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

THIS IS WHY WE DO IT
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.

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.

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

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1According to a 2011 study by Northeastern University.
2According to an October 2013 analysis by the Chicago Tribune.
THIS IS WHAT WE DID
IN THE 2014-2015 SCHOOL YEAR

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— 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:

• 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 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.

**OUR NEW STUDY CONFIRMS OUR IMPACT**

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

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

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

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

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.
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,’” says Miranda. “Three years later, she’s still going strong.
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.
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.

“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.”

Providing Intensive Support to Students Who Need It the Most

<table>
<thead>
<tr>
<th>Total students case-managed</th>
<th>88</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case-managed for both school years</td>
<td>43%</td>
</tr>
<tr>
<td>Promoted</td>
<td>97% in Year 1</td>
</tr>
<tr>
<td>Transferred</td>
<td>3% in each year</td>
</tr>
<tr>
<td>Met “ABC” Goals*</td>
<td></td>
</tr>
<tr>
<td>Attendance</td>
<td>84% in Year 1</td>
</tr>
<tr>
<td>Behavior (reduced suspensions)</td>
<td>100% in Year 1</td>
</tr>
<tr>
<td>Course performance</td>
<td>58% in Year 1</td>
</tr>
</tbody>
</table>

*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.

Our Work At Carson: Two Years Of Strong Results
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 B. 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. Brownwell Elementary School
Milton Brunson Math & Science Specialty Elementary School
BurnhamAnthony Mathematics and Science Academy
Daniel R. Cameron Elementary School
Rachel Carson Elementary School
Willa Cather Elementary School
Salmon P. Chase 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 Scholaric Academy Elementary School
Marcus Mosiah Garvey Elementary School
Johann W. von Goethe Elementary School
Alexander Graham Elementary School
Robert L. Crines Elementary School
John C. Haines Elementary School
Nathan Hale Elementary School
John H. Hamlene Elementary School
Helge A. Haugen Elementary School
Stephen K. Hayt Elementary School
Charles R. Henderson Elementary School
Helen M. Hefferan Elementary School
Patrick Henry Elementary School
Charles R. Holden Elementary School
Hope College Preparatory High School
Charlotte A. Houston 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. Manth 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 O'tu Elementary School
John Palmer 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
Adia 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
Edward White Elementary Career Academy
During the 2014-2015 academic year, Communities In Schools of Chicago partnered with 162 organizations to connect essential programs and services to students.

<table>
<thead>
<tr>
<th>COMMUNITY PARTNER</th>
<th>PROGRAMS PROVIDED</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Silver Lining Foundation</td>
<td>ARTS, HEALTH</td>
</tr>
<tr>
<td>About Face Theatre</td>
<td>HEALTH</td>
</tr>
<tr>
<td>Active Transportation Alliance</td>
<td>BEHAVIORAL AND MENTAL HEALTH</td>
</tr>
<tr>
<td>Adventa Rage Chicago</td>
<td>ARTS</td>
</tr>
<tr>
<td>Advancete Children's Hospital</td>
<td>BEHAVIORAL AND MENTAL HEALTH</td>
</tr>
<tr>
<td>America SCORES Chicago</td>
<td>HEALTH</td>
</tr>
<tr>
<td>American Red Cross of Greater Chicago</td>
<td>HEALTH</td>
</tr>
<tr>
<td>Avenir Center</td>
<td>ARTS, BEHAVIORAL AND MENTAL HEALTH</td>
</tr>
<tr>
<td>Anti-Defamation League</td>
<td>HEALTH</td>
</tr>
<tr>
<td>Art Encounter</td>
<td>ARTS</td>
</tr>
<tr>
<td>Art Institute of Chicago</td>
<td>ARTS</td>
</tr>
<tr>
<td>Arts for All</td>
<td>ARTS</td>
</tr>
<tr>
<td>ASP</td>
<td>HEALTH</td>
</tr>
<tr>
<td>Asian Human Services</td>
<td>BEHAVIORAL AND MENTAL HEALTH</td>
</tr>
<tr>
<td>AT&amp;T Aspire Career Exploration</td>
<td>HEALTH</td>
</tr>
<tr>
<td>Auditorium Theatre</td>
<td>ARTS</td>
</tr>
<tr>
<td>Between Friends</td>
<td>BEHAVIORAL AND MENTAL HEALTH</td>
</tr>
<tr>
<td>Big Brothers Big Sisters of Metropolitan Chicago</td>
<td>COLLEGE AND CAREER READINESS</td>
</tr>
<tr>
<td>Black Star Project</td>
<td>ARTS</td>
</tr>
<tr>
<td>Blue Man Group</td>
<td>ARTS</td>
</tr>
<tr>
<td>Broadway In Chicago</td>
<td>ARTS</td>
</tr>
<tr>
<td>Bronzeville Children's Museum</td>
<td>COLLEGE AND CAREER READINESS, ARTS</td>
</tr>
<tr>
<td>BUILD, Inc.</td>
<td>ARTS</td>
</tr>
<tr>
<td>Capital One</td>
<td>BEHAVIORAL AND MENTAL HEALTH</td>
</tr>
<tr>
<td>Case Present at the University of Chicago</td>
<td>BEHAVIORAL AND MENTAL HEALTH</td>
</tr>
<tr>
<td>CDPH - Immunization Program</td>
<td>HEALTH</td>
</tr>
<tr>
<td>CDPHH/CHS vision program with Tropical Optical and Apeles Eyesures</td>
<td>HEALTH</td>
</tr>
<tr>
<td>CDPH - Women and Children’s Health Programs</td>
<td>BEHAVIORAL AND MENTAL HEALTH</td>
</tr>
<tr>
<td>Chicago Alliance Against Sexual Exploitation</td>
<td>BEHAVIORAL AND MENTAL HEALTH</td>
</tr>
<tr>
<td>Chicago Cubs</td>
<td>BEHAVIORAL AND MENTAL HEALTH</td>
</tr>
<tr>
<td>Chicago Children's Center for Behavioral Health</td>
<td>BEHAVIORAL AND MENTAL HEALTH</td>
</tr>
<tr>
<td>Chicago Children’s Museum</td>
<td>BEHAVIORAL AND MENTAL HEALTH</td>
</tr>
<tr>
<td>Chicago Children's Theatre</td>
<td>ARTS</td>
</tr>
<tr>
<td>Chicago Community Oral Health Forum</td>
<td>BEHAVIORAL AND MENTAL HEALTH</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TOTAL STUDENTS* SERVED BY CATEGORY</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTS</td>
</tr>
<tr>
<td>BEHAVIORAL &amp; MENTAL HEALTH</td>
</tr>
<tr>
<td>COLLEGE AND CAREER READINESS</td>
</tr>
<tr>
<td>HEALTH</td>
</tr>
</tbody>
</table>

*Duplicate; some students received more than one service.
### Financial Summary

#### Revenue and Expenses for the Years Ended June 30, 2014 and 2015

**Revenue**

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

**Expenses**

<table>
<thead>
<tr>
<th></th>
<th>FY15</th>
<th>FY14</th>
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<tbody>
<tr>
<td>Program</td>
<td>$1,675,674</td>
<td>$1,660,828</td>
</tr>
<tr>
<td>Management and General</td>
<td>139,188</td>
<td>108,849</td>
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<tr>
<td>Fundraising</td>
<td>242,621</td>
<td>206,121</td>
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<tr>
<td><strong>Total Expenses</strong></td>
<td>$2,057,483</td>
<td>$1,975,798</td>
</tr>
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</table>

#### Cash and Investments Reconciliation

<table>
<thead>
<tr>
<th></th>
<th>FY15</th>
<th>FY14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Receipts</td>
<td>$2,011,999</td>
<td>$1,798,639</td>
</tr>
<tr>
<td>Adjustments for Property and Equipment</td>
<td>(10,301)</td>
<td>(1,955,084)</td>
</tr>
<tr>
<td>Total Disbursements</td>
<td>(2,036,486)</td>
<td>(1,955,084)</td>
</tr>
<tr>
<td>Increase (Decrease) in Cash</td>
<td>$(24,487)</td>
<td>$(166,746)</td>
</tr>
<tr>
<td>Beginning of Year Cash</td>
<td>428,397</td>
<td>595,143</td>
</tr>
<tr>
<td>End of Year Cash</td>
<td>$403,910</td>
<td>$428,397</td>
</tr>
</tbody>
</table>

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**Revenue and Expenses for the Years Ended June 30, 2014 and 2015**

**Financial Summary**

**Revenue**

<table>
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<tr>
<td><strong>Total Revenue</strong></td>
<td>$2,463,756</td>
<td>$1,621,922</td>
</tr>
</tbody>
</table>

**Expenses**

<table>
<thead>
<tr>
<th></th>
<th>FY15</th>
<th>FY14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program</td>
<td>$1,675,674</td>
<td>$1,660,828</td>
</tr>
<tr>
<td>Management and General</td>
<td>139,188</td>
<td>108,849</td>
</tr>
<tr>
<td>Fundraising</td>
<td>242,621</td>
<td>206,121</td>
</tr>
<tr>
<td><strong>Total Expenses</strong></td>
<td>$2,057,483</td>
<td>$1,975,798</td>
</tr>
</tbody>
</table>

**Cash and Investments Reconciliation**

<table>
<thead>
<tr>
<th></th>
<th>FY15</th>
<th>FY14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Receipts</td>
<td>$2,011,999</td>
<td>$1,798,639</td>
</tr>
<tr>
<td>Adjustments for Property and Equipment</td>
<td>(10,301)</td>
<td>(1,955,084)</td>
</tr>
<tr>
<td>Total Disbursements</td>
<td>(2,036,486)</td>
<td>(1,955,084)</td>
</tr>
<tr>
<td>Increase (Decrease) in Cash</td>
<td>$(24,487)</td>
<td>$(166,746)</td>
</tr>
<tr>
<td>Beginning of Year Cash</td>
<td>428,397</td>
<td>595,143</td>
</tr>
<tr>
<td>End of Year Cash</td>
<td>$403,910</td>
<td>$428,397</td>
</tr>
</tbody>
</table>
LEADERS IN LEARNING

$150,000-$249,000
Altria

$100,000-$149,999

- Anonymous
- Craig and Elliana Bondy
- Ellen Carnahan and Bill Daniels
- Vincy Coutu and Lynn Vincent

$50,000-$149,999

- Adia Street Partners, LLC
- AT&T
- Baxter International, Inc.
- Bronson Foundation

$20,000-$49,999

- Suzanne Burns
- Communities In Schools National
- Elder Family Foundation
- Vince and Pat Foglia
- Barbara Ford
- Finnegan Family Foundation

$10,000-$19,999

- Altria
- Anonymous
- Jodi Caro
- CME Group Community Foundation
- Elizabeth Ring Mather and William Gwinn Mather Fund

$5,000-$9,999

- Anonymous
- Jodi Caro
- CME Group Community Foundation
- Elizabeth Ring Mather and William Gwinn Mather Fund

$2,500K-$4,999K

- Kent and Elizabeth Dauten
- Shawn M. Donnelley and Christopher Kelly

DONOR LIST

LEADERS IN LEARNING

$150,000-$249,000

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$100,000-$149,999

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- Vincy Coutu and Lynn Vincent

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- Kent and Elizabeth Dauten
- Shawn M. Donnelley and Christopher Kelly


d244

- Golder Family Foundation
- Higher Path Foundation
- Janet Krueger and Tony Castelluccio
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KJ Hardy, Development

Human Resources & Administration
Oak Augle, Human Resources and Administrative Manager

Program
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Katrina Pavlik, Senior Community Partnership Specialist
Chavara Campbell, School Partnership Specialist
Sandra Garmico, School Partnership Specialist
Robin Koehoe, Arts Partnership Specialist
Melissa Richardson, Mental Health Support Specialist
Karen Riddie, Mental Health and Violence Prevention Partnership Specialist, Intern Program Manager
Daryia Simon, School Partnership Specialist
Reene Werge, Volunteer Manager

Student Supports Team
Paul Fagen, Field Supervisor
Bryan Heidel, Manager, Rowe Elementary School
Carmen Holley Manager, John Hope College Preparatory High School
Jessica Juarez, Manager, Rachel Carson Elementary School
Simone Woods, Manager, Gage Park Academy

Development & Communications
Nora A. Garcia, Assistant Director of Development, Government and Foundations
Catherine Herzog, Assistant Director of Development, Corporations and Grants
Kimberley Rudd, Communications Manager

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Simple Studio

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Communities In Schools

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