

2011  
ANNUAL REPORT  
2012

GEORGIA  
NETWORK



Communities  
In Schools

Georgia

Every Day  
Leads to  
Graduation





# 2011-2012 ANNUAL REPORT

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Communities  
In Schools

Georgia

# To our education and child advocate friends...

**Communities In Schools** is the nation's leading dropout prevention organization. During the 2011-12 school year, the Communities In Schools network served 124,904 Georgia students in 279 school and community-based sites. We are grateful for continued and new funding, particularly during a tough economic climate that requires us to do more with less. In this annual report, you will understand how we are maximizing our resources and making a difference in the lives of at-risk students and their families.

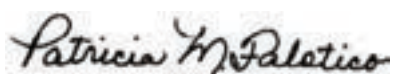
Evidence-based research and evaluation is what sets Communities In Schools apart from other youth-serving organizations. In 2011, Communities In Schools National released the results of the most comprehensive evaluation of dropout prevention programs ever conducted. The five-year study concluded that Communities In Schools has an effect on both reducing dropout rates and increasing graduation rates. Moreover, Communities In Schools understands there is a direct economic correlation when more students earn a high school diploma, seek post-secondary education, gain marketable skills and become taxpaying citizens. With this in mind, we wanted to know if our dropout prevention programs/services are having a meaningful economic and societal impact. One of the nation's leading economic modeling firms provided us with the answer after reviewing 113 high schools in the Communities In Schools network, including 25 from Georgia. The study suggests a rigorous approach to dropout prevention can be a cost-effective economic development strategy and concludes that every dollar invested in Communities In Schools creates \$11.60 of economic benefit. To find out more about the return on investment report and the schools studied in Georgia, visit our website at [www.cisga.org](http://www.cisga.org).

Innovation helps drive Communities In Schools of Georgia and some of our approaches in this report include the development of our Network Empowerment Initiative, which will provide our network with tools to ensure sustainability, and our continued work to encourage more students to seek post-secondary education and career readiness.

Across Georgia we are seeing marked progress from students who are served through the Communities In Schools Model. As you peruse the pages of this report, you'll learn more about the model and how we are fully implementing it in Georgia with the assistance of site coordinators and other dedicated staff and volunteers. These frontline ambassadors are often mentors who help schools identify students who are falling behind academically. Together with schools they develop plans to help kids get back on track to become graduates and prepare for successful futures.

We continue our team approach to advocate for struggling youth and their families by informing policymakers and stakeholders about our work and successes. We hope you will continue to support and advocate for us because the team approach is the best way to ensure *"every day leads to graduation day."*

Sincerely,



Patricia M. Falotico | Board Chair



Neil Shorthouse | President



# OUR MISSION

## COMMUNITIES IN SCHOOLS (CIS) MISSION

Our mission is to surround students with a community of support, empowering them to stay in school and achieve in life.

Communities with CIS programs have seen a decrease in violence and disruptions, and an increase in attendance and academic achievement.

### The 5 Communities In Schools Basics® state that:

Every child needs and deserves:

- 1 A personal, 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

## CIS MAKES AN IMPACT

**Communities In Schools** is the nation's leading dropout prevention organization, and provides services to more than 1 million students. With students across the nation dropping out of school every 26 seconds during the school year, our services provide a safety net and a path to academic success. As part of a national network, CIS utilizes a holistic approach and partners with public school systems, determines individual student and family needs and connects needed resources such as mentors, tutors, health care and family and social services.

High school dropouts cost our nation and state billions per year in lost tax revenue. By decreasing the number of high school dropouts, even by one to two percentage points, we can begin to have a positive effect on the economy through increased tax revenue and decreased demand for social services and crime prevention.

Investing in **Communities In Schools** makes economic sense. CIS released the results of a comprehensive economic study conducted by Economic Modeling Specialists Inc., one of the nation's leading economic modeling firms. The study reviewed 113 high schools the network of CIS affiliates served, including 25 in Georgia. The study showed that a rigorous approach to dropout prevention can be a cost-effective economic development strategy.



**Shayla Jones**

Unsung Hero

Communities In Schools (CIS) of Marietta/Cobb County site coordinator Shayla Jones was honored as one of six 2011 Unsung Heroes by CIS National. The Unsung Hero award recognizes site coordinators throughout the country who embody CIS' core values and demonstrate excellence in their work. Sixty-one percent of the students Jones worked with participated in job shadowing opportunities and eight students completed internships.



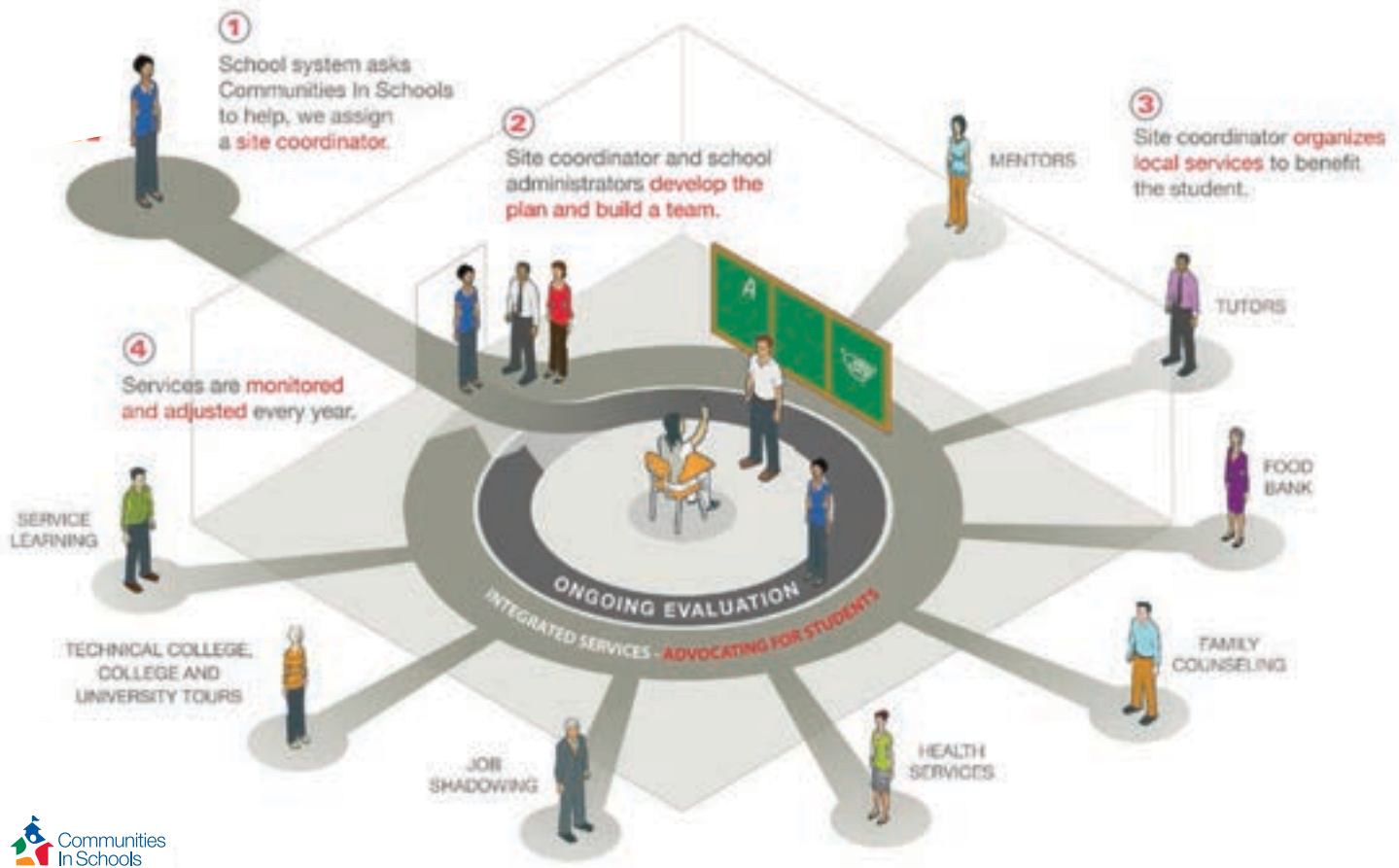
**Chaka McClure**

Site Coordinator

Chaka McClure, a site coordinator in Atlanta Public Schools, helped improve test scores for students. Prior to her employment at Cross Keys High School, half the freshmen failed a class or standardized test. During the first quarter of the following school year, 60 students assigned to her as a part of her site coordinator caseload received passing grades in all four of their classes. Chaka mainly worked with students in three targeted areas: academics, attendance and behavior. Chaka, like all site coordinators, developed an Individualized Student Plan for each student on her caseload and required them to list goals and read them out loud to increase the likelihood of academic success.

# CIS MODEL GETS RESULTS

## Creating a Community of Support



Our evidence-based model, adapted to meet each community's unique needs, is the basis for our success.

Through a **school-based coordinator**, Communities In Schools strategically aligns and delivers needed resources so students can focus on learning.

### RESEARCH-BASED MODEL

The CIS model was validated through an independent, five-year national evaluation and revealed **Communities In Schools** is the only dropout prevention organization proven to both increase graduation rates and decrease dropout rates.

### SITE COORDINATOR ASSISTANCE

The site coordinator is the foundation of the **Communities In Schools** model. The coordinator, based in the school, acts as a convener who helps students with academic and non-academic needs to ensure academic progress, social development and success.

Site coordinators are required to go through extensive training. CIS of Georgia provided two site coordinator trainings to 77 site coordinators. Each event focused on building site plans, student needs assessments, parent engagement and other skills. Trainings also helped coordinators understand the CIS model of integrated student services and best practices. Once the sessions were completed, site coordinators were assigned to numerous middle and high schools throughout Georgia.

School administrators understand and welcome the critical role site coordinators fulfill as they connect resources and services to the students and families who need them.

For example, tutors are sought for students when teachers request specific help in understanding certain subject matter; if a child has behavioral and attendance issues, the student may be matched with a mentor. A student may seek a site coordinator to listen to issues that affect their ability to excel in the classroom. Some students have dental or vision problems that interfere with learning, so the site coordinator provides access to free or reduced cost resources. Once immediate needs are met and/or issues identified, the coordinator works with school administrators to develop a school success plan.

# COMMUNITIES IN SCHOOLS OF GEORGIA [STATE OFFICE] HIGHLIGHTS

The state office provided a network of 42 locally managed Communities In Schools affiliates with 98 fundraising and marketing support trainings, and technical assistance through 630 field visits to help affiliates with financial sustainability, program evaluation and advocacy. The goal is to strengthen local boards, raise more funds, recruit additional volunteers and help more students earn high school diplomas and prepare for post-secondary education and careers.

With the help of more than 6,295 volunteers and state office services, Georgia local affiliates served 124,904 students in 279 school and community-based sites, and more than 30,000 parents accessed parental engagement resources.

## RENEWED FOCUS:

CIS of Georgia's board of directors has continued to focus on making a greater impact on Georgia's students through a four prong approach to addressing the dropout crisis. In the next three years, the state office will ensure all affiliates improve their capacity to serve students and meet quality service standards. It will also expand the number of students served and the types of services provided to the network, as well as students. CIS of Georgia is building advocacy efforts to ensure that more local communities and public officials are aware of the evidence-based work conducted by the local affiliates and programs.

## PLANNING:

CIS of Georgia received a \$5.8 million grant to fund the Network Empowerment Initiative (NEI). The NEI aims to provide the network with strategies and tools to strengthen local affiliate board of directors, programs and improve overall advocacy efforts. Fifteen

local affiliates are receiving the initial funding and are focused on ensuring the resources and tools provided help with sustainability, resolving problems and improving efficiencies

## ACCREDITATION:

CIS of Georgia conducted 156 site visits to enable five local affiliates to go through the Total Quality System (TQS), a rigorous national accreditation process. TQS ensures uniform quality and standards to streamline and improve business practices. The standards also strengthen local affiliates and ensure best results for the students and schools by

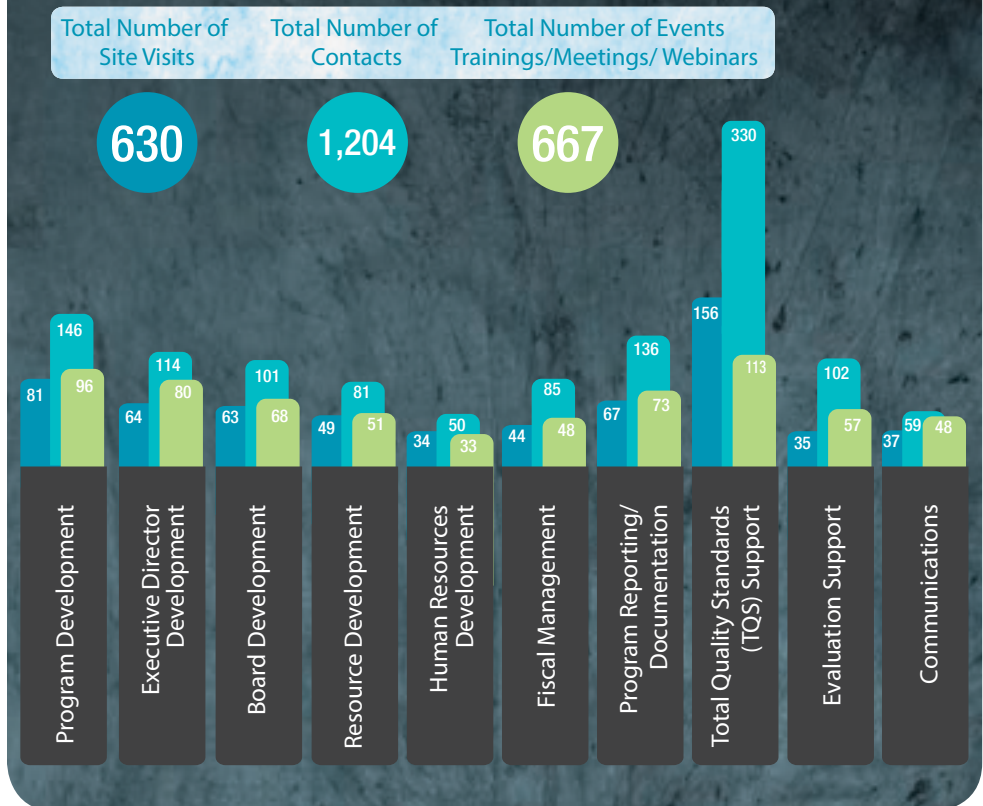
incorporating elements of the best practices within the CIS Model.

## NETWORK FUNDING:

Grant funding through numerous foundations, corporate gifts and money from the Georgia Department of Education allowed CIS of Georgia to pass through \$692,000 to select local affiliates in the network.

On average, CIS of Georgia affiliate programs raised more than \$21 for every dollar in state funds, a significant return on investment according to state performance auditors.

## By the Numbers CIS OF GEORGIA'S SUPPORT TO NETWORK LOCAL AFFILIATES



## INNOVATION:

CIS of Georgia received \$705,782 in Race to the Top funding for new Performance Learning Centers® (PLCs). PLCs provide another learning option for high school students who are not succeeding in the traditional school setting. Of this amount, \$393,284 was passed through to the new PLCs in Richmond and Floyd Counties that opened in August 2011. Race to the Top funds allowed CIS of Georgia to provide technical assistance and training to local CIS affiliates and school districts supporting the new PLCs. The trainings provided site coordinators with leading-edge techniques that helped identify students/families who needed extra support in order to help at-risk students experience academic success.

## SPECIAL EVENTS:

Dine Out For Kids® (DOFK) is a statewide awareness and fundraising event. Restaurateurs donated a portion of their sales to CIS of Georgia on DOFK day. The event provided an avenue for CIS of Georgia to engage restaurant management, their employees and customers; some became sponsors and volunteers for various events throughout the network. The 116 participating restaurants raised \$27,000. Local affiliates used the funding to train volunteers, purchase school supplies, support literacy, mentoring and other educational programs.

Student Achievement Month (SAM) is an annual awareness event and provided an opportunity to recognize students who needed extra encouragement and support to succeed in the classroom. Prior to choosing the winners to celebrate during a luncheon, students progressed through three levels of

competition (local, regional and state). The youth informed audiences using computer technology, public speaking, and written and creative expression entries to explain how CIS helped them assume responsibility for self-improvement and self-discipline. Cesar Sanchez, a Marietta PLC senior, delivered his winning speech during the luncheon. He talked about when bad decisions and grades got him into trouble, and how CIS helped him realize his potential through motivation, job shadowing, mentoring and other positive opportunities. Sanchez closed his speech by thanking CIS for keeping him in school and helping him graduate.

## INCREASED SOCIAL MEDIA PRESENCE:

CIS of Georgia developed a National Volunteer Week campaign, focused on increasing awareness and provided avenues for local affiliates to increase volunteerism. Affiliates received volunteer inquiries and CIS of Georgia launched a Pinterest page to increase visual presence. The campaign also improved our social media presence on Twitter with 502 more followers.

## PROVIDED MORE RESOURCES:

CIS of Georgia developed online resources that helped the network increase awareness, recruit potential volunteers, donors and partners, and provided information regarding how to strengthen digital channels to expand and engage new target audiences. The tools included messaging, presentation templates, marketing and communication plans, press kits, fact sheets and other customizable materials to strengthen and ensure financial sustainability.



Dine Out For Kids®



Cesar Sanchez - SAM 2012 | Student Achievement Month



Walmart School Supply Drive



**AT&T** invested more than \$100 million and launched AT&T Aspire across the nation to help more students graduate from high school and prepare for college and careers. AT&T is committed to ensuring our nation's students are better prepared to compete in the global marketplace.

AT&T presented a \$150,000 check to Communities In Schools of Georgia through their Aspire program. Many local affiliates used the funds to expose students to the possibilities available entering post-secondary education, such as receiving assistance completing college applications and financial aid, requirements needed to earn a degree and tutoring and mentoring assistance.

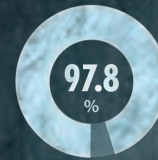
The College Success Corps is a mentoring program supported by the AT&T Aspire grant. CIS of Georgia used the funds to help local affiliates work with CIS students to transition from high school to college. Through education initiatives like College Success Corps, AT&T nationwide donated more than \$8.5 million to advance causes, largely in support of education initiatives.

College Success Corps is guided by a CIS employee and volunteers, who work with college-enrolled alumni and other college students as they help high school students

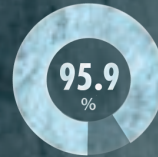
navigate the college enrollment process. College Success Corps aims to increase the number of CIS students entering post-secondary institutions, graduating and developing marketable skills. Many of these students are the first members of their families to seek post-secondary opportunities. College students from 14 schools served as mentors to support students and ensure an integration into college. The program was piloted with five counties and served 94 high school juniors and seniors. Students attended traditional high schools and non-traditional high schools (CIS Performance Learning Centers), some were dual-enrolled in high school and college courses.

A portion of the AT&T grant was used by CIS of Georgia to train mentors and develop support activities through individualized student success plans, best practice materials, webinars, conference calls, roundtable discussions and program evaluation. The mentors used the information acquired to help students understand the skills that will be in demand in the marketplace and directed students to the educational programs geared toward industry's future needs. Volunteers supported the efforts at both the state and local affiliate levels.

## College Success Results



97.8% (44 of 45) of participating high school seniors graduated and at least 64% (29 of 45) applied to a college or university.



At least 95.9% (47 of 49) of participating high school juniors who worked with mentors were promoted to the 12th grade.



34 students received assistance with SAT and ACT registration.



21 students participated in the Washington, DC summer program, which exposed them to educational and recreational activities.



# OUR NETWORK'S KEY INITIATIVES

Communities In Schools of Georgia provides network-wide support on key initiatives such as mentoring, tutoring and literacy programs, which provide integrated student services at the local level. Local affiliates are given research-based strategies that increase the ability to expand the reach and serve students with the greatest need of support.

## PERFORMANCE LEARNING CENTERS® (PLCs)

In 2003, CIS of Georgia created the PLC model for school systems. PLCs are small high schools and provide a non-conventional learning option for students who are not succeeding in the traditional school setting. The CIS of Georgia staff provided technical and marketing assistance, program evaluation, and training to the 18 PLCs in the Georgia network. The staff also provided technical assistance to the PLC expansion sites in the CIS National network.

PLC site coordinators provided non-academic assistance such as monitoring attendance, managing extra-curricular programs, obtaining mentors and internships, and engaging parents to foster attendance and student learning.

During the 2011-12 school year, 552 students earned their high school diplomas from Performance Learning Centers; and since the PLC inception, over 5,000 students have earned a high school diploma through a PLC.

## VOLUNTEERS IN SERVICE TO AMERICA (VISTA)

AmeriCorps VISTA is a national program designed to fight poverty. For more than two decades, CIS of Georgia has provided VISTA members with support/training to assist CIS local affiliates funded in partnership with the Corporation for National and Community Service.

## BOARD OF DIRECTORS

**Pat Falotico, Chair**  
*IBM*

**Chris Womack**  
Immediate Past Chair  
*Southern Company*

**Lilicia Bailey**  
Vice Chair  
*Manheim*

**Dr. David Martin**  
Treasurer  
*Georgia Council on Economic Education*

**J. Neil Shorthouse**  
President  
*Communities In Schools of Georgia, Inc.*

**Judy Agerton**  
*AT&T Georgia*

**Mr. Frank Barron**

**Zenda Bowie**  
*Georgia School Board Association*

**Wendell Dallas**  
*Atlanta Gas Light & Chattanooga Gas*

**Karen Brewer-Edwards**  
*Wal-Mart Stores, Inc.*

**Marie Gooding**  
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**Robert L. Hall**  
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**Nikki Mercer**  
*Elliott Associates*

**Arlethia Perry-Johnson**  
*Kennesaw State University*

**David Westerfield**  
*Mohawk Industries, Inc.*

## LEGAL COUNSEL

**Judith O'Brien**  
*Sutherland Asbill & Brennan LLP*

**Mike Worley**  
*Georgia Power Company*

# OUR NETWORK'S KEY INITIATIVES

During the 2011-12 school year, VISTA members recruited and supported 1,751 volunteers who made a year-long commitment to provide academic services such as mentoring and/or tutoring to hundreds of students in seven local affiliate sites. Those sites were in Baldwin, Dodge, Hart, Laurens, Sumter, Turner and Wilkes counties.

## VISTA RESULTS

- Recruited and trained more than 100 volunteers
- Trained volunteers provided more than 7,000 service hours to hundreds of students statewide

## AMERICORPS READING TUTORIAL

AmeriCorps Reading Tutorial, in partnership with the Georgia Commission for Service and Volunteerism, is a national program designed to help low-achieving students, K-12, improve academically in both rural and urban communities through community engagement projects and services.

During the 2011-12 school year, the grant allowed 30 part-time members to serve nine local affiliates in Bleckley, Glascock, Hart, Bibb, Candler, Stephens, Ben Hill, Burke and Dodge counties. The AmeriCorps members provided reading and math tutoring, homework assistance, after-school enrichment activities and quarterly progress reports, as well as recruited and trained volunteers.

## AMERICORPS READING TUTORIAL RESULTS

- Served over 500 students
- 99% of students served increased their interest in reading
- 95% of students served graduated to the next reading level

- 85% of students served graduated to the next grade level
- Corps members recruited over 200 volunteers

## READING IS FUNDAMENTAL (RIF)

RIF is a federally funded family literacy program designed to encourage and engage students and parents in motivational reading activities.

Although RIF funding expired in December, 12 local affiliates purchased and distributed books throughout the school year to 9,381 students and each received one book three times during the year.

## MENTORING

Most of the 42 local network affiliates offered a mentoring program. Communities In Schools of Cochran/Bleckley County's mentoring program had 27 adult mentors committing their time to work with students at least once a week.

Holly Savant and Selena Johnson, an eighth grader at Bleckley County Middle School, provided the perfect example of a positive mentoring relationship. Savant and Johnson were matched at the beginning of the school

year because of similar personalities and interests in art and language arts. Savant was excited and nervous when she heard she was going to be matched with Johnson. However, it was clear a perfect match had been made upon their first meeting as they decided to paint on canvas and focus on art projects. Savant brought canvases and bottles of brightly colored paint for their first session, and from there a friendship developed that has grown stronger as the school year passed.

Johnson was not sure she would like the mentoring program, but she was glad her family encouraged her to meet just once. Johnson said, "Mrs. Savant and I hit it off from the first time we met sharing a love for art, writing, shopping, drawing and of course, biscuits. My mentor is someone that I trust with whatever is bothering me. My friends hear about all the things we do together and they want a mentor too."

Savant's example of donating time to mentor a student in her community challenged other adults in the community to become involved. "I believe the Communities In Schools mentoring program gives kids purpose, but it gives me purpose too," Savant said.



## GEORGIA PARENTAL INFORMATION & RESOURCE CENTER (PIRC)

Georgia PIRC is funded by the U.S. Department of Education, Office of Innovation and Improvement. PIRC has been a service of CIS of Georgia since 1999. The Georgia PIRC focused on low-income, culturally and racially diverse families and provided free brochures, books and other information related to effective parenting. CIS of Georgia's PIRC representative formed statewide partnerships and worked closely with the Georgia Department of Education and school districts to increase parental involvement from early childhood through high school. Through partnerships with organizations such as the Georgia PTA and the Parents as Teachers Network, more than 30,000 parents utilized parental engagement resources.

*"Having served as a board member of a local CIS affiliate, I understand the day to day challenges the network and schools face in these tough economic times. It takes more volunteers such as mentors and tutors to partner with our educators to impact and increase the academic achievement in our schools. Nonprofits like Communities In Schools can provide the needed resources and support to make these partnerships more effective and successful."*

David L. Westerfield | Sr. Director Human Resources | Mohawk Industries, Inc.

Communities In Schools of Georgia Board Member



*"At AGL Resources we rely on employees with a wide variety of skills, and it's important to us that today's students have the support and resources they need to successfully transition into the talented workforce of tomorrow. By identifying at-risk students in a proactive manner and working with them and their families to keep them engaged in the learning process, Communities In Schools helps develop young adults who can actively participate in and contribute to Georgia's economic growth."*

Wendell Dallas | Vice President | Atlanta Gas Light, An AGL Resources Company

Communities In Schools of Georgia Board Member



Communities In Schools of Georgia gratefully acknowledges the individuals, corporations, foundations and other partners whose support during FY2011-12 was invaluable. You made our work possible and we thank and appreciate you all. Communities In Schools of Georgia acknowledges the following:

### INDIVIDUAL GIFTS

Judy G. Agerton  
 Frank Barron, Jr.  
 James Chambers  
 Abinhav Chopra  
 Wendell Dallas  
 Patricia M. and Michael Falotico  
 Celyn Fennel  
 Marilyn V. Holmes  
 George H. and Janet Johnson  
 Stephen R. Leeds  
 Ben Logsdon  
 Barbara F. Martin  
 David V. and Lynn Dee Martin  
 Nikki J. Mercer  
 Edgar R. Moore, Jr.  
 Raymond H. and Bobbie Ann Reynolds  
 Thomas R. and Alexandra Williams Roddy  
 J. Neil Shorthouse and Patricia Pflum  
 Christopher C. Womack

### FOUNDATION AND CORPORATION GIFTS

AGL Resources Private Foundation  
 AlphaSkills, Inc.  
 Apex Learning, Inc.  
 Georgia Power Foundation, Inc.  
 Wilbur and Hilda Glenn Family Foundation  
 The Luther and Susie Harrison Foundation  
 The Scott Hudgens Family Foundation  
 NCS Pearson  
 Newell Rubbermaid  
 Smith & Howard  
 Southstar Energy Services/Georgia Natural Gas  
 The Walmart Foundation – Associate's Choice  
 The Joseph B. Whitehead Foundation

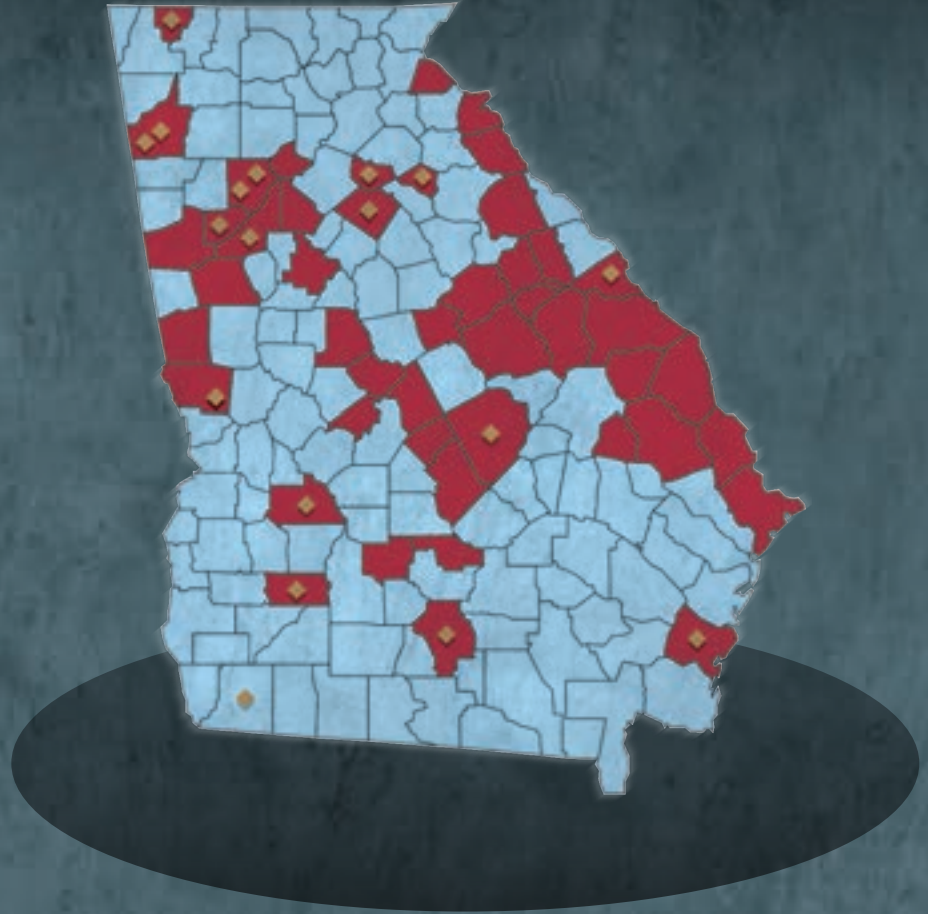
### EMPLOYEE GIVING PROGRAMS

AT&T Employee Giving  
 Club of Hearts - Employee Giving Program of Georgia Power and Southern Company  
 Georgia State Charitable Contributions Program  
 IBM Employee Charitable Contribution Campaign

# CIS OF GEORGIA NETWORK

The **Communities In Schools** network provides two levels of services. Level one provides interventions to students on a short-term basis, often times basic, critical one time needs. Level one students benefit from such services as food pantries, clothing and school supply drives, career fairs, field trips and health screenings. Students who take advantage of level two services have more intensive needs that require an individualized plan and sustained services. These include home visits, college access assistance, mentoring, counseling, tutoring, and after-school programs. It is not uncommon for students to receive both level one and two services.

The CIS of Georgia statewide network (42 local affiliates) served students through the CIS model of case managed level one and two services, Performance Learning Centers®, mentoring, parent engagement, literacy, youth leadership, tutoring and after-school programs. Communities with CIS programs have seen an increase in their high school graduation rates, a decrease in violence and disruptions, and an increase in attendance and academic achievement.



## RESOURCES

Communities In Schools of Georgia received \$914,438 from the Georgia Department of Education. In addition, the CIS network generated the following funds:



Cash  
contributions

**\$1,053,678**



Restricted  
grant funds

**\$17,779,038**



In-Kind  
contributions

**\$509,596**

An average of \$21.15 generated for every dropout prevention grant dollar CIS received from the Georgia Department of Education.

# NUMBERS SERVED

  
**279**

CIS served 279 school and community-based sites throughout the state



**124,904**

CIS supported 124,904 Georgia students (unduplicated), including:

- “Whole-school” prevention and short-term intervention services to 123,229 students (level 1)
- Intensive services to 14,539 at-risk students in need of on-going support (level 2)



**40,233**

CIS affiliates provide support to parents and adults in their communities as a way to enable school and student success, including:

- Direct services (such as parent education) to 11,560 parents
- Parental engagement support services to more than 33,629 parents
- Services to 2,189 other adults in CIS communities



**6,245**

The majority of CIS affiliates rely on the support of dedicated community volunteers, including:

- 1,751 mentors, 1,661 tutors and 2,883 other volunteers
- 82,928 hours of community volunteer services to students and schools
- 47,080 hours of service by CIS of Georgia AmeriCorps and VISTA Volunteers
- 130,006 total hours of volunteer support across Georgia, value of \$2,649,522\*

# STUDENT OUTCOMES

(based on 7,851 CIS case-managed students whose progress was tracked)



## Attendance

- 59 percent of students missing 10 days or more prior to CIS improved their attendance
- Student average daily attendance increased an average gain of 1 percentage point, the equivalent of 1.4 additional days of attendance per year



## Discipline

- 60.6 percent of students with a history of disciplinary problems improved their behavior while participating in CIS.
- Students averaged 3.7 suspensions, a decrease of 1.3 suspensions per year
- 44 percent of students with existing disciplinary problems remained suspension-free during the year



## Academics

- Among elementary, middle and high school students with a past history of academic problems, 66.8 percent, 72.9 percent and 68.5 percent improved, respectively.
- 84.4 percent of Performance Learning Center students improved, gaining an average gain of 10.1 points



## Progress Toward Graduation

- 97 percent of the 2,144 of at-risk high school students served by CIS stayed in school; among the 590 at-risk high school seniors, 82.5 percent earned a high school diploma (487 students)
- 552 students earned a high school diplomas through a CIS of Georgia Performance Learning Center
- Total CIS graduates was 1,039

\* value of volunteer service based on estimates from *Independent Sector*

# COMMUNITIES IN SCHOOLS OF GEORGIA, INC.

## STATEMENT OF FINANCIAL POSITION

	6/30/2012	6/30/2011	6/30/2010	6/30/2009
<b>ASSETS</b>				
Cash and cash equivalents	4,908,625	1,781,786	1,605,270	1,149,345
Cash held for restricted purposes	520,467	58,390	84,329	94,969
<b>Total cash, cash equivalents and restricted cash</b>	<b>5,429,092</b>	<b>1,840,176</b>	<b>1,689,599</b>	<b>1,244,314</b>
Investments				
Pledges and other receivables	3,315,103	582,956	161,333	618,888
Government grants receivable	335,732			595,509
Prepayments and other receivables	56,911	51,478	45,533	56,066
Furniture and equipment, net	19,759	39,509	57,051	62,960
<b>Total Assets</b>	<b>9,156,597</b>	<b>2,268,044</b>	<b>2,375,139</b>	<b>2,120,182</b>
<b>LIABILITIES AND NET ASSETS</b>				
			<b>LIABILITIES</b>	
Accounts payable and accrued expenses	882,633	412,114	898,714	711,361
Deferred support	438,040	15,864	53,611	85,762
Deferred rent	68,913	77,415	80,820	79,233
Notes payable	12,311	15,982	19,415	-
<b>Total Liabilities</b>	<b>1,401,897</b>	<b>521,375</b>	<b>1,052,560</b>	<b>876,356</b>
<b>NET ASSETS</b>				
Unrestricted net assets	1,413,666	920,026	862,135	722,848
Temporarily restricted net assets	6,341,034	826,643	460,444	520,978
<b>Total Net Assets</b>	<b>7,754,700</b>	<b>1,746,669</b>	<b>1,322,579</b>	<b>1,243,826</b>
<b>Total Liabilities and Net Assets</b>	<b>9,156,597</b>	<b>2,268,044</b>	<b>2,375,139</b>	<b>2,120,182</b>



**Total Assets**

**\$9,156,597**



**Total Liabilities**

**\$1,401,897**

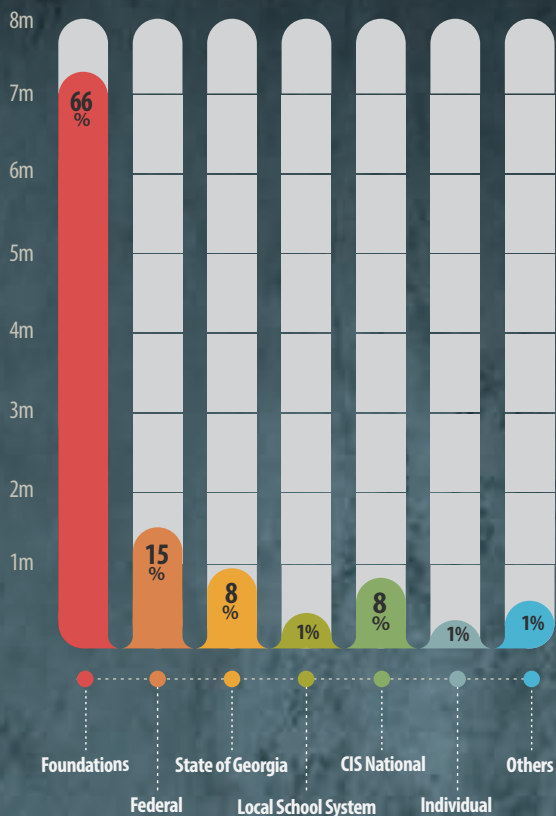


**Total Liabilities  
and Net Assets**

**\$9,156,597**

Consolidated FY2012 Revenues

\$10,982,151

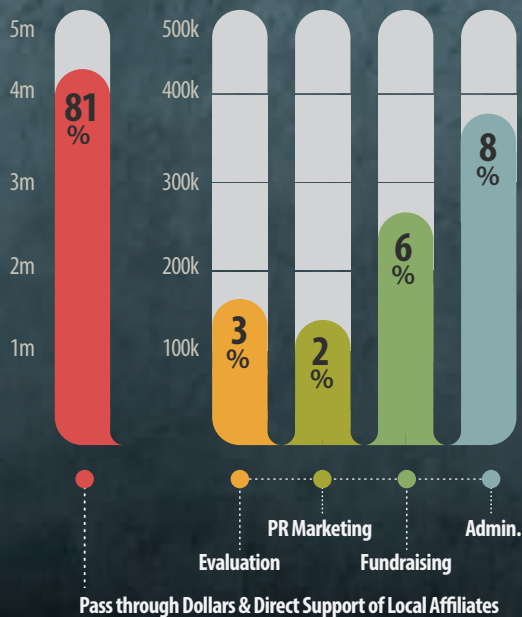


# GEORGIA CIS LOCAL AFFILIATES

- Albany/Dougherty
- Athens/Clarke
- Atlanta/DeKalb
- Augusta/Richmond
- Barrow
- Berrien
- Bulloch
- Burke
- Candler
- Carrollton/Carroll
- Catoosa
- Cochran/Bleckley
- Coweta
- Dodge
- Douglas
- Effingham
- Elbert
- Fitzgerald/Ben Hill
- Glascock
- Glynn
- Hancock
- Harris
- Hart
- Henry
- Jefferson
- Jenkins
- Laurens
- Marietta/Cobb
- McDuffie
- Middle Georgia  
(Bibb, Monroe, Peach and Twiggs counties)
- Milledgeville/Baldwin
- Rome/Floyd
- Savannah/Chatham
- Screven
- Stephens
- Sumter
- Troup
- Turner
- Walton
- Warren
- Washington
- Wilkes

Consolidated FY2012 Expenses

\$4,974,120



## GEORGIA LOCAL AFFILIATES

Each affiliate is independently incorporated, has an executive director and board of directors, and provides direct services to students, families and schools. Services are tailored to meet specific community and school needs such as literacy, mentoring, parent engagement, case management, social service referrals or after-school tutorial programs.

## GEORGIA STATE OFFICE

CIS of Georgia provides training, technical assistance, program evaluation, fundraising support, advocacy, and communications to locally managed affiliates so they are empowered to focus on serving the social, academic and non-instructional needs of students.

# Every Day Leads to Graduation



Communities  
In Schools

Georgia

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