



Communities
In Schools



Whatever It Takes

2012 ANNUAL REPORT



81% of students met their academic achievement improvement goals

Photo by Tosca Radigonda / AP Images for P&G

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Photo by Scott Henrichsen



Photo by Scott Henrichsen

Letter from the Chairman and President

In the continuing debate about school reform, too often we forget the point of it all—the children. At least 11 million of those children start their first day of school with the deck stacked against them—

because they live in poverty. The data show that low socioeconomic status often predetermines academic failure, and since poverty rates are disproportionately high among black and Hispanic Americans, so are

the dropout rates. *Each and Every Child*, a report prepared for the U.S. Secretary of Education by the Equity and Excellence Commission, recently reported an astonishing calculation: *If Hispanic and African American student performance increased to the same level as white students and maintained there over 80 years, an estimated \$50 trillion would be added to the economy.*

The “education crisis” is not limited to schools; it is both a result and a driver of much larger societal and economic trends, especially the growing income gap between rich and poor. The failure to change the status quo threatens the social fabric of American society, as well as prospects for the U.S. economy and the strength of our nation’s security. At Communities In Schools, we know that traditional reform strategies fail to address what poor kids are dealing with every day: lack of such

basic human needs as food, shelter and health care; few opportunities to develop social/emotional learning skills critical to functioning in society; absence of consistent adult role models; and little in the way of support systems and enrichment experiences available to children in stable, adequately resourced families—all contribute to the despair and frustration of at-risk students, even though they may be bright and fully capable of achieving in school.

We understand those realities, deeply and passionately, and we have a proven model that works for many different kinds of students, in many different kinds of schools, in many different kinds of communities. We are on the front lines of this country’s education and social crisis, focused on the lowest-performing schools and the students most vulnerable to dropping out. We are making a difference with our cost-effective,

evidence-based and sustainable student success model of *integrated student supports*.

Communities In Schools has replicated its model in school settings across urban, suburban and rural districts—*doubling the number of students served over the last 10 years*. The model provides an adaptable framework within which we organize comprehensive and integrated supports in each participating school through a single point of contact—the site coordinator.

Site coordinators are *consistent, caring adults* whose only job is to support students to succeed. We often have the opportunity to travel to education sites served by Communities In Schools, and the privilege to meet many of these extraordinary and dedicated individuals who change lives one day and one student at a time.

The Communities In Schools model empowers site coordinators to innovate and adjust the model to the schools and students they serve. They assess school and students’ needs and tailor services to respond

to those needs. They develop relationships with students, monitor their progress and constantly make adjustments in response to how students are doing.

Whatever it takes—academic help, direct provision of health care, support groups, counseling, transportation, donated goods, mentoring, after-school programs, cash assistance, food, a place to live—site coordinators turn to the community, bringing volunteers and local business partners into the schools to make student achievement possible. With their needs met, children come to school ready to learn and teachers are free to teach.

The power of our student-centered approach lies in the potential for *permanent, intergenerational change without further intervention*. We have seen it again and again—students we serve lifted to a new level of expectation, achievement and aspiration; that is the level at which *their* children begin. And, because an essential element of our model is the expectation that students will give back, Communities In Schools alumni also lift up their communities with their commitment to service.

Communities In Schools has a vision:

Every child in need in America will have a community of support in and outside the classroom, and millions more students will stay in school, graduate and succeed in life.

Photo by Barbara Kraft



Elaine Wynn
National Board Chairman

Photo by William Waybourn



Daniel J. Cardinali
National President

With gratitude,

The facts* tell the story:

Every **26 seconds**, a child in America drops out of school and into an uncertain future.¹

More than **16 million** children in the United States – **22%** of all children – live in families with incomes below the federal poverty level.²

Students of color are up to **six times** more likely to attend low-performing schools.³

The average African American eighth grader is performing at the **19th percentile** of white students in math; the average Hispanic student is at the **26th percentile**.⁴

* See page 11 for details.



Mission

The mission of Communities In Schools is to surround students with a community of support, empowering them to stay in school and achieve in life.

Photo by Don Usner

The Five Basics

Our work is guided by the Five Basics, a set of essentials that every child needs and deserves.

- 1 A one-on-one relationship with a caring adult**
At the heart of what we do is building relationships. Children need positive role models to help them navigate their way to adulthood. Our site coordinators, and the mentors and tutors they provide, encourage students and remove obstacles to success.
- 2 A safe place to learn and grow**
We engage communities to create safe environments for students in their schools, neighborhoods and programs that take place during non-school hours.
- 3 A healthy start and a healthy future**
For children who lack basic services like medical care and nutritious food, we partner with local agencies and food banks to provide access to physical and mental health services, dental services, counseling and food backpack programs.
- 4 A marketable skill to use upon graduation**
We understand that the path to success includes preparing young people for life after high school. Our site coordinators focus on career development and college readiness, and we help provide access to postsecondary education.
- 5 A chance to give back to peers and community**
Young people need to feel like they have something to give back. We work with students to build their confidence and strengthen their service involvement. Our Alumni Network keeps former students connected to each other and their communities.



Photo by Scott Henrichsen

“It’s easy to make the decision to have Communities In Schools be a part of your school because the return on investment, the kind of impact it makes on our children and in our children’s lives, and the gaps that it fills no teacher, principal, assistant principal or counselor will ever be able to fill. Communities In Schools has been a godsend. No matter where I go in my career, I’m going to take Communities In Schools with me... it helps meet the needs of the entire child as well as the family.”

— Dr. Sharon M. Shields, Superintendent of La Vega ISD, Texas

Highlights and Accomplishments-2012

2012 Unsung Heroes Award Recipients

Stephanie Armendariz
Communities In Schools of South Central Texas

Paul Fagen
Communities In Schools of Chicago

Linda Shelley
Communities In Schools of Peninsula, Washington

Bobby Valcin
Communities In Schools of Palm Beach County, Florida

Steven Weeks
Communities In Schools of Greenville, South Carolina



Photo by K. Jessie Slaten

Student Achievement

During the 2011-2012 school year, 1.25 million students received support from Communities In Schools in over 2,400 sites. We are proud to report that among our 136,000 case-managed students receiving targeted and intensive interventions, **99 percent** remained in school; **94 percent** in K-11 were promoted; and **93 percent** of eligible seniors graduated.

Total Quality System Accreditation

By the end of FY 2012, 78 affiliates had earned their TQS accreditation, with additional affiliates preparing for accreditation in the next two years. Communities In Schools' Total Quality System is a set of program, business and site operation standards based on the five-year independent research study conducted by ICF International. The study's findings on how to maximize student improvement continue to inform Communities In

Schools' evidence-based practice. Operating by TQS standards has proven to further guarantee financially strong affiliates who are serving more students through fidelity to the comprehensive integrated student supports model. All affiliates must be accredited by July 2015 in order to be part of Communities In Schools, setting a consistent baseline of organizational and operational quality throughout the network.

Site Coordinators

By the end of 2012, more than 430 site coordinators were certified, and 325 more were moving through the rigorous certification program toward graduation in 2013. Five extraordinary Unsung Heroes were recognized in 2012—all outstanding site coordinators who daily demonstrate their unwavering commitment to students. With acts of love and transformation, these men and women are the best in the country at what they do.

Expansion

We have re-established a Communities In Schools state office in South Carolina to lead the expansion into more communities and school sites in that state, establish relationships with key statewide partners, and promote and advocate for Communities In Schools. Expansion and deepening of the Communities In Schools presence is also underway in California, Delaware, Kansas, North Carolina and Virginia; and in the major metropolitan areas of Chicago and Philadelphia. Finally, Communities In Schools has added Tennessee and New Mexico to the network with the establishment of a new state office and pilot programs in schools.

Rigorous Research

We have begun a new round of independent evaluation research with MDRC, a nonprofit education and social policy research organization, that will build on our previous

independent five-year evaluation, further strengthen our program model, and create a rigorous base of evidence for Communities In Schools effectiveness that is unique to the field and reinforces the case for integrated student supports as a cornerstone of federal education policy.

Return On Investment

In May 2012, Communities In Schools released the results of an economic impact study conducted by EMSI, one of the nation's leading economic modeling firms. The purpose of the study was to quantify the return on investment of Communities In Schools' 113 high school-serving affiliates to taxpayers, businesses and students. EMSI's work revealed that **for every dollar invested in Communities In Schools, \$11.60 is returned to society.**

Future Leadership

Communities In Schools also selected and launched a pilot class of emerging Communities In Schools leaders for its New York University (NYU) **Executive Leadership Development Program**, a nine-month course in partnership with NYU's Wagner School that

encompasses learning and coaching sessions with experts in all areas of nonprofit executive leadership, as well as action learning projects. We also implemented our new partnership with **BoardSource** to provide every state office and local affiliate access to extensive information and assistance programs about best practice in building and engaging nonprofit boards of directors.

Leadership Town Hall

In September 2012, the Communities In Schools national office convened leaders from across the network in Arlington, Va., to focus on the vital role they play in transformation and creating opportunities to sustain and expand our evidence-based model of integrated student supports. National, local and state board members, site coordinators and others from across the network engaged with school superintendents, Communities In Schools national funding partners and education thought leaders. More than 200 people participated in person in Arlington, and an interactive, live stream of the conference enabled 600 additional Communities In Schools professional and volunteer leaders to participate in the conversation.

During the 2011-2012 school year, **1.25 million students** received support from Communities In Schools in over 2,400 sites.



Photo by Marc Monaghan



Photo by Jack Holcombe



Photo by Hugh McMillan

Highlights and Accomplishments-2012



Photo by Tosca Radigonda / AP Images for P&G

In the News

We got the Communities In Schools message out nationally, with appearances on “Morning Joe,” a national partnership with the Corporation for Public Broadcasting’s American Graduate initiative that featured Communities In Schools in a half-hour segment distributed to PBS stations nationwide; and Communities In Schools President Dan Cardinali’s regular contribution to the Huffington Post blog, offering commentary and fresh insights on social justice, education reform, the effects of poverty, the achievement gap and partnerships in schools.

Organizational Excellence

Communities In Schools was recognized for sound business practices and financial transparency, earning a four-star rating from Charity Navigator as well as the Better Business Bureau’s Wise Giving Alliance National Charity Seal. We

continue to be recommended by Philanthropedia, a nonprofit that helps donors give more strategically, and recognized by the Social Impact 100 Index as a top-performing, evidence-based nonprofit.

Advocacy

Communities In Schools continued to make progress toward including integrated student supports in the reauthorization of the Elementary and Secondary Education Act (ESEA) – the federal government’s single biggest commitment to education and primary legislative vehicle for changes to K-12 education. The Senate ESEA bill explicitly includes integrated student supports as part of school reform, and the creation of a grant program to encourage and support the work of Communities In Schools. The latter also includes, for the first time ever, a requirement for a site coordinator as part of the grant opportunity. Our efforts also secured language in the

Senate Appropriations Bill Report that confirmed that Title 1 funds, an important source of support for the network, may be used for integrated student supports, thus protecting affiliate access to this funding both currently and in the future.

Grassroots

Communities In Schools also made great strides in the process to establish a significant national network of advocates. We have recruited more than 3,000 activists, both from within the network as well as external supporters, and supported 80 affiliates that engaged in advocacy action in advance of the November 2012 election. We are building policy makers’ familiarity with Communities In Schools, exposure to our programs and people, and setting the foundation for effective advocacy that translates into federal support for policies that direct resources to Communities In Schools.

A Growing Network of Partners

In 2012, we partnered again with the **P&G Give Education Campaign**. The 2012 campaign launched August 15 at Venice High School in Los Angeles with Matthew McConaughey and his jk living Foundation, a Communities In Schools of Los Angeles partner. P&G’s brandSAVER coupons and a special rebate offer benefited Communities In Schools affiliates across the network. We also began a great partnership with **Hudson News Stores**, which has placed signs with collection boxes next to their cash registers throughout the country, reaching millions of travelers who donated more than \$270,000 to Communities In Schools in 2012.

In addition to the initiatives with P&G, Hudson Stores and Gap, Communities In Schools received significant support from many corporations and foundations that recognize the importance of Communities In Schools to the future of the economy, the workforce and the social well-being of this country, and understand we are a sound investment. Highlights included:

- **MetLife Foundation** awarded Communities In Schools a \$1 million grant to help build our capacity to serve more students and communities, and assure that our work will be both effective and sustainable at high standards.
- In fiscal year 2012, **Altria Group** committed contributions of more than \$1.8 million over three years to help Communities In Schools implement growth plans in Richmond, Va., Nashville, Tenn. and southeastern Pennsylvania.
- Communities In Schools continued to be a key partner in **AT&T’s** \$350 million Aspire Education initiative; AT&T contributed \$1.6 million to seven Communities In Schools affiliates through the highly competitive ASPIRE grant program.
- Communities In Schools worked with the **Windsong Trust** to direct its support toward Communities In Schools school site expansion in Southern Nevada and Los Angeles, Calif. The Trust renewed its support with a commitment of \$785,000 in 2012.

For every dollar invested in Communities In Schools,
\$11.60 is returned to society.

Photo by Scott Henrichsen



Photo by K. Jesse Slaten



Communities In Schools By the Numbers



Photo by Christopher Record

During the 2011-2012 school year, Communities In Schools local affiliates delivered human, financial and community resources that helped young people stay in school and on track to graduation.

1.25 million students served

81% are racial minorities

92% of students were eligible for free or reduced-price lunch

136,000 received targeted case management services

300,000 involved parents, families and guardians

27 states and the District of Columbia

99% of Communities In Schools students stayed in school

Nearly 200 local affiliates—2,400 K-12 schools and community-based sites

4,025 nonprofit and youth development professionals

\$179 cost per student served

70,000 community volunteers

\$44 million worth of volunteer time

15,700 community partner organizations



Photo courtesy Communities In Schools of North Carolina

Our case-managed students—those at greatest risk of dropping out—showed their will to succeed.

99% of students remained in school at the end of the 2011-2012 school year. Additionally, of the graduates monitored post-graduation, 68 percent went on to some form of postsecondary education.

94% of students in grades K-11 were promoted to the next grade.

93% of eligible seniors graduated.

73% met their attendance improvement goals.

89% met their behavior improvement goals.

81% met their academic improvement goals.

91% met their attitude and commitment to school improvement goals.

90% met their high-risk behavior reduction goals.

77% met their suspension reduction goals.

“Tackling our nation’s dropout crisis requires us to invest in effective solutions like Communities In Schools, so it can expand and serve greater numbers of schools and students across the country. We invite others to join us in supporting Communities In Schools, one of the nation’s leading dropout prevention organizations, so that young people – especially those at greatest risk of dropping out – can stay in school and graduate on time.”

— Kelly Fitzsimmons, Chief Strategy and Program Officer, Edna McConnell Clark Foundation



Photo by Scott Henrichsen



Photo courtesy Communities In Schools of Renton

¹ Alliance for Excellent Education

² National Center for Children in Poverty, <http://www.nccp.org/topics/childpoverty.html>

³ “Caught in the Crisis: Students of Color and Native Students in U.S. High Schools,” Alliance for Excellent Education, January 2012, p.1

⁴ “For Each and Every Child,” p. 13

Communities In Schools By the Numbers

During the 2011-2012 school year, public agencies on the federal, state and local levels invested substantial resources in Communities In Schools' evidence-based model of integrated student supports. Private sector donors and partners joined them with both cash contributions and in-kind donations of goods and services.

Types of Funding

\$193 million

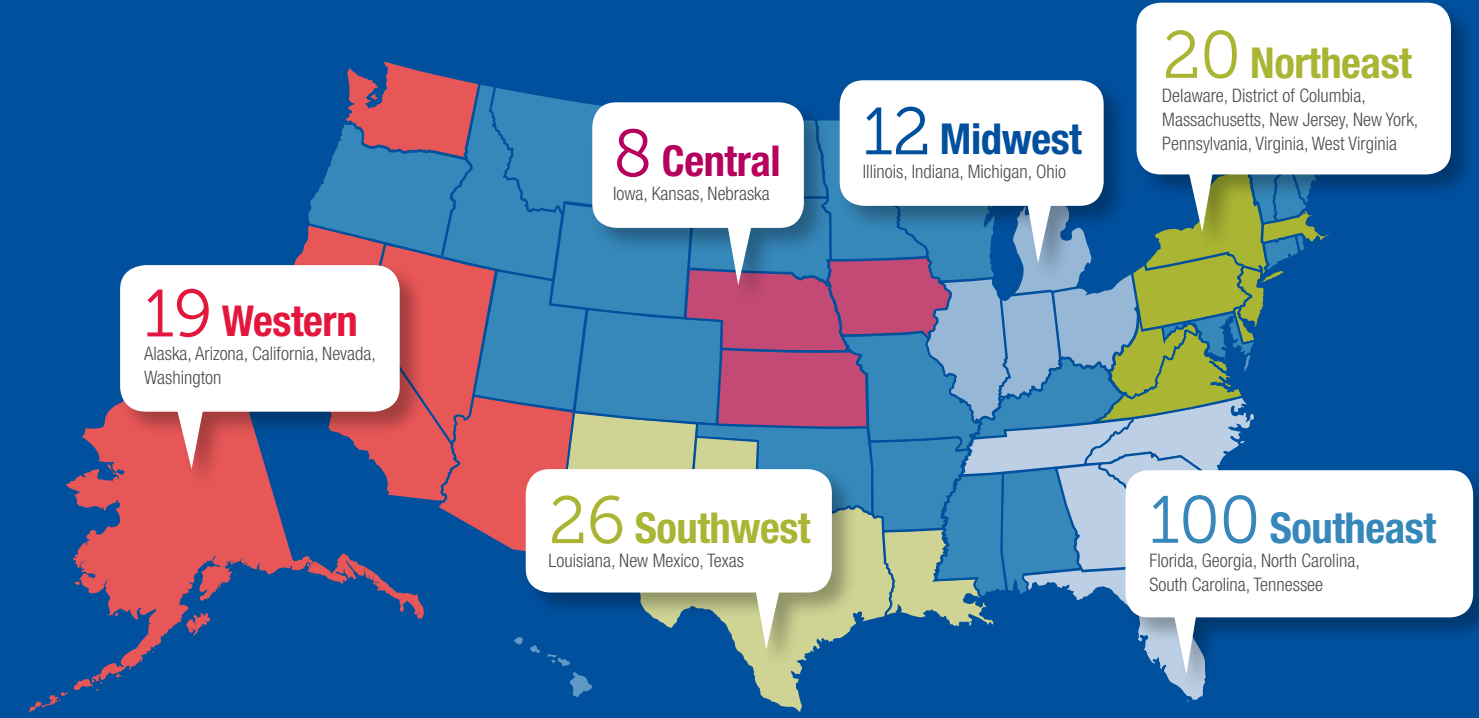


Sources of Funding

\$193 million



Communities In Schools local affiliates change lives around the nation in urban, suburban and rural school districts.



"I don't think there's any more important organization in this country than Communities In Schools and what they do to prepare young people to learn."

— U.S. Representative Adam Smith, 9th Congressional District, Washington



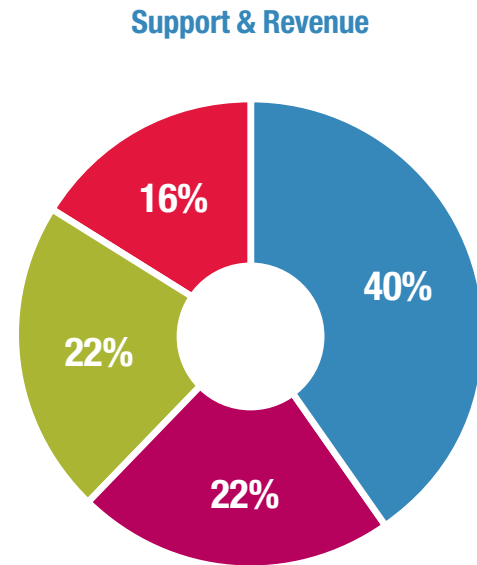
Photo by Laura McKenzie

Fiscal Year 2012 Financial Snapshot

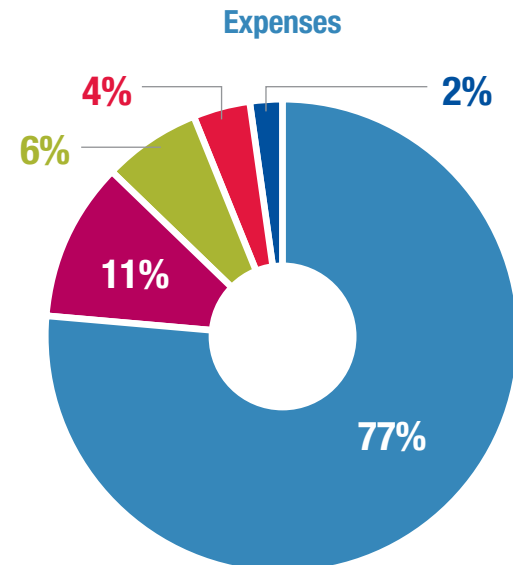


Photo by Scott Henrichsen

In 2012, the Communities In Schools national office generated \$22.4 million in operating revenue and \$18.7 million in operating expenses. Approximately 92% of Communities In Schools' expenses went directly to program work supporting students, including our single largest expense of \$8.6 million invested back in the Communities In Schools network through grant-making to state offices and local affiliates.



40% Individuals/Family Foundations
22% Foundations*
22% Corporations
16% Grants - Governmental Agencies



77% Network Operations
11% Public Awareness and Communication
6% Fundraising
4% Advocacy
2% General and Administrative

Statement of Activities & Changes in Net Assets Year Ended September 30, 2012[^]

Support and Revenue

Contributions:	
Foundations*	\$ 4,937,528
Corporations	4,863,996
Individuals/Family Foundations	9,046,569
Grants - Governmental Agencies	3,560,455
Other Revenue	5,683
Total Support and Revenue	\$ 22,414,231

Expenses

Program Services:	
Advocacy	754,026
Public Awareness and Communication	2,040,456
Network Operations	14,377,170
Total Program Services	17,171,652
Supporting Services:	
General and Administrative	359,287
Fundraising	1,231,109
Total Supporting Services	1,590,396
Total Expenses	\$ 18,762,048

Change in Net Assets from Operations	3,652,183
Investment Income (Loss), net	2,171,487
Contributions to Endowment	7,972,500
Change in Net Assets	13,796,170
Beginning Net Assets	21,989,993
Ending Net Assets	\$ 35,786,163

Statement of Financial Position Year Ended September 30, 2012[^]

Assets

Cash and Cash Equivalents	\$ 8,680,732
Cash Held for Restricted Purposes	127,729
Investments	21,927,291
Pledges Receivable, net	5,007,059
Government Grants Receivable	812,730
Other Assets	291,222
Fixed Assets, net	318,230
Total Assets	\$ 37,164,993

Liabilities and Net Assets

Liabilities:	
Accounts Payable and Accrued Liabilities	\$ 1,008,943
Deferred Rent	369,887
Total Liabilities	1,378,830
Net Assets:	
Unrestricted	7,823,712
Temporarily Restricted	8,130,315
Permanently Restricted	19,832,136
Total Net Assets	35,786,163
Total Liabilities and Net Assets	\$ 37,164,993

[^] Communities In Schools fiscal year 2012 began October 1, 2011 and ended September 30, 2012.

* Does not include family foundations.

Fiscal Year 2012 Contributors

Honor Society

Anonymous
The Alwin Family
The Herb Alpert Foundation
Altria Group
AT&T Foundation
Robert H.B. Baldwin, Jr. and Margaret J. Sieck
Bank of America Charitable Foundation
Capital One
Anne Cox Chambers
James Cox Chambers through the National Christian Foundation
Cisco Systems
Costco Wholesale
The Edna McConnell Clark Foundation
The Emerson Collective Education Fund
The Hollyhock Foundation
ICAP®
Jillian Manus
The Meadows Foundation
MetLife Foundation
Moss Foundation
John D. Nixon
PepsiCo Inc
Procter & Gamble

Robertson Foundation
John and Debbie Shaw
The Wallace Foundation
Windsong Trust
Elaine Wynn
Stephen Wynn

Dean's List

Anonymous
Alliance Data
America's Promise Alliance
The Annie E. Casey Foundation
Robert H. B. Baldwin through the Geraldine R. Dodge Foundation
Raymond Chambers through The MCJ Amelior Foundation
Creative Artists Agency
John R. Ettinger
Leslie Fielden
Gap, Inc.
Daniel R. and Rhoda J. Glickman
Jane D. Hartley and Ralph L. Schlosstein
Hudson Group
Thomas and DeAnne Hutchison
IBM
Johns Hopkins University

George and Janet Johnson
Michael Keithley
Linda and Philip Lader
Ron Meyer
Scott E. Mitchell and Daniel J. Cardinali
Moldaw Family Supporting Foundation 2 of the Jewish Community Endowment Fund
Dr. Quentin Regestein
Rick M. Rieder and Debra Leib
Susan and Richard Rogel
Lorraine Schwartz, The Shulamit's Hope Foundation
Paul Sparta
Leonard and Lauren Stern
Tom and Karen Vander Ark
Jason G. and Donna E. Weiss
Sherrie and David Westin
The Wildflower Foundation

Classroom Champions

Daniel H. Adler
Joanne and Hank Asbill
Burt Bacharach
Lea and Wayne Berman
Jacob Bloom
Reneé Brown

Russell Carpentieri, The Opus Foundation
Michael P. Castine
Audrey Choi
William D. and Joan Clarke
Deirdre and Larry Cohen
James M. and Susan Cole
Cornerstone Montessori School PTO
Matt Davis
Ronald and Beth Dozoretz
David Ebert
The Elfenworks Foundation
Daryl Elliott
Charles W. and Jane A. Ellis
Susan Fowler
Lori and Eric Friedman
Larry Gainen
Joseph Gigliotti
John and Carrie Hayden Family Foundation
J. Douglas and Ann B. Holladay
Robert R. Hopper
Alan Jones and Ashley Garrett
Mark Kaminsky
Scott Krase
Robert and Susan Labriola
Daniella Landau

David Lerner
Simone and David Levinson
Mark Libenson
Eric Liu
Richard and Brittany M. Lovett
Jerami D. Marsh
Joseph P. McCarthy
Ellen Merlo
Sean and Jill Milliken
William and Jean Milliken
Debra Montanino and Joan Sherman
Michael Newhouse
John Oliver, The Oliver Group LLC
Fern and Louis J. Oppenheim
Neil Oxman
Michael Parham
Pratish S. Patel
C. Gregg and Julie Petersmeyer
Virginia and Jonathan Powers
Karen Pursley
Sally Quinn
Steven Rattner and Maureen White
RealNetworks, Inc.
Edward Reilly
Jonathan Resnick

Mary Pat Ryan
Manoj Saxena
Paul Schwartz
Elaine Scott
Arthur T. Shorin
Scott Silverstein and Amy Shorin-Silverstein
Avy and Marcie Stein
Stone Family Foundation
Dayana Toledo
Valassis
Kelly Whalen of The Centsible Life
Linda Gale and Mark White
Ava D. Youngblood



Photo by Scott Henrichsen

"In my eight years as a high school principal, I have never had the pleasure of working with an outside agency that provides the same level of commitment, professionalism and access to resources as Communities In Schools of Atlanta. Put simply, they have become woven into the fabric of our school, and our community is better as a result."

— Dr. Grant Rivera, Principal, Westlake High School, Atlanta, Ga.



Photo by Scott Henrichsen

94% of students in grades K-11 were promoted to the next grade.

National Board of Directors*



Photo by Don Usner

Elaine Wynn (Chairman)

Director
Wynn Resorts

William E. Milliken (Vice Chairman)

Founder
Communities In Schools

Christopher F. Allwin

General Maritime Corporation

Robert H.B. Baldwin, Jr.

Vice Chairman
Heartland Payment Systems

James Cox Chambers

Producer
Field Hands Productions

Dan Domenech

Executive Director
American Association of School Administrators

John R. Ettinger

CEO
The Helmsley Trust

Hon. Daniel Glickman

Executive Director
The Aspen Institute Congressional Program
Senior Fellow
Bipartisan Policy Center

Rhoda Glickman

Senior Vice President for Business Services
Empire State Development Corporation

Michael Keithley

Chief Information Officer
Creative Artists Agency

Linda LeSourd Lader

President
Renaissance Institute

Jillian Manus

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

John Nixon

Executive Director
ICAP®

Michael Parham

Senior Vice President and General Counsel
RealNetworks, Inc.

Jonathan G. Powers

Deputy Supervisor
Town of Pound Ridge, N.Y.

Manoj Saxena

General Manager
Watson Solutions
IBM Software Solutions Group

Leonard Stern

Partner
Shepardson Stern + Kaminsky

Donna Weiss

Sherrie Rollins Westin

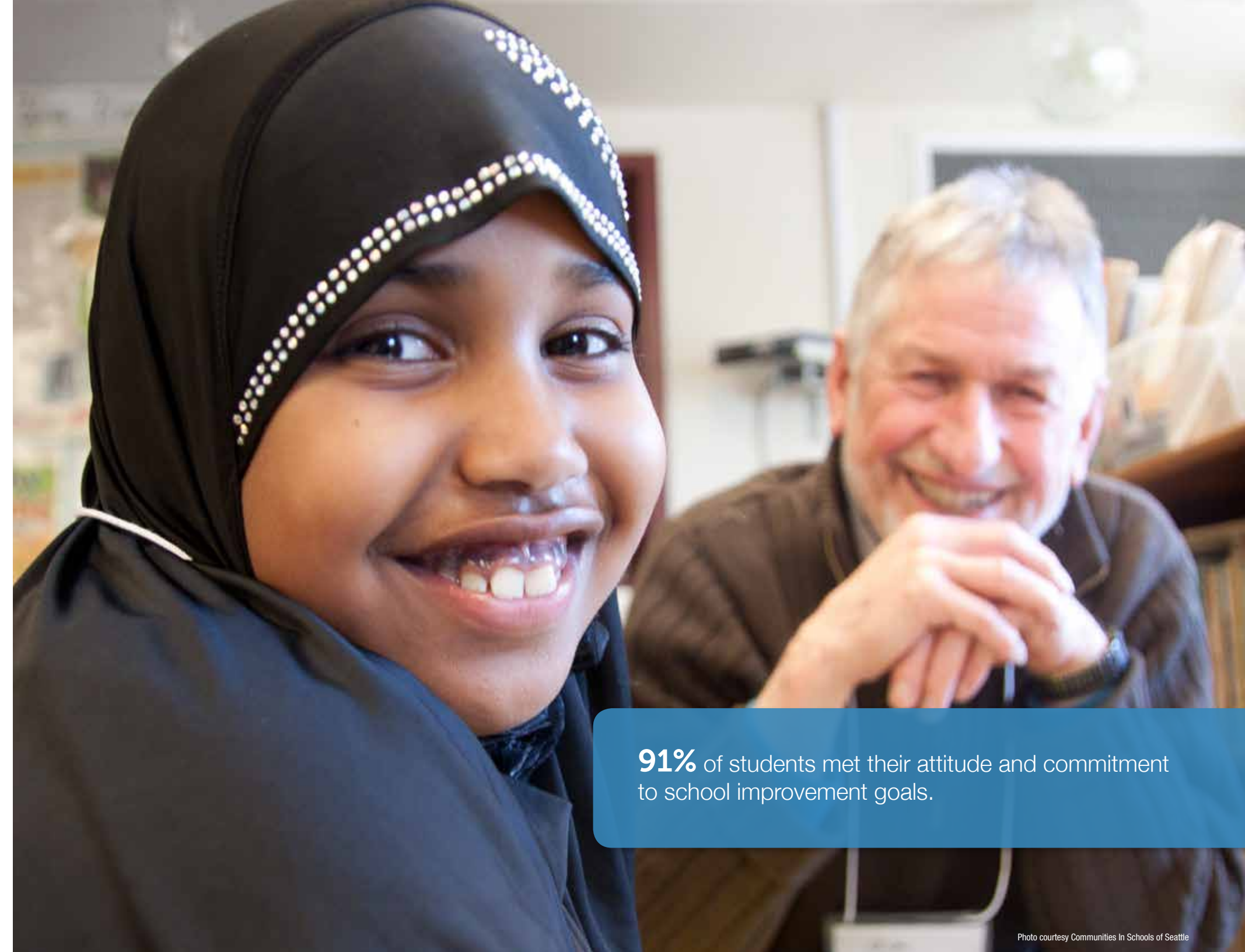
Executive Vice President
Sesame Workshop

Linda Gale White

Former First Lady of Texas

Ava Youngblood

CEO
Youngblood Executive Search



91% of students met their attitude and commitment to school improvement goals.

* Current as of publication date.

National Leadership Council*

The National Leadership Council is a select group of prominent leaders who endorse the vision and goals of Communities In Schools; who make an annual donation to the 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.

Daniel H. Adler
Founder and Principal
 Media Eagles

Andre Agassi
Founder
 Andre Agassi Foundation for Education

Shaun Alexander
NFL Football Player, Author & Owner
 Shaun Alexander Enterprises

Dean Allen
Managing Director
 Riverside Capital

Dr. Paula Allen-Meares
Chancellor
 University of Illinois at Chicago

Maria Allwin

Herb Alpert
Co-Founder
 A&M Records

Frantz Alphonse
Managing Partner
 APC Holdings, LLC

Wally Amos
Chairman and Co-Founder
 Read It LOUD!

Burt Bacharach

Ambassador Elizabeth Frawley Bagley

Robert H. B. Baldwin
Founding Chairman
 Communities In Schools National Office

Brian Becker
Co-Chief Executive Officer
 BASE Entertainment

Marc Benioff
Chairman & Chief Executive Officer
 Salesforce.com

Janet Lea Berman

Wayne Berman
Senior Advisor for Global Government Affairs
 Blackstone Group

Geoffrey T. Boisi
Chairman and Chief Executive Officer
 Roundtable Investment Partners

Gerald Breslauer
Partner
 Breslauer, Rutman & Anderson LLC

Senator William E. Brock

Sandy Brock

Janet H. Brown
Executive Director
 Commission on Presidential Debates

Reneé Brown
Chief of Basketball Operations and Player Relations
 WNBA

Stephen B. Burke
Chief Executive Officer of NBCUniversal and Executive Vice President of Comcast Corporation

Russell J. Carpentieri
Co-Founder
 Opus Advisory Group, LLC

Michael P. Castine
Chairman, Asset & Wealth Management
 Korn/Ferry International

Anne Cox Chambers
Chairman
 Atlanta Newspapers

Raymond Chambers
Founder
 The MCJ Amelior Foundation

Audrey Choi
Managing Director, Head, Global Sustainable Finance
 Morgan Stanley

Charles A. Clarkson
Founder and Chairman
 The Clarkson Group

Roger J. Dow
President and CEO
 U.S. Travel Association

Beth Dozoretz
Vice Chair
 ValueOptions®

Ronald I. Dozoretz, M.D.
Chairman
 ValueOptions®

Millard Drexler
Chief Executive Officer and Chairman of the Board
 J. Crew

Joseph Durnford
Chief Executive Officer
 JD Ford & Company

Leslie Fielden, Esq.

Lance Freed
President
 Rondor Music International

Ann Gardner
Director
 Communities In Schools of the Nation's Capital

John H. Gardner
President and Chief Executive Officer
 Bovermo Properties

Joseph Gigliotti
Chief Operating Officer & Chief Financial Officer
 Boston Provident, LP

Stefanie Graf
Founder
 Children for Tomorrow

Roger W. Hobby
President
 Wilmington Trust FSB, New England

J. Douglas Holladay
Founder
 PathNorth

Robert R. Hopper
Senior Partner
 Robert R. Hopper & Associates

Dr. Paul D. Houston
Author, President and Founding Partner
 Center for Empowered Leadership

Thomas J. Hutchison, III
Principal
 Hutchison Advisors, Inc.

Shavar D. Jeffries
Associate Professor of Law
Center for Social Justice
 Seton Hall University School of Law

George H. Johnson
Founder & President
 Johnson Properties

Alan K. Jones
Managing Director, and Global Head of the Private Equity Group
 Morgan Stanley

Joyce Klein

Ken Krage
President
 Krage & Company

Robert J. Labriola
Senior Vice President, Wealth Advisor
 Morgan Stanley

Daniella Landau
Founding Partner
 Hannegan Landau Poersch Advocacy

Simone Levinson
Vice Chairman
 Turnaround for Children, Inc.

Robert Light
Managing Partner and Head of Music
 Creative Artists Agency

Eric Liu
Co-Founder
 Guiding Lights Network

Richard Lovett
President
 Creative Artists Agency

Kerman Maddox
Managing Partner
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 Long Live the Kings

* Current as of publication date.

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CIS of Juneau

Arizona (1)

CIS of Arizona (Phoenix) ^

California (3)

CIS of Los Angeles *

CIS of the San Fernando Valley and Greater Los Angeles

CIS of the Peninsula

DC (1)

CIS of the Nation's Capital *

Delaware (1)

CIS of Delaware (Dover) ^

CIS of Wilmington *

Florida (11)

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CIS of Gadsden County

CIS of Hernando County **

CIS of Jacksonville *

CIS of Leon County

CIS of Miami *

CIS of Nassau County *

CIS of Northeast Florida *

CIS of Okeechobee (CIS-PAL of Okeechobee, Inc.) *

CIS of Palm Beach County *

CIS of St. Johns County

Georgia (42)

CIS of Georgia (Atlanta) ^*

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CIS of Augusta/Richmond County

Family Connection and CIS of Barrow County **

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Commission on Human Services and CIS of Bulloch County

CIS of Burke County *

CIS of Candler County *

CIS of Carrollton City and Carroll County **

CIS of Catoosa County *

CIS of Central Georgia **

CIS of Cochran/Bleckley County & Family Connection Community Partnership *

CIS of Coweta County **

Dodge Connection – CIS of Dodge County *

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CIS of Fitzgerald/Ben Hill County *

Family Connection and CIS of Glascock County *

CIS of Glynn County *

Family Connection – CIS of Hancock County **

Family Connection – CIS of Harris County **

Hart Partners/CIS of Hart County *

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Family Connection – CIS of Jefferson County **

Jenkins County Family Enrichment Center and CIS of Jenkins County

CIS of Laurens County *

CIS of Marietta/Cobb County *

CIS of McDuffie County (McDuffie County Partners for Success)

CIS of Milledgeville/Baldwin County *

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CIS of Sumter County

CIS of Troup County

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CIS of Wayne County *

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CIS of Cedar Valley

CIS of Central Iowa **

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Boston Δ

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CIS of Lenawee *

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CIS of Ottawa County

CIS of Tecumseh Area *

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CIS of Nebraska (Omaha) ^**

Nevada (2)

CIS of Nevada (Las Vegas) ^

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CIS of Southern Nevada *

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CIS of Cumberland County

CIS of Newark

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New Mexico (1)

CIS of New Mexico (Santa Fe) ^**

New York (1)

New York Δ

North Carolina (39)

CIS of North Carolina (Raleigh) ^*

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CIS of Wayne County *

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CIS of Wilson County **

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CIS of Pittsburgh-Allegheny County *

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CIS of the Lehigh Valley*

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CIS of Chester County

CIS of Dillon County

CIS of Dorchester County

CIS of Greenville County *

CIS of Lancaster County



Photo by Laura McKenzie



Photo by Laura McKenzie

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Photo by Scott Henrichsen



Photos courtesy Communities in Schools of Fitzgerald/Ben Hill County

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CIS of Cabell County

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99% of students remained in school at the end of the 2011-2012 school year.

Photo by Dan Usner

A Message from the Founder, Bill Milliken



Photo by William Waybourn

Bill Milliken
Founder and Vice Chairman
Communities In Schools

Communities In Schools wants **all** kids to have what our own kids have.

I often think that for all of the technology we have that connects us, our world is somehow becoming less relational – or at least less about face-to-face time. We share a wealth of information on a dizzying number of new devices that offer faster speeds, bigger data plans and all the latest apps. And yet despite these advances, which should bring us closer together, we're still a country divided by ideology, wealth and access to resources.

At Communities In Schools, we have made enormous strides in collecting data to prove the effectiveness of our work in schools. Our return on investment research clearly demonstrates that not only do we help

students unlock their potential, but we add value to their communities. I've often been asked if I'm data-driven, and I say no, I'm relationship-driven, and we have the data to prove that it's the relationships and the caring community that make the difference for our students. We are a results-driven organization but recognize that the "power of the personal," as I like to call it, is more relevant than ever.

Communities In Schools wants all kids to have what our own kids have. Someone once looked at the back of my business card and asked me about the Five Basics. I said to him "Do you have children?" "Yes," he replied. So I asked him what he does to help them, and then it clicked. "My wife stayed home with our children when they were young. She took care of the kids' needs, through all of life's challenges and frustrations." She was the constant in their lives and embodied the "whatever it takes" spirit. As I pointed

out to him, she was his family's site coordinator, making sure each of the children had their needs met, whether it was a dentist, a doctor or a tutor.

But not every parent has the resources when a kid is slipping through the cracks. Parents want the best for their families, but disadvantaged parents are often struggling to survive by working two or three jobs. Or English isn't their first language. Or they simply don't know how to navigate the maze of public and private services their child may need, as these can be located in different places and require different sets of rules.

That's where our site coordinators come in. Site coordinators have an incredible commitment to helping kids. They're invested in making a difference – often going above and beyond to give the kind of time needed for a child who may not even respond. But they make the effort anyway. They

don't give up. By being a constant in children's lives, and bringing community resources into public schools where they are accessible, coordinated and accountable, site coordinators help students succeed.

Our site coordinators are "relational super-routers," whose presence in schools frees teachers up to teach. Just like in a hospital triage system, they spring into action and do whatever it takes to get young people the services required to break down the barriers to learning. Some need only a mentor or tutor, others need more intensive interventions.

I often say that one-on-one relationships make the difference in children's lives. Communities In Schools provides that essential component of student success. What Communities In Schools also uniquely provides is an integrated delivery system that helps make possible the

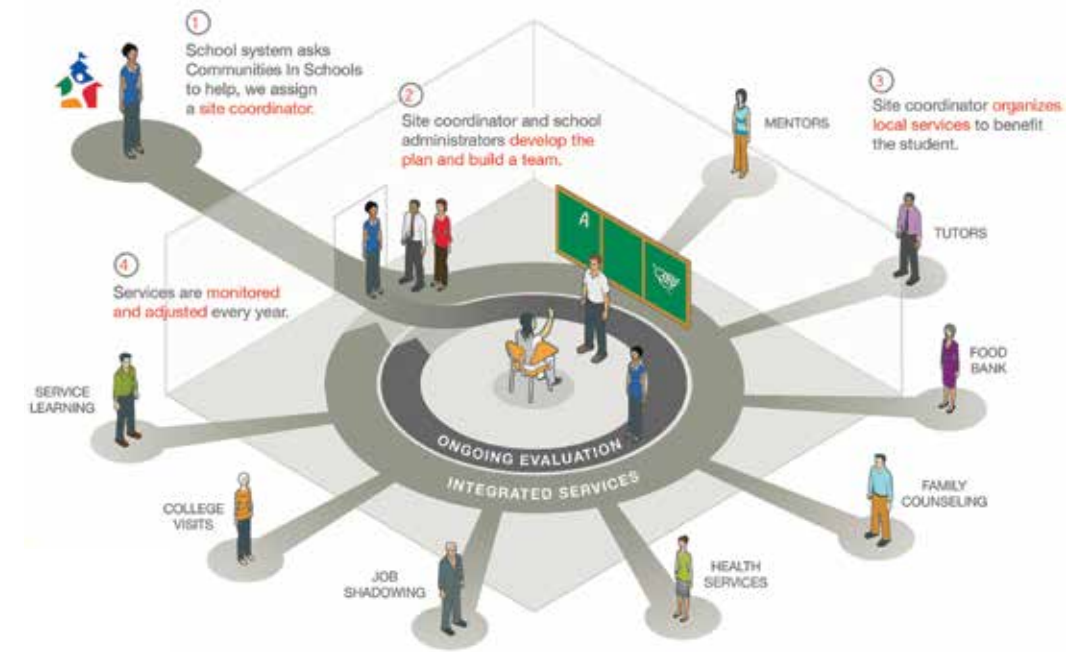
real change and education reform that we all seek. We improve the education system by organizing disparate services and disseminating them, at a very low cost, to the disenfranchised in our public schools. Unlike other organizations that focus only on teacher quality, testing, standards or digital learning, Communities In Schools also focuses on the often-overlooked social-emotional component that is essential for so many of our students to succeed.

In their heart of hearts, kids want to succeed. Communities In Schools has part of the solution to America's dropout problem. We are the extended family or safety net that too many children lack. We break the cycle of intergenerational poverty by giving kids the tools they need to flourish. We have the data to prove it. We have the success stories to illustrate it. And we got there because of a one-on-one relationship, and a "whatever it takes" attitude.



Photo by Tosca Radigonda / AP Images for P&G

The Communities In Schools Model



Site coordinators do whatever it takes to get young people the services required to break down the barriers to learning.

Photo by Claudia Faccone



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