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81% of students met their academic achievement improvement goals
The facts* tell the story:

The average African American eighth grader is performing six times more likely to

At the same level as white students and maintained those over 60 years, an estimated $50 trillion would be added to the economy.

The education crisis is not limited to schools. In fact, it is a result of much larger social and economic trends, especially the growing income gap between rich and poor. The failure to change the status quo threatens the social fabric of American society, as well as our economy.

We understand those realities, deeply and passionately, and we have a proven model that works for many different kinds of students, in many different kinds of communities. We are on the front lines of this country’s education and social crisis, focused on the lowest-performing schools and the students most vulnerable to dropping out. We are making a difference with our cost-effective, evidence-based and sustainable student support model.

Communities In Schools has replicated its model in school settings across urban, suburban and rural districts—doubling the number of students served over the last 70 years. The model provides an integrated system of services, which we organize comprehensively and in integrated supports in each school participating school through a single point of contact—the site coordinator.

Site coordinators are consistent, caring adults whose only job is to support students to succeed. We often have the opportunity to travel to education sites served by Communities In Schools, and the privilege to meet many of these extraordinary and dedicated individuals who change lives one day and one student at a time.

Whatever it takes—academic help, career counseling, transportation, donated goods, mentoring, after-school programs, cash assistance, food, a place to live—all site coordinators turn to the community, bringing volunteers and local business partners into the schools to make student achievement possible. With their needs met, children come to school ready to learn and teachers are free to teach. The power of our student-centered approach lies in the potential for permanent, intergenerational change without whom the vision would be a pipedream. We extend our deep appreciation to the almost 70,000 Americans who have stepped up as volunteers across the Communities In Schools network, and the more than 4,000 professionals who have worked for Communities In Schools and keep that vision daily in their minds and in their hearts. The annual report documents the incredible work of this growing movement, led by Communities In Schools, to help children succeed and families rise out of poverty.
Our work is guided by the Five Basics, a set of essentials that every child needs and deserves.

1. A one-on-one relationship with a caring adult
   At the heart of what we do is building relationships. Children need positive role models to help them navigate their way to adulthood. Our site coordinators, and the mentors and tutors they provide, encourage students and remove obstacles to success.

2. A safe place to learn and grow
   We engage communities to create safe environments for students in their schools, neighborhoods and programs that take place during non-school hours.

3. A healthy start and a healthy future
   For children who lack basic services like medical care and nutritious food, we partner with local agencies and food banks to provide access to physical and mental health services, dental services, counseling and food backpack programs.

4. A marketable skill to use upon graduation
   We understand that the path to success includes preparing young people for life after high school. Our site coordinators focus on career development and college readiness, and we help provide access to postsecondary education.

5. A chance to give back to peers and community
   Young people need to feel like they have something to give back. We work with students to build their confidence and strengthen their service involvement. Our Alumni Network keeps former students connected to each other and their communities.

Mission

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

It’s easy to make the decision to have Communities In Schools be a part of your school because the return on investment, the kind of impact it makes on our children and in our children’s lives, and the gaps that it fills no teacher, principal, assistant principal or counselor will ever be able to fill. Communities In Schools has been a godsend. No matter where I go in my career, I’m going to take Communities In Schools with me... it helps meet the needs of the entire child as well as the family.”

— Dr. Sharon M. Shields, Superintendent of La Vega ISD, Texas
2012 Unsung Heroes Award Recipients

Stephanie Amendtza
Paul Fagen
Communities In Schools of Chicago
Linda Shelley
Bobby Valcin
Steven Weeks
Communities In Schools of Greenville, South Carolina

Highlights and Accomplishments—2012

Student Achievement
During the 2011-2012 school year, 1.25 million students received support from Communities In Schools in over 2,400 sites. We are proud to report that among our 108,000 case-managed students, 95 percent remained in school; 94 percent in K-11 were promoted, and 93 percent of eligible seniors graduated.

Total Quality System Accreditation
By the end of FY2012, 78 affiliates had earned their TQS accreditation, with additional affiliates preparing for accreditation in the next two years. Communities In Schools Total Quality Systems is a set of program, business and site operation standards based on the five-year independent research study conducted by CIF International. The study’s findings show that maximizing student improvement continues to inform Communities In Schools’ evidence-based practices. Operating by TQS standards has proven to further guarantee financially driven affiliates who are serving more students through fidelity to the comprehensive integrated student supports model. All affiliates must be accredited by July 2015 in order to be part of Communities In Schools, setting a consistent baseline of organizational and operational quality throughout the network.

Site Coordinators
By the end of FY2012, more than 430 site coordinators were certified, and 325 more were moving through the rigorous certification program toward graduation in 2013. Five extraordinary Unsung Heroes were recognized in 2012—among all outstanding site coordinators who daily demonstrate their unwavering commitment to students. With acts of love and transformation, these men and women are the best in the country at what they do.

Expansion
We have re-established a Communities In Schools state office in South Carolina to lead the expansion into more communities and school sites in that state, established relationships with key statewide partners, and promote and advocate for Communities In Schools. Expansion and deepening of the Communities In Schools presence is also underway in California, Delaware, Kansas, North Carolina and Virginia; and in the major metropolitan areas of Chicago and Philadelphia. Finally, Communities In Schools added Tennessee and New Mexico to the network with the establishment of a new site office and pilot programs in schools.

Rigorous Research
We have begun a new round of independent evaluation research with MDRC, a nonprofit education and social policy research organization, that will build on our previous independent five-year evaluation, further strengthen our program model, and create a rigorous base of evidence for Communities In Schools effectiveness that is truly unique to the field and reinforces the case for integrated student supports as a cornerstone of federal education policy.

Return On Investment
In May 2012, Communities In Schools released the results of an economic impact study conducted by EMR, one of the nation’s leading economic modeling firms. The purpose of the study was to quantify the return on investment of Communities In Schools’ 113 high school-serving affiliates to taxpayers, businesses and students. EMR’s work revealed that for every dollar invested in Communities In Schools, $11.60 is returned to society.

Future Leadership
Communities In Schools also selected and launched a pilot class of emerging Communities In Schools leaders for its New York University (NYU) Executive Leadership Development Program, a nine-month course in partnership with NYU’s Wagner School that encompasses learning and coaching sessions with experts in all areas of nonprofit executive leadership, as well as action learning projects. We also implemented our partnership with BoardSource to provide every state office and local affiliate access to extensive information and assistance programs about best practice in building and engaging nonprofit boards of directors.

Leadership Town Hall
In September 2012, the Communities In Schools national office convened leaders from across the network in Arlington, Va., to focus on the vital role they play in transformation and creating opportunities to sustain and expand our evidence-based model of integrated student supports. National, local and state board members, site coordinators and others from across the network engaged with school superintendents, Communities In Schools national funding partners and education thought leaders. More than 200 people participated in person in Arlington, and an interactive, live stream of the conference enabled 600 additional Communities In Schools professional and volunteer leaders to participate in the conversation.

During the 2011-2012 school year, 1.25 million students received support from Communities In Schools in over 2,400 sites.
Highlights and Accomplishments - 2012

In the News
We got the Communities In Schools message out nationally, with appearances on “Morning, live,” a national partnership with the Corporation for Public Broadcasting’s American Graduate initiative that featured Communities In Schools in a half-hour segment distributed to PBS stations nationwide; Communities In Schools President Dan Cardinali’s regular contribution to the Huffington Post blog, offering commentary and fresh insights on social justice, education reform, the effects of poverty, the achievement gap and partnerships in schools.

Organizational Excellence
Communities In Schools was recognized for sound business practices and financial transparency, earning a four-star rating from Charity Navigator, as part of the grant opportunity. Our efforts also included, for the first time ever, explicit inclusion of Communities In Schools. The latter also includes, for the first time ever, a requirement for a site coordinator as part of the grant opportunity. Our efforts also secured language in the Senate Appropriations Bill Report that confirmed that Title I funds, an important source of support for the network, may be used for integrated student supports, thus protecting affiliate access to the funding both currently and in the future.

Advocacy
Communities In Schools continued to make progress toward including integrated student supports in the reauthorization of the Elementary and Secondary Education Act (ESEA) – the federal government’s single biggest investment in education. The Senate ESEA bill explicitly includes integrated student supports as part of school reform, and the creation of a grant program to encourage and support the work of Communities In Schools. The latter also includes, for the first time ever, a requirement for a site coordinator as part of the grant opportunity. Our efforts also secured language in the Senate Appropriations Bill Report that confirmed that Title I funds, an important source of support for the network, may be used for integrated student supports, thus protecting affiliate access to the funding both currently and in the future.

Grassroots
Communities In Schools also made great strides in the process to establish a significant national network of advocates. We have recruited more than 3,000 activists, both from within the network as well as external supporters, and supported 80 affiliates that engaged in advocacy action in advance of the November 2012 election. We are building policy makers’ familiarity with Communities In Schools, exposure to our programs and people, and setting the foundation for effective advocacy that translates into federal support for policies that directly address the issues that Communities In Schools.

For every dollar invested in Communities In Schools, $11.60 is returned to society.
Our case-managed students—those at greatest risk of dropping out—showed their will to succeed. 99% of students remained in school at the end of the 2011-2012 school year. Additionally, of the graduates monitored post-graduation, 68 percent went on to some form of postsecondary education. 94% of students in grades K-11 were promoted to the next grade. 93% of eligible seniors graduated. 73% met their attendance improvement goals. 89% met their behavior improvement goals. 81% met their academic improvement goals. 91% met their attitude and commitment to school improvement goals. 90% met their high-risk behavior reduction goals. 77% met their suspension reduction goals.

Communities In Schools By the Numbers

During the 2011-2012 school year, Communities In Schools local affiliates delivered human, financial and community resources that helped young people stay in school and on track to graduation.

1.25 million students served
81% are racial minorities
92% of students were eligible for free or reduced-price lunch
136,000 received targeted case management services
300,000 involved parents, families and guardians
27 states and the District of Columbia
99% of Communities In Schools students stayed in school
Nearly 200 local affiliates—2,400 K-12 schools and community-based sites
4,025 nonprofit and youth development professionals
$179 cost per student served
70,000 community volunteers
$44 million worth of volunteer time
15,700 community partner organizations

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4,025 nonprofit and youth development professionals
$179 cost per student served
70,000 community volunteers
$44 million worth of volunteer time
15,700 community partner organizations

Tackling our nation’s dropout crisis requires us to invest in effective solutions like Communities In Schools, so it can expand and serve greater numbers of schools and students across the country. We invite others to join us in supporting Communities In Schools, one of the nation’s leading dropout prevention organizations, so that young people—especially those at greatest risk of dropping out—can stay in school and graduate on time.

— Kelly Fitzsimmons, Chief Strategy and Program Officer, Edna McConnell Clark Foundation
Communities In Schools By the Numbers

During the 2011-2012 school year, public agencies on the federal, state and local levels invested substantial resources in Communities In Schools’ evidence-based model of integrated student supports. Private sector donors and partners joined them with both cash contributions and in-kind donations of goods and services.

### Types of Funding

<table>
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<tr>
<th>Type of Funding</th>
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<td>Grants</td>
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<tr>
<td>Cash donations</td>
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<tr>
<td>In-kind donations</td>
<td>$23 million</td>
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### Sources of Funding

<table>
<thead>
<tr>
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<th>Amount</th>
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<tr>
<td>Public sector</td>
<td>$131 million</td>
</tr>
<tr>
<td>Private sector</td>
<td>$62 million</td>
</tr>
</tbody>
</table>

"I don’t think there’s any more important organization in this country than Communities In Schools and what they do to prepare young people to learn."

— U.S. Representative Adam Smith, 9th Congressional District, Washington

Communities In Schools local affiliates change lives around the nation in urban, suburban and rural school districts.
### Statement of Activities & Changes in Net Assets

**Year Ended September 30, 2012**

**Support and Revenue**

- **Contributions:**
  - Foundations* $4,937,528
  - Corporations $4,863,996
  - Individuals/Family Foundations $9,046,569
  - Grants - Governmental Agencies $3,560,455
  - Other Revenue 5,883

**Total Support and Revenue** $22,414,231

**Expenses**

- **Program Services:**
  - Advocacy $754,026
  - Public Awareness and Communication $2,040,456
  - Network Operations $14,377,170

**Total Program Services** $17,171,652

- **Supporting Services:**
  - General and Administrative $359,287
  - Fundraising $1,231,109

**Total Supporting Services** $1,590,396

**Total Expenses** $18,762,048

**Change in Net Assets from Operations** $3,652,183

**Investment Income (Loss), net** $2,171,487

**Contributions to Endowment** $7,972,500

**Change in Net Assets** $13,796,170

**Beginning Net Assets** $21,989,993

**Ending Net Assets** $35,786,163

### Statement of Financial Position

**Year Ended September 30, 2012**

<table>
<thead>
<tr>
<th>Assets</th>
<th>Liabilities and Net Assets</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cash and Cash Equivalents</strong></td>
<td><strong>Net Assets</strong></td>
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<tr>
<td>$8,680,732</td>
<td><strong>Unrestricted</strong></td>
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<tr>
<td>127,729</td>
<td><strong>Temporarily Restricted</strong></td>
</tr>
<tr>
<td>$21,977,291</td>
<td><strong>Permanently Restricted</strong></td>
</tr>
<tr>
<td>$8,680,732</td>
<td><strong>Total Net Assets</strong></td>
</tr>
</tbody>
</table>

**Net Assets:**

- **Unrestricted** $7,823,712
- **Temporarily Restricted** $8,130,315
- **Permanently Restricted** $19,832,136

**Total Net Assets** $36,786,163

**Total Liabilities and Net Assets** $37,164,993

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+ Does not include petty foundations.
In my eight years as a high school principal, I have never had the pleasure of working with an outside agency that provides the same level of commitment, professionalism and access to resources as Communities In Schools of Atlanta. Put simply, they have become woven into the fabric of our school, and our community is better as a result.”

— Dr. Grant Rivera, Principal, Westlake High School, Atlanta, Ga.
National Board of Directors*

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Director, Wynn Resorts

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Founder, Communities In Schools

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Senior Maritime Corporation

Robert H.B. Baldwin, Jr.
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Producer, Field Media Productions

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CEO, The Bipartisan Policy Center

Rhoda Glickman
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Michael Kathleen
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Deputy Supervisor, Town of Round Ridge, N.Y.

Manoj Saxena
General Manager, Watson Solutions, IBM Software Group

Leonard Stern
Partner, Shepherd Stern + Kaminsky

Donna Weiss
Sherrie Rollins Westin
Executive Vice President, Sesame Workshop

Lisa Gale White
Former First Lady of Texas

Ava Youngblood
CEO, Youngblood Executive Search

91% of students met their attitude and commitment to school improvement goals.

* Current as of publication date.
National Leadership Council*

The National Leadership Council is a select group of prominent leaders who endorse the vision and goals of Communities In Schools. Each year, a select group of leaders makes an annual donation to the national office, who are willing to help open doors to other sources of support; and who at times are asked to offer their guidance and counsel.

Daniel H. Adler
* President & Principal Media Eagle

André Agenbag
* Founder

Andre Agassi
* Founder, Andre Agassi Foundation for Education

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* Publisher

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* Chairman of the Board, and Global Head of the Board of Directors

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* Senior Advisor for Global Government Affairs

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Sandy Brock
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Herschel Brown
* Dean Executive Director

Howard Brown Health
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Brett Bush
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Evaluex
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* Chief Executive Officer of MAC/NE and Executive Vice President of Comcast Corporation

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Brown Medicine
* President

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* President

Bulgutch Holdings
* Managing Partner

John H. Gardner
* Director

Rondor Music International
* President

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* Co-Founder and CEO

J. Crew of the Board
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Trial Attorney

Federal Communications Commission
* Senior Policy Advisor

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Spellman College
* President

E. Robert Roskind
* President

Lexington Corporate Properties Trust
* Chairman

Susan Rogel
* President & CEO

Tomay, Inc.
* President & CEO

Richard Rogel
* Chair

The Honorable Rob McKenna
* Managing Partner

Tax Services
* Managing Partner

William J. McEnroe
* Managing Partner

Message Global LLC
* Managing Director

Susan McCue
* Managing Partner

Betsy McCormack
* Resources Officer

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* Chief Executive Officer

HBO
* CEO

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* Managing Director

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* President

Rob M. Porteous
* Executive Vice President and Chief Operating Officer

Goodyear Tire & Rubber Company
* President

Denny Miller Associates
* Managing Director

Darryl Miller
* President of Risk and Assistance Services

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* Managing Partner

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* Vice Chair

ValueOptions®
* Chairman

Ron Meyer
* Chairman, CEO, and Chairman of the Board

Universal Studios
* President and COO

Michael Milken
* Co-founder

Milken Family Foundation
* Principal

Morgan Stanley
* Managing Director, and Global Head of the Media and Entertainment Sector

Raymond Chambers
* Founder

RARE Charities
* Co-founder

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Troutman Investment Management
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Nathan Troutman
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Relativity Media
* CEO

Tom Vander Ark
* President

Glotz Beer
* CEO

Happy Walters
* Founding Partner

Tom Hall
* President

The Honorable Rob McKenna
* Managing Partner

Turnaround for Children, Inc.
* Managing Director

Hannegan Landau Poersch Advocacy
* Founding Partner

Morgan Stanley
* Head of Nonprofit Strategy

ValueOptions®
* Head of Nonprofit Strategy

WNYC
* President

Bob Understein
* Managing Director

Denny Miller Associates
* Managing Director

K&L Gates
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Evaluex
* President
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<table>
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<tr>
<th>State</th>
<th>Office Details</th>
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<tbody>
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### Key:
- *Accredited Affiliate*
- **Developing Affiliate**
- Δ State Office
- **Developing Affiliate**
- *Accredited Affiliate*
- **Developing Affiliate**
- State Office
- Developing Affiliate
- Accredited Affiliate

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*Photo by Laura McKenzie*
Key:
* Accredited Affiliate
** Developing Affiliate
^ State Office
∆ Diplomas Now Initiative

99% of students remained in school at the end of the 2011-2012 school year.
A Message from the Founder, Bill Milliken

I often think that for all of the technology we have that connects us, our world is somehow becoming less relational – or at least less about face-to-face time. We share a wealth of information on a dizzying number of news websites that offer faster speeds, bigger data plans and all the latest apps. And yet despite these advances, which should bring us closer together, we’re still a country divided by ideology, wealth and access to resources.

At Communities In Schools, we have made enormous strides in collecting data to prove the effectiveness of our work in schools. Our return on investment research clearly demonstrates that not only do we help children unlock their potential, but we also add value to their communities. I’ve often been asked if it’s data-driven, or “relationship-driven,” and we have the data to prove that it’s the relationships and the caring community that make the difference for our students. We see a results-driven organization but recognize that the “power of the personal,” as I like to call it, is more relevant than ever.

Communities In Schools wants all kids to have what our own kids have. Someone once looked at the back of my business card and asked me about the Five Basics. I said to him “Do you have children?” “Yes,” he replied. So I asked him what he does to help them, and then I clicked. “My wife stayed home with our children when they were young. She took care of the kids’ needs, through all of life’s challenges and frustrations.” She was the constant in their lives and embodied the “whatever it takes” spirit. As I pointed out to him, she was his family’s site coordinator, making sure each of the children had their needs met, whether it was a dentist, a doctor or a tutor. But not every parent has the resources when a kid is slipping through the cracks. Parents want the best for their families, but disadvantaged parents are often struggling to survive by working two or three jobs. Or English isn’t their first language. Or they simply don’t know how to navigate the maze of public and private services their child may need. As these can be located in different places and require different sets of rules.

That’s where our site coordinators come in. Site coordinators have an incredible commitment to helping kids. They’re invested in making a difference – often going above and beyond to give the kind of time needed for a child who may not even respond. But they make the effort anyway. They don’t give up. By being a constant in children’s lives, and bringing community resources into public schools where they are accessible, coordinated and accountable, site coordinators help students succeed.

Communities In Schools is focused on the often-overlooked social-emotional component that is essential for so many of our students to succeed. In their heart of hearts, kids want to succeed. Communities In Schools has part of the solution to America’s dropout problem. We are the extended family or safety net that too many children lack. We break the cycle of intergenerational poverty by giving kids the tools they need to flourish. We have the data to prove it. We have the success stories to illustrate it. And we got there because of a one-on-one relationship, and a “whatever it takes” attitude.

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Acknowledgments

Writer
Laura Lewis Mandeles,
Principal, Keens, Mandeles & You, LLC

Editor/Production Manager
Maureen Salamat
Publications Director, Communities In Schools

Designer
Six I Half I Dozen

All of the young people pictured in this publication are students served by Communities In Schools.

Cover Photos (clockwise from top): Scott Henrichsen, Laura McKenzie, Dan Usner, Laura McKenzie, Scott Henrichsen

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