danny's dad had approached Amick, a retired teacher and school superintendent, about helping Danny. Amick agreed, and Bohlander, who organizes the mentoring program at the school, paired Danny with Amick in early 2006. According to Bohlander, the mentoring program matches members of the community with students who need extra help in school. Mentors in the CIS program usually meet with their mentees at school once a week. They also attend athletic events, provide academic tutoring, and even celebrate birthdays and have meals with the students they are mentoring.

Amick met with Danny regularly and spoke with him on the phone as well. They had some common inter-

ests, including fishing and farming, so the two quickly became friends.

"Danny's work habits were a major issue," recalled Amick. Having failed algebra twice and on the verge of failing English, Danny felt sure there was no way he could graduate. "We decided that Danny had to learn to succeed in the classroom and gain the self-confidence needed to first pass English as well as his other classes during the junior year. I believed that if I could instill confidence in him, then we could work together toward academic success," said Amick.

During the year and a half that they worked together, Danny focused on his study habits and enrolled in an evening algebra class at a nearby vocational school. He diligently attended night classes several miles down the road, even in bad weather. He continued to take algebra in high school, and worked with his math teacher daily. In addition, he was referred by the school guidance counselor to WorkOne (a CIS partner) for a math test that qualified him for a waiver to the GQE.

"Doc really helped me succeed in school," Danny said about his mentor. "But the greatest part was being able to talk to someone about anything. I could tell him whatever was on my mind and really get things off my chest," he added.

# “I don’t know what we would have done without CIS and Doc.” — CHARLIE SUTTLES

Thanks to his mentor, his parents’ encouragement, a supportive principal, and dedicated teachers who worked with Danny throughout the year, Danny’s grades showed steady improvement. Ultimately, his perseverance paid off. Danny received his diploma, graduating with his class in May 2007.

“On the last day of school, Danny found out that he had passed the test that allowed him to graduate with his classmates. When Danny got the good news he called me from school,” said Amick. “We both shed a few tears of joy.” Amick attended Danny’s graduation party, and is proud of Danny’s overall achievements in high school. Most of all, he’s proud of the fact that Danny learned to work towards a goal.

“I knew that if I didn’t get myself in gear, I wasn’t going to graduate,” said Danny. “I was scared. Doc was there by my side every step of the way...he always got me pumped up and gave me the confidence to believe there was nothing I couldn’t do.” Danny’s dad echoed that sentiment. “I don’t know what we would have done without CIS and Doc. If it hadn’t been for Doc, I’m not sure Danny would have made it.”

These days, Danny (now 19) works full time coordinating factory orders for a hardware store. “This is where the real world begins,” he observed. Most evenings, he grabs dinner around 5:00 and then heads out to his other job working

on local farms — including one owned by his grandfather. He plans to enroll in a heavy equipment training class in the spring of 2008, where he’ll learn to operate bulldozers, cranes, graders and other construction equipment. The 12-week course offers job placement at its conclusion; Danny hopes to return to Indianapolis for a construction job after completing the training. “If it’s outdoors, there’s a pretty good chance I’ll like it,” he said.

Danny still dreams about becoming a pro bass fisherman someday — knowing that his education and a stable income will put him on the path to pursuing that dream when he’s ready.

With the help of a caring mentor, and the support of school faculty and his family, Danny Suttles achieved his goal of graduating from high school.

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# FINANCIAL ACCOUNTABILITY TO OUR STAKEHOLDERS

## Extract from Financial Statements

Year ended September 30, 2007<sup>†</sup>

Communities In Schools saw another year of impressive financial growth during fiscal year 2007, which included a historic, multi-million dollar grant from the Bill & Melinda Gates Foundation. Additionally, CIS attracted new and continued funding from other foundations, corporations, government agencies and individuals.

The CIS national office generated \$17.8 million of revenue plus nearly \$5.4 million of in-kind media donations. Its revenues, without regard to the in-kind donations, exceeded its budget by \$1.8 million. The fiscal year 2007

budget, without regard to in-kind donations, includes \$16 million of revenue and \$11.5 million of expenses.

Increased financial resources of the CIS national office, coupled with a continued focus on the organization's strategic drivers, have created a number of opportunities. The CIS national office continues to produce results that have established its strong reputation among supporters in the corporate and foundation community, as well as with individual donors. As a result, the national office is poised to serve even greater numbers of students, and to make a measurable impact on the nation's dropout rate.

### SUPPORT AND REVENUE

Contributions:	
Corporations*	\$6,708,867
Foundations**	10,552,248
Individuals/Family Foundations	2,748,003
Grants — Governmental Agencies	2,591,594
Other Revenue	372,511
Investment Income	236,091
<b>Total Support and Revenue</b>	<b>23,209,314</b>

### EXPENSES

Program Services:	
Research, Evaluation and Learning Management	2,239,743
Public Affairs and Communications*	6,929,746
Network Operations	5,423,964
CIS "Movement"	679,050
<b>Total Program Services</b>	<b>15,272,503</b>
Supporting Services:	
General and Administrative	243,847
Fundraising	1,316,024
<b>Total Supporting Services</b>	<b>1,559,871</b>
<b>Total Expenses</b>	<b>16,832,374</b>
<b>CHANGE IN NET ASSETS</b> . . . . . 6,376,940	
Net Assets, beginning of year	5,085,921
Net Assets, end of year	<b>\$11,462,861</b>

<sup>†</sup> CIS fiscal year 2007 began October 1, 2006, and ended September 30, 2007.

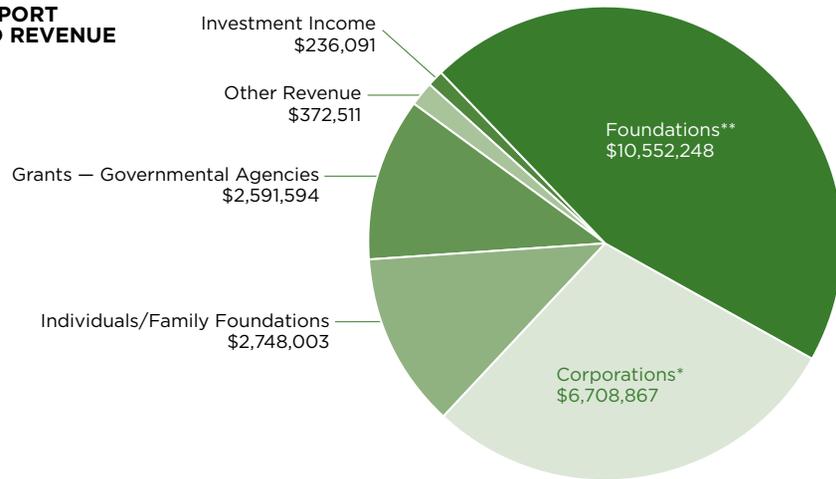
\* Includes media donations with a cash value of \$5.4 million.

\*\* Does not include family foundations.

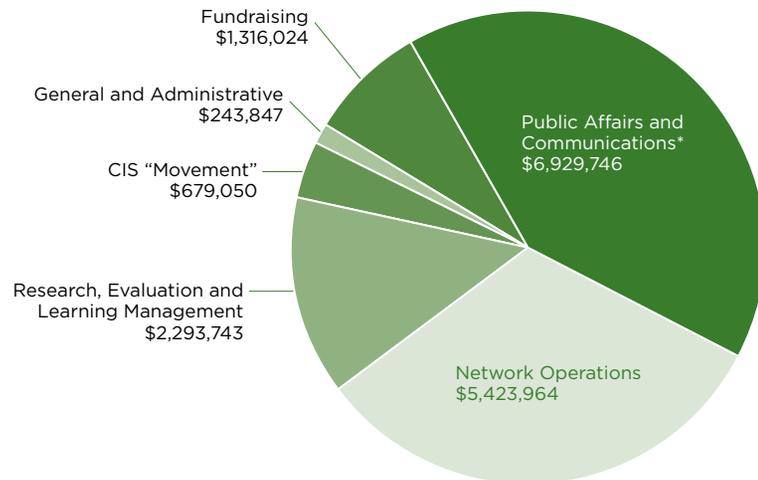


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**SUPPORT AND REVENUE**



**EXPENSES**



**Communities In Schools, Inc.  
Statement of Financial Position**

Year ended September 30, 2007

**ASSETS**

Cash and cash equivalents . . . . .	\$2,453,858
Cash held for restricted purposes . . . . .	145,979
Investments . . . . .	3,730,831
Pledges receivable, net . . . . .	5,432,597
Government grants receivable . . . . .	288,297
Other assets . . . . .	411,501
Furniture and equipment, net . . . . .	58,740
<b>Total assets . . . . .</b>	<b><u>\$12,521,803</u></b>

**LIABILITIES AND NET ASSETS**

Liabilities:

Accounts payable and accrued liabilities . . . . .	\$723,461
Deferred rent . . . . .	100,595
Deferred support . . . . .	203,266
Capital lease payable . . . . .	31,620
<b>Total liabilities . . . . .</b>	<b><u>1,058,942</u></b>

Net assets:

Unrestricted . . . . .	1,500,831
Temporarily restricted . . . . .	9,962,030
<b>Total net assets . . . . .</b>	<b>11,462,861</b>
<b>Total liabilities and net assets . . . . .</b>	<b><u>\$12,521,803</u></b>

# THE COMMUNITIES IN SCHOOLS NETWORK GETS RESULTS



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## For Communities...

- 195 local affiliates in 27 states and the District of Columbia served more than 3,400 education sites.
- More than two million students had access to services through CIS, and nearly 1.2 million students received direct services.
- Approximately 49,000 volunteers (including board members) contributed more than 2.8 million hours of their time.
- The average cost per student was \$182.

## For Young People...

- 80 percent of students tracked for poor attendance improved their attendance.
- 88 percent of students tracked for behavior problems had fewer behavior incidents.
- 80 percent of students tracked for suspensions had fewer suspensions.
- 82 percent of students tracked for academics showed improvement in academic achievement.
- 83 percent of students tracked for promotion were promoted to the next grade.
- 81 percent of tracked eligible seniors graduated from high school.
- 96.5 percent of CIS-tracked students remained in school.



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# THANKS TO OUR PARTNERS

**C**ommunities In Schools partners **Cox Communications** and **Capital One** joined CIS staff members and legislators at a policy briefing on Capitol Hill to provide testimony on the CIS model of community-based, integrated student services. Cox Communications supports CIS' advertising and media outreach, while Capital One continues to sponsor the annual Lunch With A Leader® online auction to benefit Communities In Schools. Capital One was also the underwriter of the network-wide CIS National Conference, which took place in November of 2007.

**Bill & Melinda Gates Foundation** representatives joined Communities In Schools to announce the three-year grant from the Foundation in support of CIS' Performance Learning Center initiative.

From left to right: **Anh Nguyen**, program officer at the Bill & Melinda Gates Foundation; **Neil Shorthouse**, president of Communities In Schools of Georgia; **Daniel Cardinali**, president of Communities In Schools, Inc.; **Yee-Ann Cho**, senior program officer in the education initiative at the Bill & Melinda Gates Foundation; **Jim Shelton**, program director in the education initiative at the Bill & Melinda Gates Foundation; **Robert Guy**, former student at Classic City Performance Learning Center; **Bill Milliken**, founder of Communities In Schools, Inc.; and **Reginald Beaty**, executive vice president and COO of Communities In Schools of Georgia.

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**Walter Woods**, (left) external affairs with The World Bank, with **Daniel Cardinali**, president of Communities In Schools, Inc. at the 2007 board of directors reception in May 2007. The World Bank supports the efforts of Communities In Schools of the Nation's Capital.

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From left to right: **Ellen East**, vice president of communications and public affairs at Cox Communications; **Carolyn Berkowitz**, vice president of community affairs at Capital One; and **Deborah Veney Robinson**, vice president of communications for Communities In Schools, Inc.

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Seattle Seahawks running back **Shaun Alexander** (center) announced his partnership with Communities In Schools at a July 2007 reception in Seattle. **Bill Milliken** (left) and **Daniel Cardinali** of Communities In Schools, Inc., as well as other members, friends and partners of the CIS network, warmly welcomed Alexander.

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## SHAUN ALEXANDER CIS National Spokesman

**W**hen Seattle Seahawks star running back Shaun Alexander decided that he wanted to give back to his community by endorsing an education-related organization, it didn't take him long to settle on Communities In Schools. Last July, Alexander announced that he would serve as national spokesman for CIS and promote its efforts to keep students in school.

Alexander formally declared his partnership in July 2007 at a CIS of Washington reception at the Washington Mutual Center in Seattle. The event was hosted by Costco Wholesale Corporation CEO Jim Sinegal, who is a former CIS national board member and current member of CIS' National Leadership Council.

"I feel blessed to be a part of an organization like Communities In Schools that does so much for young people," said Alexander. "This is really personal for me," he added. "As a father of young children, I understand

how important it is to give kids the tools they need to succeed in school and in life."

Bill Milliken, CIS founder and vice chairman, welcomed Alexander to CIS and applauded his civic commitment. "Shaun exemplifies the power of community involvement that is at the heart of Communities In Schools. We are honored to have someone of his impeccable character working with us and serving as a role model for young people," said Milliken. "Shaun will be a tremendous asset as we move forward, helping us to spread the word about ending America's dropout epidemic," Milliken added.

Alexander will work with CIS on a national level, as well as with the organization's state office in Washington and local affiliates in the Seattle area.

Alexander, who has been with the Seahawks since 2000, is a three-time member of the NFC Pro Bowl

team, NFL MVP and NFL Offensive Player of the Year. A firm believer in helping his community, he established the Shaun Alexander Family Foundation in 2000. It is the first and only organization of its type to be started before the player was even drafted. The foundation has established scholarships and donated thousands of dollars to organizations and individuals.

As for the Seahawks, the champion football team has championed the CIS mission for more than a decade through its Seahawks Charitable Foundation. A longstanding partnership with CIS of Seattle led to the founding, in 1997, of the Seahawks Academy, an alternative middle school for sixth through eighth grade students who can benefit from smaller, more structured classrooms with a low student-to-teacher ratio. Seahawks players regularly visit the school to participate in events and share their own stories. And, to the delight of their young fans — some players acknowledge student success with tickets to Seahawks games.

# CONTRIBUTORS

Communities In Schools gratefully acknowledges the agencies, individuals, corporations and foundations whose support, both financial and programmatic, was invaluable during fiscal year 2007.

## GIFTS OF \$100,000 OR MORE

### Individuals and Family Foundations

Allwin Family Foundation  
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Time Inc.  
UBS  
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*This list reflects contributions received through September 30, 2007. Because it would be impossible to list all those who have contributed in various ways to Communities In Schools, this list is limited to those who have contributed funds in excess of \$1,000. Every effort has been made to ensure the accuracy of the list; we apologize to any of our friends we may have overlooked.*

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The National Leadership Council is a select group of prominent Americans who endorse the vision and goals of Communities In Schools; who make an annual donation to the CIS national office; who are willing to help open doors to other sources of support; and who at times are asked to offer their guidance and counsel.

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CIS of Fitzgerald/Ben Hill County\*  
CIS of Glascock County  
CIS of Hart County  
CIS of Houston County  
CIS of Jenkins County\*  
CIS of Laurens County\*

CIS of Macon/Bibbs County  
CIS of Marietta City/Cobb County  
CIS of McDuffie County\*  
CIS of Miller County  
CIS of Rome/Floyd County\*  
CIS of Savannah/Chatham County  
CIS of Screven County  
CIS of Stephens County  
CIS of Sumter County  
CIS of Turner County  
CIS of Troup County\*  
CIS of Wilkes County

CIS of Twigg County  
CIS of Valdosta/Lowndes  
CIS of Walton County  
CIS of Wilkes County

## ILLINOIS (2)

Chicago-CIS  
CIS of Aurora

## INDIANA (5)

CIS of Clark County  
CIS of East Chicago  
CIS of La Porte County\*  
CIS of Starke County  
CIS of Wayne County

## IOWA (1)

CIS of Cedar Valley

## ▲ KANSAS (6)

CIS of Kansas\* (Lawrence)  
CIS of Grant County\*  
CIS of Harvey County Partnership  
CIS of Kansas City  
CIS of Marion County  
CIS of Ottawa  
CIS of Wichita/Sedgwick County\*

## LOUISIANA (1)

CIS of New Orleans

## ▲ MICHIGAN (6)

CIS of Michigan (Holland)  
CIS of Detroit\*  
CIS of Kalamazoo  
CIS of Lenawee\*

CIS of Mancelona  
CIS of Ottawa  
CIS of Tecumseh Area\*

## MISSISSIPPI (2)

CIS of Greenwood Leflore\*  
CIS of Jackson

## NEVADA (1)

CIS of Southern Nevada

## ▲ NEW JERSEY (4)

CIS of New Jersey (Newark)  
CIS of Cumberland County  
CIS of Newark\*  
CIS of Passaic\*  
CIS of Union County

## NEW YORK (1)

CIS of New York

## ▲ NORTH CAROLINA (39)

CIS of North Carolina\* (Raleigh)  
CIS of Asheville\*  
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\*  
CIS of Forsyth County  
CIS of Gaston County  
CIS of Greater Greensboro\*  
CIS of High Point\*  
CIS of Lee County  
CIS of Lexington\*  
CIS of Lincoln County\*  
CIS of Madison County\*  
CIS of McDowell County\*  
CIS of Mitchell County  
CIS of Moore County  
CIS of Northeast  
CIS of Orange County\*  
CIS of Perquimans County  
CIS of Pitt County\*  
CIS of Randolph County  
CIS of Robeson County\*  
CIS of Rockingham County  
CIS of Rocky Mount Region\*  
CIS of Rowan County\*  
CIS of Rutherford County  
CIS of Swain County  
CIS of Thomasville\*  
CIS of Transylvania County\*

CIS of Wake County\*  
CIS of Wayne County\*  
CIS of Whiteville\*  
CIS of Wilkes County\*

## OHIO (1)

CIS of Columbus\*

## OKLAHOMA (1)

CIS of Ardmore

## OREGON (1)

CIS of the North Coast

## ▲ PENNSYLVANIA (6)

CIS of Pennsylvania (Harrisburg)  
CIS of Greater Harrisburg  
CIS of Laurel Highlands\*  
CIS of Lehigh Valley\*  
CIS of Philadelphia\*  
CIS of Pittsburgh-Allegheny County\*  
CIS of Southwest Pennsylvania\*

## ▲ SOUTH CAROLINA (13)

CIS of South Carolina\* (Columbia)  
CIS of Barnwell County  
CIS of Charleston  
CIS of Cherokee County\*  
CIS of Chester\*  
CIS of Clarendon County  
CIS of Dillon County\*  
CIS of Dorchester County  
CIS of Greenville\*  
CIS of Kershaw County\*  
CIS of Lancaster County\*  
CIS of Lee County\*  
CIS of The Midlands\*  
CIS of Saluda County

## ▲ TEXAS (27)

CIS of Texas (Austin)  
CIS Bay Area\*  
CIS of Baytown\*  
CIS 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 El Paso\*  
CIS of the Golden Crescent\*  
CIS of Greater Tarrant County\*  
CIS City of Galveston\*  
CIS of Hidalgo County\*  
CIS of Houston\*  
CIS of Laredo\*

CIS/McLennan County Youth Partnership\*  
CIS of North Texas\*  
CIS of North East Texas\*  
CIS of the Permian Basin\*  
CIS of San Antonio\*  
CIS of South Central Texas\*  
CIS on the South Plains\*  
CIS Southeast Harris County\*  
CIS Southeast Texas\*  
CIS of Wichita Falls

## ▲ VIRGINIA (2)

CIS of Virginia (Richmond)  
CIS of Chesterfield\*  
CIS of Richmond\*

## ▲ WASHINGTON (10)

CIS of Washington\* (Seattle)  
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 Tacoma

## WEST VIRGINIA (2)

CIS of Cabell County  
CIS of Greenbrier County

<sup>†</sup> Visit [www.cisnet.org](http://www.cisnet.org) for a complete listing of state office and local affiliate addresses and contact information.

▲ CIS state office also located here.

\* Chartered CIS local affiliate. Chartered affiliates have demonstrated the highest standards of affiliate management and accomplishment.

( ) Number of local affiliates; does not include state office.

## A MESSAGE FROM THE FOUNDER

It's hard to believe that Communities In Schools is 30 years old — and though three decades may seem like a long time, we've really covered a lot of ground in a very short time. Just 30 years into our 100-year mission, we have built a platform that enables the CIS network to impact millions of children. The result is students who are making better grades, having fewer behavior problems, and remaining in school to graduate on time prepared for college, employment and life.

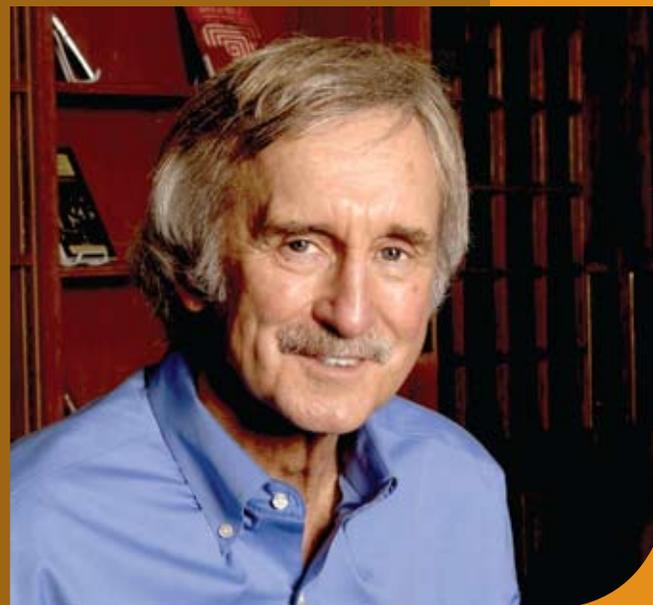
As we closed out our 30th year, I completed a long-time personal goal of getting our history down on paper. Countless friends and colleagues have been after me to do this for years. And anyone who knows me knows how hard it is to get me to sit down. But, sit down I did. And the result is *The Last Dropout: Stop the Epidemic!* In the process of writing the book, I realized that what had seemed like common sense to me 30 years ago — the idea of bringing resources kids need directly into schools, creating a safety net for them and at the same time freeing teachers up to teach — is still a message that needs to get to people.

There's no question that the CIS model of community-based, integrated student

services has succeeded in transforming the lives of young people who, without our interventions, would likely become dropout statistics with little hope and a bleak future. The very same principles that got us where we are today are already taking us to the next level, which is full participation in education public policy. We are finally being heard.

The quantifiable results of CIS interventions have earned us a place at the table during discussions on reauthorization of the No Child Left Behind Act. We are poised to affect the very institutions that students are dropping out of. By aligning the three sides of what I call the "Golden Triangle" — academic standards and proficiency goals; governance that guarantees equal access to a quality education; and community-based, integrated student services — we can ensure prosperity for all of our children, well beyond their school years. Right now we've only got two sides of the triangle, and that's why kids are falling out of the system... there's no safety net to catch them.

After 30 years, it's important that we not lose sight of the essentials as we continue to move forward. These essentials are the CIS "Five Basics," which are as good



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for young people today as they were 30 years ago: a one-on-one relationship with a caring adult; a safe place to learn and grow; a healthy start and a healthy future; a marketable skill to use upon graduation; and a chance to give back to peers and community.

Bill Milliken  
*Founder and Vice Chairman*

## Acknowledgments

*Dedicated to the memory of our beloved chairman of the board, James M. Allwin, who lost a courageous battle with cancer in October 2007.*

Thanks to the following individuals for their contributions to this report:

Jim Purcell, President, CIS of Delaware

Bud Jacobs, Executive Director, CIS of Los Angeles West

Ginnie Bohlander, Site Coordinator, CIS of Wayne County, Indiana

Richard Amick, Mentor, CIS of Wayne County Mentoring Program

Daniel Suttles, Former CIS Student

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Production Manager: Kristie Little

Designer: MillerCox Design, Inc.

This material is based upon work supported by the Corporation for National and Community Service under Grant No. 06ERHVA001. Opinions or points of view expressed in this document are those of the authors and do not necessarily reflect the official position of, or a position that is endorsed by, the Corporation.

Cover Photo: © 2007 Jason Miccolo Johnson

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