



Communities In Schools

2006 Annual Report

Addressing
America's
Dropout Crisis

One Child at a Time



From the Chairman and the President

Our nation's education system is in crisis. One out of three Americans is not graduating from high school – a sobering fact with undeniable social and economic consequences. In order to solve this crisis, we must first understand the factors that cause it. And that's what Communities In Schools (CIS) does. We understand that so much of what happens in the classroom is influenced by conditions outside of school. We work directly with the most disenfranchised student populations, identifying and removing barriers to their success in school and in life.

In 2006, CIS began to take a more active role in the education public policy arena. Because of our quantifiable role in keeping kids in school and on track for graduation, we have forged relationships with government organizations at the federal, state and local level. Increasingly, policymakers are viewing CIS as the go-to organization for addressing the underlying reasons why students are failing to complete school. This year, CIS is poised to offer its expertise on integrated student support services as they relate to the re-authorization of the No Child Left Behind Act.

Our supporters know that the CIS model is the most effective, sustainable and scalable solution to the dropout problem that currently exists:

- The CIS model is sustainable. Our dedication to best practices for nonprofit management has enabled us to sustain our model in communities across the country for the last 30 years. Through community collaboration, which last year leveraged approximately 14,000 community partners and 53,000 volunteers, CIS has been able to perform its work with only 5 percent of its workforce as paid staff. As a result, CIS is one of the most cost-effective youth-serving organizations in the country. The average cost per student receiving CIS services is just \$168 a year. Our proven ability to implement the CIS model on a large scale will enable us to reach even more kids in the coming years.

- The CIS model is scalable. Because CIS is cost-effective and sustainable, the organization has been able to develop a national network of affiliates. This network aligns with education reform strategies on the local, state and national level, and ensures that CIS is positioned to provide integrated student support services across the U.S. education system.

CIS is uniquely positioned to address the country's dropout problem. Working in partnership, not in competition, with other youth-serving organizations and agencies, CIS ensures that needed services are delivered in the most thoughtful and coordinated way. In 2006, CIS continued to grow stronger as a network. National office revenue grew by 16 percent year over year, allowing the organization to make significant progress against its strategic objectives. CIS' overall revenue since implementing its strategic plan in 2004 has grown 168 percent.

Last year, a number of new state directors from diverse backgrounds infused the CIS network with fresh talent, ingenuity and leadership; and the national office launched the Robert H.B. Baldwin Fellows Program, which will continue the CIS "movement" for decades to come.

In 2006, some of the country's most prestigious companies and rigorous philanthropic organizations chose to invest or reinvest in the work that CIS does (see a list of contributors on page 22). We are truly humbled by this show of support from our funders and all of our stakeholders, and we take our responsibility very seriously.

We remain accountable to all of our stakeholders, be they educators, parents, volunteers, service providers, corporations, foundations, or individual donors. Ultimately, though, we are most accountable to our nation's youth – and pledge to continue serving them to the best of our ability.

James M. Allwin
Chairman

Daniel J. Cardinali
National President

Mission Statement

The mission of Communities In Schools is to champion the connection of needed community resources with schools to help young people successfully learn, stay in school and prepare for life.

By bringing caring adults into the schools to address children's unmet needs, CIS provides the link between educators and the community. The result: teachers are free to teach, and students – many in jeopardy of dropping out – have the opportunity to focus on learning.

Communities In Schools believes that every child needs and deserves these “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
- A chance to give back to peers and community



Why Communities In Schools?

Approximately one-third of U.S. public school students will miss graduating with their peers, and students in minority groups are disproportionately affected by the dropout crisis. While roughly 70 percent of students across the country graduate with a regular high school diploma, only 50 percent of black and Latino students finish high school with a regular diploma.

The long-term effects of our nation's dropout crisis are devastating...with implications reaching far beyond students and their families. When students drop out of school, they lose hope and can rarely look forward to a bright future. And the cumulative costs to the public are in the billions, for lost taxes, spending on social programs, labor shortages and diminished global competitiveness. Consider the following:

Employment is tied to graduation.

- Only about 44 percent of people without a high school diploma are in the labor force. There is more competition in the increasingly complex global economy, and about 90 percent of the fastest growing jobs of the future will require some post-secondary education.

Graduates earn more.

- High school dropouts, on average, earn \$9,200 less per year than high school graduates, and about \$1 million less over a lifetime than college graduates.

Dropping out of school adversely affects the economy.

- Almost 1.2 million students who should have graduated in 2006 failed to leave school on time with a regular diploma, with a projected cost to the nation of more than \$312 billion in lost wages, taxes and productivity over their lifetimes. Since more than a million students fail to graduate each year, this loss is repeated annually.

Higher crime costs are associated with not completing school.

- Approximately 75 percent of state prison inmates did not complete high school. Projections show that only a 5 percent increase in the male high school graduation rate would save \$5 billion in related crime costs each year.

Educational success is related to better health.

- Individuals with a high school diploma live longer, have better general health and are less likely than high school dropouts to use publicly financed health insurance programs. If the 18-year-olds who failed to graduate in 2004 had advanced one grade, it would result in savings of about \$2.3 billion in publicly financed medical care, aggregated over a lifetime.

Communities In Schools (CIS) is doing something about the dropout crisis. We work with the children in our society who are most under siege, to remove barriers to school success. Some of these barriers include economic or educational disadvantage, limited English proficiency, lack of school readiness, learning disabilities, and poverty – with its associated effects including hunger, lack of basic health care and just being overwhelmed with personal circumstances.

CIS innovated and has honed the concept of school-based, integrated student services. For 30 years, we have been identifying and bringing together in one place – public schools – all the resources and services available in the community that kids need to be successful. These services vary from one community to the next and from state to state, and address specific needs such as academic support, mentoring, health care, family strengthening, career development, summer and after-school programs, alternative education models, service-learning and more.

CIS focuses on the lowest-performing schools and the students most vulnerable to dropping out. Of the nation's high schools with the highest number of dropouts and lowest promotion records, 80 percent are located in 15 states; CIS is active in all but one of these states. Students served by CIS are diverse – nearly half are African American, one-quarter are Latino and one-fifth are Caucasian. Males and females are equally represented. Most come from lower-income families, with more than eight in 10 CIS students eligible for free or reduced-price lunches.

Today CIS is the nation's fifth largest youth-serving organization and the leading dropout prevention organization, delivering resources to nearly one million students in 3,250 schools across the country. We work with 14,000 community partners and 53,000 volunteers who donate more than 2.8 million hours of service; paid staff represents only 5 percent of the CIS workforce. And CIS is effective: In all, 80 to 90 percent of students tracked by CIS stay in school, make better grades, and have fewer discipline issues (see details on page 18).

By making a front-end investment in students who are most likely to leave school without graduating, CIS helps ease the burden on schools and increase opportunities for positive life choices and academic success.

References

- Who's Counted? Who's Counting? Understanding High School Graduation Rates, Alliance for Excellent Education, June 2006*
Diplomas Count: An Essential Guide to Graduation Policy and Rates, Education Week, June 22, 2006
The Silent Epidemic, Perspectives of High School Dropouts, John M. Bridgeland, John J. Dilulio, Jr., Karen Burke Morison, March 2006
Communities In Schools 2004-2005 Results from the CIS Network



Strategic Planning

Keeping Focused on the CIS Mission

The Communities In Schools national office and the national board of directors continue to be clearly focused on implementing the organization's four strategic planning goals. In 2006, we made significant progress on these four goals:

Building highly functioning state CIS organizations as the best possible method of strengthening and expanding local CIS initiatives...

Targeted capacity-building continues in conjunction with CIS' 14 state offices as well as "The Big Five" urban affiliates in Chicago, Las Vegas, Los Angeles, New York and Washington, D.C. In fiscal year 2006, this effort yielded new resources, new partnerships, and expansion of the number of CIS affiliates and school sites:

- Ten of 14 state offices reported establishment of new local affiliates.
- Twenty-six new local affiliates are expected to become operational during the 2006-2007 school year.
- Four of "The Big Five" urban affiliates reported the addition of new school sites served by CIS:
 - Chicago – 24 schools
 - Las Vegas – seven schools
 - Los Angeles – one new job training center
 - Washington, D.C. – two schools

Last year CIS welcomed several new state directors from diverse backgrounds, who went right to work with fresh ideas and strong leadership. Resource and board development efforts led by CIS state offices and local affiliates figured prominently in capacity-building efforts. In 2006, local CIS organizations identified and increased funding streams for their operations, and recruited new local board members from various sectors.

Increasing brand-building and public outreach efforts...

During 2006, CIS continued to work at increasing its brand awareness and visibility. With a mix of major news placements – including the *Wall Street Journal*, CBS Early Show, Lehrer News Hour and *U.S. News & World Report* – and sustained public service ad (PSA) penetration, millions of people learned about the nation's dropout crisis and CIS' role in affecting it.

The past year saw Year One of the Choose Success national public awareness campaign conclude. Total donated ad placements for 2006, which encompassed the end of the first year and beginning of the second year of the campaign, were valued at nearly \$8 million. CIS ads aired during NBC's Today show and Meet the Press, as well as during other nationally-watched programming on outlets including CNBC, MSNBC, CNN and Fox News.

The 2006 Lunch With A Leader® (LWAL) online celebrity auction featured 64 leaders who donated an hour of time that was auctioned on eBay to the highest bidder. High bidders got incredible lunch experiences, and CIS received the proceeds. Net cash proceeds totaled nearly \$225,000.

The CIS quarterly newsletter, *Inside CIS*, was redesigned and is now issued in both electronic and printed formats. Demand for *Inside CIS* has increased substantially over the past year, with a 20 percent spike in distribution. The printed version is increasingly being used in place of local marketing pieces.

Leading network evaluation activities to identify and promote best-practice models, with a focus on building depth and quality in state offices and local affiliates...

The first year of the groundbreaking Network Evaluation Study, funded by The Atlantic Philanthropies and led by Caliber, an ICF International Company, has been completed. A final report of the first year's research is being generated which will include:

- A typology of CIS implementation strategies;
- The first in a series of comparisons of CIS and similarly-structured organizations to identify practices that can be replicated by the CIS network;
- A thorough analysis of site activity and hypotheses about where CIS will see best outcomes; and
- Site selection and initial data collection for the school-level analysis and the student-level analysis.

The results of this five-year evaluation study will provide the first body of evidence-based research on how community-based collaboration affects school retention. It will demonstrate the effectiveness of the CIS network and recommend improvements, and help the national office enhance its strategies for supporting state offices and local affiliates.

In addition to this work, in fiscal year 2006, CIS neared completion of the Total Quality System (TQS) for affiliates. The TQS will integrate CIS best practices into its standards in order to maximize quality and effectiveness at all levels of the network.

Developing a plan to sustain the CIS "movement" for decades to come...

Communities In Schools is nearing its 30th anniversary, having grown from a single street academy to a nationwide network of affiliates that currently serve nearly one million young people and their families, and today, our services are needed more than ever. We must not only sustain, but accelerate, the movement that CIS began 30 years ago.

In 2005, the Robert H.B. Baldwin Fellows Program (named for the retired CIS founding board chairman) was launched to create a cadre of new leaders to carry on the mission of CIS.

In 2006, following months of preparation and development, the Fellows Program application was released to the CIS network. Applying as either Senior Fellows or Emerging Leaders, the applicants proposed work projects that would be the centerpiece of their fellowships. The input and experiences of this inaugural class of Fellows will be used to refine the program in years to come.



Mrs. Laura Bush greets Harte Elementary student Taylor Bush in New Orleans following the school's reopening. CIS' commitment to an evidence-based strategy has attracted the attention of education advocates.



Journalist Bob Schieffer with Lunch With A Leader® winning bidder Linda Gale White, CIS board member and former first lady of Texas, and husband Mark White, former governor of Texas.

Collaboration in Times of Crisis

Just as Communities In Schools establishes partnerships with educators, local businesses and social service agencies, the 2005 hurricane season demonstrated that CIS has in place a strong, reliable fellowship among its own national network of affiliates. Through its National Hurricane Relief Fund, CIS raised almost \$2 million to support 25 CIS local affiliates that served more than 40,000 students and families directly affected by the hurricanes of 2005.

The CIS model works. “Being able to provide the same kind of focused response to our CIS colleagues in need as we do within the communities we serve ensures that, in times of crisis, we remain focused on our mission,” said Daniel J. Cardinali, CIS president. “It is gratifying to have both community partners and CIS professionals providing such a strong support system for disaster victims.”

One year after Hurricanes Katrina, Rita and Wilma ravaged the Gulf Coast region, CIS convened a special seminar for CIS practitioners: “Crisis Response Seminar and Training,” held September 26-29, in New Orleans. The purpose of this training was to hear from CIS practitioners and expert panelists alike on topics such as crisis response, post-traumatic stress disorder and community rebuilding after disaster.

The seminar included training on various types of crises, intervention strategies for children after disaster, strategies for school/community collaborations, developing a crisis response plan, key issues in dealing with the media, and how CIS can create a school/community crisis team.

“As an organization, we are stronger for having been through a crisis,” remarked Cardinali. “But it is important that we anticipate and plan for future challenges, so that a solid structure is in place which allows us to continue serving kids no matter what the circumstance.”

The following story is excerpted from *Post – Creative Writing from Pascagoula Opportunity Center*, a publication of the core arts program of Communities In Schools of Greenwood-Leflore, Mississippi.

Though more than a year has passed since Hurricane Katrina, the subject is still as present as ever...as seen in student submissions contained in this anthology. Since 1995, Communities In Schools of Greenwood-Leflore has been providing artist residency and arts education programs for schools, after-school programs, adolescent offender programs, detention programs and the two state training schools in Mississippi.

“On the day Katrina hit I woke up at eleven in the morning, and my parents were telling me to come [look]. The water was a couple of inches from coming inside the house. Then it started to come in, and we frantically picked up things off the floor. The water had risen to about two or three feet when my dad said ‘Get what you want and get up in the attic.’ I loaded a chest and a duffel bag full of my brother’s video games.

Once we were in the attic, we were talking and napping. My sister was eleven, and I was scared for her. Anything could happen.

Finally I got this bright idea to get a raft and to start floating. Floating on the raft was fun because the waves and wind flipped and pushed me, and the waves were going fast.

We took the raft to my neighbor’s house to see if he was all right. Thankfully, he was. I stepped in the street, and the water was over my head. The rain felt like needles sticking into my body. I almost got blown down. The wind caught the raft, but luckily I held on.

Once it was [finally] over, we saw all the damage caused by the storm. We stayed with friends in Mobile for a couple of months, and back and forth we went from Pascagoula to Mobile. It was depressing, but we finally got our trailer. I’m just glad we have somewhere to stay. Most of all, we made it.”

Steven Crabtree
Age 17



Dropping Out of School: A Process, Not an Event

The dropout epidemic in America received national attention in 2006, first with the publication in March 2006 of *The Silent Epidemic*, a report by Civic Enterprises in association with Peter D. Hart Research Associates for the Bill & Melinda Gates Foundation, and then with the appearance of “Dropout Nation” on the cover of the April 17, 2006 edition of *Time* magazine. Educators, policymakers and leaders from various sectors continue to address the dropout problem and possible solutions, in order to ensure that more of our nation’s young people graduate from high school ready for college and the workforce.

One thing is clear: there is no single reason why students drop out of school. Nor is dropping out of school a sudden decision, according to researchers. Generally speaking, dropping out is the result of a long process of disengagement that may begin even before a child enters school. It is a cumulative process, brought about by any number of individual, family, community or school risk factors. Nationally, more than one-third of the students who drop out of high school fail to make the transition from ninth to tenth grade.

In *The Silent Epidemic*, dropouts themselves answered the question of why they left school. The top five reasons they identified as major factors for dropping out were:

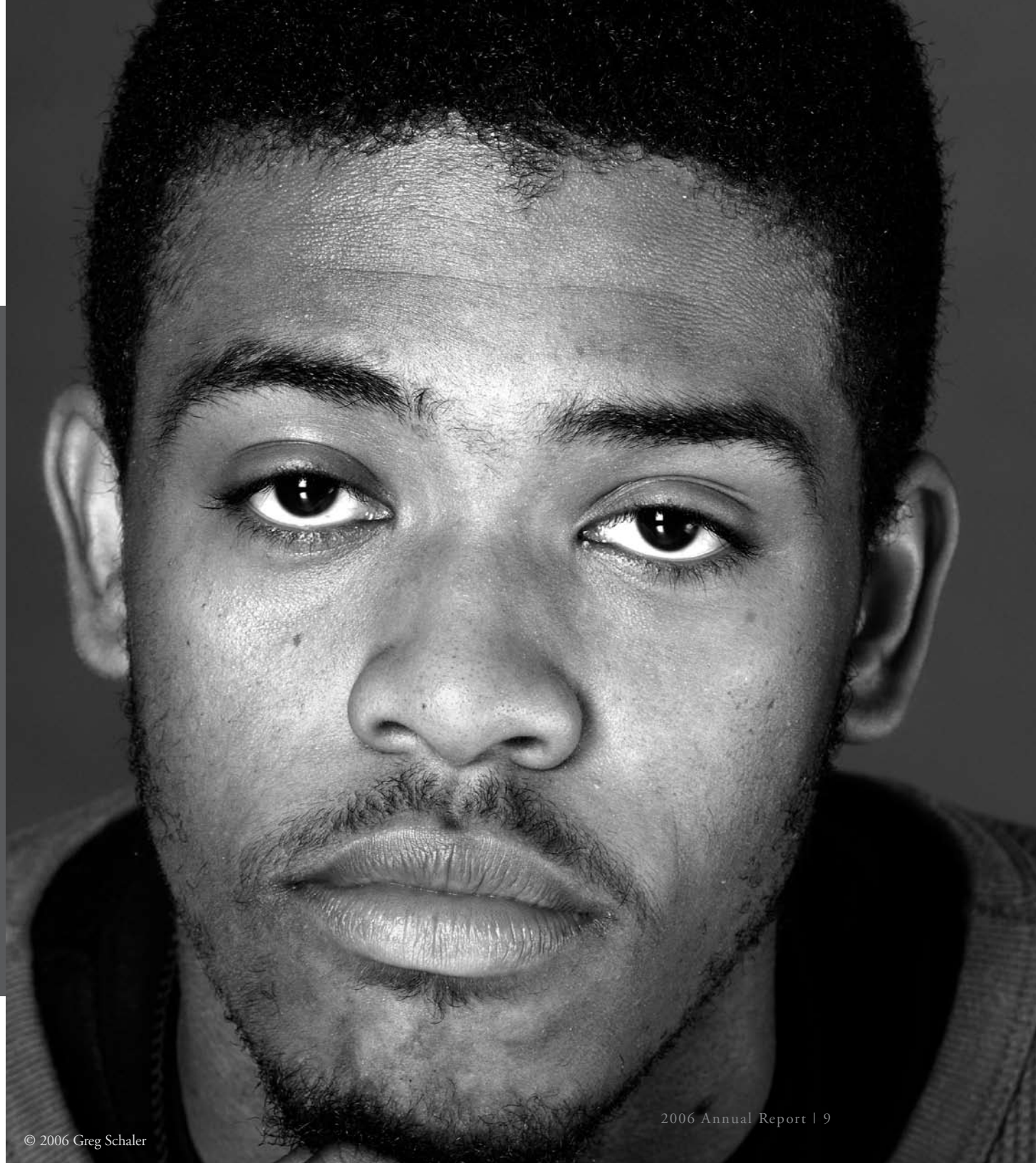
- Classes were not interesting – 47 percent
- Missed too many days and could not catch up – 43 percent
- Spent time with people who were not interested in school – 42 percent
- Had too much freedom and not enough rules in my life – 38 percent
- Was failing in school – 35 percent

Aside from poor academic performance, having to repeat a grade is the most significant school performance-related risk factor associated with dropping out.

According to the National Dropout Prevention Center (NDPC), 27 percent of students having to repeat a grade drop out, while 57 percent of students held back two grades leave school before graduating. And 100 percent of students held back three grades drop out.

Many other risk factors for dropping out exist:

- Learning disability or emotional disturbance
- Early adult responsibilities including teen parenthood or working for pay on a job
- High-risk social behavior (substance abuse, misbehavior at school, violence or aggression) or having a high-risk peer group
- School engagement factors such as poor attendance, lack of effort, low commitment to school, low educational expectations and low participation in extracurricular activities
- Bullying and early aggression
- Family background factors including low socioeconomic status, high family mobility, low education level of parents, large number of siblings, family or household disruption, and not living with both natural parents
- Family engagement factors such as lack of conversations about school, low parental involvement/contact with school and having a sibling who has dropped out



Strategies for reversing the dropout trend range from education reform to improving curricula, teacher qualification and teaching methods. Dropout prevention strategies must also be tailored to individual needs of the students at risk; be comprehensive in addressing individual, family, peer, school and community dimensions; and should begin as early in a student's educational life as there are warning signs of trouble.

Communities In Schools is a key part of this latter strategy. NDPC identifies school-community collaboration as one of the 15 effective strategies that have the most positive impact on the dropout rate. CIS engages caring adults and harnesses all of the existing resources in the community to make it easy for students to receive the support they need to stay in school and graduate prepared for life.

References

Diplomas Count: An Essential Guide to Graduation Policy and Rates, Education Week, June 22, 2006

National Dropout Prevention Center website, accessed October 2006

The Silent Epidemic, Perspectives of High School Dropouts, John M. Bridgeland, John J. Dilulio, Jr., Karen Burke Morison, March 2006

In inner cities across the country, more than half of all black men do not finish high school (Gary Orfield, Harvard, 2006). In fact, only 44 percent of black males graduated on time with the Class of 2003 (EPE Research Center, 2006).



North to the Future: CIS Presence in Alaska Strong and Growing

Fact: There are more caribou in Alaska than people. Twice the size of Texas, Alaska is the largest state in terms of land area, covering nearly 600,000 square miles – yet has one of the smallest populations of all 50 states. Its vastness and geographic isolation from the “lower 48” present unique challenges to Alaska residents, and particularly to young people who may lack the resources they need to succeed in school.

Recent census figures show that youth in the state represent a disproportionate share of the overall population. Ensuring the future of Alaska’s youth is, therefore, an important economic development strategy for the state – and CIS of Alaska aims to address that goal through various initiatives and its support of CIS affiliates in the state.

There are roughly 500 public schools in Alaska, which are organized within 54 school districts. Schools vary greatly in size: high schools in Anchorage, the state’s largest city, may serve more than 2,000 students (in that school district, there are 95 distinct languages spoken by students and their families); schools in other urban areas such as Juneau, Fairbanks, the Kenai Peninsula or the Matanuska-Susitna (Mat-Su) Valley may serve hundreds; and schools in rural areas may have 20 or fewer students at various grade levels. The most remote schools serve predominantly indigenous populations; they may be many miles from population centers and services, and only accessible by aircraft or boat.

Across Alaska, one in five school children are from families receiving some form of public assistance. In the 2004-2005 school year, the statewide graduation rate for all students was 61 percent. Alaska Native/American Indian students graduated at a rate of 43 percent, and have a consistently lower graduation rate across all regions in the state.

According to CIS State Director Tom Morgan, “One of the biggest challenges we have in Alaska, especially in rural areas, is changing the perception of the value of education. The dollars may be there for education in our state, but services may not be well coordinated. And kids don’t always see the benefit of staying in school, when they can make a living through traditional jobs such as fishing.”

The distances involved in delivering services and supplies, coupled with difficulty in hiring and retaining teachers, mean Alaska faces significant challenges in educating young people. Geography, weather, isolation from other states – all of these come into play – but ultimately haven’t hindered CIS’ growth there. Currently, CIS of Alaska supports six affiliates in Anchorage, Bethel, Juneau, Kotzebue, Mat-Su and Nome.

When asked what’s working in Alaska, Morgan points to a number of statewide and local partnering initiatives that are helping bring needed services to the state’s youth:

CIS of Alaska – Incorporated in July 2003 by a dedicated group of Alaska business, education and community leaders, the operation was relocated from the Mat-Su Valley to Anchorage in the fall of 2005, and has grown tremendously. With the support of partners like U.S. Senator Ted Stevens and the Department of Justice, Office of Juvenile Justice and Delinquency Prevention (OJJDP), CIS of Alaska is making a measurable difference through support of local affiliate initiatives.

CIS of Nome – Educators have long emphasized that parents reading to their preschool-aged children is the single most important activity to prepare a child for school. Entertainer Dolly Parton created the Imagination Library, an early literacy and family engagement program, to ensure access to books and inspire parents to read to their children. CIS of Nome is a new partner/sponsor of the Imagination Library. Additionally, there are plans to implement a second program through the CIS of Juneau site.

CIS of Juneau – CIS of Juneau initiated a very successful care coordinator program in 2005, funded by a one-time CIS of Alaska grant. That position and services are continuing through funding from other sources. In 2005, the coordinator had 87 case-managed students, and 77 of them stayed in school. Most students were targeted because they were facing suspension or expulsion as a result of behavior problems or chronic truancy. During the 2005-2006 school year, the number of case-managed students increased to 128, and only eight of those students dropped out. CIS of Juneau has also successfully implemented an “Elders Council” program to address the dropout rate among Alaska Native students. The idea is to have a group of elders mentor students and their families by reconnecting them with their rich heritage.

CIS of Mat-Su – Through December of 2005, CIS of Mat-Su was a lead partner in the Alaska Supported Proactive Educational Network (ASPEN). The interagency agreement between the CIS affiliate, the Division of Juvenile Justice and the Matanuska-Susitna Borough School District provided students at the Mat-Su Youth Facility School with a coordinated continuum of services from institutional placement to full community reintegration. In 2006, CIS of Mat-Su relocated to the Matanuska-Susitna Borough School District headquarters, and began facilitating a new school safety initiative designed to reduce negative behavior, improve attendance and boost academic achievement.

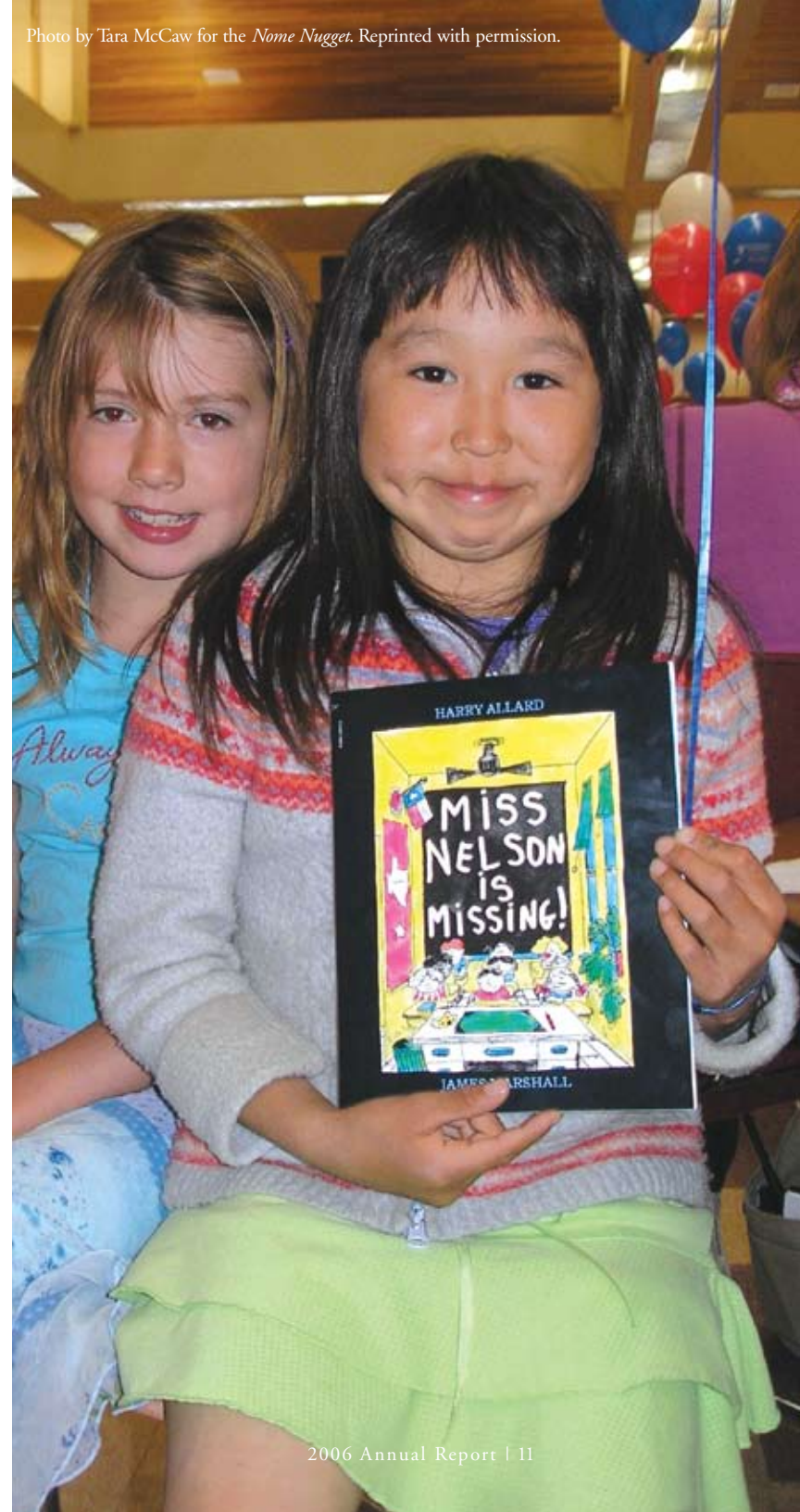
These are but a few of the successes taking place in Alaska. As the state office grows stronger, it will continue playing an instrumental role in building capacity at the local level through Alaska affiliates.

To date, CIS of Alaska has identified the following positive outcomes for students who were case managed by its local affiliates (Anchorage, Bethel, Juneau, Nome, Mat-Su) that reported their most recent data for the 2005-2006 school year:

- Improved Attendance – 84 percent of the 407 students tracked for attendance showed improvement in attendance.
- Improvement in Behavior – 71 percent of the 227 students tracked for discipline problems had fewer incidents of discipline.
- Improvement in Academics – 60 percent of the 837 students tracked for academic performance showed improvement in academic performance.
- Promotion – 92 percent of the 1,077 students tracked for promotion risk were promoted to the next grade.
- Graduation – 65 percent of 92 eligible seniors graduated.

“In a relatively short time we have gone from a small, part-time office to a full-time office providing organization, coordination and support for a network of CIS local affiliates,” said Morgan about the Alaska state office. “Networking, partnerships, coordination and the desire to eliminate costly competition and duplication are what we’re all about. We haven’t eliminated dropouts in Alaska but that’s our goal – and we’re working hard to get there.”

[Students enjoy ice cream and free books at the kick-off celebration for Imagination Library at Nome Elementary School.](#)





CIS at the Local Level

CIS of Wichita, Kansas

Poor school attendance and lack of engagement are significant risk factors for school dropout. Students entering middle school are especially vulnerable, as this time of transition in a child's life is when chronic problems with truancy often emerge.

One Communities In Schools local affiliate is attacking the truancy problem head on. During the 2005-2006 school year, Communities In Schools of Wichita established a partnership with Sedgwick County to provide attendance support and truancy prevention services for 617 students and their families. The project, known locally as Connection to Services, served 11 schools in the Wichita, Valley Center and Haysville districts, placing a CIS truancy case manager at each site. The project has since expanded to eight more schools in Sedgwick County.

The truancy prevention project is intended to improve attendance and reduce the number of referrals to the District Attorney or Social Rehabilitation Services (SRS) for truancy. And it's working. Ninety-three percent of participating students have not been referred for truancy following their intake into the program; 88 percent of students with identified service needs were linked with appropriate school or community-based resources.

At the start of the school year, CIS case managers are assigned to sixth-grade students who have at least one unexcused absence. The referral process begins with notification from the school clerk of the student's unexcused absence. The case manager then conducts a home visit with the student and family to assess needs and identify factors underlying the attendance concern. CIS staff members work with each family to identify community and school resources that could have a positive influence on their child's attendance. For some services – including physical and mental health services, and substance abuse prevention and treatment – families are referred to the appropriate community organization. CIS brings other services right into the school: mentors and tutors, anger management or social skills groups, and parent workshops.

Many partners such as The Mental Health Association, Big Brothers Big Sisters, and Kansas Children's Service League have become involved in the truancy prevention project. Although CIS intensive case management lasts only 30 to 60 days in this model, the services and resources that families are connected with often continue throughout the school year.

Dr. Shelley Martin, principal of Hadley Middle School, is delighted to have the truancy prevention project in her school. "When I first came to Hadley, the attendance was less than ideal," she explained. "Kids were referred to SRS but with SRS being so overloaded, often by the time action was taken, the school year had ended."

Now Hadley Middle School has Zabrina Mireles, CIS case manager, who provides the critical link between the school and the home. "Zabrina has built relationships with our kids and their parents," Dr. Martin says. "The services she is able to bring to students have helped improve student attendance as well as make life more pleasant for school staff."

Mireles provides incentives for kids to attend school with activities like enrichment groups, and by connecting students with tutors, mentors, anger management or substance prevention groups to help address the root causes for truancy and enhance students' long-term success in school.

"The ultimate goal of this project is to improve attendance," says Lesa Lank, CIS truancy prevention program director. "An added benefit is that we're helping ease kids through the transition into middle school by getting them connected with needed services right from the start."



A Student Success Story

Robert Guy

Eighteen-year-old Robert Guy is the first member of his family to graduate from high school. The oldest of eight children, Robert and his family faced economic and personal struggles. Robert grew up in Georgia, where his family moved often. His parents later divorced. Through it all, and with the help of the Classic City Performance Learning Center® (PLC) in Athens, a Communities In Schools of Georgia nontraditional high school, Robert steadfastly moved toward his goal of graduating from high school and fulfilling his dream of practicing law. He continues his journey today as a freshman at Morehouse College in Atlanta, where he is studying political science. He has received scholarships to attend Morehouse, one of the most prestigious historically black colleges in the nation – and with a grade point average of 3.5, will continue to be eligible for academic scholarships.

Though he is from a large family, Robert appreciated the value of a small family when it came to his education. Robert and his siblings were home-schooled for a number of years, in part because the family moved so often. But there came a time for Robert to move into the public school system. The first public school he attended was brand new, with a low student-to-teacher ratio – and he was active and successful there. But when the family moved again, this time to Athens, Robert (then 16) was faced with attending a much larger, traditional high school.

This challenge, added to the personal struggles his family was going through at the time, led Robert to the Classic City PLC in Athens. “I’ve always known that my education comes first,” Robert said. “After visiting the local high school and doing some research,

my mom and I went to check out the school. We met with Dan Hunter (principal), who talked to us and showed us around the school.”

Robert was sold, and applied for admission to the school, which offered the advantage of being a small, self-contained learning environment with a low student-to-teacher ratio, high academic standards, personalized programs and a flexible schedule. With his positive outlook, strong academic track record and ambitious goal of graduating ahead of time, Robert was a natural choice for the Classic City PLC.

“Without CIS and Classic City PLC, I doubt I would have made it.”

Once there, Robert “fell in love” with the school. “It was like a family, and became like home,” he said of his two years there. “At the PLC, they get to know you as a person. They cared about what was going on in my life, and how it impacted my education and ability to focus on learning.”

Jaya Chauhan, Robert’s learning facilitator and advisor at the school, said that building relationships with classmates and teachers was what attracted Robert to the school. “Robert’s life wasn’t always smooth, but he had an incredible inner strength and burning motivation to achieve his goal of graduating from high school. He was determined to succeed and be a positive role model; he was persistent, disciplined, organized, meticulous – and very caring,” she said. “He was well-liked by everyone.”

His first year there, Robert had a lead role in creating the school’s student council, and, not surprisingly, served as president. He was also very involved in major fundraising

activities for the school's relief effort following the 2005 hurricane season. "Robert also excelled in the creative arts," added Chauhan. "He was very interested in writing, producing and acting. He produced a musical rap presentation, in collaboration with two other students, during the 2005 Thanksgiving holiday season, which aired on a local radio station."

In a personal essay about his experience at the PLC, Robert once wrote, "I have teachers who genuinely care about me and who would do anything to make sure I succeed...I am at a place where people care about my dreams, goals and future... Without CIS and Classic City PLC, I doubt I would have made it."

Last year Robert did make it – achieving his goal of graduating from high school. After completing his undergraduate studies at Morehouse College, Robert plans to attend law school and become an entertainment attorney. He appears to be well on his way. As Jaya Chauhan says, "I feel certain that Robert is going to do really well in life. He has embarked on his journey and is going to just fly."

Morehouse College student Robert Guy, a graduate of CIS' Classic City Performance Learning Center, is a vocal supporter of the small, nontraditional high schools.





Photo by Lea Gubitz

Financial Accountability to Our Stakeholders

Communities In Schools was able to attract several new funders and saw another year of impressive financial growth in fiscal year 2006. The CIS national office generated \$11.5 million of revenue plus \$7.6 million of in-kind media donations. Its revenues, without regard to the in-kind donations, exceeded its budget by \$2.4 million. The fiscal year 2007 budget, without regard to in-kind donations, includes \$16 million of revenue and \$11.5 of expenses.

Increased financial resources of the CIS national office, coupled with a focused strategic plan, have led to a number of opportunities. In the corporate and foundation community and with individual donors, the CIS national office continues to live up to its strong reputation. As a result, the national office is poised to serve even greater numbers of children, and to make a measurable impact on the nation's dropout rate.

Extract from Financial Statements Year ended September 30, 2006[†]

Support and Revenue

Contributions:	
Corporations*	\$9,208,429
Foundations**	4,016,303
Individuals/Family Foundations	3,367,582
Grants – Governmental Agencies	2,157,285
Other Revenue	292,069
Investment Income	86,730
Total Support and Revenue	19,128,398

Expenses

Program Services:	
Research, Evaluation and Training	2,331,072
Public Affairs and Communications*	9,275,029
Network Operations	4,530,532
Network Leadership Development	275,720
Total Program Services	16,412,353
Supporting Services:	
General and Administrative	406,617
Fundraising	1,101,859
Total Supporting Services	1,508,476
Total Expenses	17,920,829

Change in Net Assets

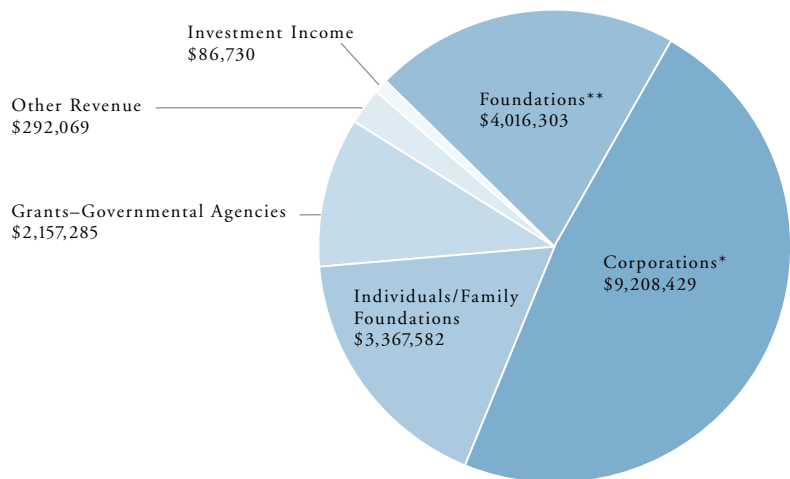
Net Assets, beginning of year	3,878,352
Net Assets, end of year	\$5,085,921

[†] CIS fiscal year 2006 began October 1, 2005 and ended September 30, 2006

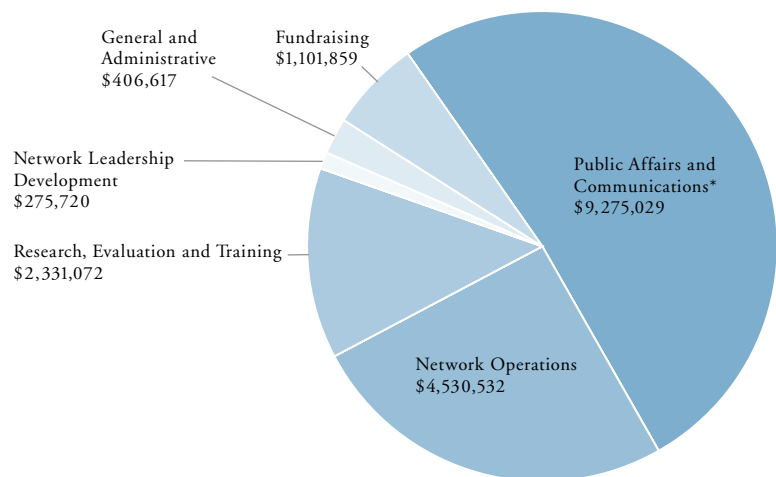
* Includes media donations with a cash value of \$7.6 million.

** Does not include family foundations.

Support and Revenue



Expenses



Communities In Schools, Inc. Statement of Financial Position Year ended September 30, 2006

Assets

Cash and cash equivalents	\$3,607,148
Cash held for restricted purposes	143,527
Investments	185,259
Pledges receivable, net	2,544,605
Government grants receivable	145,198
Other assets	117,882
Furniture and equipment, net	11,929

Total assets \$6,755,548

Liabilities and net assets

Liabilities:	
Accounts payable and accrued liabilities	\$686,630
Deferred rent	132,997
Notes payable	850,000

Total liabilities 1,669,627

Net assets:	
Unrestricted	591,799
Temporarily restricted	4,494,122

Total net assets 5,085,921

Total liabilities and net assets \$6,755,548

The Communities In Schools Network Gets Results

For Communities...

- 192 CIS local affiliates in 27 states and the District of Columbia served more than 3,200 education sites.
- Nearly two million students had access to services through CIS, and nearly 980,000 students received direct services.
- Approximately 53,000 volunteers (including board members) contributed more than 2.8 million hours of their time.
- The average cost per student was \$168.

For Schools...

- 88 percent of high schools improved or maintained a satisfactory graduation rate.
- 85 percent of schools that were assigned a grade for annual overall school performance improved or maintained a satisfactory school grade.
- 99 percent of schools assessed for overall school safety improved or maintained their safety assessment.
- 88 percent of schools improved or maintained a satisfactory overall student attendance rate.
- 84 percent improved or maintained satisfactory overall student behavior.
- 81 percent improved or maintained satisfactory overall student suspension rates.
- 91 percent improved or maintained a satisfactory overall student promotion rate.
- 88 percent of schools improved or maintained satisfactory overall student academic achievement.

For CIS-tracked Students...

- 82 percent improved their attendance.
- 86 percent had fewer behavior incidents.
- 85 percent had fewer suspensions.
- 89 percent improved their academic performance.
- 86 percent were promoted to the next grade level.
- 85 percent of eligible CIS seniors graduated from high school.
- 98 percent of students remained in school.

*Note: Individual states set their own measures for what constitutes "satisfactory" performance in these areas.
Data excerpted from the 2004-2005 Results from the CIS Network.*



Thanks to Our Partners

Communities In Schools is able to do its work at the ground level by building public awareness, and engaging partners and supporters at the national level. We would like to salute some of our partnerships that have enabled us to meet the opportunities and challenges currently facing the CIS network.

1.

Nicole Gallant (right) of The Atlantic Philanthropies chats with CIS national office staff member Allison Hertz during the May 2006 board of directors reception. The Atlantic Philanthropies is funding the first three years of a five-year CIS Network Evaluation Study (see page 5) as well as providing general operating support to the organization. The board reception was hosted by CIS board member Daniel Glickman, chairman and CEO of the Motion Picture Association of America (MPAA) at the MPAA in Washington, D.C.

2.

Students from Turner Elementary School in Washington, D.C., participated in a cookie bake-off to kick off the 2006 Lunch With A Leader® celebrity auction. Turner student Lawrence Pullum, III (center) won the bake-off and a trip to New York City to meet with Star Jones Reynolds. Adele Johnson of Capital One joined CIS board member, cookie mogul Wally “Famous” Amos, in congratulating Lawrence on his winning recipe. Capital One continues to sponsor the annual online auction, a major fundraising event for CIS. Additionally, Capital One is the presenting sponsor of the network-wide CIS National Conference, which will take place in 2007.

3.

New York City Public Schools Chancellor Joel Klein (center) joined CIS board member Sherrie Rollins Westin and husband David Westin of ABC News at a CIS reception at the New York Athletic Club.

4.

Tom VanderArk (center) of the Bill & Melinda Gates Foundation dined with wife Karen and CIS National President Daniel J. Cardinali at the May 2006 board of directors dinner.

5.

Mrs. Laura Bush welcomed Communities In Schools Founder and Vice Chairman Bill Milliken, and his wife Jean, to a special White House reception in September 2006. The reception was attended by CIS national office leadership, and was part of a continuing dialogue with Mrs. Bush and her staff on the role of Communities In Schools in fostering community-school collaboration to benefit students.

6.

(left-right) Leonard Sherman, Marquez Swain and Jamal Floyd, of Biltmore Elementary in Jacksonville, Fla., received backpacks through a partnership between their local CIS affiliate and Office Depot's National Backpack Program. CIS teamed up with Office Depot in 2006 to supply backpacks to CIS affiliates across the United States.



Contributors

Communities In Schools gratefully acknowledges the agencies, individuals, corporations and foundations whose support, both financial and programmatic, was invaluable during fiscal year 2006.

Gifts of \$100,000 or More

Individuals/Family Foundations

Allwin Family Foundation
Anne Cox Chambers
The Pierre and Pamela Omidyar Fund,
Peninsula Community Foundation
Robertson Foundation

Corporations and Foundations

America's Promise
The Atlantic Philanthropies
Capital One
Cox Communications
John S. and James L. Knight Foundation
MetLife Foundation
Nevada Community Foundation
Philip Morris USA, Inc.
WUSA TV

Federal Government

Corporation for National and
Community Service
U.S. Department of Education
U.S. Department of Justice, Office
of Juvenile Justice and
Delinquency Prevention

Gifts of \$50,000 to \$99,999

Individuals/Family Foundations

The Herb Alpert Foundation
The Becker Family Foundation
Gerald Breslauer
James Cox Chambers
George H. Johnson
Alan Jones and Ashley Garrett
The Moss Foundation

William H. Walton, III
Donna and Jason Weiss

Corporations and Foundations

Bloomberg
Costco Wholesale
ICAP
Time, Inc.

Gifts of \$25,000 to \$49,999

Individuals/Family Foundations

Andrew Chisholm and Laurie Thomson
Kenneth deRegt
Peggy and Millard Drexler
Family Foundation
John and Ann Gardner
The Kuehner Brothers Foundation, Inc.
Richard Lovett
The Shaw Family Foundation

Corporations and Foundations

The Geraldine R. Dodge Foundation
The MCJ Foundation
Time Warner

Gifts of \$10,000 to \$24,999

Individuals/Family Foundations

Charles and Patricia Clarkson
Robert R. Hopper
Joyce Klein
Moldaw Family Foundation
Robert and Rochelle Light Foundation
John and Jane Nixon
John Petry
Joseph P. and Andrea Portera

Rich and Susan Rogel
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James D. Sinegal
Leonard and Lauren Stern
van Beuren Charitable Foundation
Sherrie Rollins Westin and
David Westin

Corporations and Foundations

AT&T
American Express Foundation
Buvermo Properties, Inc.
CIS of Puyallup
Comcast
Moore Charitable Foundation
OPUS Foundation
PepsiCo Foundation
Rush Communications of NYC, Inc.
UBS
WCAU TV

Gifts of \$1,000 to \$9,999

Individuals/Family Foundations

Daniel H. and Jenna Park Adler
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Joanne and Hank Asbill
Whitney Baldwin
David Barnes
Janice K. Bigelow
Even Bernsten and Kristen Ericson
Daniel J. Cardinali
Michael P. Castine
William and Joan Clarke
Sally DeLuca
Rogel and Linda Dow

Virgil E. and Harriett M. Ecton
Michael Esfandiari
John R. Ettinger
Troy Finks
Derek Fuller
Kevin Gerszewski
Stuart Goff
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Steven Guzman
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Foundation
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Mr. and Mrs. Peter Roome
David and Nancy Roy
Cathy Scott

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Jody Sherwin
Susan Siegel and Stephen Buchner
Teri Smith
Mark and Linda Gale White
Stacey D. Wilkins
Nicole Moore Woodhouse
Stephen A. Wynn-Elaine P. Wynn
Foundation
Michael Zanetti

Corporations and Foundations

Choicepoint
CVS/pharmacy
Colgate-Palmolive
Fannie Mae Foundation
MissionFish
Oliver Group, LLC
P T Research, Inc.
SAS Institute
The Washington Times
WABC TV
2 Geeks in a Lab

This list reflects contributions received through September 30, 2006. 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 in excess of \$1,000. Every effort has been made to ensure the accuracy of the list; we apologize to any of our friends we may have overlooked.

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National Leadership Council

The National Leadership Council is a select group of prominent Americans who endorse the vision and goals of Communities In Schools; who make an annual donation to the CIS 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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Andre Agassi Founder Agassi Enterprises	Hon. Gaston Caperton President The College Board	Ann Gardner CIS of the Nation's Capital	Bruce Karatz Chairman & CEO KB Home	Betsy McCormack Retired WTA Tennis Professional	Yvonne Petrasovits Managing Director Aetos Capital, LLC	Rose Marie Rogers	Larry D. Thompson Senior Vice President Government Affairs General Counsel and Secretary PepsiCo, Inc.
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Janet H. Brown Executive Director Presidential Debates		Rodney Jerkins Producer DarkChild Production					Jim Youngren Chairman, Board of Directors Long Live the Kings

Operational CIS State Offices and Local Affiliates†

ALASKA ♦ (6)

CIS of Alaska (Anchorage)
CIS of Anchorage
CIS of Bethel
CIS of Juneau
CIS of Kotzebue
CIS of Mat-Su
CIS of Nome

ARIZONA ♦ (2)

CIS of Arizona*(Phoenix)
CIS of Tempe

CALIFORNIA (4)

CIS of the San Fernando Valley
and Greater Los Angeles
CIS of Sacramento*
CIS of San Francisco 49er
Academy
CIS of South Bay*

DELAWARE ♦ (1)

CIS of Delaware (Dover)

DISTRICT OF COLUMBIA

CIS of the Nation's Capital

FLORIDA ♦ (13)

CIS of Florida (Tallahassee)
CIS of Broward County*
CIS of Bradford County
CIS of Gadsden County
CIS of Hillsborough County*
CIS of Jacksonville*
CIS of Leon County*
CIS of Miami*
CIS of Nassau County*
CIS of Okeechobee County*
CIS of Palm Beach County*
CIS of Northwest Florida
CIS of Putnam County*
CIS of St. Johns County*

GEORGIA ♦ (42)

CIS of Georgia (Atlanta)*
CIS of Albany/Dougherty
County*
CIS of Appling County
CIS of Athens/Clarke County
CIS of Atlanta*
CIS of Augusta/Richmond
County*

CIS of Baldwin County
CIS of Berrien County*
CIS of Burke County*
CIS of Bulloch County
CIS of Candler County*
CIS of Catoosa County*
CIS of Cochran/Bleckley
County

CIS of Colquitt County*
CIS of Cook County
CIS of Coweta County*
CIS of Crisp/Dooly Counties
CIS of Decatur County
CIS of Dodge County
CIS of Douglas County*
CIS of Elbert County*
CIS of Emanuel County*
CIS of Fitzgerald/Ben Hill
County*
CIS of Glascock County
CIS of Hart County
CIS of Houston County
CIS of Jenkins County*
CIS of Laurens County*
CIS of Macon/Bibbs County
CIS of Marietta City/Cobb
County

CIS of McDuffie County*
CIS of Miller County
CIS of Rome/Floyd County*
CIS of Savannah/Chatham
County
CIS of Screven County
CIS of Stephens County
CIS of Sumter County
CIS of Troup County*
CIS of Turner County
CIS of Twiggs County
CIS of Valdosta/Lowndes
CIS of Walker County
CIS of Wilkes County

ILLINOIS (2)

CIS of Aurora*
Chicago-CIS

INDIANA (6)

CIS of Clark County
CIS of East Chicago
CIS of Elkhart/LaGrange
County
CIS of La Porte County*

CIS of Starke County
CIS of Wayne County

IOWA (1)

CIS of Cedar Valley

KANSAS ♦ (4)

CIS of Kansas* (Mulberry)
CIS of Grant County*
CIS of Harvey County
Partnership
CIS of Marion County
CIS of Wichita/Sedgwick
County*

LOUISIANA (1)

CIS of New Orleans

MICHIGAN ♦ (6)

CIS of Michigan (Holland)
CIS of Detroit*
CIS of Kalamazoo
CIS of Lenawee*
CIS of Manclawa
CIS of Ottawa
CIS of Tecumseh Area*

MISSISSIPPI (2)

CIS of Greenwood-Leflore*
CIS of Jackson

NEW JERSEY ♦ (4)

CIS of New Jersey (Newark)
CIS of Cumberland County
CIS of Newark*
CIS of Passaic*
CIS of Union County

NEW YORK (1)

CIS, New York

NEVADA (1)

CIS of Southern Nevada

NORTH CAROLINA ♦ (36)

CIS of North Carolina*
(Raleigh)
CIS of Asheville*
CIS of Brunswick County*
CIS of Cabarrus County*
CIS of Caldwell County*
CIS of Cape Fear*

CIS of Charlotte-Mecklenburg*
CIS of Clay County*
CIS of Cleveland County*
CIS of Cumberland County
CIS of Durham*
CIS of Gaston County
CIS of Greater Greensboro*
CIS of High Point*
CIS of Lee County
CIS of Lexington*
CIS of Lincoln County*
CIS of Madison County*
CIS of McDowell County*
CIS of Mitchell County
CIS of Moore County
CIS of the Northeast
CIS of Orange County*
CIS of Perquimans County
CIS of Pitt County*
CIS of Randolph County
CIS of Robeson County*
CIS of Rockingham County
CIS of Rocky Mount Region*
CIS of Rowan County*
CIS of Swain County
CIS of Thomasville*
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CIS of Wake County*
CIS of Wayne County*
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CIS of Wilkes County*

OHIO (1)

CIS of Columbus*

OKLAHOMA (1)

CIS of Ardmore

OREGON (1)

CIS of the North Coast

PENNSYLVANIA ♦ (6)

CIS of Pennsylvania (Pittsburgh)
CIS of Greater Harrisburg
CIS of Laurel Highlands*
CIS of Lehigh Valley*
CIS of Philadelphia*
CIS of Pittsburgh-Allegheny
County*
CIS of Southwest Pennsylvania*

SOUTH CAROLINA ♦ (20)

CIS of South Carolina*
(Columbia)
CIS of Anderson County*
CIS of Barnwell County
CIS of Berkeley County
CIS of Charleston
CIS of Cherokee County*
CIS of Chester*
CIS of Clarendon County
CIS of Colleton County
CIS of Dillon County*
CIS of Dorchester County
CIS of Florence County
CIS of Greenville*
CIS of Greenwood County
CIS of Kershaw County*
CIS of Lancaster County*
CIS of Lee County*
CIS of The Midlands*
CIS of Newberry County*
CIS of Oconee County*
CIS of Saluda County

TENNESSEE (1)

CIS of Johnson City

TEXAS ♦ (26)

CIS of Texas (Austin)
CIS Bay Area*
CIS of Baytown*
CIS Bell-Coryell Counties*
CIS of the Big County
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 El Paso*
CIS of the Golden Crescent*
CIS of Greater Tarrant County*
CIS City of Galveston*
CIS of Hidalgo County*
CIS of Houston*
CIS of Laredo*
CIS/McLennan County Youth
Partnership*
CIS of North Texas*
CIS of North East Texas*
CIS of the Permian Basin*
CIS of San Antonio*

CIS of South Central Texas*
CIS on the South Plains*
CIS Southeast Harris County*
CIS Southeast Texas*

VIRGINIA ♦ (3)

CIS of Virginia (Richmond)
CIS of Chesterfield*
CIS of Northern Virginia
CIS of Richmond*

WASHINGTON ♦ (10)

CIS of Washington*(Seattle)
CIS of Auburn
CIS of Federal Way
CIS of Kent
CIS of Kershaw County*
CIS of Orting
CIS of Peninsula
CIS of Puyallup
CIS of Renton*
CIS of Seattle
CIS of Tacoma

WEST VIRGINIA (2)

CIS of Cabell County
CIS of Southeast West Virginia

† Visit www.cisnet.org for a complete listing of state office and local affiliate addresses and contact information.

♦ CIS state office also located here.

* Chartered CIS affiliate. Chartered affiliates have demonstrated the highest standards of affiliate management and accomplishment.

() Number of local affiliates; does not include state office.

A Message from the Founder

The education reform movement and its cornerstone, the No Child Left Behind Act, have generated powerful incentives for improving school management, testing and standards. At the same time, educators are working to improve the content of curricula and teaching methods. What is often overlooked is the role of community in meeting the needs of students in order to help them stay in school.

All the reform in the world will not provide the CIS Five Basics; that's up to the community. Without the presence and involvement of caring adults – parents, mentors or partners in the business community who provide needed services – kids who are most at risk will continue to lack the CIS Five Basics, lose hope and drop out of school in record numbers.

Following the devastating hurricanes of 2005, Communities In Schools was among the first responders, enabling vast numbers of displaced students to maintain continuity in their education as well as a sense of community through their new schools – schools served by CIS.

Shortly after the first CIS school site in New Orleans reopened in December 2005, CIS national and local representatives were invited by Mrs. Laura Bush and education secretary Margaret Spellings, who had toured the school, to engage in discussion about CIS' role in fostering community-school partnerships to benefit students and families. Through an ongoing dialogue with Mrs. Bush and her staff, CIS has been recognized as a key player in our nation's education agenda. Our disciplined approach to supplying integrated student services and to growing the organization so as to reach the most kids in the most cost-effective way has earned CIS a "seat at the table" during policy discussions surrounding reauthorization of No Child Left Behind.

For 30 years, Communities In Schools has been building bridges which connect students with needed community services and caring adults...all with the goal of helping kids stay in school and prepare for life. At CIS, it is our firm belief that educators and government entities can't do it alone. Success comes when we enlist the involvement of all stakeholders, including the larger community into which today's students will one day venture forth. For their sake and that of the community, it would serve us well to ensure those students go forth not only with a diploma in hand, but a sense of belonging.

Bill Milliken

National Founder and Vice Chairman





Communities In Schools National Office
277 South Washington Street, Suite 210
Alexandria, VA 22314

800-CIS-4KIDS | www.cisnet.org

Acknowledgments

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