

A quarterly newsletter of Communities In Schools, the nation's leading dropout prevention organization

Contents

2 Communities In Schools Unveils New Brand Identity

3 Secretary of Education Attends Board of Directors' Dinner

Senate Committee Hears Testimony from Communities In Schools President

4 Finding Enough Hours in the Day

5 Accreditation Update

6 Spotlight on Success

7 Student Achievement Month Honors Outstanding Georgia Students

8 Impact Fund Strengthens Network

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President's Message

Transforming Public Education



During times of crisis, innovative solutions are not merely optional – they are essential. At Communities In Schools, we have operated under this assumption for more than 30 years. Our founder, Bill Milliken, saw a need to disrupt an endless cycle of poverty

and lack of education – and to do it in a way that complements school curricula and collaborates with educators, school systems and policy makers to improve conditions for all students. Schools are facing enormous budget cuts and teachers are being asked to do more with less. Every nine seconds a young person drops out of school.

Communities In Schools is helping to transform public education through a results-oriented model proven to keep students in school and on the path to a brighter future. At the heart of our model are integrated student services and a school-based coordinator who brings services and resources into schools to benefit young people at risk of dropping out. It is a model that is both student-focused and data-driven. When students' academic and nonacademic needs are met, everyone wins. Young people arrive at school prepared to learn and teachers can focus on teaching.

A five-year, independent study shows that the Communities In Schools Model helps boost achievement and attendance, lower dropout rates and improve graduation rates. And the model is sustainable. With a long history of building state and local Communities In Schools organizations that leverage existing community resources to produce positive outcomes, we can support a student for less than \$200 per year. Further, the

work of Communities In Schools is scalable, meaning it can be replicated and sustained in urban, rural and suburban communities. In a little more than 30 years, Communities In Schools has grown from serving 100 students in one school to serving nearly 1.3 million students in more than 3,400 schools.

Since its beginning, Communities In Schools has received support for its work from parents, teachers, school administrators and legislators seeking to improve student outcomes. This has accelerated to a groundswell as the education crisis has deepened and the need for services has increased. Recently, President Obama and U.S. Secretary of Education Arne Duncan each cited Communities In Schools as an effective dropout prevention model, and First Lady Michelle Obama has visited partner schools and met with members of our board of directors in the District of Columbia. While serving on a panel convened by the Senate Health, Education, Labor and Pensions Committee in April as it prepares to reauthorize the Elementary and Secondary Education Act, I found it heartening to know that lawmakers welcome holistic approaches to education reform.

In the coming years Communities In Schools will continue to evolve and assist even more students. Our new brand identity materials (see story on page 2), which showcase a renewed vision, will create heightened awareness about our role in alleviating one of the greatest threats to our future – the dropout crisis. I am confident that integrated student services such as those offered by Communities In Schools, along with highly qualified teachers and improved methods of collecting and assessing data on educational institutions, will help us turn around a beleaguered system and offer our nation's youth a deserved chance to achieve their dreams. ■

Communities In Schools Unveils New Brand Identity



Members of the Communities In Schools board of directors revealed the organization's new logo at the national office on May 21. (l-r) John Shaw, Robert Baldwin, Jr., Vice Chairman Bill Milliken, John Nixon, Michael Parham, Linda Gale White, Chairman Elaine Wynn (seated), Linda LeSourd Lader, Sherrie Rollins Westin, President Daniel Cardinali, Leonard Stern and Jillian Manus.

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On May 21, Communities In Schools officially rolled out its new brand identity – complete with an updated logo, revised mission statement and other descriptive language. The rollout coincided with the Communities In Schools board meeting at the national office in Arlington, Va., and featured a webcast of the actual unveiling of the new logo on signage in the national office.

The rebranding campaign, also known as One Voice, is a multi-year initiative designed to focus and contemporize Communities In Schools' core messages and visual identity. The campaign unifies the words and images being used to represent Communities In Schools around the country and raises the organization's visibility, both nationally and in the local communities it serves, before key audiences and the general public.

The new mission statement reads: "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."

"Communities In Schools is an organization of passionate professionals committed to helping the most disenfranchised students stay in school and on the path to a better future. We wanted our brand to reflect the focused, intentional

and transformative work of the Communities In Schools network," said Michael Bento, executive vice president, marketing and communications.

The rollout was the culmination of two years of research by nationally recognized marketing groups, feedback from the Communities In Schools network, dozens of focus groups and countless conversations with donors, education leaders, and top executives and opinion leaders in business, philanthropy and public policy. While drafts of the revised language and visual concepts, as well as the ideology and thinking behind them, were shared with affiliates over the course of the campaign, the pace quickened earlier this year in response to the network's desire to move forward.

In a January webinar on the rebranding, by an overwhelming majority of 95 percent, the Communities In Schools network voted in real time and approved core messages, including the mission statement and the way Communities In Schools is described to the media and general public.

The rollout will be phased in over the next 12 months to allow Communities In Schools local affiliates time to incorporate the new identity into their operational and marketing activities. ■

Secretary of Education Attends Board of Directors' Dinner

U.S. Department of Education Secretary Arne Duncan addressed the Communities In Schools national board of directors and guests at a dinner prior to the May board meeting in Washington, D.C. Secretary Duncan, who has been a supporter of Communities In Schools since his days as CEO of the Chicago Public Schools, spoke about the critical role of integrated student services in ensuring that all young people graduate from high school prepared for post-secondary education.

"In Chicago, I did not have a better partner or collaborator than Communities In Schools. If the work going on around the country is half as good as what Jane Mentzinger [Communities In Schools of Chicago executive director] and her team did in Chicago, then you are setting the kind of tone that we desperately need."

Duncan, who worked with the Chicago Communities In Schools affiliate during his tenure as superintendent, was known for taking tough steps

to improve schools and raise student achievement in the nation's third-largest school district. In his remarks at a fall 2009 conference held at the Harlem Children's Zone, Duncan cited Communities In Schools as an example of a successful organization that provides essential student supports.

Duncan believes that the work of Communities In Schools is vital to turning around low-performing schools and removing non-academic barriers to learning so that students at risk of dropping out are ready and empowered to achieve. He has acknowledged that Communities In Schools is an important national leader in transforming public education, and that the integrated student services model works well because it is effective in all types of communities, is sustainable and can be replicated with fidelity.

Watch the Secretary of Education's remarks at www.communitiesinschools.org. ■



U.S. Secretary of Education Arne Duncan offered words of support at the Communities, In Schools board of directors' dinner in Washington, D.C.

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Senate Committee Hears Testimony from Communities In Schools President

Panel Presents Forum for Remarks on Integrated Student Services

Communities In Schools President Daniel J. Cardinali testified on Capitol Hill April 22 before the Senate Committee on Health, Education, Labor and Pensions to urge inclusion of integrated student services in the reauthorization of the Elementary and Secondary Education Act (ESEA). His remarks were made during a full committee hearing on ESEA reauthorization focused on meeting the needs of the whole student. Cardinali joined representatives from Citizen Schools in Boston, The Forum for Youth Investment in Washington, D.C., and several other organizations.

Cardinali told senators that putting highly qualified teachers and effective assessments/data systems in place are essential strategies to improve public education and close the achievement gap. However, Cardinali noted that "Our 33 years of experience also tells us that these efforts alone are insufficient to achieve the full benefits of education reform... By bringing integrated student services to more schools we can ensure that the American Dream remains within reach for all our country's young people, including our nation's poorest."

He went on to describe the Communities In Schools holistic model and its effectiveness as demonstrated in independent research, and asked the senators to include the Keeping Parents and Communities Engaged (Keeping PACE) Act within the reauthorized ESEA. The Keeping PACE Act has been co-sponsored by a group of 25 legislators and endorsed by 40 leading education, health and community partners. A transcript of Cardinali's testimony is available at

www.communitiesinschools.org. ■



Daniel J. Cardinali addressed the Senate Committee on Health, Education, Labor and Pensions at a hearing in May. Also pictured is Anne Henderson, senior consultant with the Annenberg Institute for School Reform. Representatives from several organizations spoke on meeting the needs of the "whole" student.

© Photo courtesy of the U.S. Senate Committee on Health, Education, Labor and Pensions

Finding Enough Hours in the Day

A Student Success Story

For Imani Lewis, a 24-hour day is probably about 12 hours too short. She's got a very long list of things she wants to do and the energy, drive and purpose to accomplish them. As she looked forward to her senior year of high school in Statesboro, Ga., where she has lived since she was eight, Imani saw an opportunity to continue working at her part-time job, helping her mother and younger sister, and, most importantly, excelling at academics.

What she needed was a supportive environment where she had both the freedom and guidance to accomplish that long to-do list. She found it at the Communities In Schools Bulloch County Performance Learning Center® (PLC).

Imani hoped to take courses at nearby Georgia Southern College and finish up her few remaining high school classes during her senior year. That wasn't possible at the public high school she attended, so she turned to the PLC where her mother, Vicki Lewis, is the language-arts teacher.

Under the guidance of Danny Edenfield, her Communities In Schools coordinator at the PLC, Imani received individualized attention that included academic support and information to help in taking the next steps after high school graduation. Plus, she received a "jumpstart" into her future life that she was seeking.

Vicki Lewis said the technology in use at the PLC provides students like her daughter with the opportunity to move as quickly as they want to without having to wait for their classmates or the teacher. "She could create a more flexible schedule that allowed her to take classes at a local college and work on her high school classes at her own pace."

Edenfield was delighted when Imani decided to attend the PLC. "She's such a well-rounded student and a very sharp young woman who has given a lot of her time to service through her church and club activities. A traditional school environment can stifle a student like Imani. She was ready but unable to move ahead, which was frustrating."

Imani loved the smaller setting at the PLC. "Instead of going to school with 300 other seniors,



Imani Lewis received a "jumpstart" to the life she was seeking through the Communities In Schools Bulloch County Performance Learning Center®

Photo by Gary Barrett

there were 30. I got a lot more individual attention and if I needed help, I got it immediately. I can't think of one person I didn't go to for help, from my Communities In Schools coordinator to my mom to the principal."

She enrolled at Georgia Southern and with the help of Edenfield's wife, an associate dean at the college, took honors classes, which easily transferred to Emory University in Atlanta where she is currently a freshman. She could continue her work at a local small business and still have time to pick up her 15-year-old sister, Nia, from school when her mother couldn't. "I struggle with time management," Imani notes. "Communities In Schools offered support and flexibility at the PLC, which made things easier. I felt that I had more time in my day because no time was wasted."

Through her experience with Communities In Schools, Imani found out about and applied for a Walmart Foundation Communities In Schools Scholarship Program scholarship, which she received. In addition to direct financial assistance, Imani and the other Walmart Foundation Communities In Schools Scholars receive comprehensive support services – including counseling, tutoring and academic support –

Continued on page 5

Finding Enough Hours in the Day

Continued from page 4

throughout their college years. Imani also applied for and received a Gates Millennium Scholarship, which covers any financial gaps between tuition and the money she has available to pay for it.

Self-identified as someone who likes to stay busy, Imani is not only taking a full course load, she's also the secretary and freshman representative for the Black Student Alliance, the events chairperson for the Young Democrats and the historian for the French Club.

She has not yet decided what she will major in. "I'm thinking about a dual degree in engineering and maybe biology...or possibly English or psychology."

Imani's mom describes her daughter as "a focused, headstrong, committed perfectionist and goal-setter. If it's in her power, she will accomplish the goals she has set for herself. Because she's

such a positive thinker, it doesn't occur to her that things might not work out for her." Her mother laughs and continues, "And usually they do work out."

Like mother, like daughter, Imani might say, since she describes her mother as her role model and someone "who works really hard to make things easier for her daughters. She's working on her doctorate in education right now."

They are a "go for the gold" kind of family, according to Imani's mom. "I tell them to reach for the stars. You never know if you'll make it unless you try."

For this talented, hard-working college freshman, stars are well within plucking reach.

For more information on the Walmart Foundation Communities In Schools Scholars Program, visit www.communities in schools.org. ■

Accreditation Update

Local Affiliates Meet Quality Standards to Better Serve Students

Nine Communities In Schools local affiliates were accredited under the Total Quality System (TQS) in May. Communities In Schools launched the TQS in 2008, with the goal of promoting uniform quality and improved outcomes for students being served by the organization. TQS establishes a common set of operational and business standards and best practices that define what it means to be a successful Communities In Schools affiliate serving students.

Two affiliates – in Richmond, Va. and The Midlands, S.C. – were reviewed and received their TQS accreditation last fall. They are part of the first group of 46 affiliates to be reviewed during fiscal year 2010. There are nearly 200 local affiliates in the Communities In Schools network in 25 states and the District of Columbia. ■

Congratulations to the board of directors, executive leadership and staffs of the following affiliates that received accreditation in May:

Communities In Schools of Clark County, Ind.

Communities In Schools of Wayne County, Ind.

Communities In Schools of Central Ohio, Ohio

Communities In Schools of Clay County, N.C.

Communities In Schools of High Point, N.C.

Communities In Schools of Montgomery County, N.C.

Communities In Schools of Rowan County, N.C.

Communities In Schools of the Charleston Area, S.C.

Communities In Schools of Tacoma, Wash.

Spotlight on Success

News Briefs from the Network

Communities In Schools of Bell-Coryell Counties, Texas, held its third annual track meet at Leo Buckley Stadium in Killeen on April 24. More than 400 students in 1st through 6th grade took part in the event, representing 10 elementary schools and four middle schools in Killeen and Copperas Cove. The track meet promotes academic achievement and rewards positive behavior because students must maintain high grades and stay out of trouble in order to participate.



Students who made progress in academics and school behavior participated in an annual track meet in Killeen.

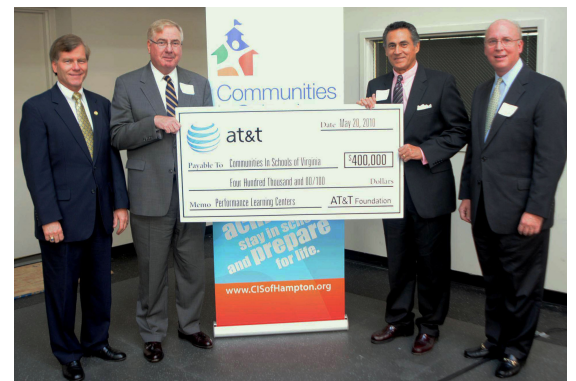
Photo by Mary Barr

Communities In Schools of Corpus Christi, Texas, is the proud recipient of a Pepsi Refresh Grant. Local Pepsi-Cola Bottling Company representatives Julia Koch and Ana L. Munoz-Duda presented a check to the Communities In Schools affiliate in April. The grant will be used for a summer reading camp at the Communities In Schools Gonzalez Educational Enhancement Center. It will provide 175 students with a fun and safe summer reading experience.

Communities In Schools of Jacksonville, Fla., celebrated 20 years of keeping kids in school with a show recognizing the talents of local students. Communities In Schools Founder and Vice Chairman Bill Milliken was one of more than 800 people who attended the event. Informational videos highlighting Communities In Schools staff and initiatives were presented along with musical performances. There was a special performance by Jump Start Strings. Through a partnership with the Jacksonville Symphony Orchestra, more than 100 students from 1st through 4th grade are provided with a violin, weekly lessons with an orchestra member and structured practices three days a week during their after-school program for free.

Communities In Schools of Kansas City, Kansas/Wyandotte County, Kan., honored a group of students at its annual luncheon in April. Nine students from M.E. Pearson Elementary School in Kansas City were rewarded for their academic performance and good behavior. Former Kansas City Chiefs football star Priest Holmes rode with the students in a stretch limousine from their school to the luncheon. The Priest Holmes Foundation started a partnership with the Communities In Schools local affiliate last fall when it launched an incentive program to recognize students who meet and exceed requirements for attendance, effort, behavior and school performance.

Communities In Schools of Virginia received a High School Success grant from the AT&T Foundation to help launch the Communities In Schools of Hampton Performance Learning Center® (PLC). A kick-off event was held May 20 at the PLC, with Virginia Governor Robert McDonnell as the keynote speaker. "Completing high school is at the core of future job opportunities for our youth," said Governor McDonnell. "I commend Communities In Schools of Virginia for its work with the Commonwealth's teachers, students, members of the community and companies like AT&T who invest in preparing the next generation of our workforce. Communities In Schools is an excellent example of a strong public/private partnership that is successful in helping our students succeed." Students, educators and AT&T representatives also attended the event. ■



The AT&T Foundation presented a grant payment to Communities In Schools of Virginia at an event to kick off the opening of the Communities In Schools of Hampton Performance Learning Center®. (l-r) Virginia Governor Robert McDonnell, AT&T Mid-Atlantic Region President Michael Schweder, Communities In Schools of Virginia Chairman of the Board Dan Domenech and Communities In Schools of Virginia State Director Mark Emblidge.

© Photo by Tetaun Moffett, Photojournalist, Seven Video Productions

Student Achievement Month Honors Outstanding Georgia Students



Brienne Gordon received the state Student Achievement Month award in the creative expression category. Her drawing depicts how the Communities In Schools of Marietta/Cobb County Performance Learning Center® changed the direction of her life from being at risk of dropping out to looking with hope toward a brighter future.

Photo by Marilyn Suriani, Marilyn Suriani Photography

Communities In Schools of Georgia celebrated their eight Student Achievement Month state winners during a luncheon at the historic Georgian Terrace Hotel in Atlanta on March 11. Now in its eighth year, Student Achievement Month shines a spotlight on students who are sometimes overlooked and expected to underachieve, providing a forum for them to showcase and be recognized for their talents. The competitive, month-long contest awards achievement in four categories: public speaking, creative expression, written expression and computer technology.

“The Student Achievement Month contest helps students set and achieve new goals, gain confidence and understand the importance of succeeding in school. It also helps them take control of their own improvement,” said Neil Shorthouse, state director, Communities In Schools of Georgia.

The state winners in this year’s public speaking category – Nikki Partridge from Coweta County

(high school) and Christina Olivares from Ben Hill County (elementary school) – received resounding applause after presenting their speeches. State winners in the computer technology category were Ewan Petersen from Cobb County (high school) and Kendria Lawton from Atlanta (middle school). Rubi Romero from Cobb County (high school) won in the written expression category. In the creative expression category, three students took home the prize: Brienne Gordon from Cobb County (high school), Kryssi Zelenski from Bleckley County (middle school) and Zaiah Durham from Bleckley County (elementary school).

More than 300 students from 17 counties participated in this year’s event, and the eight winners progressed through local and regional competitions before being declared state winners by key media and business representatives.

During this year’s luncheon, an Education Leadership Award was presented to Donald Remillard, Douglas County school superintendent. Remillard, who was instrumental in helping Communities In Schools of Douglas County establish a strong mentoring program and the Douglas County Performance Learning Center®, is retiring this year.

Student Achievement Month sponsors, including Walmart, AGL Resources, Georgia Natural Gas and McGraw Hill Glencoe, support the initiative and awards luncheon. Sponsors also help Communities In Schools provide prizes to winners. Each winner received a computer, printer and grade-level educational software. High school seniors could opt for a \$1,000 scholarship to an accredited college.

For a complete list of this year’s sponsors and judges or to view winning entries, please visit www.cisga.org. ■

In Appreciation

Communities In Schools would like to thank ICAP®, the world’s leading online training company, for designating Communities In Schools as a “charity of choice” during ICAP® Charity Day. The international event, organized by Communities In Schools national board member John Nixon, is held one day each year during which all ICAP® broker commissions are donated to charitable organizations. This marks the fourth year that Communities In Schools has been a recipient. ■

Impact Fund Strengthens Network

A total of 78 Communities In Schools local affiliates recently benefited from the Communities In Schools Impact Fund, an investment fund that supports the organization's Total Quality System (TQS). TQS is designed to build strong and sustainable business operations and fidelity to the Communities In Schools Model at the local level. (See related story on page 5.)

Thanks to generous support from the Robertson Foundation, the Communities In Schools national office established the Impact Fund in early 2009 with the goal of securing major donations and reinvesting them into Communities In Schools local affiliates directly serving students. National office funding was awarded to Communities In Schools state offices, which in turn invested the money in local affiliates. It is being used to

meet TQS requirements such as hiring school-based coordinators, who develop partnerships and coordinate quality youth services, and for database development and management so that affiliates can track their progress. State offices received separate funding for capacity building, which encompasses technical assistance and training for affiliates as they adopt TQS standards in preparation for accreditation.

Since 2009, more than \$3.5 million has been awarded to state offices and local affiliates through the Impact Fund. The following Communities In Schools state offices and local affiliates were awarded Impact Fund investments last November for fiscal year 2010, totaling more than \$2 million. ■

CIS of Juneau, Ala.	CIS of Greater New Orleans	CIS of Philadelphia
CIS of Arizona (state office)	CIS of Michigan (state office)	CIS of Pittsburgh-Allegheny County
CIS of Greater Phoenix, Ariz.	CIS of Detroit, Mich.	CIS of Southwest Pennsylvania
CIS of Tempe-Kyrene, Ariz.	CIS of Kalamazoo, Mich.	CIS of South Carolina (state office)
CIS of Los Angeles West	CIS of Lenawee, Mich.	CIS of the Charleston Area, S.C.
CIS of Delaware (state office)	CIS of Mancelona, Mich.	CIS of Kershaw County, S.C.
CIS of Delaware (local affiliate, Wilmington, Del.)	CIS of Tecumseh Area, Mich.	CIS of Lee County, S.C.
CIS of the Nation's Capital	CIS of Nevada (state office)	CIS of the Midlands, S.C.
CIS of Florida (state office)	CIS of Northeastern Nevada	CIS of Texas (state office)
CIS of Jacksonville, Fla.	CIS of Southern Nevada	CIS of Bay Area, Texas
CIS of Miami, Fla.	CIS of New Jersey (state)	CIS of Baytown, Texas
CIS of Nassau County, Fla.	CIS of Newark, N.J.	CIS of Bell-Coryell Counties, Texas
CIS of Okeechobee County, Fla.	CIS of North Carolina (state office)	CIS of Central Texas
CIS of Palm Beach County, Fla.	CIS of Caldwell County, N.C.	CIS of Dallas Region
CIS of Putnam County, Fla.	CIS of Cape Fear, N.C.	CIS of El Paso, Texas
CIS of Georgia (state office)	CIS of Charlotte-Mecklenburg, N.C.	CIS of Laredo, Texas
CIS of Albany/Dougherty County, Ga.	CIS of Clay County, N.C.	CIS of Northeast Texas
CIS of Fitzgerald/Ben Hill County, Ga.	CIS of Cleveland County, N.C.	CIS of San Antonio, Texas
CIS of Catoosa County, Ga.	CIS of Durham, N.C.	CIS on the South Plains, Texas
CIS of Glynn County, Ga.	CIS of High Point, N.C.	CIS of Virginia (state office)
CIS of Laurens County, Ga.	CIS of Lincoln County, N.C.	CIS of Chesterfield, Va.
CIS of Marietta/Cobb County, Ga.	CIS of Montgomery County, N.C.	CIS of Hampton, Va.
CIS of North Georgia	CIS of Moore County, N.C.	CIS of Richmond, Va.
CIS of Troup County, Ga.	CIS of Randolph County, N.C.	CIS of Washington (state office)
CIS of Clark County, Ind.	CIS of Robeson County, N.C.	CIS of Auburn, Wash.
CIS of East Chicago, Ind.	CIS of Rowan County, N.C.	CIS of Peninsula, Wash.
CIS of Wayne County, Ind.	CIS of Thomasville, N.C.	CIS of Seattle, Wash.
CIS of Kansas (state office)	CIS of Central Ohio	CIS of Spokane County, Wash.
CIS of Kansas City, Kan.	CIS of Pennsylvania (state office)	CIS of Tacoma, Wash.
CIS of Ottawa, Kan.	CIS of Laurel Highlands, Pa.	
CIS of Wichita/Sedgwick County, Kan.	CIS of Lehigh Valley, Pa.	

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ATTENTION LOCAL AFFILIATES!

Help us tell your story to a national audience. Send story submissions to salamatm@communitiesinschools.org.

National Leadership Council Member Recognized

Communities In Schools National Leadership Council member Jim Sinegal, CEO and president of Costco Wholesale Corporation, was recognized in March for both his personal commitment to and his company's engagement in supporting the nearly 1.3 million young people and their families served by Communities In Schools. Sinegal received the first annual Angel de Esperanza Award from Communities In Schools of San Fernando Valley/ Greater Los Angeles. Communities In Schools Founder and Vice Chairman Bill Milliken attended the event, and shared his gratitude for Sinegal's steadfast commitment to Communities In Schools and its mission to surround students with a community of support, empowering them to stay in school and achieve in life.

The National Leadership Council is a select group of prominent Americans who endorse the vision and goals of Communities In Schools. By lending their time, talent, expertise, counsel and financial support to Communities In Schools, these individuals open doors that might otherwise remain closed.

Along with the board of directors, members of the National Leadership Council play a key role in representing Communities In Schools as the nation's leading dropout prevention organization. A complete list of National Leadership Council members can be found at www.communitiesinschools.org/about/council.asp. ■

Inside CIS Editor
Maureen Salamat

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