



Georgia Department of Audits and Accounts Performance Audit Division

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Why we did this review

This special examination of Communities In Schools (CIS) was conducted at the request of the House Appropriations Committee. The committee asked us to provide information on which school systems are participating in CIS, the services being provided through the initiative, and how state grant funds appropriated for CIS are being used. In addition, the Committee asked us to determine the state's return on its investment in CIS, as well as compare graduation rates of CIS participants to rates of non-participants and statewide rates.

About CIS

CIS is a national initiative established in the 1970s that promotes academic achievement and educational attainment of at-risk students by coordinating a system of supports to address academic and non-academic barriers to learning. During the school year 2015, 25 states and the District of Columbia had CIS networks in place.

To promote the delivery of needed services to students in the state, the General Assembly has appropriated funding to Communities In Schools of Georgia (CISGa) since 1999. In school year 2015, CISGa was awarded \$1.03 million in state grant funds. During the year, CISGa and a network of 32 local affiliates managed CIS programs in 41 school systems containing 207 sites. Approximately 120,000 students (including 10,580 who were identified as at-risk) received services during the year.

Communities In Schools

Requested information on CIS activities and effectiveness

What we found

CIS has been implemented in one-fifth of the state's school systems (41 of 201 total systems) to improve academic and non-academic outcomes of students deemed to be at risk of dropping out of school. CIS programs and services were funded in part by a state grant to CISGa totaling \$1.03 million in fiscal year 2015, which is only a small percentage of the total cost of operating CIS programs and services.

Based on current funding levels, the state's return on investment is estimated to be \$18:\$1 for a high school graduate over his or her lifetime. For the state to breakeven on its investment in CIS in fiscal year 2015, only 138 CIS students would have needed to graduate that year, the equivalent to increasing the 2014-15 statewide graduation rate by 0.2 percentage points.

While we were unable to establish a statistical correlation between CIS and various outcomes due to data limitations, we assessed CIS's relative effectiveness in Georgia, by comparing (1) graduation rates of a sample of CIS schools to the statewide average and a sample of similar non-CIS schools and (2) CIS schools' graduation rates before and after the implementation of CIS. We found that CIS's average graduation rates were higher than statewide rates and average rates for similar non-CIS schools. We also found that average graduation rates in CIS schools improved one and two years after CIS's implementation.

We also identified additional independent, third-party research studies on CIS to better understand CIS's impact on academic outcomes. We focused on research that had been identified by Child Trends—a nonprofit, nonpartisan research center—as meeting high methodological standards. Child Trends' assessment

of the research studies found that CIS programs and services have a positive effect on academic outcomes such as student progress (dropout rate and credit completion), school attendance, and math achievement. In addition, a national evaluation of CIS (also included as part of the Child Trends review) concluded that CIS is linked with slight increases in graduation rates, particularly among CIS schools that use the full CIS model and use their resources to serve more students with fewer services.

In addition, CISGa's survey of principals found CIS to have a positive influence on improving outcomes. Principals credited the various programs and services delivered through CIS as helping to improve attendance, student discipline, academic performance, and progress toward graduation. Currently, CIS services fall into several categories: case management, basic needs and resources, academic assistance, life skills/social development, family engagement/strengthening, physical health, mental health, behavior interventions, college/career preparation, community service/service learning, and enrichment/motivation. These services, targeted to meet the needs of students, parents/families, and schools, are specifically aimed at promoting positive outcomes in such areas as dropout and graduation, academic achievement, attendance, and behavior.

What we recommend

This report is intended primarily to provide answers to questions posed by the House Appropriations Committee. While we were unable to establish a statistical correlation due to data limitations, our analyses showed improvement in schools where CIS had been implemented. Should the General Assembly be interested in future evaluations of the effectiveness of CIS, the Georgia Department of Education (GaDOE) should consider adding student participation in CIS as an identifier (to be included as part of the detail elements of the Student Level Record) in its annual data collection process. This would enable GaDOE and state auditors to link CIS programs and services to individual student-level outcomes.

CISGa's Response: In its response, CISGa indicated its general agreement with the findings presented and provided technical comments. CISGa also noted throughout its response that "due to local interpretation of federal privacy laws for students under FERPA (Family Educational Rights and Privacy Act)," CIS affiliates are not permitted to "use official student identification numbers or testing identification (GTIDs) in their recordkeeping." In addition, CISGa indicated that affiliates' access to student information is limited to the current year's case managed students. As a result, "CISGa lacks consistent access to [data on CIS participants and students in districts not served by CIS] needed to compare the outcomes of CIS participants to school systems and the state average."

GaDOE Response: In its response, GaDOE had no disagreements with the report.

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Purpose of the Special Examination

This examination was conducted at the request of the House Appropriations Committee. In its request, the Committee indicated that Communities In Schools had been a long-term investment partner with the state and expressed an interest in an overall update of Communities In Schools activities and its effectiveness. Specifically, our examination addressed the following questions:

1. Which school systems are participating in Communities In Schools?
2. What services are being provided through Communities In Schools?
3. How are state grant funds being used by Communities In Schools of Georgia?
4. What is the return on the state's investment in Communities In Schools?
5. How do graduation rates for Communities In Schools participants compare to school systems and statewide graduation rates?

A description of the objectives, scope, and methodology used in this review is included in [Appendix A](#). The examination primarily focused on the activities and effectiveness of the traditional Communities In Schools model. While elements of the Performance Learning Center (PLC) model are discussed throughout the report, we did not evaluate PLCs separately due to time constraints. A draft of the report was provided to Communities In Schools of Georgia and the Georgia Department of Education for their review, and pertinent responses were incorporated into the report.

Background

Communities In Schools

The first Communities In Schools (CIS) non-profit organization started in Atlanta in 1971. Communities In Schools, Inc., the national organization, was formed in 1977 to replicate the Atlanta-based program nationally. The stated mission of CIS is “to surround students with a community of support and empower them to stay in school and achieve in life.” It developed a dropout prevention strategy based on the premise that there are multiple reasons a student may drop out of school. This strategy, referred to as the “CIS model,” serves at-risk students by bringing needed social services such as mental health counseling, assistance in obtaining governmental financial benefits, family strengthening initiatives, and mentoring to a centralized setting (typically, the school). Traditional academic assistance such as tutoring, special classes, and literacy skills development is also provided.¹ By coordinating a system of supports (or integrated student supports) for students, families, and schools, CIS targets students’ academic and non-academic barriers to learning. According to the CIS national office, 25 states and the District of Columbia had CIS networks in place during the 2015 school year and provided programs and services to approximately 1.5 million students.²

Communities In Schools of Georgia (CISGa) is the state’s CIS organization. The goal of CISGa is “to assist communities throughout Georgia in implementing locally-defined, comprehensive stay-in-school programs which result in an increase in the number of

CIS refers to the dropout prevention program. The CIS national office provides support for individual state offices, while state offices provide support for local affiliates. CISGa is Georgia’s state office.

¹ Both academic and non-academic services coincide with the core ideals of CIS: a personal relationship with a caring adult; a safe place; a healthy start; a marketable skill; and a chance to give back.

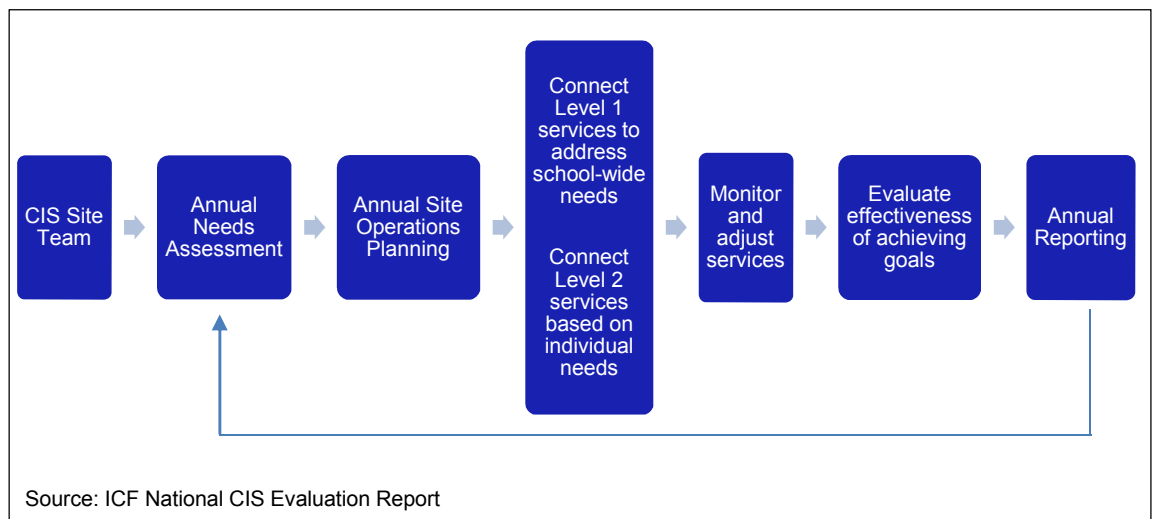
² CIS network refers to the state offices and independent 501(c)(3) organizations (local affiliates) that deliver services under the CIS model.

children who continue their education at least through high school and are able to take their place in the workforce and in their communities.” CISGa and its network of local affiliate organizations work together to achieve this goal. Local school systems interested in implementing CIS programs organize their own affiliate offices with CISGa assistance and many provide funding to support local affiliate operations. CISGa provides technical support to local affiliates which in turn provide direct support and programs to students and schools in their communities. Each affiliate office is an independent 501(c)(3) organization governed by a local board of directors and is headed by an executive director who is responsible for managing the office’s daily operations and obtaining additional funding for the affiliate’s operations. For school year 2015, the program had 32 affiliate offices.

The CIS Model

As shown in Exhibit 1, the CIS model is implemented by a CIS site team led by a trained site coordinator. The coordinator oversees implementation of the primary components and processes of the CIS model, including an annual needs assessment; planning with school leadership; delivery of programs and services; regular monitoring and adjustment of plans; evaluation of effectiveness in achieving school and student goals; and reporting. These processes are conducted throughout the school year.

Exhibit 1
CIS Model Flow Chart



- **Needs Assessment** – The CIS team conducts an annual needs assessment to determine the needs of the school. Needs may vary on a school-by-school and student-by-student basis. Needs are determined based on an analysis of multiple sources of data.
- **Site Planning** – Based on the needs assessment, site coordinators lead their site team in the development of a comprehensive site operations plan designed to address identified and prioritized academic and non-academic needs.
- **Identification and Referral** – School counselors, teachers, and school staff make most of the student referrals to CIS. Although specific criteria for referral can vary from one affiliate to the next, students can generally be referred for a

variety of academic and non-academic reasons. For example, academic reasons can include poor academic achievement, poor attendance, disruptive behavior, or learning disability. Non-academic reasons for referral can include teen parenting, limited parental involvement, homelessness, lack of basic needs (food, clothing, health services), and suspected drug abuse or gang affiliation. If the site coordinator considers the student eligible to receive targeted support, they will obtain parental consent and develop an appropriate plan. Students deemed eligible in one school year may not need services the following year and students may be referred for and enrolled in CIS services throughout their school years as needed.

According to a national CIS study, high implementers are characterized as schools that provide both Level 1 and Level 2 services, compared to partial implementers that offer only Level 1 or Level 2 services.

- **Programs and Services** – Based on the results of the needs assessment, each local affiliate office has the flexibility to develop and administer its own selection of programs and services to address the reasons students in their communities drop out of school. (Specific services provided by CISGa's local affiliates are discussed on page 10.) These services are delivered by schools, business partners, and community-based organizations. Programs and services can include whole school activities, long-term and well-defined programs (called sustained services), and short-term and intense interventions (called acute services). Programs and services are divided into two levels:
 - *Level 1* includes whole school services. Whole school services are provided to all students at a CIS school. Examples include assemblies on substance abuse, career fairs, and field trips.
 - *Level 2* includes sustained and acute services. Sustained services are designed to achieve one or more outcomes such as improved academic performance, attendance, or behavior. Acute services typically last only a few hours to a few days and are provided on an as-needed basis. Some examples include providing clothing, school supplies, eye glasses, dental care, or grief counseling to students.

In addition to these service levels, CISGa established Performance Learning Centers (PLCs) which are academy-style high schools for students who are not succeeding in the traditional school environment. PLCs provide opportunities for students to make up credits through online classes, with facilitation from on-site PLC teachers.

- **Monitoring and Adjustment** – The CIS site team continuously monitors student and school progress and adjusts supports to optimize results.
- **Evaluation and Annual Reporting** – Continuous assessments of partners and student supports are conducted by the CIS affiliates to demonstrate results and improve practice.

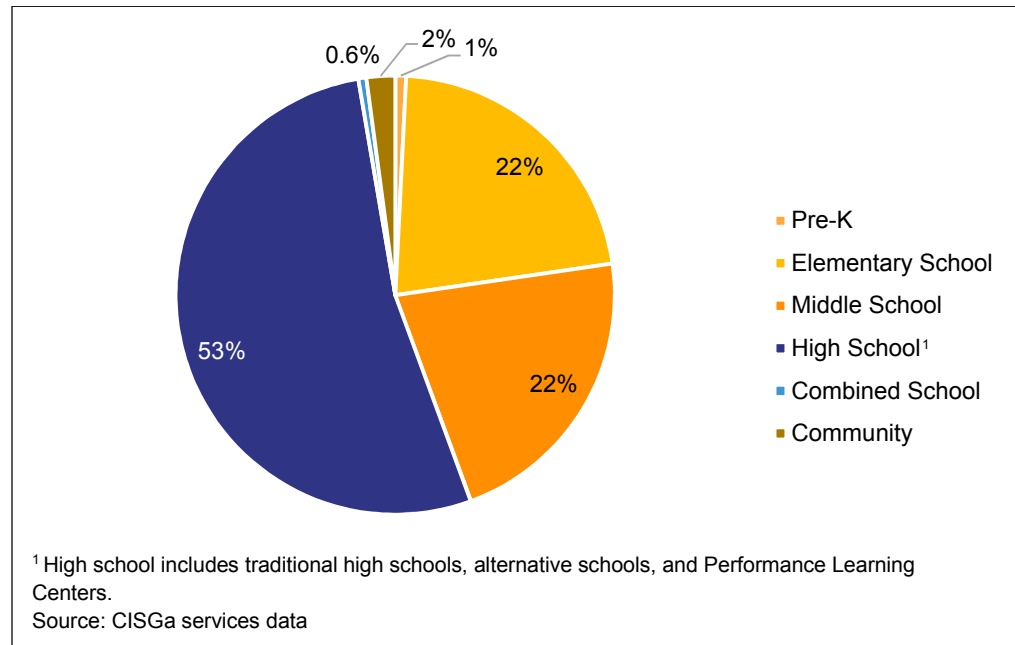
CIS Participants

In school year 2015, 41 school systems were serviced by the 32 local affiliate offices (some affiliates served multiple county and city school systems). Across school systems, more than 120,000 students attending 207 schools/sites were provided CIS programs and services, including the 10,580 who received sustained services. As shown in **Exhibit 2**, 53% (5,597) of students receiving sustained services were high school students, including those enrolled in alternative high schools and PLCs. An additional 44% (4,611) of participants were middle school (22%) and elementary school (22%) students. Of the

Although dropouts typically occur during high school years, many CIS programs provide early intervention services to students prior to their entry into high school.

remaining 4% (372) of participants (which includes students at all grade levels), some were enrolled in combined schools or receiving services at community sites.³

Exhibit 2 CIS Student Participants, School Year 2015



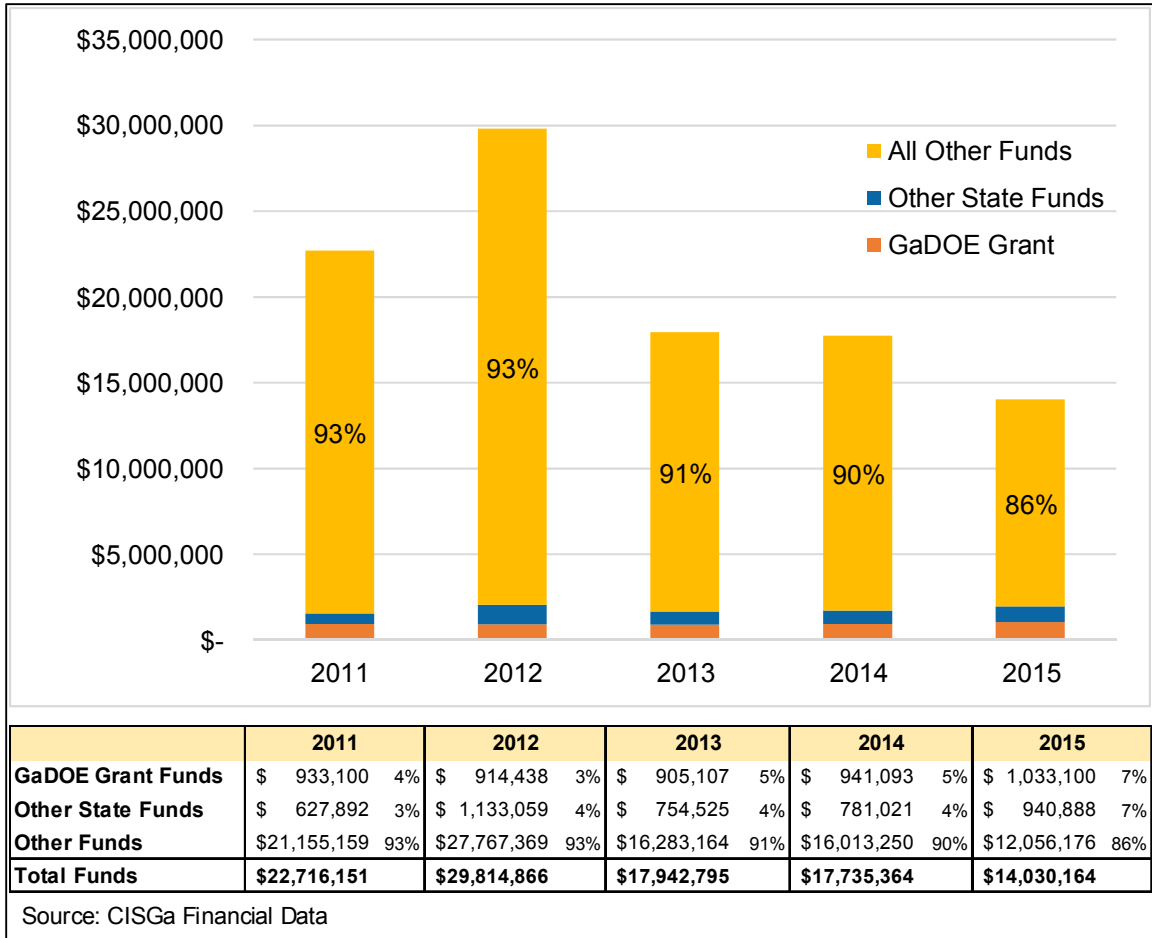
CIS Funding

Since 1999, the General Assembly has appropriated funds to CISGa totaling approximately \$20 million.⁴ This funding, provided to CISGa through a grant administered by the Georgia Department of Education (GaDOE), comprises a very small portion (5% on average in fiscal years 2011 to 2015) of total funding to CISGa and local affiliates on an annual basis; most funding is generated through the fund raising efforts of local affiliates. As shown in **Exhibit 3**, state grant funds have remained relatively constant since fiscal year 2011 while funding from other sources has decreased, primarily due to reductions in the amount generated through the fund raising efforts of local affiliates. According to CISGa, this is due in part to the recession and reductions in the amount of federal funding for human services and education support available to non-profit organizations.

³ Combined schools are those with grades K-12 or some combination of elementary, middle, and high school grades.

⁴ CISGa also received demonstration site funding for two local offices in 1998.

**Exhibit 3
State Grant Funds Comprise a Small Percentage of Total CIS Funding, Fiscal Years 2011-2015**



	2011	2012	2013	2014	2015
GaDOE Grant Funds	\$ 933,100 4%	\$ 914,438 3%	\$ 905,107 5%	\$ 941,093 5%	\$ 1,033,100 7%
Other State Funds	\$ 627,892 3%	\$ 1,133,059 4%	\$ 754,525 4%	\$ 781,021 4%	\$ 940,888 7%
Other Funds	\$21,155,159 93%	\$27,767,369 93%	\$16,283,164 91%	\$16,013,250 90%	\$12,056,176 86%
Total Funds	\$22,716,151	\$29,814,866	\$17,942,795	\$17,735,364	\$14,030,164

Source: CISGa Financial Data

Other state funds include grants from other state agencies or universities, such as the Governor’s Office for Children and Families and Middle Georgia State College. In fiscal year 2015, CISGa was awarded approximately \$255,000 in state grant funds by the Governor’s Office of Student Achievement.

Other funding sources accounted for approximately 86% to 93% of CISGa’s total revenues in fiscal years 2011 through 2015. These sources include contributions from federal grants, private donors (individuals, foundations, and corporations), local school systems, local governments, and other sources. CISGa and its affiliates also benefit from in-kind donations (such as school supplies, office space, or guest speakers for events) provided by these same sources. In fiscal years 2011 through 2015, in-kind services were valued at \$6 million. During the same period, CIS affiliates recorded a combined total of 427,000 volunteer service hours, worth \$9.5 million.⁵

⁵ Value of volunteer hours was calculated based on the dollar value of volunteering in 2015 in Georgia (\$22.25), according to the Corporation for National & Community Service.

CISGa Grant Requirements

GaDOE contracts with CISGa to support local affiliates (the primary providers of CIS services) in their comprehensive dropout prevention plans. The contract requires CISGa to provide training and technical assistance to local affiliates to enable them to create comprehensive stay-in-school plans, provide support to students and schools, develop a board of directors, meet established stay-in-school goals, improve attendance and academic achievement, reduce discipline problems, and increase volunteer participation in their local school system. CISGa must also submit regular reports to GaDOE each year, with each report including such elements as descriptions of plans for achieving stay-in-school goals and for increasing community and parent involvement, services provided to schools and students, and performance data for each affiliate. CISGa collects the required information from all affiliates and sends the consolidated reports to GaDOE.

GaDOE's dropout rate calculation is the number of students in grades 9-12 with a withdrawal code corresponding to a dropout divided by the number of students that attended the school. The adjusted cohort graduation rate indicates the percentage of students who graduated on time (or with their cohort).

As part of the state's strategic planning requirements, CISGa also compiles and reports information on several performance indicators relating to the provision of services by local affiliates. Exhibit 4 shows the measures reported to GaDOE in fiscal years 2011 to 2015. Two of CISGa's measures (dropout rate and graduation rate) are calculated differently than similarly named rates calculated by GaDOE, as explained below:

- **Annual dropout rate for students served by CIS** – This measure indicates the frequency of dropouts among individual students that receive Level 2 CIS services (sustained or acute services) in a single school year. CISGa's dropout rate is calculated by dividing the total number of Level 2 students who dropped out by the total number of Level 2 students enrolled in CIS participating high schools during that school year.
- **Graduation rate for students served by CIS** – This measure indicates the frequency of graduation among individual high school seniors that receive Level 2 CIS services in a single school year. Unlike GaDOE's adjusted cohort rate, CISGa's graduation rate is calculated by dividing the total number of Level 2 high school seniors who graduated by the total number of Level 2 high school seniors enrolled in CIS participating high schools during that school year. According to CISGa, while it would like to be able to calculate a cohort graduation rate for caseload (Level 2) students, it is unable to do so due to local school systems' restrictions on CIS's use of student-level data.

Exhibit 4

Governor's Budget Report Performance Measures, Fiscal Years 2011 - 2015

Performance Measures	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015
Annual dropout rate for students served by CIS	2.4%	3.1%	3.0%	5.4%	4.6%
Graduation rate for students served by CIS	93.2%	82.5%	86.9%	81.6%	89.5%
Number of at-risk students receiving services	17,570	14,539	10,092	10,225	10,580
Percentage of school districts with campuses participating in CIS	30%	26%	26%	26%	23%
Average amount of state funds spent per student served	\$53.11	\$62.90	\$89.69	\$91.26	\$97.65
Total dollars leveraged¹	\$16,289,161	\$19,342,312	\$14,528,791	\$14,813,871	\$12,045,405

¹Includes in-kind contributions

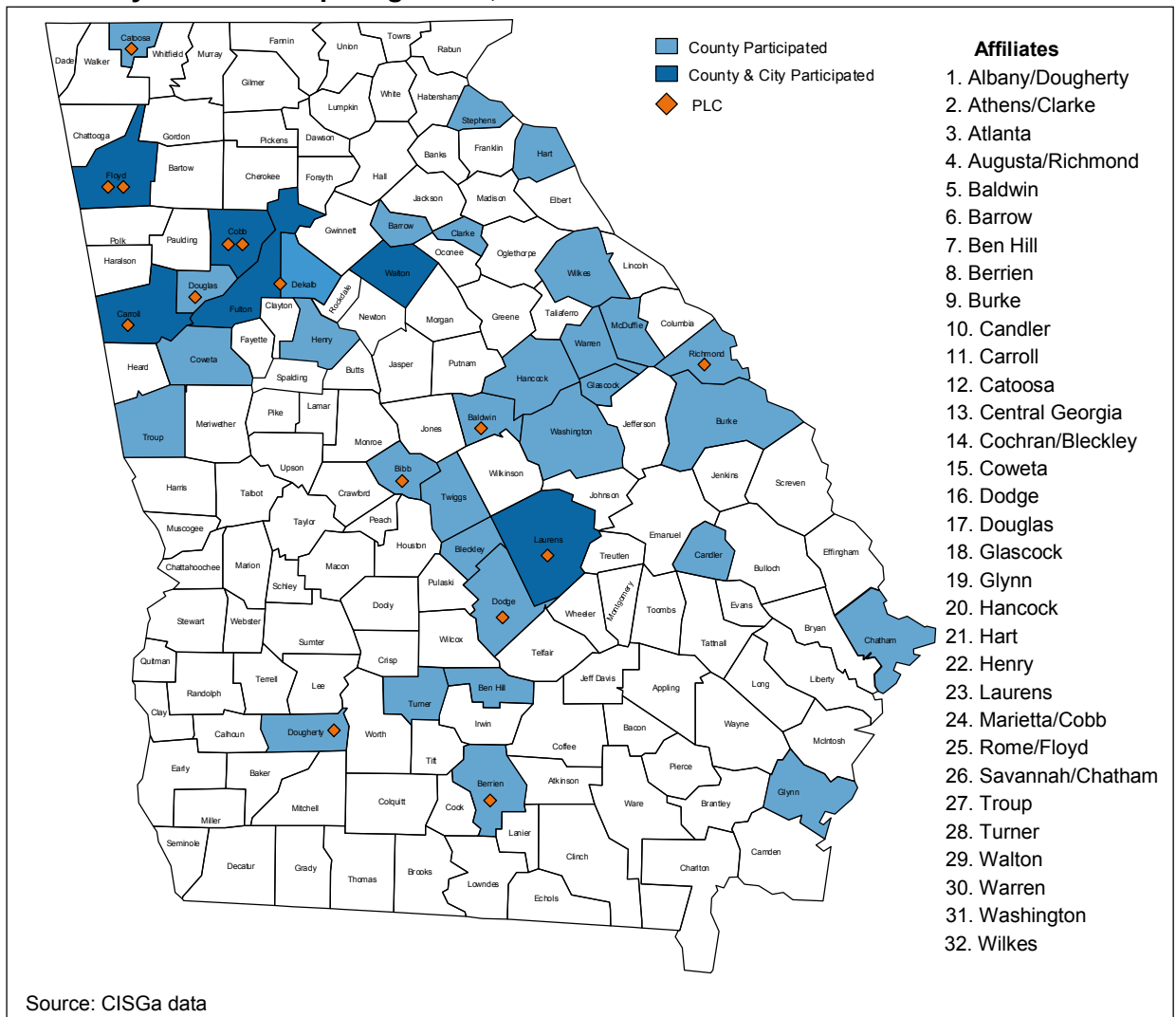
Source: FY 2014 Governor's Office of Planning & Budget Agency Performance Measures Report & CISGa reported performance measures

Requested Information

Which school systems are participating in Communities In Schools?

Approximately one-fifth (41 of 201 total systems) of school systems across the state had CIS during school year 2015.⁶ As shown in Exhibit 5, some affiliates served multiple school systems. For example, the Carroll affiliate services both Carrollton City and Carroll County school systems. Each school system may have multiple schools/sites where CIS programs and services are delivered. In school year 2015, the number of sites managed by affiliate offices ranged from 1 to 34, including PLC sites. See [Appendix B](#) for a comprehensive list of affiliates and school systems served in school years 2011-2015.

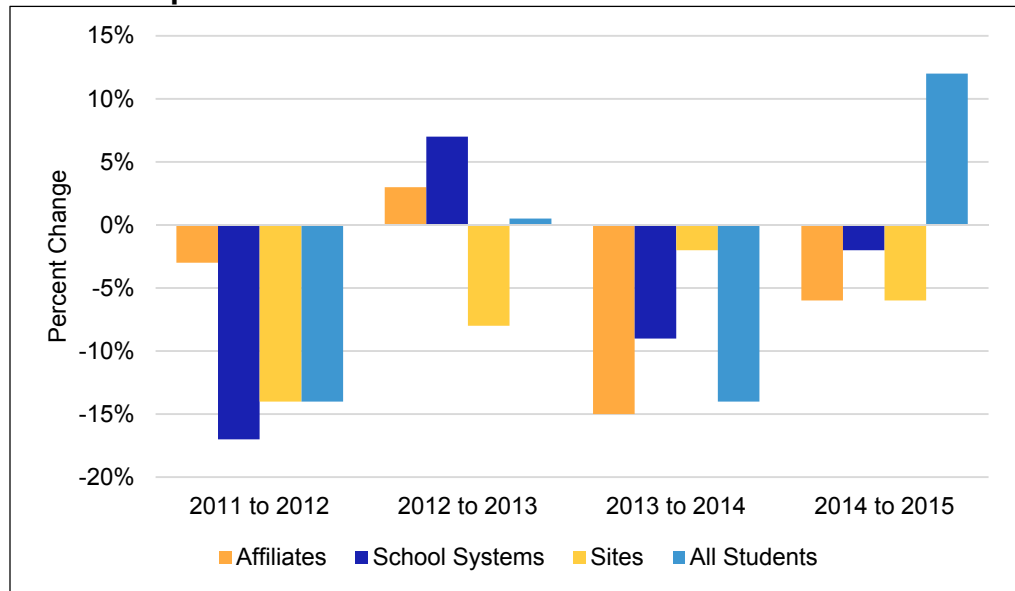
Exhibit 5
School Systems Participating in CIS, School Year 2015



⁶ Figure includes systems operated by Department of Juvenile Justice, Department of Corrections, and Department of Human Services, as well as charter schools and state schools.

As shown in Exhibit 6, overall participation in CIS has declined since 2011. The number of affiliates, school systems, and sites all declined between 20% and 29% during the five-year period since 2011. The number of students participating in CIS declined by 17% over the same time period. Over the five-year period, 13 affiliates closed (representing 17 school systems), and 5 affiliates opened.⁷ Two of the five openings were affiliates that closed and reopened during the time period examined.⁸

Exhibit 6
CIS Participation Decreased between School Years 2011 and 2015



	2011	2012	2013	2014	2015
Number of CIS Affiliates¹	40 ²	39	40	34	32
Number of School Systems with CIS	53	44	47	42	41
Number of CIS Sites³	292	257	228	219	207
Number of Students Receiving CIS Services (Levels 1 & 2)	146,152	124,904	125,574	108,280	121,260
Students Receiving Level 2 Services	17,777	14,539	10,136	10,225	10,580

¹Includes the number of affiliates that served students in each year.

²Includes an affiliate that closed in the prior year, but continued to serve students into school year 2011.

³The majority of CIS sites are schools; however, these numbers also include community sites.

Source: CISGa services data

CISGa staff stated that the reductions in participation occurred for various reasons. For example, the Barrow, North Georgia, and Jefferson affiliates closed due to loss of funding and/or staff. In addition, CISGa staff noted that Atlanta Public Schools (APS) stepped away from all third party agreements—including CIS—after the test cheating scandal.

⁷ Three PLCs also closed during this period, representing three additional school systems.

⁸ The Stephens affiliate closed, but services were still offered in Stephens County in 2015 through the Hart affiliate.

CISGa staff also noted that several affiliates (e.g., Bulloch, Effingham, Jenkins, McDuffie, Stephens) were not making progress toward meeting Total Quality System standards and, therefore, officially withdrew from the network in 2014.⁹ While expansion and increases also occurred between 2011 and 2015, CISGa staff stated that they have prioritized providing more comprehensive services in areas where CIS already exists over expanding to new areas.

What services are being provided through Communities In Schools?

CIS services fall into the following categories: case management, basic needs and resources, academic assistance, life skills/social development, family engagement/strengthening, physical health, mental health, behavior interventions, college/career preparation, community service/service learning, and enrichment/motivation. These services are targeted to meet the needs of students, parents/families, and schools, and are intended to promote positive outcomes in such areas as dropout and graduation, academic achievement, attendance, and behavior.

Exhibit 7 describes the categories of services provided at sites across the state's 32 CIS affiliates during school year 2015. Within each category, there are a number of different strategies designed to address the risk factors associated with dropping out and other adverse outcomes. According to CISGa, these services and strategies follow best practices and are proven interventions in dropout prevention.¹⁰ For example, according to research studies, alternative education programs, mentoring or counseling, vocational training, college-oriented programming, and case management were consistently associated with reductions in dropping out.

These services are not available in every affiliate or CIS site, however. CISGa notes that the services and strategies available at a particular site depends on the needs of the students and the school, as well as the resources available to meet those needs. As **Exhibit 7** shows, case management, life skills/social development, basic needs and family services were provided by all 32 affiliates while service to others programs and enrichment activities were provided by fewer affiliates. The availability of services also varied across the 207 CIS sites—even those sites served by the same affiliate had varying services because they are addressing different needs at the individual student and site level.

Surveys of staff at affiliate offices and principals at CIS sites support CISGa's point that, to some extent, funding determines the availability of services. According to CISGa's principal survey, 15% (21 of 139 respondents) of principal respondents stated that they would like to see additional services implemented at their school, and 9% stated they would like more funding for CIS.¹¹ Similarly, in response to a survey of CIS affiliate staff conducted by the audit team, 8 of 30 (27%) respondents said they would like to utilize additional CIS services; however, most indicated that funding was a barrier to the provision of additional services.

⁹ The CIS Total Quality System (TQS) provides an integrated set of standards and policies for affiliates and sites to ensure fidelity to the CIS model.

¹⁰ Communities In Schools of Georgia, Mid-Year Progress Report to The Georgia Department of Education, FY2015.

¹¹ CISGa conducts an annual survey of principals as part of its annual evaluation efforts.

Exhibit 7
CIS Provides Services in Ten Categories, School Year 2015

Service Category	Description	Affiliates (n=32)	Sites¹ (n=207)
Case Management	Consists of an in-school CIS coordinator who works intensively with a caseload of students referred for assistance. Coordinator ensures students receive needed social services and may refer the student to outside agencies for assistance.	32	157
Basic Needs	Includes resources such as housing assistance, food banks, clothing, childcare and school supplies. May also include a direct school need such as providing students with school uniforms, school supplies, caps and gowns for graduation, or transportation to school.	32	172
Life Skills	Includes mentorship, leadership skills, school safety, personal skills development and abstinence education programs. Affiliates follow best practices identified in the area and may use a particular curricula. These generally help students build resiliency.	32	188
Family Services	Includes programs that seek to increase parent involvement, give parents updates on student progress, and train parents in a number of research-based parent education programs (e.g., Parents as Teachers and Parents Assuring Student's Success).	32	148
Physical & Mental Health	Includes health screenings and education, drug and alcohol prevention, and linkages to dental and eye care providers. May also include schools hosting health clinics and services to promote healthy living.	29	123
Behavior Interventions	Includes services such as anger management and conflict resolution, as well as gang, bullying, and violence prevention programs.	29	136
College & Career Readiness	Includes career planning, internships, training programs, college exploration, college application support and scholarships.	26	111
Academic Supports	Includes afterschool programs, tutoring, homework assistance, and test tutoring.	30	151
Service to Others	Integrates youth into the community and school by providing opportunities for youth to be resources through community service projects, service learning, peer mentoring, and peer tutoring.	24	122
Enrichment Activities	Includes speakers and workshops, events, clubs, recreation and sports activities.	26	117

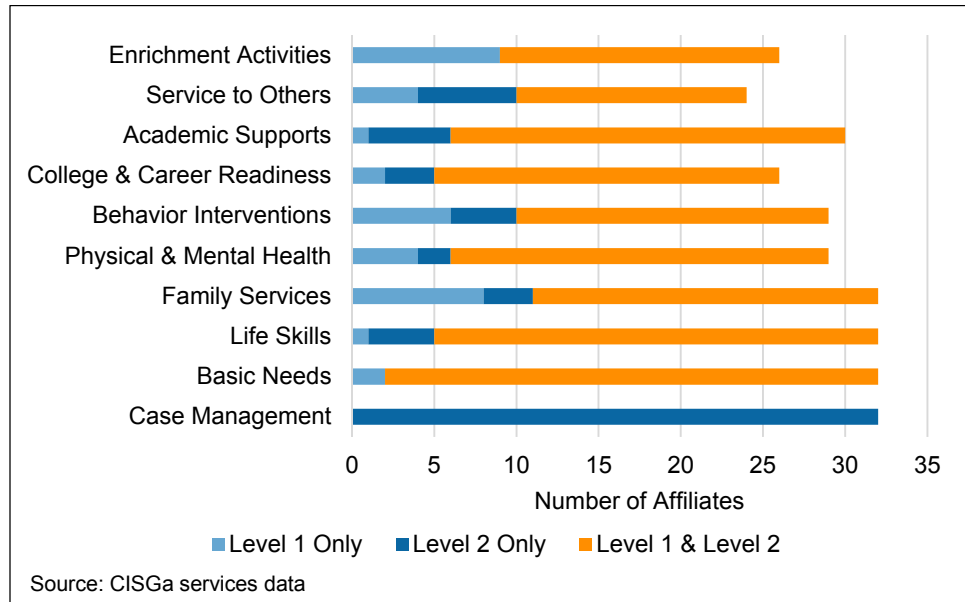
¹ Sites include Pre-K, elementary, middle, and high schools, combined (e.g., elementary/middle, middle/high, or K-12), alternative schools, PLCs, and community-based locations.

Source: CISGa service information

Level 1 services are services and resources available to the entire school. Level 2 services are aimed at a subset of students who are most at risk of dropping out of school.

Where services do exist, they may vary in their intensity. As shown in Exhibit 8, our review found that most service categories included programs and services provided at Level 1 (low-intensity, generally) and Level 2 (intensive). Depending on school and student needs, the same service may be offered at Level 1 or Level 2. For example, school supplies (categorized as a Basic Need) can be provided to all students in a school, while a student whose family needs assistance with shelter, food, and clothing would require more resource intensive services. [Appendix C](#) shows the levels of services provided across the 32 affiliates.

Exhibit 8
CIS Service Levels Vary, School Year 2015



How are state grant funds appropriated through GaDOE being used?

All state grant funds appropriated for CIS are passed through from GaDOE to CISGa. As shown in Exhibit 9, the majority of state funds are then passed through from CISGa headquarters to the local affiliates. Of the \$1.03 million in state grant funds received in fiscal year 2015, CISGa distributed \$693,775 (67%) to local affiliates. CISGa reserved an additional \$80,430 (8%) to pass through to local affiliates in fiscal year 2016. After a cost share for the AmeriCorps¹² program (\$65,000 or 6%), the remaining \$193,895 (19%) was retained by CISGa.

¹² The CISGa AmeriCorps*VISTA Mentoring Project focuses on anti-poverty programming (including mentoring and family strengthening) and develops the capacity for CIS sites to better serve youth, families, and schools.

Exhibit 9
Distribution of GaDOE Grant Funds, Fiscal Years 2011 – 2015

	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015
GaDOE Grant Funds					
Passed Through	\$691,000 (74%)	\$692,000 (76%)	\$684,665 (76%)	\$696,000 (74%)	\$693,775 (67%)
Retained by CISGa	197,100 (21%)	177,438 (19%)	175,442 (19%)	200,093 (21%)	193,895 (19%)
AmeriCorps Cost Share	45,000 (5%)	45,000 (5%)	45,000 (5%)	45,000 (5%)	65,000 (6%)
Reserved Funds ¹	<u>0 (0%)</u>	<u>0 (0%)</u>	<u>0 (0%)</u>	<u>0 (0%)</u>	<u>80,430 (8%)</u>
Total Grant Funds	\$933,100 (100%)	\$914,438 (100%)	\$905,107 (100%)	\$941,093 (100%)	\$1,033,100 (100%)
Distributions to Local Affiliates					
Number of Affiliates ²	39	41 ³	40	34	32
Maximum Amount	\$33,000	\$20,000	\$20,000	\$20,000	\$66,000 ⁴
Minimum Amount	\$17,000	\$16,000	\$12,000	\$16,000	\$9,000 ⁵
Average Amount	\$17,700	\$16,900	\$17,100	\$18,100	\$21,700 ⁶
¹ This amount is intended for distribution to affiliates in subsequent years. ² This includes the number of affiliates receiving funding in each fiscal year. ³ Includes two new affiliates that received funding prior to serving students. ⁴ The Augusta/Richmond affiliate received two payments in fiscal year 2015: one for \$16,000 and an additional payment of \$50,000 for expansion. ⁵ The Barrow affiliate closed mid-year and, therefore, only received partial funding in fiscal year 2015. ⁶ Based on the total cash payments in fiscal year 2015 (\$693,775). Source: CISGa financial data					

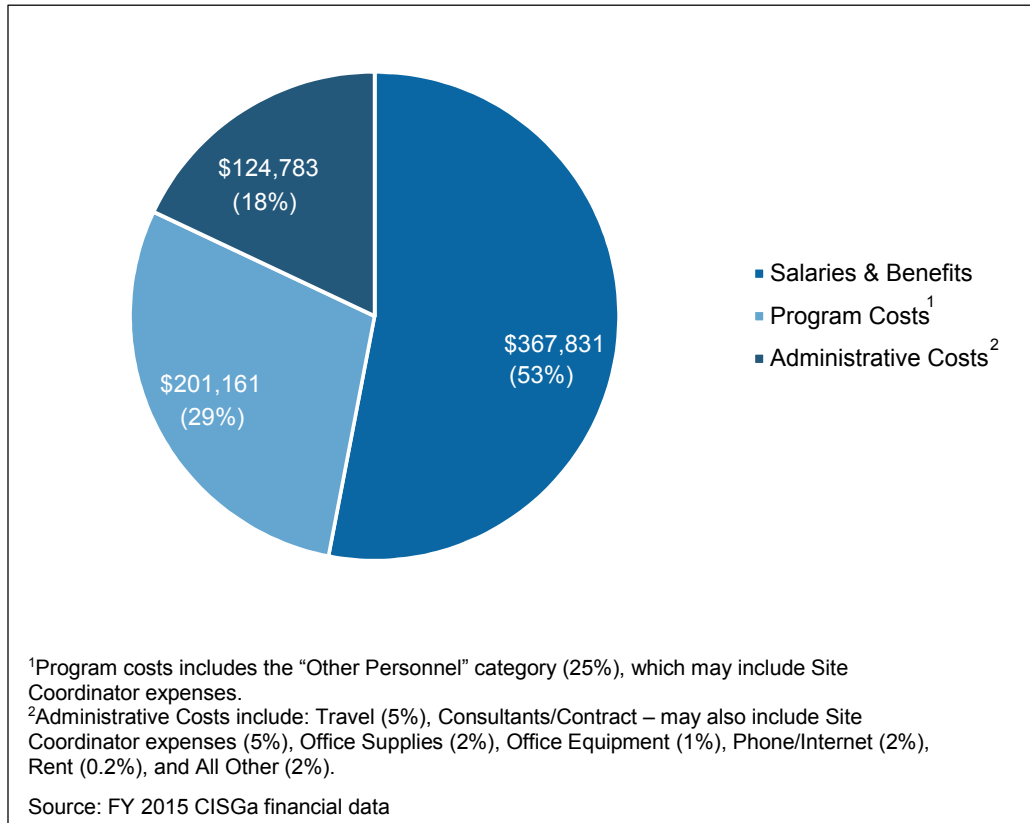
Local Affiliates Use of State Grant Funds

As shown in Exhibit 9, state grants to local affiliates averaged approximately \$21,700, with individual grant amounts ranging from \$9,000 to \$66,000 in fiscal year 2015. According to CISGa staff, each affiliate receives a minimum amount each year, depending on the total state grant amount. In addition, affiliates may receive additional funds if they meet certain criteria, such as expanding or becoming accredited.¹³ It should be noted that state grant funding provided to each affiliate has increased from \$17,700 to \$21,700, on average, over the last five years as the number of affiliate offices has decreased.

In fiscal year 2015, local affiliates used 53% (\$368,000) of state grant funds to defray personnel costs, while the remaining 47% (approximately \$326,000) was designated for program and administrative costs. (See Exhibit 10.) State grant funds spent on salaries and benefits covered a portion of the costs of local affiliate executive directors. Information for school year 2015 indicated that the compensation range for executive directors (including salaries and benefits) ranged from \$24,000 to \$120,000, with an average of \$60,000. Essentially, the state grant would cover about 35% of an executive director's salary, on average.

¹³ Becoming accredited refers to CIS's Total Quality System (TQS).

Exhibit 10
CIS Affiliates Spent 53% of State Grant Funds on Salaries & Benefits,
Fiscal Year 2015

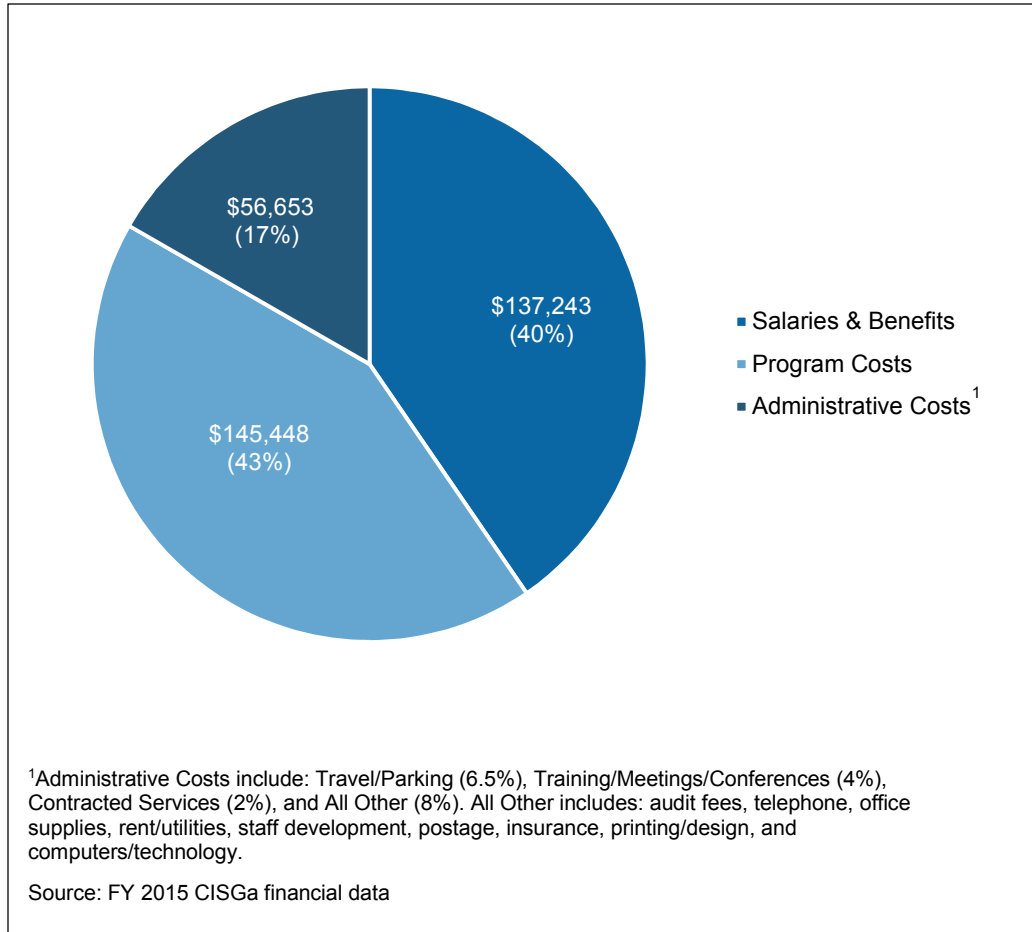


It should be noted that the primary purpose of the state grant is to provide partial funding for an executive director at each local affiliate office. In the past, executive directors were required to seek out and obtain additional funding that at least matched the amount of the state grant. While no longer a requirement, most affiliate offices obtain at least \$1 of matching funds for every \$1 of state grant funds they received. In fiscal year 2015, the 32 affiliate offices raised an average of \$18.07 per state dollar granted. [Appendix D](#) shows the funds raised by each affiliate office in fiscal year 2015.

CISGa's Use of State Grant Funds

The remaining grant funds that were not passed through to local affiliates were used by CISGa's state office to pay personnel, program, and administrative costs. As shown in [Exhibit II](#), 40% (\$137,000) of funds remaining in fiscal year 2015 were used for salaries and benefits of personnel providing training and assistance to local affiliates. As previously noted, grant funds also covered approximately \$145,000 (43%) in program costs, which consisted of funds reserved for pass through to local affiliates in fiscal year 2016 and funds to cover CISGa's portion of AmeriCorps program costs. The remaining 17% (\$57,000) of state grant funds covered CISGa's administrative costs.

Exhibit 11
CISGa Spent 40% of Remaining State Grant Funds on Salaries & Benefits, Fiscal Year 2015



What is the state's return on investment in Communities In Schools?

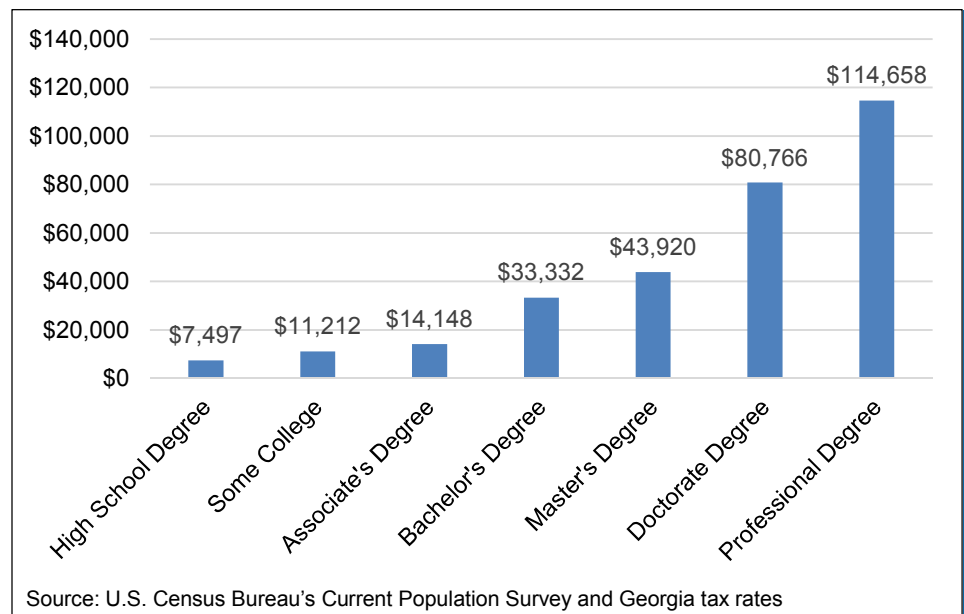
Research indicates that while the payback may take time to accrue, the benefits gained from models such as CIS exceed the relative costs. A 2012 study assessing the economic impact of CIS estimated the benefit-cost ratio to be 11.6—that is, there is an estimated return of \$11.60 for every one dollar invested. In Georgia, the state's annual investment in CIS of \$1 million is relatively small compared to other sources of funding for CISGA and local affiliates. Based on current funding levels and number of CIS students, the state's return on investment is estimated to be \$18:\$1 for a high school graduate over his or her lifetime.¹⁴

Our analysis of the state's return on investment includes: (1) the dollar amount of state funds spent per CIS student, (2) the amount of state taxes paid by high school dropouts compared to the amount paid by high school graduates, and (3) the estimated increase in the state's graduation rate needed to generate a positive return on investment.

¹⁴ Although CIS served more than 120,000 students in fiscal year 2015, our analysis is based on the 10,580 case-managed (Level 2) students.

- **State Cost per CIS Student** – Based on the number of CIS students who received sustained (Level 2) services in school year 2015 (10,580 at all grade levels), the average state grant amount per student was \$98.¹⁵ As previously noted, state grant funds of \$1 million comprised only 7% of CISGa’s total revenue in fiscal year 2015.
- **Estimated Additional Taxes Generated** – Our estimate of the benefit to the state is derived from additional tax revenue collections for each CIS student who attains a high school diploma. Our analysis of earnings of high school graduates compared to non-graduates indicates that each additional high school graduate produces an estimated \$7,500 in tax benefits to the state over the working lifetimes of the students.¹⁶ These benefits are based on the additional income and sales tax revenues generated by high school graduates each year. When we considered the earnings differential between dropouts and those completing some college and higher, the benefits to the state increase significantly. See Exhibit 12 below.

**Exhibit 12
Additional Income and Sales Tax Benefits to State by Educational Attainment**



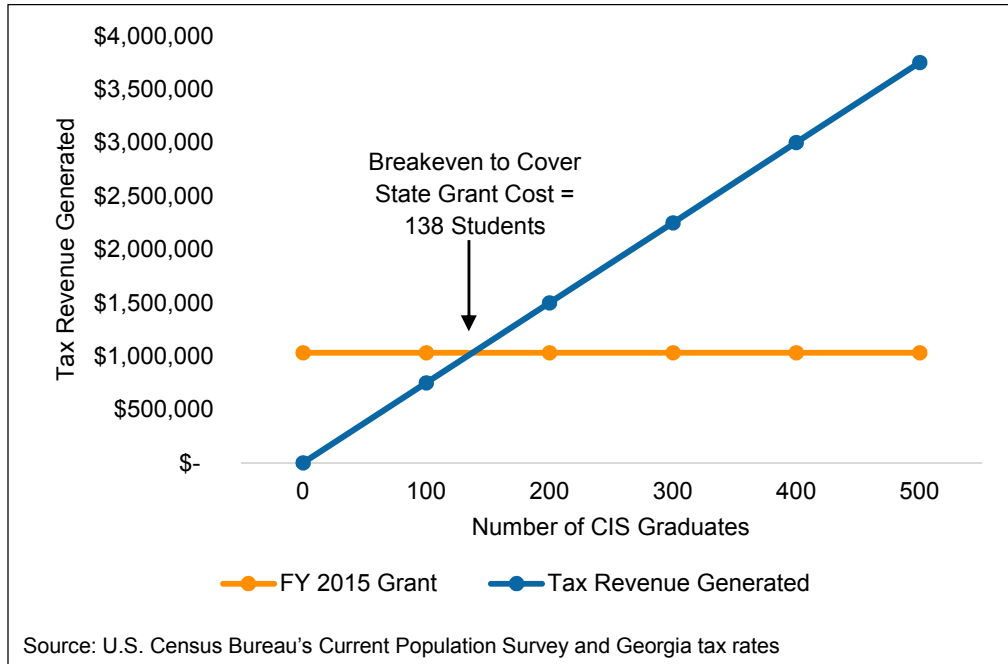
- **Breakeven Analysis**–To generate returns equivalent to the value of the fiscal year 2015 state grant (\$1,033,100), it is estimated that 138 CIS participating students would have needed to graduate high school that year. This “breakeven point” is the equivalent of increasing the school year 2015 statewide graduation

¹⁵ Using this cost per student ratio only considers the portion of students that received more intensive services; CIS provided Level 1 services to approximately 120,000 total students. If these students were included in the analysis, the state’s cost per student would decrease and the return on the investment would increase.

¹⁶ This analysis compared a high school dropout’s annual income over 35 years to a high school graduate’s annual income over 35 years.

rate from 78.8% to 79.0%, an increase of 0.2 percentage points. As shown in Exhibit 13, any additional CIS graduates would create a positive return on the state’s investment in CIS.

Exhibit 13
138 CIS Graduates Allows the State to Breakeven on its Investment, Fiscal Year 2015



Additional analyses of CIS would further help inform policy decisions. An assessment of CIS’s impact on academic outcomes is discussed on the following pages. However, a review of CIS’s relative cost-effectiveness compared to other dropout prevention programs is not currently possible without specific student-level data on various interventions they receive.

How do graduation rates for Communities In Schools participants compare to school systems and the state?

Graduation rate
describes the proportion of high school freshmen graduating with regular diplomas four years later. This rate measures on-time graduation, with adjustments for students who transfer in/out of school or leave for other reasons.

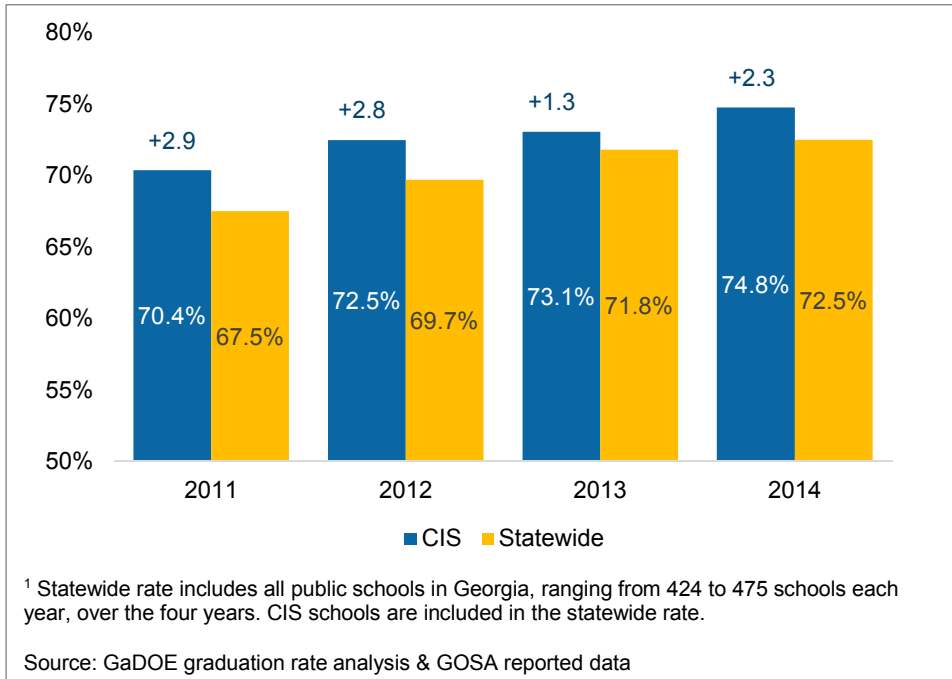
Both GaDOE and CISGa (due to local restrictions on CIS’s use of student-level data) lack student-specific data needed to compare the outcomes of CIS participants to school systems and the state average as requested. Alternately, we assessed CIS’s impact on graduation rates by comparing average rates of a sample of CIS schools to statewide rates and to a sample of non-CIS schools matched on similar demographics. In addition, we analyzed the change in graduation rates of CIS schools pre- and post-CIS implementation. As discussed below, we found that schools with CIS had improved graduation rates during the time periods reviewed and, comparatively, their graduation rates were higher than the statewide average and the matched non-CIS schools. However, we could not establish a correlation between the graduation rates and the presence of CIS and could not project the results to a larger population based on available data. The details of our analyses are discussed below.

Comparison of CIS Schools’ and Statewide Rates

In this analysis, we compared average graduation rates for a sample of 35 schools that participated in CIS to statewide rates.¹⁷ As shown in **Exhibit 14**, CIS schools’ average graduation rates were higher than statewide rates by 1.3 to 2.9 percentage points in school years 2011 to 2014. Year-to-year average graduation rates improved for CIS schools and statewide by 1 to 2 percentage points.

As previously discussed, we estimate that CIS would have to influence a relatively small number of students to progress through school and ultimately graduate to achieve a breakeven at current funding levels. For example, we estimate that 125 CIS graduates were needed to breakeven on the state’s investment in school year 2014. We found that in the 35 CIS sample schools alone (out of 60 total CIS high schools), approximately 7,600 students graduated.¹⁸ While we were unable to isolate the number directly influenced by CIS, it is reasonable to assume that the state at least broke even on its investment.

Exhibit 14
CIS Schools had Higher Average Graduation Rates Compared to Statewide Rates, School Years 2011 – 2014¹



Comparison of CIS and Non-CIS Schools’ Rates

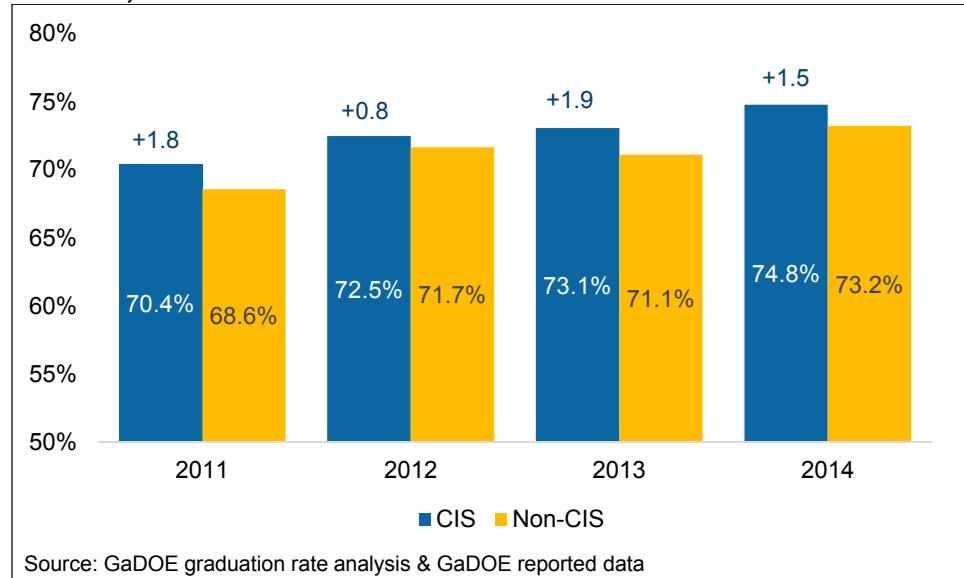
In this analysis, we compared average graduation rates for a sample of 70 schools, consisting of 35 CIS schools and 35 non-CIS schools. The non-CIS schools were matched on demographic factors such as enrollment, locale, poverty, race/ethnicity, and special

¹⁷ Based on statewide graduation rates as reported annually by GaDOE in the Governor’s Budget Report and dropout rates calculated by the audit team from GaDOE’s dropout rate data.

¹⁸ Consists of schools where a portion of students received Level 1 or Level 2 services, or both.

education (some of which are also associated with dropping out).¹⁹ Our review found that the sample of CIS schools experienced higher average graduation rates each year since school year 2011, with average rates for CIS schools exceeding non-CIS school rates by 0.8 to 1.9 percentage points each year. CIS schools' graduation rates improved by 1 to 2 percentage points each year. While graduation rates for non-CIS schools improved overall by 5 percentage points, the rates slightly declined between school years 2012 and 2013.

Exhibit 15
CIS Schools had Higher Average Graduation Rates Compared to Similar Schools, School Years 2011 – 2014



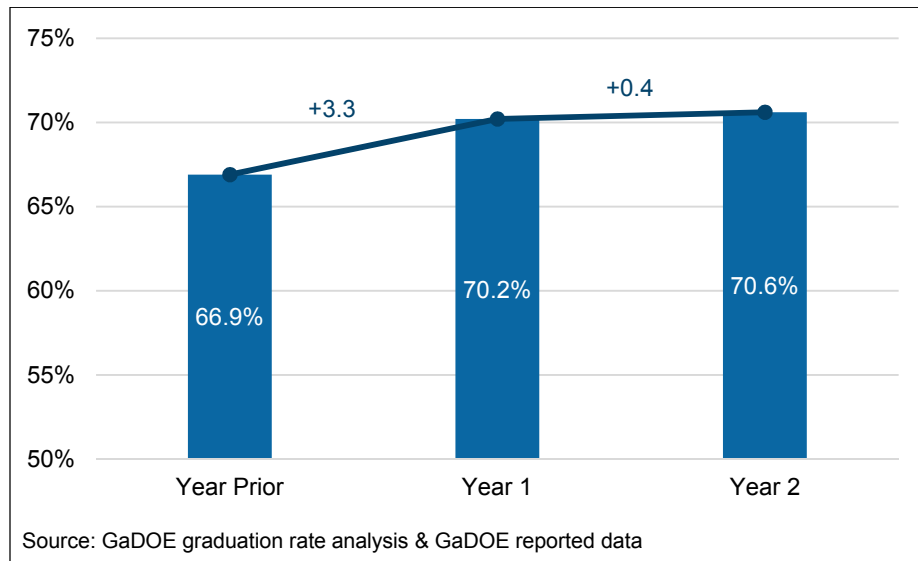
Pre- and Post-Implementation Analysis of CIS

In this analysis, we compared school graduation rates one year prior to the year of CIS implementation to rates in the first and second year following CIS implementation. There were 65 schools that implemented CIS between school years 2000 and 2011 with sufficient data to conduct the analysis.

Our analysis revealed that the majority of schools saw improved graduation rates after CIS implementation. As shown in **Exhibit 16**, prior to implementation, schools in our sample had an average graduation rate of 66.9%. The average increased to 70.2% after the first year of implementation, and to 70.6% after the second year of implementation.

¹⁹ Some non-CIS schools may have participated in CIS in the past, but we limited the group to those that had been removed from CIS participation for at least eight years to limit the potential for any lingering impacts of CIS to skew the results.

Exhibit 16 CIS Schools' Average Graduation Rate Improved After CIS Implementation



Other Studies of CIS

We identified additional independent, third party research studies on CIS to better understand CIS's impact on academic outcomes. We focused on research that had been identified as meeting high methodological standards. A February 2014 research study conducted by Child Trends²⁰—a nonprofit, nonpartisan research center—identified four rigorous outcome evaluations of CIS programs based on factors such as research design, presence of statistically significant results, and equivalence of comparison groups at baseline.²¹

According to the Child Trends report, research studies found CIS to have a positive impact on certain outcome measures assessed.²² These studies found that CIS had a positive effect on academic achievement, based on measures associated with student progress, school attendance, and math achievement.²³ For example, according to the Child Trends report, a national evaluation of CIS found significant, positive effects on promoting power (a proxy for dropout rate) after three years of implementing the CIS model.²⁴ While not noted in the Child Trends report, the national evaluation also concluded that CIS is linked with slight increases in graduation rates, particularly among CIS schools that use the full CIS model and use their resources to serve more students with fewer services. Two other evaluations found CIS's case management services had positive, significant impacts on another measure of student progress—credit completion—initially; however, the impacts lessened over time. The studies also

²⁰ Child Trends, Making the Grade: Assessing the Evidence for Integrated Student Supports, February 2014.

²¹ Standards varied according to the type of research design.

²² Evaluations were of CIS in three cities (Jacksonville, Florida, Wichita, Kansas, and Austin, Texas) as well as a national evaluation.

²³ Alternately, the evaluations found less definitive evidence of CIS's impact on non-academic outcomes, such as student behavior.

²⁴ Promoting power is a proxy measure of dropout rate and determines the proportion of students who are promoted to the next grade on time. The measure was developed by Johns Hopkins University and is used to classify schools as "dropout factories."

found CIS had significant impacts on attendance rates and math test scores. It should be noted that due to the small number of evaluations assessed, the Child Trends report indicates that these conclusions are tentative.

CISGa has its own evaluation process. CISGa monitors student improvement as it relates to academic outcomes shown in **Exhibit 17**. In addition, its survey of school principals found CIS to have a positive influence on improving outcomes in the areas of attendance, behavior, academics, and progress toward graduation. As the exhibit shows, approximately 74% of principals thought CIS had helped to improve the rate of disciplinary referrals, and a higher percentage found CIS to be helpful in improving academic performance, attendance, and progress toward graduation.

Exhibit 17
Reported Improvements in Other Outcomes

Outcome Measures	2014 Annual Report (% of CIS students showing improvement)	2015 Principal Survey Results (% of respondents that found CIS to be “extremely helpful” or “very helpful” in improving outcomes)
Attendance	64.6%	80.8%
Discipline	65.6%	74.1%
Academic Performance		78.3%
<i>Elementary School Students</i>	66.6%	
<i>Middle School Students</i>	61.3%	
<i>High School Students</i>	61.5%	
Progress Toward Graduation	94.6% ¹	82.0%

¹Represents the High School Stay In School Rate
Source: CISGa FY 2014 annual report & FY 2015 Principal Survey data

CISGa’s Response: In its response, CISGa indicated that its “affiliates collect and report a lot of student level data to [them], but whether affiliates are allowed to use the full student ID or GTID that would allow matching to the GaDOE student records is at the discretion of district leadership based on the local interpretation of FERPA requirements.”

CISGa also noted that its “evaluation department is not currently given access to data from the GaDOE student data collection.” Any student-level data it obtains comes directly “from the local districts and [they] are only given access to data for caseload students (those with parent permission granting access).” They stated that, as a result, they “would not be able to do comparative analysis [themselves]” because they do not “have access to comparison data.” CISGa added that “the student records are not verified until months after [their] required reporting to GaDOE.”

Appendix A: Objectives, Scope, and Methodology

Objectives

This report examines the Communities In Schools (CIS) program, funded through a grant from the Georgia Department of Education (GaDOE). Specifically, our examination set out to determine the following:

1. Which school systems are participating in Communities In Schools?
2. What services are being provided through Communities In Schools?
3. How are state grant funds being used by Communities In Schools?
4. What is the return on the state's investment in Communities In Schools?
5. How do graduation rates for Communities In Schools participants compare to school systems and statewide graduation rates?

Scope

This special examination generally covered activity related to CISGa that occurred in fiscal years (or school years) 2011 through 2015, with consideration of earlier or later periods when relevant. Information used in this report was obtained by reviewing CISGa and GaDOE documents, conducting interviews with program and agency staff, analyzing data provided by CISGa and GaDOE, and reviewing research studies.

We obtained data from CISGa on participation in CIS which included a list of sites/schools that participate in CIS, along with total student enrollment at the school by level of service. While we concluded that the information was sufficiently reliable for the purposes of our review, we did not independently verify the data.

We also obtained school-level demographic data from GaDOE in order to conduct analyses related to graduation rates. Data provided included enrollment, diplomas, special education, attendance, dropout rate, and free/reduced lunch. The data were assessed for issues with reliability and were found to be generally reliable for the purposes of our review.

Both GaDOE and CISGa lack student-specific data needed to compare the outcomes of CIS participants to school systems and the state average as requested. Due to local school systems' interpretation of the Family Educational Rights and Privacy Act (FERPA), CISGa is unable to access student information (e.g., student identification numbers or student testing identification numbers (GTID)) needed to conduct student-level analyses. In addition, GaDOE does not track student participation in CIS. As a result, we based our analysis on school-level data.

Methodology

To determine which school systems participate in CIS, we analyzed CISGa's services participation data. This data includes the affiliate, school system, and school/site. We used enrollment data to determine which sites, school systems, and affiliates had students enrolled in Level 2 services each year.

To determine what services are being provided through CIS, we reviewed documents describing CIS services, and analyzed data showing the number of participants in CIS and level of services provided. We also conducted a brief web-based survey of 32 local affiliates and received 30 responses. The survey sought to identify what services are

currently provided and needed by affiliates, as well as what barriers to providing those services might be. We obtained similar information from our review of CISGa's surveys of school principals.

To determine how GaDOE grant funds are being used by CIS, we reviewed and analyzed GaDOE budget documents and CISGa financial data (state office data and local affiliate funding/budget data).

To determine the extent to which the state receives a return on its investment in CIS, we reviewed research studies, obtained and analyzed income data from the U.S. Census Bureau's Current Population Survey (CPS), analyzed state income and sales tax rates, and calculated the present value of lifetime earnings. We calculated the state's return on investment by dividing the difference between additional tax benefits associated with a high school graduate over his or her lifetime and the cost per CIS student by the state's cost per CIS student.

To determine how graduation rates of CIS participants compare to those of school systems and the state, we conducted several analyses of CISGa and GaDOE data.

- First, we conducted a pre- and post-CIS implementation analysis to determine the change in school-level graduation rates. We obtained historical information from CISGa on school participation in CIS (from 1999 to 2014) and their graduation rates. We filtered the data to isolate a group of schools that received direct CIS services for two consecutive years (year 1 and year 2 of CIS) and that had complete graduation data for those years and the year prior to implementation of CIS. We considered the point at which the state's method of calculating graduation rates changed to ensure graduation rates analyzed had been calculated consistently. We identified a sample of 65 schools. We analyzed the change in rates over the two-year period for each school in our sample.
- Second, using school-level data obtained from GaDOE, we filtered the data to identify high schools with complete demographic data. Using information obtained from CISGa on school participation in CIS, we coded the GaDOE data to identify CIS-participating schools. We used a statistical software to identify a group of CIS schools and a comparison group of non-CIS schools, based on the demographic data. This matching process identified 35 CIS schools and a matched set of 35 non-CIS schools. We compared graduation rates for the two groups over a four-year period (2011-2014). Our sample was based on the availability of data needed to conduct the analysis and is not representative sample of all CIS high schools.
- Third, we compared graduation rates of the sample of 35 CIS schools identified above to statewide graduation rates.

Due to the lack of student-level data, we were limited to conducting school-level analyses. As such, our analyses describe school-level performance, potentially masking CIS's impact on individual student performance. In addition, because of the variety of factors that may be influencing school-level rates, we were unable to isolate the impact of CIS.

This special examination was not conducted in accordance with generally accepted government auditing standards (GAGAS) given the timeframe in which the report was needed. However, it was conducted in accordance with Performance Audit Division

policies and procedures for non-GAGAS engagements. These policies and procedures require that we plan and perform the engagement to obtain sufficient, appropriate evidence to provide a reasonable basis for the information reported and that data limitations be identified for the reader.

Appendix B: CIS Affiliates and School Systems School Years 2011 - 2015

Affiliate Name	System Name	2011	2012	2013	2014	2015
Albany Dougherty	Dougherty County	X	X	X	X	X
Athens Clarke	Clarke County	X	X	X	X	X
Atlanta	Atlanta Public Schools	X	X	X	X	X
	DeKalb County	X	X	X	X	X
	Fulton County			X	X	X
Augusta Richmond	Richmond County	X	X	X	X	X
Baldwin	Baldwin County	X	X	X	X	X
Barrow	Barrow County	X	X	X	X	X
Ben Hill	Ben Hill County	X	X	X	X	X
Berrien	Berrien County	X	X	X	X	X
Bulloch	Bulloch County	X	X	X	X*	
Burke	Burke County	X	X	X	X	X
Candler	Candler County	X	X	X	X	X
Carroll	Carroll County			X	X	X
	Carrollton City			X	X	X
Catoosa	Catoosa County	X	X	X	X	X
Central Georgia	Bibb County		X	X	X	X
Cochran-Bleckley	Bleckley County	X	X	X	X	X
Coweta	Coweta County	X				X
Decatur	Decatur County	X				
Dodge	Dodge County	X	X	X	X	X
Douglas	Douglas County	X	X	X	X	X
Effingham	Effingham County	X	X	X	X	
Elbert	Elbert County	X	X			
Forsyth	Forsyth County	X				
Glascock	Glascock County	X	X	X	X	X
Glynn	Glynn County	X	X	X	X	X
Hancock	Hancock County	X	X	X	X	X
Harris	Harris County	X	X	X		
Hart	Hart County	X	X	X	X	X
Henry	Henry County			X	X	X
Jefferson	Jefferson County	X	X*	X		
Jenkins	Jenkins County	X	X	X	X	
Laurens	Dublin City	X	X	X	X	X
	Laurens County	X	X	X	X	X
	Twiggs County				X	X
Marietta/Cobb	Cobb County	X	X	X	X	X
	Marietta City	X	X	X	X	X

Affiliate Name	System Name	2011	2012	2013	2014	2015
McDuffie	McDuffie County	X	X	X		
Muscogee	Muscogee County	X				
North Georgia	Gilmer County	X				
	Lumpkin County	X *				
	Pickens County	X				
	Towns County	X				
	Union County	X				
	White County	X				
Rome Floyd	Floyd County	X	X	X	X	X
	Rome City	X	X	X	X	X
Savannah-Chatham	Chatham County	X	X	X		X
Screven	Screven County	X	X *	X		
Stephens	Stephens County	X	X	X	X	X
Sumter	Sumter County	X	X	X		
Troup	Troup County	X	X	X	X	X
Turner	Turner County	X	X	X	X	X
Walton	Social Circle City	X	X	X	X	X
	Walton County	X	X	X	X	X
Warren	Warren County	X	X	X	X	X
Washington	Washington County	X	X	X	X	X
Wilkes	Wilkes County	X	X	X	X	X
Total		53	44	47	42	41
<p>*Indicates that the two data sources (Level 2 Service enrollment and Number of Site Coordinators) conflicted. In these cases, we counted the system as participating if one data source showed participation. Source: CISGa service data</p>						

Appendix C: Levels of Service by Affiliate and Service Category School Year 2015

Affiliate	Case Management	Basic Needs	Life Skills	Family Services	Physical & Mental Health	Behavior Interventions	College & Career Readiness	Academic Supports	Service to Others	Enrichment Activities
Albany/Dougherty	2	3	1	1	1	1	3	2	2	3
Athens/Clarke	2	3	3	3	3	3	3	3	3	3
Atlanta	2	3	3	3	3	3	3	3	3	3
Augusta/Richmond	2	3	3	3	3	1	3	2	3	1
Baldwin	2	3	3	1	3	3	2	3	2	3
Barrow	2	3	3	3	3	3		2	2	
Ben Hill	2	3	3	3	3	3	3	3	2	3
Berrien	2	3	3	3	3	3	3	3	3	1
Burke	2	1	3	1	1	3	1	3		1
Candler	2	3	3	1	3	3	3	3	1	1
Carroll	2	3	3	3	3	3	3	3	3	1
Catoosa	2	3	3	3	3	1	3	2	3	3
Central Georgia	2	3	3	3	3	3	3	3	3	3
Cochran/Bleckley	2	3	3	1	1	1	2	1		
Coweta	2	3	3	2	3	3	3	3	3	3
Dodge	2	3	2	1				3		
Douglas	2	3	3	3		3	3	3	1	
Glascok	2	3	3	3			3	3		3
Glynn	2	3	3	2	3	2	3	3	3	3
Hancock	2	3	3	3	3	3		3		
Hart	2	3	2	1	3			3		
Henry	2	3	3	3	3	3	1	3	1	1
Laurens	2	1	3	3	3	3	3	3	3	3
Marietta/Cobb	2	3	3	3	3	2	3	3	3	1
Rome/Floyd	2	3	2	1	1	1	2		1	1
Savannah/Chatham	2	3	2	3	2	2		2		3
Troup	2	3	3	3	3	3	3	3	3	3
Turner	2	3	3	3	3	1	3	3	3	1
Walton	2	3	3	3	3	3	3	3	2	3
Warren	2	3	3	3	3	3	3	3	3	3
Washington	2	3	3	2	2	2	3		2	3
Wilkes	2	3	3	3	3	3		3		3
Level 1 Only (1)	0	2	1	8	4	6	2	1	4	9
Level 2 Only (2)	32	0	4	3	2	4	3	5	6	0
Level 1 & Level 2 (3)	0	30	27	21	13	19	21	24	14	17
Total	32	32	32	32	29	29	26	30	24	26

Appendix D: CIS Affiliate Fundraising, Fiscal Year 2015

Affiliate Name	Amount of State Grant	Total Funds Raised or Received (Outside State Grant)	Total Funds Raised or Received/State Grant
Albany/Dougherty	\$21,000	\$145,245	\$6.92
Athens/Clarke	21,000	973,665	46.37
Atlanta	21,000	1,678,516	79.93
Augusta/Richmond	66,000 ¹	114,770	1.74
Baldwin	21,000	409,864	19.52
Barrow	9,000 ²	51,250	5.69
Ben Hill	21,000	180,518	8.60
Berrien	18,000	96,641	5.37
Burke	21,000	146,193	6.96
Candler	21,000	92,489	4.40
Carroll	21,000	160,544	7.64
Catoosa	21,000	507,566	24.17
Central Georgia	23,500	511,195	21.75
Cochran/Bleckley	21,000	288,144	13.72
Coweta	16,000	188,010	11.75
Dodge	21,000	414,088	19.72
Douglas	21,000	2,100,873	100.04
Glascok	21,000	476,705	22.70
Glynn	21,000	407,455	19.40
Hancock	18,000	74,271	4.13
Hart	21,000	75,000	3.57
Henry	16,000	506,489	31.66
Laurens	36,000	304,492	8.46
Marietta/Cobb	21,000	640,181	30.48
Rome/Floyd	21,000	131,787	6.28
Savannah/Chatham	11,275	82,559	7.32
Troup	18,000	136,007	7.56
Turner	21,000	140,929	6.71
Walton	21,000	239,617	11.41
Warren	21,000	366,100	17.43
Washington	21,000	116,364	5.54
Wilkes	21,000	235,887	11.23
Total	\$693,775	\$12,035,414	\$17.35
Average	\$21,680	\$364,710	\$18.07

¹ The Augusta/Richmond affiliate received two payments in fiscal year 2015, one for \$16,000 and the second for \$50,000 for expansion.

² The Barrow affiliate closed mid-year, and therefore only received partial funding.

Source: CISGa financial data

The Performance Audit Division was established in 1971 to conduct in-depth reviews of state-funded programs. Our reviews determine if programs are meeting goals and objectives; measure program results and effectiveness; identify alternate methods to meet goals; evaluate efficiency of resource allocation; assess compliance with laws and regulations; and provide credible management information to decision-makers. For more information, contact us at (404)656-2180 or visit our website at www.audits.ga.gov.
