2008–2009
RESULTS

FROM THE
COMMUNITIES
IN SCHOOLS
NETWORK

*Empowering
Students
to Achieve*

Communities
In Schools

FROM THE PRESIDENT

Daniel J. Cardinali
National President

The data contained in this report tells a story that is both sobering and encouraging. During a year marked by economic hardships for many American families, corporations and nonprofits, Communities In Schools continued to help some of the country's most disadvantaged students remain on the path to a brighter future through education. And, in doing so, we were recognized for 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.

As the nation's leading dropout prevention organization, the work of Communities In Schools has never been more important and relevant. The young people we serve can't wait for the economy to improve. They have one chance to do well in school and to prepare for life.

During the 2008–2009 academic year—despite budget pressures, cutbacks in paid staff, a 20 percent decline in the number of partners available to assist our students, and a 11 percent decline in the number of volunteers—our local affiliates were able to serve almost as many students as the previous year, with just a 7 percent reduction, from nearly 1.4 million to nearly 1.3 million students served.

That is welcome news when one considers the grim statistic that every nine seconds a young person drops out of school.

But, as the numbers in this report also suggest, much more remains to be done. The percentage of students served by Communities In Schools who qualified for free or reduced-price lunch increased during the reporting period, up from 91 percent the previous school year to a staggering 96 percent. This is a reflection of the economic downturn as well as our focus on serving students in high-poverty schools.

Our results demonstrate that the Communities In Schools network, using a unique model of integrated student services coordinated by a single point of contact within schools, is meeting its obligation to help young people surmount the challenges they face. We do this by "disrupting" a system that fails to address dropout risk factors students face even before they reach the school door.

In summarizing the end-of-year results of our network affiliates for the 2008–2009 school year, we can say that the glass is more than half full, yet we must remain ever vigilant that more young people don't become disheartened and give up their dreams.

Our heartfelt thanks go out to the executive directors, their staffs and volunteers at our 204 operational and developing affiliates throughout the country making a difference in the lives of students like Alexis Arteaga, whose story you can read on page 6. She is one of the many young people who have benefited from Communities In Schools, and whom we have the privilege to serve.

Daniel J. Cardinali

TABLE OF CONTENTS

© GREG SCHALER

"I helped bring Communities In Schools to three different North Carolina communities because I appreciate what the organization does for students and schools. Mentors, educational and cultural opportunities, and a variety of resources are connected to students through Communities In Schools with life-changing results. The focus on connecting resources and the quality of Communities In Schools in North Carolina is a winning combination."

— Donna Cox Peters, Superintendent, Montgomery County Schools, North Carolina

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

Communities In Schools works within the public school system to address underlying factors that hamper student success.

What sets Communities In Schools apart from other organizations is its model of providing a comprehensive range of community-based interventions that can help each student reach his or her potential. 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 addresses school and student needs and establishes relationships with local business partners, social service agencies, and parent and volunteer organizations to provide necessary resources. Independent research shows that the Communities In Schools Model works.

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 to 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 committed 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**
   Communities In Schools provides access to basic health and dental care for thousands of students who might otherwise go without.

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

The Communities In Schools network is a federation of independent 501(c)(3) organizations in 25 states and the District of Columbia, anchored by the national office in Northern Virginia., and coordinated, supported and expanded through the leadership of 14 state offices and 181 local affiliates. 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.

"When I visited the Communities In Schools of Richmond Performance Learning Center®, I was impressed by how much it resembles what we envision a 21st century classroom to be. Every student was on a computer taking a self-paced online course while the teacher functioned as the director of learning rather than a sage on stage. Because they are proceeding at their own pace, the students can recover credits and graduate on time."

— Dan Domenech, Executive Director, American Association of School Administrators and Chairman of the Board, Communities In Schools of Virginia

HOW COMMUNITIES IN SCHOOLS WORKS

Every year, 1.2 million students drop out of school. What that means is every nine seconds a student in America loses his or her path to a better future.

Communities In Schools is the nation's leading dropout prevention organization and the only one with measurable proof that its efforts boost graduation *and* decrease dropout rates. Through school-based coordination, Communities In Schools connects students and their families to critical community resources and services tailored to meet local needs. Communities In Schools becomes involved in a school only at the invitation of the school or school district.

The Communities In Schools Model is adaptable to all communities—whether urban, rural or suburban—and is tailored to meet the needs of the individual school and its students.

METHOD AND SAMPLE

This report presents findings from the 2008–2009 Communities In Schools local affiliate End-of-Year Reports. Of the 181 Communities In Schools operational affiliates at the close of the 2008–2009 school year, 178 returned a completed questionnaire detailing operations and results—a 98 percent response rate. In addition, the 23 developing affiliates* in the network were given the option of submitting reports, and 19 of these affiliates chose to do so. Overall, 197 End-of-Year Reports were received, providing general profile information, as well as process and outcome information about affiliate services and students served.

_____

* Network-wide, 23 affiliates are considered developing affiliates, on their way to becoming operational Communities In Schools affiliates. Developing affiliates are serving students and families under the name of Communities In Schools, but have not yet submitted to the national office all the documents that are necessary for official "operational" status. Many developing affiliates are high-functioning and have chosen to report their progress. The 19 developing affiliates whose data are counted in the report fall into this high-functioning category.

© GREG SCHALER

COMMUNITIES IN SCHOOLS

Strategically Connects and Aligns Resources

RESOURCES

MENTORS/TUTORS

HEALTH CARE

ACADEMIC SUPPORT

HUMAN SERVICES

RECREATION/
CULTURAL ACTIVITIES

EMPLOYMENT SERVICES

IMPROVED STUDENT OUTCOMES

ATTENDANCE

BEHAVIOR

ACADEMIC PERFORMANCE

HIGHER STAY-IN-SCHOOL AND GRADUATION RATES

A Student Success Story
SMILING TOWARD TOMORROW

Alexis Arteaga, a freshman at the University of Texas at San Antonio (USTA), reflects on the challenges of her past and the hopes of her future. She showcases a bright smile and speaks with a confident ease.

By the time Alexis had reached the 5th grade, her family had moved close to 20 times. By the 7th grade, she had lived in six different states, countless cities and had attended more schools than she can remember. The Arteaga family was constantly on the move, either running away from domestic discord and lost jobs or running toward fleeting hopes of a better life. Alexis' father battled alcoholism and was separated from her mother. To make ends meet, her mother sometimes had to take multiple jobs and rely on friends and family for a place to live. Alexis recalls living in borrowed rooms with her mother, brother and sister for periods sometimes as brief as two weeks and never more than a year. The instability put a strain on Alexis, both emotionally and academically.

The summer between her sophomore and junior years, Alexis found herself at New Braunfels High School, where she learned for the first time about Communities in Schools of South Central Texas. At school registration, Alexis'

mother had met Liberty Nicholas, the Communities In Schools project director who would serve as Alexis' case manager. As Nicholas packed a box of school supplies for Alexis and her brother, Mrs. Arteaga immediately began to open up, explaining that her marriage had recently ended and that her children were in need of counseling. Two weeks into the new school year, Nicholas followed up by inviting Alexis to her office to explain the broad range of services for which she was eligible. Alexis began attending Communities In Schools homework club and counseling sessions after school. She received assistance with medical and dental care since her family didn't have health insurance. Nicholas enlisted the help of the New Braunfels Volunteers in Medicine, which provides free medical and dental services to individuals without the means to pay for health care. Also with the help of Communities In Schools, Alexis was able to order her senior picture, graduation invitations, and a cap and gown.

Among all the Communities In Schools services this bright young lady received, however, Alexis is most grateful for the help she received from an initiative unique to Communities In Schools of South Central Texas: Project Success. Coordinated with campus career centers and school counselors, and headed by the program's director, Aimee Victoria, its purpose is to empower graduating high school students to plan for post-secondary education. Many Project Success participants are first-generation college students who need assistance with determining their future goals and overcoming barriers to post-secondary education, including family situations, financial challenges and lack of awareness.

Victoria reflects, "Alexis had this determination that she was going to make it." And sure enough, with the help of Project Success, Alexis applied for scholarships and was awarded an impressive $43,000 in grant and scholarship money. Communities In

Schools supported Alexis in her many college application endeavors including writing essays, answering interview questions, gathering letters of reference and meeting deadlines. "I couldn't have done it by myself," she points out.

Alexis is the first person in her family to attend college. "I've made family history," she proclaims proudly. "Project Success helped me break through the barrier of not being sure if I could do it. The best thing ever is to hear my little sister and cousin say they want to be like me." This achievement surpasses anything in her life. Victoria of Project Success beams, "Alexis has a very good heart and wants to give back."

Despite her setbacks, Alexis scored well on her SATs. She was accepted at Baylor University and at UTSA, where she now studies. She is majoring in biology, which she hopes will lead to a career in orthodontics. When asked where she sees herself in 10 years, she envisions herself having her own practice and a family.

"I want to be a wife and a mom and open doors for my kids that have been opened for me."

Why an orthodontist? Alexis explains, "I love kids, so I thought maybe I should be a teacher or a pediatrician. But I would see too many sad things. Everything I thought of, there was a down side. Then I thought about how my mom has always told me to smile. She taught me that once you've been through so much in life, nothing can bring you down. Even when we had no money and no place to live, she always found a way to make us happy." Alexis pauses to muse over how she arrived at her career choice. "I want to be an orthodontist because I want to help people with their smiles." She concludes simply, "With smiles, there is no down side."

Photography by Miranda Laine

COMMUNITIES IN SCHOOLS GETS RESULTS

2008–2009 Highlights from the Network

This report examines the processes and outcomes from 98 percent of the 181 operational Communities In Schools affiliates and from 19 of 23 developing affiliates. It shows that Communities In Schools affiliates across the country are delivering human, financial and community resources to help children learn, stay in school and prepare for life.

▶ At the end of the 2008–2009 school year, 181 operational affiliates were serving schools in 25 states and the District of Columbia.

▶ Communities In Schools served more than 3,400 schools and education sites.

▶ Nearly 2.1 million students had access to services and attended schools in which Communities In Schools had a presence.

▶ Nearly 1.3 million students were directly served by Communities In Schools.

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

▶ Communities In Schools paid staff comprised only 6 percent of the human resources dedicated to the mission.

▶ School districts and community partners reassigned and repositioned staff to account for another 2 percent of the Communities In Schools workforce.

▶ Approximately 2.5 million hours of service were contributed by the network's more than 57,000 volunteers—a dollar value of $51,742,889.*

▶ Approximately 15,000 community partners provided services throughout the network. Nearly 2,700 of these were first-time partners for the 2008-2009 school year.

▶ One in three affiliates operated on a budget of $200,000 or less and still managed to provide a wide scope of services for students.

▶ The average annual cost per student was $192.

▶ Communities In Schools affiliates continued to reach the most economically disadvantaged families, with 96 percent of students eligible for free or reduced-price lunch.

HELPING YOUNG PEOPLE LEARN...

▶ 79 percent of students met their attendance improvement goals.

▶ 86 percent of students met their behavior improvement goals.

▶ 78 percent of students met their reduced suspensions goals.

▶ 79 percent of students met their academic achievement improvement goals.

▶ 85 percent of students met their attitude and commitment to school improvement goals.

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

STAY IN SCHOOL...

▶ 91 percent of students monitored for promotion risk were promoted to the next grade.

▶ 84 percent of monitored seniors graduated.

▶ 97 percent of students monitored as potential dropouts remained in school at the end of the 2008-2009 school year.
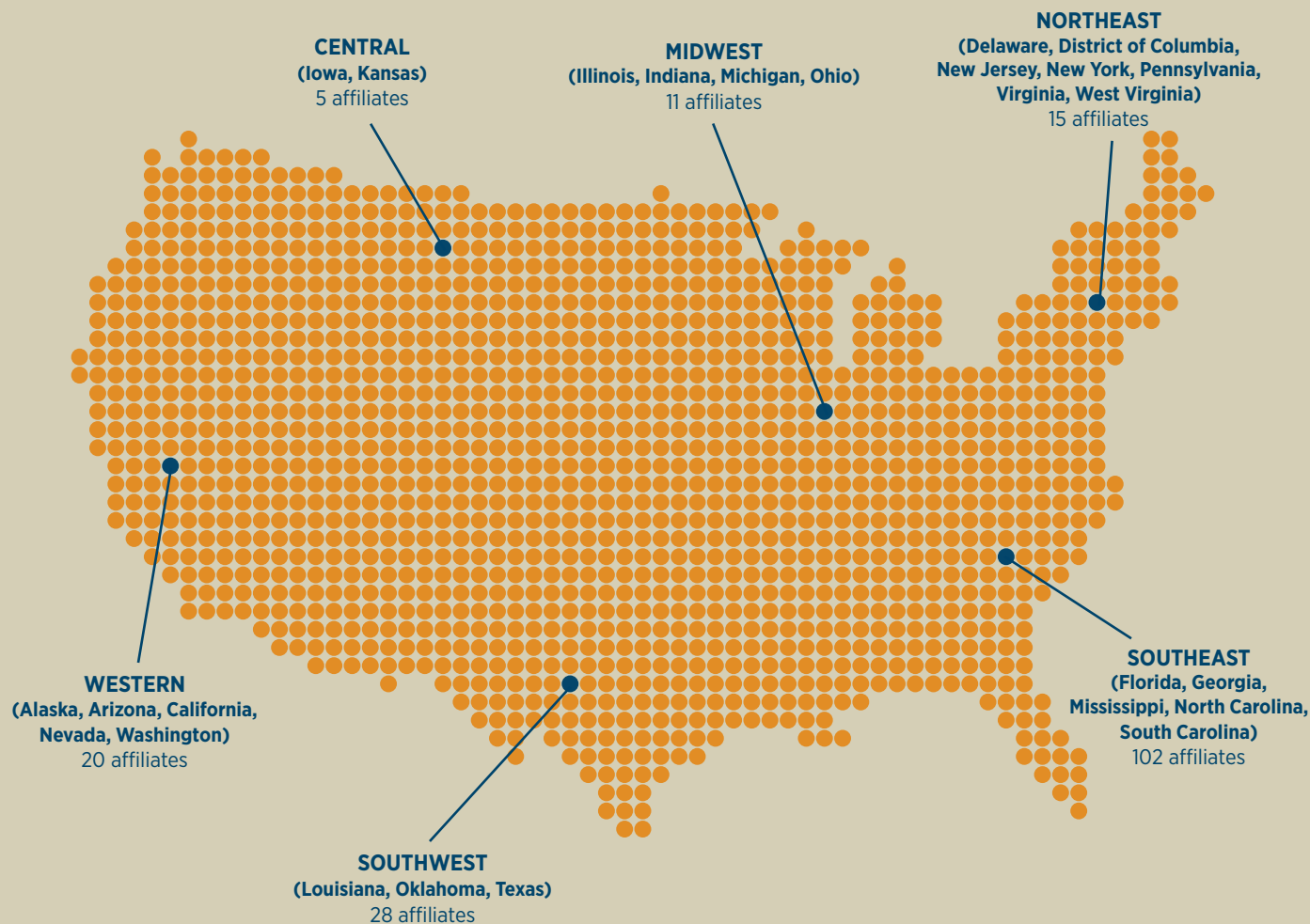
AND PREPARE FOR LIFE.

Communities In Schools affiliates that monitor students after high school reported that 66 percent of their students went on to some form of post-secondary education, while 26 percent entered the workforce and 3 percent joined the military. Five percent went on to "other" pursuits.

---

* The hourly value of volunteer time is updated yearly by Independent Sector and is based on the average hourly earnings (plus 12 percent for benefits) of all nonagricultural workers as determined by the Bureau of Labor Statistics. For 2009, this figure is $20.85.

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

PHOTO BY LEA GUBITZ

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

CENTRAL
(Iowa, Kansas)
5 affiliates

MIDWEST
(Illinois, Indiana, Michigan, Ohio)
11 affiliates

NORTHEAST
(Delaware, District of Columbia, New Jersey, New York, Pennsylvania, Virginia, West Virginia)
15 affiliates

WESTERN
(Alaska, Arizona, California, Nevada, Washington)
20 affiliates

SOUTHEAST
(Florida, Georgia, Mississippi, North Carolina, South Carolina)
102 affiliates

SOUTHWEST
(Louisiana, Oklahoma, Texas)
28 affiliates

*Operational affiliates—please see page 19 of this report for a full list of Communities In Schools affiliates.

During the 2008–2009 school year, the economic downturn presented significant challenges to nonprofits throughout the United States, with only 16 percent anticipating being able to cover operating expenses in 2009 and 2010, while 93 percent expected an increase in demand for services. Communities In Schools was no exception. In fact, the global recession occurred just as Communities In Schools affiliates began implementing new strategies to increase their capacity to better serve more students. It would have been easy, and financially justifiable, to abandon the rigorous goals for continuous improvement and concentrate on survival as so many other nonprofit organizations have had to do. However, this report shows that while Communities In Schools experienced fiscal challenges, the organization was able to face them by focusing on known, effective strategies for continuous improvement. Moreover, even with fewer human resources, a more

inpoverished student population and less cash, Communities In Schools continued to raise the expectations for the students served. The results have been impressive.

The following summarizes the main insights from the Communities In Schools affiliate network[1] reports for the 2008–2009 school year.

FEWER HUMAN RESOURCES

Human resources declined this year across the network. Communities In Schools operated with fewer paid staff, community partners and volunteers.

Communities In Schools employs approximately 4,600 paid staff members to lead and manage the various offices and to coordinate services in schools. Paid staff plays a critical role in engaging volunteers and partners to work collaboratively with schools and students. Over the past year, paid staff declined by 4 percent, from 4,785 positions to 4,599. The paid staff in the network could not possibly meet the needs of the nearly 1.3 million students it serves without volunteers and community partners. Overall, paid

staff leverages 17 times their number in volunteers, community partners and repositioned school staff, which has enabled Communities In Schools to remain extraordinarily cost-efficient. Without these individuals and partners and the

range of talent and expertise they bring, Communities In Schools could not deliver on its mission.

The number of community partners working with Communities In Schools declined during the 2008-2009 school year

TOTAL HUMAN RESOURCE CAPITAL OF THE COMMUNITIES IN SCHOOLS NETWORK

	2007–2008	2008–2009
Repositioned Staff	2%	2%
Paid Staff	5%	6%
Volunteers/Board Members	22%	19%
Partners	71%	73%
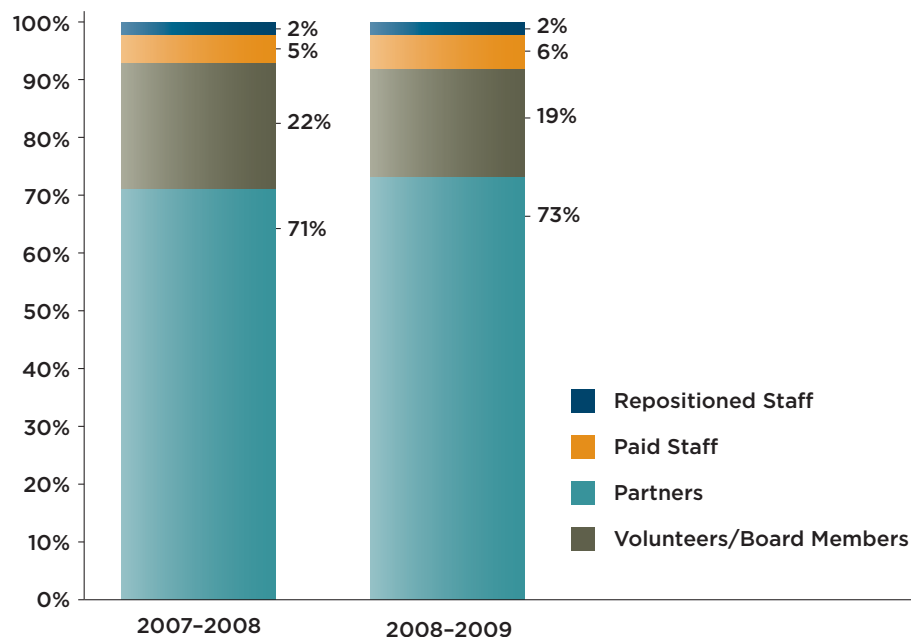
by 20 percent but still exceeded 15,000 partners. Nearly 2,700 of these were first-time partners. The decline in partnerships reflects the impact of economic realities on many nonprofit organizations. Some nonprofits have not survived the economic downturn, while others have but only because they reduced services.

Communities In Schools also experienced a decline in the number of volunteers and, consequently, the number of volunteer hours provided by 11 percent and 20 percent, respectively. During a time of recession, this is also not surprising. According to Independent Sector's, *Giving in Tough Times, The Impact of Personal Economic Concerns on Giving and Volunteering, 2001,* "when people are concerned about their personal finances, their overall giving declines by almost half and their volunteering decreases as well." Even though volunteerism declined during the 2008-2009 school year, Communities In Schools still attracted more than 57,000 volunteers who donated 2.5 million hours of service.

A MORE IMPOVERISHED STUDENT POPULATION

Living in poverty is one of the leading risk factors for dropping out of school. During
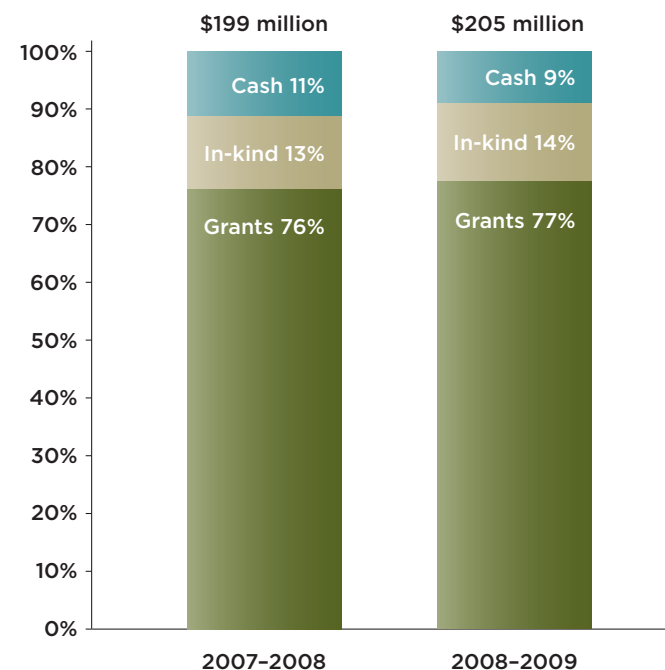
the 2007-2008 school year, Communities In Schools reported a dramatic jump in the percentage of students served who qualified for free or reduced-price lunch, from 78 percent to 91 percent. During the 2008-2009 school year the number again increased, to 96 percent. This is both a reflection of the declining economy and the organization's focus on serving more students in high-poverty schools.

LESS CASH AND AN UNEVEN DISTRIBUTION OF RESOURCES

The economic picture of the Communities In Schools network is complicated and varies dramatically among affiliates. While overall network revenues[1] increased approximately 3 percent during the 2008-2009 academic year (to $205 million), that increase was predominantly driven by an increase in "in-kind" contributions. Overall, the network experienced a 20 percent decrease in cash contributions, a 4 percent increase in grants (driven mostly by government grants at the state and local level), and an 18 percent increase in in-kind contributions.

About half of the Communities In Schools affiliates experienced a decrease in revenue and about half experienced an increase. The trend for increased or

decreased revenues was not specific to any one geographic area, as both scenarios were present in most states throughout the network.

The reasons for these economic realities were as varied as the communities themselves and a reminder that while everyone was affected, some communities have suffered more from the recession than others. Moreover, it is not surprising that a recession resulted in a loss of cash. Fortunately, although cash contributions

decreased, government grants increased slightly and in-kind contributions increased greatly.

A HIGHER BAR FOR STUDENT OUTCOMES

In a year marked by fewer human resources, more impoverished children and less cash, Communities In Schools undertook an even more rigorous evaluation of its results than in past years. We *expanded* our evaluation, examining

COMMUNITIES IN SCHOOLS NETWORK REVENUE COMPARISON

$199 million | $205 million

- Cash 11% | Cash 9%
- In-kind 13% | In-kind 14%
- Grants 76% | Grants 77%

2007–2008 | 2008–2009

---

1 "Revenues" include cash, grants and in-kind contributions.

Each student who receives intensive and sustained case management support has an individualized plan with specified goals/desired outcomes of achievement in academic, attitudinal and behavioral areas.

In past years, Communities In Schools has based aggregate outcome results on the number of students who improved in areas for which they received services, regardless of the amount of improvement. During the 2008–2009 school year, although times were more challenging, aggregate outcome results were based on the number of students who not only improved, but met the established goals outlined in their individualized plan. This is a higher bar to achieve, as it is possible for a student to improve yet not reach his or her individual goal.

Six outcomes are related to helping young people learn. Four of these—improved attendance, improved behavior, fewer suspensions and improved academic achievement—have been reported by the network for nearly 10 years. For the 2008–2009 school year, two new outcomes were added to align with research findings on

risk factors that significantly increase the likelihood of students eventually dropping out of school: high risk behavior and attitude toward school.

Attendance and appropriate behavior are necessary for school success. Many researchers have concluded that poor academic performance and disengagement from school, particularly poor attendance and frequent behavior issues in elementary and middle school, are likely predictors of dropping out of high school.

Frequent absences are the most common indicator of student disengagement and are negatively related to academic achievement. *The Silent Epidemic: Perspectives of High School Dropouts** reports that 65 percent of surveyed high school dropouts missed class often the year before dropping out. Clearly, intervening to improve student attendance could have a major impact.

---

* Bridgeland, J.M; Dilulio, J.J.; Morison, K.B. (March 2006). *The Silent Epidemic: Perspectives of High School Dropouts.* A report by Civic Enterprises in association with Peter D. Hart Research Associates for the Bill & Melinda Gates Foundation.

STUDENT RESULTS: RETENTION, PROMOTION AND GRADUATION
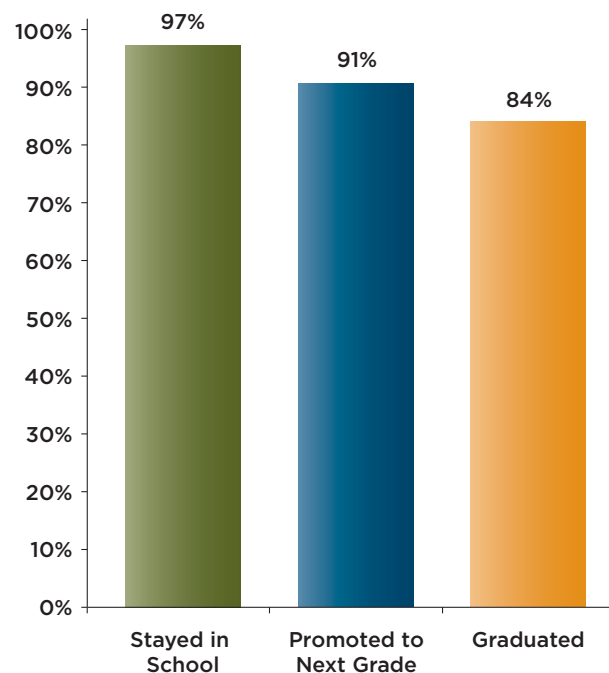
not only the number of students with improved outcomes but also the number of students who attained the goals outlined in their individual plans. At the same time, we *broadened* our evaluation, **monitoring two new indicators that research indicates are closely correlated with dropout rates: high-risk social behavior, and student attitude and commitment.**
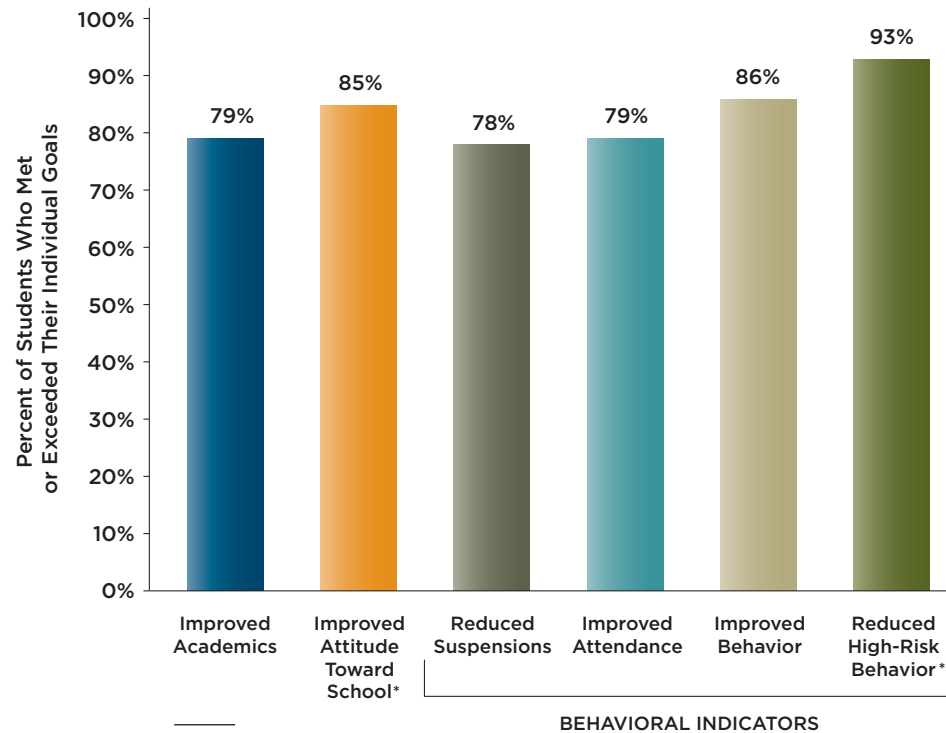
IMPRESSIVE RESULTS

Even with this expanded and more rigorous approach to evaluation, Communities In Schools continues to see remarkable results for its students in the areas of academics, behavior and attitude.

In addition to meeting or exceeding academic, attitudinal and behavioral goals, the vast majority of students served by Communities In Schools stayed in school, graduated and/or were promoted to the next grade. Considering the significant challenges facing the students monitored, these outcomes are particularly noteworthy,

Percent of Students Who Met or Exceeded Their Individual Goals

Indicator	Percent
Improved Academics	79%
Improved Attitude Toward School*	85%
Reduced Suspensions	78%
Improved Attendance	79%
Improved Behavior	86%
Reduced High-Risk Behavior*	93%

BEHAVIORAL INDICATORS

*New this year

Total Communities in Schools 2008–2009 Revenue

$241 million

Category	Amount
National office	$23 million[2]
State offices	$13 million
Local Affiliates	$205 million

as they represent evidence of a complete turnaround among students who had been clearly identified as likely to drop out.

COST-EFFICIENT

Communities In Schools continues to be cost-efficient and direct most of its revenues to the "front line"—local affiliates serving students. During the 2008-2009 academic year, revenue for local affiliates made up approximately 85 percent of the total Communities In Schools revenue. It is important to note, however, that the revenue breakdown chart is a snapshot in time. A large portion of the $23 million in revenue for the national office is slated to be invested in the network (i.e., allocated to Communities In Schools state offices and local affiliates) over the next four years.[2] In addition, $5.4 million of the 2008-2009 national office revenue is in-kind/donated advertising time, which benefits the entire network.
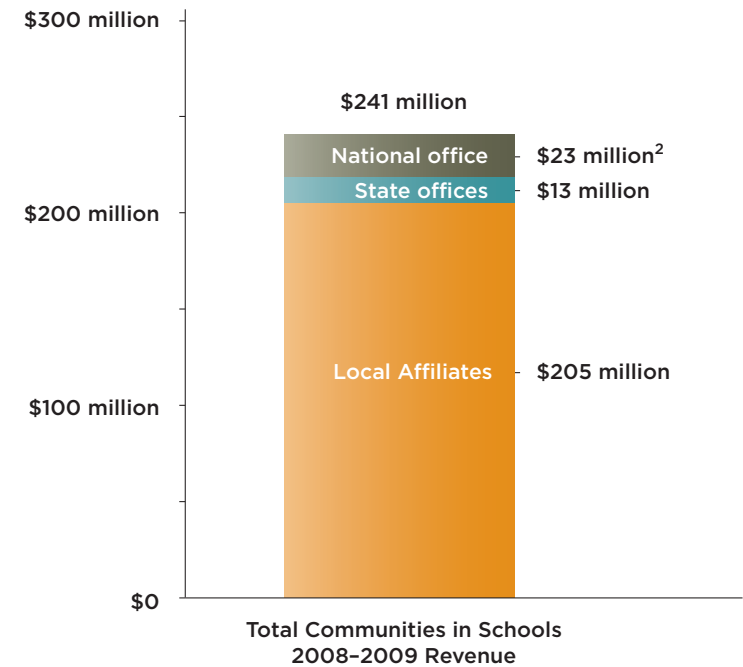
More than 70 percent of the network's revenue came from public sources. Of that, 36 percent came from school systems (up from 31 percent the previous year), indicating that school system investment in Communities In Schools remains strong. This provides compelling evidence of ongoing commitment and, therefore, increased sustainability.

In addition, **the annual cost per student served by Communities In Schools remained low at $192 per child.**

---

2   In accordance with Generally Accepted Accounting Principles, all revenues are recognized in the year a grant is awarded. During the 2008-2009 school year, the national office recognized $10 million from the Robertson Foundation, of which approximately $8 million is anticipated to be invested into the Communities In Schools network over time.

Part 2
THE COMMUNITIES IN SCHOOLS MODEL
A Holistic Approach to Student Achievement

© GREG SCHALER

Communities In Schools identifies and delivers both targeted and widely accessible services to students using a research-based model that matches the degree of intervention to the scale of the risk factors. Services address the underlying risk factors for dropping out of school and are based on the unique needs of the individual school, community and student.

Level One: Widely Accessible Services

Level One services are those that are widely accessible to any student at a Communities In Schools partner school. They are short-term preventive measures, rooted in the "Five Basics," with durations of a few hours or days, provided on an as-needed or as-available basis. Students do not need to be enrolled in a specific Communities In Schools initiative to benefit from such resources and services, but simply need to be members of the

school population at large. Eighty-seven percent of students monitored by Communities In Schools received Level One services during the 2008-2009 school year. Some examples of Level One resources or services include providing clothing or school supplies, topic-specific assemblies, career fairs, field trips, health screenings and grief counseling.

Level Two: Targeted and Sustained Services

Unlike Level One services, from which virtually any student in a school may benefit, Level Two services are directed at students with specific needs. These services typically include some type of enrollment or assignment procedure and are outlined in a student's individualized plan. They are sustained interventions with durations of several weeks, months or an entire school year. Examples of such interventions include tutoring, mentoring, individual counseling, before- and after-school programs and community service. Level Two services are designed to achieve one or more outcomes such as improved academic performance, attendance or

Services Provided or Coordinated by Communities In Schools During the 2008-2009 School Year

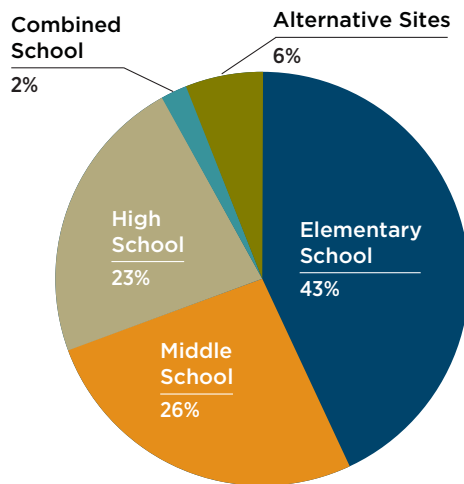| Service	Number of Sites Offering Service	1st Basic: Caring Adult	2nd Basic: Safe Place	3rd Basic: Healthy Start & Future	4th Basic: Marketable Skill	5th Basic: Chance to Give Back
Life Skills/Social Development (mentoring, supporting guidance)	1,823	X	X	X	X	X
Academic Assistance (computer-based learning, homework assistance, tutoring)	1,801	X			X	X
Enrichment/Motivation (after-school club meetings, field trips, incentive activities)	1,785	X	X	X	X	X
Basic Needs/Resources (assistance related to food, clothing, housing)	1,703		X	X		X
Family Engagement/Strengthening (family counseling, family gatherings, parent training)	1,585	X	X	X		X
Behavior Interventions (contracting for behavioral improvement, individual/group counseling)	1,584	X	X	X		X
Community Service/Service Learning (peer tutoring/mentoring, service-learning activities)	1,380	X	X	X	X	X
College/Career Preparation (college applications, college visits, job shadowing, résumé writing)	1,273				X	
Physical Health Services (referrals for physical health services)	1,037			X		
Mental Health Services (referrals for mental health services)	954		X	X		

behavior. Most students receive Level One services and 13 percent of students receive Level Two services.

Communities In Schools affiliates limited their outcome reporting to those students for whom specific records were kept and who were monitored for progress toward specific goals. These numbers reflect primarily students who receive targeted and sustained services. The remaining students – those who receive one-time services or those accessible to all students – are, as a rule, not individually monitored, so outcomes are not reported for these students. Therefore the data reported represents the results from services to the most seriously challenged young people served.

SPECIFIC SERVICES DELIVERED DURING THE 2008–2009 SCHOOL YEAR

To deliver Level One and Level Two services, Communities In Schools identifies, negotiates and coordinates community resources, provides direct services or delivers a combination of the two. Through this process, students gain access to a broad array of services and

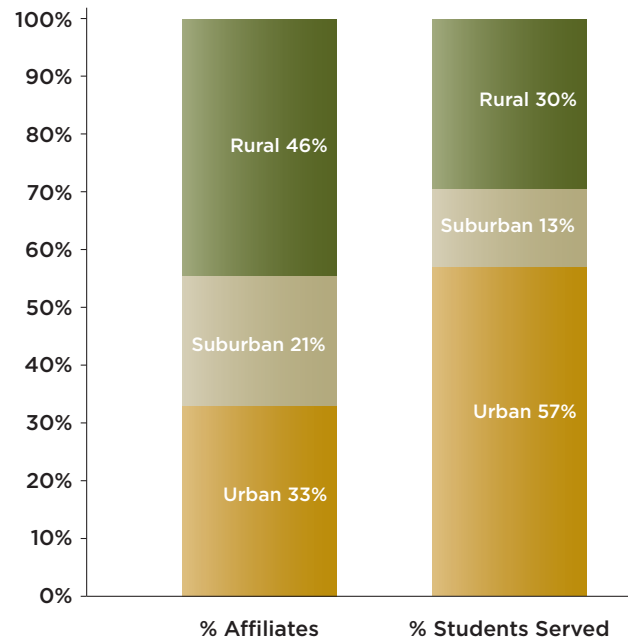## COMMUNITIES IN SCHOOLS PRESENCE BY SCHOOL TYPE

Pie chart:
- Elementary School 43%
- Middle School 26%
- High School 23%
- Alternative Sites 6%
- Combined School 2%

COMMUNITIES IN SCHOOLS PRESENCE BY RURAL, SUBURBAN AND URBAN COMMUNITY

Stacked bar chart:

% Affiliates
- Rural 46%
- Suburban 21%
- Urban 33%

% Students Served
- Rural 30%
- Suburban 13%
- Urban 57%

RACIAL BREAKDOWN OF STUDENTS

Pie chart:
- Black 37%
- Hispanic/Latino 40%
- White 19%
- Asian 2%
- Native American 1%
- Multiracial 1%

---

opportunities. The chart on page 15 shows the diversity of these offerings and the number of school sites that provided each offering during the 2008-2009 school year. The chart also shows how activities within the various service categories provide students with the "Five Basics."

MAGNITUDE AND LOCATION OF SERVICES

Communities In Schools Provides Services to Students and Families Across the Country

During the 2008–2009 school year:

▶ Nearly 1.3 million students were directly served.

▶ Communities In Schools provided services and/or resources in 3,436 schools and education sites.

▶ At the end of the 2008-2009 school year, 181 Communities In Schools operational affiliates were serving schools in 25 states and the District of Columbia.

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

Communities In Schools Works Across Grade Levels

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

The Communities In Schools Model serves students of all ages and is adaptable to rural, urban and suburban environments.

PROFILE OF STUDENTS SERVED BY COMMUNITIES IN SCHOOLS

Communities In Schools affiliates continue to reach the most economically disadvantaged families, with 96 percent of students eligible for free or reduced-price lunch.

More than 80 percent of the young people served are students of color.

Unlike in previous years where the student population served was predominantly black, during the 2008–2009 school year, Communities In Schools

served a proportionally larger Hispanic/Latino student population, which reflects the population growth of the United States.

THE COMMUNITIES IN SCHOOLS MODEL, EVALUATION OF THE MODEL AND CONTINUOUS IMPROVEMENT

The Communities In Schools Model

The Communities In Schools Model represents a unique approach to providing community-based, integrated student services based on students' needs. Components of the Communities In Schools Model include:

- ▶ Active engagement of a school-based Communities In Schools coordinator (who coordinates all services at the school site)
- ▶ Comprehensive school- and student-level needs assessment
- ▶ Annual school- and student-level plans for delivery of prevention and intervention services
- ▶ Community asset assessment and identification of service partners
- ▶ Delivery of appropriate prevention and intervention services to students
- ▶ Data collection and evaluation for reporting and modification of service strategies

The Communities In Schools National Evaluation

In 2005, Communities In Schools began a five-year, longitudinal national evaluation with an independent, outside evaluator to understand the effectiveness of its model and under what conditions the impact of Communities In Schools was the greatest. ICF International, the firm conducting the study, is one of the top research firms in the United States with a reputation for high-quality, comprehensive evaluations.

The first three years of the evaluation centered on school-level outcomes (i.e., understanding what impact Communities In Schools is having at the school site). The results were noteworthy:

- ▶ Compared to dropout prevention initiatives listed in the Department of Education's best practice website, the What Works Clearinghouse,[3] Communities In Schools is:
  - ◆ One of a small number of dropout prevention organizations proven to *decrease dropout rates.*
  - ◆ The only organization proven to *increase graduation rates.*
- ▶ Results also confirm:
  - ◆ Communities In Schools performs better than comparison schools in increasing the percentage of students meeting or exceeding math

---

3   The What Works Clearinghouse was established in 2002 by the Institute of Education Sciences at the U.S. Department of Education to provide educators, policymakers, researchers and the public with a central and trusted source of scientific evidence about "what works" in education.

© GREG SCHALER

and reading proficiency in 4th and 8th grades.

- ◆ When the Communities In Schools Model of integrated student services is implemented with high fidelity, it correlates much more positively with school outcomes than when service is provided in an uncoordinated manner.

Having a Communities In Schools school-based coordinator onsite more than 50 percent of the time correlates to much stronger positive school outcomes than when a coordinator is present less than 50 percent of the time.

During the 2008–2009 school year, Communities In Schools completed the fourth year of the five-year national evaluation. Activity during 2008-2009 centered on student-level outcomes using the most rigorous evaluation methodology, randomized control trials (RCT). The RCT results will be available in next year's report. **For more information and to view the study, visit www. communitiesinschools.org.**

A teacher support study to determine teacher opinions of the value and importance of Communities In Schools was also completed during 2008-2009. The study showed that teachers believe that having Communities In Schools in their schools helps them be more effective. Among the main findings was that nearly two-thirds of the survey's teacher respondents said Communities In Schools helped them effectively address chronic risk factors such as poverty, students who are unprepared to learn and a lack of parental involvement. They also believed that Communities In Schools helped students acquire learning resources, improved student attitudes toward learning, increased engagement with learning and improved student behavior.

Roughly half of the respondents said that partnering with Communities In Schools helped reduce suspensions and tardiness that can affect teaching effectiveness.

Additionally:

- ▶ Seventy-two percent said they were better able to improve student achievement because of the coordination of services that Communities In Schools provides.
- ▶ Seventy-one percent said that the organization brought more community resources into schools.
- ▶ Seventy-one percent said that their jobs would be more difficult without a relationship with Communities In Schools.

Continuous Improvement

The national evaluation also verified under which conditions Communities In Schools has the greatest impact on students. This information reinforced the value and importance of the Communities In Schools Model in general and highlighted essential elements of the model specifically. With this evidence in mind, a set of national standards for affiliates was created to aid them in attaining the greatest impact possible. The standards include business standards for the organization and site standards for what should occur at the school. This set of standards is referred to as the Total Quality System (TQS) and is used as the organization's yardstick for continuous quality improvement and growth.

"Communities In Schools is important to Nassau County because it provides an atmosphere where students feel a sense of belonging. It creates a 'home away from home' and allows students to develop stronger relationships with their peers, teachers and the community. Furthermore, teachers are able to bond with students beyond the daytime classroom. It is a family within a family."

— Arletta Kicklighter, Teacher, Callahan Middle School, Callahan, Florida

COMMUNITIES IN SCHOOLS STATE OFFICES AND LOCAL AFFILIATES

▲ 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 49ers
    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 Hernando 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/Cobb County
CIS of McDuffie County*
CIS of Milledgeville/Baldwin 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
CIS of Troup County*
CIS of Turner County
CIS of Valdosta/Lowndes
CIS of Walton County♦
CIS of Warren County♦
CIS of Washington County♦
CIS of Wilkes County

ILLINOIS (2)
CIS of Chicago
CIS of Aurora

INDIANA (4)
CIS of Clark County
CIS of East Chicago♦
CIS of Elkhart♦
CIS of Wayne County

IOWA (1)
CIS of Cedar Valley

▲ KANSAS (7)
CIS of Kansas* (Lawrence)
CIS of Grant County*
CIS of Harvey County
CIS of KCK/Wyandotte County♦
CIS of Marion County
CIS of Ottawa♦
CIS of Rice County♦
CIS of Wichita/Sedgwick County*

LOUISIANA (1)
CIS of Greater New Orleans

▲ MICHIGAN (6)
CIS of 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 Northeastern 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 the Charleston Area*
CIS of Cherokee County*
CIS of Chester*
CIS of Clarendon County
CIS of Dillon County*

CIS of Dorchester County
CIS of Greenville*
CIS of Kershaw County*
CIS of Lancaster County*
CIS of Lee County*
CIS of the Midlands*
CIS of Saluda County

▲ TEXAS (27)
CIS of Texas (Austin)
CIS Bay Area*
CIS of Baytown*
CIS Bell-Coryell Counties*
CIS of the Big Country
CIS of Brazoria County*
CIS of Cameron County*
CIS of Central Texas*
CIS 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 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 County♦
CIS of Tacoma
CIS of Whatcom County♦

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.

NATIONAL BOARD OF DIRECTORS

© GREG SCHALER

"Communities In Schools serves as an invaluable strand in the 'safety net' we cast as a school to catch those students falling for one reason or another. In collaboration with our teachers, counselors and administrators, Communities In Schools staff member Dana Krause helped us attend to the socio-emotional and academic needs of those students not readily served by one of our other programs. Greensburg Salem High School is proud of its partnership with Communities In Schools. Together, we better serve the diverse needs of our student population."

— Kevin M. Bringe, Assistant Principal, Greensburg Salem High School, Greensburg, Pennsylvania

NATIONAL LEADERSHIP COUNCIL

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

Andre Agassi
Founder
Andre Agassi Foundation for Education

Shaun Alexander
Founder
Shaun Alexander Enterprises

Dean Allen
Private Investor

Dr. Paula Allen-Meares
Dean of School of Social Work
University of Michigan

Herb Alpert
Co-Founder
Rondor Music

Maria Allwin

Wally Amos
Literacy Advocate

Burt Bacharach

Kenneth Bacon
Executive Vice President, Housing / Community Development
Fannie Mae

Ambassador Elizabeth Frawley Bagley

Smith Bagley
President
The Arca Foundation

Robert H.B. Baldwin
Founding Chairman
Communities In Schools, Inc.

Brian Becker
Chairman and CEO
BASE Entertainment

Marc Benioff
Chairman and CEO
Salesforce.com

Janet Lea Berman

Wayne Berman
Managing Director
Ogilvy Government Relations

Geoffrey T. Boisi
Chairman and Senior Partner
Roundtable Investment Partners LLC

Gerald Breslauer
Breslauer, Rutman & Anderson LLC

Senator William E. Brock and Mrs. Sandy Brock

Janet H. Brown
Executive Director
Commission on Presidential Debates

Renee Brown
Chief Basketball Operations and Player Relations
WNBA

Stephen Burke
Chief Operating Officer
Comcast Corporation

Russell J. Carpentieri
Co-Founder
Opus Advisory Group

Michael P. Castine
Member of the CEO and Board Practice
Korn/Ferry International

Honorable Anne Cox Chambers
Chairman
Atlanta-Journal Constitution

Audrey Choi
Managing Director
Morgan Stanley

Charles A. Clarkson
Founder and Chairman
The Clarkson Group

Roger J. Dow
President and CEO
Travel Industry Association

Beth Dozoretz
Vice Chair
ValueOptions ®

Ronald Dozoretz
Founder and CEO
ValueOptions ®

Millard Drexler
Chairman and CEO
J. Crew Group

Joseph Durnford
Chief Executive Officer
JD Ford & Company

Virgil Ecton
Fundraising Consultant

Leslie Fielden
Attorney at Law

Lance Freed
President and Co-Founder
Rondor Music

Ann E. Gardner and John H. Gardner
CIS of the Nation's Capital

Joseph Gigliotti
Managing Partner
Halogen Asset Management

Steffi Graf
Founder and Chairwoman
Children for Tomorrow

Roger W. Hobby
President
Wilmington Trust FSB Massachusetts

J. Douglas Holladay
Co-Founder and General Partner
Park Avenue Equity Management

Robert R. Hopper
Senior Partner
Zimmerman Reed, PLLP

Paul Houston

Thomas J. Hutchison III
Chief Executive Officer
Hutchison Advisors, Inc.

George Johnson
Owner
Johnson Properties

Alan K. Jones
Managing Director and Co-Head of Private Equity
Morgan Stanley

Bruce Karatz
Avondale Investments LLC

Joyce Klein

Ken Kragen
President
Kragen & Company

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

Daniella Landau
Landau Consulting

Rob Light
Managing Partner
Creative Artists Agency

Eric Liu
Co-Founder
The True Patriot

Richard Lovett
President
Creative Artists Agency

Peter A. Magowan

Joseph P. McCarthy

Betsy McCormack
Retired WTA Tennis Professional

Susan McCue
President
Message Inc.

William J. McEnroe
Managing Director
WTAS, LLC

Ron Meyer
President and COO
Universal Studios

Michael Milken
Chairman and Co-Founder
Knowledge Universe

Jill A. Milliken
Marketing and Sales Consultant
California Health and Longevity Institute

Sean Milliken
Founder and Executive Director
MissionFish

Scott E. Mitchell
Attorney at Law
Buc & Beardsley

Phyllis Moldaw

Jerry Moss
Chairman
ALMO SOUNDS, Inc.

Gwen Adams Norton

Jack L. Oliver III
Senior Policy Advisor
Bryan Cave Strategies, LLC

Michael Olshan

Dean Overman
Managing Director
Arabella Company, LTD

Pratish Patel
Executive Director
Morgan Stanley

Mark Percy
Principal
Next Generation Strategies, LLC

Richard Plepler
HBO Co-President
HBO

Joseph P. Portera
Executive Vice President
Costco Wholesale Corporation

Thomas Reed
Director, Office of Communications Business Opportunities
Federal Communications Commission

Vanessa Reed
Trial Attorney

Rick Rieder
President and CEO
R3 Capital Partners

David S. Robbins
Partner
DLA Piper

Alex Robertson

Susan Rogel

Perry Rogers

E. Robert Roskind
Chairman
Lexington Corporate Properties Trust

Joseph P. Santucci, Jr.
Managing Executive Performance Business Unit
Crowe Horwath LLP

Russell Simmons
Founder and CEO
Rush Communications

Jim Sinegal
President and CEO
Costco Wholesale Corporation

Laurie Thomson

Thomas J. Vander Ark
Managing Partner
Revolution Learning

Happy Walters
President
New Regency Ventures

William H. Walton III
Rockpoint Group, LLC

Honorable Mark Warner

Jason Weiss
Co-Founder and Managing Member
Terrapin Partners LLC

Stephen Wynn
Chairman and CEO
Wynn Resorts

James W. Youngren
Chairman, Board of Directors
Long Live the Kings

BBB ACCREDITED CHARITY
bbb.org/charity

Communities In Schools