# Communities In Schools ®

# Data Book
## 2023-24

# To Our CIS Family

I hope this message finds you well and energized by the work we continue to do together. I am pleased to share our 2023-24 Data Book, inclusive of a reflection of our collective impact and our ongoing commitment to showing up for students every day. While the 2023-24 school year did not reveal dramatic shifts in network-wide trends, the story it tells is unmistakably strong: more students reached, more schools supported, and steady, positive progress across the outcomes most connected to student engagement and learning.

Our network continued to grow, as more affiliates and licensed partners support more than two million students across nearly 3,600 schools and community sites. This expansion reflects the trust that school districts and communities place in CIS to help create the conditions where students feel connected, supported, and ready to learn.

Across the network, outcomes for students receiving case management remained consistently strong, with the vast majority making progress toward their academic, attendance, behavior, and social-emotional goals. Schools that partnered with CIS also reported meaningful schoolwide improvement efforts—especially in areas such as student attendance, promotion and graduation, and overall school climate—demonstrating that our model strengthens not only individual student trajectories but the learning environment as a whole.

You may notice that some elements of how we present data have evolved this year. These updates reflect our continued commitment to sharing information responsibly and thoughtfully, centered on student safety and the insights most useful to our partners and practitioners.

Taken together, the findings in our 2023-24 Data Book affirm what we see in classrooms and hallways every day: when students are surrounded by caring adults, connected to meaningful supports, and welcomed into a school environment where they feel they belong, they show up, stay engaged, and make progress toward their goals. Our affiliates, state offices, and licensed partners—working alongside school and district leaders, educators, families, and community partners—continue to create these conditions in communities across the country.

Thank you for all that you do to make the CIS mission real for millions of students. Together, we are surrounding students with a community of support, empowering them to stay in school and achieve in life.

With gratitude,

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

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# 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 3,590 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 2023-2024 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

**2.08 MILLION**
students were reached with CIS supports and resources

**201,270**
students were case-managed

**348,000**
parents and guardians were engaged through CIS supports

**3,590**
schools and community sites were served by CIS

**5,170**
local staff members carried out the CIS mission

**8,250**
community partnerships were fostered to provide CIS supports to students

**22,300**
community volunteers donated their time

**$9.4 MILLION**
worth of volunteer time was contributed

## CIS Network

**117 Organizations**

WA
OR
NV
CA
NM
TX
OK
AR
LA
MS
AL
GA
FL
SC
NC
TN
VA
WV
OH
IN
IL
MI
MN
PA
NJ
DE
DC
ME

**27 States and DC**

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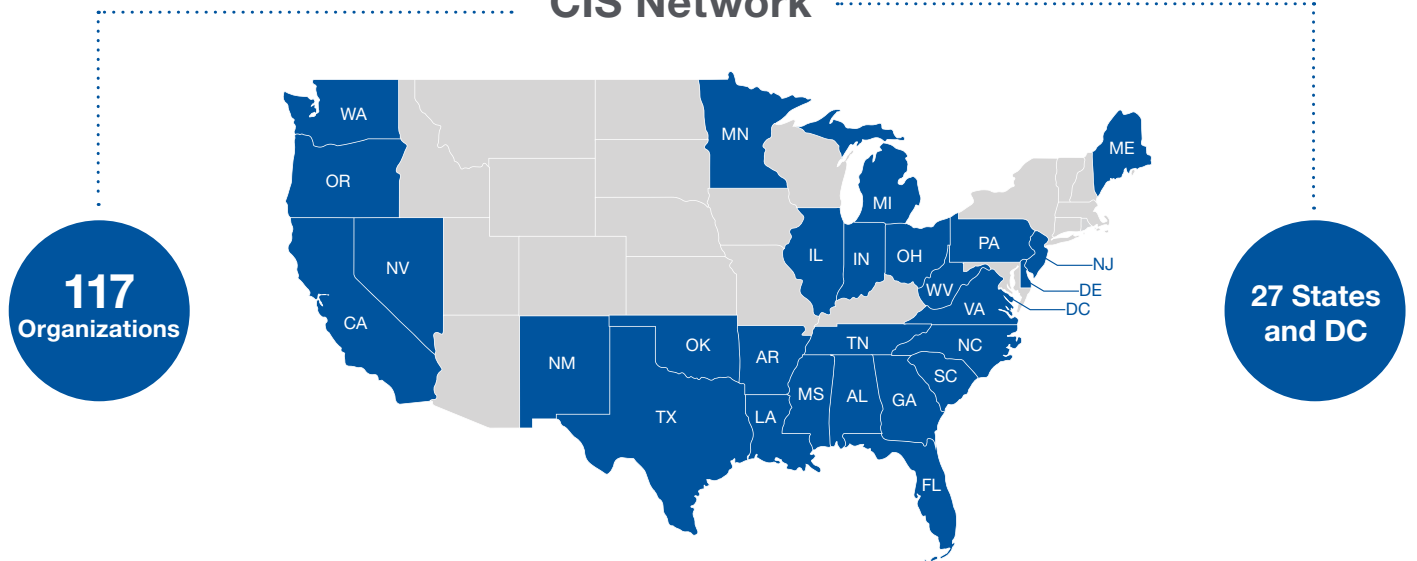
**Remained in School**

# 99%

of students remained in school through the end of the 2023-24 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**

# 74%

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

**Behavior**

# 89%

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

**Academics**

# 88%

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 |
|---|---|---|---|---|---|---|---|
| AL | 0 | 1 | 1 | 4 | 0 | 1,614 | 1,614 |
| AR | 0 | 1 | 1 | 5 | 0 | 1,782 | 1,782 |
| CA | 1 | 2 | 3 | 27 | 1,264 | 12,706 | 13,970 |
| DC[1] | 1 | 1 | 2 | 10 | 348 | 3,681 | 4,029 |
| DE | 1 | 0 | 1 | 22 | 1,058 | 8,906 | 9,964 |
| FL | 2 | 0 | 2 | 36 | 2,213 | 24,836 | 27,049 |
| GA[2] | 17 | 0 | 17 | 252 | 10,129 | 155,564 | 165,693 |
| IL | 1 | 0 | 1 | 238 | 1,517 | 78,937 | 80,454 |
| IN | 3 | 0 | 3 | 64 | 2,746 | 32,247 | 34,993 |
| LA | 1 | 1 | 2 | 50 | 3,034 | 17,787 | 20,821 |
| ME[1] | -- | -- | -- | 2 | 19 | 189 | 208 |
| MI | 3 | 0 | 3 | 99 | 2,013 | 42,978 | 44,991 |
| MN | 1 | 0 | 1 | 8 | 342 | 5,955 | 6,297 |
| MS | 0 | 1 | 1 | 5 | 95 | 1,981 | 2,076 |
| NC[2] | 19 | 0 | 19 | 225 | 11,842 | 110,694 | 122,536 |
| NJ | 0 | 1 | 1 | 6 | 148 | 2,135 | 2,283 |
| NM | 1 | 0 | 1 | 12 | 536 | 4,961 | 5,497 |
| NV | 1 | 0 | 1 | 122 | 7,013 | 82,153 | 89,166 |
| OH | 1 | 0 | 1 | 60 | 2,701 | 32,053 | 34,754 |
| OK | 0 | 1 | 1 | 10 | 554 | 5,102 | 5,656 |
| OR[1] | -- | -- | -- | 1 | 17 | 458 | 475 |
| PA[2] | 2 | 0 | 2 | 70 | 2,661 | 59,451 | 62,112 |
| SC | 1 | 0 | 1 | 45 | 2,408 | 22,623 | 25,031 |
| TN | 2 | 0 | 2 | 70 | 2,671 | 28,604 | 31,275 |
| TX[2] | 29 | 0 | 29 | 1,518 | 123,754 | 847,447 | 971,201 |
| VA[2] | 7 | 0 | 7 | 163 | 8,613 | 90,611 | 99,224 |
| WA[1,2] | 12 | 0 | 12 | 203 | 5,965 | 101,815 | 107,780 |
| WV | 1 | 1 | 2 | 266 | 7,609 | 99,540 | 107,149 |
| **Grand Total** | **107** | **10** | **117** | **3,593** | **201,270** | **1,876,810** | **2,078,080** |

[1] CIS of Washington operates in Washington and Oregon. National Indian Education Association (NIEA) is located in DC but operates in Maine.
[2] Indicates presence of a state office.

**Figure 1.** Overall Student Breakdown

# 2,078,080

## students served in 2024

**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:**

**90.3%** of CIS students receive whole-school supports only

**9.7%** of CIS students receive case management

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

## 76.4%
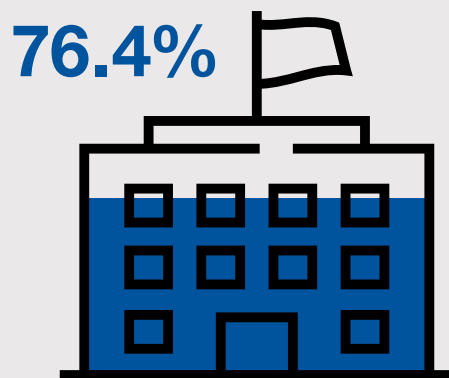
**Figure 3.** Overall Saturation Rate at CIS Model Schools: Case Management

## 9.0%
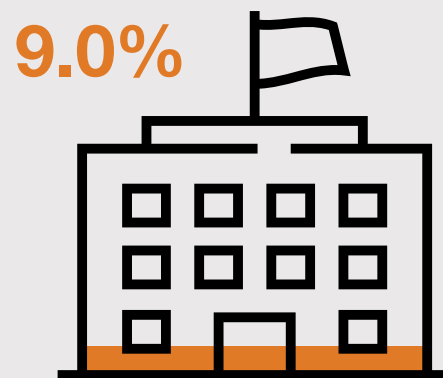
**Saturation**
Research shows that our impact is associated with a minimum saturation rate of 75% of students receiving whole-school supports (i.e., Tier I) and 10% of students receiving more intensive supports (i.e., Tier II and III) through case management at each school. Of the 113 organizations directly serving CIS model schools in school year 2023-24, 80.5% met this threshold for case management in accordance with CIS accreditation/certification standards.[3]

[3] 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.

Since 1977, Communities In Schools has grown from serving just under 2,700 students to 2.08 million students across 27 states and the District of Columbia.

**Figure 4.** Historical Data: Total Students Served, 1977-2024
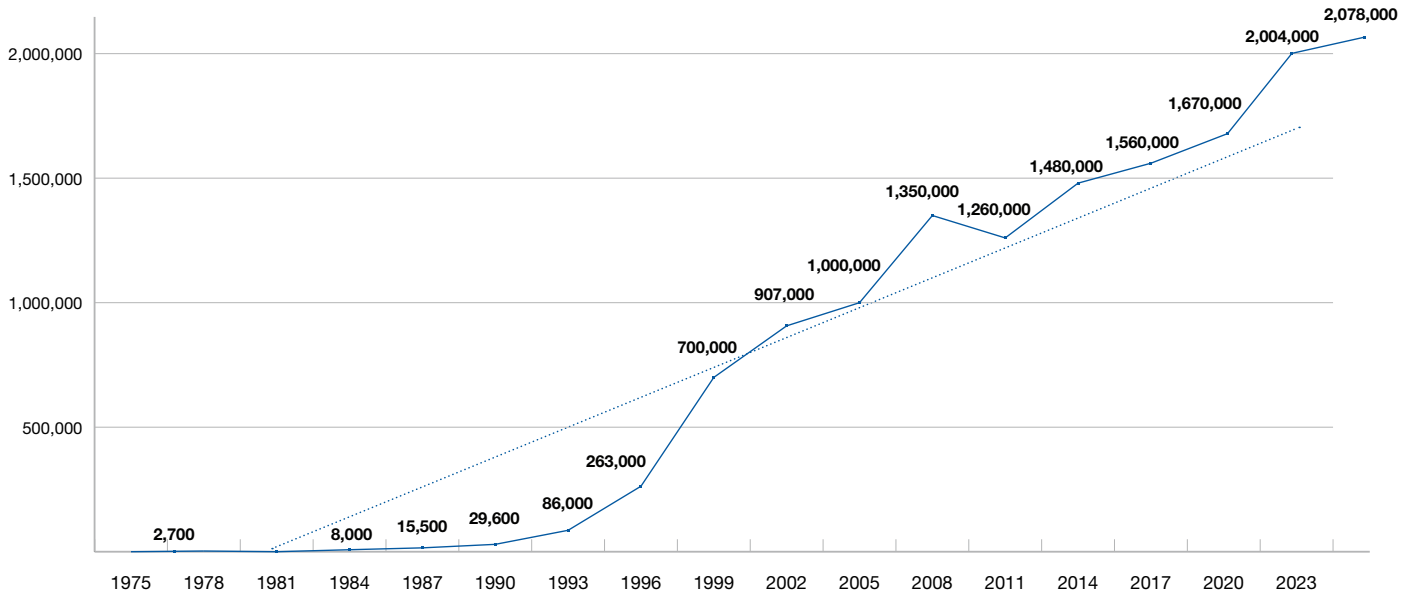


**Figure 5.** Number of Students Served, 2020-2024



Legend:
- Total Students Served
- Students Receiving Whole-School Supports Only
- Students Receiving Case Management
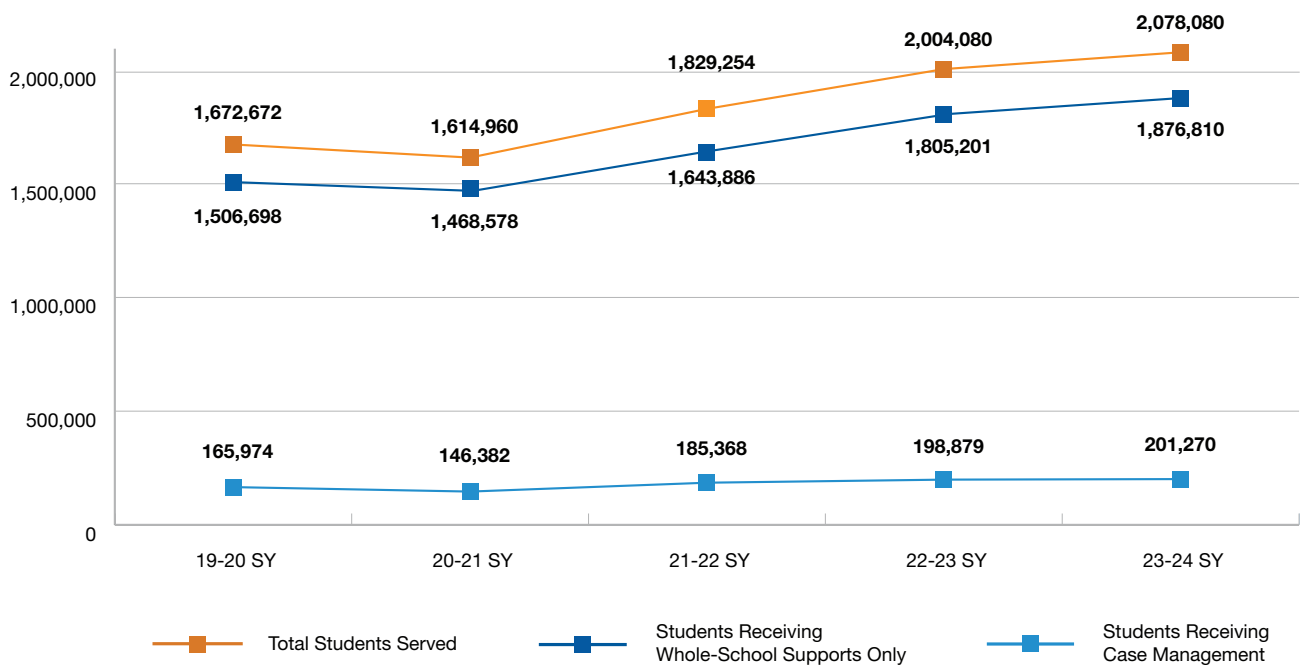
# Our Community



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 Demographics[4]

| | Case-Managed Students | Site Support Staff | Central Office Staff | Executive Directors | Board Members |
|---|---|---|---|---|---|
| American Indian/ Alaska Native | 0.6% | 0.6% | 0.6% | 0% | 1.1% |
| Asian | 1.1% | 1.1% | 2.0% | 0.9% | 1.3% |
| Black/ African American | 29.8% | 30.4% | 28.0% | 22.1% | 24.5% |
| Hispanic/Latino | 46.2% | 28.2% | 17.0% | 15.9% | 9.5% |
| Native Hawaiian/ Other Pacific Islander | 0.3% | 0.3% | 0.2% | 0% | 0.1% |
| White | 18.6% | 36.6% | 49.3% | 60.2% | 61.8% |
| Two or More Races | 3.0% | 2.5% | 2.4% | 0.9% | 1.0% |
| Other | 0.4% | 0.3% | 0.3% | 0% | 0.7% |
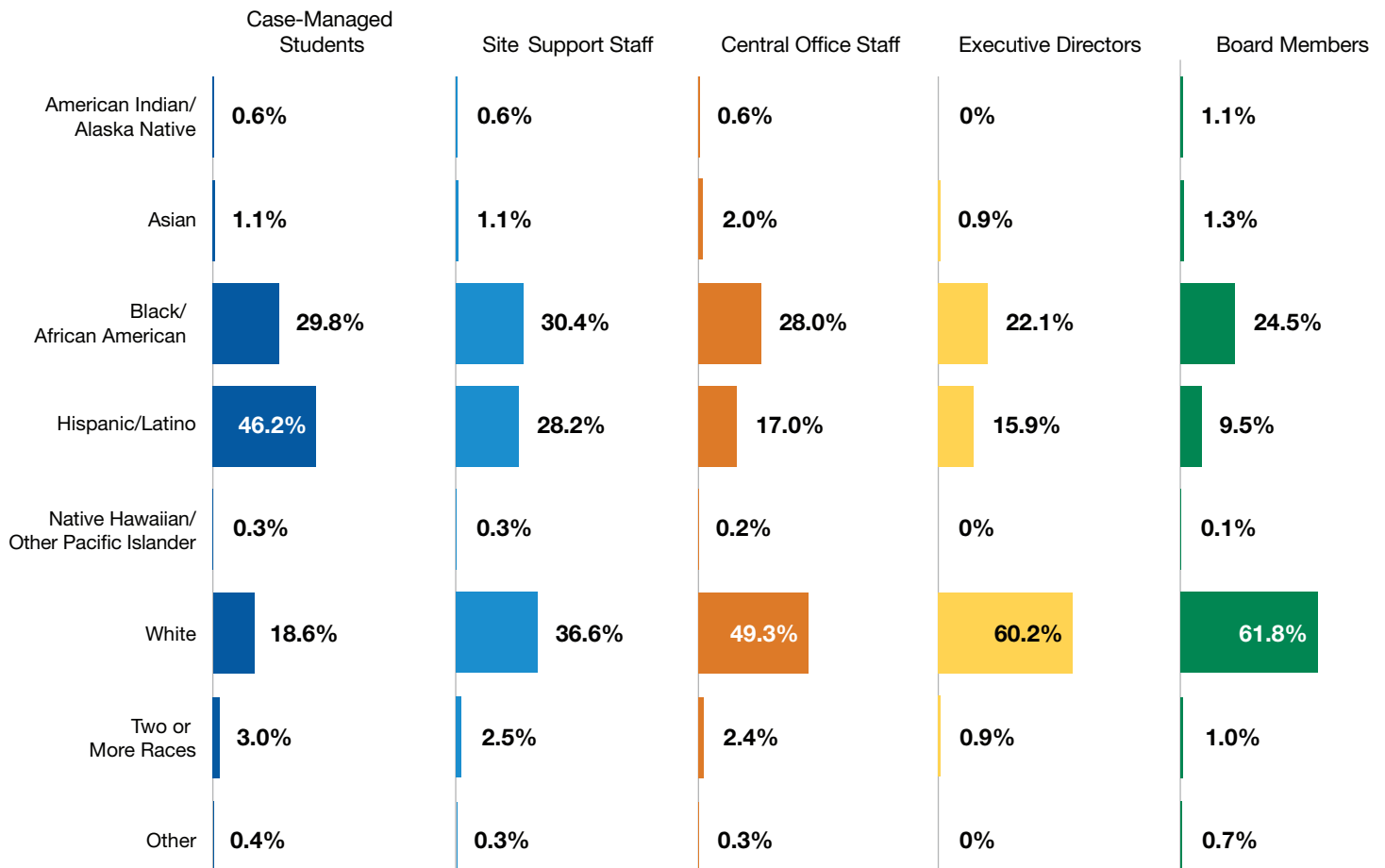
[4] See tables 1 and 3 for N sizes. Does not include individuals whose race/ethnicity is unknown or prefer not to answer (site support staff: n=68, central office staff: n=37, executive director: n=1, board members: n=25, students: n=532).

# 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 Polish and Telugu (both moving from #32 to #24), Khmer (moving from #30 to #23), and Japanese (moving from #26 to #21). Spanish and Arabic remain the top two non-English languages for four years in a row.

**Figure 7.** The Languages We Speak[5]
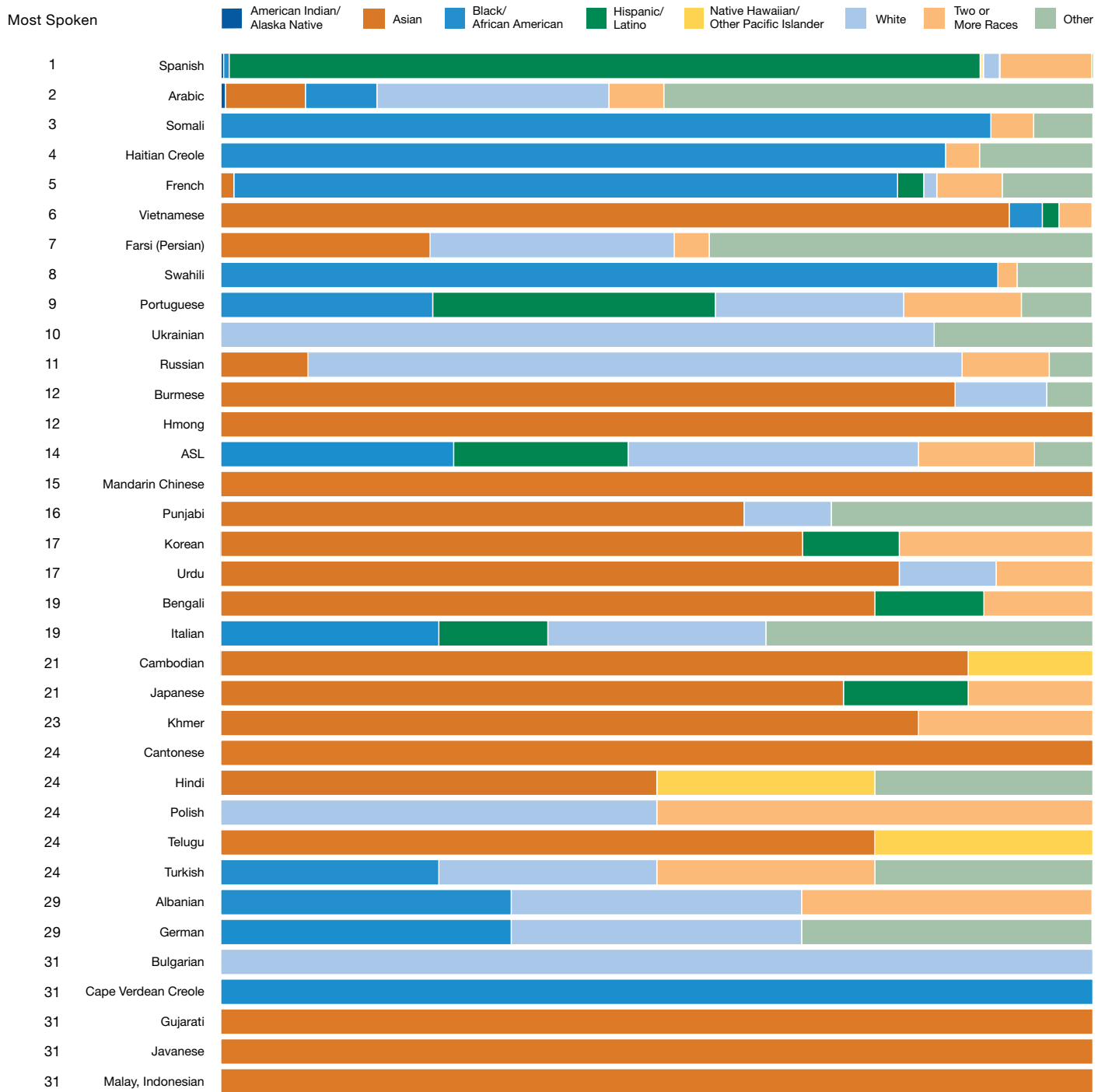


[5] Ordered from the language spoken by the most students to the least students. Does not include CIS affiliates in Texas. Students of unknown race speak Spanish (n=34), Arabic (n=1), Somali (n=1), Farsi (Persian) (n=1), and Albanian (n=1). Inclusion of these students may impact the overall language ranking slightly. Each of the following languages had one speaker reported: Georgian and Thai. Data represent 13,655 students reported as speaking one or more languages other than English. An unspecified non-English language is spoken by 374 students.

# Student Information

**Figure 8.** Known Attributes of Case-Managed Students

| Attribute | Value |
|---|---|
| English Language Learner | 42,472 |
| Experienced/Exposed to Trauma | 37,294 |
| Special Education | 25,613 |
| Homeless | 9,428 |
| Incarcerated Parent | 7,497 |
| Over Age/Under Credit | 4,505 |
| Substance Abuse | 3,242 |
| Adjudicated Youth | 3,083 |
| Child of Active Duty Military | 2,664 |
| Foster Care/Group Home | 2,363 |
| Pregnant/Parenting | 1,038 |
| Gang Involvement | 952 |
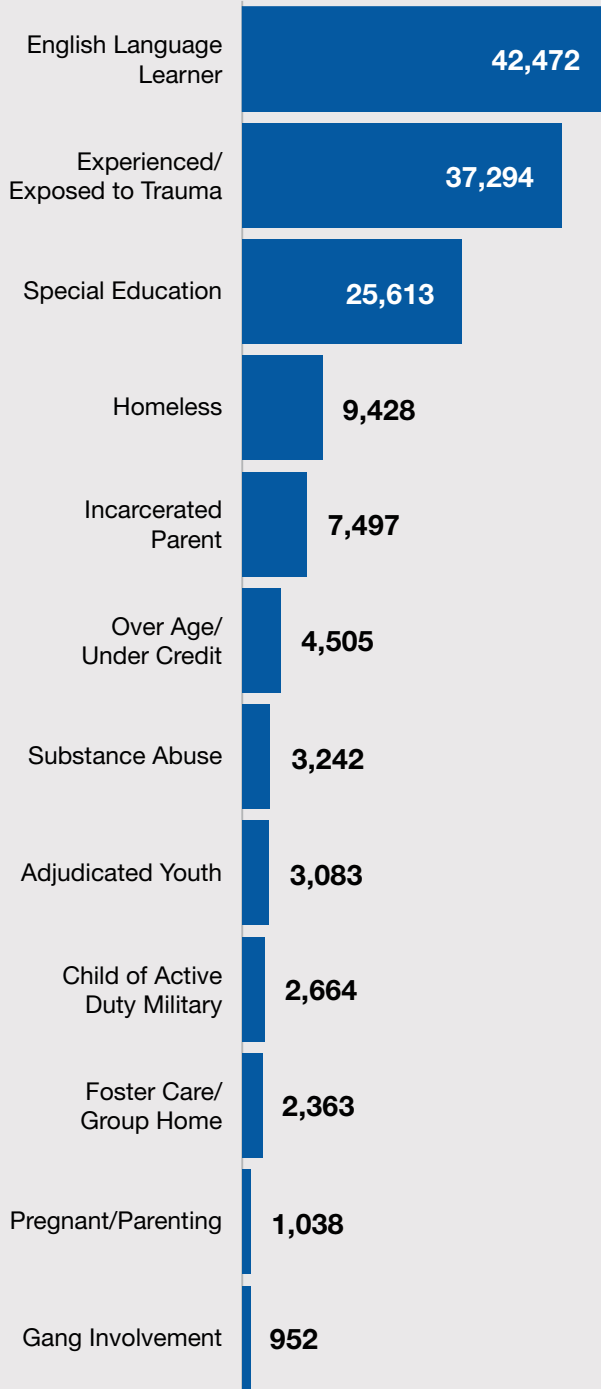
**Figure 9.** Free and Reduced-Price Lunch (FRPL) Eligibility of Case-Managed Students[6]

Not Eligible **14.5%**
Eligible **85.5%**

n=190,310
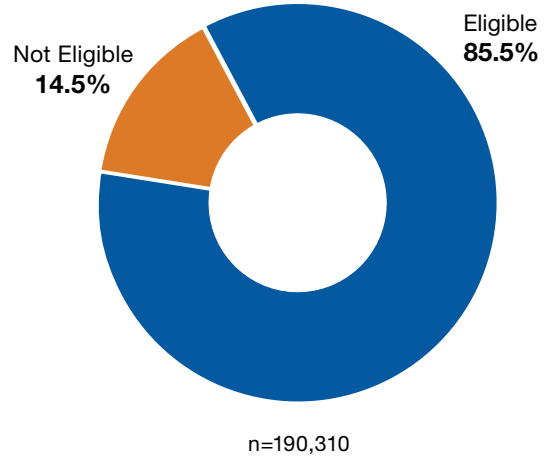
**Figure 10.** Referral Reasons of Case-Managed Students[7]

| Referral Reason | Value |
|---|---|
| Academics | 57,588 |
| Behavior | 53,943 |
| Basic Needs | 35,825 |
| Attendance | 32,069 |
| Social and Emotional Concerns[8] | 26,058 |
| Other[8] | 8,040 |
| Parent/Family Engagement/Involvement[8] | 4,532 |
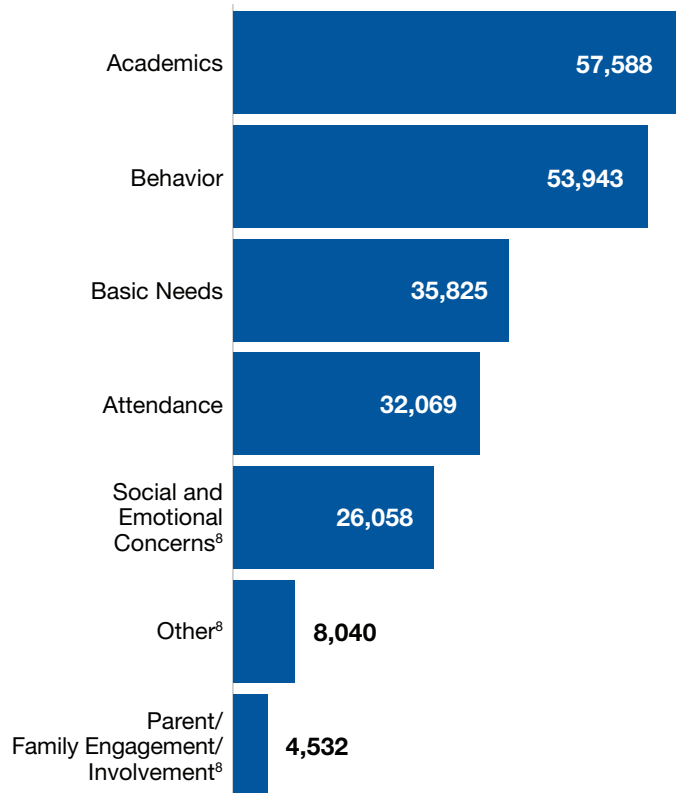
[6] Does not include students whose FRPL eligibility is unknown (n=10,960).

[7] May include referrals recorded for students prior to the 23/24 SY if the student was served for multiple years.

[8] Does not include CIS affiliates in Texas.

**Figure 11.** Percent of Case-Managed Students Referred, by Referral Reason and Race/Ethnicity[9]

### Percent Referred for **Attendance**        —— Network Average (**23.4%**)

| American Indian/Alaska Native | Asian | Black/African American | Hispanic/Latino | Native Hawaiian/Other Pacific Islander | White | Two or More Races | Other |
|---|---|---|---|---|---|---|---|
| 21.9% | 10.2% | 24.2% | 21.1% | 28.6% | 26.2% | 33.5% | 23.1% |

### Percent Referred for **Behavior**        —— Network Average (**39.4%**)

| American Indian/Alaska Native | Asian | Black/African American | Hispanic/Latino | Native Hawaiian/Other Pacific Islander | White | Two or More Races | Other |
|---|---|---|---|---|---|---|---|
| 38.2% | 44.7% | 37.9% | 42.5% | 34.0% | 37.8% | 24.6% | 20.8% |

### Percent Referred for **Academics**        —— Network Average (**42.0%**)

| American Indian/Alaska Native | Asian | Black/African American | Hispanic/Latino | Native Hawaiian/Other Pacific Islander | White | Two or More Races | Other |
|---|---|---|---|---|---|---|---|
| 50.0% | 32.1% | 41.0% | 46.5% | 40.2% | 34.5% | 38.5% | 36.7% |

### Percent Referred for **Basic Needs**        —— Network Average (**26.1%**)

| American Indian/Alaska Native | Asian | Black/African American | Hispanic/Latino | Native Hawaiian/Other Pacific Islander | White | Two or More Races | Other |
|---|---|---|---|---|---|---|---|
| 22.6% | 28.3% | 23.0% | 29.2% | 31.4% | 25.6% | 20.8% | 25.6% |

[9] See tables 5-9 for N sizes. 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.[10]

| | |
|---|---|
| **Attendance Goals** **7 in 10** students met or made progress | |
| **Behavior Goals** **8 in 10** students met or made progress | |
| **Academic Goals** **8 in 10** students met or made progress | |
| **SEL Goals** **8 in 10** students met or made progress | |
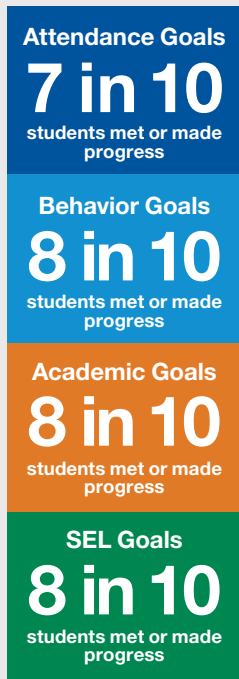
**Figure 12.** Case-Managed Students Who Met or Made Progress Towards Their Goals

| Goal Area | Percent |
|---|---|
| Attendance n=73,011 | 74.1% |
| School Behavior n=97,799 | 88.6% |
| Academics n=96,557 | 87.8% |
| Social and Emotional Learning n=59,985 | 88.8% |
| College Readiness n=2,152 | 93.8% |
| Career Readiness n=1,156 | 92.0% |
| High Risk Behavior n=4,450 | 89.0% |
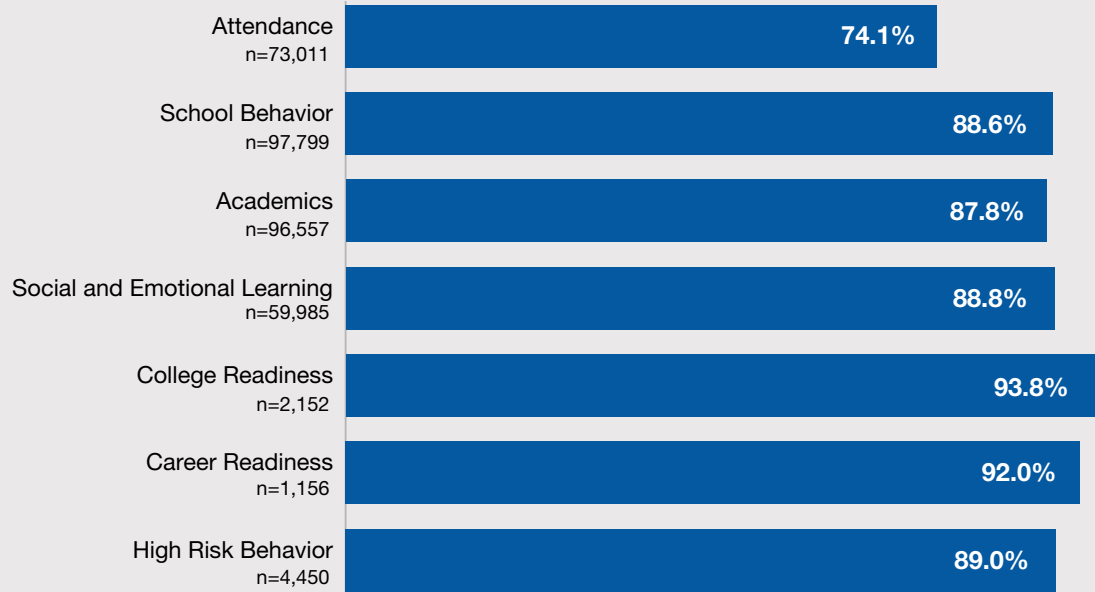
**Figure 13.** Percent of Students Who Met or Made Progress Towards Goals, by Race/Ethnicity[11]

Attendance (Network Average **74.1%**)  Behavior (Network Average **88.6%**)  Academic (Network Average **87.8%**)

| Race/Ethnicity | Attendance | Behavior | Academic |
|---|---|---|---|
| American Indian/Alaska Native | 81.7% | 88.3% | 88.2% |
| Asian | 79.3% | 90.0% | 87.9% |
| Black/African American | 72.9% | 86.2% | 85.7% |
| Hispanic/Latino | 75.2% | 89.9% | 89.3% |
| Native Hawaiian/Other Pacific Islander | 78.5% | 88.3% | 86.9% |
| White | 74.1% | 88.6% | 88.2% |
| Two or More Races | 72.0% | 82.1% | 81.0% |
| Other | 72.0% | 92.4% | 85.4% |
| Unknown | 62.1% | 87.3% | 87.4% |

[10] 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. Each goal area excludes students with missing achievement for that goal.

[11] See Table 11 for N sizes. Excludes Social and Emotional Learning due to insufficient data by race/ethnicity. Individuals identified as a race/ethnicity other than those listed are included in the category of Other.

# Student Outcomes

**Figure 14.** K-11 Case-Managed Students Who Stayed In School[12]

99.7%

n=169,998
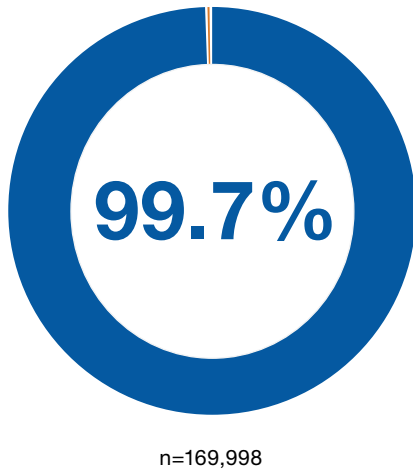
**Figure 15.** K-11 Case-Managed Student Year-End Status[12,13]

n=169,065

- Promoted: **96.9%**
- Retained: **2.1%**
- Other: **0.7%**
- Dropped Out: **0.2%**
- Incarcerated or Expelled: **0.1%**
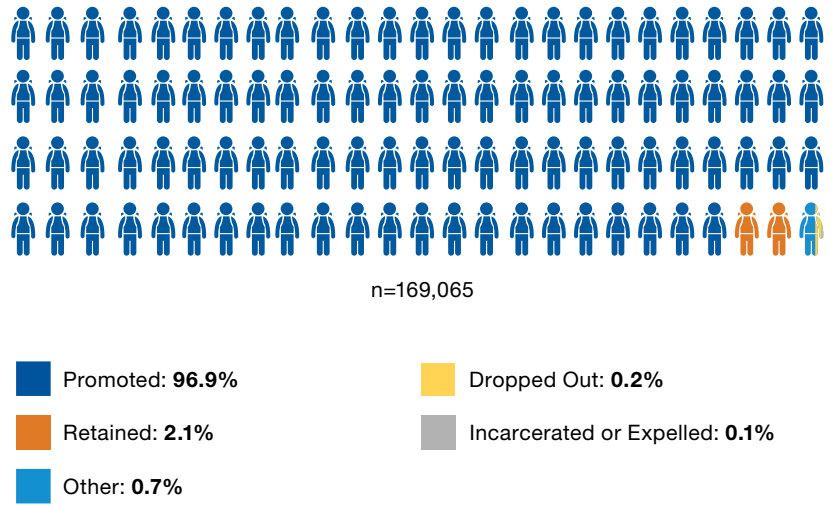
**Figure 16.** Percent of K-11 Students Who Were Promoted, by Race and Grade Level[13]

K-5    6-8    9-11    —— Network Average (**96.9%**)

**American Indian/ Alaska Native** n=1,049
- K-5: 98.8%
- 6-8: 98.5%
- 9-11: 89.0%

**Asian** n=1,930
- K-5: 99.2%
- 6-8: 99.3%
- 9-11: 95.1%

**Black/ African American** n=49,184
- K-5: 98.2%
- 6-8: 97.5%
- 9-11: 89.8%

**Hispanic/ Latino** n=78,615
- K-5: 99.0%
- 6-8: 99.2%
- 9-11: 91.2%

**Native Hawaiian/ Other Pacific Islander** n=469
- K-5: 98.7%
- 6-8: 97.0%
- 9-11: 95.2%

**White** n=31,647
- K-5: 98.2%
- 6-8: 97.7%
- 9-11: 92.5%

**Two or More Races** n=5,029
- K-5: 96.6%
- 6-8: 96.6%
- 9-11: 89.7%

**Other** n=636
- K-5: 92.3%
- 6-8: 97.2%
- 9-11: 88.5%

[12] Does not include K-11 students who transferred (n=14,780), were deceased (n=9), or whose year-end status was unknown (n=14).

[13] Does not include K-11 students who graduated (n=859), received a GED (n=74), transferred (n=14,780), were deceased (n=9), or whose year-end status was unknown (n=14).

# Student Outcomes

**Figure 17.** Grade 12 Case-Managed Students Who Stayed In School[14]



**98.9%**

n=13,693
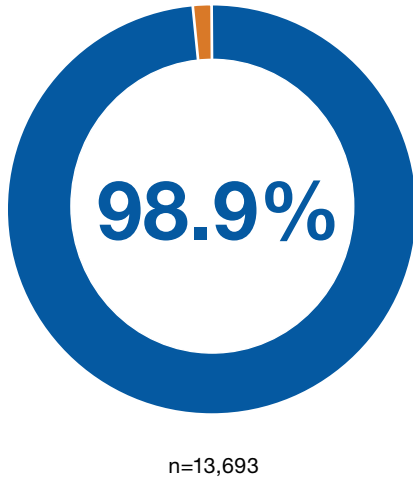
**Figure 18.** Grade 12 Case-Managed Student Year-End Status[14]



n=13,693

- Graduated (inc. GED): **96.3%**
- Retained: **2.0%**
- Other: **0.9%**
- Dropped Out: **0.7%**
- Incarcerated or Expelled: **0.1%**
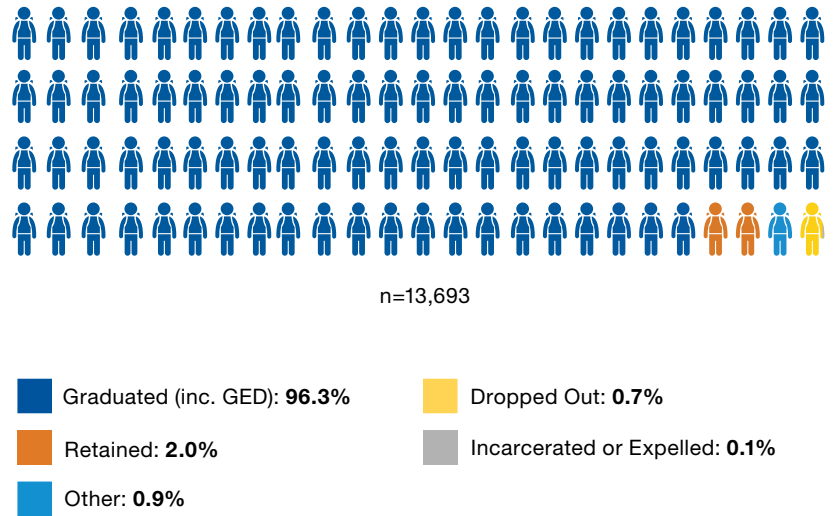
**Figure 19.** Percent of Grade 12 Students Who Graduated/Received a GED, by Race/Ethnicity[14]

Network Average (**96.3%**)



| American Indian/ Alaska Native n=78 | Asian n=146 | Black/ African American n=4,591 | Hispanic/Latino n=6,256 | Native Hawaiian/ Other Pacific Islander n=52 | White n=2,149 | Two or More Races n=353 | Other n=56 |
|---|---|---|---|---|---|---|---|
| 92.3% | 97.3% | 96.4% | 96.9% | 96.2% | 95.3% | 91.2% | 92.9% |
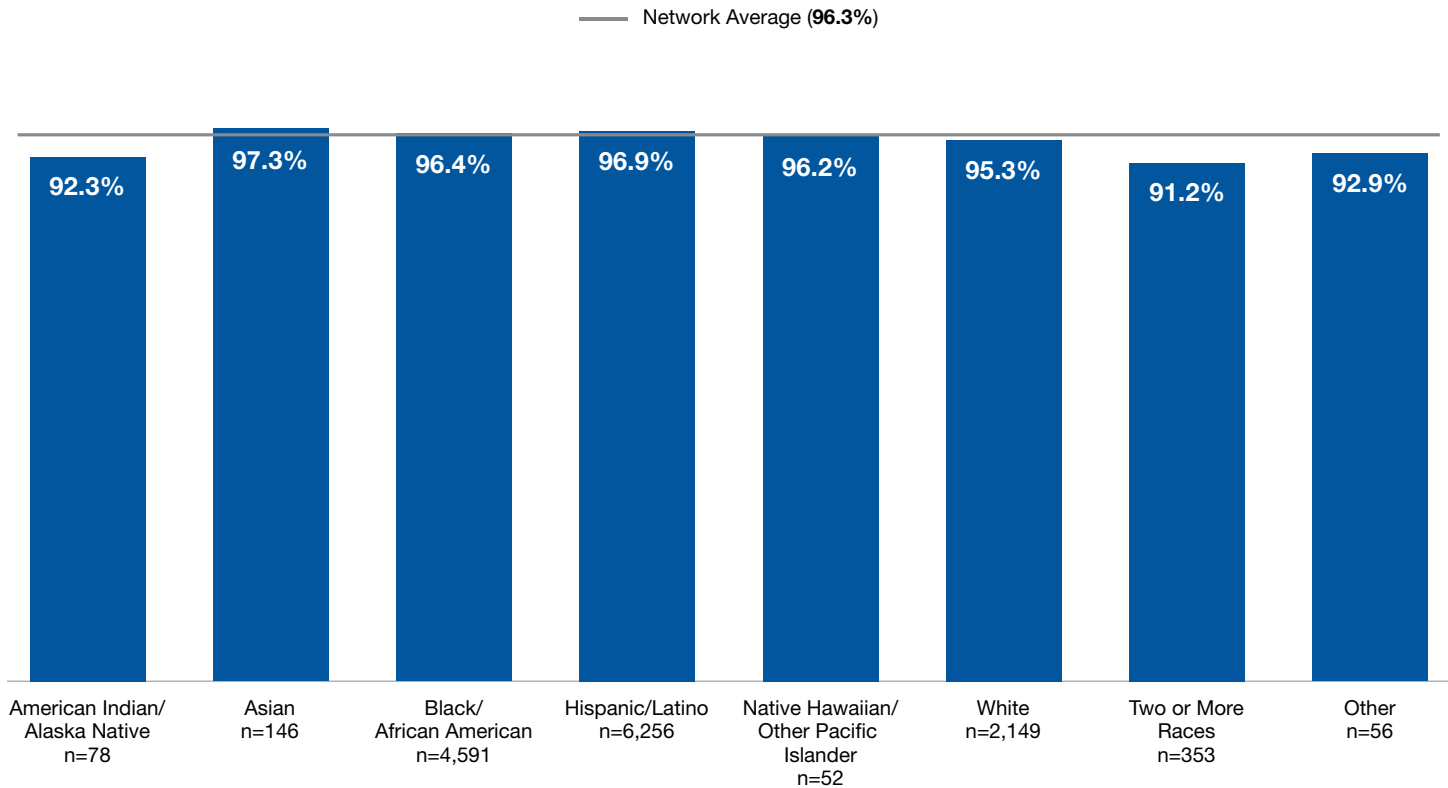
[14] Does not include seniors who transferred (n=641) or whose year-end status was unknown (n=5).

# Student Outcomes

**Figure 20.** Post-High School Plans[15]



Military
**4.2%**

Other Known Plan
**2.9%**

Workforce
**19.5%**

**73.4%**
Postsecondary Education

n=9,320
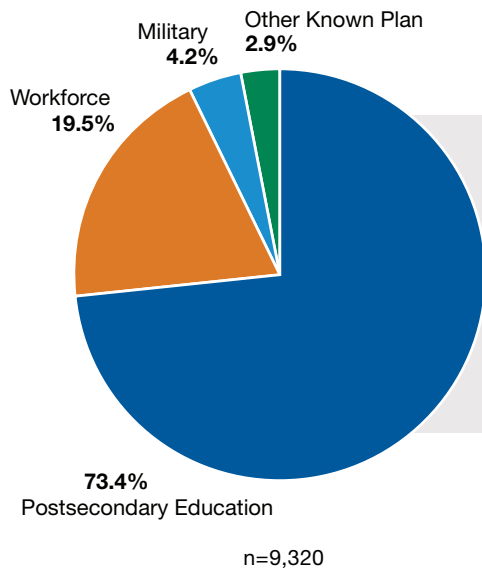
## Postsecondary Education Type Breakdown



**795**
Certificate/Apprenticeship
Program

**2,002**
Associate Degree
Program

**4,046**
Bachelor's Degree
Program
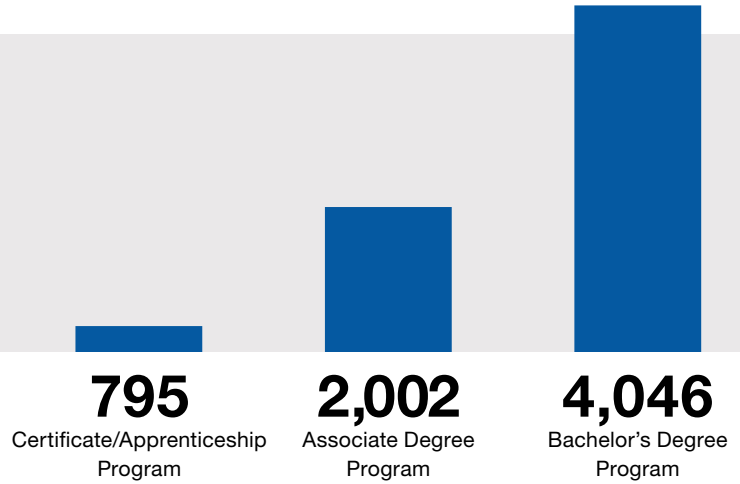
[15] Does not include students whose post-high school plans are unknown (n=4,800).

# Student and Community Data Tables

**Table 1.** Community Demographics

| Characteristic | Site Support Staff | Central Office Staff | Executive Directors | Board Members |
|---|---|---|---|---|
| Race/Ethnicity (N)[16] | 3,722 | 1,227 | 113 | 1,734 |
| American Indian/Alaska Native | 24 | 7 | -- | 19 |
| Asian | 40 | 25 | 1 | 22 |
| Black/African American | 1,131 | 344 | 25 | 425 |
| Hispanic/Latino | 1,048 | 209 | 18 | 165 |
| Native Hawaiian/Other Pacific Islander | 12 | 3 | -- | 2 |
| White | 1,362 | 605 | 68 | 1,071 |
| Two or More Races | 93 | 30 | 1 | 18 |
| Other | 12 | 4 | -- | 12 |
| | | | | |
| Race/Ethnicity (%)[16] | | | | |
| American Indian/Alaska Native | 0.6% | 0.6% | -- | 1.1% |
| Asian | 1.1% | 2.0% | 0.9% | 1.3% |
| Black/African American | 30.4% | 28.0% | 22.1% | 24.5% |
| Hispanic/Latino | 28.2% | 17.0% | 15.9% | 9.5% |
| Native Hawaiian/Other Pacific Islander | 0.3% | 0.2% | -- | 0.1% |
| White | 36.6% | 49.3% | 60.2% | 61.8% |
| Two or More Races | 2.5% | 2.4% | 0.9% | 1.0% |
| Other | 0.3% | 0.3% | -- | 0.7% |

**Table 2.** Number of Students Served, 2020-2024

| Support Type | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 | Percent Change 2020-2024 |
|---|---|---|---|---|---|---|
| Students Receiving Whole-School Supports Only | 1,506,698 | 1,468,578 | 1,643,886 | 1,805,201 | 1,876,810 | 24.6% |
| Students Receiving Case Management | 165,974 | 146,382 | 185,368 | 198,879 | 201,270 | 21.3% |
| **Total Students Served** | **1,672,672** | **1,614,960** | **1,829,254** | **2,004,080** | **2,078,080** | **24.2%** |

**Table 3.** Case-Managed Student Demographics

| Characteristic | Number of Students | Percent of Students |
|---|---|---|
| Race/Ethnicity[17] | 200,738 | |
| American Indian/Alaska Native | 1,291 | 0.6% |
| Asian | 2,239 | 1.1% |
| Black/African American | 59,869 | 29.8% |
| Hispanic/Latino | 92,641 | 46.2% |
| Native Hawaiian/Other Pacific Islander | 597 | 0.3% |
| White | 37,381 | 18.6% |
| Two or More Races | 5,966 | 3.0% |
| Other | 754 | 0.4% |

[16] Does not include individuals whose race/ethnicity is unknown or prefer not to answer (site support staff: n=68, central office staff: n=37, executive directors: n=1, board members: n=25).

[17] Does not include students whose race/ethnicity is unknown or prefer not to answer (n=532).

# Student and Community Data Tables

**Table 4.** Case-Managed Student Attributes[18]

| Characteristic | Students with Attribute (%) | Students with Attribute (N) | Total w/ Known Status | % of CM Students Represented |
|---|---|---|---|---|
| Attribute | | | | |
| Adjudicated Youth | 2.4% | 3,083 | 126,715 | 63.0% |
| Child of Active Duty Military | 2.1% | 2,664 | 127,871 | 63.5% |
| English Language Learner | 25.3% | 42,472 | 167,980 | 83.5% |
| Experienced/Exposed to Trauma | 37.0% | 37,294 | 100,690 | 50.0% |
| Foster Care/Group Home | 1.8% | 2,363 | 133,310 | 66.2% |
| Free and Reduced-Price Lunch Eligible | 85.5% | 162,678 | 190,310 | 94.6% |
| Gang Involvement | 0.9% | 952 | 105,846 | 52.6% |
| Homeless | 6.7% | 9,428 | 139,799 | 69.5% |
| Incarcerated Parent | 6.0% | 7,497 | 124,560 | 61.9% |
| Over Age/Under Credit | 3.8% | 4,505 | 117,312 | 58.3% |
| Pregnant/Parenting | 0.7% | 1,038 | 138,801 | 69.0% |
| Special Education | 16.5% | 25,613 | 155,558 | 77.3% |
| Substance Abuse | 2.9% | 3,242 | 111,055 | 55.2% |

**Table 5.** Case-Managed Students Referred for Attendance, by Race/Ethnicity[19]

| Characteristic | Number of Students Referred | Number of Students with Attendance Referral | Percent of Students |
|---|---|---|---|
| Race/Ethnicity | | | |
| American Indian/Alaska Native | 1,014 | 222 | 21.9% |
| Asian | 1,588 | 162 | 10.2% |
| Black/African American | 45,648 | 11,069 | 24.2% |
| Hispanic/Latino | 57,921 | 12,213 | 21.1% |
| Native Hawaiian/Other Pacific Islander | 420 | 120 | 28.6% |
| White | 25,186 | 6,601 | 26.2% |
| Two or More Races | 4,585 | 1,534 | 33.5% |
| Other | 542 | 125 | 23.1% |

**Table 6.** Case-Managed Students Referred for Behavior, by Race/Ethnicity[19]

| Characteristic | Number of Students Referred | Number of Students with Behavior Referral | Percent of Students |
|---|---|---|---|
| Race/Ethnicity | | | |
| American Indian/Alaska Native | 1,014 | 387 | 38.2% |
| Asian | 1,588 | 710 | 44.7% |
| Black/African American | 45,648 | 17,311 | 37.9% |
| Hispanic/Latino | 57,921 | 24,591 | 42.5% |
| Native Hawaiian/Other Pacific Islander | 420 | 143 | 34.0% |
| White | 25,186 | 9,520 | 37.8% |
| Two or More Races | 4,585 | 1,129 | 24.6% |
| Other | 542 | 113 | 20.8% |

[18] Total w/ Known Status is a subset of the 201,270 case-managed students served during the 2023-24 school year. The percent of students with attributes displayed in this table may not reflect large proportions of students (e.g., % of CM Students Represented).

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

# Student and Community Data Tables

**Table 7.** Case-Managed Students Referred for Academics, by Race/Ethnicity[20]

| Characteristic | Number of Students Referred | Number of Students with Academic Referral | Percent of Students |
|---|---|---|---|
| Race/Ethnicity | | | |
| American Indian/Alaska Native | 1,014 | 507 | 50.0% |
| Asian | 1,588 | 510 | 32.1% |
| Black/African American | 45,648 | 18,737 | 41.0% |
| Hispanic/Latino | 57,921 | 26,931 | 46.5% |
| Native Hawaiian/Other Pacific Islander | 420 | 169 | 40.2% |
| White | 25,186 | 8,696 | 34.5% |
| Two or More Races | 4,585 | 1,765 | 38.5% |
| Other | 542 | 199 | 36.7% |

**Table 8.** Case-Managed Students Referred for Basic Needs, by Race/Ethnicity[20]

| Characteristic | Number of Students Referred | Number of Students with Basic Needs Referral | Percent of Students |
|---|---|---|---|
| Race/Ethnicity | | | |
| American Indian/Alaska Native | 1,014 | 229 | 22.6% |
| Asian | 1,588 | 450 | 28.3% |
| Black/African American | 45,648 | 10,506 | 23.0% |
| Hispanic/Latino | 57,921 | 16,928 | 29.2% |
| Native Hawaiian/Other Pacific Islander | 420 | 132 | 31.4% |
| White | 25,186 | 6,456 | 25.6% |
| Two or More Races | 4,585 | 955 | 20.8% |
| Other | 542 | 139 | 25.6% |

**Table 9.** Case-Managed Students Referred for Social and/or Emotional Concerns, by Race/Ethnicity[20,21]

| Characteristic | Number of Students Referred | Number of Students with Social-Emotional Referral | Percent of Students |
|---|---|---|---|
| Race/Ethnicity | | | |
| American Indian/Alaska Native | 449 | 137 | 30.5% |
| Asian | 507 | 207 | 40.8% |
| Black/African American | 27,443 | 10,987 | 40.0% |
| Hispanic/Latino | 11,064 | 4,771 | 43.1% |
| Native Hawaiian/Other Pacific Islander | 224 | 108 | 48.2% |
| White | 15,174 | 7,361 | 48.5% |
| Two or More Races | 4,585 | 2,201 | 48.0% |
| Other | 542 | 228 | 42.1% |

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

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

# Student and Community Data Tables

**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 | 73,011 | 54,077 | 74.1% |
| School Behavior | 97,799 | 86,692 | 88.6% |
| Academics | 96,557 | 84,757 | 87.8% |
| Social and Emotional Learning | 59,985 | 53,286 | 88.8% |
| College Readiness | 2,152 | 2,018 | 93.8% |
| Career Readiness | 1,156 | 1,064 | 92.0% |
| High-Risk Behavior | 4,450 | 3,959 | 89.0% |

**Table 11.** Students Who Met or Made Progress Towards Goals, by Race/Ethnicity [22]

| Characteristic | Attendance | | | Behavior | | | Academics | | |
|---|---|---|---|---|---|---|---|---|---|
| | N-Size | # Students | % Students | N-Size | # Students | % Students | N-Size | # Students | % Students |
| Total | 73,011 | 54,077 | 74.1% | 97,799 | 86,692 | 88.6% | 96,557 | 84,757 | 87.8% |
| Am. Indian/AK Native | 436 | 356 | 81.7% | 613 | 541 | 88.3% | 678 | 598 | 88.2% |
| Asian | 445 | 353 | 79.3% | 1,249 | 1,124 | 90.0% | 975 | 857 | 87.9% |
| Black/African Amer. | 25,068 | 18,271 | 72.9% | 25,050 | 21,593 | 86.2% | 30,067 | 25,776 | 85.7% |
| Hispanic/Latino | 27,545 | 20,702 | 75.2% | 53,398 | 48,016 | 89.9% | 48,696 | 43,482 | 89.3% |
| Native Hawaiian/ Other PI | 205 | 161 | 78.5% | 291 | 257 | 88.3% | 267 | 232 | 86.9% |
| White | 16,112 | 11,945 | 74.1% | 15,769 | 13,966 | 88.6% | 12,899 | 11,371 | 88.2% |
| Two or More Races | 2,740 | 1,973 | 72.0% | 1,120 | 920 | 82.1% | 2,382 | 1,930 | 81.0% |
| Other | 307 | 221 | 72.0% | 105 | 97 | 92.4% | 371 | 317 | 85.4% |
| Unknown | 153 | 95 | 62.1% | 204 | 178 | 87.3% | 222 | 194 | 87.4% |

**Table 12.** Case-Managed Student Year-End Status[23]

| Characteristic | Grades K-11 | | Grade 12 | |
|---|---|---|---|---|
| | Number of Students | Percent of Students[24] | Number of Students | Percent of Students[24] |
| Stayed in school | 169,404 | 99.7% | 13,543 | 98.9% |
| | | | | |
| Status Breakdown | | | | |
| Promoted | 163,798 | 96.9% | -- | -- |
| Graduated | 859 | -- | 13,146 | 96.0% |
| GED | 74 | -- | 41 | 0.3% |
| Retained | 3,577 | 2.1% | 268 | 2.0% |
| Transferred | 14,780 | -- | 641 | -- |
| Dropped Out | 321 | 0.2% | 97 | 0.7% |
| Expelled | 177 | 0.1% | 10 | 0.07% |
| Incarcerated | 22 | 0.01% | 2 | 0.01% |
| Deceased | 9 | -- | -- | -- |
| Other | 1,170 | 0.7% | 129 | 0.9% |

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

[23] Does not include students in Pre-K (n=2,104) or college (n=3), or students with other/unknown grade level (n=23).

[24] K-11: Does not include students who graduated (n=859), received a GED (n=74), transferred (n=14,780), were deceased (n=9), or whose year-end status was unknown (n=14).
Grade 12: Does not include seniors who transferred (n=641) or whose year-end status was unknown (n=5).

# Student and Community Data Tables

**Table 13.** Post-High School Plans[25]

| Plans After Graduation | Number of Students | Percent of Students |
|---|---|---|
| Graduates with Reported Postsecondary Plans | 9,320 | |
| Postsecondary Education (any type) | 6,843 | 73.4% |
| Certification/Apprenticeship Program | 795 | -- |
| Associate Degree Program | 2,002 | -- |
| Bachelor's Degree Program | 4,046 | -- |
| Workforce | 1,814 | 19.5% |
| Military | 394 | 4.2% |
| Other Known Plan | 269 | 2.9% |

[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=4,800).

# School/Community-Based Site Characteristics

## 3,593
### Total Sites

Our network served nearly 3,600 sites across approximately 500 school districts. The Communities In Schools model was implemented in over 85% 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

### 3,073
### CIS Model Schools
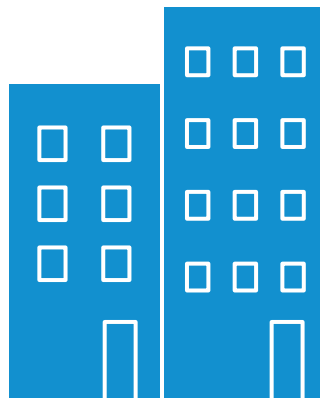
### 520
### GYS Sites[26]
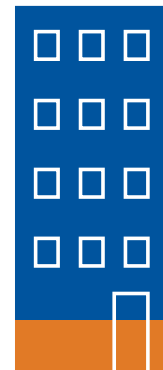
**Figure 21.** School Level Breakdown[27]

| | Schools n=3,534 | Students n=2,043,092 |
|---|---|---|
| Elementary School (inc. Pre-K) | 41.9% | 31.3% |
| Middle School | 24.5% | 24.6% |
| High School | 21.5% | 36.1% |
| Combined School | 12.2% | 8.0% |
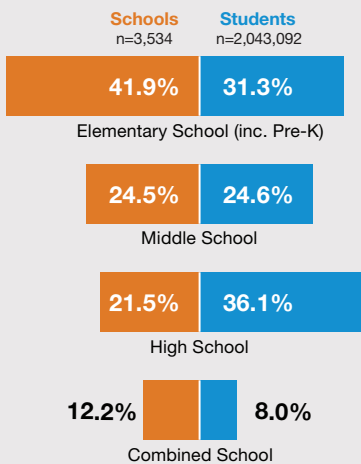
**Figure 22.** School Locale Breakdown[28]

| | Schools n=3,511 | Students n=2,034,338 |
|---|---|---|
| Rural | 26.0% | 21.2% |
| Suburban | 24.4% | 29.6% |
| Urban | 49.6% | 49.2% |
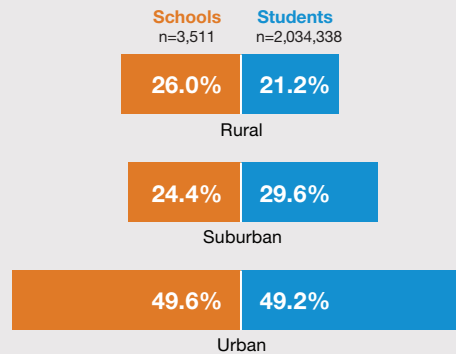
**Figure 23.** School Category Breakdown[29]

| | Schools n=3,539 | Students n=2,047,130 |
|---|---|---|
| Public School | 96.9% | 97.9% |
| Charter School | 2.6% | 1.9% |
| Other (inc. Pre-K) | 0.5% | 0.2% |
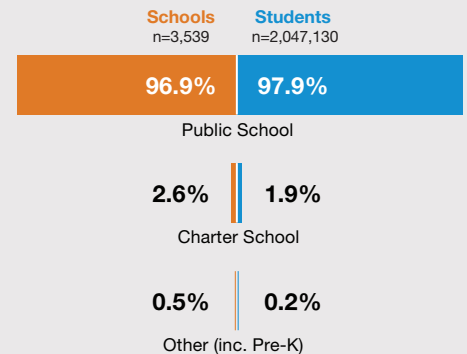
[26] Virtual campuses are counted as community-based sites under General Youth Services (GYS).

[27] Based on National Center for Education Statistics (NCES) designations by grades offered. Does not include community-based sites (n=40 sites and 25,988 students), colleges (n=14 sites and 4,962 students), or secondary schools (n=5 sites and 4,038 students).

[28] Based on NCES locale designations. Does not include community-based sites (n=40 sites and 25,988 students), colleges (n=14 sites and 4,962 students), or schools with locale unavailable (n=28 sites and 12,792 students).

[29] Does not include community-based sites (n=40 sites and 25,988 students) or colleges (n=14 sites and 4,962 students). Charter School category includes public charters.

**Figure 24.** Title I Funding and Eligibility of Schools[30]



n=3,516

| | |
|---|---|
| **$** Title I Eligible, Received Funding **84.2%** | **$** Not Title I Eligible **12.1%** |
| **$** Title I Eligible, Not Funded **3.7%** | |
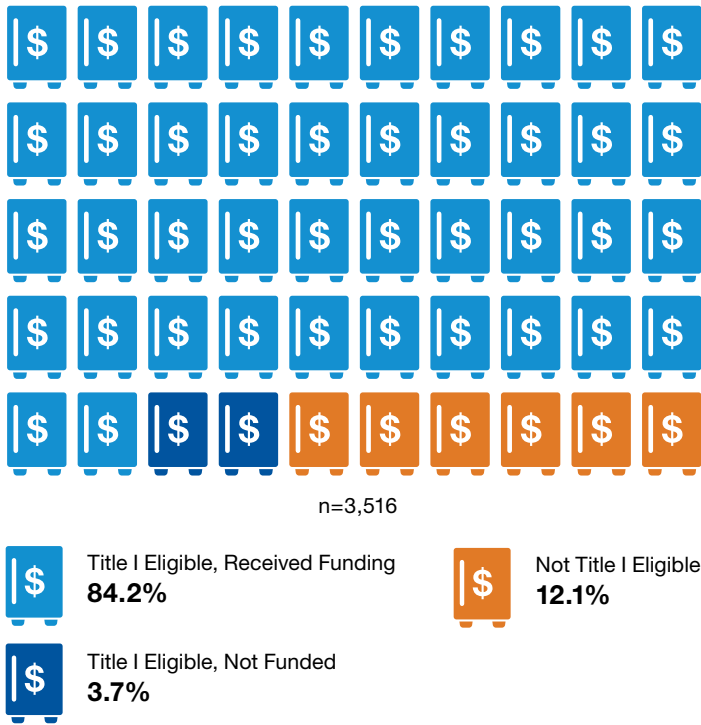
**Figure 25.** National School Lunch Program[31]



n=3,516

| | |
|---|---|
| Yes under Community Eligibility Option (CEO) **69.5%** | Yes under Provision 2 **0.4%** |
| Yes participating without using any Provision or the CEO **29.5%** | No **0.6%** |
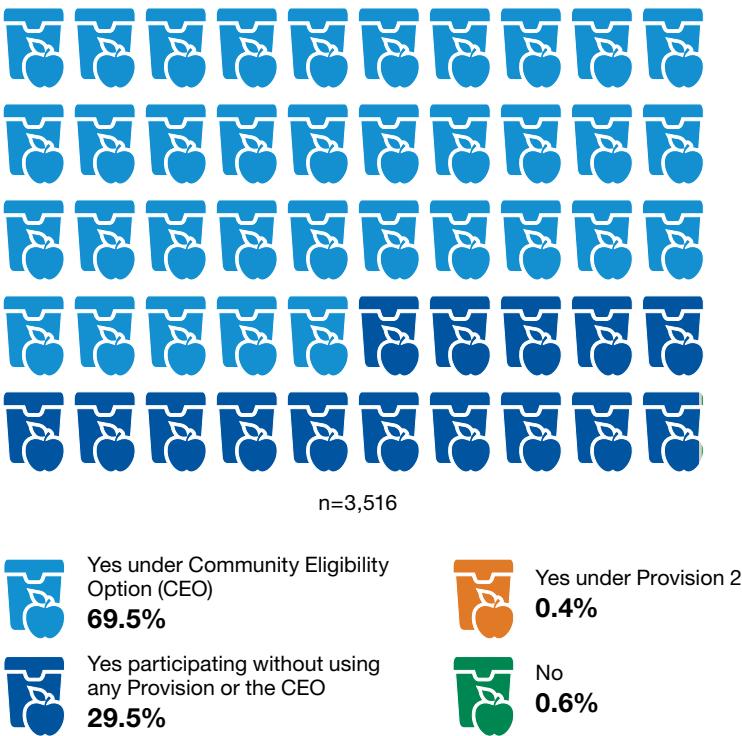
[30] Does not include community-based sites (n=40), colleges (n=14), or schools with unknown eligibility (n=23).

[31] Provision 2 allows schools to offer free meals to all students based on the percentage of directly certified students, with eligibility reevaluated periodically for up to four years. Does not include sites/schools if the eligibility is not applicable (n=107).

**Figure 26.** Number of Sites Where Supports are Offered, by CIS Support Category

| Category | Number of Sites |
| --- | --- |
| Basic Needs/Resources | 3,238 |
| Life/Social Skills | 3,098 |
| Enrichment/Motivation | 3,070 |
| Behavioral Intervention/Modification | 2,941 |
| Academic Assistance | 2,935 |
| Family Engagement | 2,859 |
| Attendance | 2,798 |
| College/Career Preparation | 1,870 |
| Professional Mental Health | 1,557 |
| Civic Engagement | 1,413 |
| Physical Health | 1,401 |
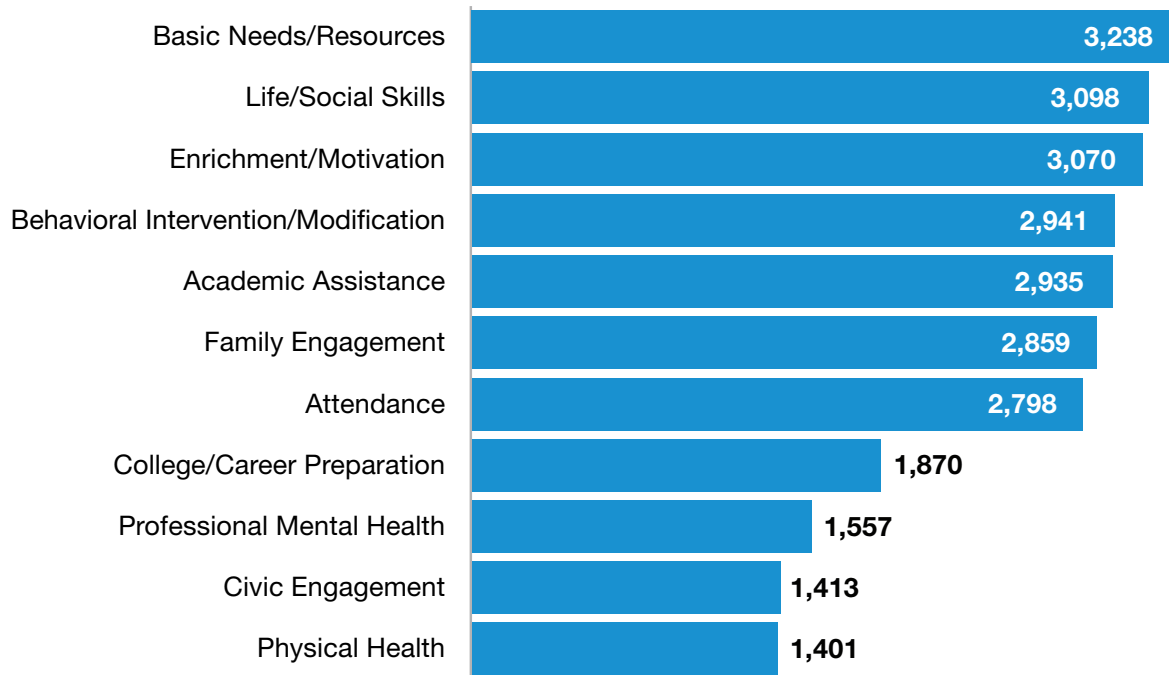
**Figure 27.** Percent of Sites Providing and/or Brokering Supports, by CIS Support Category

Legend: ■ Directly Provided by CIS  ■ Brokered (Delivered by Another Org.)  ■ Both

| Category | Directly Provided by CIS | Brokered (Delivered by Another Org.) | Both |
| --- | --- | --- | --- |
| Academic Assistance (n=2,935) | 60.7% | 3.4% | 35.8% |
| Attendance (n=2,798) | 59.9% | 1.1% | 39.0% |
| Basic Needs/Resources (n=3,238) | 53.3% | 7.4% | 39.3% |
| Behavioral Intervention (n=2,941) | 56.3% | 6.5% | 37.2% |
| Civic Engagement (n=1,413) | 60.9% | 6.3% | 32.8% |
| College/Career Prep. (n=1,870) | 49.8% | 14.2% | 35.9% |
| Enrichment/Motivation (n=3,070) | 42.6% | 11.0% | 46.4% |
| Family Engagement (n=2,859) | 46.6% | 5.2% | 48.2% |
| Life/Social Skills (n=3,098) | 55.4% | 7.0% | 37.6% |
| Physical Health (n=1,401) | 40.1% | 28.5% | 31.4% |
| Pro. Mental Health (n=1,557) | 51.2% | 19.5% | 29.4% |

# CIS Supports

**Figure 28.** Number of Sites Offering Supports, by Program Time

| Program Time | Number of Sites |
|---|---|
| During School | 3,175 |
| After School | 2,058 |
| Before School | 1,449 |
| Over Summer | 919 |
| On Weekends | 576 |
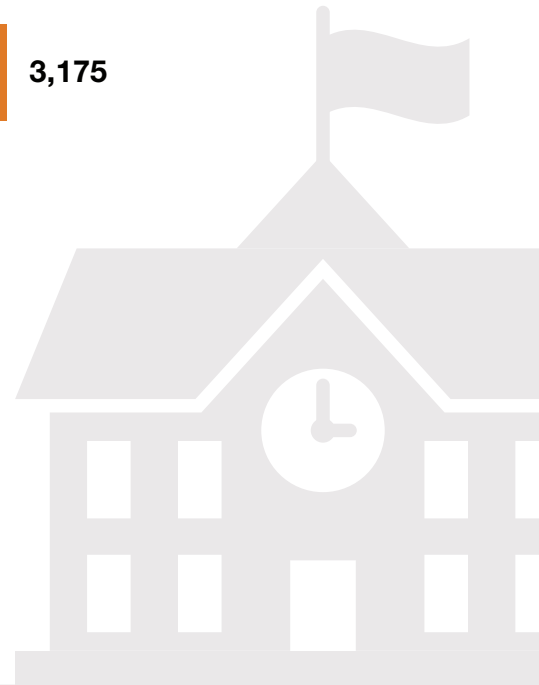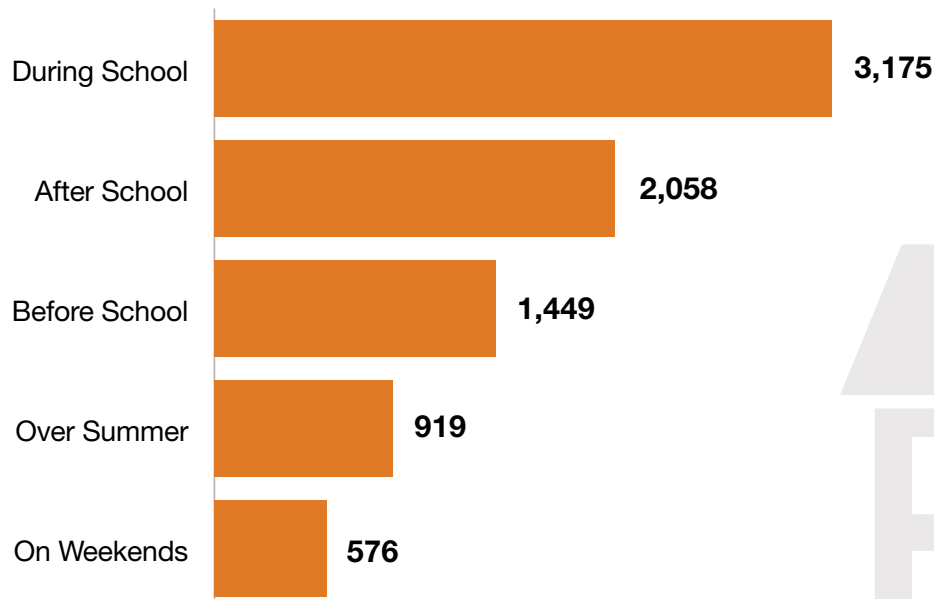
**Figure 29.** Number of Sites Offering Specialized Supports

| Support | Number of Sites |
|---|---|
| Social/Emotional Learning | 2,087 |
| Foster/Homeless Youth | 1,959 |
| Tutoring | 1,622 |
| ELL | 1,592 |
| Mentoring | 1,440 |
| Grief/Bereavement | 1,397 |
| Career Readiness | 1,232 |
| Bullying Prevention | 1,154 |
| Parent Centers | 1,152 |
| College Readiness | 1,075 |
| Health Clinics | 809 |
| Adjudicated Youth | 709 |
| Early Childhood | 703 |
| Credit Recovery | 499 |
| Workforce Development | 349 |
| Civic Engagement | 342 |
| Victim Services | 337 |
| Immigration Services | 222 |
| Pregnancy Prevention | 217 |
| Social Justice Opportunities | 174 |
| Obesity Prev/Intervention | 172 |
| CIS Alumni Network | 126 |

**Figure 30.** Number of Sites Reporting Partnerships[32]

| Partner | Number |
|---|---|
| VSP Vision/Eyes of Hope | 998 |
| Alice's Kids | 456 |
| Girl Scouts | 310 |
| Catholic Charities | 269 |
| Boys & Girls Club | 249 |
| AmeriCorps (e.g., VISTA) | 246 |
| 4-H | 228 |
| YMCA | 202 |
| AttendanceWorks | 179 |
| Girls On The Run | 166 |
| Boy Scouts | 156 |
| Feeding America | 156 |
| Goodwill | 133 |
| Junior Achievement | 130 |
| GEAR UP | 126 |
| Upward Bound | 121 |
| Big Brothers Big Sisters | 88 |
| Community Schools | 80 |
| Caron Treatment Centers | 62 |
| Guardian Lane | 45 |
| Share Our Strength/No Kid Hungry | 40 |
| First Book | 32 |
| Jobs for America's Graduates (JAG) | 30 |

[32] List reflects the top national partners chosen by the network. Additional partners reported were Teach For America (n=25), Reading Is Fundamental (n=23), BELL (n=21), City Year (n=17), Higher Achievement (n=10), National Urban League (n=9), Active Kids + Mids (n=8),Year Up (n=4), and Learning Heroes (n=2).

# Partners and Programs



**Figure 31.** Number of Sites Reporting Evidence-Based Programs[33]

| Program | Number of Sites |
|---|---|
| Positive Behavioral Interventions and Supports (PBIS) | 914 |
| Developmental Relationships (SEARCH) | 408 |
| AVID | 408 |
| Check and Connect | 262 |
| Sanford Harmony | 231 |
| Second Step | 220 |
| Sesame Street in Communities | 108 |
| Character Counts | 106 |
| Why Try | 86 |
| XY Zone | 64 |
| Parents As Teachers | 41 |
| Strengthening Families | 39 |
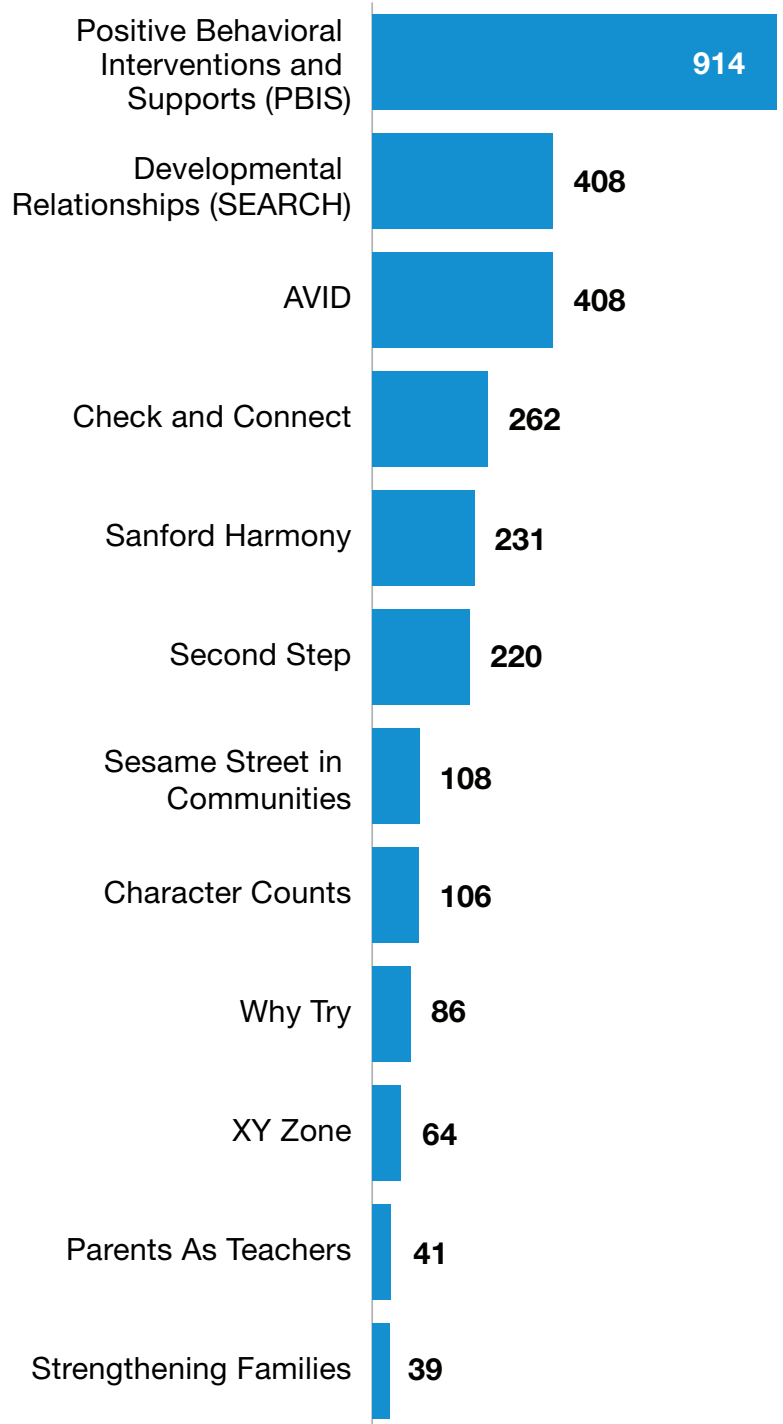
[33] List reflects the top evidence-based programs chosen by the network. Additional evidence-based programs reported were Contentment Foundation Four Pillars of Wellbeing (n=18), Families and Schools Together (FAST) (n=5), and Incredible Years (n=3).

# School and Student Goals

**Figure 32.** Schools that Met or Made Progress Towards Their School-wide Goals[34]

## Attendance Goals
### 65.2%

| | |
|---|---|
| **81.7%** | **78.5%** |
| Attendance Rate<br>n=908 | Chronic Absenteeism<br>n=521 |

## School Behavior Goals[35]
### 70.5%

| | | | |
|---|---|---|---|
| **83.5%** | **73.6%** | **75.6%** | **77.1%** |
| Suspension Rate<br>n=103 | Student Suspensions<br>n=53 | Out-of-School<br>Suspension Rate<br>n=45 | Other Disciplinary Actions<br>n=35 |

## Academic Goals[36]
### 76.1%

| | | | |
|---|---|---|---|
| **88.2%** | **93.6%** | **86.2%** | **82.5%** |
| Graduation Rate<br>n=85 | Promotion Rate<br>n=47 | Standardized Test:<br>% of Students Proficient<br>in Math<br>n=65 | Standardized Test:<br>% of Students Proficient<br>in English/Language Arts<br>n=103 |

## School Climate Goals
### 83.6%

| | | |
|---|---|---|
| **92.0%** | **93.0%** | **89.4%** |
| Parent Engagement<br>n=338 | Social and Emotional Learning<br>n=172 | Other School Climate<br>n=113 |

[34] 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, 76.7% 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.

[35] Additional behavior metric chart removed due to lack of space: 64.3% of schools met or made progress towards their In-School Suspension Rate goals (n=14).

[36] Additional academic metric charts removed due to lack of space: 90.0% of schools met their Dropout Rate goals (n=10), 100% of schools met their Math end-of-course testing goals (n=11), and 100% of schools met their English/Language Arts/Reading end-of-course testing goals (n=21).

# School and Student Goals

**Figure 33.** Percent of Case-Managed Students Who Met or Made Progress Towards Assigned Goal, by School Level[37]



Legend: Elementary + Pre-K | Middle | High | Combined

**Attendance**
n=72,691
- Elementary + Pre-K: 76.1%
- Middle: 74.0%
- High: 71.3%
- Combined: 75.3%

**School Behavior**
n=95,855
- Elementary + Pre-K: 89.2%
- Middle: 88.1%
- High: 88.1%
- Combined: 87.4%

**Academics**
n=96,149
- Elementary + Pre-K: 88.5%
- Middle: 88.2%
- High: 86.2%
- Combined: 88.9%

**Social and Emotional Learning**
n=58,995
- Elementary + Pre-K: 89.5%
- Middle: 89.4%
- High: 85.8%
- Combined: 89.1%

**College Readiness**
n=2,152
- Middle: 100%
- High: 91.8%
- Combined: 93.3%

**Career Readiness**
n=1,156
- Middle: 100%
- High: 93.6%
- Combined: 97.5%

**High-Risk Behavior**
n=4,342
- Elementary + Pre-K: 89.9%
- Middle: 89.2%
- High: 88.1%
- Combined: 88.1%

[37] Does not include students in community-based sites (n=1,789) or secondary schools (n=429) tracking student-level goals.

# Comparisons by School Locale

**Figure 34.** Average CIS Model School Saturation Rates, by Locale[38]

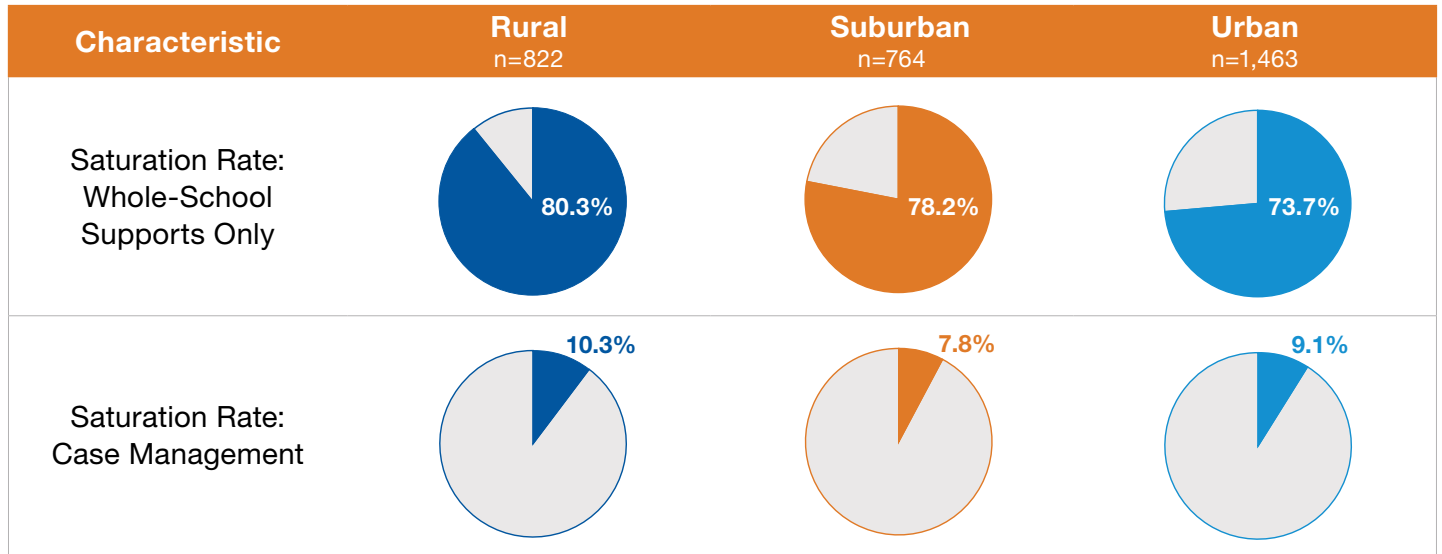| Characteristic | Rural n=822 | Suburban n=764 | Urban n=1,463 |
|---|---|---|---|
| Saturation Rate: Whole-School Supports Only | 80.3% | 78.2% | 73.7% |
| Saturation Rate: Case Management | 10.3% | 7.8% | 9.1% |

**Figure 35.** Student Demographics, by Locale[39]

White students make up 39% of the case managed students served at schools in rural areas, while Hispanic/Latino students make up 52% of the case managed students served at schools in urban areas.

**Rural** n=47,252: 1.1% | 0.4% | 20.6% | 35.7% | 0.1% | 39.1% | 2.4% | 0.3%

**Suburban** n=50,820: 0.5% | 1.6% | 32.0% | 43.7% | 0.4% | 17.4% | 3.8% | 0.4%

**Urban** n=99,918: 0.5% | 1.2% | 33.1% | 51.7% | 0.3% | 9.7% | 2.8% | 0.4%

Legend: American Indian/Alaska Native · Asian · Black/African American · Hispanic/Latino · Native Hawaiian/Other Pacific Islander · White · Two or More Races · Other
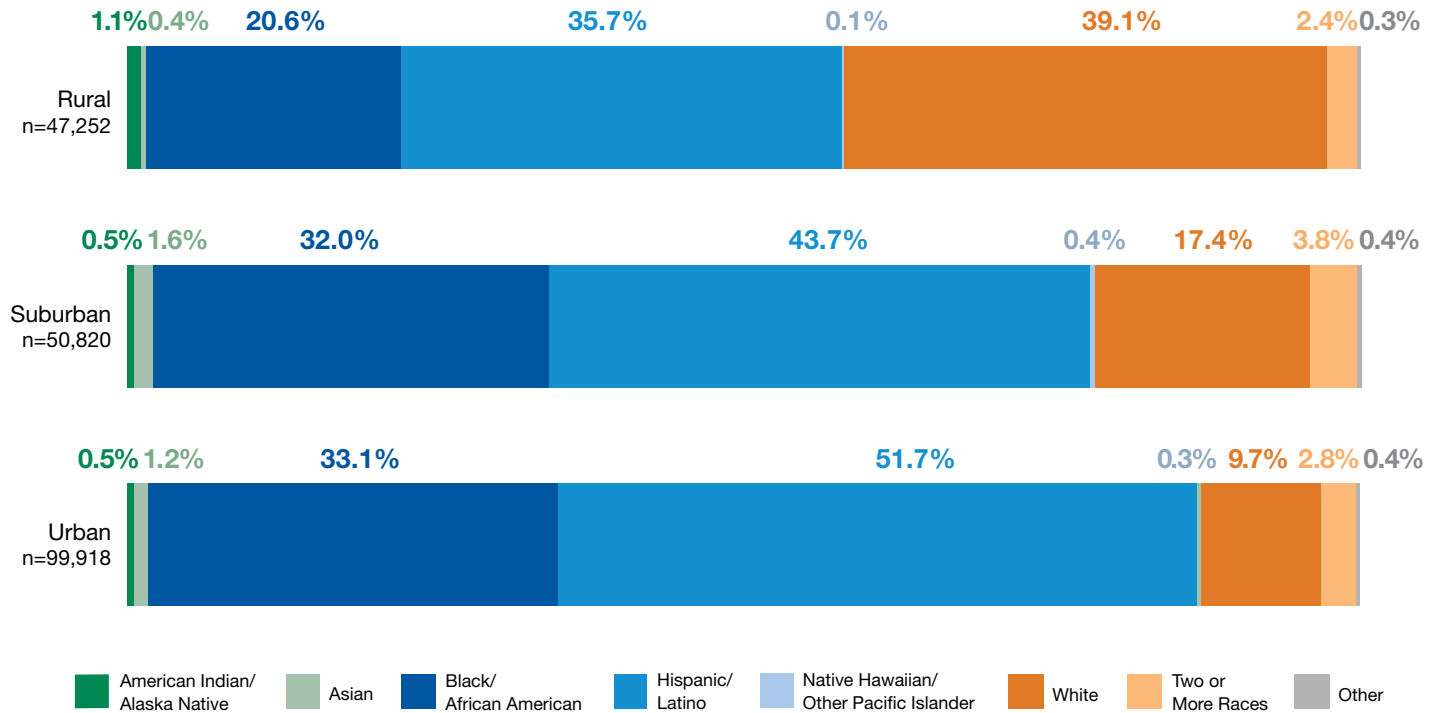
[38] Does not include CIS Model schools with unknown locale (n=24).

[39] Does not include students in community-based sites (n=1,789) or schools with unknown locale (n=1,491).

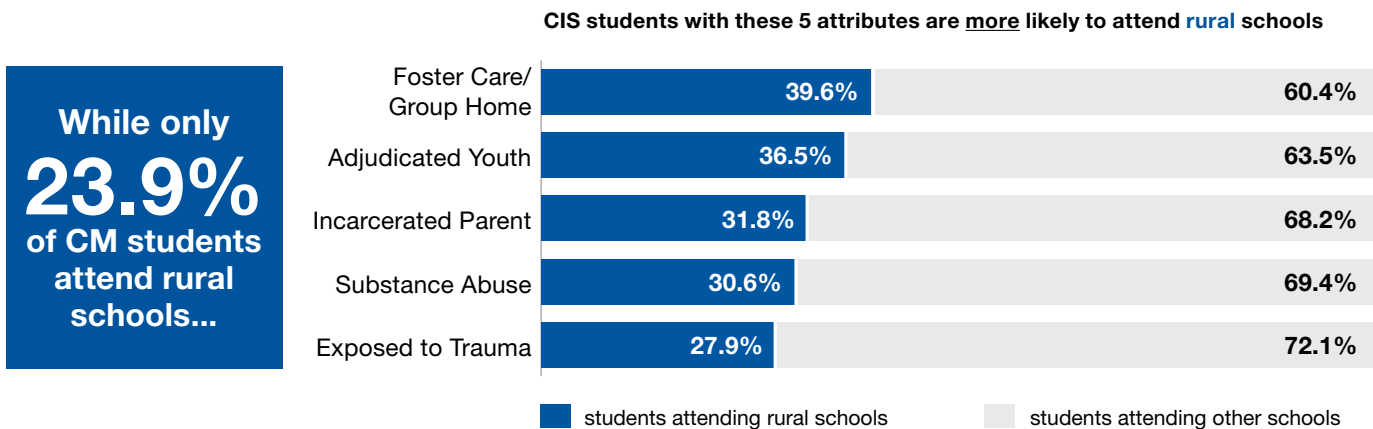**Figure 36.** Percent of Case-Managed (CM) Students with Attribute Attending Rural Schools[40,41]

**CIS students with these 5 attributes are <u>more</u> likely to attend rural schools**

| | | |
|---|---|---|
| **While only** **23.9%** **of CM students attend rural schools...** | Foster Care/Group Home | **39.6%** / **60.4%** |
| | Adjudicated Youth | **36.5%** / **63.5%** |
| | Incarcerated Parent | **31.8%** / **68.2%** |
| | Substance Abuse | **30.6%** / **69.4%** |
| | Exposed to Trauma | **27.9%** / **72.1%** |

■ students attending rural schools    ■ students attending other schools

**Figure 37.** Percent of Case-Managed (CM) Students with Attribute Attending Suburban Schools[40,41]

**CIS students with these 5 attributes are <u>more</u> likely to attend suburban schools**

| | | |
|---|---|---|
| **While only** **25.7%** **of CM students attend suburban schools...** | Child of Military | **43.9%** / **56.1%** |
| | ELL | **30.7%** / **69.3%** |
| | Over Age/Under Credit | **30.2%** / **69.8%** |
| | Exposed to Trauma | **28.4%** / **71.6%** |
| | Homeless | **27.7%** / **72.3%** |

■ students attending suburban schools    ■ students attending other schools
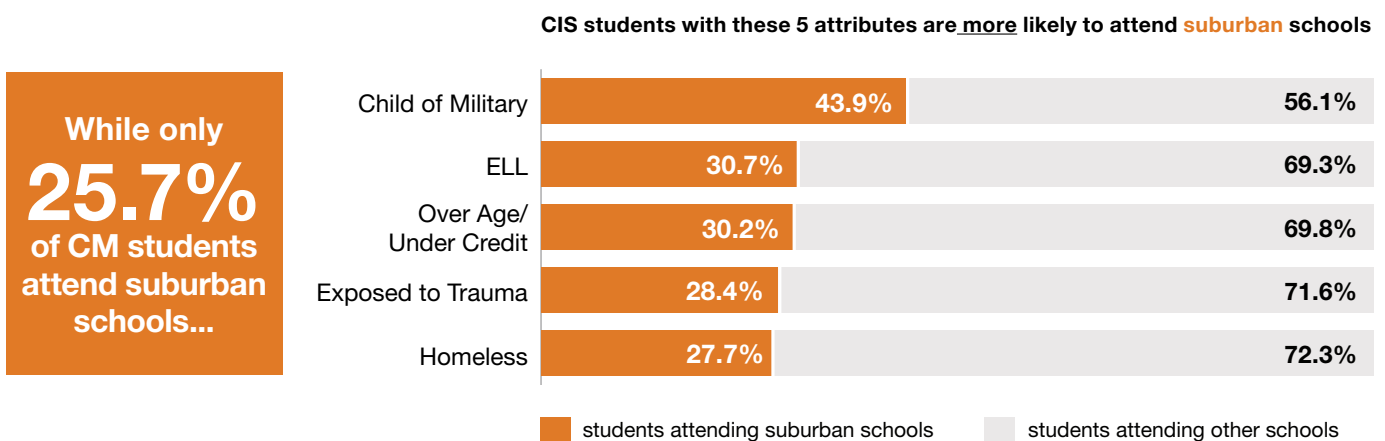
**Figure 38.** Percent of Case-Managed (CM) Students with Attribute Attending Urban Schools[40]

**CIS students with these 4 attributes are <u>more</u> likely to attend urban schools**

| | | |
|---|---|---|
| **While only** **50.5%** **of CM students attend urban schools...** | Homeless | **54.6%** / **45.4%** |
| | Gang Involvement | **53.6%** / **46.4%** |
| | Pregnant/Parenting | **52.8%** / **47.2%** |
| | ELL | **51.0%** / **49.0%** |

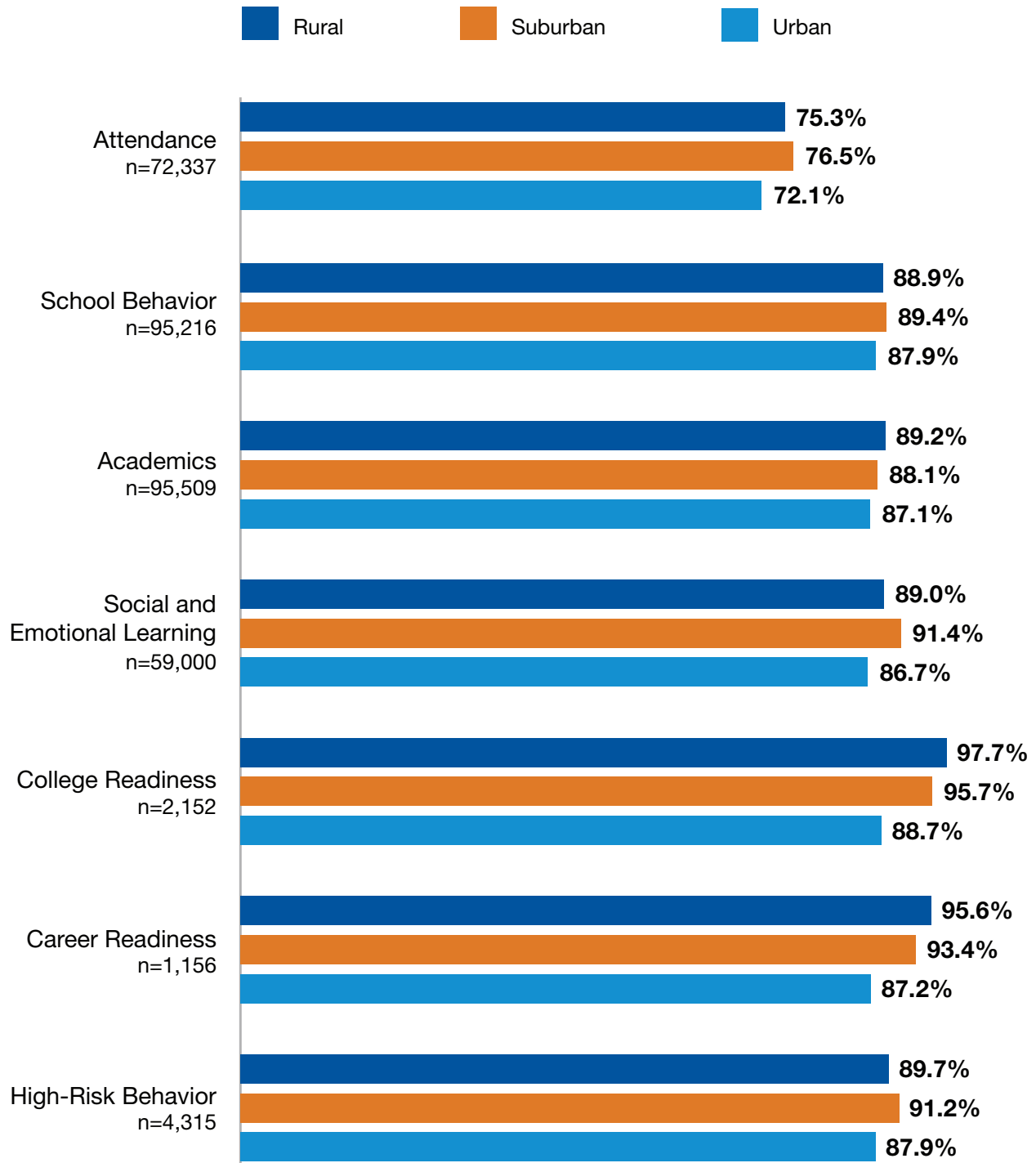■ students attending urban schools    ■ students attending other schools
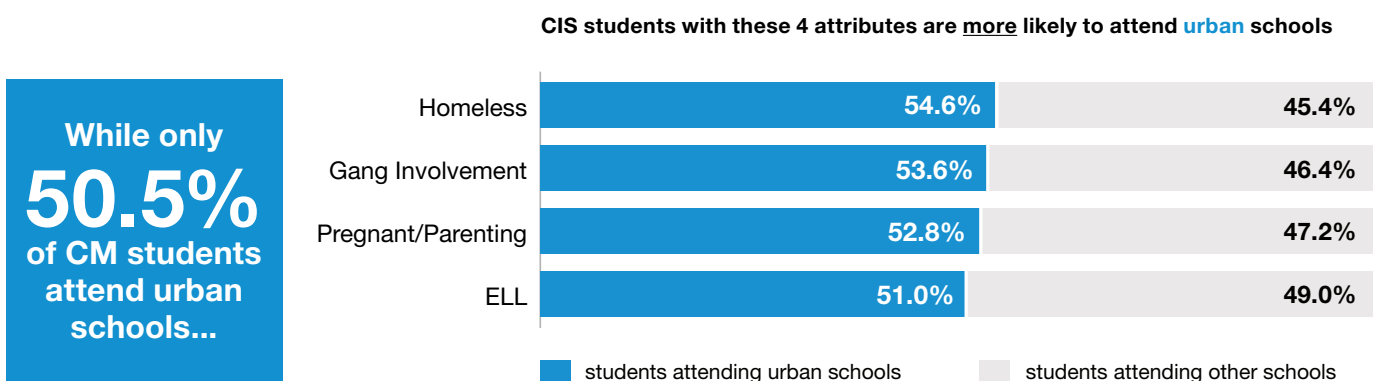
[40] Does not include case-managed students served in community-based sites (n=1,789) or schools with locale unavailable (n=1,491). Reflects only the number of students identified with a Yes response, which varies by attribute.

[41] Excludes the following due to lack of space: 27.7% of students in Special Education attend rural schools, 27.1% of students identified with Substance Abuse attend suburban schools, and 25.8% of students in Special Education attend suburban schools.

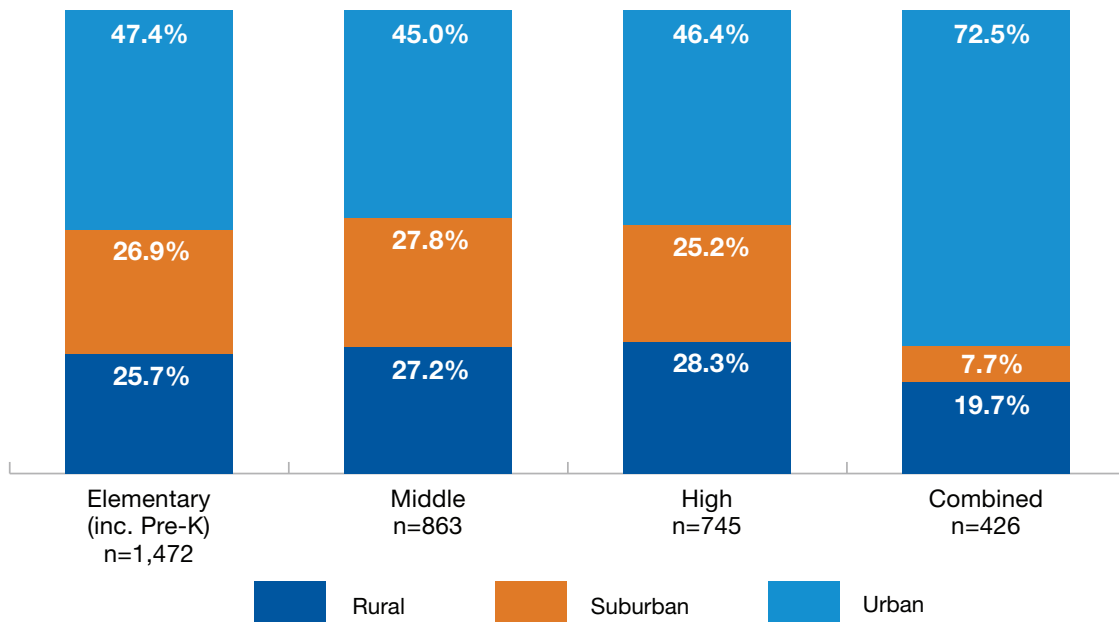**Figure 39.** Percent of Case-Managed Students Who Met or Made Progress Towards Assigned Goal, by School Locale[42]



Legend: Rural (dark blue), Suburban (orange), Urban (light blue)

**Attendance** n=72,337
- Rural: 75.3%
- Suburban: 76.5%
- Urban: 72.1%

**School Behavior** n=95,216
- Rural: 88.9%
- Suburban: 89.4%
- Urban: 87.9%

**Academics** n=95,509
- Rural: 89.2%
- Suburban: 88.1%
- Urban: 87.1%

**Social and Emotional Learning** n=59,000
- Rural: 89.0%
- Suburban: 91.4%
- Urban: 86.7%

**College Readiness** n=2,152
- Rural: 97.7%
- Suburban: 95.7%
- Urban: 88.7%

**Career Readiness** n=1,156
- Rural: 95.6%
- Suburban: 93.4%
- Urban: 87.2%

**High-Risk Behavior** n=4,315
- Rural: 89.7%
- Suburban: 91.2%
- Urban: 87.9%

[42] Does not include students in community-based sites (n=1,789) or schools with unknown locale (n=1,491).

**Figure 40.** School Level, by Locale[43]



| | Elementary (inc. Pre-K) n=1,472 | Middle n=863 | High n=745 | Combined n=426 |
|---|---|---|---|---|
| Urban | 47.4% | 45.0% | 46.4% | 72.5% |
| Suburban | 26.9% | 27.8% | 25.2% | 7.7% |
| Rural | 25.7% | 27.2% | 28.3% | 19.7% |

Legend: Rural | Suburban | Urban



[43] Does not include community-based sites (n=40), colleges (n=14), secondary schools (n=5), or schools with locale unavailable (n=28).

# CIS School Support Staff

Across all sites, 93.9% of CIS school support staff are full-time employees and 6.1% are part-time.

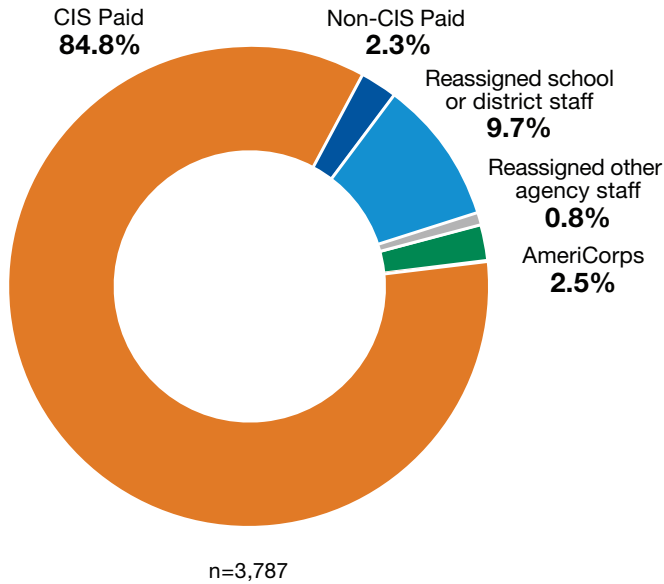**Figure 41.** School Support Staff Type[44]



CIS Paid
**84.8%**

Non-CIS Paid
**2.3%**

Reassigned school
or district staff
**9.7%**

Reassigned other
agency staff
**0.8%**

AmeriCorps
**2.5%**

n=3,787

**Figure 42.** Number of Hours School Support Staff Onsite Per Week, by Percent of Sites[45]



Less than 32
**9.4%**

32 or more
**90.6%**

n=3,307
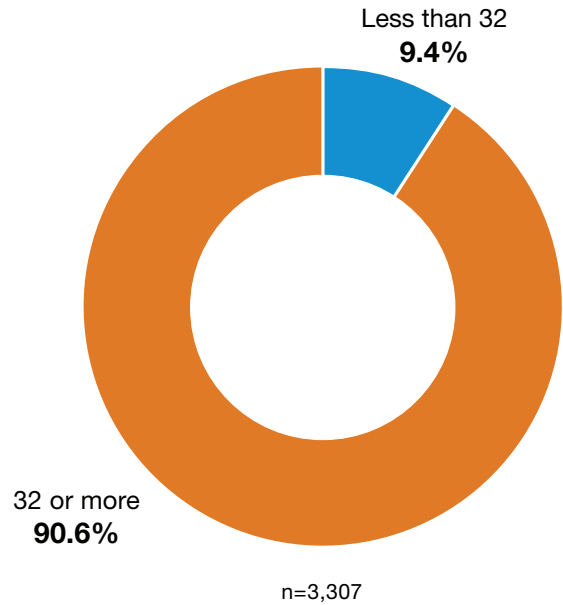
**Figure 43.** Number of School Support Staff Onsite, by School Level[46]



| | 1 School-Based Staff | 2-3 School-Based Staff | 4+ School-Based Staff |
|---|---|---|---|
| Elementary School (inc. Pre-K) n=1,432 | 88.1% | 10.3% | 1.5% |
| Middle School n=834 | 81.3% | 17.1% | 1.6% |
| High School n=730 | 71.5% | 26.0% | 2.5% |
| Combined n=259 | 83.4% | 15.4% | 1.2% |
| All School Levels n=3,255 | 82.3% | 16.0% | 1.7% |
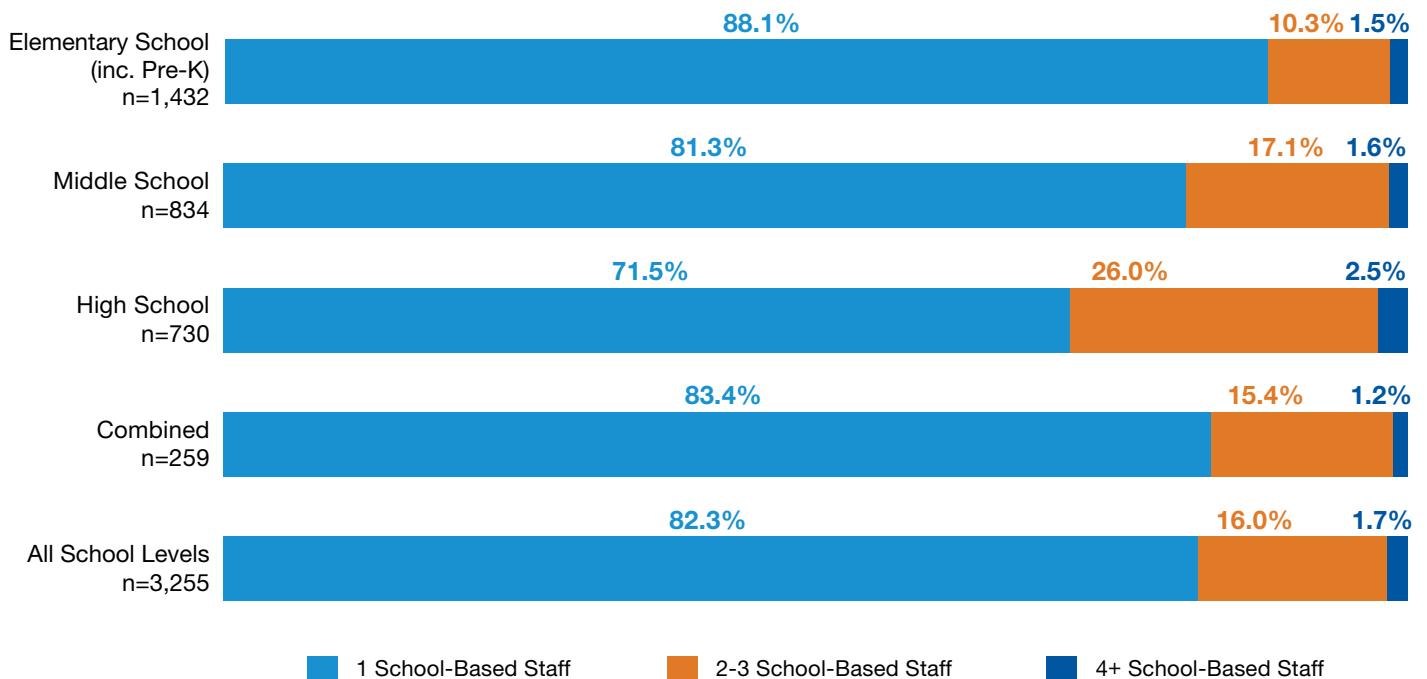
44 Does not include school-based CIS staff whose paid status is unknown (n=3).

45 Does not include sites with no staff present (n=283) or with staff whose onsite hours per week are unknown (n=3).

46 Does not include community-based sites (n=40), colleges (n=14), schools with an Other level (n=5), or schools with no staff onsite (n=279).

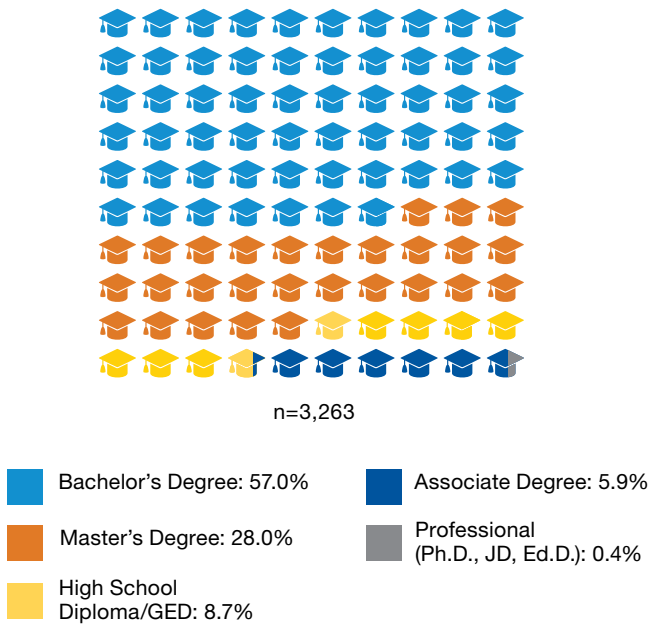**Figure 44.** Site Coordinator Highest Level of Education Breakdown, by Percent of Sites[48]



n=3,263

■ Bachelor's Degree: 57.0%   ■ Associate Degree: 5.9%

■ Master's Degree: 28.0%   ■ Professional (Ph.D., JD, Ed.D.): 0.4%

■ High School Diploma/GED: 8.7%

**Figure 45.** Site Coordinator Years with CIS, by Percent of Sites[49]



10+ Years **7.8%**
7-9 Years **5.0%**
1-3 Years **70.6%**
4-6 Years **16.7%**

n=2,551
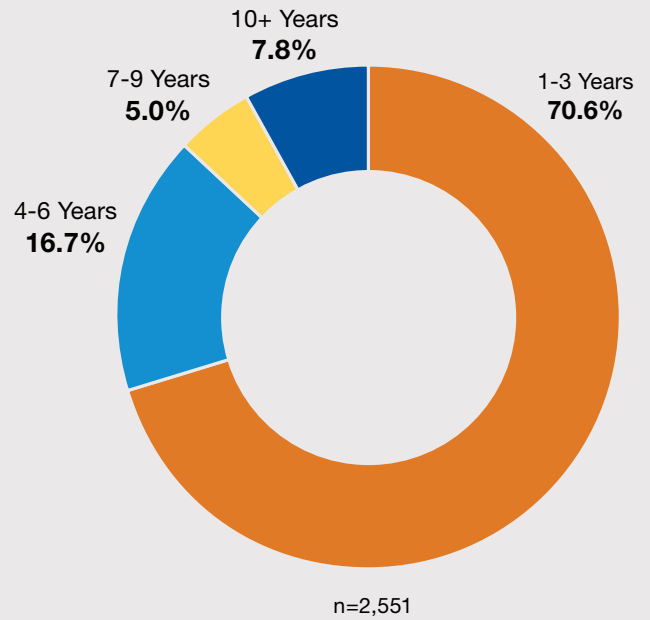
**Figure 46.** Percent of Sites with a Bilingual Site Coordinator[50]



Speaks two or more languages **28.0%**

English Only **72.0%**

n=3,261
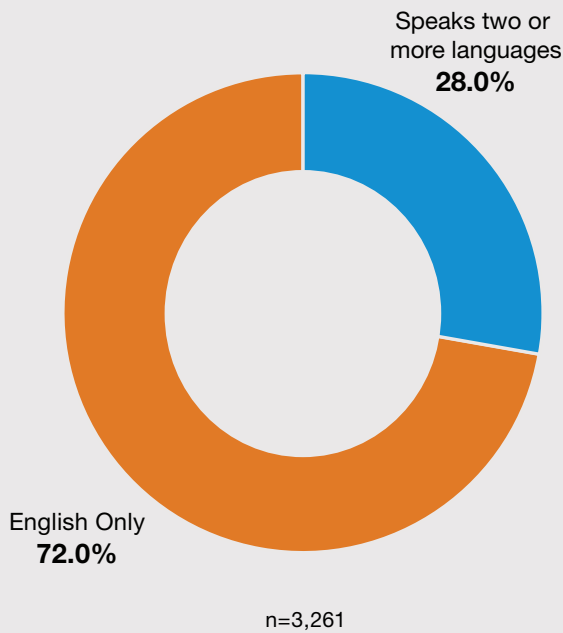
**Figure 47.** Percent of Sites with a Bilingual Site Coordinator, by School Level[51]



Elementary (inc. Pre-K) **30.7%**

Middle **29.0%**

High **25.9%**

Combined **16.1%**

n=3,209
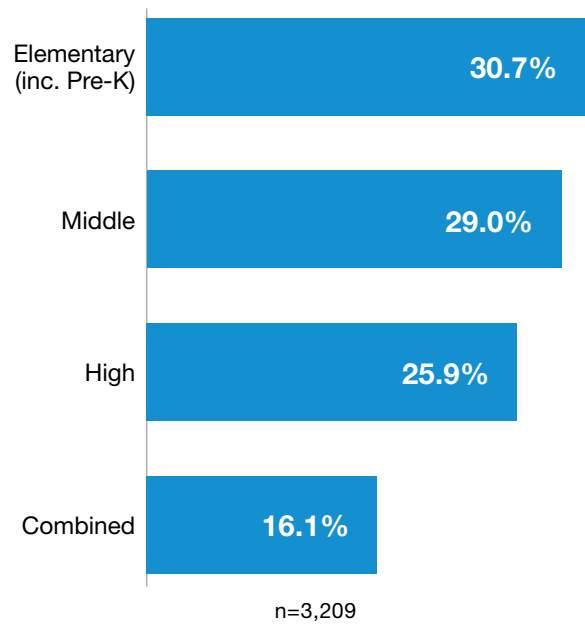
[47] Figures do not include sites with no Site Coordinator (SC) present (n=301).

[48] Does not include sites with designated SCs whose highest education level is unknown (n=29).

[49] Does not include sites with designated SCs whose number of years with CIS is less than 1 (n=730) or unknown (n=11).

[50] Does not include sites with designated SCs whose ability to speak multiple languages is unknown (n=31).

[51] Does not include community-based sites (n=40), colleges (n=14), or secondary schools (n=5).

**Table 14.** Number of Sites, by CIS Designation

| CIS Designation | Number of Sites | Percent of Sites |
|---|---|---|
| CIS Model Schools | 3,073 | 85.5% |
| | | |
| General Youth Services[52] | 520 | 14.5% |
| School Sites | 480 | -- |
| Community-Based Sites | 40 | -- |

**Table 15.** School Characteristics

| Characteristic | Number of Schools | Percent of Schools | Number of Students | Percent of Students |
|---|---|---|---|---|
| School Level[53] | 3,534 | | 2,043,092 | |
| Elementary (+ PreK) | 1,479 | 41.8% | 639,670 | 31.3% |
| Middle | 864 | 24.4% | 502,905 | 24.6% |
| High | 760 | 21.5% | 737,464 | 36.1% |
| Combined | 431 | 12.2% | 163,053 | 8.0% |
| | | | | |
| School Locale[54] | 3,511 | | 2,034,338 | |
| Rural | 911 | 25.9% | 431,781 | 21.2% |
| Suburban | 857 | 24.4% | 601,071 | 29.5% |
| Urban | 1,743 | 49.6% | 1,001,486 | 49.2% |
| | | | | |
| School Category[55] | 3,539 | | 2,047,130 | |
| Public School (non-charter) | 3,429 | 96.9% | 2,003,664 | 97.9% |
| Charter School | 93 | 2.6% | 39,381 | 1.9% |
| Other | 17 | 0.5% | 4,085 | 0.2% |
| | | | | |
| Title I Eligibility[56] | 3,516 | | | |
| Title I Eligible, Received Funding | 2,961 | 84.2% | | |
| Title I Eligible, Not Funded | 130 | 3.7% | | |
| Not Title I Eligible | 425 | 12.1% | | |

[52] Virtual campuses are counted as community-based sites.

[53] Based on National Center for Education Statistics (NCES) designations by grades offered. Does not include community-based sites (n=40 sites and 25,988 students), colleges (n=14 sites and 4,962 students), or secondary schools (n=5 sites and 4,038 students).

[54] Based on NCES locale designations. Does not include community-based sites (n=40 sites and 25,988 students), colleges (n=14 sites and 4,962 students), or schools with locale unavailable (n=28 sites and 12,792 students).

[55] Does not include community-based sites (n=40 sites and 25,988 students) or colleges (n=14 sites and 4,962 students). Charter School category includes public charters.

[56] Does not include community-based sites (n=40), colleges (n=14), or schools with unknown eligibility (n=23).

# School and Site Data Tables

**Table 16.** Case-Managed Student Year-End Status

| Characteristic | Promoted (K-11)[57] | Graduated (Grade 12, inc. GED) | Stayed in School |
|---|---|---|---|
| School Locale[58] | | | |
| Rural | 97.4% | 96.8% | 99.6% |
| Suburban | 96.7% | 96.0% | 99.6% |
| Urban | 96.9% | 96.2% | 99.6% |
| | | | |
| School Level[59] | | | |
| Elementary | 98.5% | n/a | 99.9% |
| Middle | 98.5% | n/a | 99.8% |
| High | 90.9% | 96.4% | 98.9% |
| Combined | 96.8% | 93.2% | 99.2% |

**Table 17.** CIS School Support Staff Characteristics

| Characteristics of School Support Staff | Number of Staff | Percent of Staff |
|---|---|---|
| Employment Status[60] | 3,790 | |
| Full-Time | 3,557 | 93.9% |
| Part-Time | 233 | 6.1% |
| | | |
| Staff Type[61] | 3,787 | |
| CIS Paid | 3,210 | 84.8% |
| Non-CIS Paid | 87 | 2.3% |
| Reassigned School or District Staff | 367 | 9.7% |
| Reassigned Other Agency Staff | 29 | 0.8% |
| AmeriCorps | 94 | 2.5% |
| | | |
| Highest Level of Education[62] | 3,766 | |
| High School Diploma/GED | 330 | 8.8% |
| Associate Degree (2-year) | 213 | 5.7% |
| Bachelor's Degree (4-year) | 2,129 | 56.5% |
| Master's Degree | 1,078 | 28.6% |
| Professional Degree (Ph.D., JD, Ed.D.) | 16 | 0.4% |

**Table 18.** Number of Years CIS and Principal at School[63]

| Characteristic | Mean | Median |
|---|---|---|
| Years school principal has been at this schoool | 4.1 | 3 |
| Years CIS has been at this school | 7.8 | 5 |

[57] May include Pre-K students.

[58] Does not include community-based sites (n=40 sites and 1,789 case-managed students) or schools without NCES locale (n= 28 schools and 1,491 students).

[59] Does not include community-based sites (n=40 sites and 1,789 case-managed students) or secondary schools (n=5 schools and 429 case-managed students).

[60] Includes AmeriCorps and reassigned (school/district/agency) staff.

[61] Does not include school-based CIS staff whose paid status is unknown (n=3).

[62] Excludes staff whose highest education level is other (n=12) or unknown (n=12).

[63] Does not include sites without staff onsite or with unknown principal tenure or unknown years of CIS. The Mean is the average number of years across schools. The Median is the "middle" value (number of years) reported by these schools.

**Table 19.** CIS School Support Staff Hours, by Site[64]

| Characteristic | Number of Sites | Percent of Sites |
|---|---|---|
| Number of Hours School Support Staff Onsite per Week | 3,307 | |
| Less than 32 | 312 | 9.4% |
| 32 or more | 2,995 | 90.6% |

**Table 20.** 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 | 1,432 | 834 | 730 | 259 | 3,255 |
| 1 School-Based Staff | 1,262 | 678 | 522 | 216 | 2,678 |
| 2-3 School-Based Staff | 148 | 143 | 190 | 40 | 521 |
| 4+ School-Based Staff | 22 | 13 | 18 | 3 | 56 |

**Table 21.** Site Coordinator Characteristics, by Site[65]

| Characteristics of Site Coordinators | Number of Sites | Percent of Sites |
|---|---|---|
| Employment Status[66] | 3,281 | |
| Full-Time | 2,955 | 90.1% |
| Part-Time | 326 | 9.9% |
| | | |
| Staff Type[67] | 3,280 | |
| CIS-Paid | 2,842 | 86.6% |
| Non-CIS Paid | 76 | 2.3% |
| Reassigned School/District or Reassigned Agency | 362 | 11.0% |
| | | |
| Highest Level of Education[68] | 3,263 | |
| High School Diploma/GED | 283 | 8.7% |
| Associate Degree | 193 | 5.9% |
| Bachelor's Degree | 1,859 | 57.0% |
| Master's Degree | 914 | 28.0% |
| Other Professional Degree (Ph.D., JD, Ed.D.) | 14 | 0.4% |
| | | |
| Site Coordinator Years with CIS[69] | 2,551 | |
| 1-3 Years | 1,800 | 70.6% |
| 4-6 years | 425 | 16.7% |
| 7-9 years | 128 | 5.0% |
| 10+ years | 298 | 7.8% |

[64] Does not include sites with no staff present (n=283).

[65] Includes only sites with a designated site coordinator (SC).

[66] Does not include sites with a designated SC whose employment status is unknown (n=11).

[67] Does not include sites with a designated SC whose staff type is unknown (n=12).

[68] Does not include sites with designated SCs whose highest education level is unknown (n=29).

[69] 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=730) or unknown (n=11).

# 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.

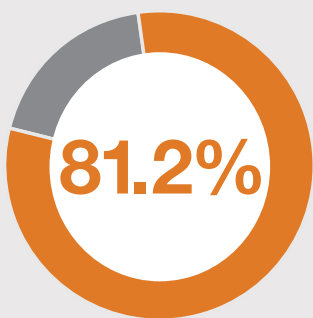**117** Organizations

**8,251** Partnerships

**1,414** New Partnerships

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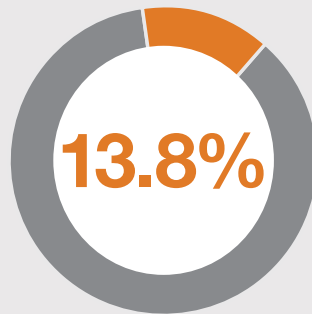
**24** organizations with **alumni** on their boards

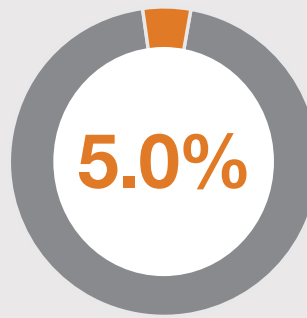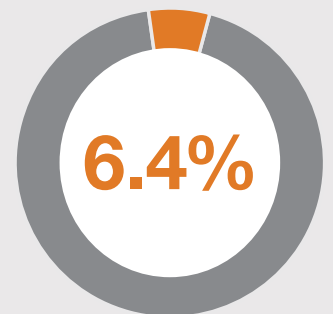**Figure 48.** Total Human Capital Breakdown



**81.2%** Volunteers n=22,323

**13.8%** CIS School Support Staff n=3,790

**5.0%** Office Staff[70] n=1,378

**6.4%** Board Members n=1,759

[70] Office Staff refers to organization-level (not school-based) staff at affiliates, state/regional offices, and licensed partners.

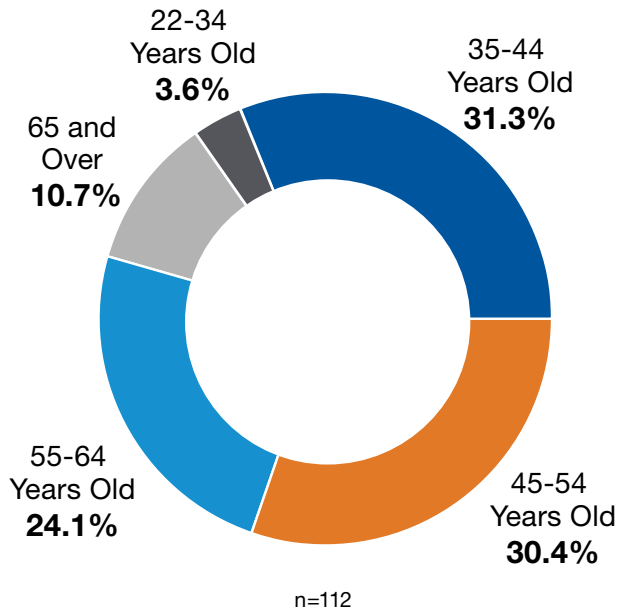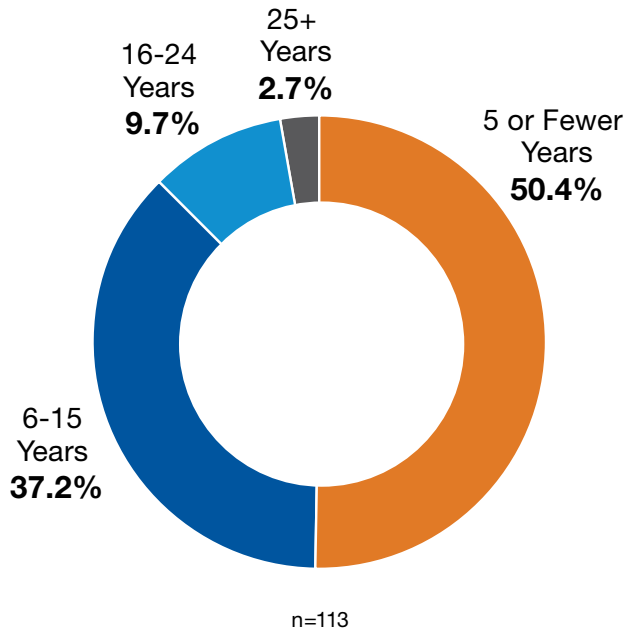**Figure 49.** Age Range of Executive Directors (EDs)[72]



22-34 Years Old **3.6%**

35-44 Years Old **31.3%**

65 and Over **10.7%**

55-64 Years Old **24.1%**

45-54 Years Old **30.4%**

n=112

**Figure 50.** Years as Executive Director, by Percent of EDs[73]



16-24 Years **9.7%**

25+ Years **2.7%**

5 or Fewer Years **50.4%**

6-15 Years **37.2%**

n=113

---

[71] 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.

[72] Does not include executive directors with unknown age (n=2).

[73] Does not include executive directors with unknown number of years as ED (n=1).

# CIS Network Human Capital
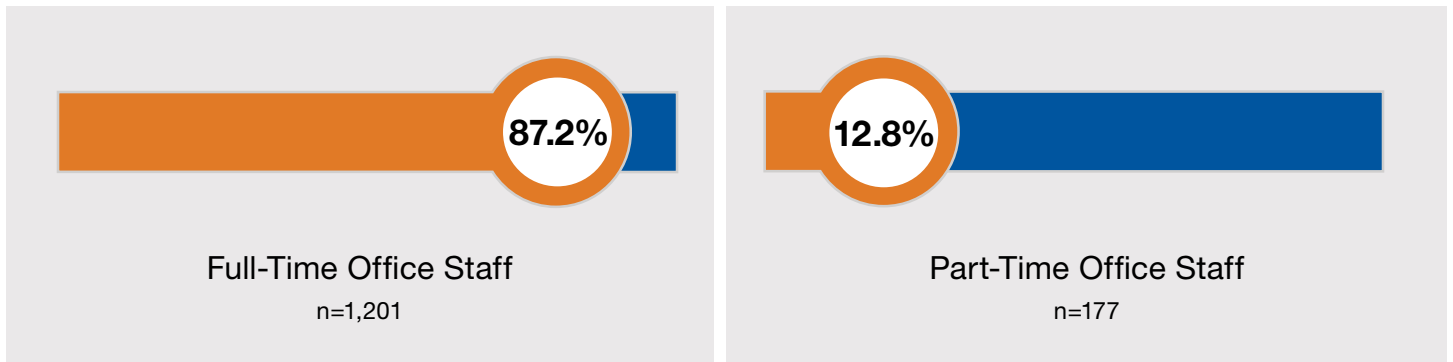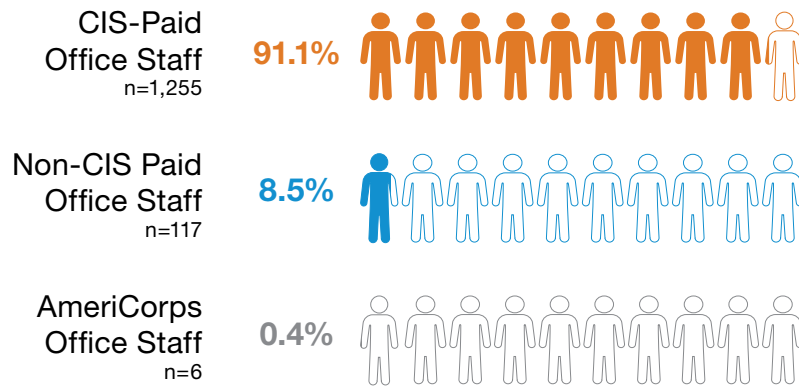
**Figure 51.** Employment Status of Office Staff

**87.2%**

Full-Time Office Staff
n=1,201

**12.8%**

Part-Time Office Staff
n=177

**Figure 52.** Office Staff Type[74]

CIS-Paid
Office Staff
n=1,255

**91.1%**
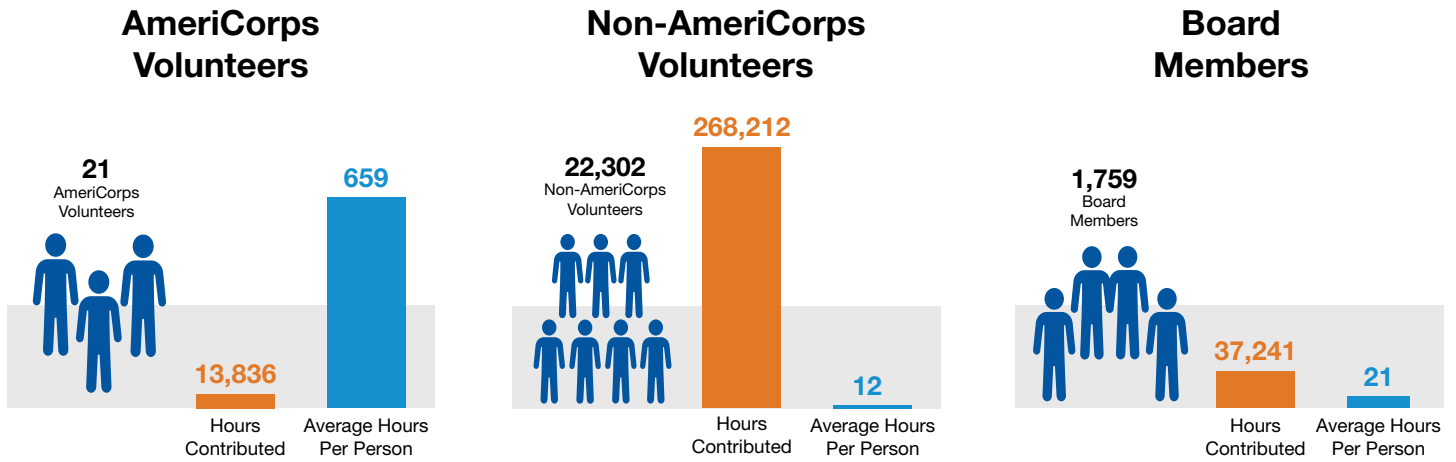
Non-CIS Paid
Office Staff
n=117

**8.5%**

AmeriCorps
Office Staff
n=6

**0.4%**

[74] Office Staff refers to organization-level (not school-based) staff at affiliates, state/regional offices, and licensed partners.

**Figure 53.** Volunteer and Board Member Characteristics

## AmeriCorps Volunteers

**21**
AmeriCorps Volunteers

**659**

**13,836**
Hours Contributed

Average Hours Per Person

## Non-AmeriCorps Volunteers

**268,212**

**22,302**
Non-AmeriCorps Volunteers

**12**

Hours Contributed

Average Hours Per Person

## Board Members

**1,759**
Board Members

**37,241**
Hours Contributed

**21**
Average Hours Per Person

---

THE AVERAGE $ value of a volunteer hour during 2024 was[75]

**$33.49**

Total Value of AmeriCorps Hours Contributed

**$463,368**

Total Value of Non-AmeriCorps Hours Contributed

**$8,982,420**

Total Value of Board Member Hours Contributed

**$1,247,201**
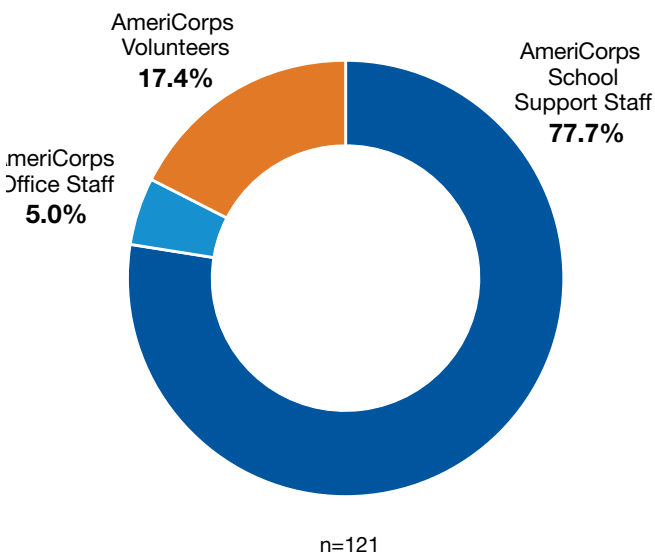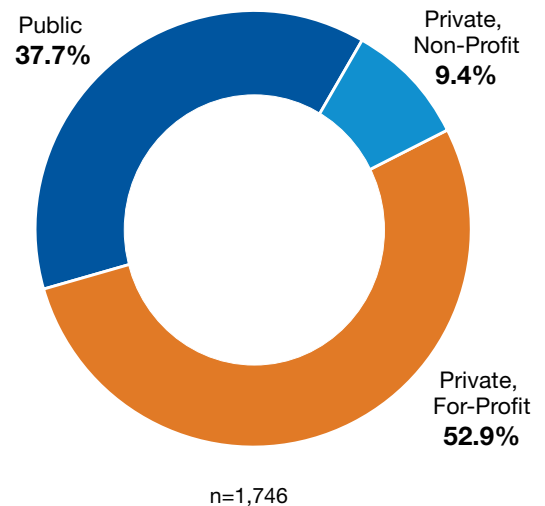
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**Figure 54.** AmeriCorps Staff and Volunteers

AmeriCorps Volunteers **17.4%**

AmeriCorps Office Staff **5.0%**

AmeriCorps School Support Staff **77.7%**

n=121

**Figure 55.** Board Member Sector Breakdown[76]

Public **37.7%**

Private, Non-Profit **9.4%**

Private, For-Profit **52.9%**

n=1,746

[75] The value of a volunteer hour is estimated by Independent Sector and published annually.

[76] Excludes board members with unknown sector (n=13).
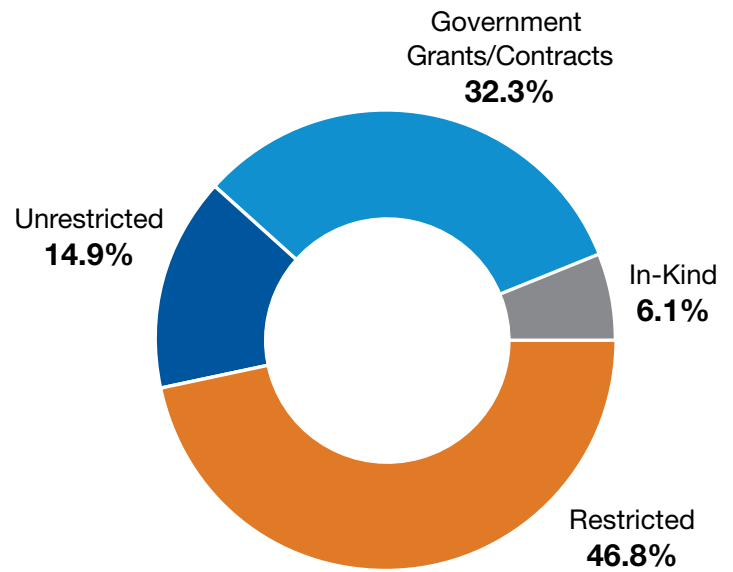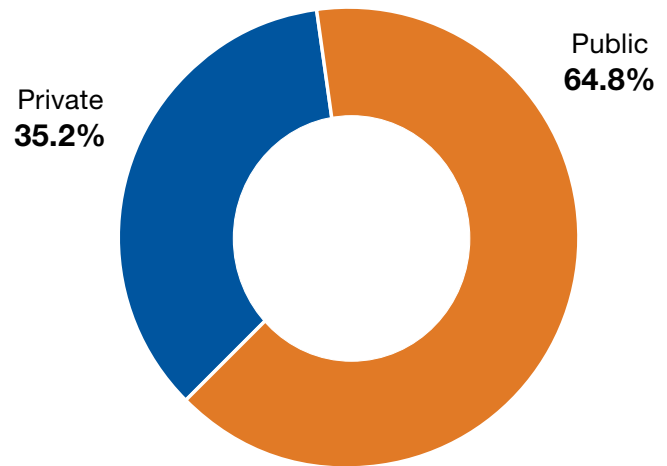
**Figure 56.** Organization Revenue, by Type[77]

Government Grants/Contracts
**32.3%**

Unrestricted
**14.9%**

In-Kind
**6.1%**

Restricted
**46.8%**

**Figure 57.** Organization Revenue, by Source[77,78]

Private
**35.2%**

Public
**64.8%**

# $388 MILLION
## Total Network Revenue

[77] State office pass-through to affiliates was removed from the total revenue.

[78] 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.

**Figure 58.** Top Public Funding Sources Received, by Number of Participating States[79]

| State | School District | City/County | State Department of Education | State Department Health/Human Services | State Department of Justice | Title I | 21st Century Learning Centers (21st CCLC) | Full-Service Community Schools | AmeriCorps (Inc. VISTA) | Community Development Block Grant | Title IV Part A | Temporary Assistance for Needy Families (TANF) | Workforce Innovation and Opportunity Act (WIOA) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CA | ✓ | ✓ | ✓ | ✓ | | | | | | | | | |
| DC | ✓ | | | | | | | ✓ | | | | | |
| DE | ✓ | | ✓ | | | ✓ | | | | | | | |
| FL | ✓ | ✓ | | | | | | | ✓ | | | | |
| GA | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ |
| IL | ✓ | ✓ | | | | | | | | | | | |
| IN | ✓ | ✓ | | | | ✓ | | | | | | | |
| LA | ✓ | ✓ | ✓ | | | | | ✓ | | | | | |
| MI | ✓ | ✓ | ✓ | | | ✓ | ✓ | | | | | | |
| MN | ✓ | | | | ✓ | | | | | | | | |
| NC | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | | ✓ | ✓ | |
| NM | | ✓ | | | | | | | | | | | |
| NV | ✓ | ✓ | ✓ | ✓ | | ✓ | | ✓ | | | | | |
| OH | ✓ | ✓ | | | | ✓ | ✓ | | | | | ✓ | |
| PA | ✓ | ✓ | ✓ | | | | ✓ | ✓ | | ✓ | | | |
| SC | ✓ | ✓ | | | | ✓ | | ✓ | ✓ | | | | |
| TN | ✓ | | | | | ✓ | | ✓ | ✓ | | | | ✓ |
| TX | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ |
| VA | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | | | ✓ | ✓ | | |
| WA | ✓ | ✓ | | ✓ | | ✓ | ✓ | | | | | | |
| WV | ✓ | | ✓ | | | | ✓ | | | | | | |
| **Number of States** | 20 | 16 | 11 | 7 | 3 | 12 | 9 | 7 | 6 | 4 | 4 | 3 | 3 |
| **Number of Org.** | 97 | 61 | 68 | 16 | 4 | 15 | 18 | 10 | 12 | 7 | 5 | 30 | 3 |
| **Amount Received** | $98,167,092 | $19,789,839 | $57,079,071 | $2,614,341 | $518,609 | $13,104,094 | $17,953,528 | $6,763,978 | $3,074,527 | $159,168 | $582,148 | $8,192,271 | $1,896,654 |

[79] Does not include the following federal funding sources in which only 1-2 states participated: VOCA, State Abstinence Education, Teen Pregnancy Prevention Program, Promoting Safe and Stable Families (PSSF), Community Services Block Grant, TRIO, OJJDP, and CASA. Does not include the following state government funding sources in which only 1-2 states participated: Department of Labor and Department of Commerce. Funding not reported for Licensed Partners other than VOA.

# Organization Data Tables

**Table 22.** Office Staff Characteristics[80]

| Characteristics of Office Staff | Number of Staff | Percent of Staff |
|---|---|---|
| Employment Status | 1,378 | |
| Full-Time | 1,201 | 87.2% |
| Part-Time | 177 | 12.8% |
| | | |
| Staff Type | 1,378 | |
| CIS-Paid | 1,255 | 91.1% |
| Non-CIS Paid | 117 | 8.5% |
| AmeriCorps | 6 | 0.4% |

**Table 23.** Age Range of Executive Directors[81]

| Age Range | Number of EDs | Percent of EDs |
|---|---|---|
| Total | 112 | |
| 22-34 | 4 | 3.6% |
| 35-44 | 35 | 31.3% |
| 45-54 | 34 | 30.4% |
| 55-64 | 27 | 24.1% |
| 65 and over | 12 | 10.7% |

**Table 24.** Volunteers and Board Members

| Community Members | Number of Members | Hours Contributed | Value of Hours Contributed | Average Hours Contributed Per Person |
|---|---|---|---|---|
| AmeriCorps Volunteers | 21 | 13,836 | $463,368 | 659 |
| Non-AmeriCorps Volunteers | 22,302 | 268,212 | $8,982,420 | 12 |
| Board Members | 1,759 | 37,241 | $1,247,201 | 21 |

**Table 25.** AmeriCorps Staff and Volunteers

| Human Resources | Number of Individuals | Percent of Individuals |
|---|---|---|
| AmeriCorps Human Resources | 121 | |
| School Support Staff | 94 | 77.7% |
| Office Staff | 6 | 5.0% |
| Volunteers | 21 | 17.4% |

**Table 26.** Board Members, by Employment Sector[82]

| Employment Sector | Number of Board Members | Percent of Board Members |
|---|---|---|
| Board Members | 1,746 | |
| Private, Non-Profit | 164 | 9.4% |
| Private, For-Profit | 923 | 52.9% |
| Public | 659 | 37.7% |

[80] Office Staff refers to organization-level (not school-based) staff at affiliates, state/regional offices, and licensed partners.

[81] Does not include executive directors with unknown age (n=2).

[82] Excludes board members with unknown sector (n=13).