

ANNUAL REPORT

2009

*Empowering
Students
to Achieve*



FROM THE PRESIDENT AND CHAIRMAN

2009 was quite a year. Worldwide, financial markets teetered on the brink of collapse, and even the most stable global businesses felt the impact of a major economic downturn. Here in the United States, banks and brokerage firms were collapsing, foreclosures were soaring, jobless rates were at their highest in decades and many major retailers were shutting their doors for good.

And, even during this country's darkest days, there was something phenomenal happening. Americans were refusing to give up. Young people found their voices and rose to the challenge of a new generation. They became more engaged in the political process — and regardless of their beliefs, were united in their demand for something new. Slowly, America began to invest in itself again, and we emerged with an even clearer focus on what really matters most — our children and our communities. It was an exciting and hopeful year for Communities In Schools in many respects.

We've always known that education and prosperity are inextricably linked. And, last year, that notion seemed to gain

traction with a much larger audience. Education took its rightful place at the forefront of public policy and became the topic of presidential debates, magazine covers and documentaries. After all, an educated, engaged population makes for a more prosperous and thriving society. With the stage set, Communities In Schools sprang into accelerated action.

The new federal administration, like its predecessor, shares our commitment to improving public education by providing the best possible opportunities to all students, regardless of income, ethnicity or class. Because Communities In Schools serves the most vulnerable students, we effectively mobilized our grassroots network to support this agenda.

While educating lawmakers about the benefits of the Communities In Schools Model, we were also holding ourselves to a higher standard of operations. During fiscal year 2009, our state offices and local affiliates embraced and began the process of adopting the Total Quality System, a set of organizational and business standards, policies and procedures for implementing the Communities In Schools Model in the most effective way. By ensuring a consistent business model,

the Total Quality System enhances our ability to serve more students and produce greater results.

At the national office, we had another successful year with the support of a diverse group of partners, which makes all the difference during tough economic times. We are pleased to report that we actually received the largest grant in the history of the organization in 2009, which was one of the toughest years for fundraising in decades. Communities In Schools was also recognized last year for its sound business practices and financial transparency, earning the Better Business Bureau's Wise Giving Alliance National Charity Seal and a high rating from Charity Navigator — two highly coveted external endorsements.

Among other milestones we celebrated in 2009 was first lady Michelle Obama's visit to Ferebee-Hope Elementary, a Communities In Schools of the Nation's Capital partner school. And we were delighted when our founder and vice chairman Bill Milliken was presented with a 2009 National Jefferson Award for public service, for his nearly 50 years of work helping young people graduate and prepare for life. The award is based on

the simple but powerful premise that one person can make a difference in the lives of others.

We all want the same things — a better life for our children and to be able to take care of our families. President Obama, in his address to public school children, declared, "Don't expect to drop out of school and drop into a good job." That is a sobering message. He also encouraged students to work hard and become the authors of their own lives. The students who are Communities In Schools' success stories are doing just that every day, rising from some of the most difficult circumstances with fierce determination to follow their dreams.

We are among their greatest champions, and independent research shows that we make a difference in our partner schools. On behalf of the national office, we give thanks to the entire Communities In Schools family, our partners, supporters and the inspiring young people who are the reason we exist.



Handwritten signatures of Elaine Wynn and Daniel J. Cardinali in black ink.

Elaine Wynn Daniel J. Cardinali

MISSION STATEMENT

Empowering students to stay in school, learn and prepare for life.

Communities In Schools is the nation's leading organization dedicated to helping students achieve in school and in life.

We work within the public school system to address underlying factors that hamper student success.

What sets Communities In Schools apart from other organizations is our model of providing a comprehensive range of community services. And we do this at very little cost. Communities In Schools positions a dedicated staff member — a school-based coordinator — inside partner schools. In this pivotal role, the coordinator works with school staff to identify students at risk of not graduating. He or she also assesses school and student needs and establishes relationships with local business partners, social service agencies, and parent and volunteer organizations to provide resources students need. Independent research shows that the Communities In Schools Model works, as you'll see within the pages of this report.

The Communities In Schools national network is a federation of independent 501(c)(3) organizations in 26 states and the District of Columbia, anchored by the national office in Northern Virginia, and coordinated, supported and expanded through the leadership of 14 state offices. State offices provide operational, technical and financial support to their local affiliates which directly serve students. While the majority of the nearly 200 operational local affiliates are in states with Communities In Schools state offices, there are also local affiliates in states without a state office.

COVER PHOTO: © 2009 JASON MICCOLO JOHNSON

FIVE BASICS

We are guided by the “Five Basics”

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

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

Nearly 90 percent of Communities In Schools affiliates connect students with mentors, providing them with positive role models who offer encouragement and academic support.

2. **A safe place to learn and grow**

Whether through after-school programs or nontraditional school models, Communities In Schools is dedicated to ensuring that all students have a safe, appropriate environment in which to learn and achieve their potential.

3. **A healthy start and a healthy future**

We provide access to basic health and dental care for thousands of students who might otherwise go without.

4. **A marketable skill to use upon graduation**

Our affiliates work with students on career development and readiness, and create pathways for students to access post-secondary education.

5. **A chance to give back to peers and community**

Communities In Schools works with students to develop their leadership skills and strengthen their involvement in community service and service-learning initiatives.



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WHY COMMUNITIES IN SCHOOLS?

More than a million of the students who enter 9th grade each year fail to graduate on time. The alarm has sounded in American public education.

Every nine seconds, a young person drops out of school. What's more, it is estimated that black and Latino students are two to three years of learning behind white students of the same age. This racial gap exists regardless of how it is measured, including both test scores and graduation rates, especially at the 4th- and 8th-grade levels.

At Communities In Schools, we believe helping young people achieve in school and graduate isn't merely a nice-to-have, "pie in the sky" goal, but the critical social justice issue of our time. Dropouts significantly diminish their chances of securing a good job and, with it, a promising future. And the cumulative costs to society are staggering. Compared with high school graduates, dropouts are more likely to live in poverty, suffer poor health, be dependent on social services or enter the criminal justice system.

Consider these estimates that put the dropout epidemic in perspective:

- ▶ Over the course of a lifetime, a **high school dropout earns, on average, about \$260,000 less** than a high school graduate.
- ▶ Dropouts from the class of 2008 alone will **cost the nation more than \$319 billion in lost wages** over the course of their lifetimes.
- ▶ If the country's likely dropouts from the class of 2006 had graduated, the nation could have **saved more than \$17 billion in Medicaid** and expenditures for uninsured health care over the course of those young people's lifetimes.
- ▶ If high schools and colleges raise the graduation rates of black, Latino and Native American students to the levels of white students by 2020, the **potential increase in personal income would add more than \$310 billion** to the U.S. economy.
- ▶ Increasing the graduation rate and college matriculation of male students in the United States by just 5 percent could lead to **combined savings and revenue of almost \$8 billion** each year by reducing crime-related costs.



While there is no single reason why students drop out, research indicates that difficult transitions to high school, academic deficiencies and long-term disengagement that can begin in early childhood are common risk factors. Students whose academic, social service and basic life needs are not met often succumb, even though they may be bright and capable of achieving in school.

For more than 30 years, Communities In Schools has been helping students accomplish their goals. We believe that all students can succeed in school if given the opportunity, support and resources. We work inside the school system with superintendents, teachers, principals,

graduation coaches and other personnel, and forge community partnerships that help remove barriers to learning. We are the country's leading dropout prevention organization and the only one with measurable proof that its efforts both boost graduation and decrease dropout rates.

Additionally, Communities In Schools believes that all students can and should go on to higher education if they choose, and we work to create a pathway to make that happen.

Communities In Schools focuses on the lowest performing schools and the students most vulnerable to dropping out. Of the nation's high schools with the most dropouts and lowest promotion

records, 80 percent are located in 15 states. Communities In Schools is active in all but one of these states. Students served by the organization are ethnically diverse, and many live in economically disadvantaged communities; 91 percent of our students qualify for free or reduced-price lunch, which is based on (though not equivalent to) federal poverty guidelines.

By making an early investment in students who are identified as potential dropouts, Communities In Schools increases the likelihood that these young people will make positive life choices, succeed academically and finish school prepared to become productive members of society.



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CHARTING A COURSE FOR SUCCESS

Our strategic plan provides direction, ensures accountability



The work of Communities In Schools is guided by a strategic plan that was originally adopted by the national board of directors in 2004 and last revisited in 2008. In 2009, the six key drivers of this plan remained:

Concentrate network efforts on building highly functioning state structures as the best possible method of strengthening and expanding local initiatives.

The Communities In Schools national office provided direct cash support of nearly \$3.5 million, along with human resources support, fundraising assistance and training and technical assistance to state offices. State offices, in turn, focused their energy on supporting their local affiliates and delivering measurable results. Communities In Schools also provided direct cash support of \$900,000 to local affiliates

In 2009, Communities In Schools combined two departments so that our field support, evaluation work and training efforts are aligned. This effort resulted in formation of the National Network Team, which is led by a new executive vice president. The new organizational structure helps the national office

provide better, more coordinated support to the field.

The national office also supported three state offices as they each opened a new Performance Learning Center® which is a rigorous, nontraditional high school. (See story on page 9.) In 2009, new Performance Learning Centers opened their doors in Newark, N.J., Philadelphia, and Richmond, Va.

The national office helped several state offices and local affiliates build stronger boards of directors, which will in turn help strengthen their overall operations. Unfortunately, economic conditions in 2009 caused a few of our offices to close. However, the national office was able to invest millions of dollars into our network of affiliates, helping many of them weather the financial storm.

Support network to meet Total Quality System (TQS) requirements, thereby serving more students at each site more effectively.

With the goal of creating uniform quality and improved results across the network, Communities In Schools launched its Total Quality System (TQS) in 2008. TQS establishes a common way of doing

business and serving students that defines what it means to be a successful Communities In Schools affiliate.

In 2009, the National Network Team worked closely with the first four affiliates to undergo TQS accreditation reviews: the Midlands, S.C.; Richmond, Va.; Tacoma, Wash.; and Clay County, N.C. In addition to these four pilots, 40 other Communities In Schools affiliates were selected as “early adopters.” These 44 affiliates are the first group to be reviewed for accreditation, which will take place during fiscal year 2010. During 2009, the National Network Team spent a significant amount of time training and providing onsite support for the early adopters. Of the \$4.4 million invested in the network, \$1.5 million in funding was invested in the early adopters to help them prepare for accreditation.

Develop research-based best practices and continuously improve.

In 2009, Communities In Schools entered the final year of a five-year, third-party evaluation of its work. The evaluation measures the school- and student-level impact of the Communities In Schools Model, as well as the contributions of the national, state and local Communities In Schools offices in creating this impact.

The evaluation, conducted by ICF International, is designed to meet the highest level of research rigor and, at its conclusion, will yield results that meet the “gold standard” of scientifically based evidence established by the Department of Education.

School-level results confirm the success of our model at reducing dropout rates and increasing graduation rates, demonstrating that the Communities In Schools Model:

- ▶ Is one of a very few in the country proven to keep students in school and **the only one to document graduation rate outcomes.** These outcomes demonstrate that the Communities In Schools Model increases graduation rates.
- ▶ Results in a higher percentage of students reaching proficiency in 4th- and 8th-grade reading and math.
- ▶ Correlates with positive school-level results (dropout and graduation rates, achievement, etc.).

Increase efforts at brand-building and internal communications.

During 2009, Communities In Schools continued its *One Voice* initiative, launched the previous fiscal year, to

ensure consistent messaging throughout the organization. The national office conducted third-party research on its brand awareness and visibility, and worked hand-in-hand with state offices and local affiliates to strategically align core language and develop a new logo for a major rebrand launch to take place in 2010.

High-profile news stories increased visibility for the organization and positioned Communities In Schools as an effective model for boosting student achievement and graduation rates. In 2009, Communities In Schools was covered by news organizations that include the Associated Press, *American Educator*, *USA Weekend* and *Essence*. Communities In Schools also received coverage in hundreds of online news sites, including reuters.com, forbes.com and abc.com.

The organization continued to run ads from its *Choose Success* national public awareness campaign, which has generated more than \$30 million since its inception in 2005. During fiscal year 2009, donated advertisement placements totaled \$578,000.

Significantly increase financial support of the Communities In Schools national network.

Fundraising proved to be both challenging and rewarding over the course of the fiscal year. The Communities In Schools

national office received several major gifts, including a grant from the Robertson Foundation for growth capital, the largest grant in the history of the organization. We also received our first grant from the W.K. Kellogg Foundation for race equity work. Our collaborative relationship with City Year and Talent Development, a Johns Hopkins University initiative, yielded the first multi-million-dollar grant from the PepsiCo Foundation. We also received our first endowment gift from Elaine Wynn, our board chairman.

Major strides were made toward engaging state and local Communities In Schools organizations on the topic of fundraising. The national office hosted several conference calls and webinars, and provided direct technical assistance that connected the national office and local Communities In Schools organizations during a time of economic uncertainty. This mutual engagement provided a strong undercurrent of renewed collaboration and connection throughout the year.

To offset financial challenges faced by state offices and local affiliates in a struggling economy, the National Network Team partnered with the Resource Development Team and the Government Relations Team to help position state offices and local affiliates to compete for economic stimulus funding from the federal government.

Promote and support the Communities In Schools “movement” while building a more cohesive network.

Communities In Schools has grown from a single “street academy” to a nationwide organization of independent affiliates that currently serve more than 1.3 million young people and their families each year. With one-third of high school students failing to graduate on time, we must not only sustain, but accelerate, this movement that began more than 30 years ago.

In 2009, the first class of Fellows in the Communities In Schools Robert H.B. Baldwin Fellows Program completed their project reports. The Fellows Program, named for the organization’s founding board chairman, is intended to create a cadre of new leaders to carry on the mission. In 2006, the first group of Fellows was selected; they conducted work projects aimed at benefiting and creating effective future leadership for the organization, and completed final project reports in 2009. The input and experiences of this inaugural class of Fellows is invaluable to the Communities In Schools network. The Fellows reports will be available on www.communitiesinschools.org/fellows. Recruitment for the second class of Fellows began at the end of fiscal year 2009.



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INFLUENCING PUBLIC POLICY TO ADVANCE LEGISLATIVE PRIORITIES

Advocacy strengthens network, builds capacity to serve more students

Communities In Schools' public policy initiatives are based on the idea that any efforts to reform public education and improve student achievement work better when the Communities In Schools Model is used. With data to prove its effectiveness, Communities In Schools has attracted the interest of educators, business and community leaders, and legislators.

Throughout 2009, our Government Relations Team continued to expand Communities In Schools' policy presence in Washington, D.C., and advance the organization's legislative priorities through our work with Congress. We remained focused on the core priorities of the Keeping Parents and Communities Engaged (Keeping PACE) Act and reauthorization of the No Child Left Behind Act. The Keeping PACE Act was introduced in both the U.S. Senate and the U.S. House of Representatives;

this bill creates the mechanisms and funding streams to support our work of coordinating and providing student services in public schools.

In 2009, we also addressed grant opportunities being developed at the Department of Education as part of the American Recovery and Reinvestment Act. We supported state and local Communities In Schools organizations and helped them pursue funding available through the economic stimulus package signed into law by President Obama in

February 2009. Federal stimulus funding awarded to Communities In Schools local affiliates is being used to add school-based coordinators and other key personnel in partner schools, as well as to expand initiatives that boost student achievement.

By the end of the fiscal year, 16 Communities In Schools state offices and local affiliates had received at least \$3,743,209 in stimulus funds.



First lady Michelle Obama visited students at Ferebee-Hope Elementary, a Communities In Schools of the Nation's Capital partner school. During a briefing there with Communities In Schools' national board members and staff, she asked "What would you like me to tell the President?" and then listened intently to brief presentations about the organization's results in boosting graduation rates and student achievement.



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As the 2008 presidential campaign demonstrated, traditional forms of communication are no longer enough. Blogs, social networking sites and other forms of new media have forever changed the way we communicate.

In 2009, Communities In Schools continued to expand its base of friends and connect those who share a passion for education and issues affecting youth. Young people are often at the forefront of social change, and the vast popularity of social networking sites allows Communities In Schools to harness that enthusiasm and reach out to the very age group most in danger of dropping

out of school — as well as to influential supporters who use this technology. By the end of September 2009, the organization had established a presence on Facebook, YouTube, Twitter and Causecast, with a growing number of followers.

Likewise, to advance its public policy work, Communities In Schools created and mobilized a growing national grassroots network to effectively advocate on behalf of the organization and ensure that our services are included as part of federal and state education legislation. Our grassroots efforts are most successful around specific issues, including the economic stimulus legislation and support of key legislation. By the end of fiscal year 2009, Communities in Schools had recruited more than 1,000 volunteers with whom we regularly communicate through e-mail blasts and other targeted notices.

CREATING AWARENESS AND SUPPORT THROUGH SOCIAL NETWORKING

Communities In Schools acquires “fans” and mobilizes grassroots base

Communities In Schools took to the streets of New York City when first lady Michelle Obama’s visit to a D.C. partner school was broadcast on the 7,400-square-foot Reuters sign in Times Square.



PROVIDING INNOVATIVE EDUCATION SOLUTIONS

We meet students “where they are” and remove barriers to their success

At Communities In Schools, we understand that not all students thrive in a traditional learning

environment. That’s why we pioneered rigorous, college preparatory, nontraditional high schools — called Performance Learning Centers (PLCs) — for students who need more one-on-one time with educators or who desire a self-paced, usually accelerated, curriculum to complete their education. Initially developed by Communities In Schools of Georgia, PLCs have been replicated in New Jersey, North Carolina, Pennsylvania, Virginia and Washington state. For more information, see the Performance Learning Centers Report on Progress on our website, www.communitiesinschools.org under Media Room/Publications.

Since many PLC students are motivated to attend college but may not have the financial means to do so, Communities In Schools, through a major grant from the Walmart Foundation, established the Walmart Foundation Communities In Schools Scholars Program to help eligible PLC students realize their dreams of graduating from high school and continuing their education. In 2009, five PLC students were chosen from a pool of

21 applicants to receive scholarships of up to \$10,000 beginning in fall 2009 and renewable for up to four years.

Also in 2009, Communities In Schools partnered with City Year and Talent Development at Johns Hopkins University in a research-based, school turnaround and dropout prevention initiative called Diplomas Now. First launched at Feltonville Middle School in Philadelphia, Diplomas Now has since expanded to two other schools in Philadelphia, as well as to schools in Chicago, Los Angeles, New Orleans and San Antonio. Each partner organization provides a “piece” of the solution:

- ▶ City Year brings diverse teams of young leaders in full-time service to schools as “near peers” who focus on improving students’ attendance, behavior and coursework, and support overall student success.
- ▶ Communities In Schools provides a school-based coordinator who connects students who are at greatest need with community resources including mentors, tutors, health care and after-school programs so their unmet needs are addressed and they can focus on learning.

- ▶ Talent Development provides comprehensive school improvement through evidence-based curriculum and instruction, school organization and extensive professional development.

PepsiCo Foundation is the founding funding partner, and has invested a

three-year, multi-million-dollar grant in the program. For more information on the Diplomas Now Model and Communities In Schools college access initiatives, please visit www.diplomasnow.org and www.communitiesinschools.org.



Melinda Gates talks with Hector Hernandez about his experience at the Durham Performance Learning Center.

PHOTO COURTESY OF THE BILL & MELINDA GATES FOUNDATION

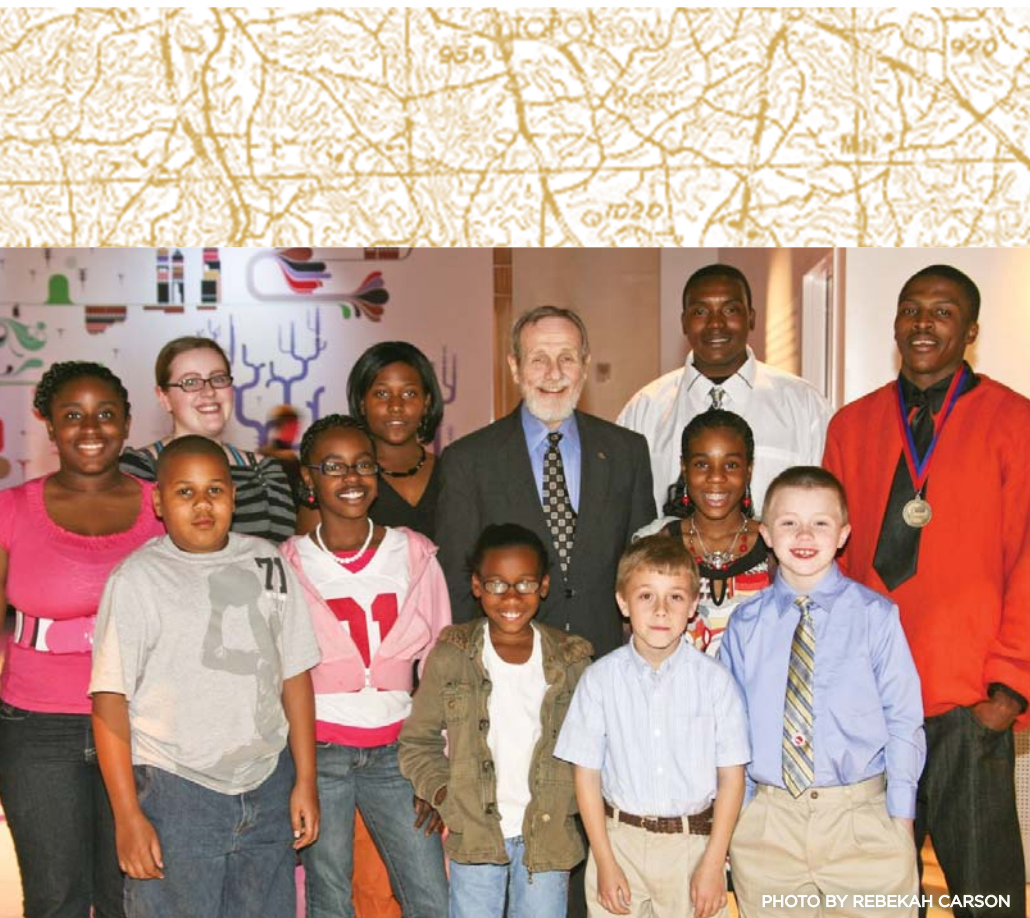


PHOTO BY REBEKAH CARSON

Neil Shorthouse, Communities In Schools of Georgia state director, with the 2009 Student Achievement Month winners.

The annual statewide competition recognizes student achievement in four categories: computer technology, creative expression, public speaking and written expression.

State Office Profile

COMMUNITIES IN SCHOOLS OF GEORGIA

Neil Shorthouse has dedicated his life to improving educational opportunities for children.

Shorthouse has been the president of Communities In Schools of Georgia for more than 30 years — and the organization has grown from one man's passion to a staff of 35 who support a multi-million-dollar enterprise serving 173,000 students across the state.

During the 2008-2009 school year, Communities In Schools affiliates in Georgia provided widely accessible services to 163,813 students, and targeted and sustained services to 28,911 students in 236 elementary schools, 109 middle schools, 113 high schools, 27 nontraditional schools and 70 community-based sites. The organization worked with 2,005 community partners and more than 10,000 volunteers, interns and mentors. Volunteers included board members, who dedicated 221,478 hours of their time to the Communities In Schools mission in Georgia.

Shorthouse is clear about the objective of the state office that he leads: "We are here to have a material effect on increasing the graduation rate and reducing the number of students who are failing and dropping out of school in Georgia."

This objective is accomplished by working with partners across the state in the governor's office; the legislature; the Georgia Department of Education; the state technical college system and the Georgia Mentoring Partnership, which is a coalition of public, private, nonprofit and faith-based organizations. Increasingly, the state office also works with the governor's Office of Workforce Development to help create innovative strategies that enable students to succeed in school and beyond.

Shorthouse, one of three co-founders of Communities In Schools, knows a thing or two about innovation and taking things to the next level. He, along with Dave Lewis and Bill Milliken, helped create and nurture the Street Academy movement, which was the precursor to Communities In Schools. This initiative reached out to young people who had already dropped out of school and helped them earn their GEDs. Over time, the large number of dropouts became too much for any small academy to handle. So the founders of Communities In Schools (formerly Cities In Schools) decided to move inside the public school system.

Following its 1977 launch in two Atlanta public schools, the fledgling organization gained momentum as President Jimmy

Carter — who had become interested in Communities In Schools during his term as Georgia governor — identified funding for the organization to expand. Thus, the Communities In Schools “movement” was born.

Today, the Georgia state office is the largest in the Communities In Schools national network, supporting 43 local affiliates across the state. It continues to seek creative solutions to solving the state’s dropout crisis with new educational models, new ideas and new funding streams to support its work. Georgia launched the first Communities In Schools Performance Learning Center (PLC) during the 2002–2003 school year with a pilot grant from the Joseph B. Whitehead Foundation. PLCs are rigorous, college preparatory, self-paced high schools tailored to meet the needs of students who are not succeeding in traditional schools. With a grant from the Bill & Melinda Gates Foundation, Communities In Schools of Georgia was able to expand PLCs across the state. Because of their huge success there, the PLCs have been replicated in other states. A three-year, multi-million-dollar grant from the Bill & Melinda Gates Foundation to the Communities In Schools national office in 2007 provided for PLC expansion in North Carolina, Pennsylvania, Virginia and Washington State.

Shorthouse attributes the success of the Georgia state office to a number of factors, including:

- ▶ An emphasis on parent/family engagement that includes a strong relationship with the Georgia PTA and the support of Parent Information Resource Centers.
- ▶ A customer service approach to serving students and school systems through graduation coaches, various coalitions like the Georgia Mentoring Partnership, and the deployment of AmeriCorps and VISTA volunteers, among other initiatives.
- ▶ Creation and support of alternative paths to high school graduation, including the Performance Learning Centers. Several of the PLCs are linked to career academies, where students can learn real-world job skills and gain work experience while still in school. The career academies are, in turn, linked up with Georgia technical colleges.

“We’re forming partnerships with these groups and thinking in terms of a seamless system — or system of transition — that enables students to move from potentially dropping out to success in high school, to a wide range of courses in the career academies, then graduation, and either technical college or a four-year college,” said Shorthouse.

Because the alternative-path initiatives require partnerships and working agreements with other entities in the state, and because these entities exist in one

form or another in most states, Shorthouse sees the “transition” model as one that can eventually be replicated in other states. He also said that plans are underway to launch Life and Learning Academies, which are middle school versions of PLCs. The aim is to identify students who are “off-track” and address risk factors earlier in their lives so they may be able to bypass the PLCs.

All of these efforts are paying off. Communities In Schools of Georgia has identified the following positive results for students who were monitored by the state office during the 2008–2009 school year:

- ▶ **Graduation** Seventy-nine percent of 702 eligible seniors graduated.
- ▶ **Promotion** Eighty-nine percent of the 7,026 elementary and middle school students monitored for promotion risk were promoted to the next grade.
- ▶ **Academics** Seventy-one percent of 4,803 students monitored for academic achievement showed improvement.
- ▶ **Attendance** Seventy-four percent of 2,220 students monitored for attendance showed improvement.
- ▶ **Behavior** Seventy-two percent of 1,443 students monitored for discipline problems had fewer incidents of discipline.



Today, the Georgia state office is the largest in the Communities In Schools national network, supporting 43 local affiliates across the state. It continues to seek creative solutions to solving the state’s dropout crisis with new educational models, new ideas and new funding streams to support its work.



Local Affiliate Profile

COMMUNITIES IN SCHOOLS OF CORPUS CHRISTI



Brenda Salinas, senior case manager for Communities In Schools of Corpus Christi, counsels fifth grader Robert Villarreal in her office at George Evans Elementary School.

As the saying goes, everything is big in Texas. And, Communities In Schools of Corpus Christi is certainly no exception. The local affiliate grew from serving just three schools in 1986 to being the powerhouse it is today. With 70 case managers who identify, coordinate and provide school-based services in 40 education sites, thousands of students are receiving the support they need to achieve in school.

Communities In Schools of Corpus Christi, one of 28 affiliates in Texas, works with K-12 students in and around Corpus Christi through partnerships with 10 independent school districts in Aransas, Brooks, Jim Wells, Kleberg, Nueces and San Patricio counties.

During the 2008-2009 school year, the Communities In Schools affiliate provided widely accessible services to more than 24,000 students, and targeted and sustained services to nearly 2,100 students in nine elementary schools, 11 middle schools, 11 high schools and one nontraditional school. The organization worked with 76 community partners; 91 volunteers, interns and mentors dedicated 26,346 hours of time to the Communities In Schools mission.

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Veronica Trevino, executive director of Communities In Schools of Corpus Christi since 1993, has been with the local affiliate from the start — first as a case manager, then a project coordinator, and now the executive director.

“One of the unique things about our affiliates in Texas — Corpus Christi being one of them — is that we have a model that appeals to all of our partners,” said Trevino. “When we go out to school districts, to the community, to parents and everyone we come in contact with, the model is a selling point.”

In Corpus Christi and other locations throughout Texas, the Communities In Schools Model of providing holistic interventions to help students achieve has been “formalized” into six broad components:

- ▶ **Supportive Guidance and Counseling**
Services include groups dedicated to anger management, conflict resolution and self esteem; character-building skills; peer mediation and anti-bullying information.
- ▶ **Health and Human Services**
Services include agency referrals, health fairs and violence prevention initiatives, among others.

▶ **Parental and Family Involvement**

Services include home visits, phone calls, parent meetings, parent night, father-and-son night, mother-and-daughter tea, parent training and support groups.

▶ **Career Awareness and Employment**

Services include career fairs, job postings and referrals, job shadowing and résumé assistance.

▶ **Enrichment**

Services include life skills, diversity and motivational activities, after-school clubs and field trips.

▶ **Educational Enhancement**

Services include tutoring, science activities, college awareness, financial aid information, essay contests and pen pals.

All Communities In Schools affiliates in Texas have a special relationship with the state board of education, the Texas Education Agency. Through a mix of financial support, capacity building and technical assistance from the agency, Communities In Schools is integrated into the fiber of public education in Texas.

“When we present the model to school districts and school boards, we show them a very broad picture, but at the same time let them know the model will adapt to

any community we go into,” said Trevino. She noted that the model positions Communities In Schools as an “integration expert” that can help students arrive at the school door ready to take part in their education — particularly important now because of the economic recession and increased needs that come with it.

The local affiliate focuses on family engagement and establishing relationships with parents on their home turf. “When families know they can trust you, they really trust you,” Trevino emphasized. “We don’t try to guess — we ask parents what the needs are ... I think that really makes a difference for our organization. The model fits the family, the student ... whatever their needs.”

Trevino said including the business community has also helped them be successful — whether through volunteering, serving on the board, networking with local colleges, public presentations or other activities.

Communities In Schools of Corpus Christi uses three main benchmarks to gauge the effectiveness of its efforts: academic performance, attendance and behavior. Research on early indicators for dropout show that problems in any of these three areas put students at higher

risk for not graduating. “Most everything falls into these categories,” Trevino said. There is little doubt that Communities In Schools of Corpus Christi has had great results on all three counts. For the 2008–2009 school year:

- ▶ Eighty-four percent of 1,873 students identified for academic interventions significantly improved their academic performance.
- ▶ Ninety percent of 754 students identified as having attendance concerns significantly improved their attendance.
- ▶ Nearly 80 percent of 1,192 students identified as having discipline issues had significantly fewer behavior incidents.

“We have so many success stories,” Trevino said. At end-of-year graduation parties, students are allowed to take the microphone and share their stories with the audience. “A lot of those kids will get up and say ‘I couldn’t have crossed the stage to receive my diploma,’ ‘I couldn’t have passed my TAKS test,’ ‘I wouldn’t have had the courage to come to school every day’ if it were not for my Communities In Schools case manager.”



Brandon Warren

A STUDENT SUCCESS STORY

Now a freshman at Florida A&M, 18-year-old Brandon Warren has always been a go-getter: eager, hardworking and ready for the next challenge, the next open door – knowing he had a strong foundation in his mother and family, and the teachers and staff at his school.

You may wonder what Communities In Schools can do for a young man like Brandon, who graduated in May 2009 from Ballou Senior High School in Washington, D.C.

Brandon is a young man on a mission. He wants to be the first in his family to earn a college degree. For many bright, talented students like Brandon, the road to college access might seem unattainable. Communities In Schools is committed to making sure college is a viable option for students like him. When he arrived at Communities In Schools' door, we said "Welcome to the rest of your life. How can we help?"

"Communities In Schools of the Nation's Capital was very welcoming," he said. "They helped me with anything I needed help with, from the portfolio I had to create for college admissions to cover letters, thank-you notes, admissions interviews, standardized tests and obtaining transcripts. Communities In Schools helped me with all of that."

He took full advantage of the Communities In Schools Student

Resource Center, which he learned about through Communities In Schools Graduation Coach Tynika Young. Funded by the World Bank, the centers, which are currently in place at four Communities In Schools partner schools in the District of Columbia, offer students who may be the first in their families to go to college a central place for guidance and support as they apply to colleges and choose which they will accept. Staffed by an intern from Howard University and equipped with computers, the Ballou center allows students to research colleges and access the Communities In Schools Charting for Success curriculum, a college readiness program.

In fact, while Brandon was not a student at risk of dropping out, he did need help navigating the college admissions process and reaching his full potential.

Communities In Schools also offered more intangible support through staff like Young and Tobeka Green, CEO, Communities In Schools of the Nation's Capital, who mentored Brandon. "Ms. Young and Ms. Green are like mothers

and big sisters to me. I could always go to them and talk about whatever was on my mind." Green still stays in touch, he said, through phone calls and mail. He was delighted to open his mailbox one day to find a care package she had sent.

As a graduation coach, Young helped Ballou students make it to graduation, much as Communities In Schools school-based coordinators do, providing a mix of academic support, guidance counseling, and information and resources.

Green says that she isn't able to get to know every Communities In Schools student in Washington, D.C., the way she got to know Brandon, but she's grateful for the chance when she gets it. "Brandon is a great ambassador for Ballou. He is articulate and motivated and takes initiative. He's assertive, respectful and optimistic." Brandon represents what Communities In Schools wants all students to be — young people with bright futures ahead of them, she said. She was thrilled when she learned that Brandon chose to attend Florida A&M, which happens to be her alma mater.

It is this mix of academic and life skills that makes Communities In Schools a critical ally for students like Brandon. Communities In Schools staff was also there to help him prepare for life after high school through guidance on how to write cover letters and thank-you notes, and exposing him to social situations like inviting him to a reception where he met Communities In Schools Founder and Vice Chairman Bill Milliken, and also to a Washington Mystics basketball game.

"Meeting Mr. Milliken was a big deal to me. I thought I wouldn't get to meet him, but when I did, he was so down to earth and cool. He gave off a vibe." Even more important to Brandon was that he could tell Milliken "wasn't in this for the money but to help people."

Brandon hopes he will one day be in a position to offer the same helping hand that Milliken has offered to so many young people through Communities In Schools. "I want to find a job that will enable me to bolster the economy. I hope one day to be CEO or president of a Fortune 500 company and then start my own company."

“They helped me with anything I needed help with, from the portfolio I had to create for college admissions to cover letters, thank-you notes, admissions interviews, standardized tests and obtaining transcripts.”

While he dreams big dreams, he knows he will start out at entry level. “When I graduate, I’m going to look for a job with an investment or financial company.” After applying to about 15 schools and being accepted at all of them, Brandon turned down some full scholarships to go to Florida A&M because he appreciated the school’s business program.

Born and raised in the nation’s capital, Brandon has been lucky to have a good role model to whom he’s turned since he can remember: his mother, Staci Council. “She’s employed at a pharmaceutical company and has always worked hard to give us what we need.” “We” includes Brandon, his brother Granison and his sisters, Brittany and Julian.

College is exactly where Brandon wants to be. “The best thing so far is that I am surrounded by people who are like me. They don’t want to be sitting at home in their old neighborhoods. They are here to work hard and get a degree. That’s me.”



Brandon Warren on the campus of Florida A&M University. The college readiness and life skills resources Brandon took advantage of through Communities In Schools of the Nation’s Capital while in high school helped him achieve his goal of being the first member of his family to attend college.

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FINANCIAL ACCOUNTABILITY TO OUR STAKEHOLDERS

Extract from Financial Statements

Year ended September 30, 2009^

Despite troubling economic times, the Communities In Schools national office saw a year of financial stability during 2009, marked by continued support from several major foundations, corporations and individuals – and the largest grant award in the organization’s history. Communities In Schools also cultivated relationships with several new partners.

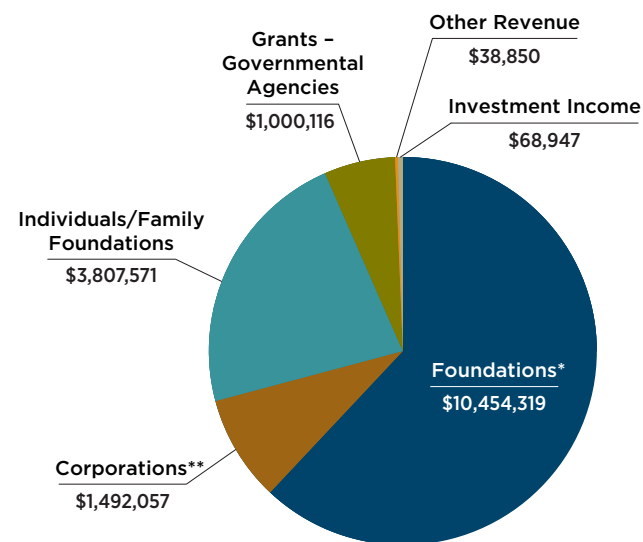
The national office generated \$16.9 million in revenue and \$12.7 million of expenses. The largest single expense was its \$4.4 million investment into the Communities In Schools network.

Sustained financial resources, measurable results and a clear focus on the organization’s strategic drivers have earned Communities In Schools distinctions for its sound operations. Communities In Schools received a high rating from Charity Navigator, which evaluates nearly 5,000 nonprofits annually. Communities In Schools was also

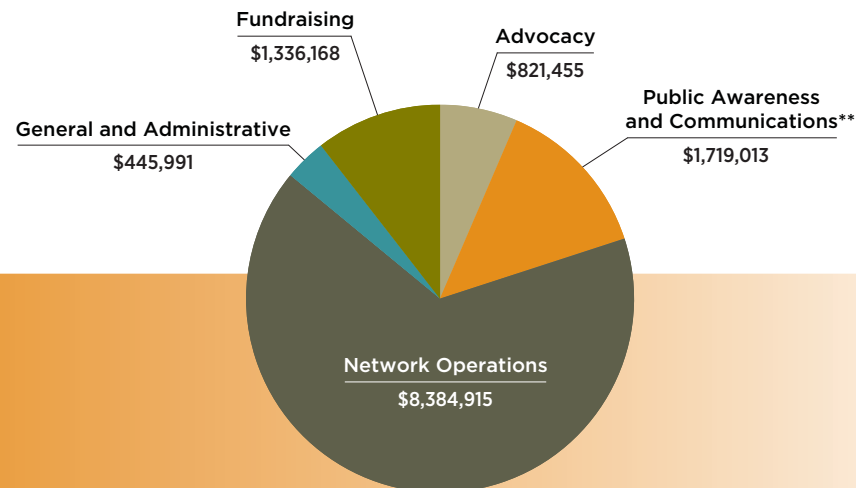
recognized in 2009 by the Better Business Bureau’s Wise Giving Alliance, for meeting the highest standards of nonprofit business practices. The Better Business Bureau Wise Giving Alliance, formed by the merger of the National Charities Information Bureau and Council of Better Business Bureaus’ Foundation, has a rigorous evaluation process. The Charity Seal on our website and our publications means that Communities In Schools has met all 20 of the Wise Giving Alliance’s standards for charity accountability.

The organization continues to produce and document results that have established its strong reputation as a leader in both student achievement and dropout prevention. As a result, the national office is able to offer Communities In Schools state offices and local affiliates training and resource development support – ultimately leading to greater numbers of students being served.

SUPPORT AND REVENUE



EXPENSES



COMMUNITIES IN SCHOOLS, INC.

STATEMENT OF ACTIVITIES & CHANGES IN NET ASSETS

Year ended September 30, 2009[^]

SUPPORT & REVENUE

Contributions:	
Foundations*	\$10,454,319
Corporations**	1,492,057
Individuals/Family Foundations	3,807,571
Grants – Governmental Agencies	1,000,116
Other Revenue	38,850
Investment Income	68,947

Total Support and Revenue	16,861,860
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EXPENSES

Program Services:	
Advocacy	821,455
Public Awareness & Communications**	1,719,013
Network Operations	8,384,915
Total Program Services	10,925,383

Supporting Services:	
General & Administrative	445,991
Fundraising	1,336,168
Total Supporting Services	1,782,159

Total Expenses	12,707,542
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CHANGE IN NET ASSETS	4,154,318
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Net assets, beginning of year	9,909,092
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Net assets, end of year	\$14,063,410
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[^] Communities In Schools' fiscal year 2009 began October 1, 2008 and ended September 30, 2009.

* Does not include family foundations.

** Includes media donations from 10 key media markets with a cash value of \$578,000.

COMMUNITIES IN SCHOOLS, INC.

STATEMENT OF FINANCIAL POSITION

September 30, 2009

ASSETS

Cash and cash equivalents	\$5,188,083
Cash held for restricted purposes	1,223,424
Investments	343,227
Pledges receivable, net	8,127,658
Government grants receivable	25,126
Other assets	95,618
Furniture and equipment, net	137,414

Total assets	\$15,140,550
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LIABILITIES AND NET ASSETS

Liabilities:	
Accounts payable and accrued liabilities	\$821,777
Deferred rent	255,363

Total liabilities	1,077,140
--------------------------	------------------

Net assets:	
Unrestricted	2,002,443
Temporarily restricted	11,060,967
Permanently restricted	1,000,000

Total net assets	14,063,414
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Total liabilities and net assets	\$15,140,550
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COMMUNITIES IN SCHOOLS GETS RESULTS

Communities In Schools believes it isn't enough to have good intentions. We need to have good

outcomes. The national office collects annual reports from all local affiliates and state offices to monitor the reach and penetration of our model across the country. Based on this self-reported data from our affiliates, nearly 80 to 90 percent of students monitored by affiliates show improvement in graduation and retention rates, academic achievement, promotion to the next grade level, attendance and behavior.

Building upon this body of data, the national office embarked on a rigorous, third-party evaluation to provide conclusive evidence that Communities In Schools is having an impact on public education (see page 4). Our self-reported data shows:

FOR COMMUNITIES...

- ▶ One hundred ninety-two local affiliates in 26 states and the District of Columbia served nearly 3,300 education sites.
- ▶ Nearly 2.1 million students had access to services through Communities In Schools, and more than 1.3 million students received direct services.

- ▶ Approximately 64,000 volunteers (including board members) contributed more than 3.1 million hours of their time — an estimated dollar value of nearly \$63 million.
- ▶ The average annual cost per student was \$164.

FOR YOUNG PEOPLE...

- ▶ Eighty-three percent of monitored eligible seniors graduated from high school.
- ▶ Eighty-eight percent of students monitored for promotion risk were promoted to the next grade.
- ▶ Ninety-seven percent of students monitored as potential dropouts remained in school at the end of the 2007–2008 school year.
- ▶ Seventy-nine percent of students monitored for academic issues showed improvement in academic achievement.
- ▶ Seventy-six percent of students monitored for poor attendance improved their attendance.
- ▶ Eighty-six percent of students monitored for behavior problems showed improvement in behavior.
- ▶ Eighty-one percent of students monitored for suspension risk had fewer suspensions.

Data excerpted from the 2007–2008 *Results from the CIS Network*.



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THANKS TO OUR PARTNERS

Communities In Schools is able to build momentum for its work, and ultimately serve more public school students, by engaging partners and donors at the national level. We would like to salute some of the partnerships that helped us develop new opportunities and meet new challenges in 2009.



Elaine Wynn, Communities In Schools National Board Chairman
PHOTO BY BARBARA KRAFT

Thanks to a multi-million-dollar grant from the Walmart Foundation, the

Foundation's Communities In Schools Scholars Program is helping students from our Performance Learning Centers (PLCs) realize their dreams of graduating from high school and continuing their education. In May, five students were selected from a pool of 21 applicants as the inaugural group of scholars; each of them will receive an award of up to \$10,000, renewable over four years, to help meet the cost of attending college. Comprehensive support services — including counseling, tutoring and other academic support — will be available through Communities In Schools and the scholars' colleges.



Walmart Foundation Communities In Schools Scholar Imani Lewis, pictured (center) with national board members (left to right) Jillian Manus, Sherrie Rollins Westin and Elaine Wynn and National Leadership Council member Vanessa Reed, spoke at the board of directors meeting in September.

PHOTO BY GARY BARRETT



In 2009, Communities In Schools Board Chairman Elaine Wynn, through the Stephen A. Wynn - Elaine P. Wynn Foundation, made

an inaugural gift of \$1 million toward the Communities In Schools endowment fund. The endowment is intended to create a stream of unrestricted income for national office operations and is part of a larger strategy to generate ongoing investments in state and local Communities In Schools organizations.

A three-year, multi-million-dollar grant from PepsiCo Foundation is funding a

partnership between City Year, Talent Development at Johns Hopkins University and Communities In Schools for a research-based, school turnaround initiative called Diplomas Now (see page 9). First launched in one middle school in Philadelphia, Diplomas Now has expanded to two additional schools in Philadelphia as well as schools in Chicago, Los Angeles, New Orleans and San Antonio.



Michael Brown, CEO and co-founder of City Year, and Maxine Wood, chief operating officer for site development at Talent Development High School, joined other representatives from City Year, Talent Development, Communities In Schools and PepsiCo Foundation to announce the Diplomas Now partnership at a briefing in Washington, D.C.

PHOTO BY CLAIRE DUGGAN



Jim Cox Chambers was one of the Communities In Schools national board of directors members who met with first lady Michelle Obama during her visit to Ferebee-Hope Elementary, a Communities In Schools of the Nation's Capital partner school.



Communities In Schools board member Jim Cox Chambers made a donation of \$3 million to the organization to honor his mother, Anne Cox Chambers and her long-time board membership, and also to honor Communities In Schools' and Founder Bill Milliken's commitment to young people.

The Robertson Foundation provided a \$10 million grant for growth capital for one-time investments in Communities



In Schools state and local organizations, as well as for national office support. The largest single grant in the history of the organization supports the Communities In Schools Impact Fund. The Impact Fund provides one-time investments to expand the reach and impact of the Communities In Schools Model. This helps ensure that affiliates are implementing the model with fidelity and assists them with deepening their work in schools where the dropout problem is the most entrenched.



Nina M. Bershadker, program officer with the Robertson Foundation, attended an accreditation celebration for the first Communities In Schools affiliates who have adopted the new Total Quality System (TQS). The Robertson Foundation's grant to the Communities In Schools national office supports investments in state offices and local affiliates, including technical support for meeting TQS standards. (l-r: Bill Milliken, founder and vice chairman, Communities In Schools, Inc.; Nina Bershadker, program officer, Robertson Foundation; Dan Cardinal, president, Communities In Schools, Inc.)

Communities In Schools was chosen to partner with Procter & Gamble (P&G) and Costco Wholesale in P&G's "Live, Learn and Thrive" global initiative designed to drive awareness of the nation's dropout epidemic. As part of this cause-related marketing campaign, Communities In Schools worked with P&G on advertisements and editorial placements that feature P&G's support of Communities In Schools.



An ad that ran in the Costco Connection focused on the dropout crisis and highlighted Communities In Schools as a partner.

CONTRIBUTORS

Communities In Schools gratefully acknowledges the individuals, corporations and foundations whose support, both financial and programmatic, was invaluable during fiscal year 2009.



GIFTS OF \$100,000 OR MORE

INDIVIDUALS AND FAMILY FOUNDATIONS

Maria Allwin
Anne Cox Chambers
James Chambers through
The Community Foundation for
the National Capital Region
Stephen A. Wynn - Elaine P. Wynn
Foundation

CORPORATIONS AND FOUNDATIONS

Capital One Financial Corporation
COSTCO Wholesale Corporation
ICAP®
MetLife Foundation
Omidyar Network
PepsiCo Foundation
Robertson Foundation
W.K. Kellogg Foundation

FEDERAL GOVERNMENT

Corporation for National
and Community Service

GIFTS OF \$50,000 TO \$99,999

INDIVIDUALS AND FAMILY FOUNDATIONS

The Herb Alpert Foundation
Moss Foundation

GIFTS OF \$25,000 TO \$49,999

INDIVIDUALS AND FAMILY FOUNDATIONS

Robert H.B. Baldwin through the Geraldine
R. Dodge Foundation
Moldaw Family Supporting Foundation 2
of the Jewish Community Endowment
Fund
John D. and Jane M. Nixon
John Shaw
Jason G. and Donna E. Weiss

CORPORATIONS AND FOUNDATIONS

Integrated Marketing Services

GIFTS OF \$10,000 TO \$24,999

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Amelior Foundation
The Charlesmead Foundation, Inc.
The Dozoretz Family Foundation
Robert R. Hopper
George and Janet Johnson
Joyce Klein
Jillian Manus and Alan E. Salzman
Peter Norton Family Foundation
Joe Santucci through the Crowe
Foundation
James D. Sinegal
Leonard and Lauren Stern
Sherrie and David Westin

CORPORATIONS AND FOUNDATIONS

Barton Properties
Best Buy Children's Foundation
Burger King Corporation
CAA Foundation
Annie E. Casey Foundation
Hudson Group

GIFTS OF \$1,000 TO \$9,999

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Lance Freed
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Linda and Philip Lader
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Robert and Rochelle Light Foundation
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Midler Family Foundation
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Society of Women Engineers, Cornell
University
The Taber-Beckstead Family Fund
of Schwab Charitable Fund
Nathan Troutman
Thomas Vander Ark
Mark and Linda Gale White
James W. and Kathleen M. Youngren

CORPORATIONS AND FOUNDATIONS

Alpine Electronics Research of America, Inc.
Fairview Research LLC
SAS Institute, Inc.

This list reflects contributions received through September 30, 2009. 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 of \$1,000 or greater. 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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Long Live the Kings

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▲ ALASKA (4)

CIS of Alaska (Anchorage)
CIS of Anchorage
CIS of Bethel
CIS of Juneau
CIS of Mat-Su

▲ ARIZONA (2)

CIS of Arizona* (Phoenix)
CIS of Tempe and Kyrene
CIS of Greater Phoenix

CALIFORNIA (3)

CIS of San Fernando Valley and
Greater Los Angeles
CIS of Los Angeles West
CIS of San Francisco 49er
Academy

▲ DELAWARE (1)

CIS of Delaware (Dover)

DISTRICT OF COLUMBIA (1)

CIS of the Nation's Capital

▲ FLORIDA (12)

CIS of Florida (Tallahassee)
CIS of Broward County*
CIS of Bradford County
CIS of Gadsden County
CIS of Jacksonville*
CIS of Leon County*
CIS of Miami*
CIS of Nassau County*
CIS of Northwest Florida
CIS of Okeechobee County*
CIS of Palm Beach County*
CIS of Putnam County*
CIS of St. Johns County*

▲ GEORGIA (47)

CIS of Georgia* (Atlanta)
CIS of Albany/Dougherty County*
CIS of Athens/Clarke County
CIS of Atlanta*
CIS of Augusta/Richmond County*
CIS of Baldwin County*
CIS of Barrow County*
CIS of Berrien County*
CIS of Burke County*
CIS of Bulloch County
CIS of Candler County*
CIS of Catoosa County*
CIS of Cochran/Bleckley County
CIS of Colquitt County
CIS of Cook County

CIS of Coweta County*
CIS of Decatur County
CIS of Dodge County
CIS of Douglas County*
CIS of Effingham County
CIS of Elbert County*
CIS of Fitzgerald/Ben Hill County*
CIS of Glascock County
CIS of Glynn County*
CIS of Hancock County*
CIS of Harris County*
CIS of Hart County
CIS of Houston County
CIS of Jefferson County*
CIS of Jenkins County*
CIS of Laurens County*
CIS of Macon/Bibb County
CIS of Marietta City/Cobb County
CIS of McDuffie County*
CIS of Miller County
CIS of North Georgia*
CIS of Rome/Floyd County*
CIS of Savannah/Chatham County
CIS of Screven County
CIS of Stephens County
CIS of Sumter County
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CIS of Valdosta/Lowndes
CIS of Walton County*
CIS of Warren County*
CIS of Washington County*
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ILLINOIS (2)

CIS of Chicago
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INDIANA (4)

CIS of Clark County
CIS of East Chicago*
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CIS of Rice County*
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

▲ NEW JERSEY (4)

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

NEW YORK (1)

CIS of New York

▲ NEVADA (2)

CIS of Nevada (Las Vegas)
CIS of Northeast Nevada*
CIS of Southern Nevada

▲ NORTH CAROLINA (39)

CIS of North Carolina* (Raleigh)
CIS of Asheville/Bumcombe*
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 Mitchell County
CIS of Montgomery 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 Wilkes County*
CIS of Wilson County*

OHIO (1)

CIS of Central Ohio*

OKLAHOMA (1)

CIS of Ardmore

▲ PENNSYLVANIA (5)

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

SOUTH CAROLINA (12)

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 County
CIS of Brazoria County*
CIS of Cameron County*
CIS of Central Texas*
CIS City of Galveston*

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 of the Greater Wichita
Falls Area*
CIS of the Heart of Texas*
CIS of Hidalgo County*
CIS of Houston*
CIS of Laredo*
CIS of North Texas*
CIS of Northeast Texas*
CIS of the Permian Basin*
CIS of San Antonio*
CIS of South Central Texas*
CIS on the South Plains*
CIS Southeast Harris County*
CIS Southeast Texas*

▲ VIRGINIA (5)

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

▲ WASHINGTON (12)

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

WEST VIRGINIA (2)

CIS of Cabell County
CIS of Greenbrier County

▲ Communities In Schools state
office also located here.

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

* Chartered Communities
In Schools 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

I believe that the battle for the future of America will be won or lost at the schoolhouse door.

A shot at a decent future is the biggest social-justice and civil-rights issue of our time. We cannot continue to lose generation after generation of young people to the hopelessness of dropping out — it's not only a moral imperative, it's also an economic one. Fighting this battle — not just to keep young people in school, but to help them achieve and excel — is at the heart of who we are. It frames everything we do, whether working at the policy level or the grassroots level, whether working with kids who are struggling academically or those who are just bored or disillusioned. We are Communities In Schools, and these are all our children.

During difficult times, it is helpful to remember that everything in life is balance, and the flip side of crisis is opportunity. No one knows this better than the nearly 200 Communities In Schools affiliates across the country that continued to serve students in 2009 despite a deep recession and widespread budget cuts. When there are fewer resources, there is an even greater need — and justification — for the core work of Communities In Schools. The careful coordination of resources to boost student achievement makes even more sense in lean economic times. Our model presents more “bang

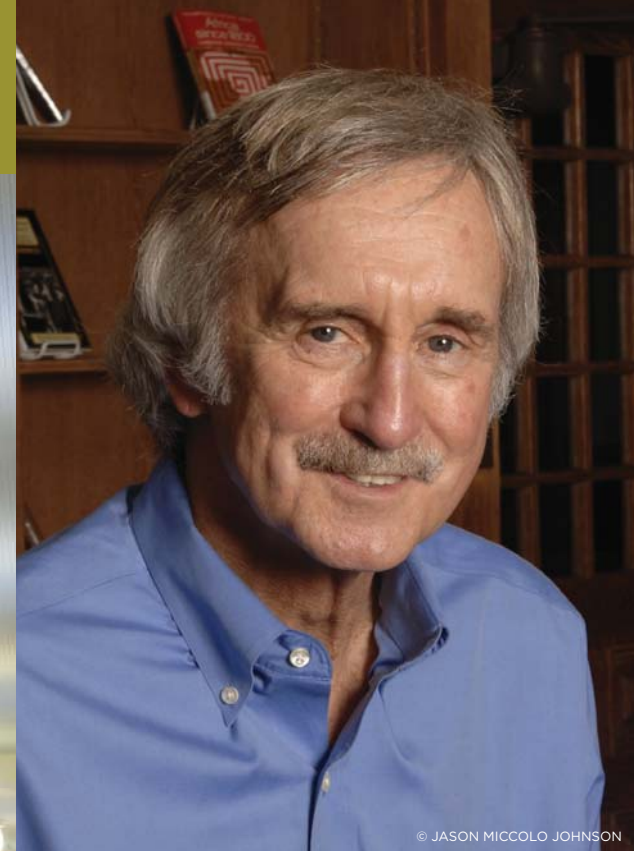
for the buck” than any single agency or service. It's replicable and sustainable, thanks to our many thousands of volunteers, our cost-effective operations and our accountability, which have helped us deliver real results for more than three decades.

In 2009, as I do every year, I spent a fair amount of time on the road listening to educators, parents and students. What I found were communities that were not just receptive to our work, but hungry for it. The beauty of Communities In Schools is that it works in all types of environments. Educators love us because we free them to teach. Parents love us because we help strengthen families and show them how best to support their children. And students love us because we believe in them and bring them caring relationships that help to remove barriers, meet their needs, and create the expectation and conditions for success, no matter their life circumstances.

But in spite of our persistence and successes to date, we've just scratched the surface. Much more remains to be done. For too many young people, graduating from high school and pursuing their dreams is an exception to the norm. As we know all too well, today's dropout is tomorrow's welfare recipient, health-care risk or prison inmate. And that's just unacceptable. Because these are all our children.

Bill Milliken

Communities In Schools Founder and Vice Chairman



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Writer/Production Manager: Maureen Salamat,
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bbb.org/charity

COMMUNITIES IN SCHOOLS NATIONAL OFFICE
2345 CRYSTAL DRIVE, SUITE 801
ARLINGTON, VA 22202

800-CIS-4KIDS | WWW.COMMUNITIESINSCHOOLS.ORG

