

COMMUNITIES
SCHOOLS

EMPOWERING
STUDENTS

ACHIEVING A
SUCCESS DREAMS



 Communities
In Schools
Virginia

ANNUAL REPORT
2011-2012

FROM THE CHAIRMAN & FOUNDING DIRECTOR

Over the past year, as much of Virginia was trying to emerge from the economic crisis, its schools were in search of help to reduce the number of students who drop out and increase the number who graduate.



Dr. Daniel A. Domenech
*Communities In Schools of Virginia
Board Chair*

Communities in Schools of Virginia's Board of Directors and staff began meeting with the Virginia Department of Education to discuss trends in public education, the Communities In Schools model, its measurements, and effectiveness. With the high level of interest to replicate the Communities In Schools model in other areas of the Commonwealth by the Department of Education and the Governor, it became evident that the board and staff needed to aggressively approach expansion to new areas, as outlined in the strategic plan.

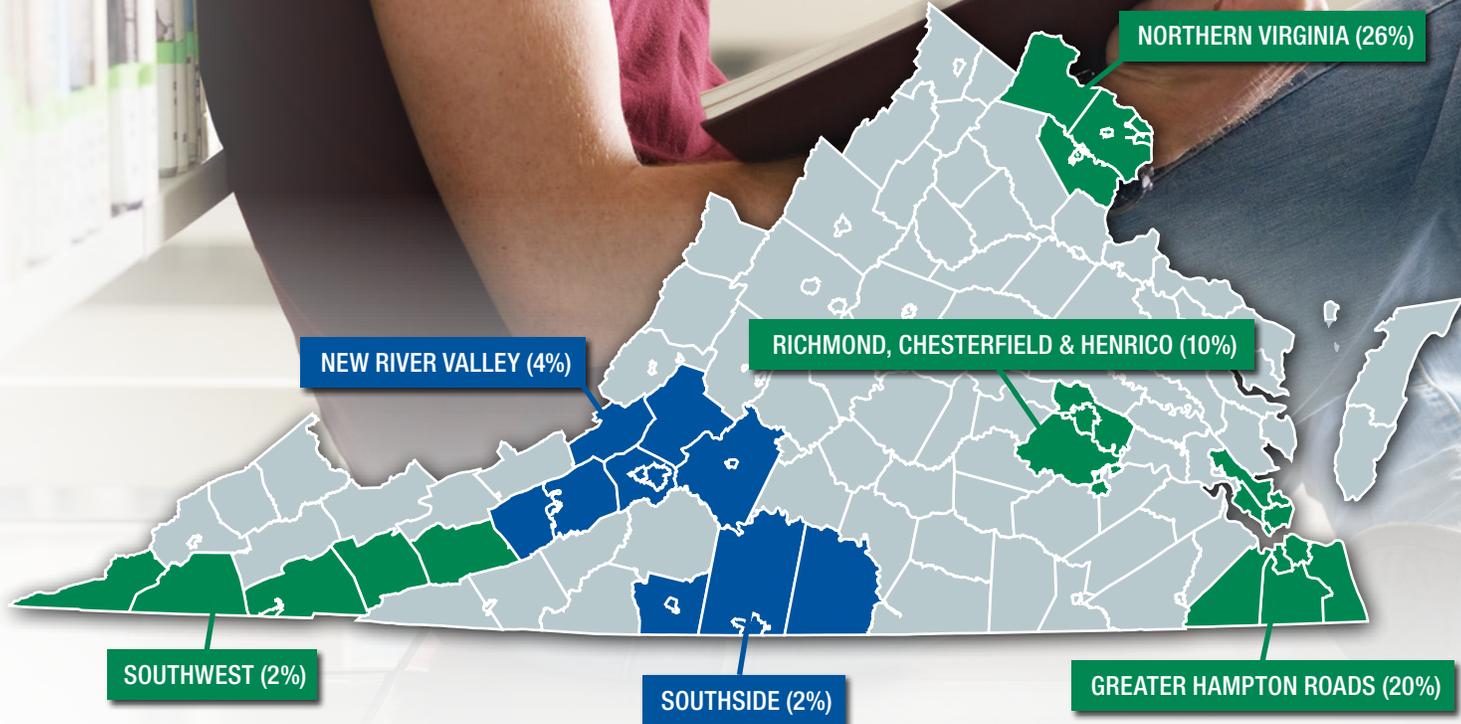
Communities In Schools of Virginia had several conversations with school superintendents and corporate and community leaders in Southwest Virginia, Hampton Roads and Northern Virginia to gauge the level of interest in implementing the Communities In Schools model. Comprehensive studies performed in each region determined area needs and the long-term sustainability of a Communities In Schools program.



Dr. Mark E. Emblidge
*Communities In Schools of Virginia
Founding Director*

The Communities In Schools of Virginia Board of Directors worked tirelessly with staff. Key corporate, education, legislative and community leaders were called on to increase the awareness of Communities In Schools and to help raise the necessary funds to form three regional programs. Over the next two years, Communities In Schools of Virginia anticipates having three fully-functioning regional programs with five new schools, serving a total of 1,730 students. 530 of these students will be receiving Level II (intensive case managed) services. With today's high unemployment rates, Communities In Schools is more important and relevant than ever before. Our children must stay in school to develop the skills necessary to achieve in life. This became evident when the General Assembly voted to fund Communities In Schools of Virginia in the amount of \$525,000 for each year of the 2012-2014 biennium budget to replicate the Communities in Schools model in Southwest Virginia, Hampton Roads and Northern Virginia.

CIS IS MORE IMPORTANT AND RELEVANT THAN EVER BEFORE. OUR CHILDREN MUST STAY IN SCHOOL TO DEVELOP THE SKILLS NECESSARY TO ACHIEVE IN LIFE.



■ Priority Regions ■ Alternates (%) % of VA Students

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- **Dr. Mark E. Emblidge**
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- **Ms. Wendy Hosick**
Director of External Affairs
- **Ms. Julia Norman**
Assistant to Dr. Mark Emblidge
- **Dr. William Porch**
Program Director



GETTING AT-RISK TEENS TO GRADUATION

Communities In Schools Performance Learning Centers® were featured in the Fall 2011 issue of *EducationNext*.

The Performance Learning Center's® innovative learning curriculum that produced a graduation rate of 94% has caught the attention of school superintendents statewide. At the end of the 2011 school year, 209 students, nearly all of whom were slated to drop out, were added to Virginia's graduation rolls. The Performance Learning Center's® success in Virginia is attributed to a strong public/private partnership among public schools in Chesterfield, Richmond and Hampton, Communities In Schools of Virginia and its local affiliates, as well as many corporate and community supporters.

The Performance Learning Center's® online curriculum allows students to work at their own pace, enabling many to accelerate the process of earning graduation credits. "People who deal with at-risk teenagers say dropping out of school is not an event; it's a process," said Richard Firth, State Director of Communities In Schools of Virginia.

All Performance Learning Center® students are required to pass the same SOLs and earn 22 credits to graduate with a standard diploma. The 1:18 teacher/student ratio is just one of the prescriptive program requirements that allows the one-on-one attention our students need to succeed. About one third of the students at our four Performance Learning Centers® are at least two years behind in academic credits when they arrive, mostly due to high absenteeism.

When asked how they got so behind, our students were fairly open and blunt. Eighteen-year-old Tyriq said, "I got in trouble. I was playing around. I got backed up." He failed three classes his junior year. Faced with the prospect of repeating a year, he probably would have dropped out instead. He said, "I didn't want that kind of pressure." Tyriq is now one of the 209 graduates from the class of 2012.

It is equally important for the Performance Learning Center® staff to understand what caused the students to fall behind academically. Each Performance Learning Center® is staffed with a Communities In Schools Site Coordinator. The role of the Site Coordinator is to provide wrap-around services to students who are in need of extra support. Whether it is mentoring, tutoring, parenting classes, life skills groups or mental health services, the Site Coordinator makes sure that each student has the opportunity to leave extra stress at the door and to focus on graduation.

When our Performance Learning Center® students graduate, they will have completed the state-mandated 22 credits and will be allowed to "walk" with the graduating class of their home school. Also, they will have received an individual plan that helps them plot their path to a trade school, job or college. Through an online curriculum, Performance Learning Center® students are allowed to work at their own pace while Learning Facilitators (traditionally called teachers) monitor their individual progress at any given time via their computer dashboard. This way, the Learning Facilitators are able to help keep the students on track for their individual goals and provide support when needed. Dr. Daniel Domenech, Executive Director of the American Association of School Administrators, said, "The Performance Learning Centers® represent 21st century learning."



COMMUNITIES IN SCHOOLS WORKS

An estimated 29,300 students in Virginia dropped out from the Class of 2011 at great costs to themselves and to their communities.

Reducing the 2011 dropouts by half (14,850 students) for this single high school class would result in tremendous economic benefits to Virginia. Collectively, this single class of new graduates would likely add **\$242 million** in increased gross state product and **\$19 million** in increased annual state tax revenue compared to their likely earnings without a high school diploma according to *The Virginia Alliance for Excellent Education*, December 2011 issue.

Communities In Schools of Virginia is part of the nation's largest and most effective dropout prevention organization. It is the only dropout prevention program in the country proven to reduce dropout rates and increase graduation rates (copy of evaluation available by request). Located in 27 states and the District of Columbia, Communities In Schools has 200 local affiliates; is in over 2,400 schools; and serves 1.25 million students. Unfortunately, there are another 1.25 million students in these areas who are waiting to be served.

These claims are meaningless without the data to support them:

- In the 2011-2012 school term, 19,372 Communities In Schools students in Chesterfield, Henrico, Richmond and Hampton, Virginia were provided with dropout intervention services at a cost of less than \$200 per student.
- Of those Communities In Schools students receiving intensive case management services and tracked on the Communities In Schools' data management system,
 - 94% of eligible at-risk seniors graduated
 - 97% of graduates monitored enrolled in some form of post-secondary education
 - 88% of tracked students were promoted
 - 76% of tracked students improved their academics
 - 75% of tracked students improved their behavior
 - 68% of tracked students improved their attendance
- An important feature of Communities In Schools is the funding, training and supervision of full-time Site Coordinators. Communities In Schools' Site Coordinators are placed directly in schools to plan and coordinate a wide array of dropout prevention and intervention services.
- Individual at-risk students' overall school performance is tracked and measured by the school-based Site Coordinators in areas of academics, behavior and attendance.



- The public-private partnerships that exist among Communities In Schools, public school divisions and their supporting communities help to ensure the program's long-term sustainability.

While Communities In Schools of Virginia is proud of its ability to provide the community-based wrap-around services students need to learn and achieve, Communities In Schools of Virginia believes its students' stories are the real proof of the program's success.

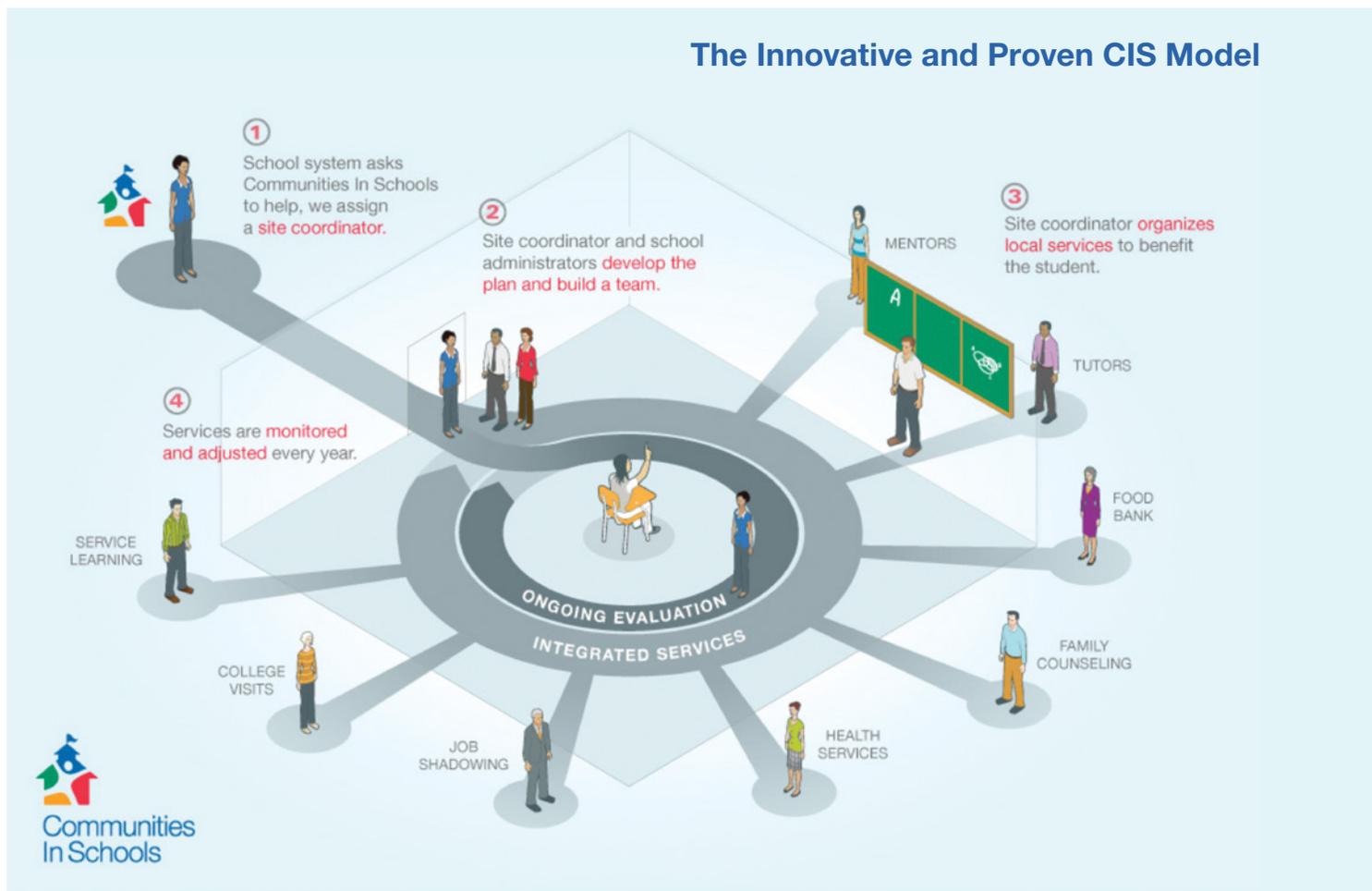
Jay Swedenborg, Executive Director of Communities In Schools of Chesterfield explains, "The sustained success of Communities In Schools of Chesterfield is due to the collaboration of our Board of Directors, Chesterfield County Public Schools, Chesterfield County Government, our business and faith community partners, and our highly dedicated Site Coordinators. We are proud of the comprehensive, supportive programming that we are able to provide for our students and their families. We love being part of the many Communities In Schools success stories!"

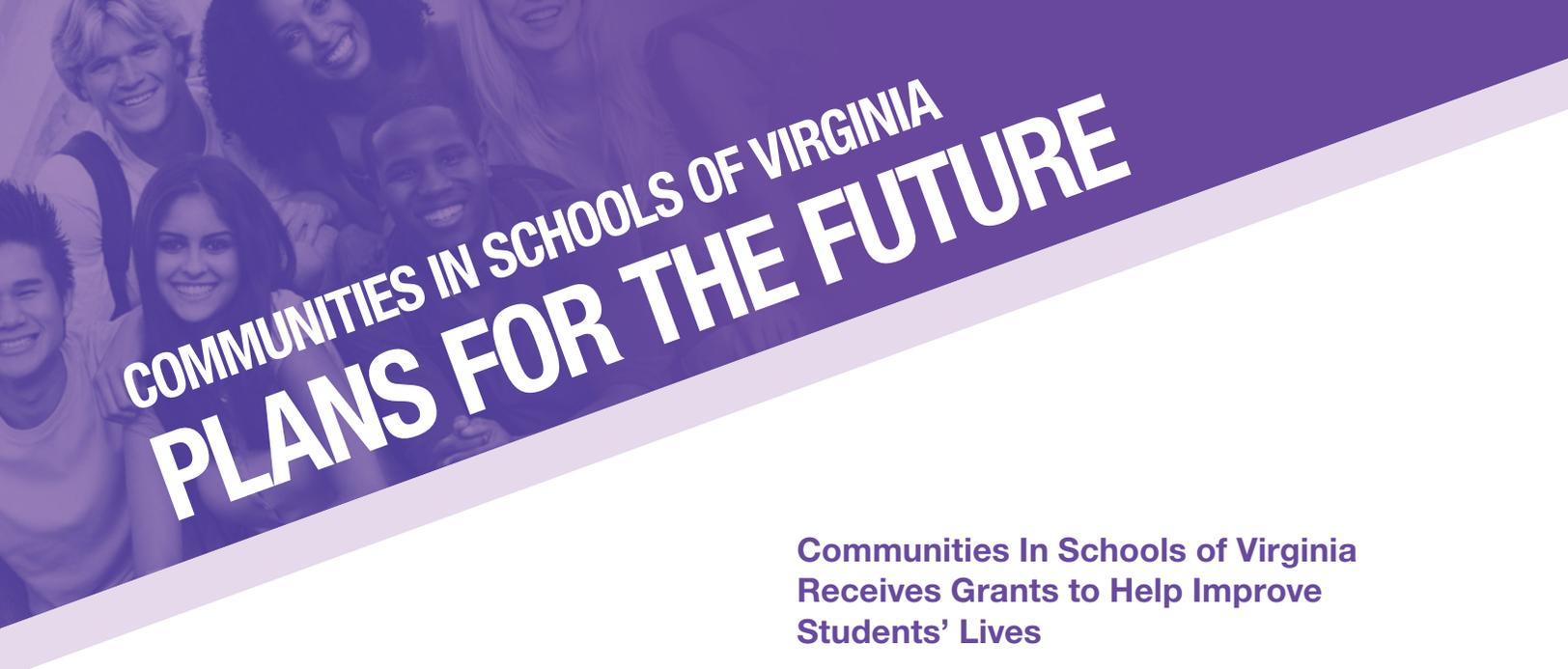
A student at the Performance Learning Center® in Hampton said, "Honestly, if it wasn't for CIS I wouldn't graduate."

Another Performance Learning Center® student said, "The Performance Learning Center® pushes you to reach your full potential. I am grateful for a program like this because for students who have been in the same situation or one similar to mine, they offer students a second chance—an opportunity to get a high school diploma even if they made mistakes in the past. They have given me a new outlook on life and that is a gift that is priceless!"

COMMUNITIES IN SCHOOLS OF VIRGINIA IS PART OF THE NATION'S LARGEST AND MOST EFFECTIVE DROPOUT PREVENTION ORGANIZATION. IT IS THE ONLY DROPOUT PREVENTION PROGRAM IN THE COUNTRY PROVEN TO REDUCE DROPOUT RATES AND INCREASE GRADUATION RATES.

The Innovative and Proven CIS Model





COMMUNITIES IN SCHOOLS OF VIRGINIA PLANS FOR THE FUTURE

Every organization understands the importance of succession planning.

With the planned growth of Communities In Schools of Virginia beginning to take form, and the retirement of long-time Program Director, Dr. William Porch, Dr. Mark Emblidge began the process of reassessing his leadership team and its ability to help take the organization into the future. At the June, 2012 Board of Directors meeting, Mr. Richard Firth, Director of Performance Learning Center Initiatives, was promoted to State Director of Communities In Schools of Virginia. Mr. Firth has a Master's Degree in Social Work from Virginia Commonwealth University, and prior to joining Communities In Schools of Virginia seven years ago, he spent ten years with Communities In Schools of Richmond. His knowledge and experience made him an excellent choice to manage the organization's expansion in Virginia while continuing to support the needs of our already-established local affiliates. Under his direction, Virginia has four successful Performance Learning Centers: three in Richmond and one in Hampton.

Communities In Schools of Virginia Receives Grants to Help Improve Students' Lives

Commonwealth of Virginia

At a time when programs were cut significantly in the Commonwealth of Virginia, the General Assembly voted to award Communities In Schools of Virginia two-year funding to help replicate the Communities In Schools model in Southwest Virginia, Hampton Roads and Northern Virginia. The recommendation and approval of this funding were based, in part, on the impact of existing Communities In Schools' affiliates ability to increase the number of high school graduates, students' attendance, behavior and academics in Virginia. Also, the General Assembly was impressed that Communities In Schools' students who receive intensive services are tracked on a national data management system.

Capital One

A long-time supporter of Communities In Schools, Capital One has always been interested in funding cutting-edge programs. They were one of the early funders who supported the Communities In Schools Performance Learning Centers®, which have added 672 graduates to Virginia's roles since 2008. They have also been supportive of our pilot program, Pathways to Post-Secondary Success. This program is a product of the Performance Learning Centers® and helps prepare students for successful transition from high school to some form of post-secondary education. Thirty percent of tracked students in this program have gone on to college, trade school, military or the workforce.

Communities In Schools National

The Communities In Schools National office continues to be a major funder of Communities In Schools of Virginia. Their support allows for the provision of high-level technical assistance to Virginia's Communities In Schools local affiliates. Also, this funding supports the Virginia office working with its local affiliates to implement the National Total Quality Standards that guide the provision of quality, measurable student services.

State Farm

A supporter of many Communities In Schools offices throughout the country, State Farm sees the need to help students successfully transition to post-secondary education and invested in Communities In Schools of Virginia's Pathways to Post-Secondary Success pilot program.

Universal Leaf Foundation

A long-time partner of Communities In Schools of Virginia, Universal has continuously helped the organization think strategically, maximize responsible stewardship of generous contributions, and remain focused on its mission. Universal granted capacity funding for Communities In Schools of Virginia to expand its services. Also, they provided a generous in-kind gift of printing this annual report.

The Walmart Foundation

A visionary organization, The Walmart Foundation provided a generous contribution to help replicate the Communities In Schools' model in Southwest Virginia

and to support the Pathways to Post-Secondary Success program. Also, they have guaranteed Communities In Schools' students interviews for internships and have provided board members for all of Communities In Schools of Virginia affiliates.

Communities In Schools of Virginia gives special thanks to other contributors for their commitment to the CIS mission of *surrounding students with a community of support, empowering them to stay in school and achieve in life*. Our work would not be possible without their active and continued support:

- Communities In Schools of Virginia Board of Directors & Staff
- The Havens Foundation
- LeapFrog Solutions, Inc.
- The RECO Foundation
- Scott & Stringfellow
- Ukrop's Endowment Fund

“Fairfield Court Elementary has developed a system of educating that’s both infectious and rewarding for our young people. Communities In Schools has welcomed and managed many partnerships to support our system and to help grow these students into the model citizens we know they can become. CIS and Fairfield Court Elementary make the dream work for deserving students.”

– Kimberly Bailey
3rd Grade Teacher

Fairfield Court Elementary School is served by Communities In Schools of Richmond



COMMUNITIES IN SCHOOLS OF VIRGINIA'S FIVE BASICS

1

A ONE-ON-ONE RELATIONSHIP WITH A CARING ADULT

Communities In Schools of Virginia affiliates connect students to mentors, providing them with positive role models who offer encouragement and academic support.

2

A SAFE PLACE TO LEARN AND GROW

Whether through after-school programs or non-traditional school models, Communities In Schools of Virginia affiliates are committed to ensuring that all students have a safe, appropriate environment in which to learn and achieve their potential.

3

A HEALTHY START AND A HEALTHY FUTURE

Many of Communities In Schools of Virginia affiliates provide access to basic health and dental care for students who might otherwise go without.

4

A MARKETABLE SKILL TO USE UPON GRADUATION

Communities In Schools of Virginia affiliates work with students on career development and readiness, and create pathways for students to access post-secondary education.

5

A CHANCE TO GIVE BACK TO PEERS AND COMMUNITY

Communities In Schools of Virginia affiliates work with students to develop their leadership skills and strengthen their involvement in community service and service-learning opportunities.

FINANCIAL REPORT

FOR YEARS ENDED JUNE 30, 2012 AND 2011

REVENUE	2012	2011
Unrestricted Support and Revenue		
Carryover	\$ 211,866	\$ 93,168
Contributions	\$ 29,839	\$ 39,952
Grants	275,619	591,987
Interest Income	304	553
Total Unrestricted Support and Revenue	\$ 517,628	\$ 725,660
Expenses		
Programs	\$ 389,996	\$ 551,961
Management and General	86,921	132,587
Fundraising	40,711	41,112
Total Expenses	\$ 517,628	\$ 725,660

A detailed financial statement is available upon request.





Communities In Schools

Virginia

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