



Communities
In Schools

success

is the only option





PHOTO BY JAY VENEZIA

from *the* CHAIRMAN AND PRESIDENT

In 2010, despite the challenging economy, Communities In Schools honored its commitment to young people at risk of dropping out, working with 1.3 million students to ensure they achieve in school and succeed in life. Traveling across the network this past year, we've seen heroic work by our Communities In Schools staff, volunteers and community partners, and had the chance to meet extraordinary young people.

Thanks to the support of a diverse group of partners, we were able to continue building on our successes in 2010:

» From rural Laurens County, Georgia, to urban Miami, the Communities In Schools Total Quality System (TQS) is driving our network to deliver even greater results in a consistent high quality fashion. Launched in 2008, TQS is a set of evidence-based standards shown through an independent, five-year national evaluation to

promote uniform quality and improved outcomes for students.

» We pilot tested and prepared to roll out our Site Coordinator Certification Program, which translates the evidence from our evaluation into a rigorous training program for new and continuing site coordinators. And thanks to support from funders like AT&T and PepsiCo, we've been able to bring on and train new site coordinators, further increasing our impact in challenged schools.

» Our network made a significant commitment to engaging the public as volunteers, donors and advocates through a comprehensive rebranding effort and strengthened communications.

» Despite the political turbulence of an election year and the continued economic crisis, we saw increased support from elected officials and policy makers at the national, state and local levels.

Most importantly, we continued to meet remarkable young people who use the support we provide to achieve success for themselves and their communities. One of them, Kat

Foronda, exemplifies the potential we see in all 1.3 million young people we serve. Coming from very challenging circumstances, Kat not only set herself on a course to success, but developed a program to help other young people like her overcome obstacles and achieve their dreams. In June, Kat was honored in Washington, D.C., with a Jefferson Award, one of the most prestigious national awards for public service. (Our founder, Bill Milliken, is also a Jefferson Award winner.)

At our May board meeting, we heard from Talitha Halley, who in 2005 fled New Orleans after Hurricane Katrina, resettling in Houston where she connected with Communities In Schools. Recently, Talitha served as a congressional page, and she told our board, with a twinkle in her eye, that she was very interested in politics and someday might be their representative!

But for all the pride we feel in the accomplishments of our network, and the leadership of young people like Kat and Talitha, we also realize we face challenges.

Speaking immediately after Talitha at the board meeting, Secretary of Education Arne Duncan

reminded us all that as extraordinary as Talitha is, there are thousands of young people just like her who desperately need our help.

That reality is what keeps us up at night, and drives us to bring Communities In Schools to more schools and more young people.

Just in the communities we currently serve, local school systems have identified 1.9 million more young people who need our services. For those young people, right now is their one chance at getting a high school education, graduating and starting on the path to a successful life. They can't afford to wait.

Thanks to your support, we have built an organization with proven results. We have a strong network of affiliates and terrific leadership at all levels of the organization. Now we must build on our strengths and on your continued support to bring our successful model to the 1.9 million young people who have enormous potential—not only to achieve in their own lives, but to serve their communities.



Elaine Wynn
National Board Chairman



Daniel J. Cardinali
National President

Two handwritten signatures in black ink. The top signature is 'Elaine Wynn' and the bottom signature is 'Daniel J. Cardinali'.



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**.

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

Children need positive role models to create expectations for success, offer encouragement and provide academic support. Nearly 90 percent of Communities In Schools affiliates connect students with mentors and tutors. Often, site coordinators are the caring adult in a child’s life, providing encouragement, academic support or a hug.

2. A safe place to learn and grow

Through after-school, weekend and summer programs focused on academics and life skills, we are dedicated to ensuring that students have a safe and appropriate

environment in which to learn and achieve their potential. Our site coordinators work in urban and rural environments, and lead community engagement activities to create safe schools and communities.

3. A healthy start and a healthy future

Many school-aged children lack basic medical services and nutritious food—essential for healthy development. We provide access to health and dental care, food backpack programs and counseling services for thousands of students who might otherwise go without.

4. A marketable skill to use upon graduation

When students see that they have options in life, they get excited about their future. We work with students on career development and readiness, and help create pathways to college.

5. A chance to give back to peers and community

We work with students to build their confidence, develop their talents and leadership skills, and strengthen their involvement in community service and service-learning initiatives.



MISSION STATEMENT

The Communities In Schools national network is a federation of independent 501(c)3 organizations in 25 states and the District of Columbia, anchored by the national office in Arlington, Va., and coordinated, supported and expanded through the leadership of 13 state offices. State offices provide operational, technical and financial support to their local affiliates, which directly serve students. While the majority of the nearly 200 operational local affiliates are in states with Communities In Schools state offices, there are also local affiliates in states without a state office.

Communities In Schools?



PHOTO BY GREG SCHALER

Every nine seconds a young person in America drops out of school and into an uncertain future. One-third of high school students won't finish on time. Nearly half of all students of color won't make it to graduation.

When students drop out, a door closes on their dreams. And ours. Dropping out of school destabilizes not only their lives, but also our country as a whole. The dropout crisis costs the United States billions of dollars each year in lost revenue and increased spending on government programs.

Young people who drop out are more likely to live in poverty or earn thousands less over a working lifetime. The latest Census Bureau figures show that about 44 million Americans—one in seven—lived last year in homes in which the income was below the poverty level. It's the largest number since the census began tracking poverty 51 years ago, and the number will only increase as long as young people fail to complete their education. Dropouts are also more likely to suffer poor health, be dependent on social services or enter the criminal justice system.

Communities In Schools is the nation's leading dropout prevention organization and our mission is

simple: we surround students with a community of support, empowering them to stay in school and achieve in life. Working closely with educators, community leaders and an army of volunteers, we are able to achieve extraordinary results with modest resources.

What sets Communities In Schools apart is our model of effectively and efficiently addressing both the academic and human service needs of students. This is done at very little cost—just \$192 annually per student. Our paid staff comprises just 6 percent of the human resources dedicated to our mission. School districts and community partners reposition staff to account for another 2 percent of the Communities In Schools workforce. We work with 472 school districts, and approximately 15,000 community partners provide services throughout our network. More than 57,000 volunteers, many of them AmeriCorps and VISTA volunteers, contribute 2.5 million hours of service.

We understand that students face challenges inside and outside the classroom and we remove barriers that prevent young people from reaching their potential. We serve students living in some of the poorest communities. Often their personal circumstances derail their chances at

success—even before they enter the school building.

Students with unaddressed needs have a hard time learning. They may be hungry, their teeth may hurt or they may not be able to see well in class. They may not have a good pair of shoes to wear to school. They may lack parental involvement and have no one to help them with homework. They may live in neighborhoods where violence, drugs, gangs, unemployment and multigenerational poverty are commonplace. It's hard to imagine a brighter future when the odds are stacked against you.

Communities In Schools strategically aligns and delivers needed resources by placing a dedicated staff member—a site coordinator—inside partner schools to identify students at risk of not graduating. The coordinator evaluates student risk factors and needs, and establishes relationships with local service agencies, businesses, health care providers, and parent and volunteer organizations. Services are then integrated into schools where children spend their days.

Hungry students are connected with food backpack programs so they and their families have nutritious food to eat over the weekend. Students with dental problems are referred to free or low-cost clinics for dental care.

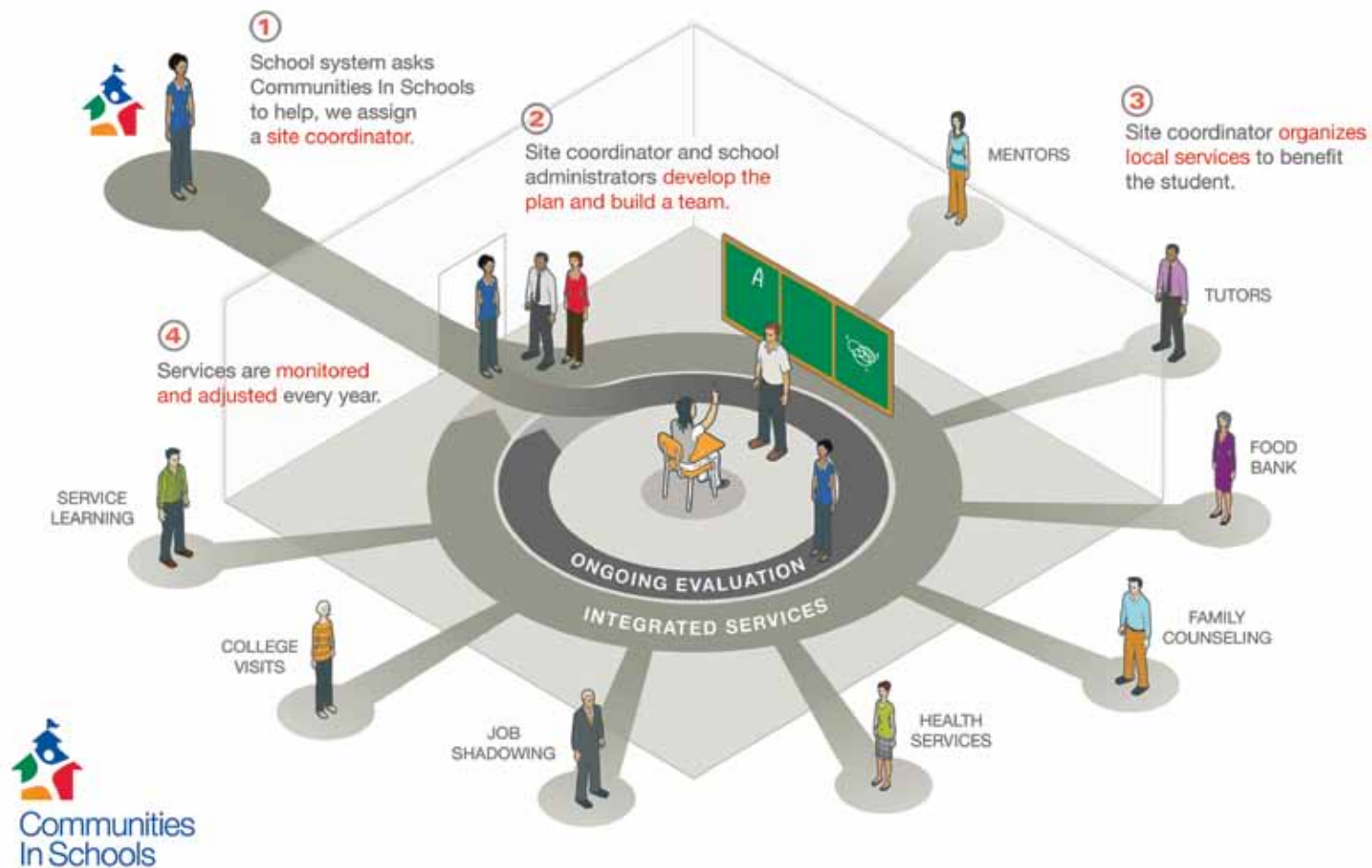
Students with vision problems receive eye checkups and glasses. Students who need help with homework are enrolled in after-school programs. Students with more serious behavioral issues receive mental health services and are matched with caring mentors to help them learn good habits and stay on track for graduation. Whether it's a mentor, academic tutoring, eyeglasses or just a safe place to be after school, when these needs are met, students can concentrate on learning. And teachers can focus on teaching.

We have solid evidence that our model works. While other organizations may lower dropout rates or improve graduation rates, only Communities In Schools does both.

An independent, five-year evaluation shows that Communities In Schools is one of a very few organizations proven to keep students in school and the only one to document that it both increases graduation rates and decreases dropout rates.*

An independent survey of teachers revealed that two-thirds of teachers in our partner schools believe that Communities In Schools helps them address chronic dropout risk factors including poverty, a lack of parental supervision and students who are unprepared to learn.

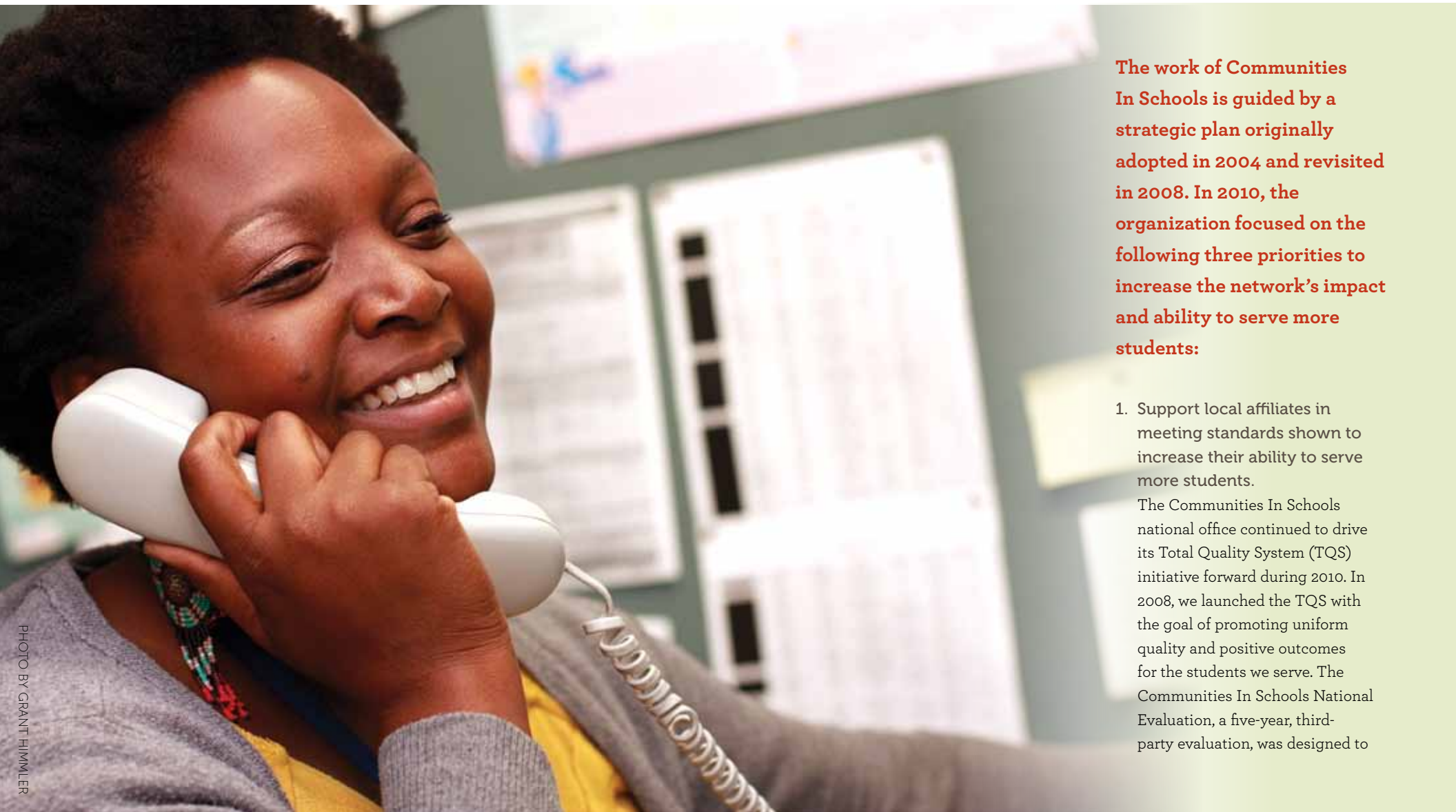
Creating a Community of Support



Our evidence-based model, adapted to meet each community's unique needs, is the basis for our success. Through a school-based coordinator, Communities In Schools strategically aligns and delivers needed resources so that students can focus on learning.

* Results from the five-year national evaluation conducted by ICF International can be found on our website at www.communitiesinschools.org under Who We Are/Publications.

STRATEGY That Creates Impact



The work of Communities In Schools is guided by a strategic plan originally adopted in 2004 and revisited in 2008. In 2010, the organization focused on the following three priorities to increase the network's impact and ability to serve more students:

1. Support local affiliates in meeting standards shown to increase their ability to serve more students.

The Communities In Schools national office continued to drive its Total Quality System (TQS) initiative forward during 2010. In 2008, we launched the TQS with the goal of promoting uniform quality and positive outcomes for the students we serve. The Communities In Schools National Evaluation, a five-year, third-party evaluation, was designed to

measure the impact of our model. From this evaluation, as well as our own data, we established a common set of operational and business standards and best practices that all local affiliates must meet in order to receive TQS accreditation.

The initial investment in the Total Quality System came from a generous grant from the Robertson Foundation to the Communities In Schools Impact Fund, a growth capital initiative of the national office. Grants from the Robertson Foundation, AT&T and Capital One have allowed the Impact Fund to grow. In 2010, the national office invested the Impact Fund in the Communities In Schools network; a total of \$2.6 million went to state offices in support of their local affiliates and directly to local affiliates for training, technical assistance and the hiring of new site coordinators to work with at-risk students in partner schools. In 2010, 14 affiliates received TQS accreditation. By 2015 all Communities In Schools affiliates will be accredited.

In 2010, AT&T contributed to the Communities In Schools Impact Fund and the funding was invested in the Communities In Schools network to increase the number of site coordinators. The national office guided a review process for local affiliates applying for the grant and awarded funding to 14 local affiliates. A total of 26 low-performing schools are now benefiting from the site coordinator positions made possible through the AT&T grant.

2. Ensure sustainability of Communities In Schools through national advocacy efforts.

During 2010, Communities In Schools continued to build its reputation as a high-impact and evidence-based nonprofit offering an effective solution to the dropout crisis. President Daniel Cardinali testified before the Senate Health, Education, Labor, and Pensions Committee to urge inclusion of integrated student services in the reauthorization of the Elementary

and Secondary Education Act (ESEA). We expect that ESEA will be amended and brought before Congress in 2011. We will leverage our growing grassroots network and national Legislative Relations Team to ensure that integrated student services are a part of ESEA reauthorization.

Communities In Schools also presented remarks at a White House conference on school and community partnerships. We support the Keeping Parents and Communities Engaged (Keeping PACE) Act because it provides resources and opportunities for Communities In Schools to hire site coordinators, thereby providing integrated student services to a greater number of students.

3. Strengthen the network's ability to engage the public.

In 2010, Communities In Schools completed a re-branding of the organization and began to collaborate with network leaders on a national campaign that will engage the public and raise

awareness of our work in schools. A new logo, mission statement and key message points were rolled out to the network in May. Our local affiliates immediately began to adopt the new brand, which will be completely phased in across the Communities In Schools network by June 2011.

The national office also re-launched its website showcasing new content and a fresh design. The website features both the human successes and research-based results demonstrated by our network. It also links directly to our social networking pages on Facebook, YouTube, Twitter and Causecast.



Communities In Schools

PROVIDING A VOICE FOR EDUCATION REFORM



PHOTO BY MARK FINKENSTAEDT

In May, U.S. Secretary of Education Arne Duncan addressed the Communities In Schools national board of directors, emphasizing the critical role of integrated student services in ensuring that all young people graduate from high school prepared for post-secondary education. Duncan has cited Communities In Schools as an example of a successful organization that provides essential student supports. In a speech last spring, President Obama praised Communities In Schools, noting that his administration would “build on the efforts of places like Communities In Schools that make sure kids who are at risk of dropping out have one-on-one support.”

Communities In Schools advocates for kids. We are bipartisan and the only agenda we support is one that creates opportunities for children to reach their potential through education.

We are all for kids, all the time. We have received acclaim for and recognition of our work under every federal administration since President Carter.

Our policy initiatives are based on the core belief that all children have the ability to learn and succeed, and that improving public education requires integrating student services

with every day—poverty, lack of adult role models, lack of expectations and lack of basic human services like health and dental care. All of these factors put young people at risk of falling behind. Our tailored, comprehensive approach to school success connects students in peril with caring adults who remove obstacles to learning and encourage high academic achievement.

Communities In Schools continued to expand its policy presence in Washington, D.C., during 2010. With data to prove the effectiveness of our model, we focused on reauthorization of the Elementary and Secondary Education Act and built legislative sponsorship for the Keeping Parents and Communities Engaged (Keeping

which was introduced in both the U.S. Senate and House of Representatives, includes resources and incentives for providing integrated student services in schools and hiring site coordinators to deliver the services. Last year, Communities In Schools began work on a comprehensive site coordinator certification program to ensure these key staff members, positioned inside partner schools, receive consistent training across the network.

In April, Communities In Schools submitted testimony to the House and Senate education committees on the need for including the Keeping PACE Act as part of the reauthorization of the Elementary and Secondary Education Act.

We completed a project with Civic Enterprises, a think tank that helps corporations, nonprofits, foundations, universities and governments develop and spearhead innovative public policies to strengthen communities and address our nation’s toughest problems. The resulting policy paper, to be published in 2011, will advocate for the Communities In Schools Model in providing comprehensive solutions for education.

All children have the ability to learn and succeed...improving public education requires integrating student services into schools.

into schools. Education reform simply won’t succeed without this component, because traditional reform strategies fail to address what kids are dealing

PACE) Act—our main legislative priority. Communities In Schools is leading a coalition of 40 organizations in support of that bill. The legislation,

ENGAGING THE PUBLIC



At the May board of directors meeting, national office staff and members of the board unveiled the organization's new logo. PHOTO BY MARK FINKENSTAEDT



(l-r) Communities In Schools Founder and Vice Chairman Bill Milliken, Chairman Elaine Wynn, Simone Levinson, David Levinson PHOTO BY PATRICK MCMULLAN



Communities In Schools completed its One Voice initiative in 2010, the culmination of more than two years of collaboration across the network. With a renewed focus on creating brand recognition and consistency in messaging throughout the Communities In Schools network of affiliates, our mission statement incorporates language shown to resonate most with the public while effectively describing our unique solution to the dropout crisis.

Our redesigned website, which presents compelling new content on our work in schools, student successes, proven results and ways to help, is a dynamic tool for all of our partners, including educators, parents, funders, policy makers, volunteers and generally anyone who wants to support the mission of keeping kids in school. It also links directly to our social networking pages on Facebook, YouTube, Twitter and Causecast. Last year, Communities In Schools continued to expand its base of friends on these sites and connect those who share a passion for education and issues affecting youth. Everyone is welcome to become our online friend—it's a great way to receive instant updates about Communities In Schools initiatives and activities.

Real estate investor David Levinson and his wife, Simone, hosted a dinner for the Communities In Schools board of directors in September to **celebrate Bill Milliken's 70th birthday and his 50 years of making a difference** in the lives of young people. The dinner in New York City coincided with the board meeting there and brought together several long-time supporters, some of them spanning generations within families, who embrace the legacy and mission of Communities In Schools.

In the September 20 Annual National Service Issue of TIME magazine, Communities In Schools was recognized as one of the organizations through which working adults can lend a hand in public education.

In honor of Communities In Schools' Founder Bill Milliken's 70th birthday and his more than 50 years of service to students across the country, acclaimed documentarian Albert Maysles (*Gimme Shelter*, *Grey Gardens*) created a short film about the organization and its mission. The film, *Bill Milliken and Communities In Schools: Never Give Up On a Child*, was filmed in Atlanta, Los Angeles, New York City, Kalamazoo, Mich., and Spokane Wash. Visit www.vimeo.com/18471748 to watch the documentary.

STATE OFFICE PROFILE: *Communities In Schools of Arizona*



Laura Magruder, Communities In Schools of Arizona



“Am I going to make a difference in a child’s life today?” It’s a question that Laura Magruder, the state director of Communities In Schools of Arizona, asks herself every day.

“I can go to bed at night knowing we may not have made a difference for everybody but that we did for somebody,” she said.

Magruder and her staff can sleep easy because the work they have done and the number of young people they have helped speak volumes about the ways the state office has positively affected the lives of students.

In the 2009-2010 school year, Communities In Schools local affiliates in Phoenix and Tempe/Kyrene provided services for more than 35,000 students in 44 elementary schools, three middle schools, eight high schools, three alternative schools and three juvenile correctional facilities through a variety of programs. And with great results:

- » Ninety-eight percent of those students were promoted to the next grade.
- » Ninety percent of the seniors it served graduated from high school.
- » Ninety-five percent of high school students completed college and career readiness programs; 25 percent of those were incarcerated youth.

Magruder and her hard-working staff didn’t stop there. They rolled up their sleeves and created a state initiative based on the Communities In Schools Model, called Eliminating Roadblocks to School Success. They also wrote three proposals to AmeriCorps to support the program, and shepherded their biggest affiliate, Communities In Schools of Greater Phoenix, through the Communities In Schools Total Quality System (TQS) accreditation process.

Like the Communities In Schools Model, Eliminating Roadblocks promotes positive outcomes for youth by mobilizing community assets

PHOTO BY COMMUNITIES IN SCHOOLS OF ARIZONA

to address identified needs. It encompasses early literacy, academic intervention, family engagement, high school success and supportive pathways to college and careers. It also has a service-learning component.

Magruder believes that the state office's history and TQS have helped staff pull together. "It has given us a team outlook that makes us goal-oriented and outcome-driven. We know what our targets are and the services we need to focus on to be successful in serving our state's students."

And that's just the beginning. By the end of the 2010-2011 year, Magruder noted enthusiastically, the state office and its affiliates will provide services in up to 30 high schools, 10 middle schools, 52 elementary schools and one Performance Learning Center.

The state office has taken its Eliminating Roadblocks to School Success initiative on the road with three Communities In Schools affiliates—Detroit, Greater New Orleans and Los Angeles West—plus two state offices, Washington and Pennsylvania, through a collaborative partnership funded by an AmeriCorps grant. Ninety-two AmeriCorps members began their national service in September 2010. Members will connect community resources with students and families in need, offer college/career readiness programs, engage students in service-learning projects

and recruit volunteers to assist with their programs. The project is expected to serve more than 75,000 K-12 students and their families at 92 schools.

Communities In Schools of Arizona also received two AmeriCorps state awards through the Arizona Office of Children, Youth and Families that will place 26 part-time members in high schools with an emphasis on college and career readiness, plus another 18 full-time members assigned to struggling 21st Century Community Learning Center grantees as family/community engagement specialists targeting 15 low-performing elementary and middle schools in Phoenix that feed into five low-performing high schools.

The successes and challenges state office staff found as they implemented new programs took them back to the foundation of Communities In Schools: "What is best for the kids? We evaluate what the students' and school's needs are and offer services to meet those needs."


For example, when the principal of a Phoenix high school came to Magruder wondering how he could change the culture at his school so that staying in school and achieving academic success was the norm, Communities In Schools of Arizona worked with one of its partners, Social Venture Partners Arizona, to create a demonstration project at the school.

The state office placed a full-time graduation coach at the school and added an AmeriCorps Public Ally Fellow to create before-school and after-school clubs and activities, as well as a college and career readiness coach to deliver the Charting for Success curriculum developed by Communities In Schools. And they didn't stop there. They also serve students at a nearby middle school through a 21st Century Community Learning Center, managing its after-school program with emphasis placed on grade promotion to high school. "It's great to try to help kids when they reach 11th or 12th grade, but it could also be way too late," Magruder noted.

It was a banner year by anyone's standards, even for a hard-charging, committed state director like Magruder. But she wouldn't trade places with anyone. Before she came to her current position, she worked in crisis intervention for six years, in positions with the Phoenix fire and police departments. "It was important work to do but I was effective only for the time I was talking to someone on the phone or on site helping out." Then she was gone and never really knew if what she did took root and made a difference. Being in an office and position where change is not only possible, but happens before your eyes, has been wonderful, Magruder observed—like riding a wave. She is

enjoying the many successes as well as anticipating the many challenges her role brings.

Magruder and her staff already have a long list of accomplishments but they keep working and moving ahead, realizing that what they do goes far beyond today or next week. What they do gives children and their families the tools to change the future.



*"What is best for the kids? We evaluate what the students' and school's needs are and offer services to meet those needs."
— Laura Magruder*

PHOTO BY DANE GREGORY MEYER

Four “Early Adopters” and their Communities Reap the Benefits of the Total Quality System



Terry Linder, Executive Director, Communities In Schools of the Midlands, S.C.

“When the national office told us we had met all the standards, we celebrated,”

said Terry Linder, executive director of Communities In Schools of the Midlands, S.C. “We were excited about being among the first to go through the Total Quality System process because the Communities In Schools Model is proven to work and we wanted to be able to claim those results as an affiliate.”

In 2008, Communities In Schools launched the Total Quality System (TQS) with the goal of promoting uniform quality and positive outcomes for the students we serve. The Communities In Schools National Evaluation, a five-year, third-party evaluation, was designed to measure the impact of our model. From this



Harold Fittr, Executive Director, Communities In Schools of Richmond, Va.

evaluation, as well as our own data, we established a common set of operational and business standards and best practices that all local affiliates must meet in order to receive TQS accreditation.

Communities In Schools of the Midlands was one of four “early adopters” to go through the TQS accreditation process in 2009-2010, along with Communities In Schools of Clay County, N.C.; Communities In Schools of Tacoma, Wash.; and Communities In Schools of Richmond, Va. Their experiences highlight the value of the process for Communities In Schools affiliates.

VALUED BY FUNDERS

For the first time, said Linder, “all of our programs were funded within a few



Teresa Maxwell, Executive Director, Communities In Schools of Tacoma, Wash.

weeks of the new school year (2010-2011). It rarely happens that by August you have all of the funding for all of the programs.” For her, the greatest value for fundraising from TQS is that “it gives us a means to say to funders, partners and the community that we operate wisely.”

Harold Fittr, president and CEO of the Richmond affiliate, agrees, “Now we can say that we are judged by a national standard and have that national accreditation. Three of our major corporate funders have more than doubled their commitment.”

“With funding scarce, funders are careful to choose programs and organizations that are set up to do what they are supposed to do. TQS says that we do that,” said Teresa Maxwell, executive director in Tacoma.



Theresa Waldroup, Executive Director, Communities In Schools of Clay County, N.C.

FOCUS

For Fittr, the process couldn’t have come at a better time. Retired from the school system as an assistant superintendent, he had just taken on the executive director position with Communities In Schools. “The TQS process gave me a way to focus everybody’s attention on where I wanted us to go. In two years, we have more than doubled our capacity from 14 schools to 28.”

In South Carolina, Linder said, going through the TQS process put everyone “on the same page. We all went through it together. The TQS process validated what we were doing and provided a specific framework for our continued work. Our site coordinators have a focused checklist to operate from. And we have the

Accreditation

indicators as a benchmark.” It’s a starting point from which the affiliate can only get better, she said.

“Thanks to TQS, we have well-written work plans for our school sites that help us track our outcomes through the year, manage our time and generally stay on top of the data we collect,” Maxwell explained. “The end result is that we help our kids succeed in school.”

STRENGTH

For Communities In Schools of Clay County, a rural county in western North Carolina, “accreditation helped make us a stronger organization and obtain additional funding for a site coordinator position” said Executive Director Theresa Waldroup. “Having this accreditation has given us the tools, information and data we need to concentrate even more on quality than we did before.” Now, says Waldroup, systems are in place so she can monitor the students’ progress and keep track of their families as well.

Since she is the only full-time staff member, Waldroup knew she would need the full support of her board. And she got it. “It was a big commitment, but they did it. During the year we went through the TQS process, I could

call on the board to cover for me when I couldn’t do it.” With the help of the Communities In Schools of North Carolina staff, Waldroup worked for a year to put the standards in place. Now, the affiliate is enjoying the rewards of its effort.

In Tacoma’s case, the process has strengthened the entire staff. Maxwell noted: “By implementing the Communities In Schools Model, we have gained in-depth knowledge of best practices across the spectrum, from personnel and program policies to board development and financial policies. We take more time to ensure that we hire the right people for the right positions.”

Fitrer said that TQS strengthened his affiliate’s commitment to training. “We’re making sure we continually train and support our staff, devoting time each month strictly for training topics.”

Waldroup summed up the process for the group when she said, “Going through TQS was not just a one-time process. We’re not going to put that binder on a shelf and forget about it. TQS gives you the tools to be able to go out in the community and show people that the affiliate is doing what we say it’s doing. That binder represents a ‘living and breathing’ process.”

by the numbers

The services that Communities In Schools provides—which our independent, five-year national evaluation validates as having a positive effect on school-level outcomes—are categorized as Level One and Level Two services. Level One services are widely accessible to all students at a Communities In Schools partner school. They are short-term measures provided on an as-needed basis. Examples of Level One services are school assemblies, clothing or school supply drives, career fairs, health screenings, grief counseling or field trips. Level Two services are directed at students with specific needs and/or dropout risk factors. These services typically are sustained interventions lasting several weeks, months or an entire school year. Examples of Level Two services include tutoring, mentoring, individual counseling, before- and after-school programs and community service.

Early-warning indicators in students receiving Level One services are quickly flagged, so that students showing signs of problems in attendance, behavior or academic performance can be referred for more intensive Level Two services before they fall behind. Communities In Schools monitors and reports outcomes for these case-managed students in our annual *Results from the Communities In Schools Network*.

The four “early adopter” affiliates operate in a range of environments and under unique conditions. These numbers provide some background for each affiliate’s operation for the 2009-2010 school year.

Communities In Schools of Richmond, Va., served **12,640 students** in five high schools, six middle schools, 14 elementary schools

and three Performance Learning Centers. Of the affiliate’s 2,275 students receiving Level Two services, 1,754 (95 percent) were promoted to the next grade and 239 graduated. Of the remaining students, 538 (72 percent) improved their academic performance.

Communities In Schools of the Midlands, S.C., served a total of **2,249 students** in two middle schools and a unique program at a juvenile justice facility for boys. Of 117 students receiving Level Two services, 112 were promoted and 103 improved their performance.

Communities In Schools of Clay County, N.C.—a small, rural affiliate—served **1,337 students** in one high school, one middle school and one elementary school. The affiliate provides either Level One or Level Two services for every child in every school. All but nine of the students either moved to the next grade or graduated. And, of the 52 students receiving Level Two services, 50 improved their academic performance.

Communities In Schools of Tacoma, Wash., served a total of **1,945 students** in four elementary schools and three high schools in one school district. Last year, the affiliate reached more than 3,000 students with nutritional food, school supplies, uniforms and shoes through its “Stuff the Bus” campaign. Ninety-five percent of the students were promoted to the next grade and 98 percent improved their performance. A total of 167 students graduated and 94 percent of the rest stayed in school.

SUCCESS STORY:

Deb Yarbrough and Kimberly Webber

Eleven-year-old Kimberly Webber likes Deborah Yarbrough so much that she wrote a letter about her. “I wrote about how great she was and how she’d listen to anybody if they had problems. Even if she didn’t know the person, she would help if the person needed it.”

As a result, Yarbrough, the Communities In Schools site coordinator at the school Kimberly attended from kindergarten through 5th grade, received an *Unsung Heroes* Award from Communities In Schools, one of five people to receive the award in 2010. The *Unsung Heroes* award is given each year to Communities In Schools employees who demonstrate high levels of commitment, accountability, persistence, coordination and a dedication to equality. “Deb carries the needs of her students with her,” said Communities In Schools of Kalamazoo (Mich.) Executive Director Pam Kingery, who included the letter with her nomination. “Every child matters to Deb and she exemplifies the vision of Communities In Schools.”

Yarbrough has been a site coordinator for four years, three of those at Kimberly’s school, Edison Environmental Science Academy, a K-5 school within Kalamazoo Public Schools. A large part of the job, she says, is finding resources to meet the needs of the children, from tutors and mentors to food, clothing and other basic needs. Thanks to an in-school health center coordinated by Communities In Schools in collaboration with community health partners, Yarbrough can also get the children’s basic medical needs met.

She meets regularly with Edison’s principal and teachers to make sure she is connecting the right students with the resources they need. Through Communities In Schools, 75 percent of the school’s students have access to school-wide supports, called Level One services. These include the provision of essential clothing, school supplies and family support services. Another 80 to 100 students receive targeted and sustained interventions, called Level Two services. These services include tutoring, mentoring and participation in after-school programs.

Yarbrough has known Kimberly for

a little more than a year. “We started a leadership program, STORM Leaders (S–Stay safe; T–Try your best; O–Own your actions; R–Respect everyone; M–Make a difference), and Kimberly was nominated by one of her teachers to be part of the group.” Last year, said Yarbrough, as part of the group’s community service project, she helped to conduct a holiday food drive and raised money for Haiti relief.

“When I first met Kimberly, I noticed that she didn’t seem very happy,” said Yarbrough. “She didn’t smile or speak much. But in March of last year, she started to soar. You could see her confidence had gone way up.” Yarbrough credits the STORM Leaders program and the after-school program with giving Kimberly a place where she could grow. And she was getting personal attention from Yarbrough and other school personnel as well. “We helped her find and nurture her strengths. For example, she wrote a poem during the after-school program and she got to read it for a group of students.”

Kimberly said that participating in STORM Leaders and the 21st Century Learning Centers program, an after-

school homework and enrichment program, made her more confident. “Before that, I was really shy. I had friends my age but not other ages. I started hanging out with the younger kids and made a lot more friends.” Being in the programs also gave her self-esteem a boost because she was doing something good. And, she said, she realized that everyone has problems and could use some help.

She participated in the school’s summer program and that added to her growing self confidence. Her mother, Mary Storey, believes that it was the personal attention that Kimberly got from teachers and Yarbrough that helped move her out of her shell. “She paid attention to Kimberly. When I was visiting one of the programs, she made sure to tell me how wonderful my daughter was and what she was up to at school.”

Kimberly loves singing. “I’ve been singing since I was seven, in the car, at the store, at home. I sing 24/7.” Thanks to her work with Yarbrough and Communities In Schools’ presence at Edison, says her mom, Kimberly found the confidence to sing in front of people, performing in talent shows at the school.

Yarbrough, who originally got a Bachelor’s degree in business administration, worked in the business

“When I first met Kimberly, I noticed that she didn’t seem very happy... She didn’t smile or speak much. But in March of last year, she started to soar. You could see her confidence had gone way up.” – Deb Yarbrough

world for years, most recently running a business with her husband.

“I realized that I wasn’t doing what I was compelled to do—to help families,” Yarbrough explained. Four years ago, she enrolled in a local school, Spring Arbor University, and got a degree in family-life education. She found Communities In Schools while searching for organizations where she could do an internship. And that was that. She’s worked with Communities In Schools ever since.

When she talks about her work at Edison, it’s obvious that Yarbrough loves what she does. “To be able to connect with students who need our support—and then connect them to services they need—is great. We can see their grades change and their self-esteem increase.” To see the difference that she makes brings Yarbrough great satisfaction. “We are making sure children can succeed.”

Today, a happy confident 6th grader making A’s and B’s at her middle school, Kimberly has plans for grown-up life. She’s going to be a singer, a teacher or an OB-GYN. No matter what she does, with this foundation of confidence and belief in her abilities, Kimberly will have plenty to sing about.



PHOTO BY BETHANY CLAY

ACCOUNTABILITY STARTS HERE



Our supporters know that every dollar they commit to helping students is well spent.

For just \$192 a year, we can help a student who is on the path to dropping out stay on track to graduation. Communities In Schools has been recognized for its sound business practices and financial transparency, earning a four-star rating from Charity Navigator, America's premier nonprofit evaluator, for responsible fiscal management. We have also earned the Better Business Bureau's Wise Giving Alliance National Charity Seal, having

met all 20 of the standards for financial accountability.

Despite the country's slow economic recovery in 2010, the Communities In Schools national office saw a year of financial stability, marked by continued support from many prestigious foundations, corporations and individuals.

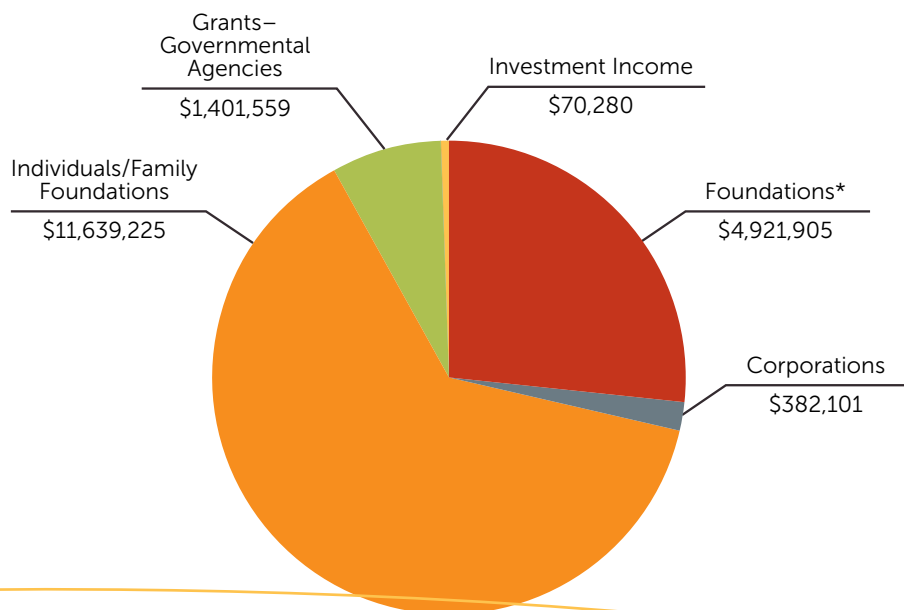
The national office generated \$10.5 million in operating revenue and \$13.9 million in operating expenses. Approximately 89 percent of Communities In Schools' expenses went directly to program work supporting students, including our

single largest expense—\$5 million invested back in the Communities In Schools network through grantmaking to state offices and local affiliates.

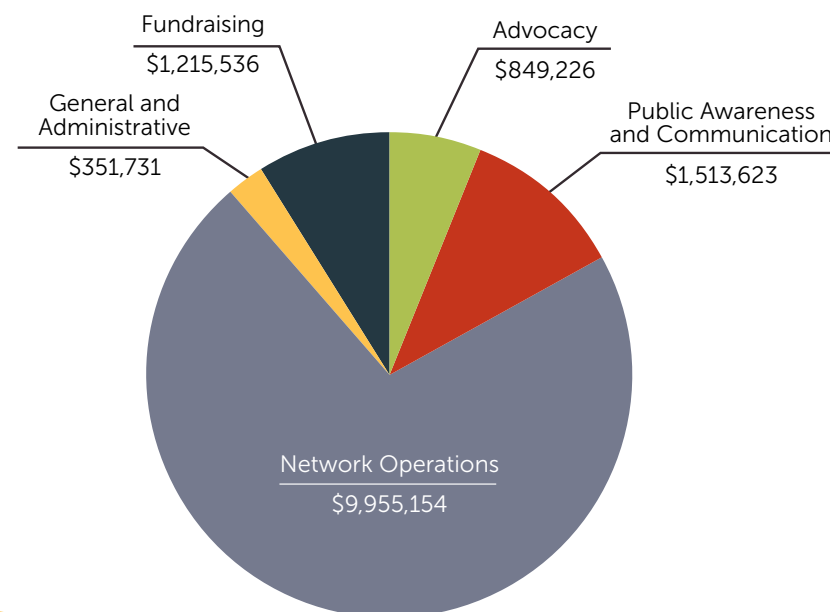
We continue to produce and document results that enhance our reputation as a leader in student achievement and dropout prevention.

As a result, the national office is able to invest in Communities In Schools state offices and local affiliates, providing training and support for accreditation, which in turn will lead to greater numbers of students being served.

SUPPORT AND REVENUE



EXPENSES



COMMUNITIES IN SCHOOLS, INC.

Statement of Activities & Changes in Net assets

Year ended September 30, 2010[^]

SUPPORT & REVENUE	OPERATING	ENDOWMENT	TOTAL
Contributions:			
Foundations*	\$4,921,905		\$4,921,905
Corporations	382,101		382,101
Individuals/Family Foundations	3,779,589	7,859,636	11,639,225
Grants—Governmental Agencies	1,401,559		1,401,559
Investment Income	70,280		70,280
Total Support and Revenue	10,555,434	7,859,636	\$18,415,070
EXPENSES			
Program Services:			
Advocacy	849,226		849,226
Public Awareness & Communications	1,513,623		1,513,623
Network Operations	9,955,154		9,955,154
Total Program Services	12,318,003	0	12,318,003
Supporting Services:			
General & Administrative	351,731		351,731
Fundraising	1,215,536		1,215,536
Total Supporting Services	1,567,267	0	1,567,267
Total Expenses	13,885,270	0	13,885,270
CHANGE IN NET ASSETS	(3,329,836)	7,859,636	4,529,800
Net assets, beginning of year	13,063,410	1,000,000	14,063,410
Net assets, end of year	\$9,733,574	\$8,859,636	\$18,593,210

[^] Communities In Schools' fiscal year 2010 began October 1, 2009 and ended September 30, 2010.

* Does not include family foundations.

COMMUNITIES IN SCHOOLS, INC.

Statement of Financial Position

September 30, 2010

ASSETS	
Cash and cash equivalents	\$3,988,719
Cash held for restricted purposes	128,512
Investments	9,242,460
Pledges receivable, net	5,770,413
Government grants receivable	431,772
Other assets	183,801
Furniture and equipment, net	130,189
Total Assets	\$19,875,866
LIABILITIES AND NET ASSETS	
Liabilities:	
Accounts payable and accrued liabilities	\$961,242
Deferred rent	321,414
Total liabilities	1,282,656
Net assets:	
Unrestricted	2,144,325
Temporarily restricted	7,589,249
Permanently restricted	8,859,636
Total net assets	18,593,210
Total Liabilities and Net Assets	\$19,875,866



PHOTO BY GREG SCHALER

COMMUNITIES IN SCHOOLS Gets Results

PHOTO BY GRANT HIMMLER

At Communities In Schools, we are very clear about how we define success: transformative relationships that bring community support into the lives of young people so they can achieve in school and beyond.

The national office collects end-of-year data from all local affiliates and state offices to monitor the reach and penetration of our model in the communities we serve. It is a rigorous process requiring affiliates to evaluate and record certain indicators over the course of the school year, and then submit documentation on student outcomes to the national office by the start of the following school year.

The students we monitor are the kids most at risk of dropping out; 96 percent of students are eligible for free or reduced-price lunch, and more than 80 percent are students of color. They receive Level Two services—targeted and sustained interventions—

throughout the year. Based on data from Communities In Schools affiliates, nearly 80 to 90 percent of at-risk students monitored by affiliates show improvement in graduation and retention rates, academic achievement, promotion to the next grade level, attendance and behavior.

RESULTS FOR COMMUNITIES

- » Nearly 1.3 million students and their families were directly connected to resources through Communities In Schools during the 2008-2009 school year. Local affiliates continued to reach the most economically disadvantaged families, with 96 percent of students eligible for free or reduced-price lunch.
- » Nearly 200 local affiliates operated in 25 states and the District of Columbia.
- » More than 3,400 schools partnered with Communities In Schools.
- » More than 200,000 parents, families and guardians of 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.
- » More than 57,000 volunteers donated 2.5 million hours of service—a dollar value of nearly \$52 million.
- » Approximately 15,000 community partners provided services throughout the network.
- » The average annual cost per student was \$192.
- » 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.

RESULTS FOR YOUNG PEOPLE

Among monitored students...

- » 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.
- » 66 percent of students went on to some form of post-secondary education.

Additionally, dropout risk factors were reduced...

- » 79 percent met their attendance improvement goals.
- » 86 percent met their behavior improvement goals.
- » 79 percent met their academic achievement improvement goals.
- » 85 percent met their attitude and commitment to school improvement goals.

» 93 percent met their reduction in high-risk behaviors goals.

Data is excerpted from the 2008-2009 *Results from the Communities In Schools Network* report, and represents the most current end-of-year data as of 2010 annual report publication.

INDEPENDENT RESEARCH RESULTS

The Communities In Schools National Evaluation was conducted over five years by ICF International, one of the top research firms in the United States with a reputation for high-quality, comprehensive evaluations. It examined the effectiveness of Communities In Schools on both

school and student outcomes. The key finding from this study is that when the Communities In Schools Model is implemented with a high degree of fidelity, it is one of a very few organizations **proven to keep students in school and the only one proven to increase graduation rates and decrease dropout rates.** Other organizations lower dropout

rates or improve graduation rates. **Only Communities In Schools does both.** The study also shows that a higher percentage of students served by Communities In Schools reach proficiency in 4th-grade and 8th-grade reading and math. Read the Communities In Schools National Evaluation Five-Year Summary on our website, www.communitiesinschools.org.

Other organizations lower dropout rates or improve graduation rates. Only Communities In Schools does both.



PHOTO BY GREG SCHALER

THANKS to our partners

Communities In Schools is successful at helping students stay in school, graduate and go on to rewarding lives by engaging partners and donors at the national level. We salute some of the partnerships that helped us develop new opportunities and meet new challenges in 2010.



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



Chris Allwin and his sister Katrina attended the dinner in New York City hosted by David and Simone Levinson to honor Communities In Schools Founder and Vice Chairman Bill Milliken's 70th birthday and 50 years of youth advocacy. PHOTO BY PATRICK MCMULLAN



In 2010, Communities In Schools Board **Chairman Elaine Wynn** made a gift of \$4 million to the Communities In Schools Endowment Fund. Created in 2009, the endowment is intended to generate a stream of unrestricted income for national office operations and is part of a larger strategy to stimulate ongoing investments in state and local Communities In Schools organizations.

Stephen A. Wynn also made a gift of \$4 million to the Endowment Fund in 2010.

The Allwin Family made a gift of \$1 million to the Endowment Fund in honor of Founder Bill Milliken's 70th birthday. James M. Allwin joined the Communities In Schools board of directors in 1979 and served as chairman for 11 years before his death in 2007.

Communities In Schools board member **James Cox (Jim) Chambers** made a gift of \$2.75 million for general operating support in honor of Bill Milliken's 70th birthday.

Milliken has been a mentor to Chambers over the years and is a longtime friend of the Chambers family.

Walmart partners with Communities In Schools at the local, state and national level to provide scholarships and support to students participating in Communities In Schools' Performance Learning Centers (PLCs). PLCs are small, nontraditional high schools designed to engage students who are not succeeding in the traditional school

setting. Walmart Foundation funding also supported replication of the PLC model at two new locations, and provided general support for local Communities In Schools affiliates across the country.

AT&T made a contribution of \$1.5 million to the Communities In Schools Impact Fund. This was invested in the network to hire site coordinators to serve more schools. It also supported national office operations and a reception on Capitol Hill in September for



Communities In Schools President Dan Cardinali (far left) and AT&T Executive Director of Public Affairs Erik Hower (far right) accompanied *Unsung Heroes* (l-r) Louis DesChamps, John Magary, Bernita Dinwiddie and Deborah Yarbrough at an awards ceremony on Capitol Hill. Robin Hempton Haggard, the fifth *Unsung Hero*, was unable to attend the ceremony. These five extraordinary site coordinators embody the “passionate professionalism” at the heart of our model, and have helped transform the lives of students through caring, one-on-one relationships. PHOTO BY PAMELA LEOPOLD



The national office’s Learning Management Team conducted a pilot of the Site Coordinator Certification Program with a select group of site coordinators. Their valuable feedback was incorporated into the program. PHOTO BY EVA ASKEW-HOUSER

Corporation for
**NATIONAL &
 COMMUNITY
 SERVICE** 

DIPLOMAS NOW

the first group of Communities In Schools *Unsung Heroes*.

Bank of America has been a generous supporter of the Communities In Schools national office as well as local affiliates for many years. Most recently, Bank of America supported a project with Civic Enterprises that advocates for the Communities In Schools Model.

A \$1 million, multi-year **PepsiCo** grant is funding the Communities In Schools

interactive Site Coordinator Certification Program. The program supports site coordination in public education, which is shown to promote positive outcomes in youth development. It ensures quality and uniformity in training of site coordinators across the network.

The **Corporation for National and Community Service (CNCS)** is a federal agency that engages more than five million Americans in service through Senior Corps, AmeriCorps, and Learn and Serve America

and leads President Obama’s national call to service initiative—United We Serve. Communities In Schools benefits from thousands of these volunteers every year in support of its mission to keep students in school. In 2010, CNCS once again partnered with Communities In Schools affiliates.

The **Diplomas Now** model was developed in response to key research findings, along with more than 15 years of experience working in and with low-performing, under-resourced schools. It is a partnership model

that brings together three organizations—Talent Development at Johns Hopkins University, City Year and Communities In Schools—which all have proven track records of improving school success and student achievement. In 2010, *Diplomas Now* was selected as one of the 39 Investing In Innovation grant recipients out of 1,700 applicants. This will bring the model to 60 more schools over the next four years, reaching 57,000 more students.

CONTRIBUTORS

Communities In Schools gratefully acknowledges the individuals, corporations and foundations whose support, both financial and programmatic, was invaluable during fiscal year 2010.

This list reflects contributions received through September 30, 2010. Because it would be impossible to list all those who have contributed in various ways to Communities In Schools, this list is limited to those who have contributed funds of \$1,000 or more. Every effort has been made to ensure the accuracy of the list; we apologize to any of our friends we may have overlooked.

GIFTS OF \$100,000 OR MORE INDIVIDUALS AND FAMILY FOUNDATIONS

Maria Allwin
Anne Cox Chambers
James Cox Chambers through The Community Foundation for the National Capital Region and the National Christian Foundation
Elaine Wynn
Stephen Wynn

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The Bank of America Charitable Foundation, Inc.
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Robertson Foundation
Walmart Foundation

FEDERAL GOVERNMENT

Corporation for National and Community Service
United States Department of Education

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

INDIVIDUALS AND FAMILY FOUNDATIONS
The Herb Alpert Foundation
Moss Foundation

CORPORATIONS AND FOUNDATIONS

Altria Group
Capital One

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

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Moldaw Family Supporting Foundation 2 of the Jewish Community Endowment Fund
John D. and Jane M. Nixon
John Shaw

CORPORATIONS AND FOUNDATIONS

The Nicholson Foundation

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

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Sherrie and David Westin
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Hudson Group

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

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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.

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ALASKA (2)

CIS of Bethel
CIS of Juneau

ARIZONA (2)

CIS of Arizona (Phoenix) ^
CIS of Greater Phoenix *
CIS of Tempe/Kyrene

CALIFORNIA (3)

CIS of Los Angeles West
CIS of the San Fernando Valley
and Greater Los Angeles
CIS of Ravenswood (The 49ers
Academy)

DC (1)

CIS of the Nation's Capital
(CIS Nation's Capital)

DELAWARE (1)

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CIS of Wilmington

FLORIDA (11)

CIS of Florida (Tallahassee) ^
CIS of Bradford County
CIS of Gadsden County
CIS of Jacksonville
CIS of Leon County
CIS of Miami *
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CIS of Palm Beach County
CIS of St. Johns

GEORGIA (41)

CIS of Georgia (Atlanta) ^
CIS of Atlanta
CIS of Albany/Dougherty County
CIS of Augusta/Richmond County
CIS of Athens (Athens Clarke
County Family Connection/CIS)
CIS of Barrow County (Barrow
County Family Connection
Communities In Schools) **
CIS of Berrien County (Berrien
County Collaborative, Inc.)

CIS of Bulloch County (Bulloch
County Commission on
Human Services, Inc.)

CIS of Burke County
CIS of Candler County
CIS of Catoosa County
CIS of Central Georgia **
CIS of Cochran/Bleckley County
CIS of Coweta County

CIS of Dodge County (Dodge
Connection: A Communities
In Schools Approach, Inc)

CIS of Douglas County
CIS of Effingham County
(Effingham County Family
Connection, Inc./CIS)

CIS of Elbert County (Community
Partnership of Elbert County)
CIS of Fitzgerald/Ben Hill County
CIS of Glascock County
(Glascock Action Partners, Inc.)

CIS of Glynn County *
CIS of Hancock County
(Hancock County CIS/Family
Connection, Inc.) **

CIS of Harris County (Harris
County Family Connections and
Communities In Schools) **

CIS of Hart County (Hart
Partners Inc)
CIS of Jenkins County
(Jenkins County
Enrichment Center)

CIS of Laurens County *
CIS of Marietta/Cobb County
CIS of McDuffie County (McDuffie
County Partners for Success)

CIS of Milledgeville/
Baldwin County
CIS of North Georgia
CIS of Rome/Floyd
CIS of Savannah/Chatham County
CIS of Screven County
(Screven County Community
Collaborative)

CIS of Jefferson County
(SHIPS for YOUTH Inc.) **
CIS of Stephens County (Partners
for Success)

CIS of Sumter County (Learning
for Everyone, Inc. (LEAP))

CIS of Troup County
CIS of Turner County (Turner
County Connection/A Commu-
nities In Schools Approach)
CIS of Walton County
CIS of Warren County (Quality of
Life Association, Inc.) **
CIS of Washington County **
CIS of Wilkes County (Wilkes
County Community Partnership)

ILLINOIS (2)

CIS of Aurora
CIS of Chicago

INDIANA (3)

CIS of Clark County *
CIS of East Chicago
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 Detroit
CIS of Kalamazoo
CIS of North Georgia
CIS of Mancelona *
CIS of Ottawa County
CIS of the Tecumseh Area

MISSISSIPPI (1)

CIS of Greenwood Leflore

NEBRASKA (1)

CIS of Nebraska (Omaha) **^
CIS of Omaha **

NEVADA (2)

CIS of Nevada (Las Vegas) ^
CIS of Northeastern Nevada
CIS of Southern Nevada *

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

NORTH CAROLINA (36)

CIS of North Carolina (Raleigh) ^
CIS of Buncombe County
(Children First/Communities In
Schools of Buncombe County)
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 County
CIS of Forsyth County
CIS of Gaston County
(Alliance for Children and Youth)

CIS of Greater Greensboro
CIS of the Great Smoky Mountains
CIS of High Point *

CIS of Lee County
CIS of Lexington/Davidson County
CIS of Lincoln County
CIS of Lenawee County
CIS of Mitchell County
CIS of Montgomery County *
CIS of Moore County *
CIS of Orange County
CIS of Pitt County

CIS of Randolph County *
CIS of Robeson County
CIS of Rowan County *
CIS of Rutherford County
CIS of the Rocky Mount Region
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 *

PENNSYLVANIA (6)

CIS of Pennsylvania (Harrisburg) ^
CIS of the Capital Region **
CIS of the Laurel Highlands
CIS of the 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 County
CIS of Clarendon County
CIS of Dillon County
CIS of Dorchester County
CIS of Greenville County
CIS of Kershaw County
CIS of Lee County
CIS of Lancaster
CIS of the Midlands *
CIS of Saluda County

TEXAS (27)

CIS of Texas ^
CIS of Bay Area
CIS of Baytown
CIS of Bell-Coryell Counties *
CIS of the Big Country
CIS of Brazoria County
CIS of Cameron County
CIS of Central Texas
CIS of Corpus Christi
CIS of Dallas Region
CIS of East Texas
CIS of El Paso
CIS of Galveston County
CIS of the Golden Crescent
CIS of Greater Tarrant County
CIS of Greater Wichita Falls Area **
CIS of the Heart of Texas *

CIS of Hidalgo County
CIS of Houston
CIS of Laredo
CIS of North Texas
CIS of Northeast Texas
CIS of the Permian Basin
CIS of San Antonio
CIS of South Central Texas
CIS of Southeast Harris County
CIS of Southeast Texas
CIS of the South Plains

VIRGINIA (4)

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

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 Southeast West Virginia

* Accredited affiliates have been reviewed and received accreditation for having met all of the Communities In Schools Total Quality System standards and best practices.

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

^ Communities In Schools state office also located here.

A Message From The Founder

This past year marked both my 70th birthday and the 50th anniversary of my beginning to work with troubled kids on the streets of New York.

Looking into the rear-view mirror, I believe more than ever that success is our only option.

The theme of this annual report is “success is the only option.” As the gap between the haves and the have-nots seems to widen, we have no choice but to continue to expand our transformative work. Our children are far too precious for us to fail them.

Many aspects of our society have changed—some for better, some for worse—in the 30-plus years since Communities In Schools began. The digital age gives us new and powerful tools for connection—but the need for one-on-one personal relationships hasn’t changed. The young people I meet when I visit our local affiliates still need and deserve the same Five Basics: a one-on-one relationship with a caring adult; a safe place to learn and grow; a healthy start and a healthy future; a marketable skill to use upon

graduation; and a chance to give back to peers and community. They are full of hope, and longing to meet a caring adult who believes in them and can help them achieve their dreams. These connections are what Communities In Schools is all about, and they remain the bottom-line measure of our success.

I’ve spent a good deal of time this year working on a new book that has me going back over my life and the history of Communities In Schools. The working title for the book is *From the Rear-View Mirror*. Looking back, it’s clear that Communities In Schools brings many worlds together on behalf of young people. Schools, educators, administrators, etc. are in one place with all that they offer, while in another place we find the community resources that children desperately need to succeed. Someone has to stand in the middle and be the connector. That is and always has been the role of Communities In Schools. I feel privileged and grateful to be part of this incredible movement.

Recently I returned to the Lower East Side housing projects in New York where my colleagues and I began

our work in the early 1960s. With a film crew following us, my old friend Bo Nixon and I took in the familiar scene. Just then, a man came over to us, greeted Bo and began telling him some great news: his daughter had just been accepted into nursing school at the University of Texas. “I’ve got all the papers right here!” he enthused. “I’m so proud of my baby girl.” He hugged Bo: “Thank God for people like you. You saved my life.” That man was Eddie, someone we’d helped turn his

life around back in the day. When he recognized me, I thought he was going to start doing somersaults. “Lord have mercy! Bill Milliken! I used to work for you. I was a junior counselor—am I right or wrong?”

“You’re right,” I said as we embraced. And that’s the incredible power of personal relationships. Bo and I had hung in there with Eddie, and 45 years later his daughter will become a nurse. Programs don’t change kids . . . relationships do.



PHOTO BY WILLIAM WAYBOURN

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The young people pictured in this publication are students served by Communities In
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