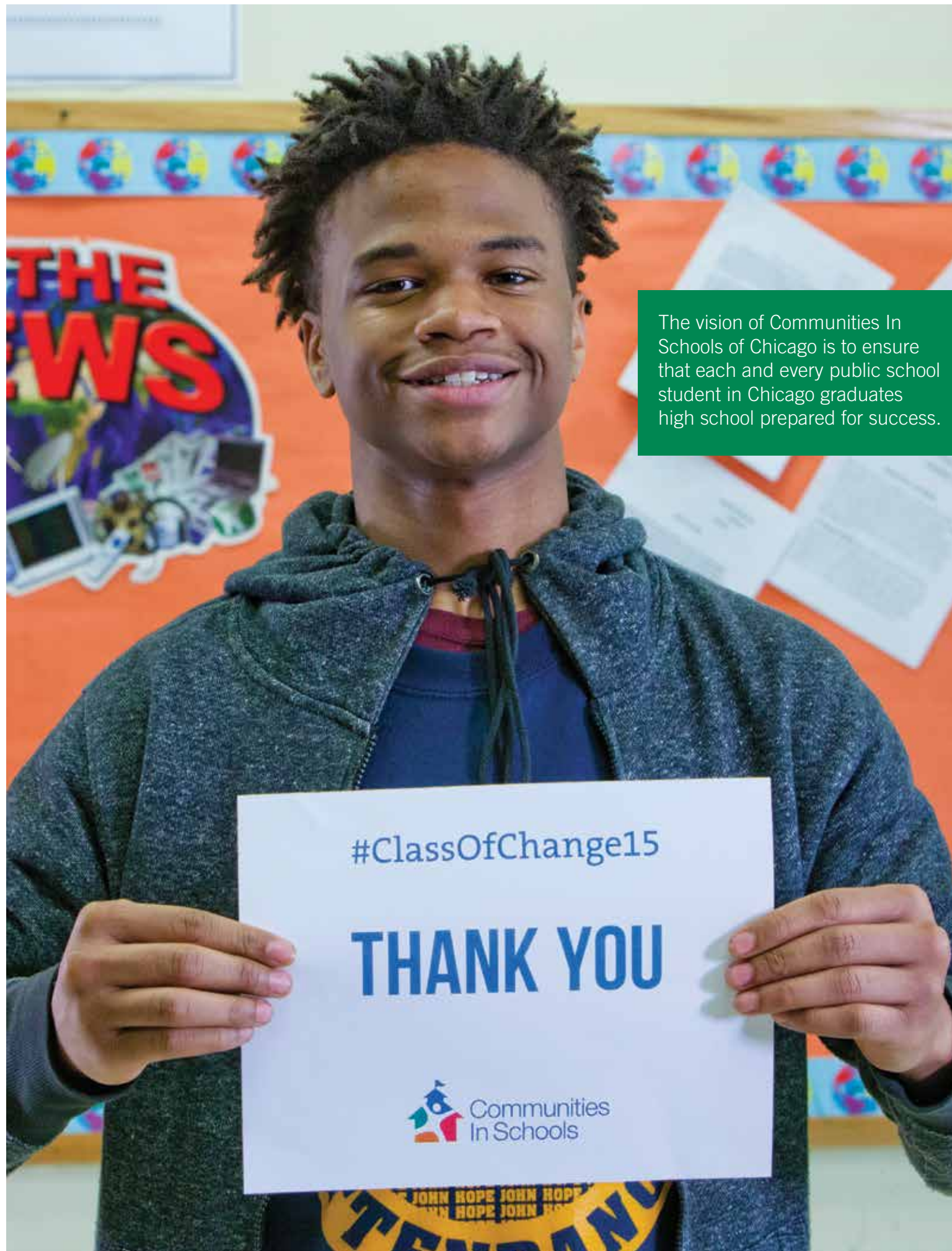




WE WERE THERE FOR HER IN HIGH SCHOOL.  
TODAY, SHE'S IN COLLEGE.

**THIS IS WHY WE DO IT**



The vision of Communities In Schools of Chicago is to ensure that each and every public school student in Chicago graduates high school prepared for success.

## WHY DO YOU DO WHAT YOU DO?

That's a soul-searching question that every good organization should ask itself regularly.

And we do ask ourselves at Communities In Schools (CIS) of Chicago. Our answer to this most fundamental of questions is surprisingly simple to many: We exist to ensure that every public school student in Chicago graduates from high school prepared to succeed.

More than ever, graduating from high school is an emphatic step for students to lead fulfilling lives. This is particularly true in Chicago, where 87 percent of public school students live in low-income homes, earning about \$44,000 for a family of four. In Illinois, dropouts earn 25 percent of what college graduates do over their careers and are 140 times more likely to be incarcerated by age 34 than someone who has graduated from high school and earned a degree at a four-year college<sup>1</sup>.

While graduation rates have inched up during the past ten years in Chicago Public Schools (CPS), the sobering truth is that each year about 30,000 ninth graders will enter high school, but five years later nearly a third of them – some 9,300 will not receive their diploma<sup>2</sup>.

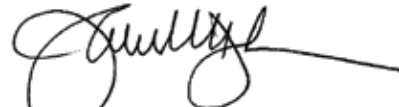
How much stronger would the Chicago metropolitan area be if, each year, these thousands of young people – more than the entire population of many Chicago suburbs – had the knowledge and skills they need to become the next generation of Chicago homeowners, entrepreneurs and community leaders?

Everyone at CIS of Chicago – from our frontline program staff to our talented board of directors – is committed to ending the dropout crisis in our city. Each day, we're doing it in two important ways: First, we place highly trained, masters-level staff members in schools to provide intensive supports like counseling, life coaching and goal setting to students who are off track academically and at serious risk of dropping out. Second, we work with a network of 160 dedicated community partners to provide more than 50,000 Chicago students with a range of programs and services in the arts, college and career preparation, health, and prevention education. These are essential supports that all students need in addition to quality teaching, but which too often are not available to them because their families and schools have limited resources.

A growing body of evidence, carried out by independent researchers, has found that our unique approach of providing tailored supports to both targeted students and entire school populations help students stay in school, graduate on time, and perform better in core academic subjects like math and reading.

During the next five years, CIS of Chicago intends to significantly expand its work so that many more high-need public school children in Chicago overcome obstacles to learning and stay on the path to graduation. To reach this goal we will rely more than ever on the commitment and generosity of our partners and supporters. Together, we will continue to do what we do to help Chicago children succeed in school and life.

Warm regards,

  
Jane Mentzinger, Executive Director

  
Ellen Carnahan, Board Chairman



<sup>1</sup>According to a 2011 study by Northeastern University.

<sup>2</sup>According to an October 2013 analysis by the Chicago Tribune.

# THIS IS WHAT WE DID IN THE 2014-2015 SCHOOL YEAR

We exceeded our goals for serving students from pre-kindergarten through 12th grade.

GOAL: 50,000  
ACTUAL: 54,008  
PLUS: 1,187 PARENTS AND 576 FACULTY

We provided, at five schools, intensive counseling to students deemed at risk of dropping out, and kept them on track for graduation.

12TH-GRADERS WHO GRADUATED: 100%  
UNDERCLASSMEN PROMOTED TO THE NEXT GRADE: 96%

We collaborated with organizations to provide quality programs and services to students.

NUMBER OF COMMUNITY PARTNERS: 162  
NUMBER OF NEW PARTNERS THIS YEAR: 22  
NUMBER OF TRAINING EVENTS FOR PARTNERS: 11  
NUMBER OF TRAINING PARTICIPANTS: 420\*

We made connections that addressed student needs that were highly prioritized by schools.

HEALTH AND WELLNESS PROGRAMS: ACCESSED BY 105 SCHOOLS  
COLLEGE AND CAREER READINESS PROGRAMS: ACCESSED BY 103 SCHOOLS  
BEHAVIORAL AND MENTAL HEALTH PROGRAMS: ACCESSED BY 99 SCHOOLS  
ARTS PROGRAMS: ACCESSED BY 76 SCHOOLS

\* Duplicated; some participants attended more than one event.

## OUR NEW STUDY CONFIRMS OUR IMPACT

For 27 years, CIS of Chicago has worked in partnership with the city's public schools, helping more than 850,000 students access the support they need to stay in school and graduate from high school prepared for success. We carry out this work in two key ways:

- **Partnership Program:** At all of our school partners, we coordinate a range of prevention and enrichment programs. These programs teach knowledge and skills that all students need to overcome obstacles to learning and to stay motivated to do well in school.
- **Intensive Program:** At a small but growing number of public schools in Chicago, highly trained CIS of Chicago staff provide intensive supports like goal setting, skill building, behavior interventions and counseling directly to students at serious risk of dropping out.

### A COMMITMENT TO IMPACT

In fall 2015, CIS of Chicago completed an in-depth evaluation of the **Partnership Program**. The randomized control trial study<sup>1</sup> – the gold standard of social science research – set out to identify the impact that non-academic support programs have on students' core academic achievement and school attendance.

The study showed that our **Partnership Program**, which connects non-academic support programs and services to schools, significantly improves student achievement in math and reading.

**Results:** Schools included in the study, which partnered with CIS of Chicago during the 2012-2013 and 2013-2014 academic years, saw an educationally and statistically significant greater proportion of their students perform proficiently in math and reading on the Illinois Standard Achievement Test (ISAT) compared to a group of schools examined in the study, but which did not partner with CIS of Chicago. Students performing proficiently in math and/or reading in elementary school are considered by the Illinois State Board of Education to be on track for future academic success. By the second year of the study<sup>2</sup>:

- Schools in partnership with CIS of Chicago saw almost 45 percent of their students score proficiently in reading on the ISAT compared to less than 40 percent for schools not partnered with CIS of Chicago.
- Almost 53 percent of students at CIS of Chicago school partners scored proficiently in math, compared to only 47.3 percent of students in non-CIS of Chicago schools.



These impact findings of the **Partnership Program** complement impact data on our **Intensive Program**.

An independent study<sup>3</sup> commissioned by our national organization found that this unique approach of coordinating support programs for all students and providing intensive intervention to at-risk students resulted in a statistically significant increases in at-risk students: (a) graduating on time from high school; and (b) staying in school. In 2014-2015 alone, we provided intensive support to 220 students deemed at risk of dropping out. Ninety-six percent of the students were promoted to the next grade and all of the 41 seniors in the group graduated on time. In comparison, 65 percent of all CPS ninth graders are estimated to graduate after five years.

To learn more about what we do and why it works, including information on the rigorous evaluation of our work, call 312-829-2475, ext. 25.

<sup>1</sup> The study was conducted by Professor David Figlio, Director of the Institute for Policy Research at Northwestern University and a leading expert in the evaluation of education policies and practices. Student data examined were from the 2012-2013 and 2013-2014 academic years.

<sup>2</sup> These findings were statistically significant at the 95 percent and 90 percent confidence levels respectively.

<sup>3</sup> An initial five-year longitudinal study by the research group ICF International. A second study of the Intensive Approach, undertaken by MDRC, is expected to be released in fall 2015.



# MIRANDA

## ACHIEVING AS A

## THIRD-YEAR STUDENT AT EARLHAM COLLEGE

Two hundred and fifty miles separate Miranda's childhood home in Chicago from Earlham College. But the psychological distance she traveled from being a student at a small charter high school on the West Side to a leafy liberal arts college in Richmond, Indiana was far greater.

"It was a culture shock at first," said Miranda, who started her junior year this fall as a double major in English and Peace & Global Studies. "Being from the West Side, there was little opportunity growing up for me to meet people from different backgrounds."

Miranda is as driven as she is outgoing, a young woman who is quick to crack a smile, and even faster to explore new opportunities. Since arriving at Earlham in the fall of 2013, she has become involved in the school's diversity council, represented the political interests of South Korea at the college's annual Model United Nations conference, and risen to the position of chief editor of the school's online newspaper – all while averaging 16 credit hours per semester.

As talented as Miranda is, her success was not preordained. She had to navigate a community where nearly 42 percent of residents live below the federal poverty level, more than 140 people have been murdered since 2006, and where only 6.2 percent of adults age 25 or older have earned a bachelor's degree. She also needed someone to help her maximize her talents and make her believe she could succeed on any playing field.

Fortunately for Miranda, Paul Fagen entered her life, starting in high school, to fill that role. Fagen, a licensed clinical social worker and CIS of Chicago student supports manager, helped Miranda transform herself from a ninth-grader with potential to a confident senior eager to make her mark on the world.

"Mr. Fagen and CIS got me to where I am today," says Miranda. "He changed my life by connecting me with mentoring programs, training me as a peer mediator and pushing me out of my comfort zone. The summer before 10th grade, he connected me to a summer camp fellowship, which prepared me for the diversity of college. That summer I met people from all over the world."

Fagen made sure Miranda built on that positive summer experience by encouraging her to keep her grades high and to stay involved in extracurricular activities that would make her a well-rounded student. Perhaps the most important thing he did, however, was encourage Miranda to think big when it came time to select her future college. Rather than settle for attending a college with a low price tag, he convinced her that Earlham, a top-75 liberal arts college according to *U.S. News and World Report*, was the right place for her.

"Without Mr. Fagen's assistance, I would have either gone to junior college or put off college and went right to work after high school. The programs he had me participate in during high school gave me confidence and taught me how to adapt."

Recent research supports Miranda's impressions. Too often low-income students with strong grades and test scores choose to enroll in less competitive four-year colleges. The consequences of such under-matching can be serious: less-competitive schools, for example, often have lower graduation rates and offer less generous financial aid packages.

One of six siblings, including an older brother who died violently on the streets of the West Side, Miranda says she's blazing a trail of success that members of her family – and her community – can follow. "Anyone can be a college student," says Miranda. "There is no one mold."

True, but her determination has been critical. When she was accepted to Earlham, Miranda's mother told her that she didn't see a way they could afford college. "I said, 'Oh, there is a way. Watch me make it happen.'" Three years later, she's still going strong.



## BETWEEN FRIENDS CHICAGO

Between Friends Chicago has partnered with Communities In Schools of Chicago for 19 years. Its work includes REACH (Relationship Education: A Choice for Hope), a teen dating violence prevention program. This past summer, 11 Chicago public school students participated in a six-week summer institute to build their leadership skills around the issue, producing written and visual pieces that will be published by Between Friends in an online magazine about teen dating violence.

Students and REACH program staff are pictured above.

## HELPING STUDENTS

## ENGAGE IN HEALTHY RELATIONSHIPS WITH PEERS

**Jacqueline B. Vaughn Occupational High School** is a unique place. Located on the far Northwest Side of Chicago, the school educates students in grades 9-12 with cognitive and developmental disabilities. Vaughn's mission is to provide each of its 200 students with individualized academic instruction, emphasizing occupational development and independence. Like CIS of Chicago, Vaughn teachers and administrators believe that students need to build their social and emotional intelligence to be successful in life.

CIS of Chicago plays an important role in helping Vaughn carry out its mission. Since 2008, the school has taken advantage of an average of seven programs a year through CIS of Chicago's network of community partners. Connected to Vaughn at no cost, these programs have consistently addressed key student needs, including: alcohol and substance abuse prevention; diversity and tolerance education; and physical health services.

Notably, helping students engage in healthy relationships with peers has been the priority that Vaughn has most often addressed during the past four years. Because young people with cognitive disabilities are at heightened risk of abusive relationships, it has been important for Vaughn to forge partnerships with organizations that have expertise in delivering that message.

"We focus not only on our students' academic needs but on social/emotional and independent living skills, too," said Sara Manseau, nationally board certified special education teacher at Vaughn. "We identify key skills in areas that our students will encounter in their lives after high school. Beyond being career and college ready, we want to prepare our students to be able to have healthy relationships and to live as independently as possible. This is why this subject area is so important to us."

Not many social service organizations are equipped to talk effectively to adolescents about sensitive subjects like healthy dating relationships. Even fewer are able to modify their programming to meet the special learning styles of Vaughn's students.

**Between Friends** has the skills to handle both challenges. A CIS of Chicago partner for 19 years, Between Friends is a Chicago leader in programming that helps young

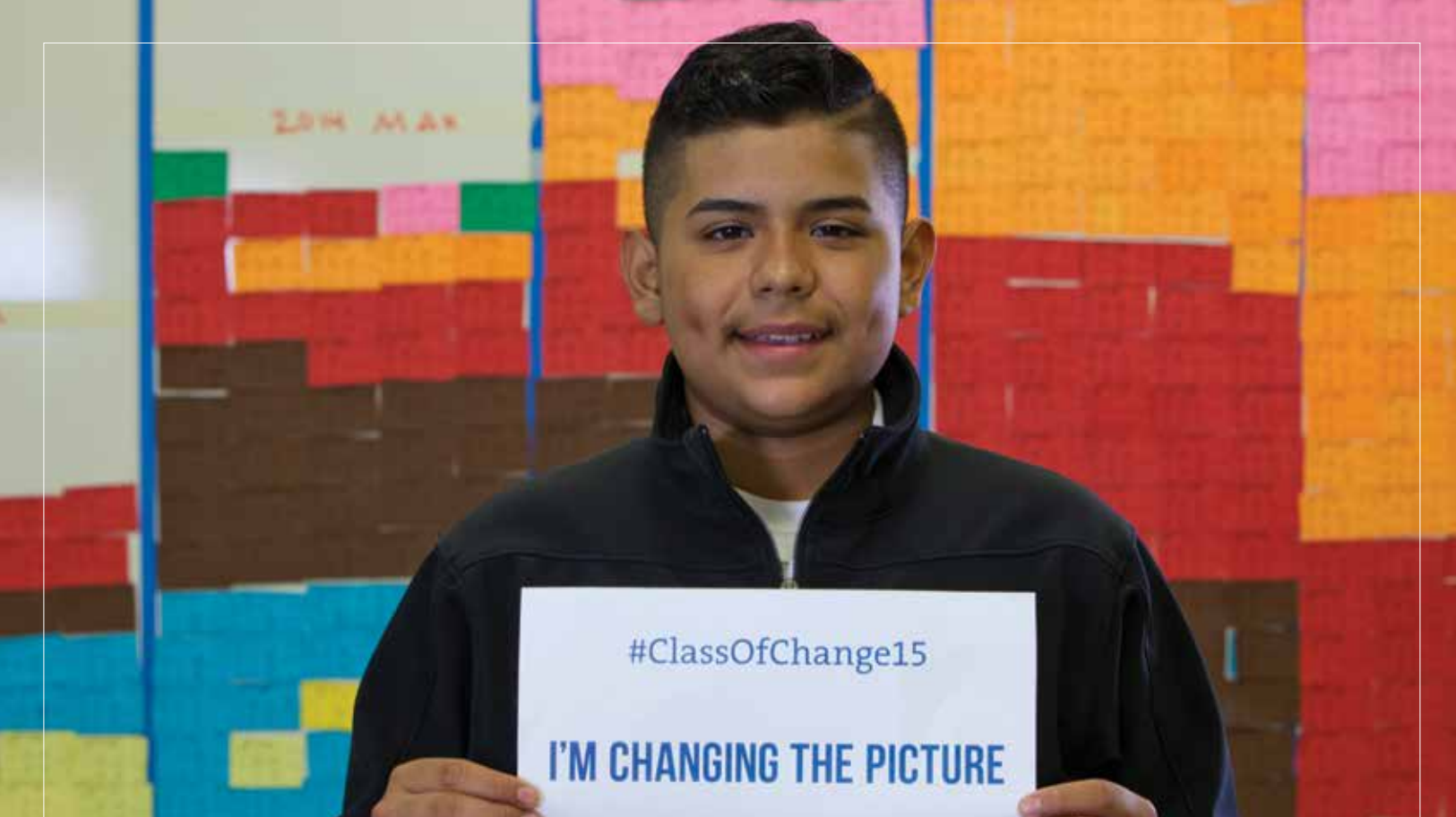
people to engage in healthy dating relationships and stop partner abuse. CIS of Chicago introduced Between Friends to Vaughn in 2011, and since then hundreds of Vaughn students have benefited by participating in the organization's programs.

In the 2014-2015 school year, for example, more than a third of the school's students took part in at least one Between Friends education program. These programs, which run between two and eight sessions, teach students to think critically about their own dating relationships, understand the roots of violence with partners, and develop skills that lead to healthy relationships. Students also learn ways to creatively share this information with family, friends, and community members. In addition, Between Friends conducted a professional development session with Vaughn's teachers in fall 2014 to make sure they knew the dating pressures that their students could potentially face.

Teachers found the training to be time well-spent. "The professional development sessions gave everyone a common vocabulary that they could use when speaking with students, formally in lessons and in our casual, day-to-day conversations," said Manseau. "Now we have the tools to identify key red flags with students that should trigger a referral to our counseling department. We (can) make daily teachable moments much more meaningful."

Those impressions match the feedback Between Friends receives from students. In 2014, 90 percent of participants in all of Between Friends' programs reported their willingness to use healthy conflict resolution skills in their dating relationships. In addition, 85 percent reported increasing their knowledge of appropriate ways to help someone in an abusive relationship.

National studies show that between 20 and 30 percent of teenage girls report being physically or sexually abused by a dating partner. By helping schools like Vaughn collaborate with Between Friends, CIS of Chicago is doing its part to reduce that statistic.



# CARSON ELEMENTARY SCHOOL

## Our Work At Carson: Two Years Of Strong Results

CIS of Chicago has provided a range of intensive support services to 88 at-risk Carson Elementary students during the past two years – 2013-2014 (year 1) and 2014-2015 (year 2). Here's a look at the impact of our work.

Total students case-managed	88	
Case-managed for both school years	43%	
Promoted	97% in Year 1	93% in Year 2
Transferred	3% in each year	
<b>Met "ABC" Goals<sup>1</sup></b>		
Attendance	84% in Year 1	84% in Year 2
Behavior (reduced suspensions)	100% in Year 1	75% in Year 2
Course performance	58% in Year 1	70% in Year 2

<sup>1</sup>Based on students who set goals in these areas

## PROVIDING INTENSIVE

## SUPPORT TO STUDENTS WHO NEED IT THE MOST

Principals have big jobs. The buck stops with them for every aspect of running a school. They must hire talented teachers. Develop a compelling educational mission and vision. And, above all, hold parents, teachers and administrators accountable for students' learning.

The job is even bigger in Chicago. In the nation's third-largest city, students are particularly at risk of dropping out of school. Recent analysis by the Chicago Public Schools (CPS) suggests that only 65 percent of ninth graders graduate after five years.

Driving the district's dropout challenge is a tangle of related problems. Most CPS students live in low-income households, many hovering just over the federal poverty rate. Many are recently arrived to America and live in households where English is not the primary language spoken. All live in a school district managing a serious budget shortfall.

Principals facing challenges like these need to be more than educational leaders. They need to wear the hats of social worker, guidance counselor, financial whiz and entrepreneur to ensure students get ahead.

Javier Arriola-López had a sense of this when he was teaching ESL at Carson Elementary. But it became crystal clear to him only after he became the school's principal in 2007. Each of the 1,100 students he was responsible for lived in a community rocked in recent decades by high unemployment, serious residential overcrowding and significant gang activity.

Arriola maintains high expectations for his students nonetheless. "The one thing that I want for our students is to believe in themselves... I want to instill in them what my parents instilled in me: that education is a way of getting out of poverty."

Arriola has long focused on improving teachers' classroom instruction. But he also recognized that, in addition to honing their math and reading skills, his students needed to build their social, emotional and physical well-being. For about a decade before he became principal, Carson partnered with CIS of Chicago to link a variety of prevention and enrichment programs that all students at the school needed. But he knew there was a group of students who needed even more support.

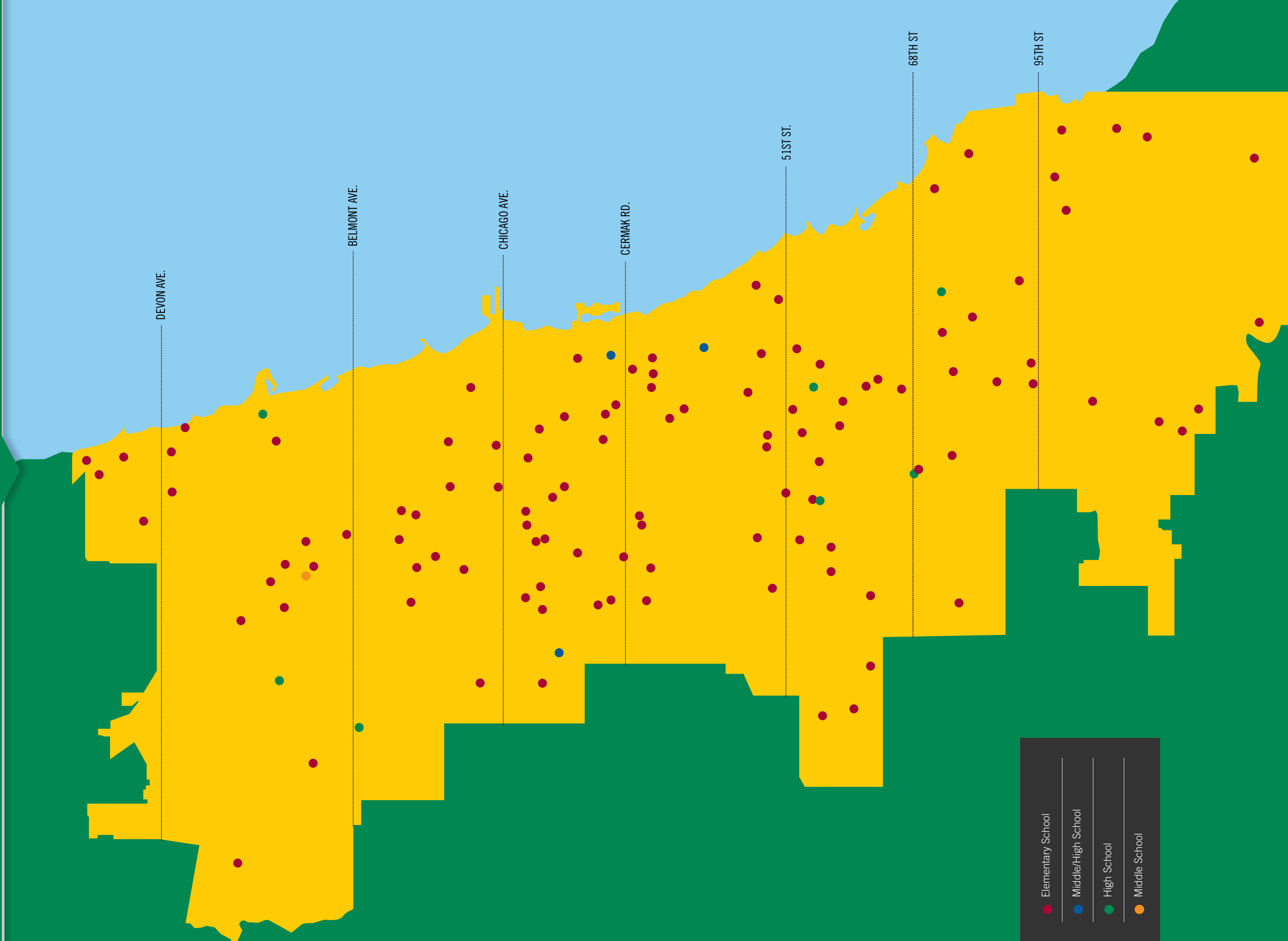
"Our training and expertise is in teaching, but it was becoming clear that without addressing some of the very real emotional needs of (some) of our students, we would not see the results in learning," Arriola said. "We would continue to see students and their families struggle."

This concern led Arriola to deepen Carson's partnership with CIS of Chicago. In the fall of 2013, he welcomed Jessica Juarez, a CIS of Chicago student supports manager, to his school. Juarez had two main goals: to coordinate a range of support programs for all Carson students; and to provide ongoing guidance, goal setting and other intensive supports to about 60 mostly middle school age students a year who were off track academically and at risk of dropping out. Juarez's work the past two years has helped Arriola build a stronger school. In addition to ensuring that every student at Carson participated in a variety of arts, health and prevention education programs, she helped 88 unique students – with individualized support – to stay on the path from elementary to high school graduation. In fact, many of the school's anticipated eighth-grade graduates in June 2016 will be students who Juarez has supported from the moment she arrived at Carson.

Arriola credits Juarez's work as an important contributor to the school achieving CPS' highest academic rating the past two years. "Our older students are dealing with a lot of different kinds of stress and have very strong emotions," he said. "With Jessica's help, they are learning to manage them and stay focused on their education."

# COMMUNITIES IN SCHOOLS OF CHICAGO

## 2015-2016 School Partners



- Elementary School
- Middle/High School
- High School
- Middle School

# 2015-2016 SCHOOL PARTNERS

Communities In Schools of Chicago network of school partners for the current school year.



Jane Addams Elementary School  
Ariel Elementary Community Academy  
Phillip D. Armour Elementary School  
Edward Beasley Elementary Magnet Academic Center  
Ludwig von Beethoven Elementary School  
Hiram H. Belding Elementary School  
Daniel Boone Elementary School  
Myra Bradwell Communications Arts & Sciences Elementary School  
Norman A. Bridge Elementary School  
William H. Brown Elementary School  
Charles S. Brownell Elementary School  
Milton Brunson Math & Science Specialty Elementary School  
Burnham/Anthony Mathematics and Science Academy  
Daniel R. Cameron Elementary School  
Rachel Carson Elementary School  
Willa Cather Elementary School  
Salmon P. Chase Elementary School  
Cesar E. Chavez Multicultural Academic Center Elementary School  
Walter S. Christopher Elementary School  
Michele Clark Academic Preparatory Magnet High School  
Henry Clay Elementary School  
Grover Cleveland Elementary School  
Johnnie Colemon Elementary Academy  
Columbia Explorers Elementary Academy  
Daniel J. Corkery Elementary School  
Mary E. Courtenay Elementary Language Arts Center  
Crown Community Academy of Fine Arts Elementary School  
Charles R. Darwin Elementary School  
Oscar DePriest Elementary School  
Everett McKinley Dirksen Elementary School  
Arthur Dixon Elementary School

Dodge Renaissance Academy  
John B. Drake Elementary School  
W. E.B. DuBois Elementary School  
Richard Edwards Elementary School  
Michael Faraday Elementary School  
Eugene Field Elementary School  
Frederick Funston Elementary School  
Gage Park High School  
Stephen F. Gale Community Academy  
Galileo Math & Science Scholastic Academy Elementary School  
Marcus Moziah Garvey Elementary School  
Johann W. von Goethe Elementary School  
Alexander Graham Elementary School  
Robert L. Grimes Elementary School  
John C. Haines Elementary School  
Nathan Hale Elementary School  
John H. Hamline Elementary School  
Helge A. Haugan Elementary School  
Stephen K. Hayt Elementary School  
Charles R. Henderson Elementary School  
Helen M. Hefferan Elementary School  
Patrick Henry Elementary School  
Charles N. Holden Elementary School  
Hope College Preparatory High School  
Charles Evans Hughes Elementary School  
Washington Irving Elementary School  
Edward Jenner Elementary Academy of the Arts  
Scott Joplin Elementary School  
Jordan Elementary Community School  
Joseph Jungman Elementary School  
Joseph D. Kershaw Elementary School

Dr. Martin Luther King, Jr. Academy of Social Justice  
John H. Kinzie Elementary School  
Rudyard Kipling Elementary School  
Anna R. Langford Community Academy  
L.E.A.R.N. Charter School - Excel Campus  
L.E.A.R.N. Charter School - Romano Butler Campus  
Richard Henry Lee Elementary School  
Legacy Charter School  
Arthur A. Libby Elementary School  
Little Village Elementary School  
Alain Locke Charter School  
John L. Marsh Elementary School  
Thurgood Marshall Middle School  
Benjamin E. Mays Elementary Academy  
Genevieve Melody Elementary School  
Ellen Mitchell Elementary School  
John B. Murphy Elementary School  
William K. New Sullivan Elementary School  
Nicholson Technology Academy  
William P. Nixon Elementary School  
James Otis Elementary School  
John Palmer Elementary School  
Ferdinand Peck Elementary School  
Perspectives Charter School - IIT Math and Science Academy  
Perspectives Charter School - Rodney D. Joslin  
Pilsen Elementary Community Academy  
Asa Philip Randolph Elementary School  
William C. Reavis Math and Science Specialty Elementary School  
Rowe Elementary Charter School  
Martha Ruggles Elementary School

William H. Ryder Math and Science Specialty Elementary School  
Albert R. Sabin Elementary Magnet School  
Sidney Sawyer Elementary School  
Mark Sheridan Elementary Math & Science Academy  
Sherman School of Excellence  
Jesse Sherwood Elementary School  
Mark Skinner Elementary School  
South Loop Elementary School  
Southside Occupational Academy High School  
John Spry Elementary Community School  
Charles P. Steinmetz College Preparatory High School  
Adlai E. Stevenson Elementary School  
Stone Elementary Scholastic Academy  
Harriet Beecher Stowe Elementary School  
George B. Swift Elementary Specialty School  
Douglas Taylor Elementary School  
Telpochcalli Elementary School  
George W. Tilton Elementary School  
Enrico Tonti Elementary School  
Turner-Drew Elementary Language Academy  
Uplift Community High School  
Jacqueline B. Vaughn Occupational High School  
Carl von Linne Elementary School  
John A. Walsh Elementary School  
James Ward Elementary School  
George Washington Elementary School  
Harold Washington Elementary School  
Oliver S. Westcott Elementary School  
John Whistler Elementary School  
Edward White Elementary Career Academy



# 2014-2015 COMMUNITY PARTNERS

During the 2014-2015 academic year, Communities In Schools of Chicago partnered with 162 organizations to connect essential programs and services to students.

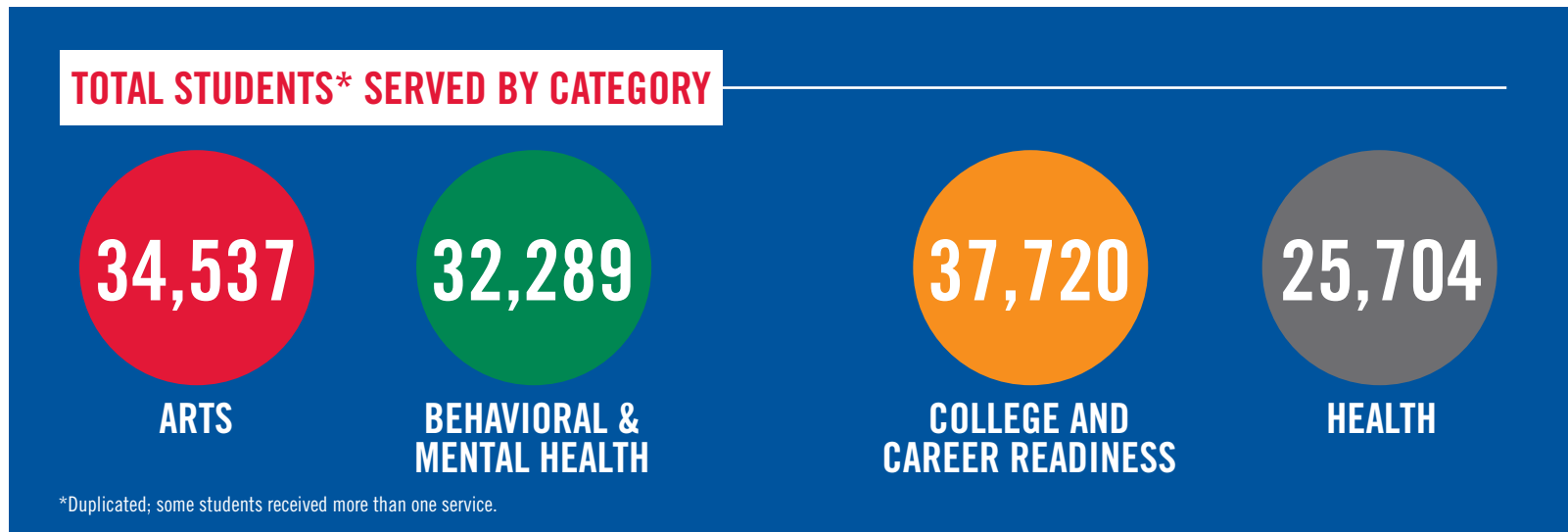


COMMUNITY PARTNER	PROGRAMS PROVIDED
A Silver Lining Foundation	HEALTH
About Face Theatre	ARTS
Active Transportation Alliance	HEALTH
Adventure Stage Chicago	ARTS
Advocate Children's Hospital	HEALTH
America SCORES Chicago	HEALTH
American Red Cross of Greater Chicago	HEALTH
Anixter Center	HEALTH
Anti-Defamation League	BEHAVIORAL AND MENTAL HEALTH
Art Encounter	ARTS
Art Institute of Chicago	ARTS
Arts-for-All	ARTS
ASAP	HEALTH
Asian Human Services	BEHAVIORAL AND MENTAL HEALTH
AT&T Aspire Career Exploration	COLLEGE AND CAREER READINESS
Auditorium Theatre	ARTS
Between Friends	BEHAVIORAL AND MENTAL HEALTH
Big Brothers Big Sisters of Metropolitan Chicago	BEHAVIORAL AND MENTAL HEALTH
Black Star Project	COLLEGE AND CAREER READINESS
Blue Man Group	ARTS
Broadway In Chicago	ARTS
Bronzeville Children's Museum	COLLEGE AND CAREER READINESS
BUILD, Inc.	COLLEGE AND CAREER READINESS
Capital One	COLLEGE AND CAREER READINESS
Care2Prevent at the University of Chicago	BEHAVIORAL AND MENTAL HEALTH; HEALTH
CDPH - Immunization Program	HEALTH
CDPH/CPS vision program with Tropical Optical and Ageless Eyecare	HEALTH
CDPH - Women and Children's Health Programs	HEALTH
Chicago Alliance Against Sexual Exploitation	BEHAVIORAL AND MENTAL HEALTH
Chicago Cares	COLLEGE AND CAREER READINESS
Chicago Children's Center for Behavioral Health	BEHAVIORAL AND MENTAL HEALTH
Chicago Children's Museum	COLLEGE AND CAREER READINESS
Chicago Children's Theatre	ARTS
Chicago Community Oral Health Forum	HEALTH

COMMUNITY PARTNER	PROGRAMS PROVIDED
Chicago Dance Institute	ARTS
Chicago Danztheatre Ensemble	ARTS
Chicago Fire	COLLEGE AND CAREER READINESS
Chicago Fire Department	COLLEGE AND CAREER READINESS; HEALTH
Chicago Humanities Festival	ARTS
Chicago Opera Theater	ARTS
Chicago Partnership for Health Promotion	HEALTH
Chicago Shakespeare Theater	ARTS
Chicago Women's Health Center	HEALTH
Chicago Youth Symphony Orchestra	ARTS
Chill	HEALTH
Christina James, LCSW	BEHAVIORAL AND MENTAL HEALTH

COMMUNITY PARTNER	PROGRAMS PROVIDED
DuSable Museum of African American History	COLLEGE AND CAREER READINESS; HEALTH
East Village Youth Program	COLLEGE AND CAREER READINESS
Economic Awareness Council	COLLEGE AND CAREER READINESS
Ellen Lustig Art Studios	ARTS
Emerald City Theatre	ARTS
Epilepsy Foundation of Greater Chicago	HEALTH
Erasing the Distance	BEHAVIORAL AND MENTAL HEALTH
Exelon City Solar	COLLEGE AND CAREER READINESS
Field Museum	COLLEGE AND CAREER READINESS
Fifth House Ensemble	ARTS

COMMUNITY PARTNER	PROGRAMS PROVIDED
Illinois Holocaust Museum and Education Center	COLLEGE AND CAREER READINESS
Illinois Judges Association	BEHAVIORAL AND MENTAL HEALTH
Imagination Theater	BEHAVIORAL AND MENTAL HEALTH
Insight Project for Kids	HEALTH
International Music Foundation	ARTS
Joelle Spiegel, LSW	BEHAVIORAL AND MENTAL HEALTH
Jeffrey Ballet	COLLEGE AND CAREER READINESS
Junior Achievement	COLLEGE AND CAREER READINESS
Just the Beginning - A Pipeline Organization	COLLEGE AND CAREER READINESS
LensCrafters	HEALTH
LifeConsults, Inc.	BEHAVIORAL AND MENTAL HEALTH
Lookingglass Theatre Company	ARTS
Loyola University Medical Center-Pediatric Mobile Health Unit	HEALTH
Lurie Children's Hospital of Chicago	BEHAVIORAL AND MENTAL HEALTH
Lyric Opera of Chicago	ARTS
Marwen	ARTS
Mobile C.A.R.E. Foundation	HEALTH
Mostly Music Chicago	ARTS
Museum of Contemporary Art	ARTS
NAMI Chicago	BEHAVIORAL AND MENTAL HEALTH
National Museum of Mexican Art	ARTS
National Runaway Safeline	BEHAVIORAL AND MENTAL HEALTH
Neopolitan Lighthouse	BEHAVIORAL AND MENTAL HEALTH
North Park Nature Center	COLLEGE AND CAREER READINESS
Northerly Island	COLLEGE AND CAREER READINESS
Northlight Theatre	ARTS
Norwegian American Hospital	HEALTH
Old Town School of Folk Music	ARTS
Open Books	COLLEGE AND CAREER READINESS
Operation HOPE, Inc.	COLLEGE AND CAREER READINESS
Peer Health Exchange	HEALTH
Peggy Notebaert Nature Museum	COLLEGE AND CAREER READINESS
PianoForte Foundation	ARTS
Piel Morena Contemporary Dance	ARTS



Christine Nicklos, LPC	BEHAVIORAL AND MENTAL HEALTH
Cinema/Chicago - Chicago Intl Film Festival	ARTS
City Colleges of Chicago	COLLEGE AND CAREER READINESS
Common Threads	HEALTH
CommunityHealth	HEALTH
Cook County Farm Bureau	COLLEGE AND CAREER READINESS; HEALTH
Cook County Sheriff Youth Services Department	BEHAVIORAL AND MENTAL HEALTH; COLLEGE AND CAREER READINESS
Crooked Door Storytelling	ARTS
Delta Dental of Illinois	HEALTH
Design Dance	ARTS
Detective Lester Rodgers	BEHAVIORAL AND MENTAL HEALTH

First Defense Legal Aid	COLLEGE AND CAREER READINESS
Foundations of Music	ARTS
Friend Family Health Center	HEALTH
Future Founders Foundation	COLLEGE AND CAREER READINESS
Gilda's Club	HEALTH
Girls In The Game	HEALTH
Girls on the Run	HEALTH
HEART	COLLEGE AND CAREER READINESS
Human Rights North Korea	BEHAVIORAL AND MENTAL HEALTH
Illinois Attorney General	COLLEGE AND CAREER READINESS
Illinois Caucus for Adolescent Health (ICAH)	HEALTH
Illinois Council Against Handgun Violence	COLLEGE AND CAREER READINESS

# 2014-2015 COMMUNITY PARTNERS

(Continued)

# FINANCIAL SUMMARY

## REVENUE AND EXPENSES FOR THE YEARS ENDED JUNE 30, 2014 AND 2015

COMMUNITY PARTNER	PROGRAMS PROVIDED	COMMUNITY PARTNER	PROGRAMS PROVIDED
Planned Parenthood of Illinois	BEHAVIORAL AND MENTAL HEALTH; HEALTH	The New Center	BEHAVIORAL AND MENTAL HEALTH
Plano Vision Development Center	HEALTH	The Peace Exchange	BEHAVIORAL AND MENTAL HEALTH
Prevention Partnership	BEHAVIORAL AND MENTAL HEALTH	The Schools Group	BEHAVIORAL AND MENTAL HEALTH
Princeton Vision Clinic	HEALTH	Tree House Humane Society	COLLEGE AND CAREER READINESS
Project Vision	COLLEGE AND CAREER READINESS	True Spark	BEHAVIORAL AND MENTAL HEALTH
Purple Asparagus	HEALTH	UIC College of Dentistry	HEALTH
Rape Victim Advocates	BEHAVIORAL AND MENTAL HEALTH	UIC Department of Disability and Human Development	HEALTH
Respiratory Health Association of Metro Chicago	HEALTH	UNICEF	COLLEGE AND CAREER READINESS
Response	BEHAVIORAL AND MENTAL HEALTH; HEALTH	University of Illinois Extension	COLLEGE AND CAREER READINESS; HEALTH
Riveredge Hospital	BEHAVIORAL AND MENTAL HEALTH	Vision Service Plan	HEALTH
Robert Crown Centers for Health Education	BEHAVIORAL AND MENTAL HEALTH; HEALTH	Westside Writing Project	ARTS
Ronald McDonald School Show	BEHAVIORAL AND MENTAL HEALTH; COLLEGE AND CAREER READINESS; HEALTH	White Sox	COLLEGE AND CAREER READINESS
Safe Humane Chicago	BEHAVIORAL AND MENTAL HEALTH	Working In The Schools (WITS)	COLLEGE AND CAREER READINESS
Safe Routes Ambassadors	HEALTH	Writers Theatre	COLLEGE AND CAREER READINESS
She Crew	ARTS; COLLEGE AND CAREER READINESS	Yes, You Can!	BEHAVIORAL AND MENTAL HEALTH
Shedd Aquarium	COLLEGE AND CAREER READINESS	YMCA Metropolitan Chicago	BEHAVIORAL AND MENTAL HEALTH; COLLEGE AND CAREER READINESS
SitStayRead	COLLEGE AND CAREER READINESS	Youth Outreach Services	HEALTH
South Chicago Arts Center	ARTS	YWCA Metropolitan Chicago	BEHAVIORAL AND MENTAL HEALTH
SPARK	COLLEGE AND CAREER READINESS		
St. Leonard's House	BEHAVIORAL AND MENTAL HEALTH		
St. Bernard Hospital	HEALTH		
Steele Counseling	BEHAVIORAL AND MENTAL HEALTH		
StoryBus	COLLEGE AND CAREER READINESS		
Studio for Change	BEHAVIORAL AND MENTAL HEALTH		
Super 7	BEHAVIORAL AND MENTAL HEALTH		
Taproots, Inc.	HEALTH		
The Anti-Cruelty Society	COLLEGE AND CAREER READINESS; HEALTH		
The Chicago School of Professional Psychology	BEHAVIORAL AND MENTAL HEALTH		
The First Tee of Greater Chicago	BEHAVIORAL AND MENTAL HEALTH		
The HistoryMakers	COLLEGE AND CAREER READINESS		
The Neguanee Music Institute at the Chicago Symphony Orchestra	ARTS		

REVENUE	FY15	FY14
Individuals	\$ 489,630	\$ 421,196
Foundations	248,750	444,911
Corporations	571,293	381,397
Project Grants - Federal	249,899	64,218
Interest and Miscellaneous	684	480
Unrestricted Funding	\$ 1,560,256	\$ 1,312,202
Temporarily Restricted Funding	903,500	309,720
<b>Total Revenue</b>	<b>\$ 2,463,756</b>	<b>\$ 1,621,922</b>

EXPENSES		
Program	\$ 1,675,674	\$ 1,660,828
Management and General	139,188	108,849
Fundraising	242,621	206,121
<b>Total Expenses</b>	<b>\$ 2,057,483</b>	<b>\$ 1,975,798</b>

CASH AND INVESTMENTS RECONCILIATION		
Total Receipts	\$ 2,011,999	\$ 1,798,639
Adjustments for Property and Equipment	—	(10,301)
Total Disbursements	(2,036,486)	(1,955,084)
Increase (decrease) in Cash	\$ (24,487)	\$ (166,746)
Beginning of Year Cash	428,397	\$ 595,143
<b>End of Year Cash</b>	<b>\$ 403,910</b>	<b>\$ 428,397</b>

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Sandra Garnica, School Partnership Specialist

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### ACKNOWLEDGEMENTS

#### Art Direction and Design

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#### Photography

Cover photo by Bryan Tipton. Additional photos  
courtesy of Community In Schools' national office  
and Bertram Baker of Turner-Drew Language Academy.



# Communities In Schools

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## Chicago

815 W. Van Buren St.  
Suite 300  
Chicago, IL 60607

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