



Data Book

2022-23



To Our CIS Family

I hope this message finds you well. As we reflect on the 2022-23 school year, I am pleased to share with you some remarkable achievements related to our evidence-based approach to integrated student supports. As you will see highlighted throughout the pages of our Data Book, our commitment to ensuring that students come to school and engage in their learning has yielded meaningful results, even during challenging times for our communities and schools.

For example, we know that chronic absenteeism remains a pressing challenge across the nation, with rates doubling since before the pandemic. Nearly 15 million K-12 students in the United States are considered chronically absent. While absenteeism rates during the 2022-23 school year showed some decline, the challenge persists. When a school's chronic absenteeism rates reach such levels, the entire student body is impacted. Working directly with students on a daily basis to re-engage them in school can make the difference in their attendance, which is why Communities In Schools continues to focus on building strong and supportive relationships with students.

Despite these challenges, our network of 113 local affiliates and licensed partners across 25 states and the District of Columbia has made significant strides. We are proud to announce that we have supported 2 million students across 3,460 schools through attendance initiatives, mentoring, life-skills workshops, college preparation, academic enrichment and much more. Among these students, approximately 200,000 have benefited from targeted and intensive supports through case management. The results are evident: 70% or more of these students have achieved or made progress toward their attendance, behavior, academic, and social and emotional goals. An impressive 90% or more of students case-managed by Communities In Schools have remained in school and progressed to the next grade level or graduated from high school. These graduates are well-prepared for college or career pathways, demonstrating the effectiveness of our integrated student support model. Not only are individual students thriving, but our schools are also experiencing improved school climates and higher attendance rates — all conditions necessary for student engagement in their learning.

These results only happen because of our strong partnerships with families, school leadership, teachers, counselors and the almost 9,000 community partners and 17,500 volunteers. Together with our 5,160 CIS staff, we are able to achieve the CIS mission of surrounding students with a community of support, empowering them to stay in school and achieve in life.

As we continue our mission, we remain committed to showing up and being present for our students. By collaborating with schools, families, and communities, we can create a positive impact on the lives of students and contribute to a more engaged and educated citizenry.

With gratitude,



Heather J. Clawson, PhD
Communities In Schools National
Chief Program and Innovation Officer

Table Of Contents

Introduction	1
Definitions	2
Communities In Schools At A Glance	3
CIS Network — State Overview	4
CIS Network — Student Overview	5
Figure 1. Overall Student Breakdown	5
Figure 2. Overall Saturation Rate at CIS Model Schools: Whole-School Supports	5
Figure 3. Overall Saturation Rate at CIS Model Schools: Case Management	5
Figure 4. Historical Data: Total Students Served, 1977-2023	6
Figure 5. Number of Students Served, 2019-2023	6
Our Community	7
Figure 6. Our Community Demographics: Race and Gender	7
Figure 7. The Languages We Speak	8
Student Information	9
Figure 8. Known Attributes of Case-Managed Students	9
Figure 9. Free and Reduced-Price Lunch (FRPL) Eligibility of Case-Managed Students	9
Figure 10. Referral Reasons of Case-Managed Students	9
Figure 11. Percent of Case-Managed Students Referred, by Referral Reason, Race, and Gender	10
Student Outcomes	11
Figure 12. Case-Managed Students Who Met or Made Progress Towards Their Goals	11
Figure 13. Percent of Students Who Met or Made Progress Towards Goals, by Race/Ethnicity	11
Figure 14. Percent of Students Who Met or Made Progress Towards an Attendance Goal, by Race and Gender	12
Figure 15. Percent of Students Who Met or Made Progress Towards a Behavior Goal, by Race and Gender	12
Figure 16. Percent of Students Who Met or Made Progress Towards an Academic Goal, by Race and Gender	12
Figure 17. K-11 Case-Managed Students Who Stayed In School	13
Figure 18. K-11 Case-Managed Student Year-End Status	13
Figure 19. Percent of K-11 Students Who Were Promoted, by Race and Grade Level	13
Figure 20. Grade 12 Case-Managed Students Who Stayed In School	14
Figure 21. Grade 12 Case-Managed Student Year-End Status	14
Figure 22. Percent of Grade 12 Students Who Graduated/Received a GED, by Race and Gender	14
Figure 23. Post-High School Plans	15

Table Of Contents

Student and Community Data Tables16

Table 1. Community Demographics16

Table 2. Number of Students Served, 2019-202316

Table 3. Case-Managed Student Demographics17

Table 4. Case-Managed Student Attributes17

Table 5. Case-Managed Students Referred for Attendance, by Race and Gender18

Table 6. Case-Managed Students Referred for Behavior, by Race and Gender18

Table 7. Case-Managed Students Referred for Academics, by Race and Gender18

Table 8. Case-Managed Students Referred for Basic Needs, by Race and Gender19

Table 9. Case-Managed Students Referred for Social and/or Emotional Concerns, by Race and Gender19

Table 10. Goal Achievement of Case-Managed Students19

Table 11. Students Who Met or Made Progress Towards Goals, by Race/Ethnicity 20

Table 12. Students Who Met or Made Progress Towards an Attendance Goal, by Race and Gender 20

Table 13. Students Who Met or Made Progress Towards a Behavior Goal, by Race and Gender 20

Table 14. Students Who Met or Made Progress Towards an Academic Goal, by Race and Gender21

Table 15. Case-Managed Student Year-End Status21

Table 16. Post-High School Plans 22

Table Of Contents

School/Community-Based Site Characteristics	23
Figure 24. School Level Breakdown	23
Figure 25. School Locale Breakdown	23
Figure 26. School Category Breakdown	23
Figure 27. Title I Funding and Eligibility of Schools	24
CIS Supports	25
Figure 28. Number of Sites Where Supports Are Offered, by CIS Support Category	25
Figure 29. Percent of Sites Providing and/or Brokering Supports, by CIS Support Category	25
Figure 30. Number of Sites Offering Supports, by Program Time	26
Figure 31. Number of Sites Offering Specialized Supports	26
Partners and Programs	27
Figure 32. Number of Sites Reporting Partnerships	27
Figure 33. Number of Sites Reporting Evidence-Based Programs	28
School and Student Goals	29
Figure 34. Schools that Met or Made Progress Towards Their School-wide Goals	29
Figure 35. Percent of Case-Managed Students Who Met or Made Progress Towards Assigned Goal, by School Level	30
Comparisons by School Locale	31
Figure 36. Average CIS Model School Saturation Rates, by Locale	31
Figure 37. Student Demographics, by Locale	31
Figure 38. Percent of Case-Managed (CM) Students with Attribute Attending Rural Schools	32
Figure 39. Percent of Case-Managed (CM) Students with Attribute Attending Suburban Schools	32
Figure 40. Percent of Case-Managed (CM) Students with Attribute Attending Urban Schools	32
Figure 41. Percent of Case-Managed Students Who Met or Made Progress Towards Assigned Goal, by School Locale	33
Figure 42. School Level, by Locale	34
CIS School Support Staff	35
Figure 43. School Support Staff Type	35
Figure 44. Number of Hours School Support Staff Onsite Per Week, by Percent of Sites	35
Figure 45. Number of School Support Staff Onsite, by School Level	35
Site Coordinators	36
Figure 46. Site Coordinator Highest Level of Education Breakdown, by Percent of Sites	36
Figure 47. Site Coordinator Years with CIS, by Percent of Sites	
Figure 48. Percent of Sites with a Bilingual Site Coordinator	36
Figure 49. Percent of Sites with a Bilingual Site Coordinator, by School Level	36
School and Site Data Tables	37
Table 17. Number of Sites, by CIS Designation	37
Table 18. School Characteristics	37
Table 19. Case-Managed Student Year-End Status	38
Table 20. CIS School Support Staff Characteristics	38
Table 21. Number of Years CIS and Principal at School	38
Table 22. School Support Staff Hours, by Site	39
Table 23. CIS School Support Staff Presence, by Site and School Level	39
Table 24. Site Coordinator Characteristics, by Site	39

Table Of Contents

CIS Network Human Capital. 40

Figure 50. Total Human Capital Breakdown 40

Figure 51. Age Range of Executive Directors (EDs)41

Figure 52. Years as Executive Director, by Percent of EDs41

Figure 53. Employment Status of Affiliate Staff 42

Figure 54. Affiliate Staff Type 42

Figure 55. Volunteer and Board Member Chacteristics. 43

Figure 56. AmeriCorps Staff and Volunteers 43

Figure 57. Board Member Sector Breakdown 43

Organizational Funding 44

Figure 58. Organization Revenue, by Type 44

Figure 59. Organization Revenue, by Source 44

Figure 60. Top Public Funding Sources Received, by Number of Participating States 45

Organization Data Tables 46

Table 25. Affiliate Staff Characteristics 46

Table 26. Age Range of Executive Directors 46

Table 27. Volunteers and Board Members. 46

Table 28. AmeriCorps Staff and Volunteers 46

Table 29. Board Members, by Employment Sector 46

Introduction



About Our Work

Communities In Schools® (CIS®) is a national network of independent organizations and licensed partners that connects 2 million students with caring adults and resources designed to help them succeed. From homelessness and housing instability to bullying and trauma, CIS identifies and addresses the complex barriers to learning that can keep students from achieving their full potential. In partnership with 3,460 schools and community sites across the country, we support and empower all students to succeed in school and beyond the classroom.

About the Data

This Data Book provides an overview of CIS organization and licensed partner operations during the 2022-2023 school year. Data are reported on human resources, student demographics, student supports, and the achievement at schools and by students as evidence of CIS programming throughout the country. Data represent operations as reported by organizations through our annual data collection process. The sample size for each data point may vary based on available information.



Definitions

Adjudicated Youth	A youth who has been found guilty by a judge of committing a delinquent act. The court can commit an adjudicated juvenile or place the juvenile on community control.
AmeriCorps	A program under the Corporation for National and Community Service (CNCS) that engages individuals in intensive service for a year at nonprofits, schools, public agencies, and community and faith-based groups across the country. AmeriCorps members might serve at the affiliate central office or a local site.
Case Management	A collaborative process to 1) establish a system of supports provided to individual students and 2) identify and partner with students at risk of dropping out to: assess their needs and assets; create individual plans; provide, coordinate, monitor, and adjust service delivery; and evaluate student progress against established goals. Case-managed students receive a variety of Tier II and III supports, depending on the intensity of their needs, and may also participate in whole-school (Tier I) supports.
Combined School	A school with a population of students falling outside of the typical grade level structure for elementary, middle, secondary, or high school (e.g., grades K-8 or 7-12).
CIS Model School	A school with which the CIS organization has a formal written agreement to fully implement the CIS model, that is, to provide and/or broker a combination of all tiers of support required by Accreditation/Certification Standards. Student supports are provided based on a comprehensive annual School Support Plan developed and implemented by a designated Site Coordinator.
Community-Based Site	Any location served by CIS that is not a school, such as a community center.
English Language Learners (ELL)	Students who are in the process of learning English. These students often come from non-English speaking homes and backgrounds, and typically require specialized or modified instruction in both English and their academic courses.
Free and Reduced-Price Lunch (FRPL)	Meals provided to students at school through the National School Lunch Program. Income eligibility guidelines are adjusted by the USDA each year.
General Youth Services	Schools served with General Youth Services (GYS) are those in which the intent is to implement student, family or school supports without all aspects of the CIS model. These may be schools where CIS provides only Tier I supports or runs an afterschool program. There may be limited or no case management, no presence of site coordinator, and/or limited documentation of data and outcomes.
High-Risk Behavior	A lifestyle activity that contributes to unintentional injuries and violence, such as sexual behaviors, alcohol and other drug use, and tobacco use.
Integrated Student Supports	A school-based approach to promoting students' academic success by developing or securing and coordinating supports that target academic and nonacademic barriers to achievement. These resources range from traditional tutoring and mentoring to provision of a broader set of supports, such as linking students to physical and mental health care and connecting their families to parent education, family counseling, food banks, or employment assistance.
Reassigned Staff	Individuals from a school district or another organization that are not paid directly by CIS but that have been trained to implement the CIS model and operate as CIS staff members.
Saturation Rate	The percentage of the school population served by CIS. Whole-school saturation rate refers to the students participating in whole-school supports only. Case-managed saturation rate refers to the students who are case managed by CIS.
Site Coordinator	The CIS point of contact working inside a school to provide integrated student supports. Site coordinators connect students and their families to basic and critical community resources, tailored to students' specific needs.
Social and Emotional Learning (SEL)	The process through which students acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.
Tiers of Support	The three tiers apply to the services Communities In Schools provides, brokers and coordinates. Tier I: Widely available services designed to foster a positive school climate and address school-level risk factors (e.g., whole-school supports). Tier II: Targeted services typically provided in a group setting to students with a common need. Tier III: Intensive, individualized services typically provided in a one-on-one setting to students with highly specific needs.
Whole-School Supports	Supports that are accessible to all students within a school, including students who are not case managed by CIS. These schoolwide supports are also referred to as Tier I supports. Students receiving only these supports are counted separately from those being case managed.

Communities In Schools At A Glance

2 MILLION

students were reached with CIS supports and resources

198,900

students were case-managed

360,000

parents and guardians were engaged through CIS supports

3,460

schools and community sites were served by CIS

5,160

local staff members carried out the CIS mission

8,830

community partnerships were fostered to provide CIS supports to students

17,500

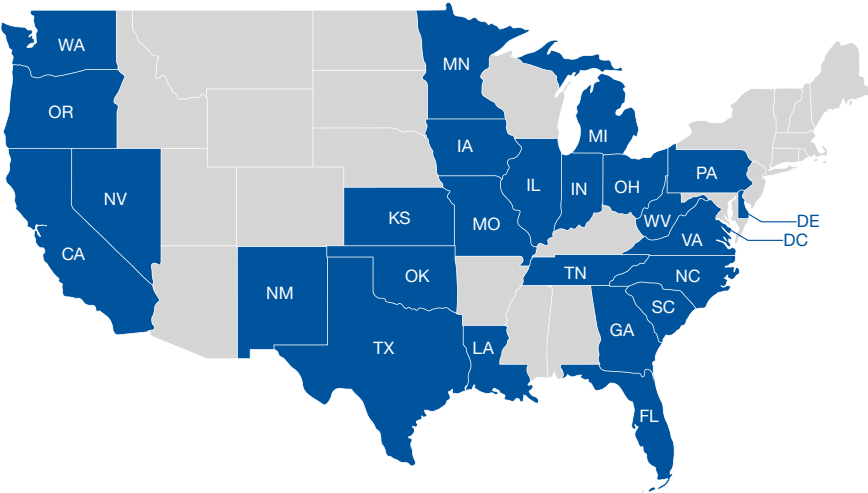
community volunteers donated their time

\$7.4 MILLION

worth of volunteer time was contributed

CIS Network

113
Organizations



25 States and DC

Remained in School

99%

of students remained in school through the end of the 2022-23 school year

Promotion

97%

of K-11 students were promoted to the next grade

Graduation

96%

of 12th grade students graduated or received a GED

Attendance

75%

of students met or made progress toward at least one of their attendance goals

Behavior

86%

of students met or made progress toward at least one of their behavior goals

Academics

87%

of students met or made progress toward at least one of their academic goals

CIS Network — State Overview

State	Affiliates/ State Offices	Licensed Partners	Organizations	Schools and Sites	Case-Managed Students	Students Receiving Whole-School Supports	Total Students Served
CA	1	0	1	15	1,166	10,487	11,653
DC	1	0	1	10	367	3,671	4,038
DE	1	0	1	20	1,228	9,462	10,690
FL	3	0	3	30	1,754	23,848	25,602
GA ¹	17	0	17	236	8,015	121,202	129,217
IA ²	--	--	0	2	109	825	934
IL	1	0	1	205	1,430	54,705	56,135
IN	3	0	3	54	2,357	31,673	34,030
KS ²	1	0	1	34	1,962	19,665	21,627
LA	1	1	2	47	3,072	16,474	19,546
MI	3	0	3	101	1,881	40,817	42,698
MN	1	0	1	5	229	4,245	4,474
MO ²	--	--	0	11	683	4,027	4,710
NC ¹	20	0	20	264	12,313	124,357	136,670
NM	1	0	1	12	519	5,140	5,659
NV	1	0	1	109	5,953	84,857	90,810
OH	1	0	1	44	1,944	24,847	26,791
OK ²	--	--	0	12	755	4,568	5,323
OR ²	--	--	0	1	0	400	400
PA ¹	3	0	3	80	2,492	54,886	57,378
SC	1	0	1	39	2,271	21,248	23,519
TN	2	0	2	47	1,645	18,906	20,551
TX ¹	29	0	29	1,526	127,476	884,349	1,011,825
VA ¹	7	0	7	123	6,240	64,765	71,005
WA ^{1,2}	12	0	12	222	6,204	100,980	107,184
WV	1	1	2	212	6,814	74,797	81,611
Grand Total	111	2	113	3,461	198,879	1,805,201	2,004,080

¹ Indicates presence of a state office.

² CIS of Mid-America operates in Kansas, Iowa, Missouri, and Oklahoma. CIS of Washington operates in Washington and Oregon.

Figure 1. Overall Student Breakdown³

2,004,080
students served in 2023

Communities In Schools (CIS) is a learning organization committed to ongoing use of data and research to improve practice and drive positive outcomes for the schools and students it serves.

We know from third-party evaluations of our model that providing tiered supports through both whole-school delivery and case management yields the greatest impact on schoolwide outcomes, such as on-time graduation rates and improved attendance rates.



Across both CIS Model schools and General Youth Services sites:

90.1% of CIS students receive whole-school supports only
9.9% of CIS students receive case management

Figure 2. Overall Saturation Rate at CIS Model Schools: Whole-School Supports

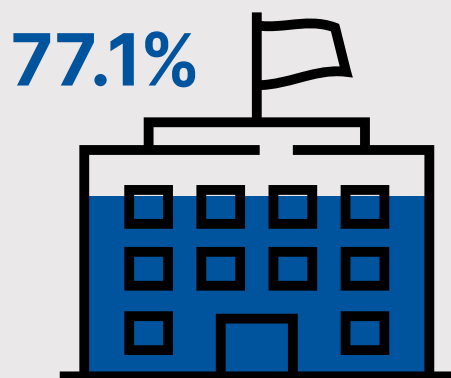
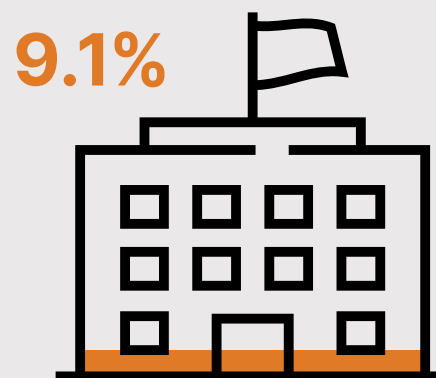


Figure 3. Overall Saturation Rate at CIS Model Schools: Case Management



Saturation

Research shows that our impact is associated with a minimum saturation rate of 75% of students receiving whole-school supports (i.e., Tier I) and 10% of students receiving more intensive supports (i.e., Tier II and III) through case management at each school. Of the 110 organizations directly serving CIS model schools in school year 2022-23, 72.7% met this threshold for case management in accordance with CIS accreditation/certification standards.⁴

³ Includes students served at CIS model schools and GYS sites.

⁴ CIS' accreditation/certification standards indicate that two or 20% of CIS model schools (whichever is greater) must meet 10% saturation for case management. If the organization serves only one school, that school must meet saturation.

CIS Network — Student Overview



Since 1977, Communities In Schools has grown from serving just under 2,700 students to 2 million students across 25 states and the District of Columbia.

Figure 4. Historical Data: Total Students Served, 1977-2023

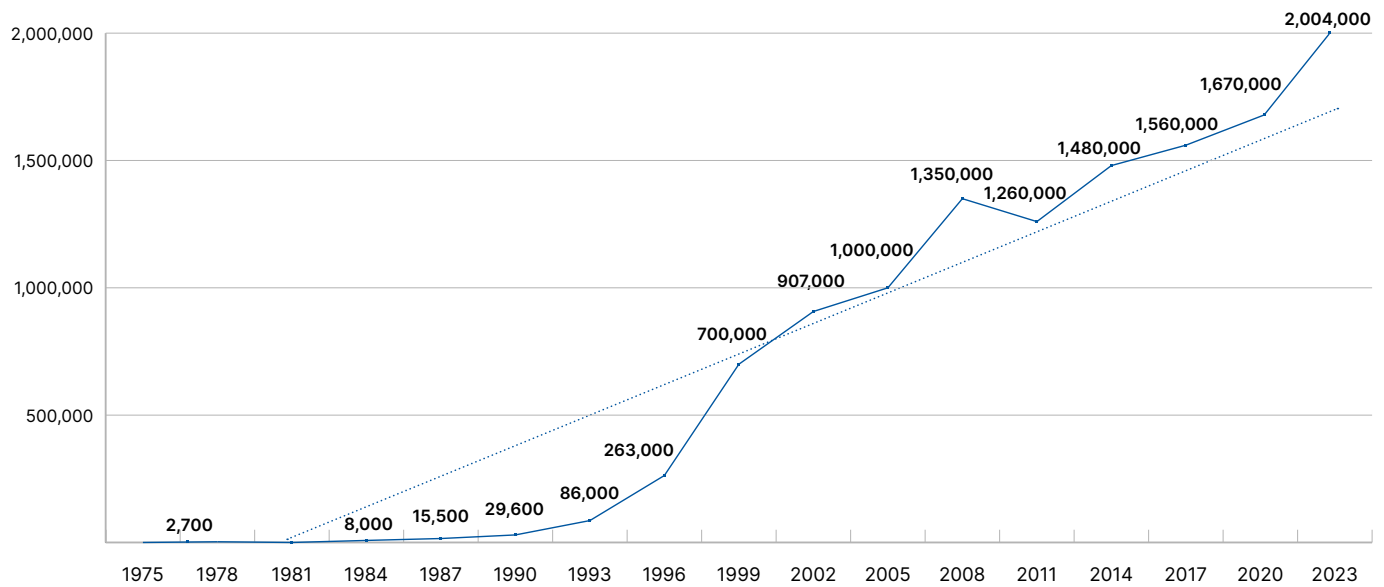
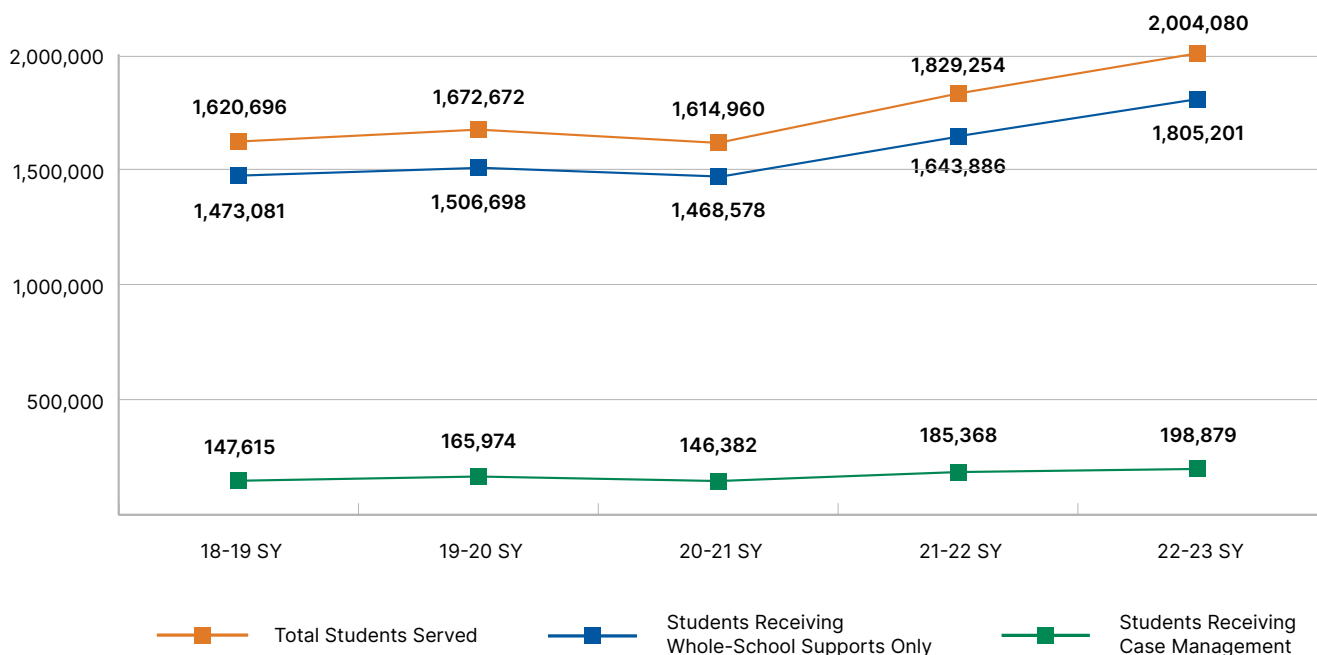


Figure 5. Number of Students Served, 2019-2023



Our Community

Communities In Schools (CIS) believes that transformative relationships are essential for unlocking students' potential. In collaboration with 157 alumni and a diverse group of staff and leadership, we embed principles and practices of equity and inclusion in our strategies, culture, and behaviors. By doing so, we dismantle both immediate and systemic barriers, fostering and maintaining equitable outcomes for all students.

Figure 6. Our Community Demographics⁵: Race⁶ and Gender⁷



⁵ See tables 1 and 3 for N sizes.

⁶ Does not include individuals whose race/ethnicity is unknown or prefer not to answer (students: n=421, school support staff: n=67, affiliate staff: n=28, board members: n=23).

⁷ Does not include individuals whose sex/gender is unknown or prefer not to answer (students: n=75, school support staff: n=30, affiliate staff: n=2, board members: n=2).

⁸ Includes Transgender Female.

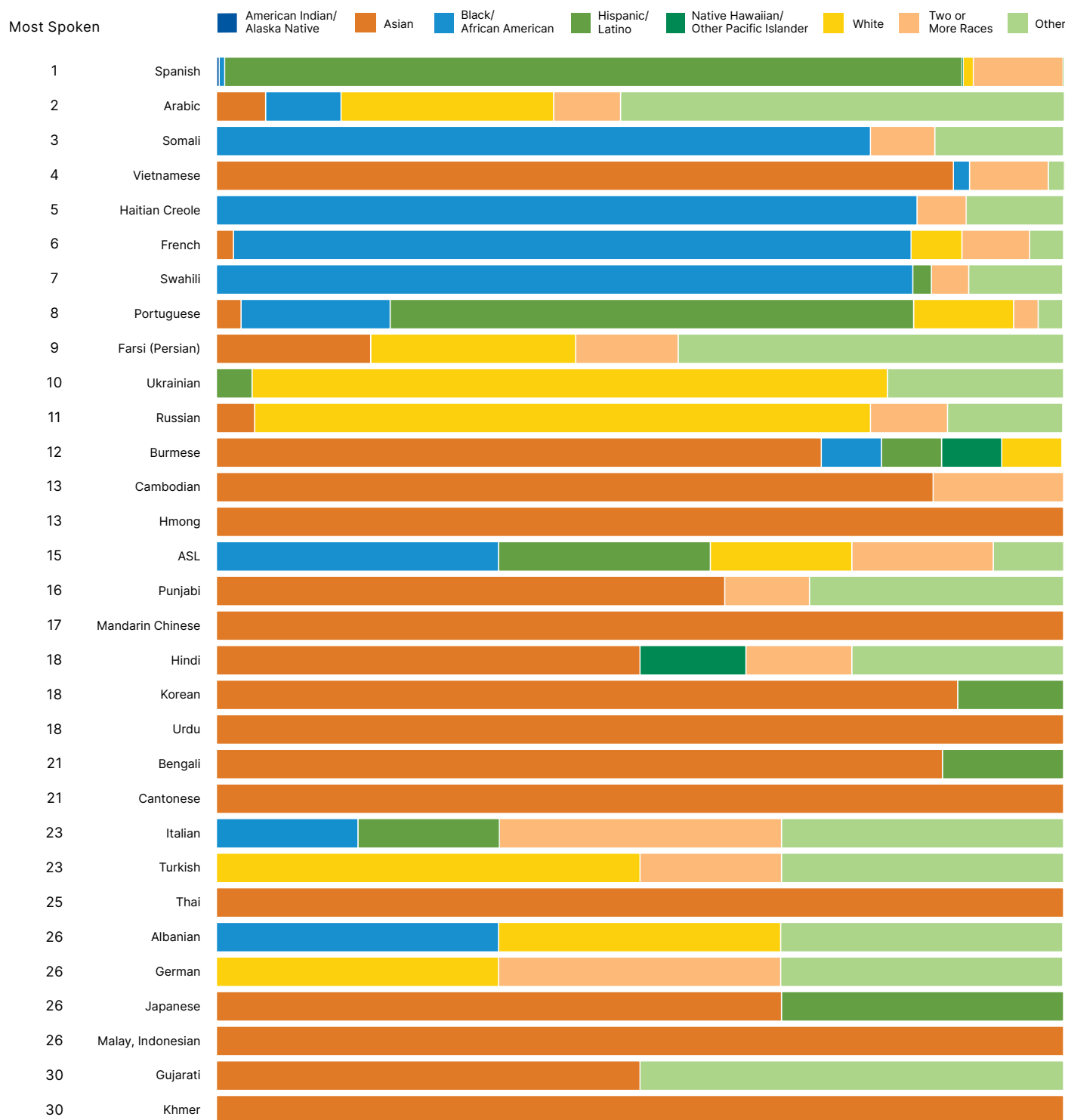
⁹ Includes Transgender Male.

¹⁰ Includes Nonbinary, Intersex, Agender, Gender queer/fluid/non-conforming, Two or more identities, and Other.

Our Community

While English is the most spoken language across our network, our students speak more than 30 additional languages at school or at home with family and friends. This year, a higher proportion of our students speak Cantonese (moving from #31 to #21), Italian (moving from #31 to #23), and Ukrainian (moving from #31 to #10). Georgian was not reported as being spoken by any students in 2022-23 but Javanese and Polish appeared on the list.

Figure 7. The Languages We Speak¹¹



¹¹ Ordered from the language spoken by the most students to the least students. Does not include CIS affiliates in Texas. Students of unknown race speak Spanish (n=30), Portuguese (n=2), Albanian (n=1), Bengali (n=1), Farsi (Persian) (n=1), French (n=1), and German (n=1). Inclusion of these students may impact the overall language ranking. Each of the following languages had one speaker reported: Bulgarian, Cape Verdean Creole, Javanese, Polish, Tamil, and Telugu. Data represent 12,854 students reported as speaking one or more languages other than English. An unspecified non-English language is spoken by 346 students.

Student Information

Figure 8. Known Attributes of Case-Managed Students

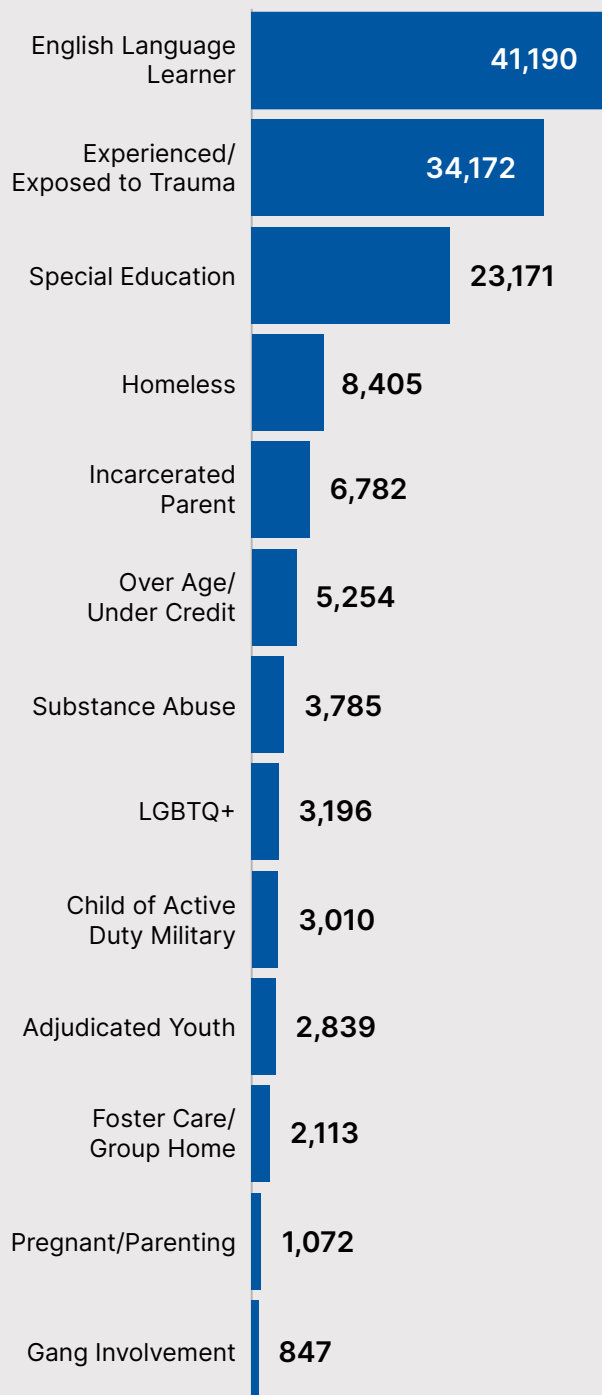


Figure 9. Free and Reduced-Price Lunch (FRPL) Eligibility of Case-Managed Students¹²

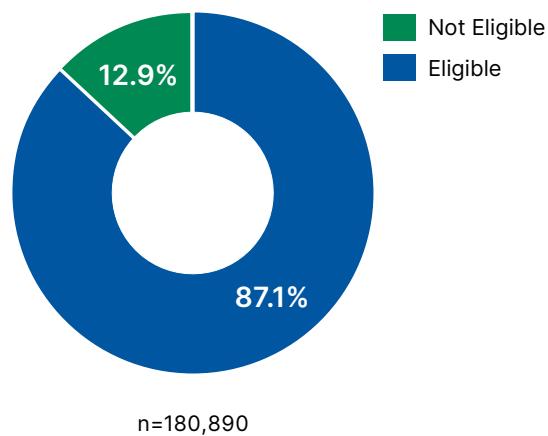
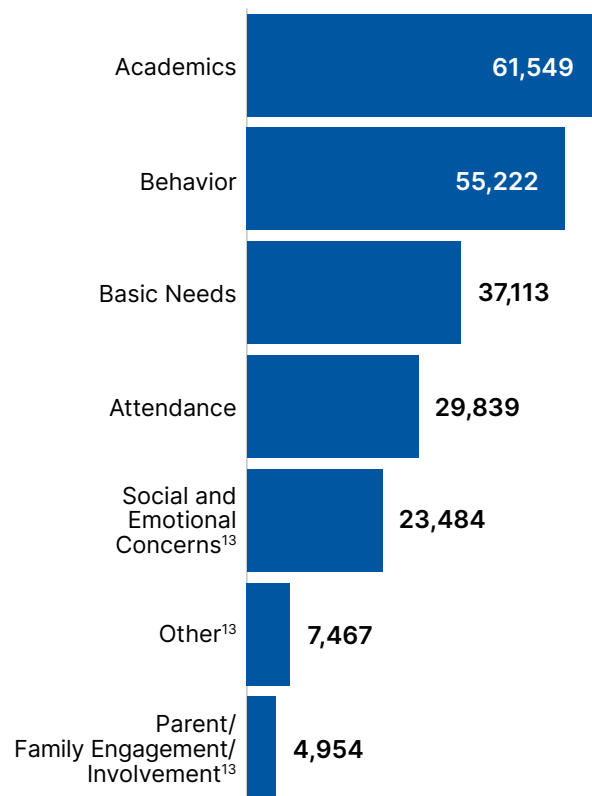


Figure 10. Referral Reasons of Case-Managed Students



¹² Does not include students whose FRPL status is unknown (n=17,989).

¹³ Does not include CIS affiliates in Texas.

Student Information

Figure 11. Percent of Case-Managed Students Referred, by Referral Reason, Race, and Gender¹⁴



Helpful hint: The male and female percentages within a race/ethnicity are not meant to total 100%. Each bar reflects a proportion of a specific group. For example, 36.7% of White female case-managed students with available referral data were referred to CIS for academics.



¹⁴ See tables 5-9 for N sizes and data on students who identify as another gender (including Nonbinary, Intersex, Agender, Gender queer/fluid/non-conforming, Two or more identities, and Other). Excludes figure for Social and/or Emotional Concerns due to lack of space but data are available in Table 9. New referrals are not required each year for case-managed students. Data represent an aggregation of any referral a student may have for this year or previous years.

Our students are meeting their ABCS goals.¹⁵

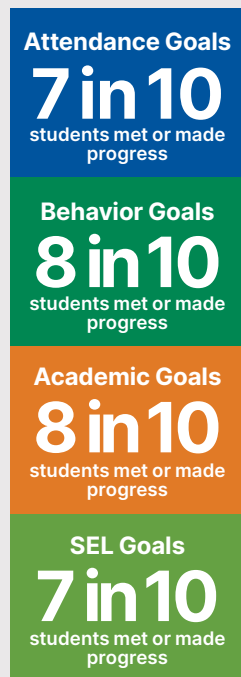


Figure 12. Case-Managed Students Who Met or Made Progress Towards Their Goals

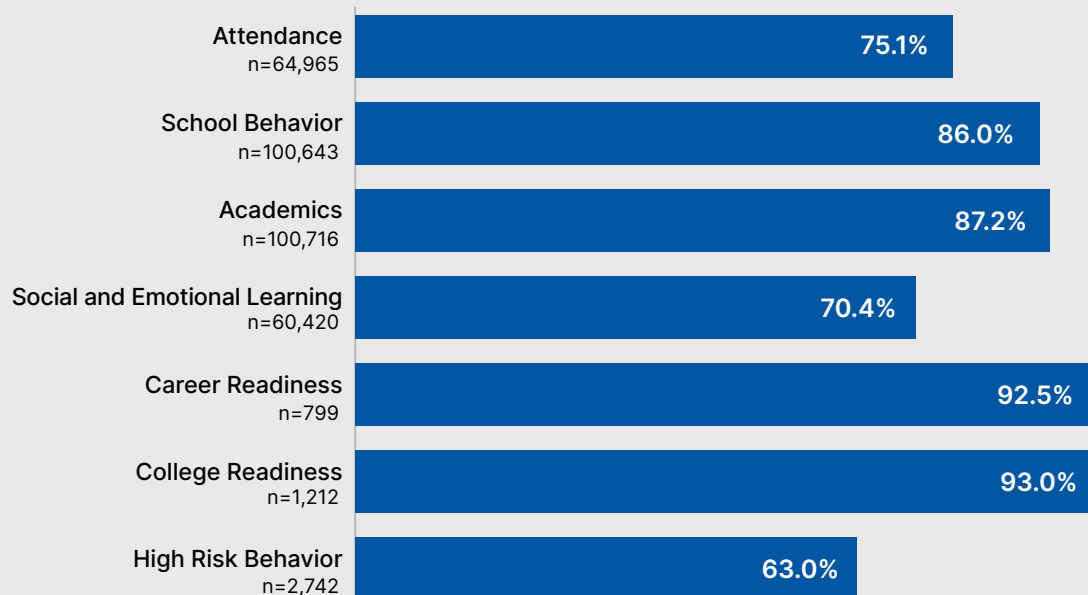
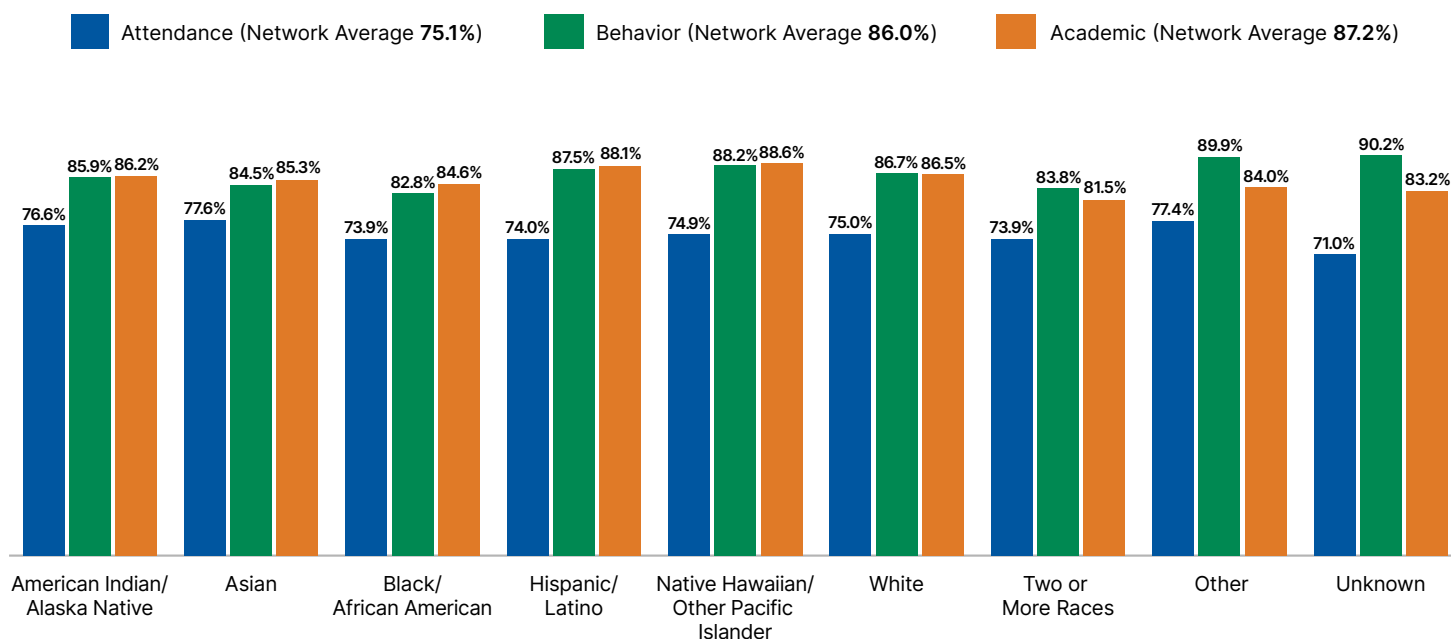


Figure 13. Percent of Students Who Met or Made Progress Towards Goals, by Race/Ethnicity¹⁶



¹⁵ ABCS refers to Attendance, Behavior, Course Performance (Academics), and Social and Emotional Learning. Case-managed students are required to work towards at least one goal in one of these areas during the school year.

¹⁶ See Table 11 for N sizes. Excludes Social and Emotional Learning due to insufficient data by race/ethnicity.

Student Outcomes

Figure 14. Percent of Students Who Met or Made Progress Towards an Attendance Goal, by Race and Gender¹⁷

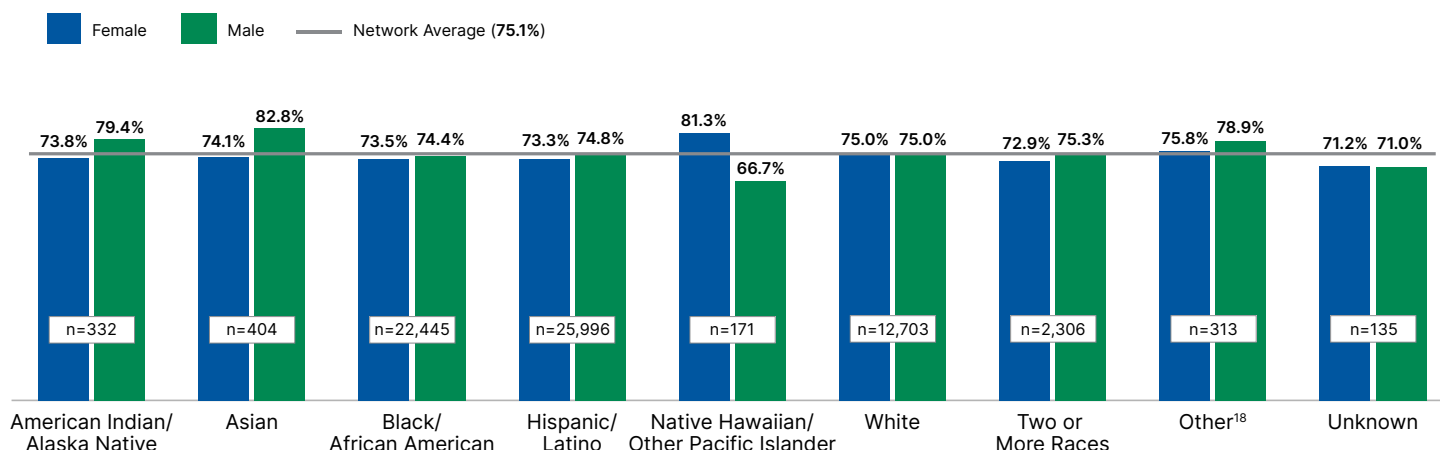


Figure 15. Percent of Students Who Met or Made Progress Towards a Behavior Goal, by Race and Gender¹⁹

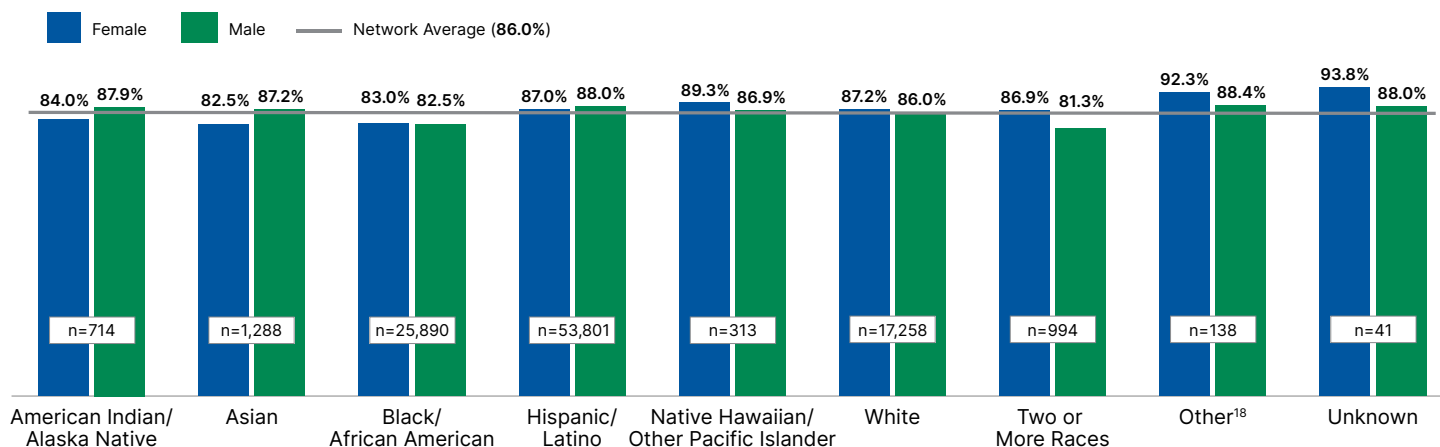
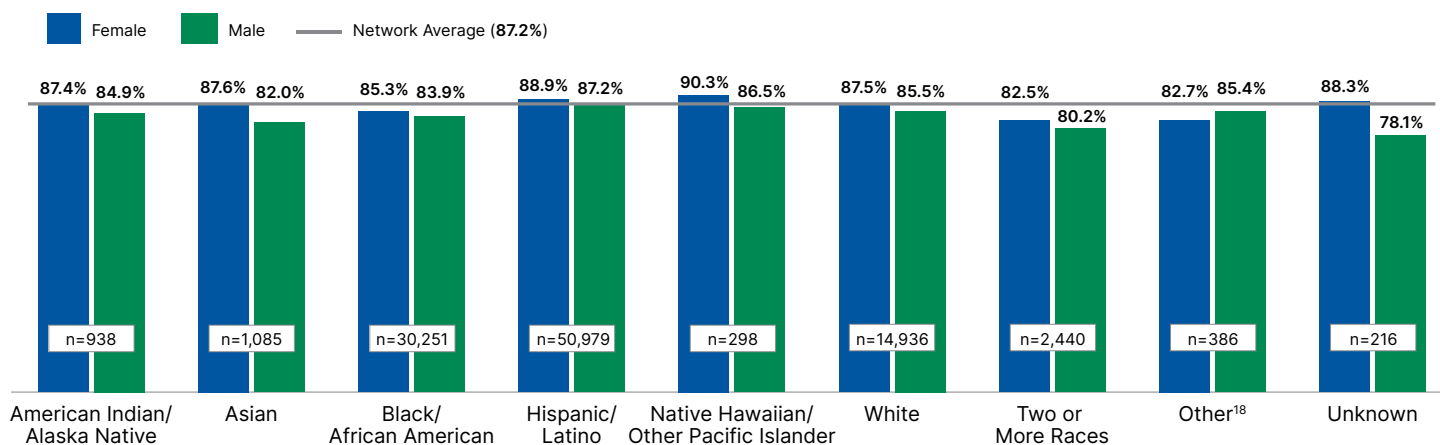


Figure 16. Percent of Students Who Met or Made Progress Towards an Academic Goal, by Race and Gender²⁰



¹⁷ Does not include students whose sex/gender is identified as Other (n=119) or Unknown (n=19).

¹⁸ Individuals identified as a race/ethnicity other than those listed are included in the category of Other.

¹⁹ Does not include students whose sex/gender is identified as Other (n=40) or Unknown (n=3).

²⁰ Does not include students whose sex/gender is identified as Other (n=133) or Unknown (n=9).

Student Outcomes

Figure 17. K-11 Case-Managed Students Who Stayed In School²¹

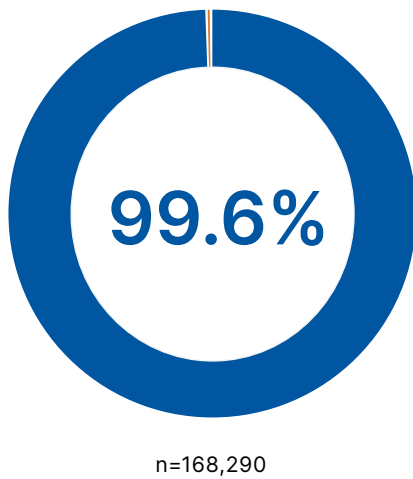


Figure 18. K-11 Case-Managed Student Year-End Status²²

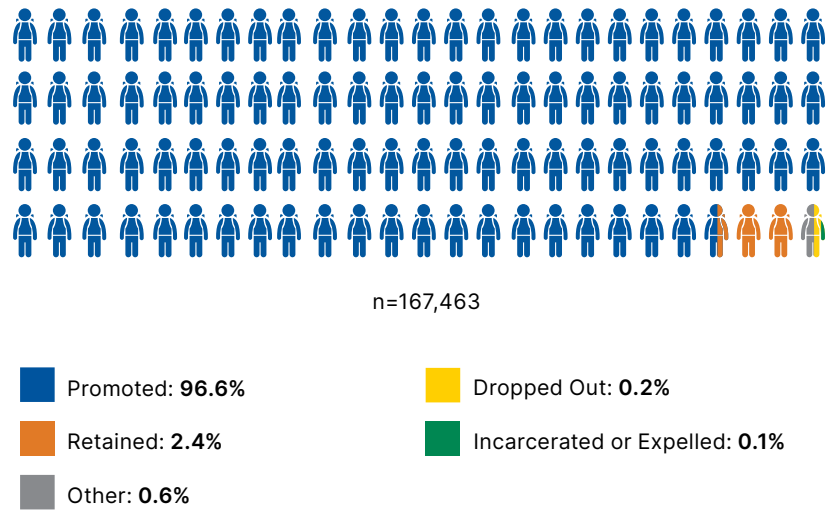
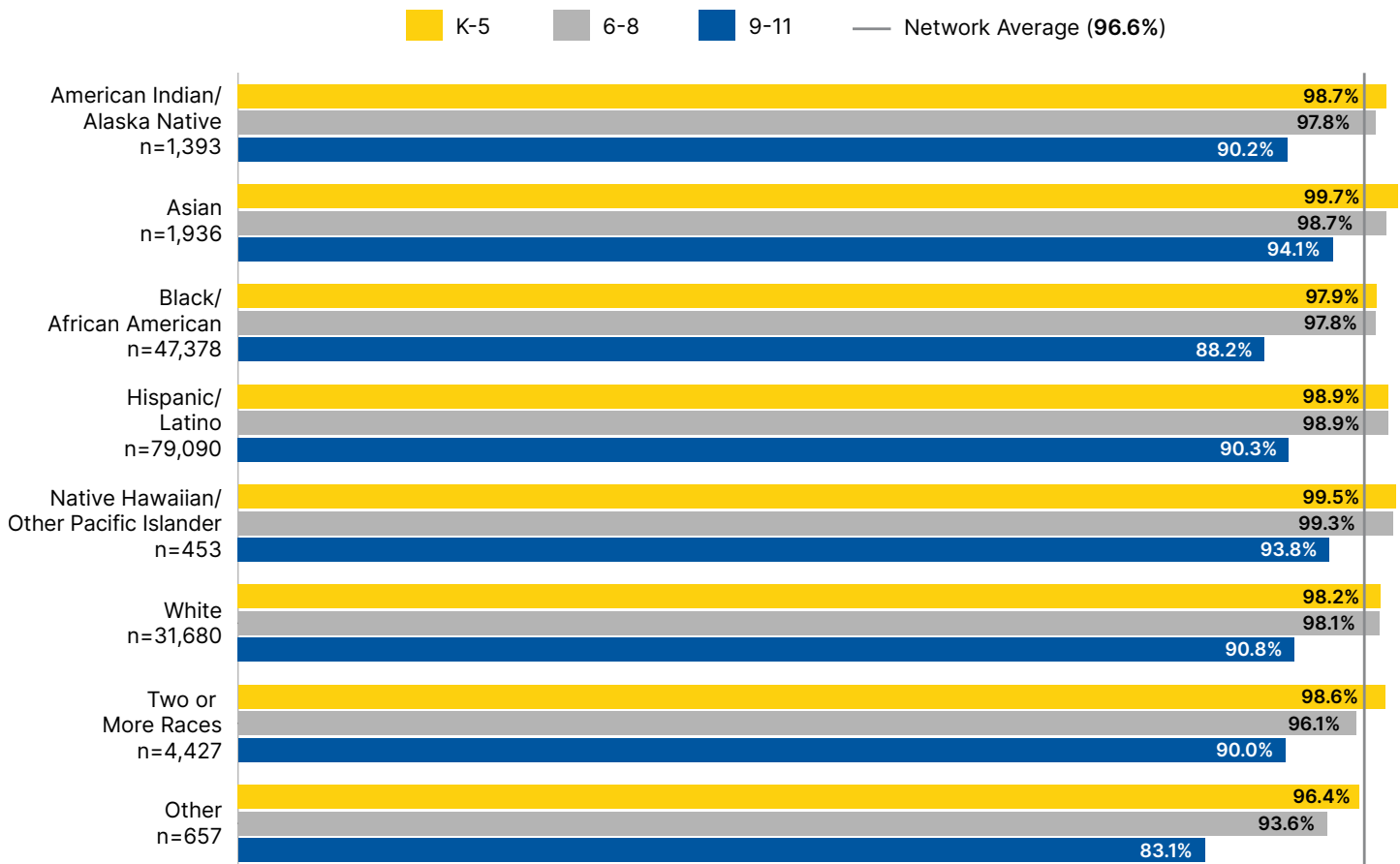


Figure 19. Percent of K-11 Students Who Were Promoted, by Race and Grade Level²²



²¹ Does not include K-11 students who transferred (n=14,446), were deceased (n=17), or whose year-end status was unknown (n=46).

²² Does not include K-11 students who graduated (n=740), received a GED (n=87), transferred (n=14,446), were deceased (n=17), or whose year-end status was unknown (n=46).

Student Outcomes

Figure 20. Grade 12 Case-Managed Students Who Stayed In School²³

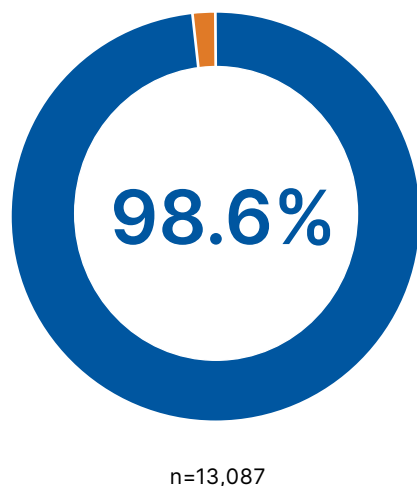


Figure 21. Grade 12 Case-Managed Student Year-End Status²³

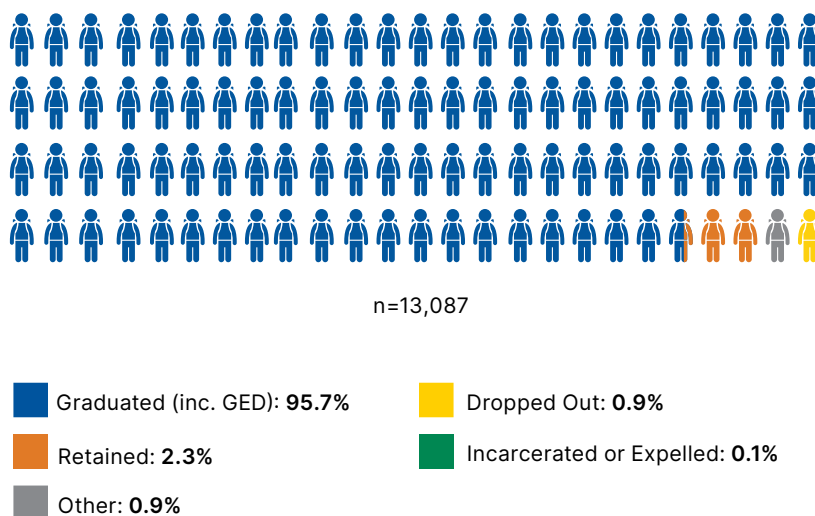
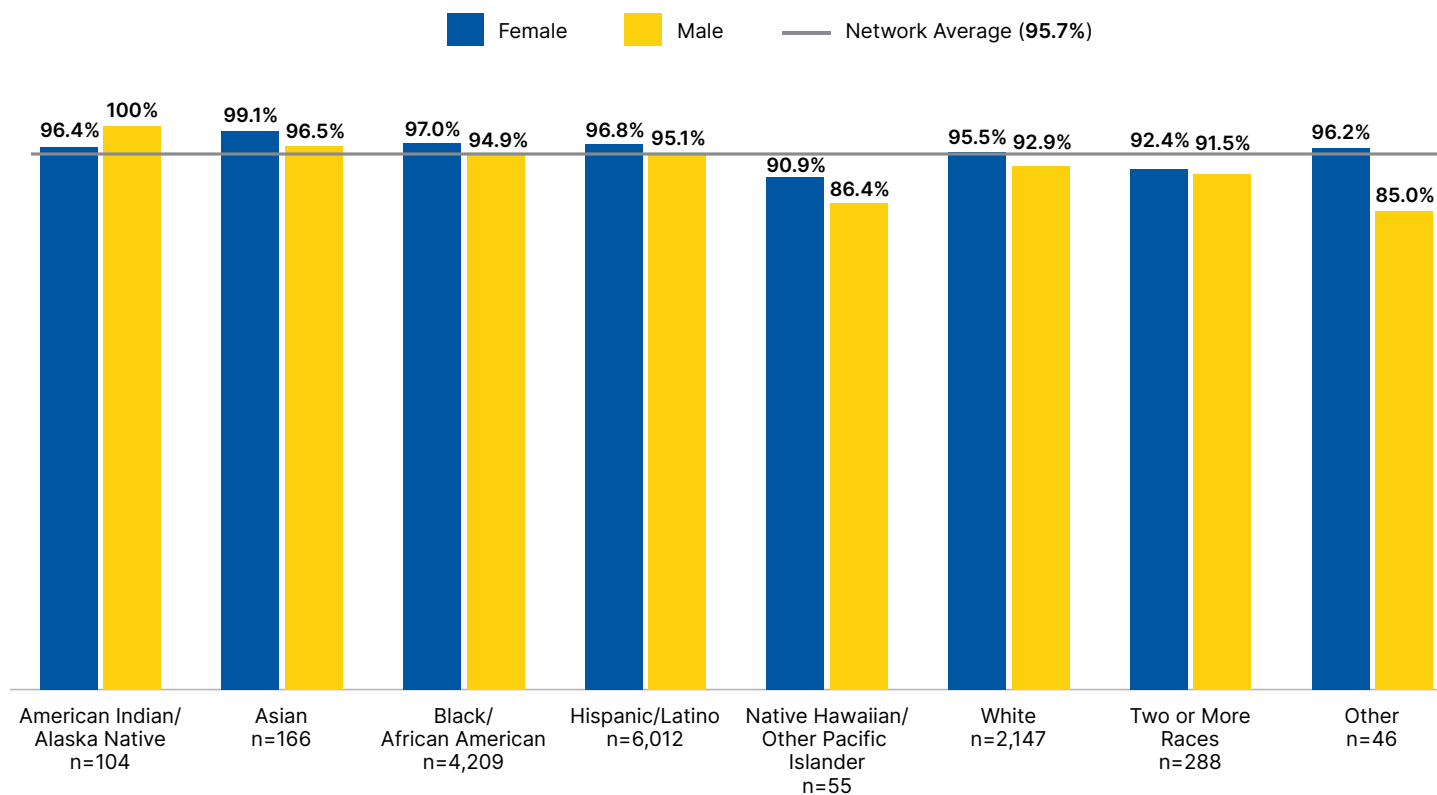


Figure 22. Percent of Grade 12 Students Who Graduated/Received a GED, by Race and Gender^{23,24}

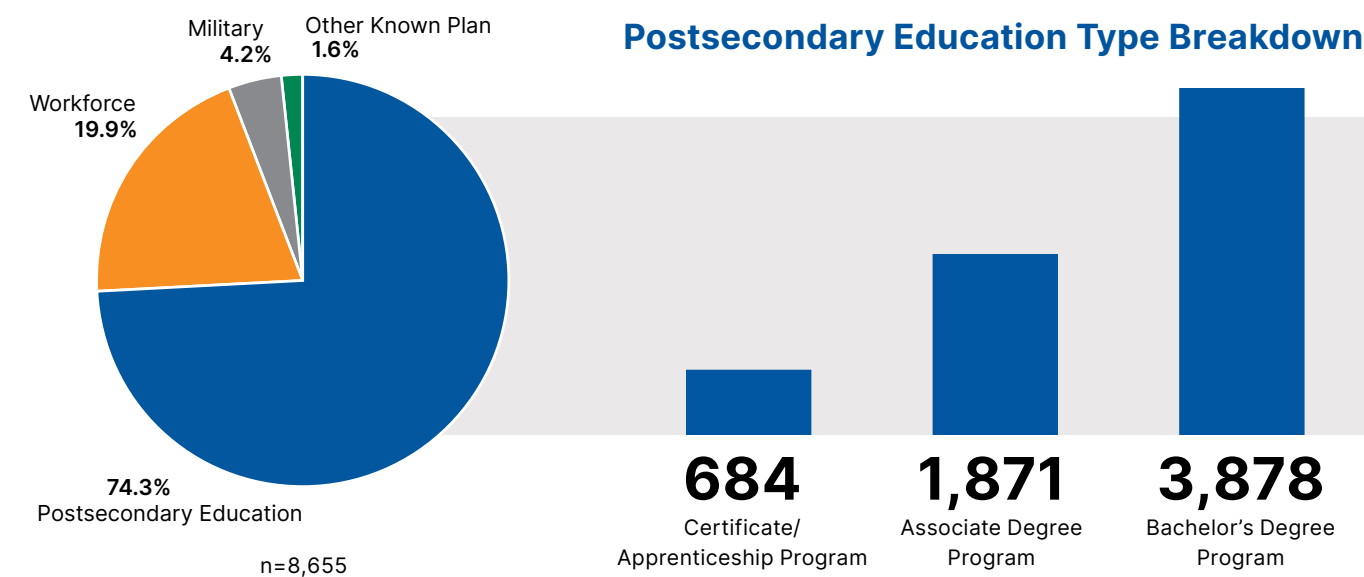


²³ Does not include seniors who transferred (n=664) or were deceased (n=2).

²⁴ Data for students of Other gender has been suppressed due to low n-size.

Student Outcomes

Figure 23. Post-High School Plans²⁵



²⁵ Includes students in grades K-11 who graduated high school or received a GED. Does not include students whose post-high school plans are unknown (n=4,700).

Student and Community Data Tables

Table 1. Community Demographics

Characteristic	School Support Staff	Affiliate Staff	Executive Directors	Board Members
Sex/Gender (N) ²⁶				
Female	3,117	1,132	84	978
Male	619	239	32	833
Other	17	1	0	1
Sex/Gender (%) ²⁶				
Female	83.1%	82.5%	72.4%	54.0%
Male	16.5%	17.4%	27.6%	46.0%
Other	0.5%	0.1%	0%	0.1%
Race/Ethnicity (N) ²⁷				
American Indian/Alaska Native	33	8	0	19
Asian	43	22	0	20
Black/African American	1,098	385	26	442
Hispanic/Latino	1,064	222	17	161
Native Hawaiian/Other Pacific Islander	8	3	0	2
White	1,358	672	71	1,116
Two or More Races	101	29	2	20
Other	11	5	0	11
Race/Ethnicity (%) ²⁷				
American Indian/Alaska Native	0.9%	0.6%	0%	1.1%
Asian	1.2%	1.6%	0%	1.1%
Black/African American	29.5%	28.6%	22.4%	24.7%
Hispanic/Latino	28.6%	16.5%	14.7%	9.0%
Native Hawaiian/Other Pacific Islander	0.2%	0.2%	0%	0.1%
White	36.5%	49.9%	61.2%	62.3%
Two or More Races	2.7%	2.2%	1.7%	1.1%
Other	0.3%	0.4%	0%	0.6%

Table 2. Number of Students Served, 2019-2023

Support Type	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	Percent Change 2019-2023
Students Receiving Whole-School Supports Only	1,473,081	1,506,698	1,468,578	1,643,886	1,805,201	22.5%
Students Receiving Case Management	147,615	165,974	146,382	185,368	198,879	34.7%
Total Students Served	1,620,696	1,672,672	1,614,960	1,829,254	2,004,080	23.7%

²⁶ Does not include individuals whose sex/gender is unknown or prefer not to answer (school staff: n=30, affiliate staff: n=2, board members: n=2).

²⁷ Does not include individuals whose race/ethnicity is unknown or prefer not to answer (school staff: n=67, affiliate staff: n=28, board members: n=23).

Student and Community Data Tables

Table 3. Case-Managed Student Demographics

Characteristic	Number of Students	Percent of Students
Sex/Gender ²⁸		
Female	107,531	54.1%
Male	91,008	45.8%
Other ²⁹	265	0.1%
Race/Ethnicity ³⁰		
American Indian/Alaska Native	1,653	0.8%
Asian	2,284	1.2%
Black/African American	57,552	29.0%
Hispanic/Latino	92,779	46.7%
Native Hawaiian/Other Pacific Islander	564	0.3%
White	37,608	19.0%
Two or More Races	5,248	2.6%
Other	770	0.4%

Table 4. Case-Managed Student Attributes³¹

Characteristic	Students with Attribute (%)	Students with Attribute (N)	Total w/ Known Status	% of CM Students Represented
Attribute				
Adjudicated Youth	2.4%	2,839	119,101	59.9%
Child of Active Duty Military	2.8%	3,010	106,609	53.6%
English Language Learner	25.1%	41,190	163,922	82.4%
Experienced/Exposed to Trauma	53.7%	34,172	63,671	32.0%
Foster Care/Group Home	1.7%	2,113	127,073	63.9%
Free and Reduced-Price Lunch Eligible	87.1%	157,548	180,890	91.0%
Gang Involvement	1.5%	847	56,371	28.3%
Homeless	6.6%	8,405	127,367	64.0%
Incarcerated Parent	6.9%	6,782	97,763	49.2%
LGBTQ+	6.2%	3,196	51,147	25.7%
Over Age/Under Credit	6.3%	5,254	83,890	42.2%
Pregnant/Parenting	0.8%	1,072	131,324	66.0%
Special Education	15.4%	23,171	150,255	75.6%
Substance Abuse	3.9%	3,785	97,944	49.2%

²⁸ Does not include students whose sex/gender is unknown or prefer not to answer (n=75).

²⁹ Includes agender, gender queer/fluid/non-conforming, intersex, and nonbinary.

³⁰ Does not include students whose race/ethnicity is unknown or prefer not to answer (n=421).

³¹ Total w/ Known Status is a subset of the 198,879 case-managed students served during the 2022-23 school year. Percentages displayed in this table may not reflect large proportions of students served.

Student and Community Data Tables

Table 5. Case-Managed Students Referred for Attendance, by Race and Gender³²

Characteristic	Female			Male			Other		
	N-Size	# Students	% Students	N-Size	# Students	% Students	N-Size	# Students	% Students
Total	73,476	16,115	21.9%	63,876	13,658	21.4%	219	60	27.4%
Am. Indian/AK Native	693	106	15.3%	664	95	14.3%	*	*	*
Asian	951	84	8.8%	716	59	8.2%	*	*	*
Black/African Amer.	23,651	5,397	22.8%	20,488	4,660	22.7%	39	9	23.1%
Hispanic/Latino	32,072	6,695	20.9%	26,824	5,331	19.9%	35	9	25.7%
Native Hawaiian/ Other PI	225	53	23.6%	184	38	20.7%	--	--	--
White	13,236	2,975	22.5%	12,585	2,824	22.4%	115	34	29.6%
Two or More Races	2,233	690	30.9%	1,944	535	27.5%	23	6	26.1%
Other ³³	289	77	26.6%	327	85	26.0%	*	*	*
Unknown	126	38	30.2%	144	31	21.5%	*	*	*

Table 6. Case-Managed Students Referred for Behavior, by Race and Gender³²

Characteristic	Female			Male			Other		
	N-Size	# Students	% Students	N-Size	# Students	% Students	N-Size	# Students	% Students
Total	73,476	28,145	38.3%	63,876	27,053	42.4%	219	24	11.0%
Am. Indian/AK Native	693	208	30.0%	664	221	33.3%	*	*	*
Asian	951	390	41.0%	716	323	45.1%	*	*	*
Black/African Amer.	23,651	8,605	36.4%	20,488	8,683	42.4%	39	7	17.9%
Hispanic/Latino	32,072	13,645	42.5%	26,824	11,618	43.3%	35	3	8.6%
Native Hawaiian/ Other PI	225	79	35.1%	184	68	37.0%	--	--	--
White	13,236	4,762	36.0%	12,585	5,384	42.8%	115	11	9.6%
Two or More Races	2,233	397	17.8%	1,944	627	32.3%	23	2	8.7%
Other ³³	289	43	14.9%	327	100	30.6%	*	*	*
Unknown	126	16	12.7%	144	29	20.1%	*	*	*

Table 7. Case-Managed Students Referred for Academics, by Race and Gender³²

Characteristic	Female			Male			Other		
	N-Size	# Students	% Students	N-Size	# Students	% Students	N-Size	# Students	% Students
Total	73,476	31,659	43.1%	63,876	29,805	46.7%	219	80	36.5%
Am. Indian/AK Native	693	384	55.4%	664	368	55.4%	*	*	*
Asian	951	345	36.3%	716	272	38.0%	*	*	*
Black/African Amer.	23,651	10,017	42.4%	20,488	9,449	46.1%	39	15	38.5%
Hispanic/Latino	32,072	14,872	46.4%	26,824	13,453	50.2%	35	11	31.4%
Native Hawaiian/ Other PI	225	110	48.9%	184	89	48.4%	--	--	--
White	13,236	4,859	36.7%	12,585	5,153	40.9%	115	42	36.5%
Two or More Races	2,233	925	41.4%	1,944	838	43.1%	23	8	34.8%
Other ³³	289	99	34.3%	327	125	38.2%	*	*	*
Unknown	126	48	38.1%	144	58	40.3%	*	*	*

³² Does not include students whose sex/gender is Unknown (n=75). Data points indicated with a * are suppressed due to low n-size. Zeros are represented by --.

³³ Individuals identified as a race/ethnicity other than those listed are included in the category of Other.

Student and Community Data Tables

Table 8. Case-Managed Students Referred for Basic Needs, by Race and Gender³⁴

Characteristic	Female			Male			Other		
	N-Size	# Students	% Students	N-Size	# Students	% Students	N-Size	# Students	% Students
Total	73,476	19,903	27.1%	63,876	17,172	26.9%	219	37	16.9%
Am. Indian/AK Native	693	131	18.9%	664	125	18.8%	*	*	*
Asian	951	301	31.7%	716	214	29.9%	*	*	*
Black/African Amer.	23,651	5,693	24.1%	20,488	4,838	23.6%	39	6	15.4%
Hispanic/Latino	32,072	9,803	30.6%	26,824	8,250	30.8%	35	2	5.7%
Native Hawaiian/ Other PI	225	86	38.2%	184	52	28.3%	--	--	--
White	13,236	3,320	25.1%	12,585	3,178	25.3%	115	19	16.5%
Two or More Races	2,233	489	21.9%	1,944	424	21.8%	23	8	34.8%
Other ³⁵	289	63	21.8%	327	71	21.7%	*	*	*
Unknown	126	17	13.5%	144	20	13.9%	*	*	*

Table 9. Case-Managed Students Referred for Social and/or Emotional Concerns, by Race and Gender^{34,36}

Characteristic	Female			Male			Other		
	N-Size	# Students	% Students	N-Size	# Students	% Students	N-Size	# Students	% Students
Total	29,524	12,800	43.4%	27,495	10,518	38.3%	219	158	72.1%
Am. Indian/AK Native	364	90	24.7%	398	90	22.6%	*	*	*
Asian	290	140	48.3%	190	86	45.3%	*	*	*
Black/African Amer.	13,114	5,229	39.9%	11,970	4,367	36.5%	39	25	64.1%
Hispanic/Latino	5,710	2,460	43.1%	4,996	1,895	37.9%	35	29	82.9%
Native Hawaiian/ Other PI	103	52	50.5%	93	41	44.1%	--	--	--
White	7,295	3,535	48.5%	7,433	3,070	41.3%	115	86	74.8%
Two or More Races	2,233	1,129	50.6%	1,944	818	42.1%	23	14	60.9%
Other ³⁵	289	126	43.6%	327	122	37.3%	*	*	*
Unknown	126	39	31.0%	144	29	20.1%	*	*	*

Table 10. Goal Achievement of Case-Managed Students

Student Goal	Number of Students with Assigned Goal	Number of Students Who Met or Made Progress Towards goal	Percent
Attendance	64,965	48,781	75.1%
School Behavior	100,643	86,506	86.0%
Academics	100,716	87,795	87.2%
Social and Emotional Learning	60,420	42,509	70.4%
Career Readiness	799	739	92.5%
College Readiness	1,212	1,127	93.0%
High-Risk Behavior	2,742	1,728	63.0%

³⁴ Does not include students whose sex/gender is Unknown (n=75). Data points indicated with a * are suppressed due to low n-size. Zeros are represented by --.

³⁵ Individuals identified as a race/ethnicity other than those listed are included in the category of Other.

³⁶ Social and/or Emotional Concerns not tracked as a referral reason for CIS affiliates in Texas.

Student and Community Data Tables

Table 11. Students Who Met or Made Progress Towards Goals, by Race/Ethnicity

Characteristic	Attendance			Behavior			Academics		
	N-Size	# Students	% Students	N-Size	# Students	% Students	N-Size	# Students	% Students
Total	64,943	48,188	74.2%	100,480	86,450	86.0%	101,671	88,046	86.6%
Am. Indian/AK Native	333	255	76.6%	714	613	85.9%	938	809	86.2%
Asian	406	315	77.6%	1,288	1,088	84.5%	1,086	926	85.3%
Black/African Amer.	22,473	16,606	73.9%	25,899	21,433	82.8%	30,281	25,632	84.6%
Hispanic/Latino	26,014	19,246	74.0%	53,807	47,068	87.5%	50,998	44,922	88.1%
Native Hawaiian/ Other PI	171	128	74.9%	313	276	88.2%	298	264	88.6%
White	12,780	9,586	75.0%	17,282	14,975	86.7%	15,004	12,980	86.5%
Two or More Races	2,314	1,711	73.9%	998	836	83.8%	2,458	2,004	81.5%
Other ³⁷	314	243	77.4%	138	124	89.9%	388	326	84.0%
Unknown	138	98	71.0%	41	37	90.2%	220	183	83.2%

Table 12. Students Who Met or Made Progress Towards an Attendance Goal, by Race and Gender³⁸

Characteristic	Female			Male			Other		
	N-Size	# Students	% Students	N-Size	# Students	% Students	N-Size	# Students	% Students
Total	35,395	26,096	73.7%	29,410	21,995	74.8%	119	83	69.7%
Am. Indian/AK Native	172	127	73.8%	160	127	79.4%	*	*	*
Asian	247	183	74.1%	157	130	82.8%	*	*	*
Black/African Amer.	12,086	8,878	73.5%	10,359	7,709	74.4%	22	14	63.6%
Hispanic/Latino	14,499	10,634	73.3%	11,497	8,599	74.8%	17	13	76.5%
Native Hawaiian/ Other PI	96	78	81.3%	75	50	66.7%	--	--	--
White	6,790	5,095	75.0%	5,913	4,437	75.0%	70	49	70.0%
Two or More Races	1,271	927	72.9%	1,035	779	75.3%	*	*	*
Other ³⁷	161	122	75.8%	152	120	78.9%	--	--	--
Unknown	73	52	71.2%	62	44	71.0%	--	--	--

Table 13. Students Who Met or Made Progress Towards a Behavior Goal, by Race and Gender³⁹

Characteristic	Female			Male			Other		
	N-Size	# Students	% Students	N-Size	# Students	% Students	N-Size	# Students	% Students
Total	54,867	47,177	86.0%	45,570	39,235	86.1%	40	35	87.5%
Am. Indian/AK Native	375	315	84.0%	339	298	87.9%	--	--	--
Asian	743	613	82.5%	545	475	87.2%	--	--	--
Black/African Amer.	13,695	11,363	83.0%	12,195	10,062	82.5%	*	*	*
Hispanic/Latino	30,334	26,400	87.0%	23,467	20,662	88.0%	*	*	*
Native Hawaiian/ Other PI	168	150	89.3%	145	126	86.9%	--	--	--
White	9,035	7,883	87.2%	8,223	7,071	86.0%	22	19	86.4%
Two or More Races	449	390	86.9%	545	443	81.3%	*	*	*
Other ³⁷	52	48	92.3%	86	76	88.4%	--	--	--
Unknown	16	15	93.8%	25	22	88.0%	--	--	--

³⁷ Individuals identified as a race/ethnicity other than those listed are included in the category of Other.

³⁸ Does not include students whose sex/gender is identified as Unknown (n=19). Data points indicated with a * are suppressed due to low n-size. Zeros are represented by --.

³⁹ Does not include students whose sex/gender is identified as Unknown (n=3). Data points indicated with a * are suppressed due to low n-size. Zeros are represented by --.

Student and Community Data Tables

Table 14. Students Who Met or Made Progress Towards an Academic Goal, by Race and Gender⁴⁰

Characteristic	Female			Male			Other		
	N-Size	# Students	% Students	N-Size	# Students	% Students	N-Size	# Students	% Students
Total	54,478	47,608	87.4%	47,051	40,318	85.7%	133	114	85.7%
Am. Indian/AK Native	494	432	87.4%	444	377	84.9%	--	--	--
Asian	630	552	87.6%	455	373	82.0%	*	*	*
Black/African Amer.	16,342	13,941	85.3%	13,909	11,664	83.9%	30	27	90.0%
Hispanic/Latino	27,475	24,415	88.9%	23,504	20,491	87.2%	19	16	84.2%
Native Hawaiian/ Other PI	165	149	90.3%	133	115	86.5%	--	--	--
White	7,671	6,709	87.5%	7,265	6,215	85.5%	62	52	83.9%
Two or More Races	1,382	1,140	82.5%	1,058	849	80.2%	17	15	88.2%
Other ⁴¹	208	172	82.7%	178	152	85.4%	*	*	*
Unknown	111	98	88.3%	105	82	78.1%	*	*	*

Table 15. Case-Managed Student Year-End Status

Characteristic	Grades K-11		Grade 12	
	Number of Students	Percent of Students ⁴²	Number of Students	Percent of Students ⁴²
Stayed in school	168,290	99.6%	13,087	98.6%
Status Breakdown				
Promoted	161,758	96.6%	--	--
Graduated	740	--	12,485	95.4%
GED	87	--	43	0.3%
Retained	4,100	2.4%	306	2.3%
Transferred	14,446	--	664	--
Dropped Out	404	0.2%	120	0.9%
Expelled	200	0.1%	13	0.1%
Incarcerated	15	0.01%	4	0.03%
Deceased	17	--	2	--
Other	986	0.6%	116	0.9%

⁴⁰ Does not include students whose sex/gender is identified as Unknown (n=9). Data points indicated with a * are suppressed due to low n-size. Zeros are represented by --.

⁴¹ Individuals identified as a race/ethnicity other than those listed are included in the category of Other.

⁴² K-11: Does not include students who graduated (n=740), received a GED (n=87), transferred (n=14,446), were deceased (n=17), or whose year-end status was unknown (n=46).
Grade 12: Does not include seniors who transferred (n=664) or were deceased (n=2).

Student and Community Data Tables

Table 16. Post-High School Plans⁴³

Plans After Graduation	Number of Students	Percent of Students
Graduates with Reported Postsecondary Plans	8,655	
Postsecondary Education (any type)	6,433	74.3%
Certification/Apprenticeship Program	684	--
Associate Degree Program	1,871	--
Bachelor's Degree Program	3,878	--
Workforce	1,719	19.9%
Military	367	4.2%
Other Known Plan	136	1.6%



⁴³ Includes students in grades K-11 who graduated high school or received a GED. Does not include students whose post-high school plans are unknown (n=4,700).

School/Community-Based Site Characteristics

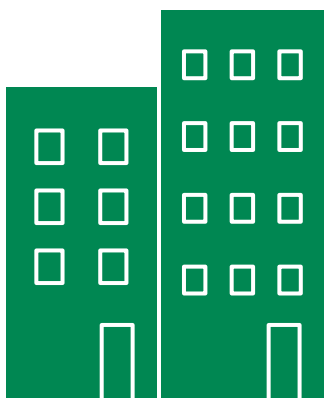
3,461 Total Sites

Our network served approximately 3,460 sites across nearly 540 school districts. The Communities In Schools model was implemented in over 80% of these sites. In addition, General Youth Services (GYS) sites are providing supports for students before, during and after school, on the weekends, and over the summer.



CIS Model and General Youth Services (GYS) Breakdown

2,900 CIS Model Schools



561 GYS Sites⁴⁴

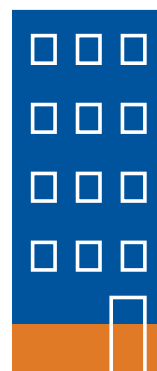


Figure 24. School Level Breakdown⁴⁵

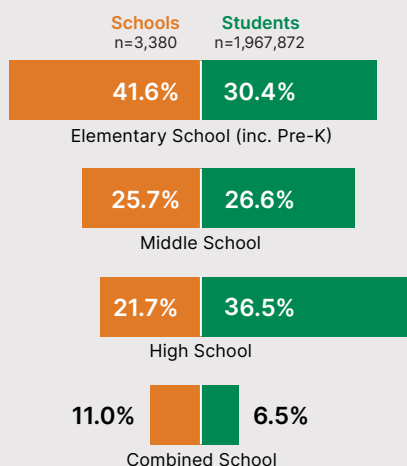


Figure 25. School Locale Breakdown⁴⁶

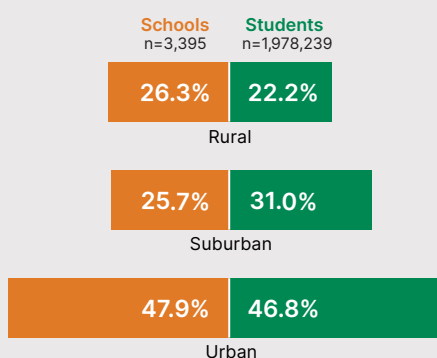
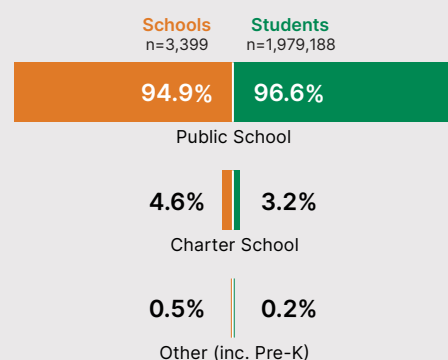


Figure 26. School Category Breakdown⁴⁷



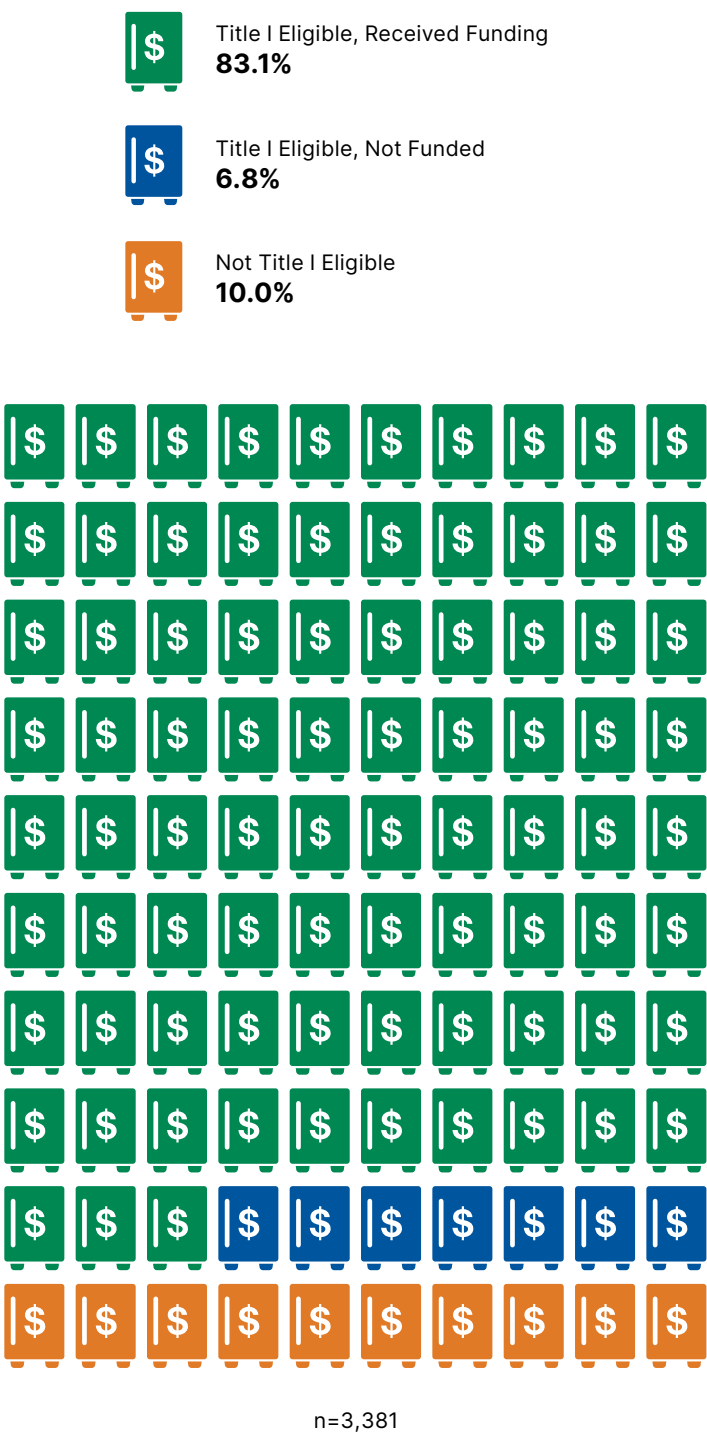
⁴⁴ Virtual campuses are counted as community-based sites under General Youth Services (GYS).

⁴⁵ Does not include community-based sites (n=60), colleges (n=2), or secondary schools (n=19).

⁴⁶ Does not include community-based sites (n=60), colleges (n=2), or schools with locale unavailable (n=4). Based on National Center for Education Statistics (NCES) locale designations.

⁴⁷ Does not include community-based sites (n=60) or colleges (n=2).

Figure 27. Title I Funding and Eligibility of Schools⁴⁸



⁴⁸ Does not include community-based sites (n= 60), colleges (n=2), or schools with unknown eligibility (n=18).

Figure 28. Number of Sites Where Supports are Offered, by CIS Support Category



Figure 29. Percent of Sites Providing and/or Brokering Supports, by CIS Support Category

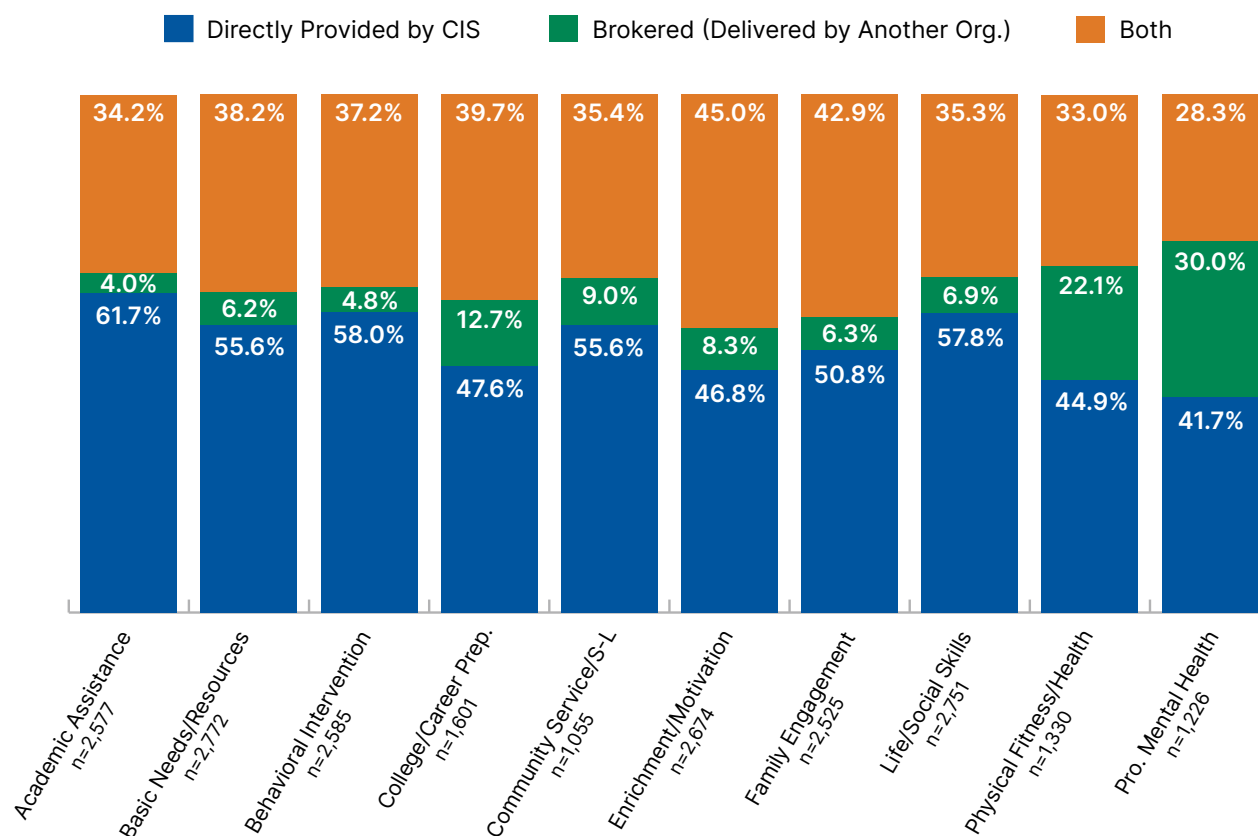


Figure 30. Number of Sites Offering Supports, by Program Time

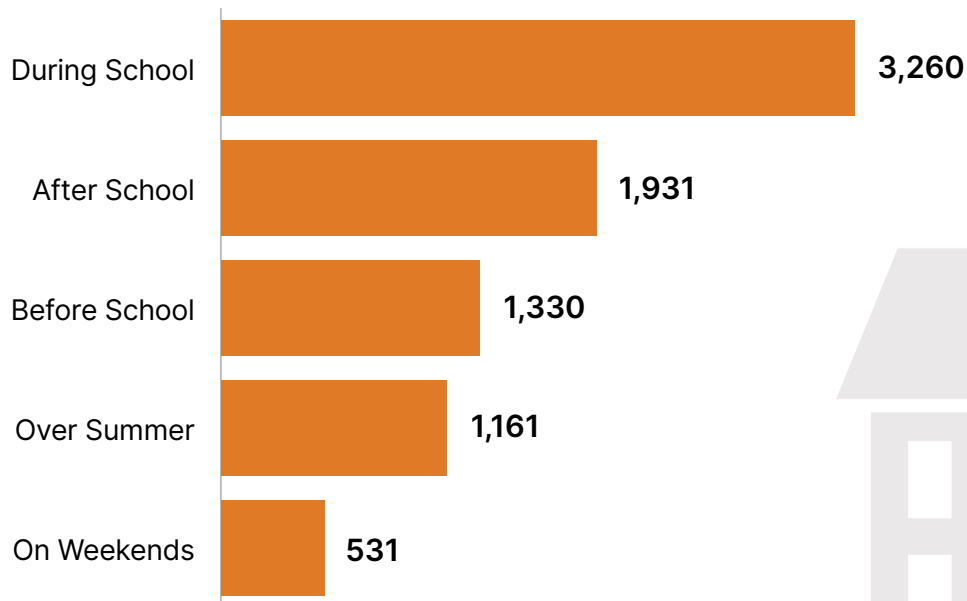
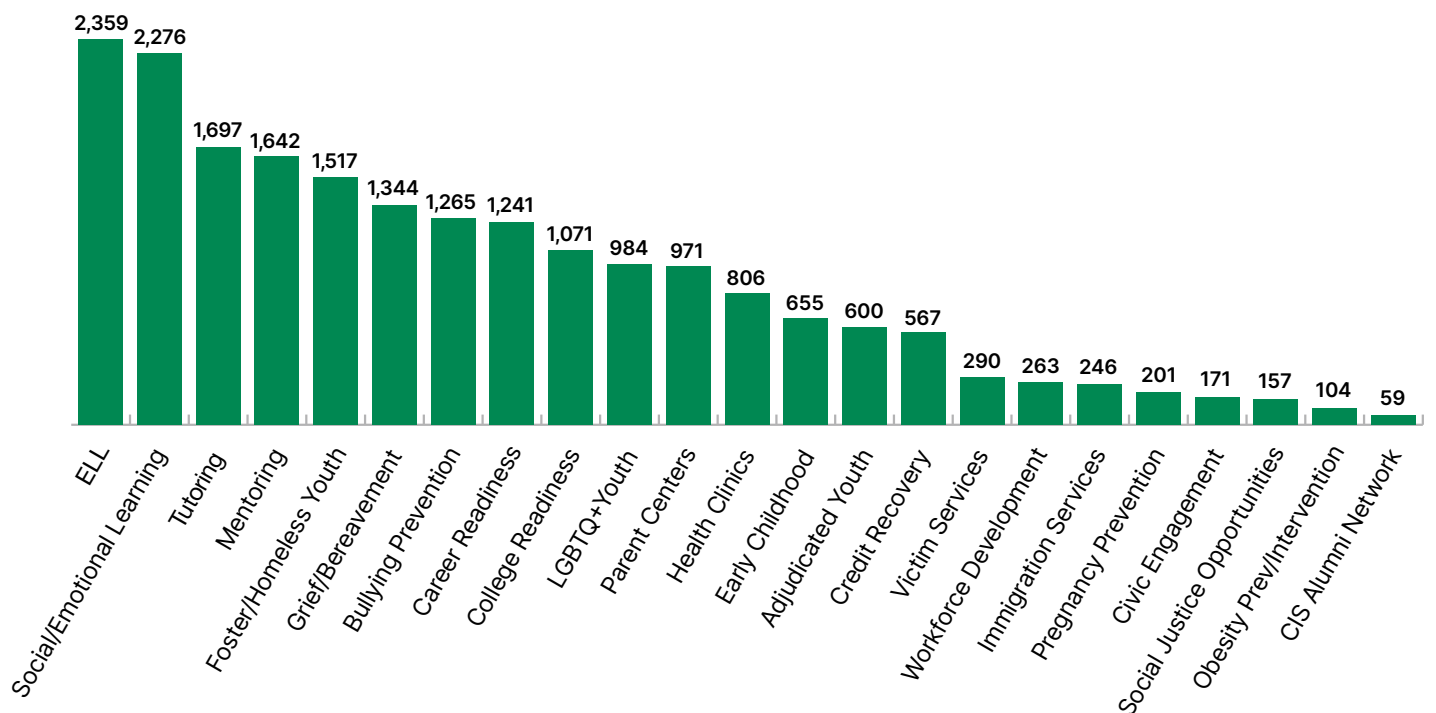
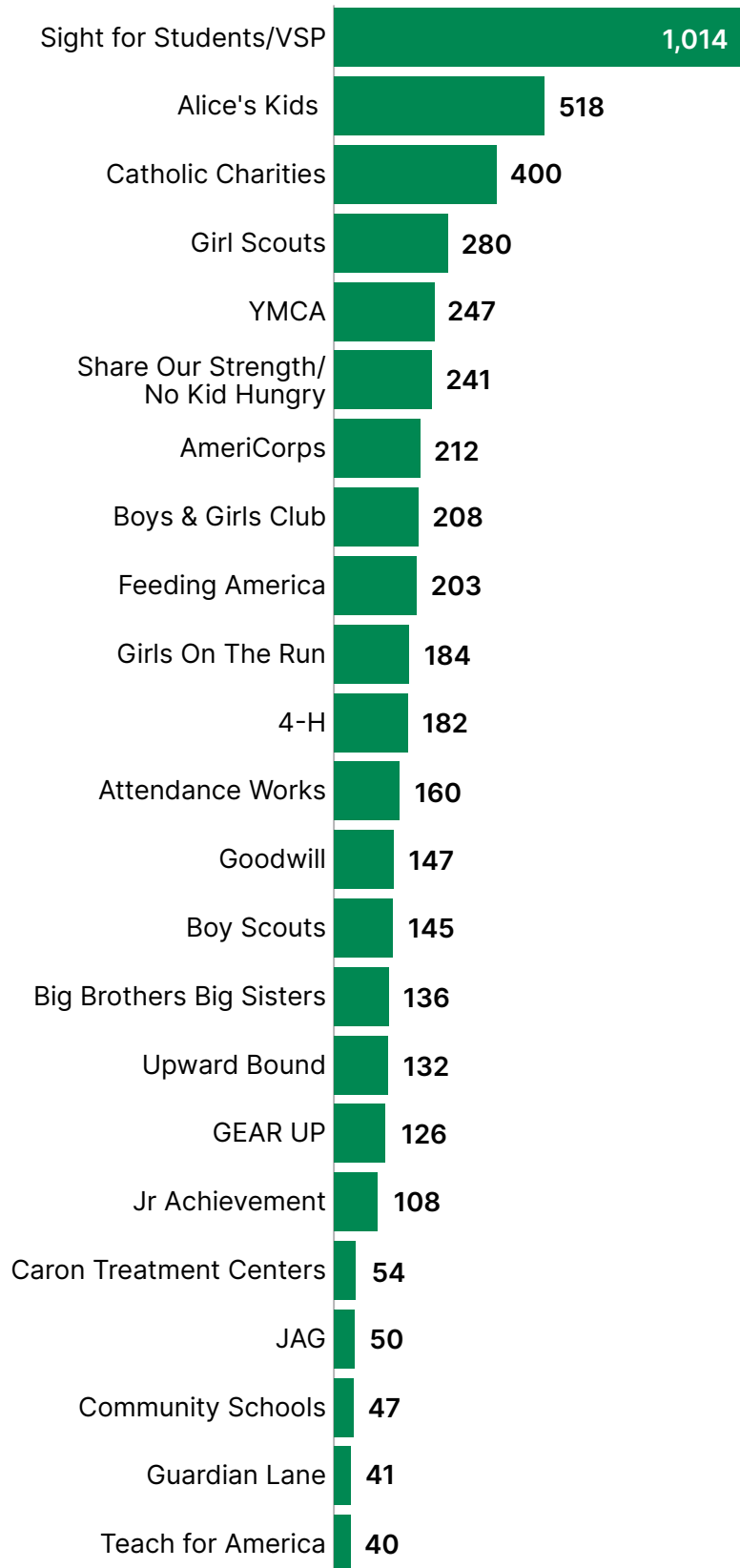


Figure 31. Number of Sites Offering Specialized Supports



Partners and Programs

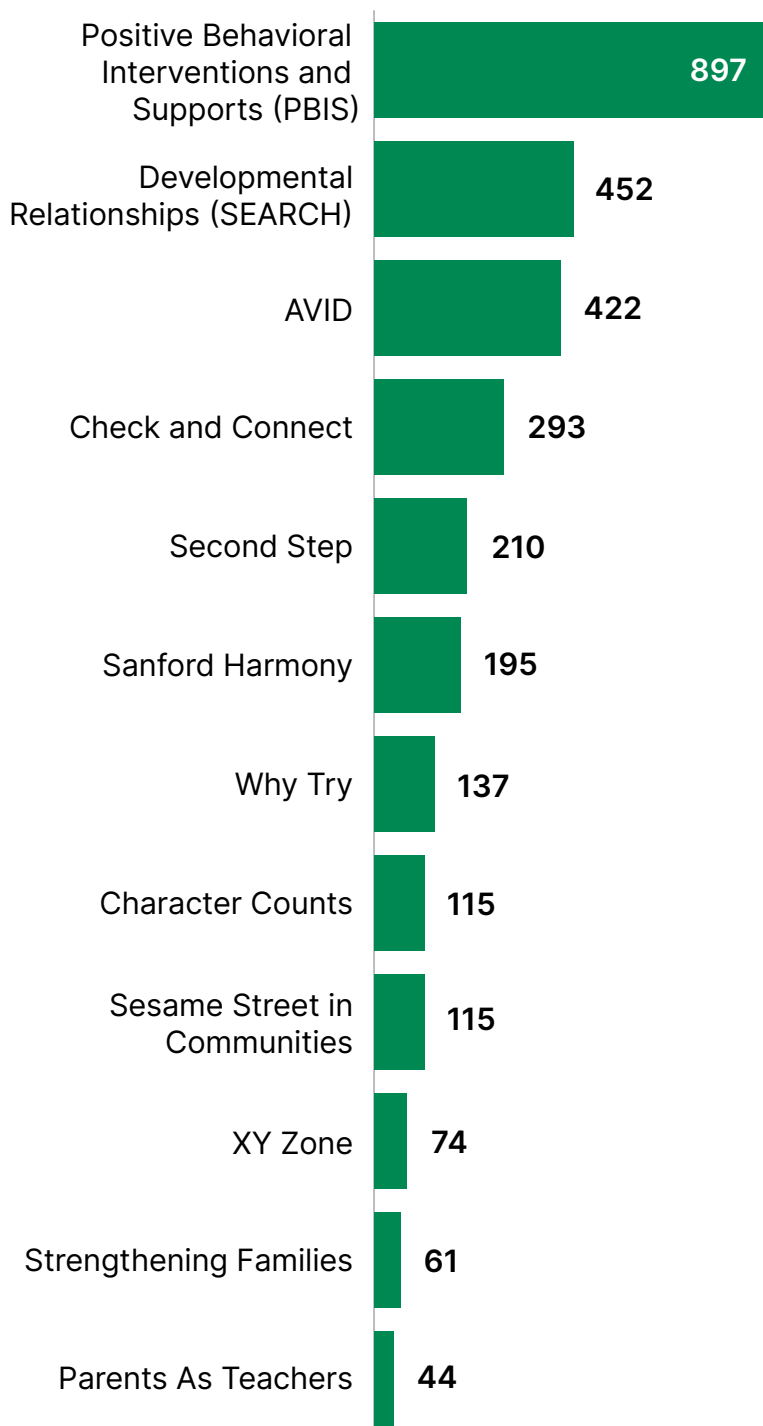
Figure 32. Number of Sites Reporting Partnerships⁴⁹



⁴⁹ List reflects the top national partners chosen by the network. Additional partners reported were First Book (n=28), BELL (n=23), City Year (n=21), Reading Is Fundamental (n=18), National Urban League (n=11), Higher Achievement (n=9), Year Up (n=7), and Build Our Kids' Success (n=5).



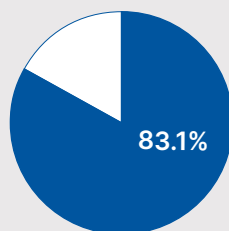
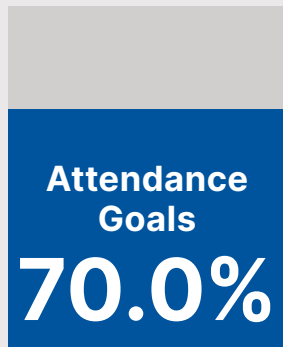
Figure 33. Number of Sites Reporting Evidence-Based Programs⁵⁰



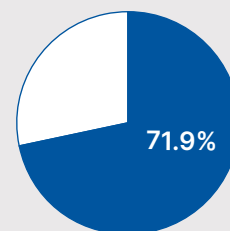
⁵⁰ List reflects the top evidence-based programs chosen by the network. The following evidence-based programs exist at one or more sites: Families and Schools Together (FAST) (n=10), Contentment Foundation - Four Pillars of Wellbeing (n=9) and Incredible Years (n=9).

School and Student Goals

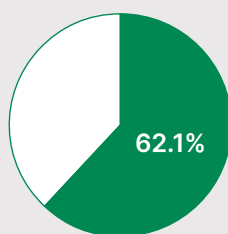
Figure 34. Schools that Met or Made Progress Towards Their School-wide Goals⁵¹



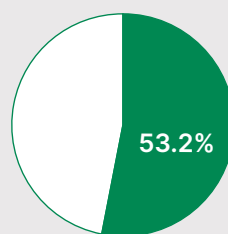
Attendance Rate
n=818



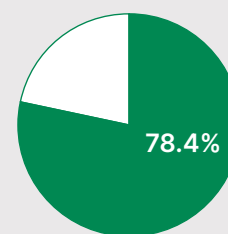
Chronic Absenteeism
n=356



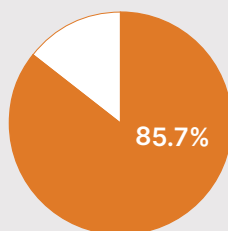
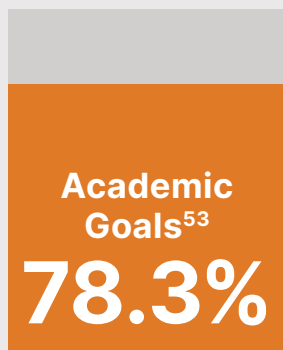
Suspension Rate
n=116



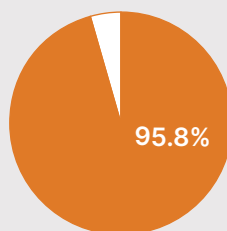
Student Suspensions
n=47



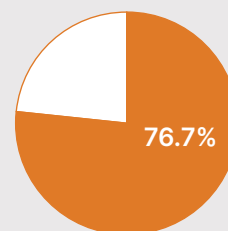
Other Disciplinary Actions
n=116



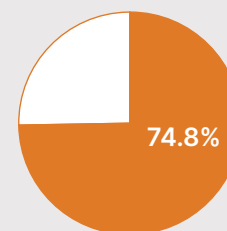
Graduation Rate
n=63



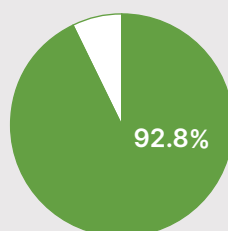
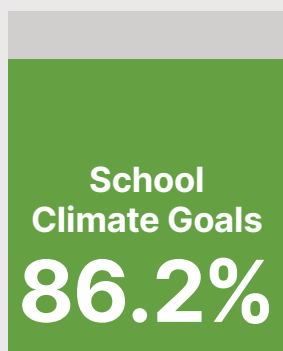
Promotion Rate
n=48



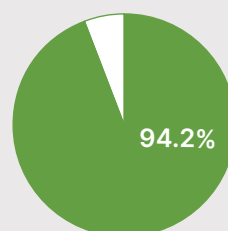
Standardized Test:
% of Students Proficient
in Math
n=90



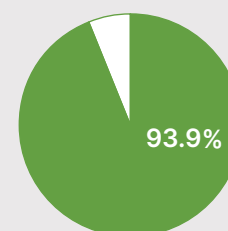
Standardized Test:
% of Students Proficient
in English/Language Arts
n=139



Parent Engagement
n=293



Social and Emotional Learning
n=154



Other School Climate
n=163

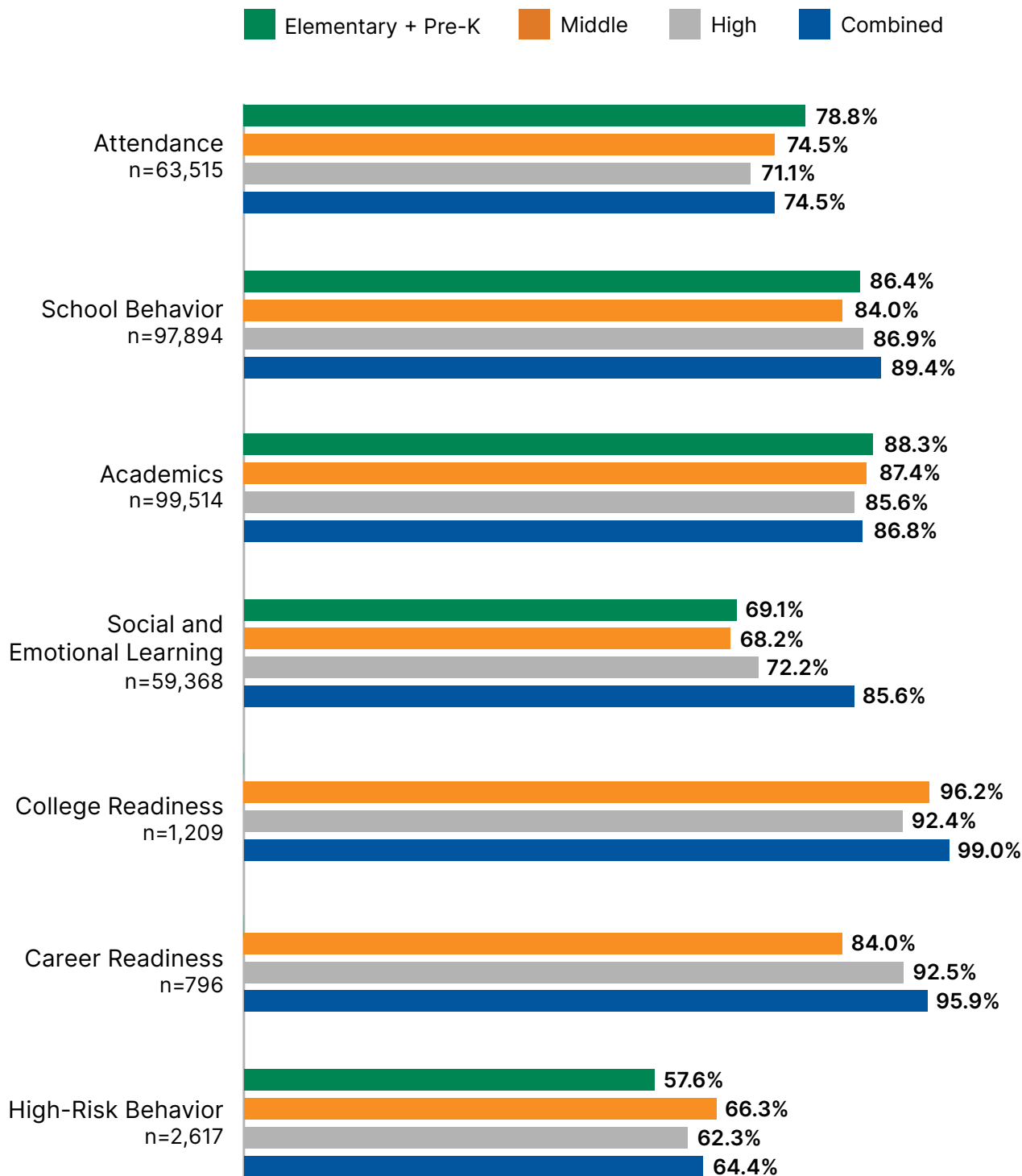
⁵¹ Includes 79 General Youth Services sites that tracked site-wide goals. Excludes metrics with fewer than 10 schools tracking as a goal. Metric pie charts exclude CIS affiliates in Texas. Overall, 81.3% of schools met their goals in the area of College and Career Readiness. No individual College/Career metric was tracked by 10 or more schools.

⁵² Additional behavior metric charts removed due to lack of space: 82.4% of schools met their In-School Suspension Rate goals (n=17) and 69.4% of schools met their Out-of-School Suspension Rate goals (n=36).

⁵³ Additional academic metric charts removed due to lack of space: 81.8% of schools met their Retention Rate goals (n=11), 87.5% of schools met their Math end-of-course testing goals (n=16), and 96.0% of schools met their English/Language Arts/Reading end-of-course testing goals (n=25).

School and Student Goals

Figure 35. Percent of Case-Managed Students Who Met or Made Progress Towards Assigned Goal, by School Level⁵⁴



⁵⁴ Does not include students at community-based sites (n=2,952) or secondary schools (n=1,257).

Comparisons by School Locale

Figure 36. Average CIS Model School Saturation Rates, by Locale

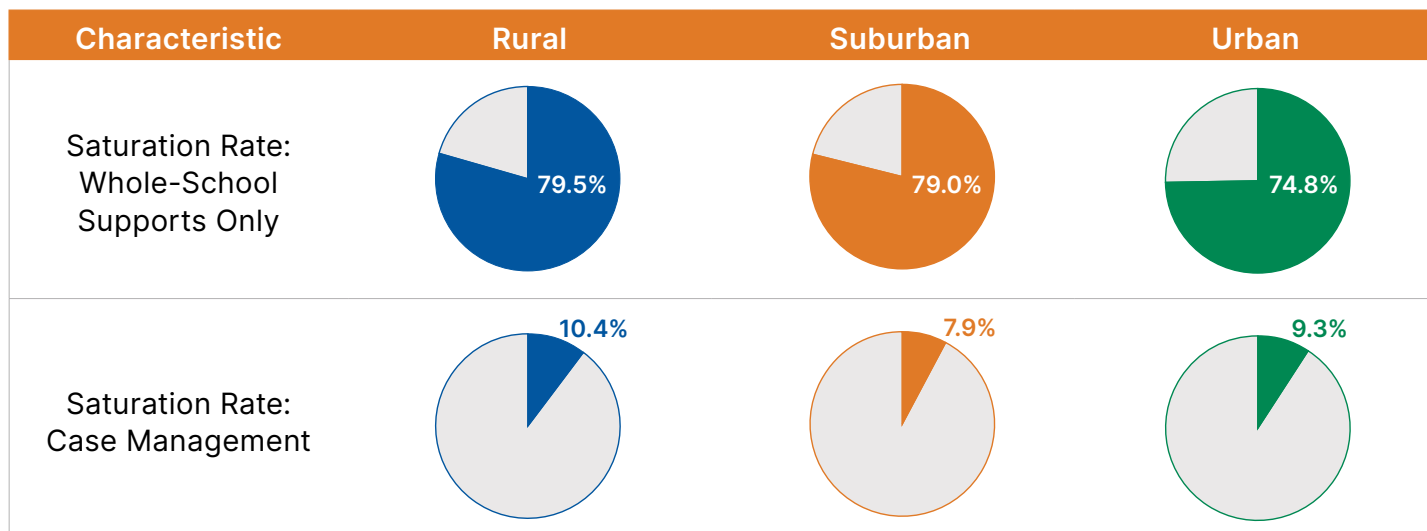
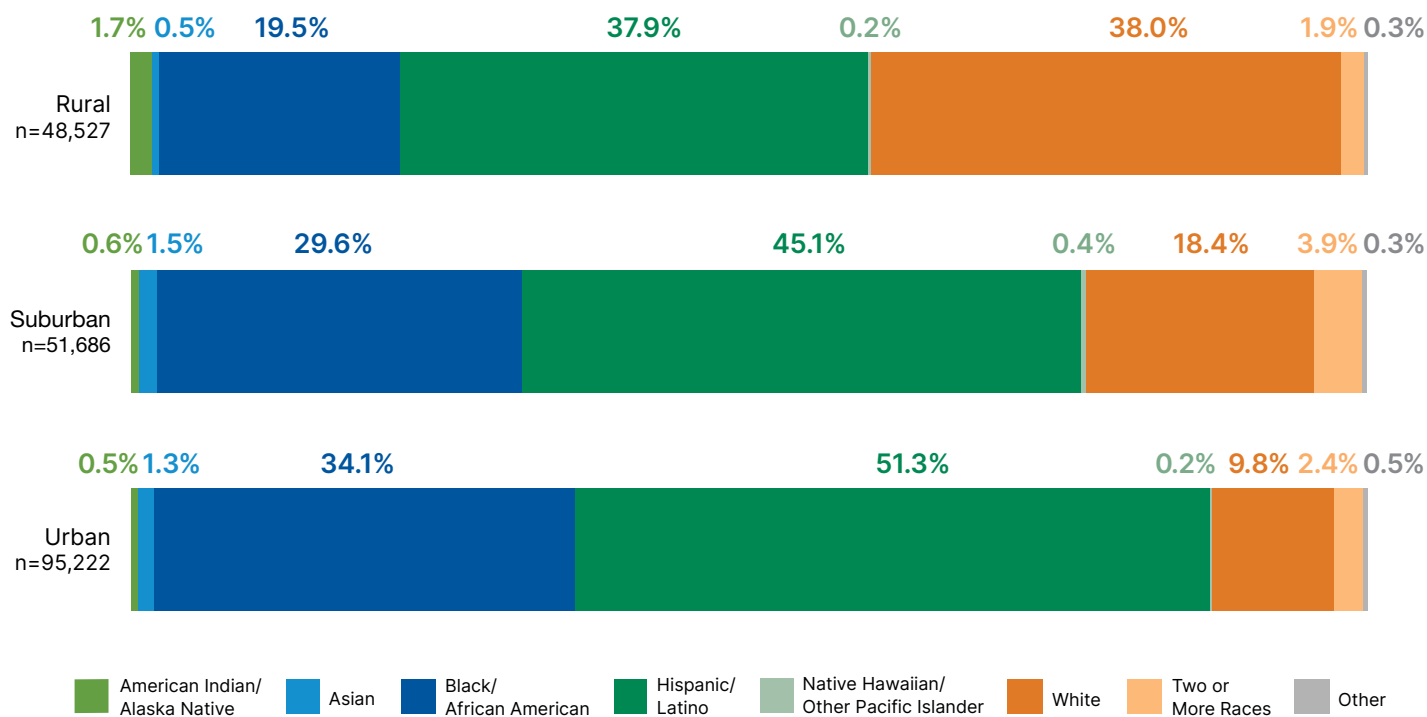


Figure 37. Student Demographics, by Locale⁵⁵

White students make up 38% of the case managed students served at schools in rural areas, while Hispanic/Latino students make up 51% of the case managed students served at schools in urban areas.



⁵⁵ Does not include case-managed students served at community-based sites (n=2,952) or schools with locale unavailable (n=72). Does not include students with unknown race/ethnicity (n=420).

Comparisons by School Locale

Figure 38. Percent of Case-Managed (CM) Students with Attribute Attending Rural Schools⁵⁶

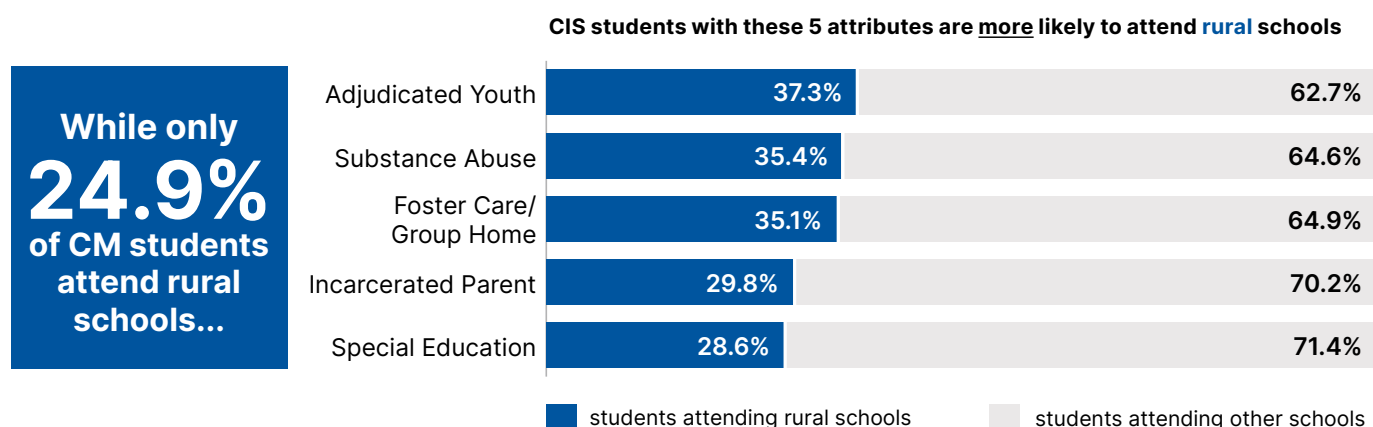


Figure 39. Percent of Case-Managed (CM) Students with Attribute Attending Suburban Schools^{56,57}

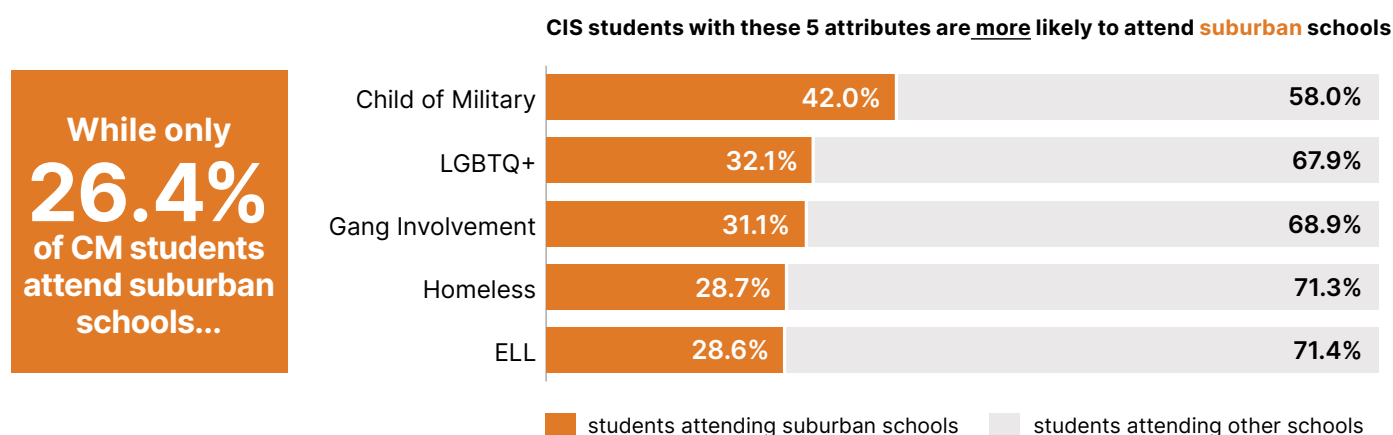
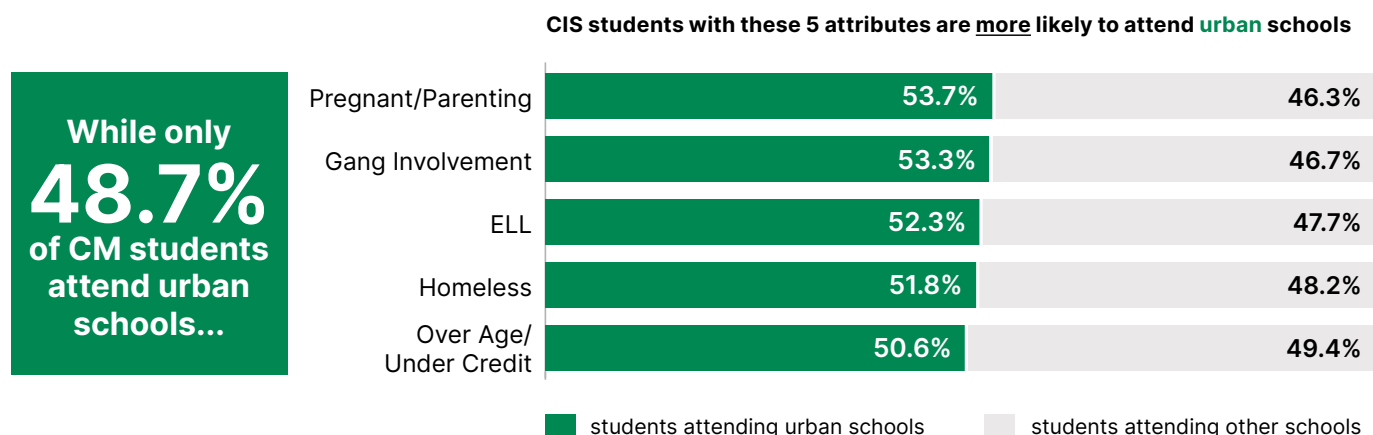


Figure 40. Percent of Case-Managed (CM) Students with Attribute Attending Urban Schools⁵⁶

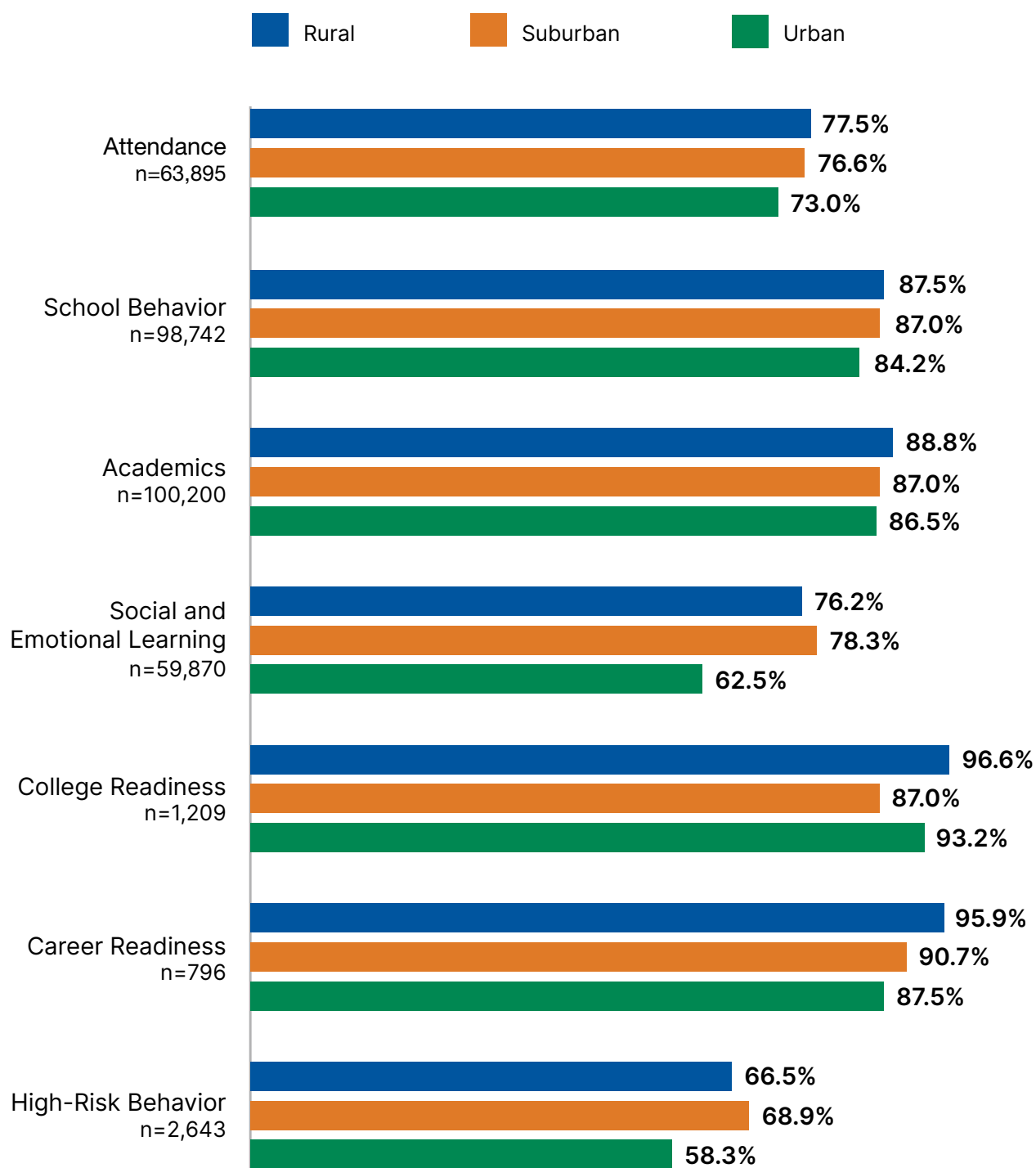


⁵⁶ Does not include case-managed students served at community-based sites (n=2,952) or schools with locale unavailable (n=72). Reflects only the number of students identified with a Yes response, which varies by attribute.

⁵⁷ Excludes the following due to lack of space: 28.4% of students Exposed to Trauma and 26.8% of students who are Over age/Under credit attend suburban schools.

Comparisons by School Locale

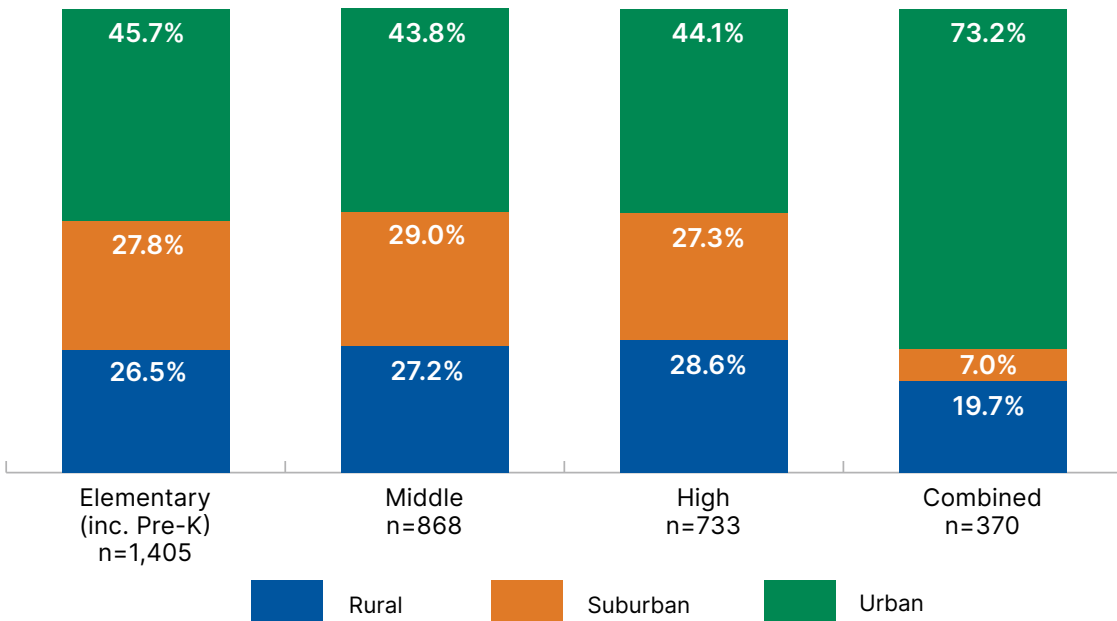
Figure 41. Percent of Case-Managed Students Who Met or Made Progress Towards Assigned Goal, by School Locale⁵⁸



⁵⁸ Does not include case-managed students served at community-based sites (n=2,952) or schools with locale unavailable (n=72).

Comparisons by School Locale

Figure 42. School Level, by Locale⁵⁹



⁵⁹ Does not include community-based sites (n=60), colleges (n=2), secondary schools (n=19), or schools with locale unavailable (n=4).

CIS School Support Staff

Across all sites, 92.6% of CIS school support staff are full-time employees and 7.4% are part-time.

Figure 43. School Support Staff Type⁶⁰

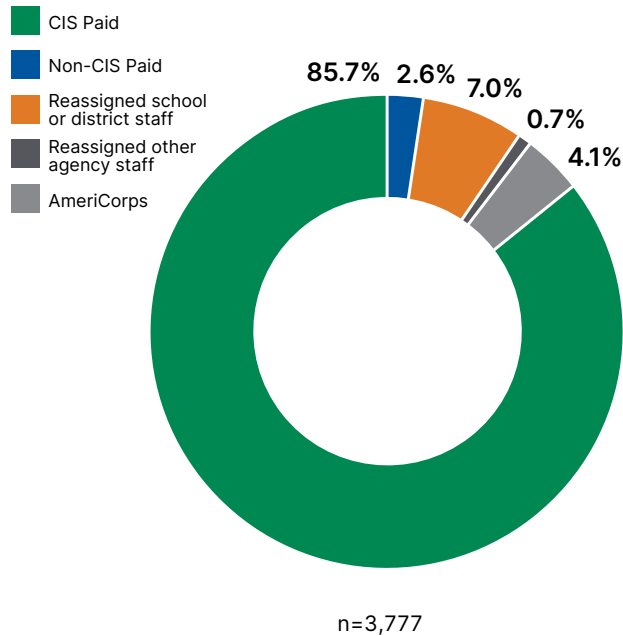


Figure 44. Number of Hours School Support Staff Onsite Per Week, by Percent of Sites⁶¹

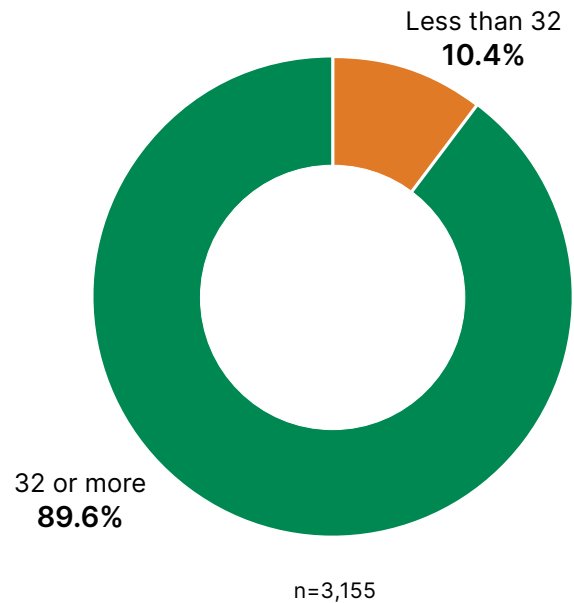
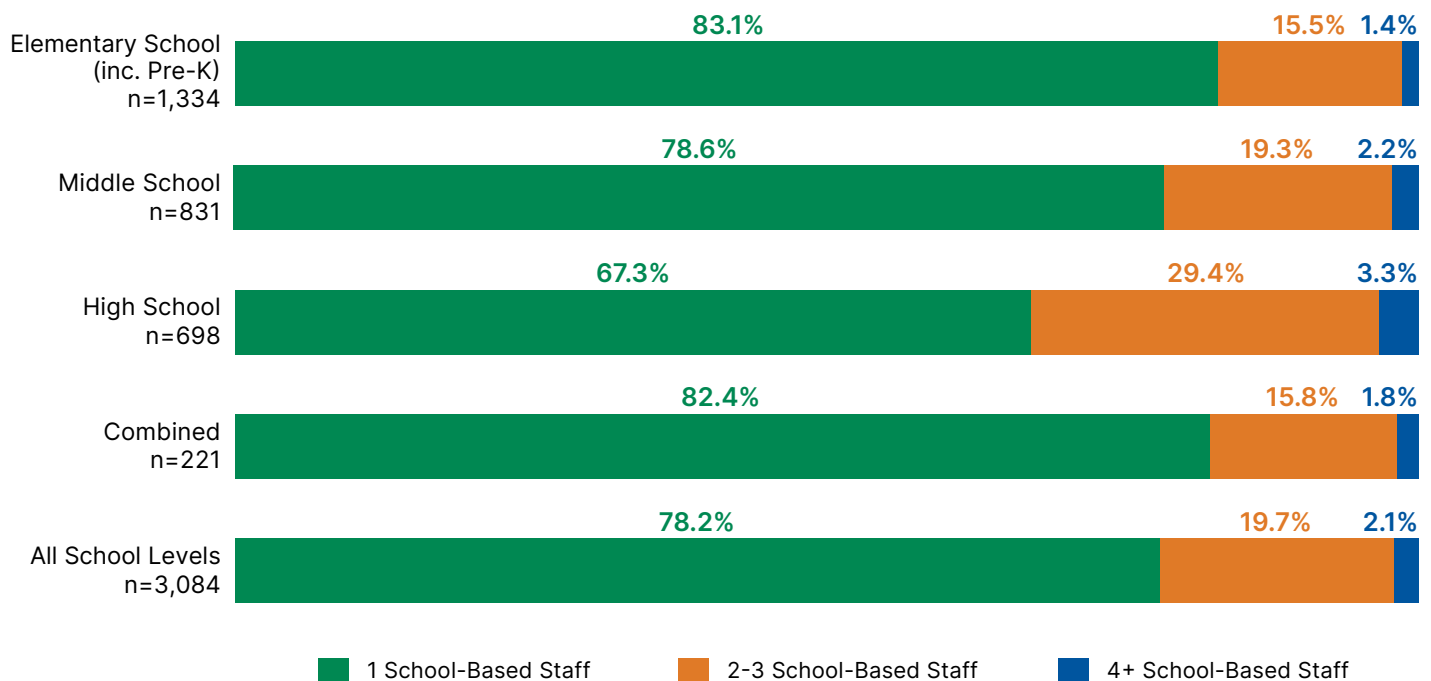


Figure 45. Number of School Support Staff Onsite, by School Level⁶²



⁶⁰ Does not include school-based CIS staff whose paid status is unknown (n=6).

⁶¹ Does not include sites with no staff present (n=306).

⁶² Does not include community-based sites (n=60), colleges (n=2), secondary schools (n=19), or schools with no staff onsite (n=296).

Site Coordinators

Figure 46. Site Coordinator Highest Level of Education Breakdown, by Percent of Sites⁶³

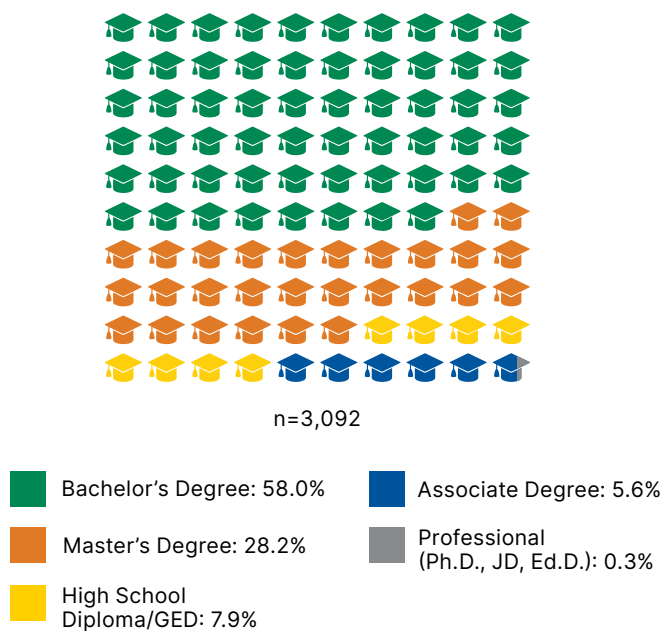


Figure 47. Site Coordinator Years with CIS, by Percent of Sites⁶⁴

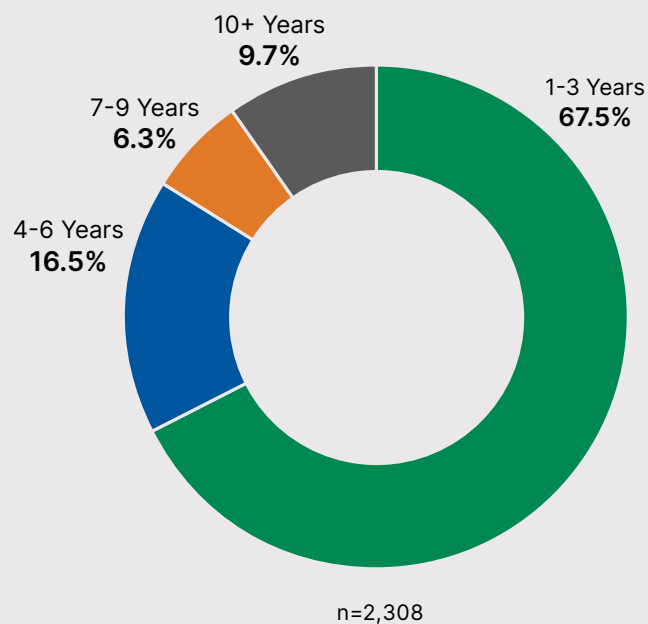


Figure 48. Percent of Sites with a Bilingual Site Coordinator⁶⁵

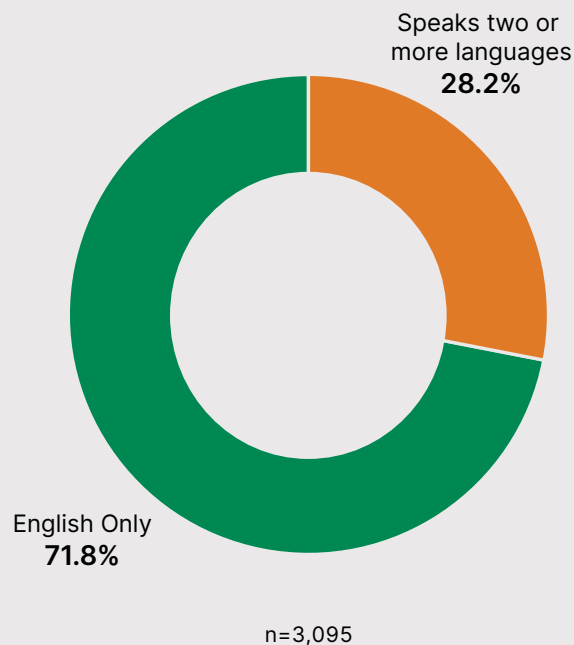
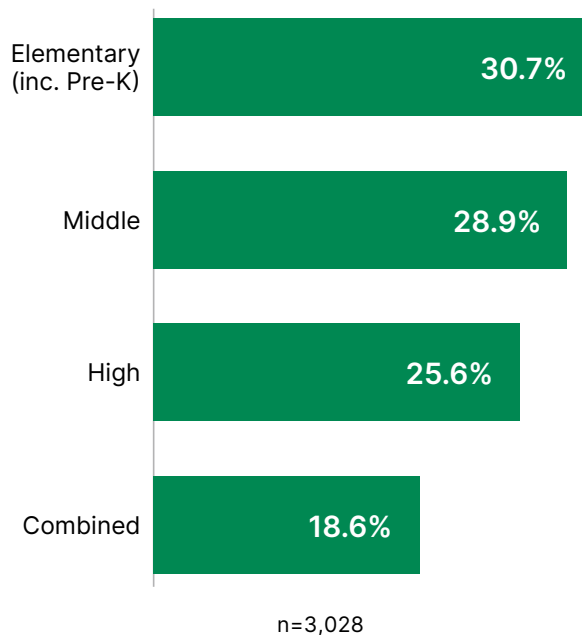


Figure 49. Percent of Sites with a Bilingual Site Coordinator, by School Level⁶⁶



⁶³ Does not include sites with designated SCs whose highest education level is unknown (n=16).

⁶⁴ Does not include sites with designated SCs whose number of years with CIS is less than 1 (n=743) or unknown (n=57).

⁶⁵ Does not include sites with designated SCs whose ability to speak multiple languages is unknown (n=13).

⁶⁶ Does not include community-based sites (n=60), colleges (n=2), or secondary schools (n=19).

School and Site Data Tables

Table 17. Number of Sites, by CIS Designation

CIS Designation	Number of Sites	Percent of Sites
CIS Model Schools	2,900	83.8%
General Youth Services ⁶⁷	561	16.2%
School Sites	501	--
Community-Based Sites	60	--

Table 18. School Characteristics

Characteristic	Number of Schools	Percent of Schools	Number of Students	Percent of Students
School Level ⁶⁸	3,380		1,967,872	
Elementary (+ PreK)	1,406	41.6%	597,456	30.4%
Middle	870	25.7%	523,619	26.6%
High	733	21.7%	719,068	36.5%
Combined	371	11.0%	127,729	6.5%
School Category ⁶⁹	3,399		1,979,188	
Public School (non-charter)	3225	94.9%	1,911,658	96.6%
Charter School	156	4.6%	63,231	3.2%
Other	18	0.5%	4299	0.2%
School Locale ⁷⁰	3,395		1,978,239	
Rural	894	26.3%	438,786	22.2%
Suburban	874	25.7%	613,114	31.0%
Urban	1627	47.9%	926,339	46.8%
Title I Eligibility ⁷¹	3,381			
Title I Eligible, Received Funding	2811	83.1%		
Title I Eligible, Not Funded	231	6.8%		
Not Title I Eligible	339	10.0%		

⁶⁷ Virtual campuses are counted as community-based sites.

⁶⁸ Does not include community-based sites (n=60 with 21,393 students), colleges (n=2 with 3,499 students), or secondary schools (n=19 with 11,316 students).

⁶⁹ Does not include community-based sites (n=60 with 21,393 students) or colleges (n=2 with 3,499 students). Other category includes preschools.

⁷⁰ Does not include community-based sites (n=60 with 21,393 students), colleges (n=2 with 3,499 students), or schools with locale unavailable (n=4 with 949 students). Based on National Center for Education Statistics (NCES) locale designations.

⁷¹ Does not include colleges (n=2), community-based sites (n= 60), or schools with unknown eligibility (n=18).

School and Site Data Tables

Table 19. Case-Managed Student Year-End Status⁷²

Characteristic	Promoted (K-11) ⁷³	Graduated (Grade 12, inc. GED)	Stayed in School
School Locale			
Rural	97.3%	96.9%	99.5%
Suburban	96.5%	95.8%	99.4%
Urban	96.3%	95.1%	99.5%
School Level			
Elementary	98.5%	n/a	99.9%
Middle	98.5%	n/a	99.7%
High	89.5%	95.7%	97.3%
Combined	96.5%	94.5%	99.0%

Table 20. CIS School Support Staff Characteristics

Characteristics of School Support Staff	Number of Staff	Percent of Staff
Employment Status ⁷⁴	3,783	
Full-Time	3,504	92.6%
Part-Time	279	7.4%
Staff Type	3,777	
CIS Paid	3,236	85.7%
Non-CIS Paid	99	2.6%
Reassigned School or District Staff	263	7.0%
Reassigned Other Agency Staff	25	0.7%
AmeriCorps	154	4.1%
Highest Level of Education ⁷⁵	3,756	
High School Diploma/GED	376	10.0%
Associate Degree (2-year)	205	5.5%
Bachelor's Degree (4-year)	2,128	56.7%
Master's Degree	1,036	27.6%
Professional Degree (Ph.D., JD, Ed.D.)	11	0.3%

Table 21. Number of Years CIS and Principal at School⁷⁶

Characteristic	Mean	Median
Years school principal has been at this school	4.4	3
Years CIS has been at this school	7.5	5

⁷² Does not include colleges (n=2), community-based sites (n=60), sites with secondary type (n=19).

⁷³ May include Pre-K students.

⁷⁴ Includes AmeriCorps and reassigned (school/district/agency) staff.

⁷⁵ Excludes staff whose highest education level is unknown (n=27).

⁷⁶ Does not include community-based sites (n=60), colleges (n=2), or schools with no CIS support staff onsite (n=296), CIS or principal years of 0 (n=655), or unknown principal tenure (n=1).

School and Site Data Tables

Table 22. CIS School Support Staff Hours, by Site⁷⁷

Characteristic	Number of Sites	Percent of Sites
Number of Hours School Support Staff Onsite per Week	3,155	
Less than 32	329	10.4%
32 or more	2,826	89.6%

Table 23. CIS School Support Staff Presence, by Site and School Level

Characteristic	Elementary School (+ Pre-K)	Middle School	High School	Combined	All
Number of Staff Members Present	1,334	831	698	221	3,084
1 School-Based Staff	1,108	653	470	182	2,413
2-3 School-Based Staff	207	160	205	35	607
4+ School-Based Staff	19	18	23	4	64

Table 24. Site Coordinator Characteristics, by Site⁷⁸

Characteristics of Site Coordinators	Number of Sites	Percent of Sites
Employment Status	3,108	
Full-Time	2,785	89.6%
Part-Time	323	10.4%
Staff Type ⁷⁹	3,102	
CIS-Paid	2,754	88.8%
Non-CIS Paid	84	2.7%
Reassigned School/District or Reassigned Agency	264	8.5%
Highest Level of Education ⁸⁰	3,092	
High School Diploma/GED	244	7.9%
Associate Degree	174	5.6%
Bachelor's Degree	1,793	58.0%
Master's Degree	872	28.2%
Other Professional Degree (Ph.D., JD, Ed.D.)	9	0.3%
Site Coordinator Years with CIS ⁸¹	2,308	
1-3 Years	1,558	67.5%
4-6 years	380	16.5%
7-9 years	146	6.3%
10+ years	224	9.7%
Average number of years Site Coordinator has been with CIS: 4.3 years.		

⁷⁷ Does not include sites with no staff present (n=306).

⁷⁸ Includes only sites with a designated site coordinator (SC).

⁷⁹ Does not include sites with a designated SC whose staff type is unknown (n=6).

⁸⁰ Does not include sites with designated SCs whose highest education level is unknown (n=16).

⁸¹ Years under 1.0 are not counted and interval of whole numbers (e.g., 3.5) are counted as part of that number's total (e.g., 1-3 years). Does not include sites with designated SCs whose number of years with CIS is less than one (n=743) or unknown (n=57).

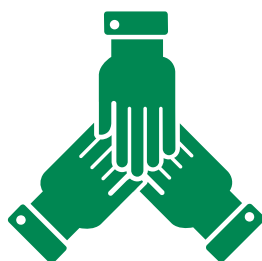
CIS Network Human Capital

The CIS network is comprised of local, state and regional CIS organizations and licensed partners across the country. Each of these organizations is represented in the following data sets for supporting network operations.



113

Organizations



8,830

Partnerships



1,253

New Partnerships



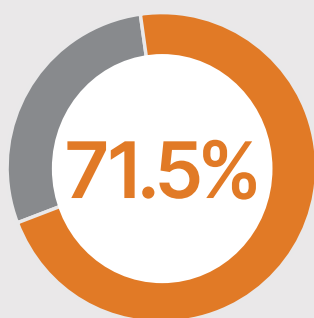
51

organizations with **alumni** on their affiliate and/or school-based staff

23

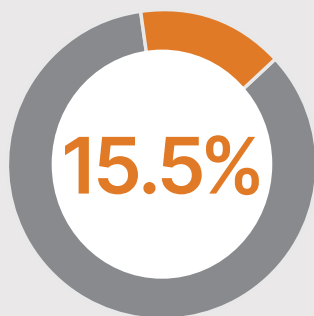
organizations with **alumni** on their boards

Figure 50. Total Human Capital Breakdown



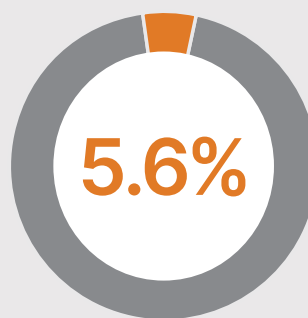
Volunteers

n=17,509



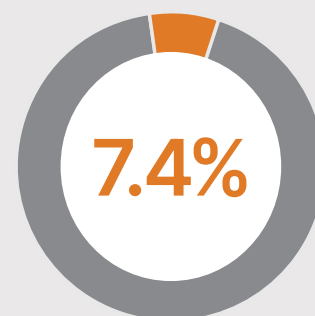
CIS School Support Staff

n=3,783



Affiliate Staff⁸²

n=1,374



Board Members

n=1,814

⁸² Affiliate Staff refers to organization-level (not school-based) staff at affiliates, state/regional offices, and licensed partners.

Figure 51. Age Range of Executive Directors (EDs)

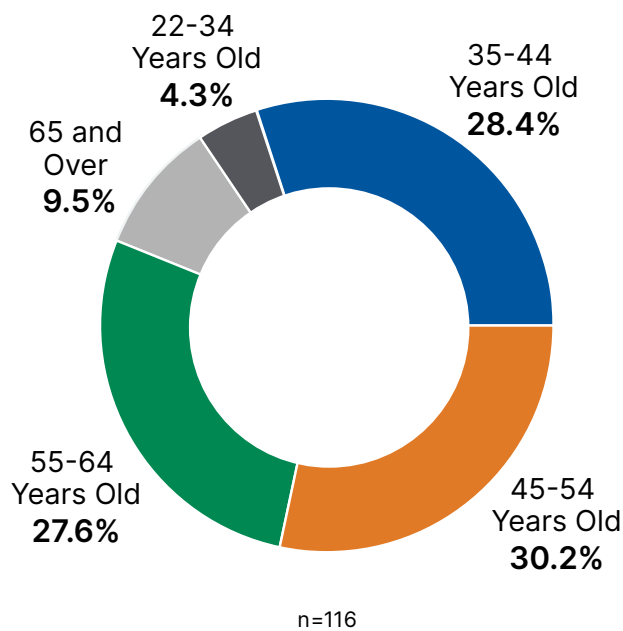
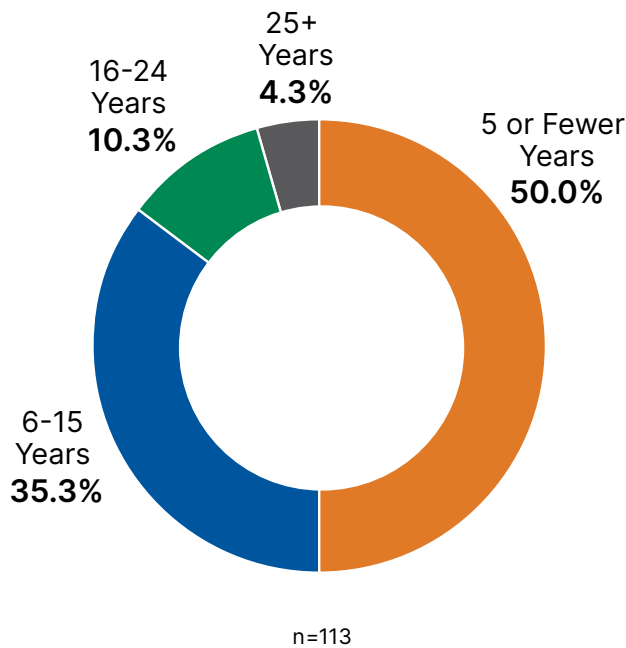


Figure 52. Years as Executive Director, by Percent of EDs⁸⁴



⁸³ Includes State Directors. Executive Directors include those from direct service affiliates not recognized as separate CIS organizations, so the ED totals may exceed the official number of organizations in the CIS network.

⁸⁴ Does not include executive directors with unknown number of years as ED (n=3).

Figure 53. Employment Status of Affiliate Staff

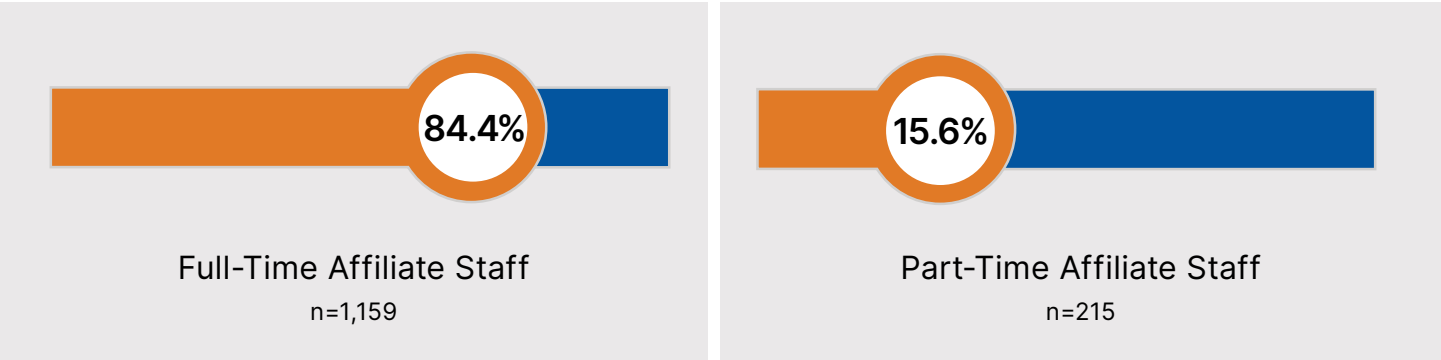
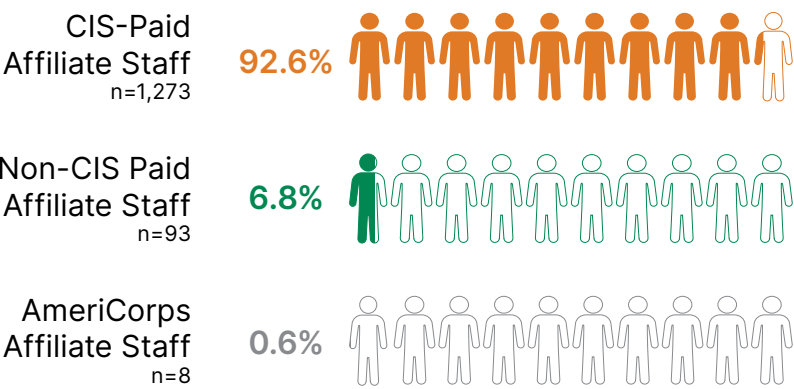
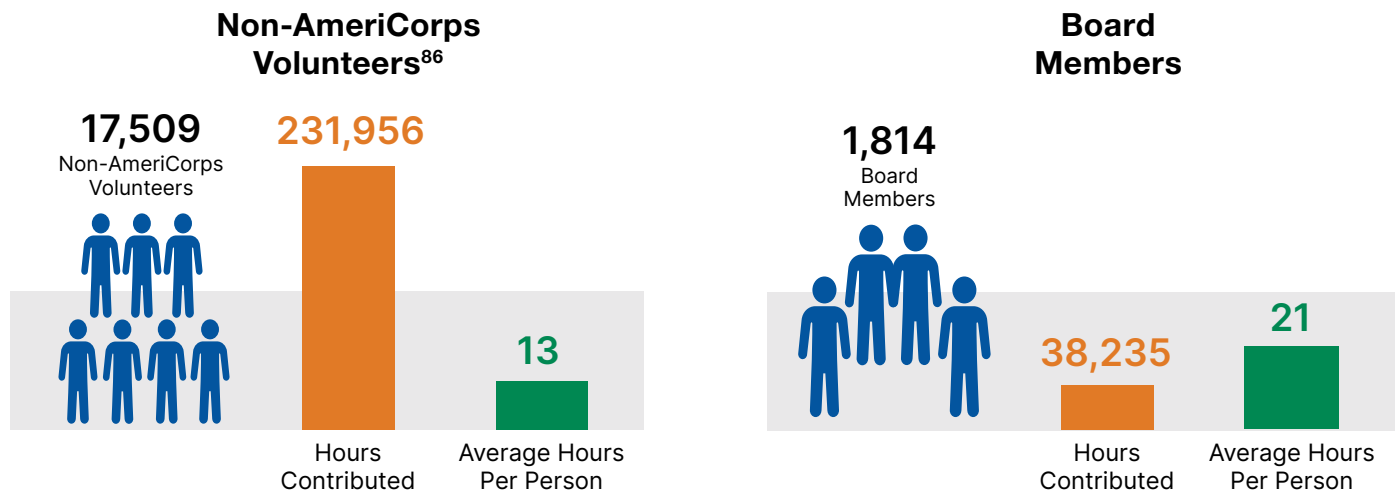


Figure 54. Affiliate Staff Type⁸⁵



⁸⁵ Affiliate Staff refers to organization-level (not school-based) staff at affiliates, state/regional offices, and licensed partners.

Figure 55. Volunteer and Board Member Characteristics



THE AVERAGE \$ value of a volunteer hour during 2023 was⁸⁷

\$31.80

Total Value of Non-AmeriCorps Hours Contributed⁸⁶

\$7,376,201

Total Value of Board Member Hours Contributed

\$1,215,873

Figure 56. AmeriCorps Staff and Volunteers⁸⁶

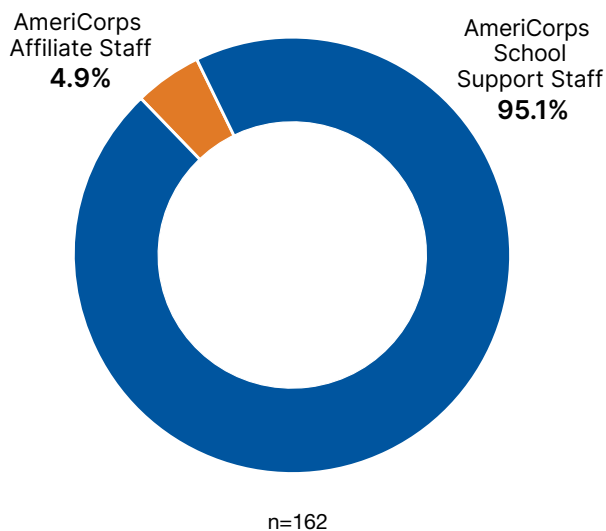
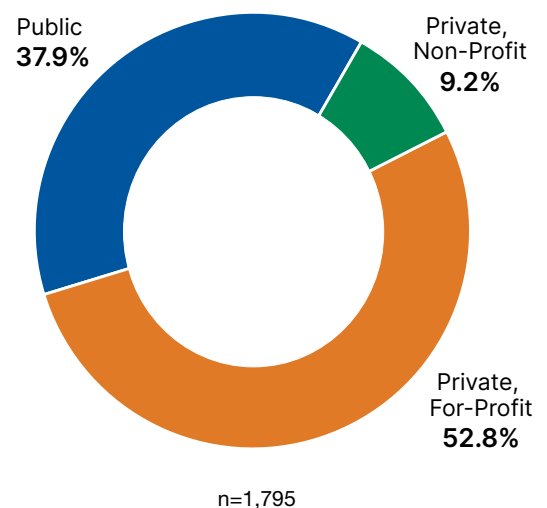


Figure 57. Board Member Sector Breakdown⁸⁸



⁸⁶ No volunteers serving as AmeriCorps members were reported in 2022-2023.

⁸⁷ The value of a volunteer hour is estimated by Independent Sector and published annually.

⁸⁸ Excludes board members with unknown sector (n=19).



Figure 58. Organization Revenue, by Type⁸⁹

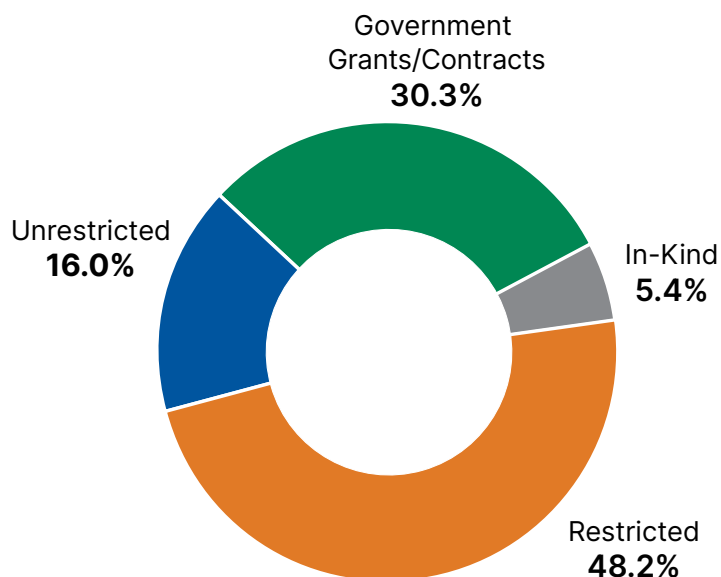
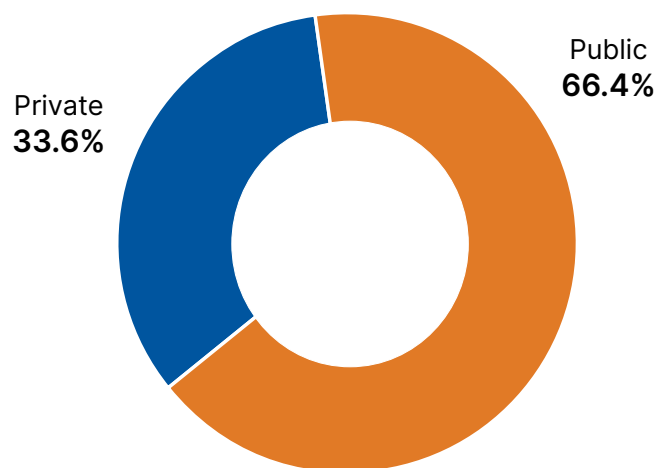


Figure 59. Organization Revenue, by Source⁹⁰



\$363 MILLION
Total Network Revenue

⁸⁹ State office pass-through to affiliates was removed from the total revenue.

⁹⁰ Public funding includes federal, state, city/county, and school district sources. Private funding includes corporate, foundation, non-profit, event fundraising, individual giving, and other private sources.

Organizational Funding

Figure 60. Top Public Funding Sources Received, by Number of Participating States⁹¹

State	School District	City/County	State Department of Education	State Department Health/Human Services	State Department of Justice	21 st Century Learning Centers (21 st CCLC)	Title I	Title IV Part A	Temporary Assistance for Needy Families (TANF)	AmeriCorps (Inc. VISTA)	Community Development Block Grant	Workforce Innovation and Opportunity Act (WIOA)	Community Services Block Grant
CA	✓		✓										
DC			✓										
DE	✓		✓										
FL	✓	✓								✓			
GA	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
IL	✓	✓											
IN	✓	✓											
KS ⁹²	✓	✓	✓						✓				
LA	✓		✓										
MI	✓	✓	✓			✓	✓	✓					
MN	✓				✓								
NC	✓	✓	✓	✓	✓	✓	✓	✓		✓			
NM		✓											
NV		✓		✓			✓						
OH	✓	✓	✓			✓			✓				
PA	✓	✓				✓					✓	✓	
SC	✓	✓	✓			✓	✓						
TN	✓		✓				✓					✓	
TX	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
VA	✓	✓	✓	✓		✓	✓	✓			✓		✓
WA	✓	✓	✓			✓	✓	✓					
WV	✓		✓			✓	✓						
Number of States	19	15	15	5	3	10	10	6	4	4	4	4	3
Number of Org.	94	60	70	17	6	21	18	7	30	10	9	5	3
Amount Received	\$97,161,513	\$16,231,704	\$56,410,678	\$2,499,945	\$575,105	\$18,323,759	\$10,235,640	\$544,054	\$6,759,755	\$2,847,221	\$232,472	\$2,084,261	\$69,612

⁹¹ Does not include the following federal funding sources in which 1-2 states participated: CASA, OJJDP, Promoting Safe and Stable Families (PSSF), State Abstinence Education, Teen Pregnancy Prevention Program, TRIO, and Victims of Crime Act (VOCA). Funding not reported for Licensed Partners in West Virginia.

⁹² Funding for CIS programming in Iowa, Missouri, and Oklahoma captured under the state office operation in Kansas.

Organization Data Tables

Table 25. Affiliate Staff Characteristics⁹³

Characteristics of Affiliate Staff	Number of Staff	Percent of Staff
Employment Status	1,374	
Full-Time	1,159	84.4%
Part-Time	215	15.6%
Staff Type	1,374	
CIS-Paid	1,273	92.6%
Non-CIS Paid	93	6.8%
AmeriCorps	8	0.6%

Table 26. Age Range of Executive Directors

Age Range	Number of EDs	Percent of EDs
Total	116	
22-34	5	4.3%
35-44	33	28.4%
45-54	35	30.2%
55-64	32	27.6%
65 and over	11	9.5%

Table 27. Volunteers and Board Members

Community Members	Number of Members	Hours Contributed	Value of Hours Contributed	Average Hours Contributed Per Person
AmeriCorps Volunteers	--	--	--	--
Non-AmeriCorps Volunteers	17,509	231,956	\$7,376,201	13
Board Members	1,814	38,235	\$1,215,873	21

Table 28. AmeriCorps Staff and Volunteers

Human Resources	Number of Individuals	Percent of Individuals
AmeriCorps Human Resources	162	
School Support Staff	154	95.1%
Affiliate Staff	8	4.9%
Volunteers	--	--

Table 29. Board Members, by Employment Sector⁹⁴

Employment Sector	Number of Board Members	Percent of Board Members
Board Members	1,795	
Private, Non-Profit	166	9.2%
Private, For-Profit	948	52.8%
Public	681	37.9%

⁹³ Affiliate Staff refers to organization-level (not school-based) staff at affiliates, state/regional offices, and licensed partners.

⁹⁴ Excludes board members with unknown sector (n=19).



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