results from the Communities In Schools Network

success is the only option
Communities In Schools surrounds students with a community of support, empowering them to stay in school and achieve in life. Through an evidence-based and rigorously evaluated model of helping students with the greatest need, Communities In Schools has become one of the nation’s most effective dropout prevention organizations, and the only one proven to both lower dropout rates and increase graduation rates.

What sets Communities In Schools apart is its integrated student services model. Site coordinators positioned in partner schools help identify students in danger of dropping out, then work with these young people to provide essential resources that address both academic and nonacademic needs so each student can reach his or her full potential.

During the 2009-2010 school year, the economic downturn continued to challenge nonprofits across the country, including Communities In Schools. But the organization stayed on track with its strategic plan, and despite a decline in both human and financial resources, saw growth in the total number of students served, and stable or improved results on all key indicators of student performance. Roughly 87 percent of the students we serve qualify for free or reduced-price lunch.

In 2010, Communities In Schools completed the most comprehensive evaluation of dropout prevention programs ever conducted. The five-year study, conducted by ICF International, concluded that the Communities In Schools model resulted in the strongest reduction in dropout rates of any existing fully scaled dropout prevention program that has been evaluated, and that it is effective across states, school settings (urban, suburban, rural), grade levels and ethnicities.

WE ARE GUIDED BY THE “FIVE BASICS”
Developed by Bill Milliken, founder and vice chairman of Communities In Schools, the Five Basics are a set of essentials that every child needs and deserves.

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

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 13 state offices. 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.
During the 2009–2010 school year, 190 affiliates were developing or operational in the Communities In Schools network. This report examines the processes and outcomes for 184 of these affiliates that submitted self-reported results data. It shows that Communities In Schools affiliates across the country are delivering human, financial and community resources that empower children to learn, stay in school and achieve in life.

Communities In Schools served nearly 3,000 schools and education sites.

Nearly 2 million students attended schools in which Communities In Schools had a presence.

Approximately 1.35 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—of these, close to 100,000 parents received specific services.

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 Communities In Schools’ human resources.

Approximately 2.2 million hours of service were contributed by the network’s almost 53,000 volunteers—a dollar value of $45,938,717.*

*  Operational affiliates—please see page 22 of the full report for a list of Communities In Schools affiliates.

Note: Results are for students receiving Level Two services (targeted and sustained interventions).

As a funder, we see the potential that Communities In Schools has as an integral part of a school’s culture. Communities In Schools of Arizona eagerly and energetically joined us in our innovative work at Camelback High School in Phoenix, where the two site coordinators work as part of a team to give students what they really need to be successful and stay in school. Their impact in just one year is impressive!

— Terri Wogan, Executive Director, Social Venture Partners Arizona

EMPOWERING YOUNG PEOPLE TO LEARN...

- 77 percent of students met their attendance improvement goals.
- 88 percent of students met their behavior improvement goals.
- 79 percent of students met their reduced suspensions goals.
- 82 percent of students met their academic achievement improvement goals.
- 83 percent of students met their attitude and commitment to school improvement goals.
- 82 percent of students met their reduction in high-risk behavior goals.

STAY IN SCHOOL...

- 88 percent of students monitored for promotion risk were promoted to the next grade.
- 87 percent of monitored seniors graduated.
- 98 percent of students monitored as potential dropouts remained in school at the end of the 2009-2010 school year.

AND ACHIEVE IN LIFE.

Communities In Schools affiliates that monitor students after high school reported that 79 percent of their students went on to some form of post-secondary education, 11 percent entered the workforce, 4 percent joined the military and 6 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 25 percent for benefits) of all nonagricultural workers as determined by the Bureau of Labor Statistics. For 2010, this figure is $21.36.

*  Results are for students receiving Level Two services (targeted and sustained interventions).
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