



30

YEARS OF KEEPING
KIDS IN SCHOOL



MESSAGE FROM THE NATIONAL PRESIDENT



One of the most daunting challenges facing our nation's public education system is the dropout rate—which runs as high as 50 percent among some economically disadvantaged and ethnic minority student populations. As an organization, we are outraged at these numbers, and determined to reverse the trend.

At the heart of America's public education crisis is a justice issue that Communities In Schools has been grappling with since 1977. The 2006–2007 school year marked the 30-year anniversary of Communities In Schools. It is both a time for reflection and a time to press forward with our goal of creating a nation without dropouts. To that end, our objectives are to be the 'best in class' in terms of providing integrated student services and to play an active role in shaping permanent institutional change in public education.

CIS focuses on what works—concentrating resources into our existing school sites to serve even greater numbers of students; providing widely available prevention services as well as targeted interventions; working to ensure that each school we serve has a dedicated CIS staff coordinator to work hand-in-hand with students and educators; collecting and reporting data from our network affiliates each year to demonstrate to educators, policy makers and supporters that the CIS Model delivers a significant return on investment.

In this report, we demonstrate the continued success of the CIS Model of community-based, integrated student services. Our research-based strategy and demonstrated outcomes have earned the backing of some of the most rigorous philanthropic organizations, including the Bill & Melinda Gates Foundation and The Atlantic Philanthropies. Additionally, our quantifiable results have assured a leadership role for the organization both in recommending enhancements for the reauthorization of the No Child Left Behind Act, and also in education reform discussions at federal and state levels. With this recognition comes an even greater awareness of our responsibility to build on our knowledge and successes.

On behalf of the CIS national office and our 14 state offices, I would like to acknowledge the executive directors, their staff and volunteers at our 194 local affiliates. It is their enthusiasm and professionalism in serving young people that enable us to proudly showcase the results in this report.

Warmly,

Daniel J. Cardinali

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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 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”:

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



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Note: The CIS network is a federation of independent 501(c)(3) organizations in 27 states and the District of Columbia, anchored by the national office in Alexandria, Va., and coordinated, supported and expanded through the leadership of 14 state offices. While the majority of the nearly 200 CIS local affiliates are in states with CIS state offices, there are also local affiliates in states without a state office.



CIS of Bethel (Alaska) students filmed a 30-second public service announcement to help deter underage drinking.

PHOTO BY KERRI FOX

EXECUTIVE SUMMARY

With approximately one-third of U.S. students failing to graduate with their peers, Communities In Schools is needed more than ever. The exact services that CIS coordinates in public schools vary from one community to the next, but the CIS process, mission and philosophy are always consistent.

Top Five Findings of This Report

1 The CIS network grew, despite having fewer education sites.

CIS added 60,000 new students this year while working in 150 fewer education sites. There is substantial evidence showing that school-level outcomes are enhanced when resources are concentrated and more students are served. Many local CIS affiliates are faced with the choice of using their limited resources to serve a greater number of students at existing sites, or serve fewer students at more school sites in their communities. The increase in numbers of students served and commensurate decrease in number of sites is evidence of the former strategy. It is anticipated that this trend will continue in the future.

2 CIS not only keeps kids in school, but also helps them attain a higher level of success by graduating with a regular high school diploma.

Nearly eight in 10 CIS-tracked high school students attained this milestone during the 2006–2007 school year. Research by Nobel Prize-winning economist James Heckman and his colleague, Stephen Cameron, found GED holders to be “statistically indistinguishable” from high school dropouts. Alternative high school completion credentials, such as receiving a GED or certificate of completion, do not translate to the same success in the workforce or higher education as a regular high school diploma. CIS students are more likely to actually graduate on time with a regular diploma, making them better prepared for life.

3 CIS affiliates are well on their way to full implementation of the CIS Model.

The CIS Model, as defined by the Total Quality System (see page 12), includes the presence of a site coordinator, a comprehensive school and student needs assessment, data collection and several other critical components. Guidelines for service provision within the CIS Model also specify the percentage of students that must be served with Level One and Level Two services (see page 12). Data in this report indicates that between 30 and 40 percent of affiliates are already meeting or exceeding the service requirements of the CIS Model.

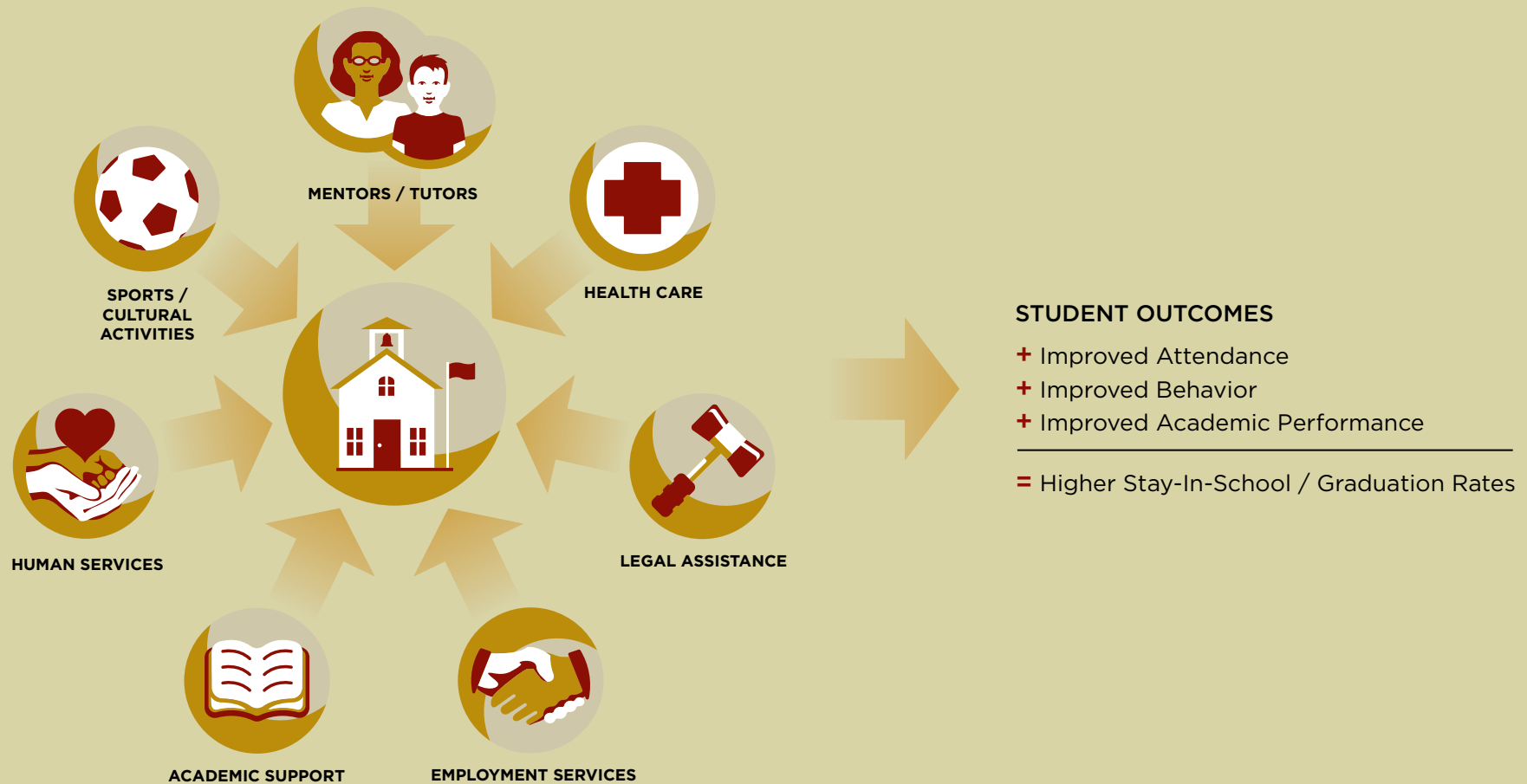
4 CIS is targeting the young people most at risk of dropping out of school in the nation’s most disadvantaged schools.

Data retrieved for the 2005–2006 school year from the U.S. Department of Education’s Common Core of Data painted a stark picture of the schools in which CIS has a presence. Sixty-four percent of our schools have school-wide Title I status (eligible for federal funds due to a high concentration of low-income students), and the school populations are 60 percent ethnic minority. Statistics show that the academic achievement of students in these schools—primarily economically disadvantaged students of color (non-white)—is well below that of their more advantaged peers. Our own CIS data reveals that we are targeting the students most at risk within these underserved schools.

5 CIS services are cost-effective.

The average annual cost per student remains low—just \$180. Paid staff members account for only 5 percent of CIS’ total human resources, and they are able to leverage many times their numbers in volunteers (53,000) and community partners (16,000). The value of volunteer time to the CIS network during the 2006–2007 school year was nearly \$60 million. This cost efficiency, coupled with an outcome-driven focus for students, makes CIS one of the most effective, sustainable and scalable solutions to America’s dropout problem.

CIS STRATEGICALLY CONNECTS AND ALIGNS RESOURCES



HOW CIS WORKS

Communities In Schools (CIS) is the nation's largest dropout prevention organization. CIS provides or coordinates services that address the underlying reasons why students leave school without a diploma. CIS implements a community-based integrated student services strategy, leveraging community resources where they are most needed—in schools.

Community-based integrated student services are interventions that improve student achievement by connecting community resources with both the academic and social-service needs of students. Such interventions focus programmatic energy, resources and time on shared school and student goals. Through the efforts of a single point of contact, individual student needs are assessed and research-based connections made between

students and targeted community resources. Asset-building resources such as health screenings, food and clothing, and assemblies on various topics are made available to all students. Targeted and sustained intervention services are provided to the subset of students most in need, forming the basis of outcome-driven individual student plans. These students benefit from tutors, mentors, after-school programs, academic support and other evidence-based interventions designed to achieve specific outcomes.

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

METHOD AND SAMPLE

This report presents findings from the 2006–2007 CIS End-of-Year Reports. Of the 194 CIS operational affiliates at the close of the 2006–2007 school year, 191 returned a completed questionnaire detailing operations and results—a 98 percent response rate. In addition, developing affiliates* were given the option of submitting reports, and 10 of these affiliates chose to do so. Overall, 201 End-of-Year Reports were received, providing general profile information, as well as process and outcome information about their services and students served.

* Network-wide, 25 affiliates are considered developing affiliates, on their way to becoming operational CIS affiliates. Developing affiliates are serving children and families under the name of Communities In Schools, but have not yet submitted to the CIS national office all the documents that are necessary for official “operational” status. Many developing affiliates are high-functioning and have chosen to report their progress. The 10 developing affiliates whose data are counted in this report fall into this high-functioning category.



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Services Provided or Coordinated by CIS During the 2006–2007 School Year

SERVICE	PERCENTAGE OF AFFILIATES OFFERING SERVICE	NUMBER OF SITES OFFERING SERVICE	1ST BASIC: CARING ADULT	2ND BASIC: SAFE PLACE	3RD BASIC: HEALTHY START	4TH BASIC: MARKETABLE SKILL	5TH BASIC: CHANCE TO GIVE BACK
Mentoring	90%	1,945	x	x	x	x	x
Tutoring/academic support/homework assistance	89%	2,064	x				x
Dropout prevention	86%	2,259	x	x	x	x	x
Personal/social and life skills development	78%	1,941		x	x	x	x
Speakers/workshops/events/clubs	75%	1,849	x	x	x	x	x
Community service/service-learning	74%	1,505	x	x	x	x	x
After-school/before-school programs	73%	1,267	x	x	x	x	x
Leadership skills/training	70%	1,364				x	x
Family strengthening/involvement/programs/events	69%	1,671	x	x	x		
Linkages to resources—food/shelter services/clothing/utilities	68%	2,043			x		x
Anger management/conflict resolution	67%	1,530	x	x	x		
Substance abuse prevention/intervention	67%	1,453	x		x		
Case management	67%	1,645	x	x	x	x	x
Home visits/parent contact/conferences	66%	1,665	x		x	x	
Delinquency/violence prevention	65%	1,647	x	x	x		
College exploration, application, scholarship or other support	64%	1,247				x	
Parent/adult education/workshops/events	64%	1,472	x		x	x	
Career development/employment training/services	64%	1,218				x	
Individual student assessment	64%	1,617	x	x	x	x	x
Summer programs	63%	1,196	x	x	x	x	x
Recreational/sports activities	62%	1,224	x		x		
Literacy training	58%	1,216	x			x	
Creative/performing arts	56%	1,073	x	x	x	x	
Physical health screening/education/care	54%	1,492			x		
Pregnancy prevention	52%	879	x		x		
School safety	51%	1,278		x	x		
Mental health services/counseling	51%	1,153		x	x		
Gang intervention/prevention	50%	1,107	x	x	x		
Child care/teen parenting/pre-natal and post-natal care	41%	612			x		
Court advocacy/probation/transition	41%	575	x		x		
Other	13%	215					

THE PATH TO COLLEGE A Student Success Story

Behind the numbers in this report are children—many of whom must overcome daunting odds on their journeys through school and life. We are privileged to connect them with the resources they need to grow into successful men and women who have the tools to pursue their dreams. It is their courage to confront and surmount the obstacles they face that inspires us, and makes our results all the more meaningful.

Nineteen-year-old Jasmine Mann is a bubbly, energetic freshman at North Carolina Wesleyan College in Rocky Mount. She is majoring in business administration and is interested in marketing, fashion and modeling. She thinks she might like to own a business someday, but understands that working for others first will move her closer to that goal. In her spare time, she writes poetry, listens to music, participates in extracurricular activities and has a job at the school library through the college's work-study program.

Not always a high achiever, Jasmine attributes her success to the caring adults and the College Access Program that Communities In Schools of the Rocky Mount Region connected her with when she was a student at Parker Middle School. An only child, Jasmine was raised by a single mom who worked hard and had high expectations for her daughter.

"Jasmine was a shy girl growing up," said Jeri Mann,

Jasmine's mom. "She had some trouble reading in elementary school, but otherwise was a good student and kept up with the work." By middle school, however, Jeri said that Jasmine didn't understand why it was important to make good grades or succeed. "She lacked confidence, and had no clear goals or motivation," added Jeri, who was concerned that her daughter needed personalized attention.

Edith Penny, the CIS site coordinator for Parker Middle School, recruited Jasmine for the CIS College Access Program and began meeting with her every day for 45 minutes during Jasmine's seventh- and eighth-grade years. "Jasmine was a good candidate for the program, which identifies students who have academic potential, but may not be performing well due to peer, social or home-life issues," said Penny.

After several meetings with Jasmine, Penny discovered that Jasmine was afraid of her teachers, as well as of her classmates and what they might think of her. "She seemed very self-conscious and withdrawn," said Penny.

To improve her self-esteem, Jasmine attended CIS life skills classes during the school day with others in the program. The classes helped the group of 10–12 students develop critical thinking on issues such as self-identity, communication skills, peer relations, working with teachers and team building. Penny also arranged

"Before CIS, I didn't go to college in my family—after attend college." —

for Jasmine to meet with a mentor once a week for 45 minutes. "When Jasmine started realizing that she could do well in her schoolwork and that it was O.K. to ask questions, that's when we began to see a change in her."

Jasmine also struggled with math, so she received academic tutoring through CIS. In addition, Penny became Jasmine's "school mom," and helped her with homework when Jasmine's mother frequently had to work late. College Access Program students spend seventh and eighth grade on a college-focused path. By high school, the CIS counselors work closely with students in the program to help them negotiate the college application process and seek out financial assistance.

During high school, Jasmine was introduced to the College Foundation of North Carolina website and Federal Application for Student Aid resources for college grants and scholarships. Eventually, Jasmine obtained several scholarships and grants, including a President's Award, as well as AmeriCorps, North Carolina Wesleyan College Honors Program and sorority scholarships.

... I think I would
... I'm the second
... after my uncle—to
—JASMINE MANN

She chose North Carolina Wesleyan because it's close to home and family, and a smaller school where people know her name. "I'm a small-school kind of person," she laughed.

"Before CIS, I didn't think I would go to college," Jasmine said. With the help of CIS services, Jasmine admitted she gained the confidence to want to achieve, and taking the path to higher education was the logical next step. "I'm the second in my family—after my uncle—to attend college," she said proudly.

Jeri Mann is also proud, and very appreciative of what Communities In Schools has done for her daughter. "The CIS staff cared about Jasmine as a whole person, showing concern and encouraging her along the way. They helped her become more outgoing, and opened her mind to being her own person and approaching things she wanted. CIS helped tell Jasmine who she was, and who she needed to be—a strong and confident young lady."



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CIS GETS RESULTS: HIGHLIGHTS FROM THE NETWORK

This report examines the self-reported processes and outcomes from all but three of the 194 operational CIS affiliates and from 10 high-performing developing affiliates. It shows that CIS affiliates across the country are delivering human, financial and community resources to help children learn, stay in school and prepare for life.

- At the end of the 2006–2007 school year, 194 CIS operational affiliates were serving schools in 27 states and the District of Columbia.
- 112 of these affiliates are “chartered,” meaning that they have passed a rigorous peer review process and have attained the highest standards of program management.
- CIS serves more than 3,250 schools and education sites.
- Nearly 2.3 million students have access to CIS services and attend schools in which CIS has a presence.
- Nearly 1.2 million students are directly served by CIS.
- Approximately 185,000 parents, families and guardians of CIS students participate in their children’s education through opportunities provided by CIS.
- CIS paid staff comprise only 5 percent of the human resources dedicated to the CIS mission.
- School districts and community partners have reassigned and repositioned staff to account for another 3 percent of the CIS workforce.
- More than 3 million hours of service are contributed by the network’s more than 53,000 volunteers—

a dollar value of \$59,623,711.

- Approximately 16,000 community partners are providing services throughout the network. About 2,500 of these partners were new for the 2006–2007 school year.
- One-third of all affiliates operate on budgets of \$200,000 or less, and still manage to provide a wide range of services for students.
- The average annual cost per student is \$180.
- CIS affiliates continue to reach the most economically disadvantaged families, with 78 percent of CIS students eligible for free or reduced-price lunches.

Helping young people learn . . .

- 78 percent of students tracked for poor attendance improved their attendance.
- 89 percent of students tracked for behavior problems had fewer behavior incidents.
- 78 percent of students tracked for suspensions had fewer suspensions.
- 80 percent of students being tracked for academics showed improvement in academic achievement.

. . . stay in school . . .

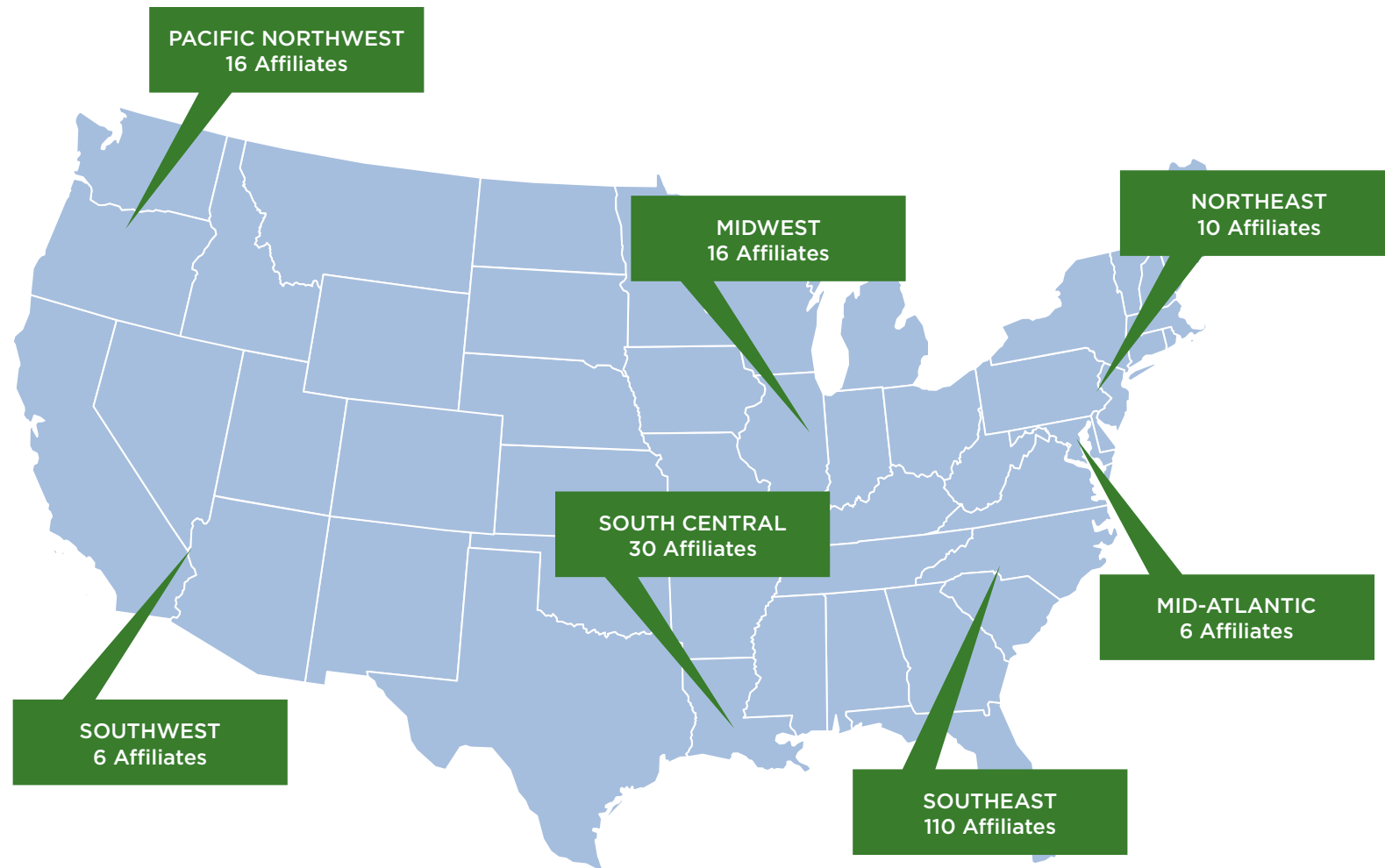
- 82 percent of all CIS-tracked students were promoted to the next grade.
- 78 percent of tracked eligible seniors graduated.
- 97 percent of tracked CIS students remained in school.

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

. . . and prepare for life.

CIS affiliates that track students after high school reported that 76 percent of their students went on to some form of post-secondary education, while 9 percent entered the workforce and 3 percent joined the military. Twelve percent went on to “other” pursuits.

CIS HAS A PRESENCE IN 27 STATES AND THE DISTRICT OF COLUMBIA*



* See page 28 of this report for a complete list of CIS affiliates.

NETWORK-WIDE STANDARDS

The CIS Total Quality System (TQS) is a quality assurance program designed to ensure that the CIS network is providing the best and most beneficial service to young people. TQS is based on the premise that, to be effective, all local affiliates must be strong, sustainable nonprofit organizations committed to providing effective, community-based, integrated student services to schools and students.

TQS is designed to achieve six goals:

1. Define the stages of CIS affiliate development from the initial interest in starting a CIS community, to the development of a sustainable nonprofit organization, to establishing sites that provide quality service for young people and their families.

2. Set high expectations for effective nonprofit management through the CIS organization and business standards.
3. Define a coherent site model through CIS site operations standards.
4. Strengthen the CIS brand and identity.
5. Ensure CIS affiliates receive appropriate assistance and support at all stages of development.
6. Ensure network-wide accountability and brand protection.

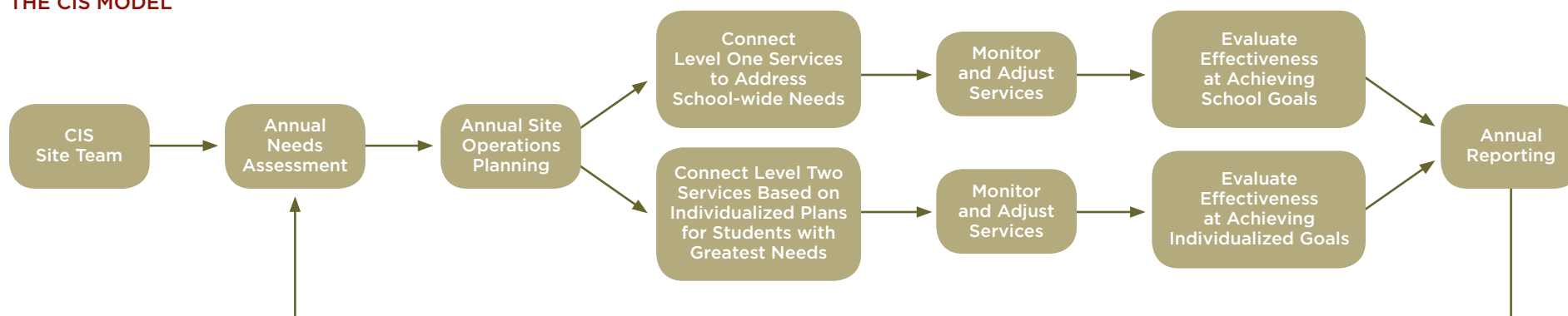
The CIS Model for providing community-based integrated student services is specifically defined in the TQS site operations standards and includes a cycle of needs assessment, planning, service provision, moni-

toring through data collection and adjusting services. The cornerstone of the CIS Model is the provision of widely accessible prevention services and resources that are available to entire school populations (**Level One services**), paired with the coordinated, targeted and sustained intervention services and resources for that subset of students who are most at risk of dropping out of school (**Level Two services**). This blended prevention and intervention strategy is validated by and based on the widely accepted model of public health intervention, and it has been at the core of the CIS theory of change for many years.¹ Indeed, CIS has a documented, 30-year history of producing outcomes at both the student level and school level.

The illustration below shows how the CIS Model is implemented throughout the school year by a CIS site team.

1. Dr. Robert Balfanz of Johns Hopkins University translates the public health model to education by predicting that risk factors in about 65–75 percent of students can be successfully mitigated with access to school-wide prevention activities, such as attendance monitoring. Another 15–25 percent may need additional episodic or low-level interventions. The remaining students will benefit from school-wide services but, because of multiple risk factors, these students also require a case-management approach to integrated, sustained interventions.

THE CIS MODEL



COMMITMENT TO AN EVIDENCE-BASED STRATEGY

The CIS network is committed to an evidence-based strategy. This strategy is designed to ensure that only the best possible opportunities are provided for the young people we serve and also to strengthen our position as the leading dropout prevention network in the country. The four pillars of this strategy are data-driven decision making, maintaining standards and accountability, evaluating effectiveness and implementing proven practices. For this reporting period, continuous improvement through learning management was added as a fifth pillar of the evidence-based strategy and is the vital link between information and practice.

Data-Driven Decision Making

The cornerstone of the evidence-based strategy is comprehensive data collection, reporting and decision making. One characteristic that distinguishes high-functioning organizations is the ability to track and report reliable data on their operations and effectiveness. CIS is updating and refining its data management system to support the TQS reporting requirements and encourage broad use of this valuable tool.

Standards and Accountability

Communities In Schools has a proven track record of establishing and using organizational and programming standards, beginning with the Quality and Standards (Q&S) process implemented more than a decade ago.

The new Total Quality System (TQS), which is based on lessons learned from Q&S as well as the most recent research on best practices, continues our commitment to accountability and effectiveness. The TQS standards were adopted by the CIS national board of directors and were officially recognized as the guiding principles for the network on May 1, 2007.

Evaluating Effectiveness

CIS has an obligation to the young people it serves to ensure our efforts result in positive outcomes. To this end, CIS has contracted with ICF International to design and conduct a five-year longitudinal study of the CIS network. The study will assess our impact on students and help us understand why CIS works, how it works and how we can do better. The results of this study will give us the tools, strategies and knowledge we need to maximize the effectiveness of our work, network-wide. Now at the mid-point of the study, the initial results show that CIS has a positive impact on school-wide outcomes.

Proven Practices

Programmatic initiatives with proven success have a greater chance of producing positive youth outcomes than those which have not been tested. During the 2006–2007 school year, CIS collaborated with the National Dropout Prevention Center to conduct a study of best practices in dropout prevention. Specifically, the

study identified the significant risk factors increasing the likelihood of elementary, middle and high school students eventually dropping out of school. The study, which focused only on the student and family-related risk factors for dropping out, also identified exemplary programs and effective strategies for mitigating these risk factors. It can be found at www.cisnet.org/member/library/resources/downloads/Dropout_Risk_Factors_and_Exemplary_Programs_FINAL_5-16-07.pdf. Specific training is now available to the CIS network on incorporating this important research into service for youth. CIS hopes to complete the second half of this work in the future, identifying the school- and community-based risk factors that also place students at a higher risk of dropping out.

Continuous Improvement through Learning Management

The final pillar is designed to integrate, through learning management, evidence-based findings into everyday practice to help the CIS network achieve its mission. CIS is committed to providing a mechanism for sharing insights and knowledge gained through the other four pillars of the overall evidence-based strategy. A well-developed learning management strategy will ensure that the CIS network has substantive, relevant and useful information through a standardized curriculum, tools and samples, targeted and varied learning opportunities, and technical assistance. Our long-term vision is to implement an online learning management system customizable to individual learners and available on demand.

PART I

CHAMPIONING THE CONNECTION OF NEEDED COMMUNITY RESOURCES WITH SCHOOLS...

The first part of the Communities In Schools mission statement describes the essence of the CIS process. Affiliates throughout the network are assessing the needs of young people in their local schools, assessing the available community resources and strategically linking the two to give students access to the resources they need. At every stage, the quality of services provided is maximized for students through this individualized, grassroots approach.

This component of the CIS mission demonstrates the breadth and depth of resources (financial and human), and the numbers of students and their families who benefit from these resources. The second part of the mission (discussed in Part II of this report, beginning on page 24) addresses actual outcomes for youth.

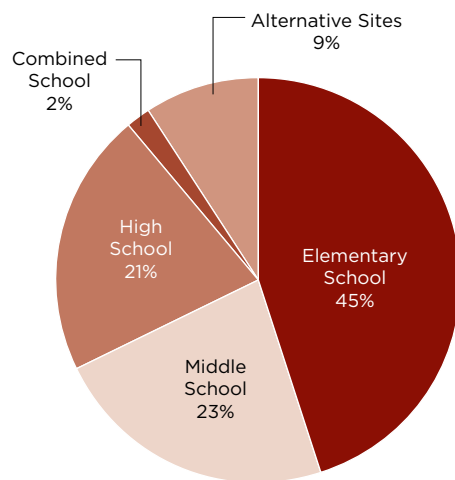
Serving More Students within Schools

The CIS network served more students in fewer school sites during the 2006–2007 school year, indicating a shift to concentrating resources in order to achieve the greatest impact. The network also attracted greater numbers of volunteers. The network:

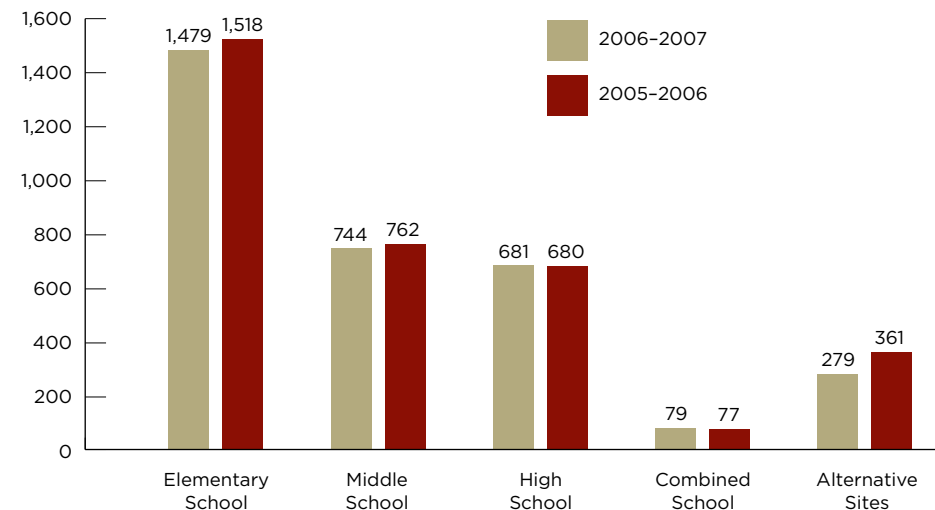
- Is comprised of 194 operational local affiliates in 27 states and the District of Columbia.
- Has a presence in 3,250 schools and other education sites—a 4 percent decrease since the 2005–2006 school year.

The following charts show the percentage distribution of CIS sites and the number of elementary schools, middle schools, high schools, combined schools and other alternative sites as compared to the previous reporting period. Dropping out of school is a process that begins in

2006-2007 SITE TYPE PERCENTAGES



NUMBER OF EDUCATION SITES COMPARED TO PRIOR YEAR



early childhood, and our presence remains strong in elementary schools (45 percent) and middle schools (23 percent), as well as high schools (21 percent). Our research with the National Dropout Prevention Center highlighted the importance of our work at all levels, and isolated the age at which significant familial and individual school and community risk factors for dropping out first become apparent and need to be specifically targeted.

We know, for example, that:

- Low achievement, poor attendance, failure to be promoted, misbehavior and aggression, and family disruption are the most significant individual risk factors, appearing as early as elementary school.
- Association with high-risk peer groups, high-risk behavior, disengagement from school and lack of family involvement with the school become most apparent in middle school.
- By the time a student reaches high school, he or she may have many of these risk factors, with the addition of early adult responsibilities (high number of work hours, parenthood or care of siblings) and increased social pressures from high-risk peer groups.

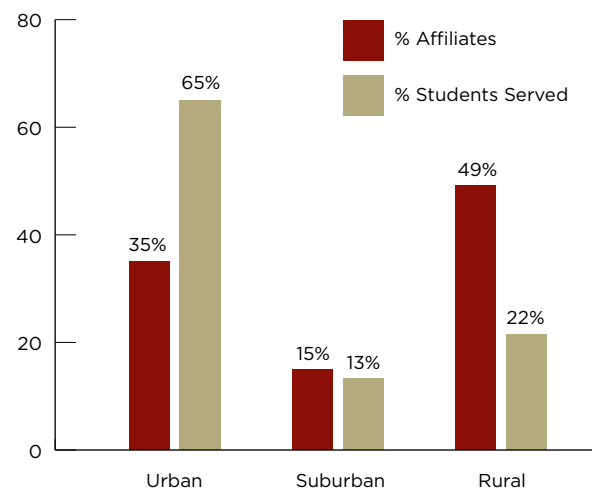
Working in All Types of Communities

CIS affiliates were asked to categorize their primary service areas as urban, rural or suburban. The results show that the CIS Model is effective in all types of communities.

- Thirty-five percent of CIS affiliates are in urban environments and account for 65 percent of all students served by CIS.
- Half of all affiliates are in rural environments and serve 22 percent of all CIS students.
- Fifteen percent of the affiliates are in suburban areas, and serve 13 percent of all CIS students.



AFFILIATE PRESENCE BY TYPE OF COMMUNITY



Reaching Young People

Nearly 2.3 million students attend schools in which they have access to CIS services, and nearly 1.2 million students are directly served by CIS. Those students who do not receive direct services still benefit from an improved school environment, and greater access to teachers and instructional resources that might otherwise have been diverted to meet more critical needs. Teachers can be far more effective when the school climate is conducive to learning—when the school is a welcoming, safe place for students.

The 2006–2007 school year saw an increase in the number of students served (6 percent), while the number of affiliates remained stable and school sites declined by 4 percent. This is evidence that our affiliates are serving greater numbers of students where CIS already has a presence, concentrating resources in fewer schools where they can reach more students effectively.

CIS identifies and delivers two levels of service to students. These services address the underlying risk factors for dropping out of school.

Level One—Widely Accessible Services

These are resources and services that are widely accessible to any student at a CIS school site. They are short-term interventions with durations of a few hours or days that build assets in the “Five Basics.”* They are provided or brokered on an as-needed or as-available basis. Students do not need to be enrolled in a specific CIS initiative to benefit from such resources and services, but simply need to be members of the school population at large. Some examples of Level One resources or services include providing clothing or school supplies,

* See the CIS “Five Basics” on page 2.

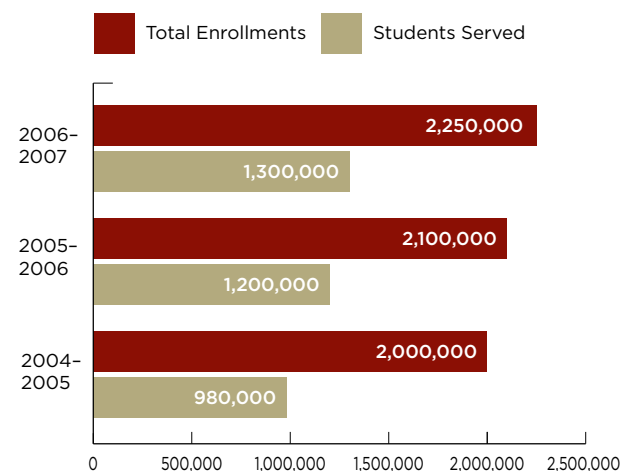
assemblies, events, career fairs, field trips, health screenings and grief counseling. *To be accredited under the new Total Quality System, 25 percent of sites within each affiliate must provide at least eight different Level One services to a total of 75 percent of the student population over the course of the school year.*

Level Two—Targeted and Sustained Services

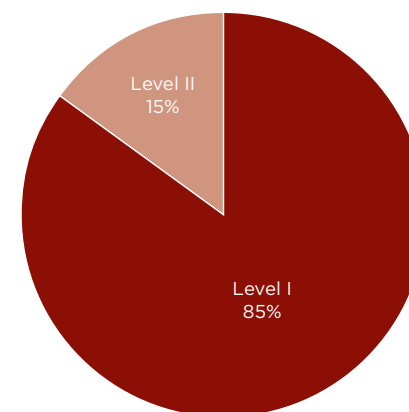
Unlike Level One resources, from which virtually any student in a school may benefit, Level Two resources and services are provided through well-defined CIS initiatives targeted at students and/or families with specific needs. These initiatives typically include some type of referral or enrollment procedure. They are sustained interventions with durations of several weeks, months or an entire school year. Level Two services are usually designed to achieve one or more tracked outcomes, such as improved academic performance, attendance or behavior. These outcomes are chosen based on a variety of assessments and teacher recommendations. Examples of such interventions include tutoring, mentoring, literacy skills, case management, individual counseling, before- and after-school programs, community service and enrollment in an “academy” environment. Students who received a combination of Level One and Level Two services, or only Level Two services, (15 percent of all students) are classified as Level Two students. *To be accredited under the new Total Quality System, 25 percent of sites within each affiliate must provide Level Two services to between 5 and 10 percent of the school population, depending on the size of the school.*

- More than 1 million students received Level One services, up 5 percent from the last reporting period.
- Nearly 190,000 students received Level Two services—a 1 percent increase.
- Altogether, nearly 1.2 million students (1,239,608) received services—a 6 percent increase since last year.

STUDENTS RECEIVING SERVICES



LEVEL OF SERVICE



Involving Families

CIS affiliates recognize that the engagement of families in their children's learning is key to successful outcomes for those children. Seven in 10 CIS affiliates are providing some type of family strengthening and involvement initiatives, while two-thirds provide specific educational opportunities for families. About 185,000 parents, guardians and family members of CIS students are actively involved in their children's education through CIS.

Current research confirms the critical role of family in student learning, and the importance of CIS' work in linking the family, school and community. The Family Strengthening Policy Center summarizes this connection: "Partnerships between families, schools and communities facilitate multiple outcomes such as physically, emotionally and socially healthy youth; healthier and stronger families; parents who

are supportive and engaged in their children's learning; greater connections between schools and their communities; safer neighborhoods; children prepared to learn and achieve high standards; greater community pride; and students poised to be productive adults and active citizens in their communities."*



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* "Connecting Families, Schools and Community Resources," Family Strengthening Policy Center brief (October 2004).

"At McKean High School, we have found our partnership with Communities In Schools to be invaluable. Our program director, Katie Kravitz, is a dedicated member of our leadership team. With the demands of the No Child Left Behind Act, so much of our focus is on student achievement and, alone, we lack the resources to address the heart of the problem. CIS provides students, teachers, parents and administrators support to keep kids in school where they belong."

Lisa Ueltzhoffer

*Assistant Principal, Thomas McKean High School
Wilmington, Delaware*

Serving a Diverse, Economically Disadvantaged Population

CIS students have diverse backgrounds and ethnicities. Equally divided between males and females, about half of all CIS students are black, 32 percent are Hispanic/Latino, and 15 percent are white. Less than one percent of CIS students are Native American. Statistically, economically disadvantaged students of color are dropping out of school in disproportionately high numbers. CIS implements intentional strategies designed to address the disparities among children of color and their white counterparts, and to target the non-academic risk factors that cause students to drop out of school.

“For the nation’s ethnic and racial minorities, particularly Hispanics and blacks, the consequences of dropping out are... daunting. There is a high school dropout crisis far beyond the imagination of most Americans...”*

As the CIS network has long known, a large majority of the young people we serve come from families in poverty. Seventy-eight percent of CIS students qualify for free or reduced-price lunches, which is based on (though not equivalent to) federal poverty guidelines.

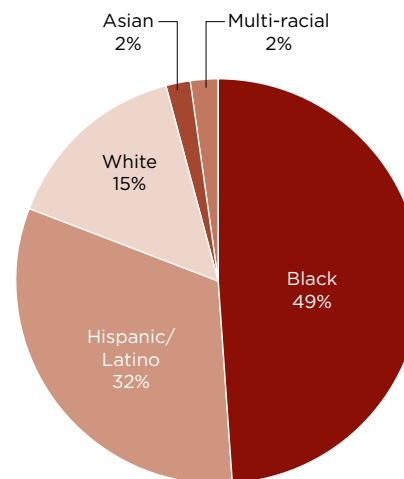
Providing More Opportunities for Young People

CIS affiliates connect students with services covering the “Five Basics”** and addressing the most significant individual and familial dropout risk factors, including poor academic performance, having to repeat a grade, poor attendance, high-risk social behavior and other factors. The fact that 99 percent of all CIS affiliates offer students an opportunity to have a one-on-one relationship with a caring adult—a tutor, mentor, coach or role model—reflects the longstanding conviction of CIS founder Bill Milliken: “Programs don’t change kids—relationships do.”

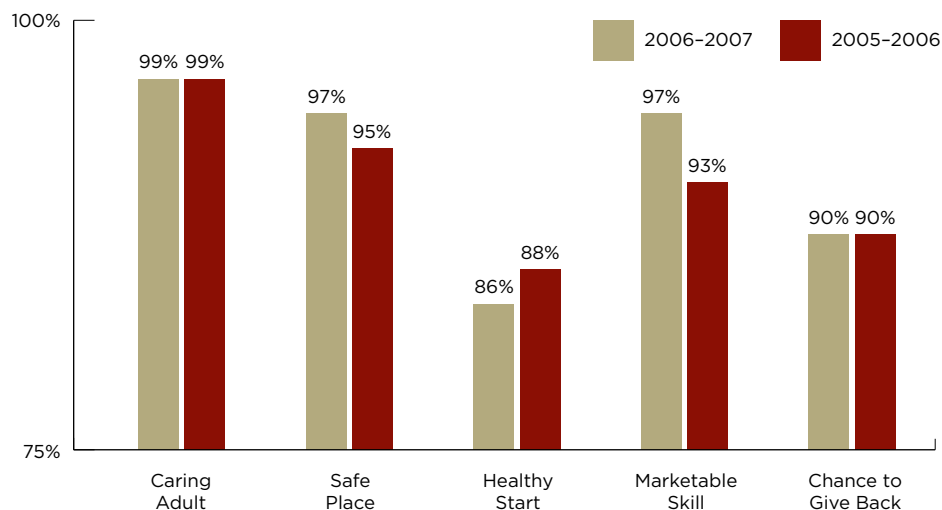
* Rima Shore, “Kids Count Indicator Brief: Reducing the High School Dropout Rate,” Annie E. Casey Foundation, (2005), http://www.aecf.org/kidscount/indicator_briefs/dropout_rate.pdf, 2.

** See the CIS “Five Basics” on page 2.

CIS SERVES A DIVERSE POPULATION



CIS INITIATIVES COVER THE FIVE BASICS



CIS brokers resources into schools, provides direct services, or delivers a combination of the two. Through this process, students gain access to a broad array of services and opportunities. The services chart listed on page 5 shows the diversity of these offerings and the percentage of affiliates that connect resources in each area. The chart also shows how activities within the various service categories provide children with the “Five Basics.” The scope of services offered by each CIS affiliate is evidence of the strategic link between the identification of student needs and the community resources best suited to meeting those needs.

CIS Leverages Human Capital to Help Students

Without the human resources in the Communities In Schools network, it would be impossible to achieve the CIS mission. Staff and volunteers are the reason for the progress made over the organization’s 30-year history, and they represent the greatest hope that CIS will continue to benefit students in the future.

Volunteers

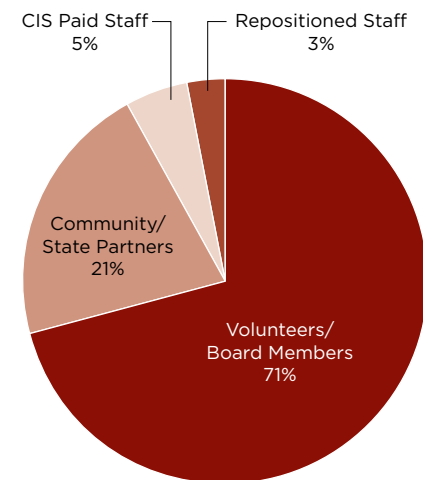
Volunteers constitute the largest component of CIS’ human resources—71 percent. (Community partners and repositioned school staff make up the remainder of the unpaid resources.) The 3,056,059 hours of service contributed by the network’s 53,463 volunteers have a dollar value of \$59,623,711.* *The average CIS affiliate would have to add about \$295,000 to its budget in order to pay for these resources. Yet, 45 percent of the network’s*



affiliates have total operating budgets less than \$300,000. The number of volunteers per affiliate ranged from one to 3,150 during the 2006–2007 school year.

CIS forms partnerships with national service programs across the country. Last year, 470 AmeriCorps members, including VISTA volunteers, served 69 Communities In Schools local affiliates. In addition, 142 Senior Corps volunteers served 16 CIS affiliates, and 991 Learn and Serve America students served five affiliates.

HUMAN RESOURCES



* The hourly value of volunteer time is updated yearly by Independent Sector and is based on the average hourly earnings of all non-agricultural workers as determined by the Bureau of Labor Statistics, increased by 12 percent to estimate for fringe benefits. For 2007, this figure is \$19.51.

“If Communities In Schools did not exist, there would be a huge gap in services and programs offered to the children of the Putnam County community. Their role becomes more vital as funding continues to diminish for our district. CIS is a valuable partner and without them, the most critical needs of our children would not be met.”

David Buckles

Superintendent, Putnam County Schools, Florida

CIS Paid Staff

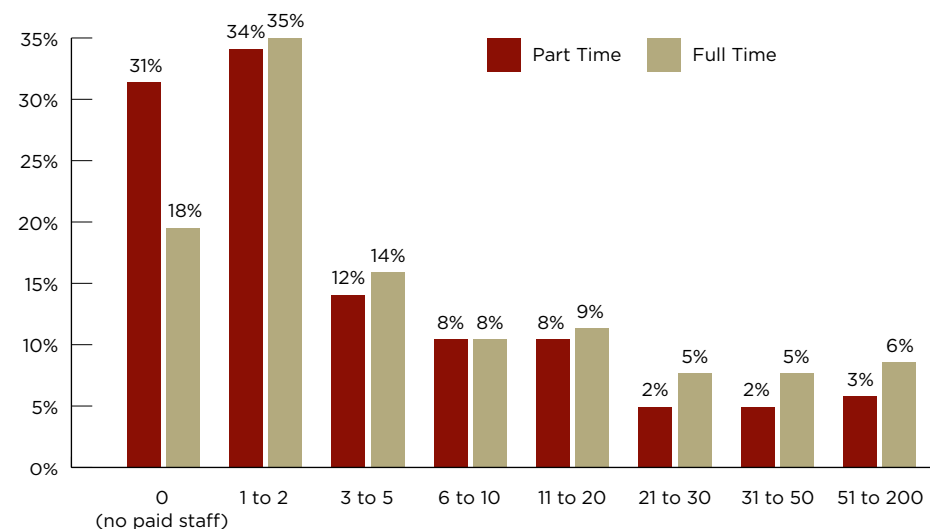
The vast majority of human capital comes at no cost to CIS. This demonstrates that CIS can operate efficiently without being heavily staffed, relying instead on collaboration and community resources. Leveraging volunteers and other human resources gives staff the capacity to reach more students with an increased level of service.

- CIS paid staff constitute only 5 percent of all human resources—leveraging 18 times their number in volunteers, repositioned staff and community agencies/organizations.
- Thirty-five percent of affiliates have only one or two full-time staff members paid by CIS.
- Forty-five percent of all paid staff members are part-time.
- On average, there is a ratio of 302 students to each paid staff person.

Reassigned and Repositioned Staff

A crucial part of the CIS workforce comes from two sources: (1) school staff who are paid by a school district and “reassigned” to a local CIS affiliate and (2) employees of social service agencies who are “repositioned” to work with CIS. Our affiliates enlist the support of reassigned and repositioned staff so that more of the actual dollars in CIS budgets can be directed to students. Nearly 2,100 reassigned and repositioned staff comprise 3 percent of CIS’ human resources.

PERCENTAGE OF AFFILIATES AND THE NUMBER OF CIS PAID STAFF



Community Partners

CIS coordinates the vast resources in the community—service providers, agencies, businesses and other organizations. This is fundamental to the way CIS does its work. Next to volunteers, this group represents the largest resource (21 percent).

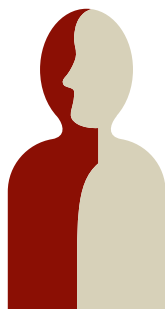
- Approximately 16,000 agencies and other partners provided services throughout the network during the 2006–2007 school year.
- About 2,500, or 16 percent, were new partnerships during that school year.
- These agencies and partners offer a wide array of services, including tutoring, mentoring, career development, physical and mental health services, violence/delinquency prevention, family support, college support and much more.

Partnerships play a critical role in the CIS mission to bring needed resources into schools. The growing number of community partners shows the increasing engagement of the community with its young people. Bonds that form as a result of these collaborations are long-lasting and sustained, benefiting both the community and students well beyond the school years.

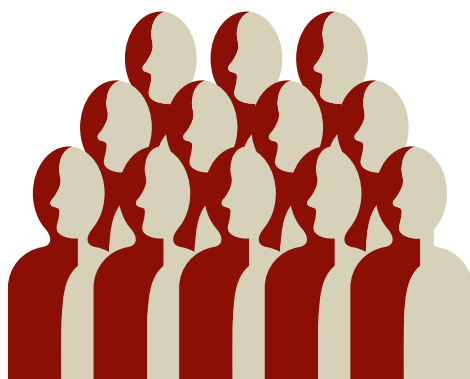
To be effective, non-school supports must be “linked and aligned with each other and with schools to maximize their effectiveness in leveling the playing field for children.”*

* Harvard Family Research Project, “Beyond the Classroom: Complementary Learning to Improve Achievement Outcomes,” The Evaluation Exchange, XI(1), <http://gse.harvard.edu/hfrp/eval/issue29/theory.html>.

AVERAGE NUMBER OF STUDENTS SERVED FOR EACH CIS PAID STAFF MEMBER



CIS Paid Staff Member



302 Students Served



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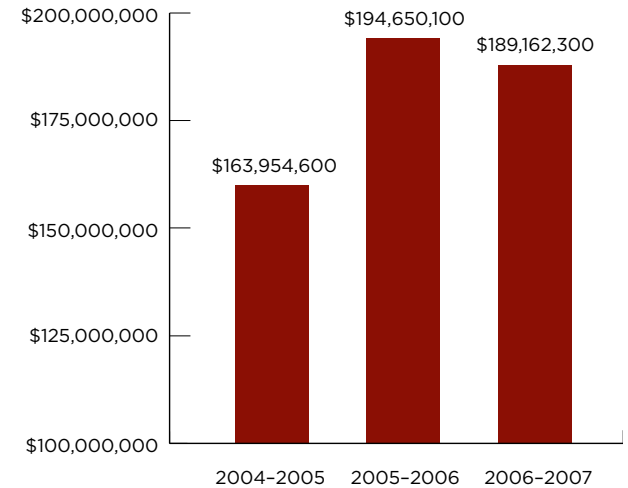
CIS Continues to be Cost-Efficient

A look at the sources of funding for CIS local affiliates reveals that 30 percent of all public funding in the network comes from school systems, indicating that school system investment in Communities In Schools remains strong. This provides compelling evidence of ongoing commitment and, therefore, increased sustainability.

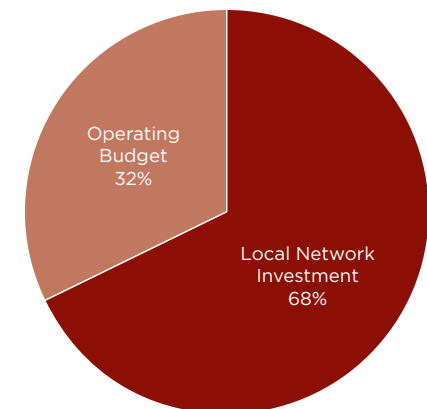
- In 2006–2007, revenues of CIS local affiliates totaled \$189,162,297. When the operating revenues of all state offices (\$12,864,253) and the national headquarters (\$21,025,161) are added, network-wide revenues of \$223,051,711 are revealed.
- Collectively, CIS state offices had total revenues of more than \$40 million, of which 32 percent was used for state office operations. The remaining 68 percent was invested by CIS state offices in their respective local affiliates.

- Seventy-three percent of revenues from CIS local affiliates came from grants and contracts; other cash contributions totaled 13 percent, and non-cash contributions were 14 percent.
- The revenues of CIS local affiliates ranged from about \$20,000 to \$22 million.
- One-third of CIS local affiliates had revenues of \$200,000 or less; nearly 15 percent had revenues of \$100,000 or less; and more than 25 percent had revenues of more than \$1 million.
- The average cost per student, \$180, is calculated by dividing the total network revenues (\$223,051,711) by the number of students served (1,239,608). This calculation reflects the total per-student investment and includes local affiliate revenues in addition to state and national office revenues.

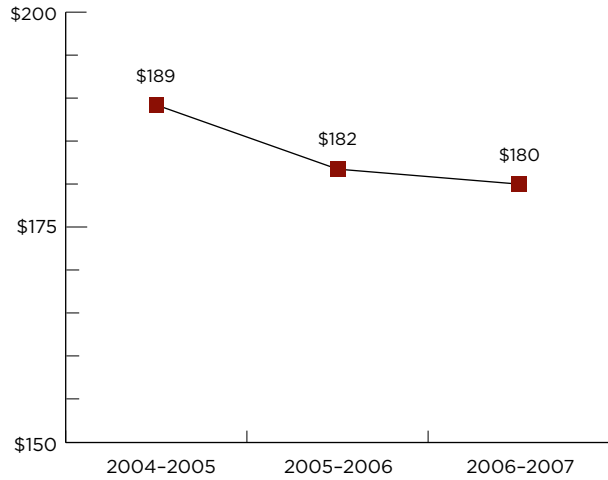
OPERATING BUDGETS OF CIS AFFILIATES



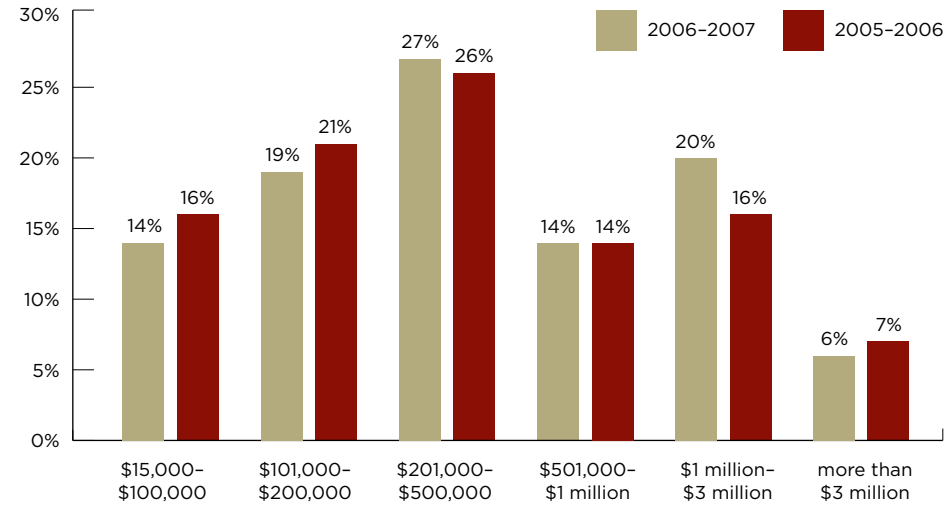
STATE OFFICE RESOURCE ALLOCATION



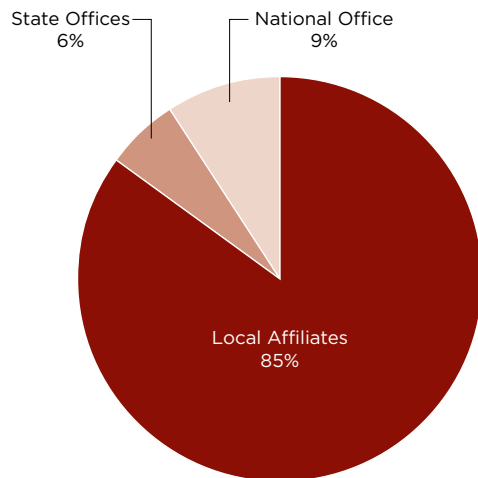
AVERAGE COST PER STUDENT



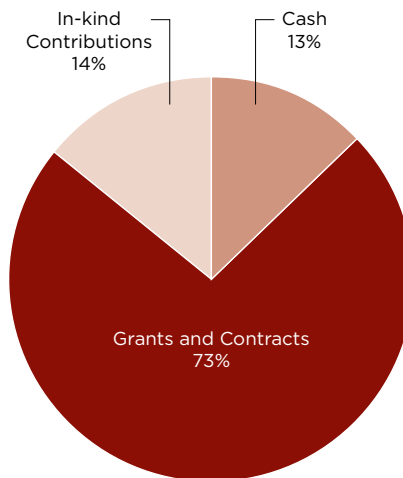
AFFILIATES BY BUDGET SIZE



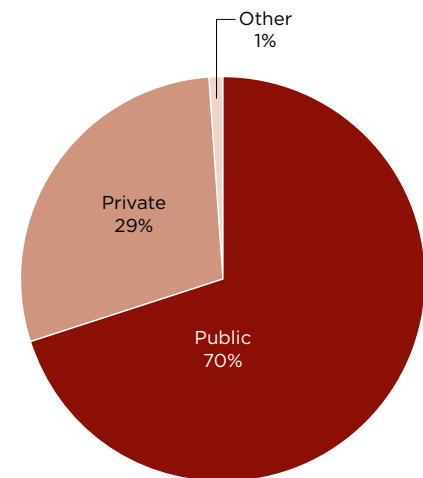
NETWORK-WIDE OPERATING BUDGET



CASH/GRANTS/IN-KIND CONTRIBUTIONS AS A PERCENTAGE OF TOTAL AFFILIATE BUDGETS



AFFILIATE FUNDING SOURCES



PART II

HELPING YOUNG PEOPLE LEARN, STAY IN SCHOOL AND PREPARE FOR LIFE

Fidelity to the CIS Model (see page 12) coupled with the autonomy of CIS' 194 operational affiliates and 14 state offices, is one of the strengths of the CIS approach. It allows each local affiliate to respond to the unique needs of its students by marshalling available resources into the community.

At the same time, common goals for student outcomes keep the entire network focused on—at a minimum—strategies for dropout prevention, improved attendance, improved behavior, improved academic performance, promotion and graduation. Every community served by CIS wants these outcomes for its young people, regardless of other goals (school safety, drug education or service-learning, for instance). Striving to meet these overarching outcomes binds the network to a common mission.

Because each affiliate has its own outcome measures, CIS affiliates were asked for data on the number of CIS students showing improvement in each outcome area, rather than for specific results. This allows the information to be aggregated across the network, without having to adjust for different scoring systems. For example, improving academic achievement at one CIS site might focus on addressing reading skills, while another site might measure results of an alternative learning environment on student achievement. A total picture of the network emerges by reporting the number of students who improved in each of these cases.

CIS affiliates limited their outcome reporting to those students for whom specific records were kept and who were tracked for progress toward specific goals. These numbers reflect primarily students who receive Level Two (sustained) services, representing 15 percent of the total number of students who receive services through CIS—a cohort of 188,000 students in the 2006–2007 school year. The remaining students—those who receive Level One services (widely accessible to all students)—are, as a rule, not individually tracked, so outcomes are not reported for these students.

Dropout prevention/high school graduation can be singled out as the outcome to which all other outcomes lead. It is arguably the most critical to students and to evaluating CIS' success. Goals involving academic and social success are important to keeping young people in school and giving them the resiliency to persevere until graduation. The student population that CIS serves is highly vulnerable to leaving school without a diploma. Moreover, based on its 30 years of experience, CIS knows that “the dropout problem” begins long before a young person is old enough to officially leave school. CIS affiliates at work in elementary and middle schools are helping students to achieve results — academic improvement, enhanced behavioral and social skills, and opportunities to give back to the community — that unquestionably affect these children's commitment to staying in school and getting their high school diplomas. The final act of dropping out is the result of years of disengagement from education. Often it is no “decision” at all, but the inevitable result of persistent, unaddressed risk factors apparent in individual students, their families, schools and communities. Understanding these risk factors for dropping out that are most prominent during the elementary, middle and high school years, and knowing the most effective research-based strategies for addressing these risks, allows CIS to be extremely focused in its work with students. This focus substantially improves student chances of successfully completing high school.

“CIS of Los Angeles West has provided valuable support to at-risk students who often fall through the safety net at a large urban high school. Thanks to the CIS graduation coach at Hamilton High School, these struggling students have had an additional caring adult to provide extra guidance, tutoring and college/career exploration as they progress on their path to graduation.”

Karen Sackett

Counselor, Global Studies Small Learning Community

Alexander Hamilton High School, Los Angeles

CIS Helps Young People Learn

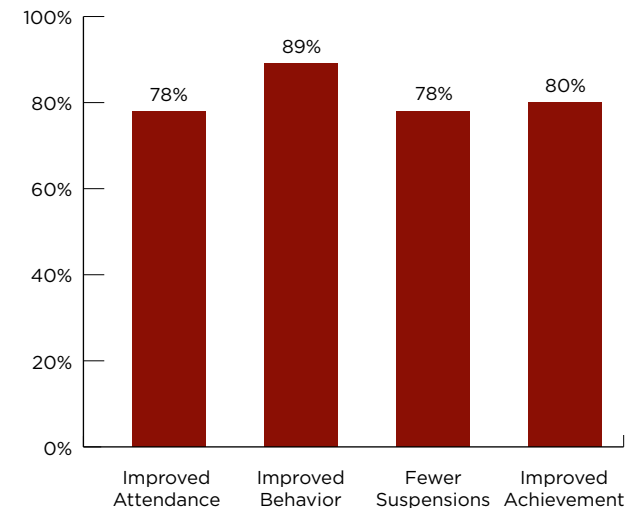
Four outcomes are related to helping young people learn: improved attendance, improved behavior, fewer suspensions and improved academic achievement. Attendance and appropriate behavior are necessary for school success. Many researchers have concluded that poor academic performance and disengagement from school, particularly poor attendance and frequent behavior issues in elementary and middle school, are likely predictors of dropping out of high school.

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

Nearly 80 percent of CIS-tracked students improved their attendance, giving them more time in the classroom. Nearly nine in 10 students tracked for behavior problems had fewer behavior incidents and nearly 80 percent had fewer suspensions. Together, these efforts contributed to improved academic performance in 80 percent of tracked students.

- Seventy-eight percent of the 31,467 students being tracked for poor attendance improved their attendance.
- Eighty-nine percent of the 69,769 students tracked for behavior problems had fewer incidents of discipline.
- Seventy-eight percent of the 6,130 students tracked for suspension risk had fewer suspensions.
- Eighty percent of 84,364 students tracked for academic performance showed improvement in academic achievement.

HELPING YOUNG PEOPLE LEARN



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



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CIS Helps Young People Stay in School

Completing high school increases employment and earning opportunities. Over the course of a lifetime, a high school graduate will earn \$250,000 more than his or her counterpart who did not complete school.* Clearly, a high school diploma remains an essential milestone for launching successful lives and careers.

For students served by CIS, promotion rates, graduation rates and dropout rates provide evidence that young people are staying in school. During the 2006–2007 school year:

- Eighty-two percent of the 132,188 CIS-tracked students were promoted to the next grade.
- The graduation rate among 8,170 CIS-tracked eligible seniors was 78 percent. This rate reflects those students who successfully completed their senior year in a traditional high school or alternative setting and received a high school diploma.
- Three percent of 56,545 CIS students tracked as potential dropouts were no longer in school at the end of the 2006–2007 school year and were counted as dropouts. This is lower than the 4 percent national dropout rate for high school students and half the rate for comparable student populations (6 percent).**

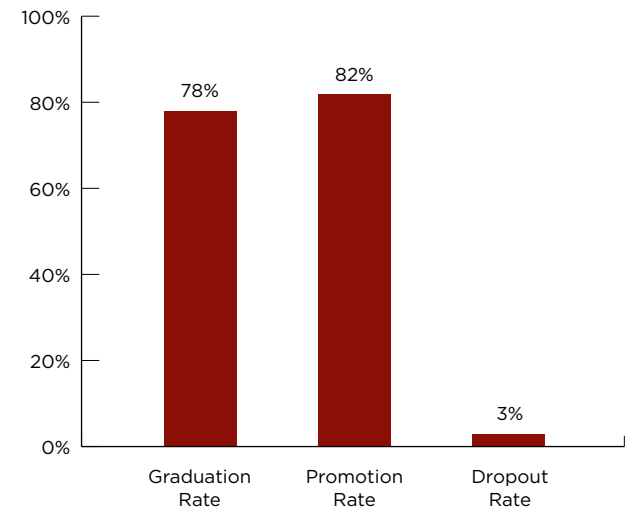
This success in dropout prevention is even more remarkable in the context of the level of risk facing CIS’ tracked student population.

- Eight in 10 CIS students are black or Hispanic/Latino; the dropout rate for these populations is 5.8 percent

and 6 percent, respectively.

- Furthermore, the national dropout rate is 10 percent for young people whose families are in the bottom 20 percent of income levels. Data on student income level is not available to us, but most schools with a CIS presence are located in low-income districts (identified as having Title 1 accountability status, which qualifies them for federal funds under the No Child Left Behind Act of 2001). Additionally, 86 percent of CIS students for whom the relevant records are available qualify for free or reduced-price lunch—another strong indicator of low economic status.

HELPING YOUNG PEOPLE STAY IN SCHOOL



* Employment Policy Foundation. (2004). “Issue Backgrounder, Education Pays: Stay in School.” Washington, D.C.

** Sable, J., and Gaviola, N. (2007). “Numbers and Rates of Public High School Dropouts: School Year 2004–2005” (NCES 2008-305). National Center for Education Statistics, Institute of Education Science, U.S. Department of Education, Washington, D.C. Retrieved from <http://nces.ed.gov/pubsearch/pubinfo.asp?pubid=2008305>. The National Center for Education Statistics calculates several different types of dropout rates. The one used as a basis for comparison with the CIS network is the event rate, which describes the proportion of students who leave school each year without earning a high school diploma. It is widely felt that statistics severely undercount the number of actual students who drop out of school each year. Efforts are underway by the NCES to identify a more accurate common measure of national dropout rates, and Communities In Schools will align its reporting accordingly.

CIS Helps Young People Prepare for Life

A key element in the mission of CIS is helping young people prepare for life. Graduating from high school, pursuing higher education, and entering the workforce or the military are indicators that young people are on a path to productive, fulfilling lives. Nationwide, local CIS affiliates are providing young people with the resources and support needed to be academically successful and graduate from high school.

One-quarter of CIS affiliates track students after they graduate from high school. These affiliates report that:

- Seventy-six percent of CIS graduates go on to some form of post-secondary education.
- Nine percent enter the workforce.
- Three percent join the military.
- Twelve percent are not in one of the above three categories.

Graduation from high school is a well-documented indicator of likely success in life. In *Losing Our Future: How minority youth are being left behind by the graduation rate crisis* (2004),* the authors note that:

- Nationally, only about 68 percent of all students who enter ninth grade will graduate “on time” with regular diplomas in 12th grade. Researchers have found that alternative high school completion credentials, such as receiving a GED or certificate of completion, do not translate to the same success in the workforce or higher education as a regular high school diploma (see page 4).
- While the graduation rate for white students is 75 percent, only about half of black, Hispanic and

Native American students earn regular diplomas alongside their classmates.

- Graduation rates are even lower for males in one of these racial groups.
- School districts that are characterized by high poverty, are located in major cities and have high percentages of minority students are far more likely to have low graduation rates. Students with disabilities or those with limited English language proficiency also have lower graduation rates.

That same study recommends rewarding schools for keeping students in school. The Communities In Schools approach is strongly endorsed by the further recommendation that: “Private and public funders should provide the resources needed at the community level to develop and support community-wide programming that is orderly, coordinated and evaluated in reasonable ways. This is also likely to involve support for intermediary organizations and collaborative teams that include researchers, practitioners, funders and policy makers.”*



* Orfield, G., Losen, D., Wald, J., & Swanson, C.B. (2004). “Losing Our Future: How minority youth are being left behind by the graduation rate crisis,” Executive Summary. Cambridge, MA: The Civil Rights Project at Harvard University. Contributors: Advocates for Children of New York, The Civil Society Institute.

OPERATIONAL CIS STATE OFFICES[†] AND LOCAL AFFILIATES

▲ ALASKA (5)

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

▲ ARIZONA (2)

CIS of Arizona* (Phoenix)
CIS of Tempe

CALIFORNIA (3)

CIS of Greater Los Angeles
CIS of Sacramento*
CIS of San Francisco 49er Academy

▲ DELAWARE (1)

CIS of Delaware (Dover)

DISTRICT OF COLUMBIA (1)

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 (43)

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 Decatur County
CIS of Dodge County
CIS of Douglas County*
CIS of Effingham 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 Jefferson 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 Walton County
CIS of Wilkes County

Developing Affiliates

CIS of Barrow County
CIS of Crisp County
CIS of Glynn County
CIS of Hancock County
CIS of North Georgia
CIS of Warren County
CIS of Washington County
CIS of Tri-County

ILLINOIS (2)

Chicago-CIS
CIS of Aurora

INDIANA (2)

CIS of Clark County
CIS of Wayne County

Developing Affiliates

CIS of East Chicago
CIS of Elkhart/LaGrange

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 Mancelona
CIS of Ottawa
CIS of Tecumseh Area*

MISSISSIPPI (2)

CIS of Greenwood Leflore*
CIS of Jackson

▲ NEW JERSEY (4)

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

Developing Affiliate

CIS of Camden

NEW YORK (1)

CIS of 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 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*
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CIS of Swain County
CIS of Thomasville*
CIS of Transylvania County*
CIS of Wake County*
CIS of Wayne County*
CIS of Whiteville*
CIS of Wilkes County*

OHIO (1)

CIS of Columbus*

OKLAHOMA (1)

CIS of Ardmore

OREGON (1)

CIS of the North Coast

▲ PENNSYLVANIA (5)

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

▲ SOUTH CAROLINA (17)

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 Dillon County*
CIS of Dorchester County
CIS of Greenville*
CIS of Greenwood County
CIS of Kershaw County*
CIS of Lancaster County*
CIS of Lee County*
CIS of Gaston County
CIS of The Midlands*
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*
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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 (2)

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

▲ WASHINGTON (10)

CIS of Washington* (Seattle)
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 Tacoma

WEST VIRGINIA (2)

CIS of Cabell County
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CIS of Newberry County, S.C.
CIS of Northern Virginia
CIS of Starke County, Ind.

[†] 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.

EXAMPLES AND DEFINITIONS OF CIS SERVICE CATEGORIES

Activities Involving the Community: evening or weekend programs/events in which various sectors of the community participate

After-School Programs: CIS initiatives or services in an after-school environment

Anger Management/Conflict Resolution: peer mentoring/counseling; anger management programs; conflict resolution initiatives

Career Planning Development: employment skills training; referral/placement; internships

Case Management: managed service plan for individual students; records are kept

Child Care: day care; parenting skills; family planning

Community Service/Service-Learning: mentoring younger students; peer help; integrating student service with academic study

Delinquency Prevention: services targeting students who are chronically absent from school

Dropout Prevention: initiatives geared specifically to dropout prevention

Employment Training/Referral/Placement: services that introduce students to workforce experiences

Family Support/Education: family mentoring; adult education or other services; home visits; counseling referral

Gang Intervention/Prevention: activities targeting current gang members or whole-school awareness and prevention programs

Job Shadowing: business partnerships that encourage shadowing/other shadowing opportunities

Leadership Skills/Training: JROTC/ROPES/other leadership programs; Teen Health Corps; Future Force

Life Skills: financial skills training; workforce training

Literacy Training: Verizon READS; other programs and initiatives designed to help students improve reading skills

Mental Health Services: crisis prevention; psychological evaluation/counseling; referral

Mentoring: staff/teacher training; school transition; school visits

Physical Health Services/Prevention: substance abuse counseling/prevention; hearing/vision screening; STD/HIV information; prenatal care

School Safety: conflict resolution; safety hotlines

Summer Programs: CIS activities offered during the summer months

Sports/Art/Other Activities: creative arts; cultural awareness; life skills

Substance Abuse Prevention/Intervention: whole school prevention initiatives; treatment/intervention for individual students or families

Teen Parenting: initiatives in support of teen parents

Tutoring: academic support

Violence: court advocacy; gang intervention/prevention; violence prevention

Vocational Training: marketable skills training opportunities inside the school or the community

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