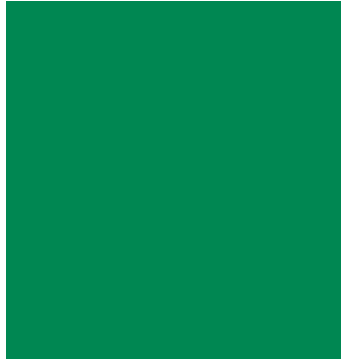


Data Book 2021-22



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Inside the pages of our Data Book, you will find graphs, charts, tables, and statistics that tell the early story of our collective recovery from the pandemic. The 2021-22 school year was filled with excitement and hope as well as grief and trauma. For some students, being back in their school building, interacting with school administrators, teachers and their peers was a welcomed experience. For others, the return to school was accompanied by anxiety, stress, and many other challenges in and out of school. Yet, regardless of a student's circumstance, Communities In Schools was there every day to welcome back 1.8 million students attending 3,270 schools across 25 states and the District of Columbia. Our 4,780 dedicated local staff and 23,500 local community partners and volunteers worked together to reconnect and reestablish relationships with our students and families, ensuring every student felt seen, valued and supported.

With our support, many students were able to thrive during their transition back to in-person learning, with almost three-quarters making progress or meeting their individual attendance goals and over 80% making progress or meeting their behavior, academic, and other goals by the end of the school year. We also saw 95% of seniors, whose pathway to graduation was significantly impacted by the pandemic, graduate or complete their GED. Additionally, schools benefited from the delivery of the CIS evidence-based model of integrated student supports, as demonstrated by the majority of schools showing improvement in the areas of school climate, attendance rates, disciplinary rates and academic proficiency rates.

Data provided by our local affiliates, licensed partners and site-based staff from the 2021-22 school year show that we can successfully address the learning loss, in particular, for our students of color and students living in poverty, the doubling of chronic absenteeism in many states, and the increases in behavioral and mental health concerns for our young people. Through the intentional integration, coordination and delivery of existing resources and the building of trusting relationships between schools and communities and with our students, we can make a difference. For Communities In Schools, our commitment to empowering all students, regardless of race, gender, zip code, or socio-economic background, to realize their greatest potential in school and beyond was our focus before the pandemic and it will remain our focus as we recover and reimagine the future of our education system for all young people.

With gratitude,

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

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About Our Work

Communities In Schools® (CIS®) is a national network of independent organizations and licensed partners that connects 1.83 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 3,270 schools and community sites across the country, we empower all students with the support they need in school and beyond the classroom.

About the Data

This Data Book provides an overview of CIS organization and licensed partner operations during the 2021-2022 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 CIS at the affiliate or site level.
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, 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



1.8 MILLION

students were reached with CIS supports and resources

185,300

students were case-managed

304,500

parents and guardians were engaged through CIS supports

3,270

schools and community sites were served by CIS

4,780

local staff members carried out the CIS mission

8,000

community partner organizations worked with CIS to support students

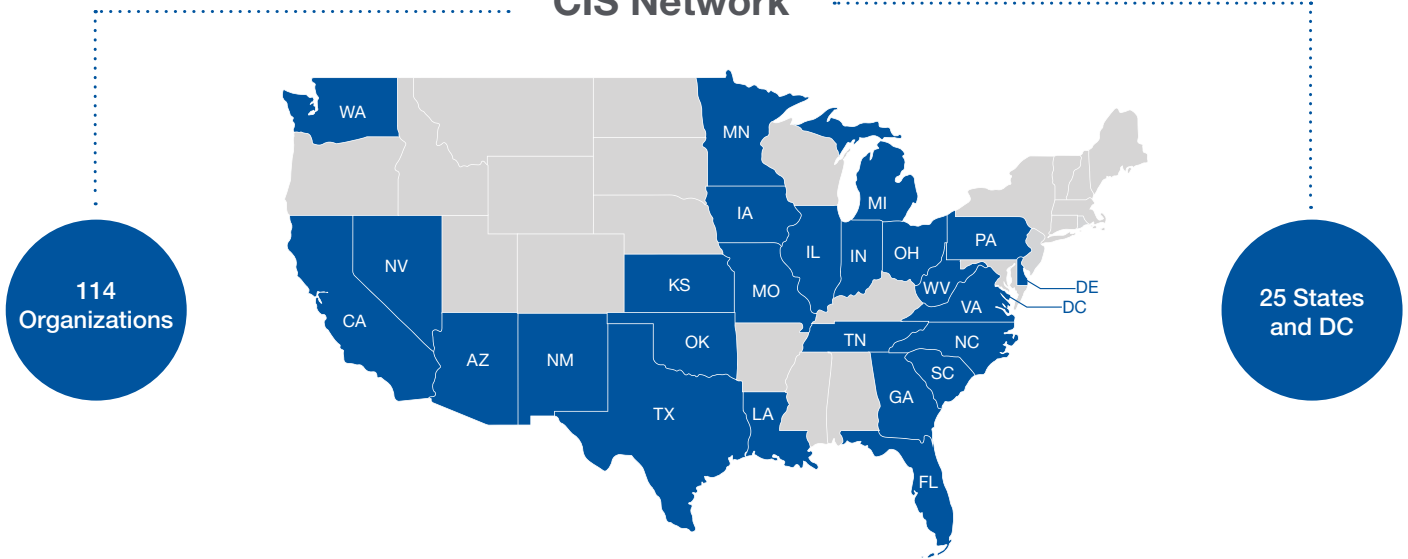
15,500

community volunteers donated their time

\$11.9 MILLION

worth of volunteer time was contributed

CIS Network



Remained in School

99%

of students remained in school through the end of the 2021-22 school year

Promotion

97%

of K-11 students were promoted to the next grade

Graduation

95%

of 12th grade students graduated or received a GED

Attendance

73%

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

Behavior

84%

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	Number of Affiliates/State Offices	Number of Licensees	Number of Organizations	Number of Schools and Sites	Case-Managed Students	Students Receiving Whole-School Supports	Total Students Served
AZ ¹	0	1	1	9	0	4,874	4,874
CA	1	0	1	14	871	8,722	9,593
DC	1	0	1	11	367	3,882	4,249
DE ²	1	0	1	20	1,062	9,118	10,180
FL	3	0	3	31	1,951	22,794	24,745
GA ²	17	0	17	203	6,932	110,587	117,519
IA ³	--	--	0	2	109	853	962
IL	1	0	1	173	1,415	58,975	60,390
IN ²	3	0	3	56	2,367	30,280	32,647
KS ^{2,3}	1	0	1	34	1,954	22,689	24,643
LA ¹	1	1	2	42	2,684	15,651	18,335
MI ²	3	0	3	78	1,501	26,531	28,032
MN	1	0	1	5	233	1,852	2,085
MO ³	--	--	0	9	555	3,379	3,934
NC ²	20	0	20	222	9,655	99,481	109,136
NM	1	0	1	10	484	4,974	5,458
NV ²	1	0	1	98	4,783	71,805	76,588
OH	1	0	1	36	1,509	17,973	19,482
OK ³	--	--	0	12	716	4,557	5,273
PA ²	3	0	3	76	2,203	46,487	48,690
SC	1	0	1	35	1,959	15,622	17,581
TN ²	2	0	2	63	1,981	22,005	23,986
TX ²	29	0	29	1,520	124,040	841,440	965,480
VA ²	7	0	7	122	5,826	55,828	61,654
WA ²	12	0	12	219	5,077	87,573	92,650
WV ¹	1	1	2	171	5,134	55,954	61,088
Grand Total	111	3	114	3,271	185,368	1,643,886	1,829,254

¹ Includes licensed partner.

² Indicates presence of a state or regional office.

³ CIS of Mid-America operates in Kansas, Iowa, Missouri, and Oklahoma.



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. To that end, we know from third-party evaluations of our model that providing tiered supports through whole-school delivery and case management yield the greatest impact on schoolwide outcomes, such as on-time graduation rates and improved attendance rates. Research shows these impacts are 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. CIS’ accreditation/certification standards indicate that 20% of schools implementing the CIS model must meet 10% saturation for case management.⁴ Of the 110 organizations directly serving CIS model schools in school year 2021-22, 64.5% met this standard.

1,829,254⁵

students served in 2022

Figure 1. Overall Student Breakdown

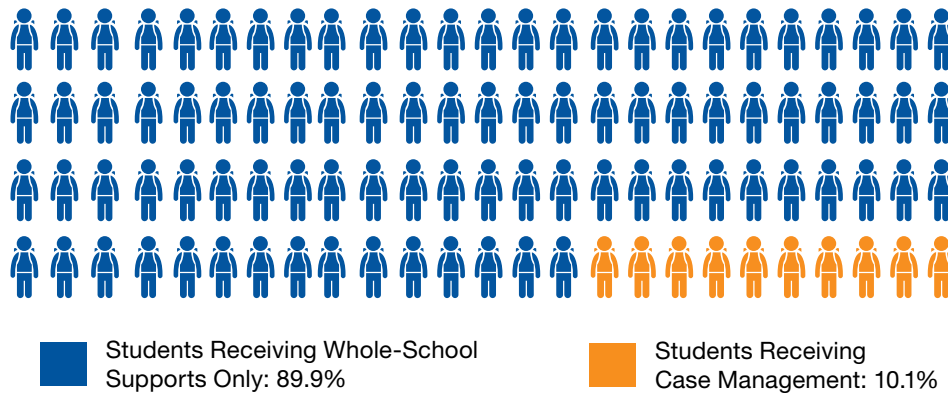


Figure 2. Overall CIS Model School Saturation Rate: Whole-School Supports

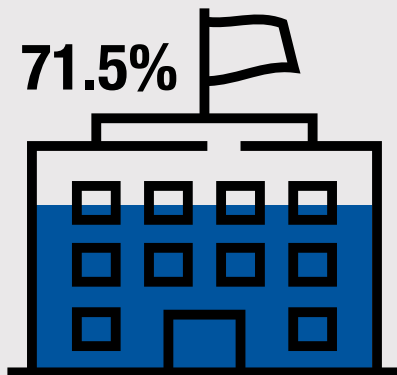
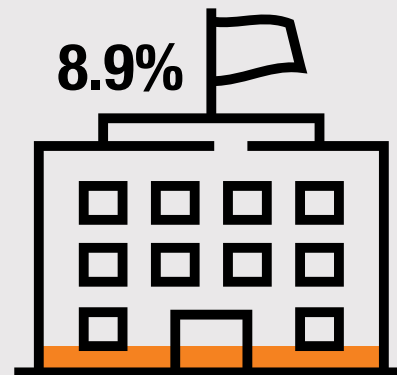


Figure 3. Overall CIS Model School Saturation Rate: Case Management



⁴ For organizations serving fewer than 10 model schools, two of the model schools must meet saturation.

⁵ Includes students served at CIS model schools and GYS sites.



Since 1977, Communities In Schools has grown from serving just under 2,700 students to 1.8 million students across 25 states and the District of Columbia.

Figure 4. Historical Data: Total Students Served, 1977-2022

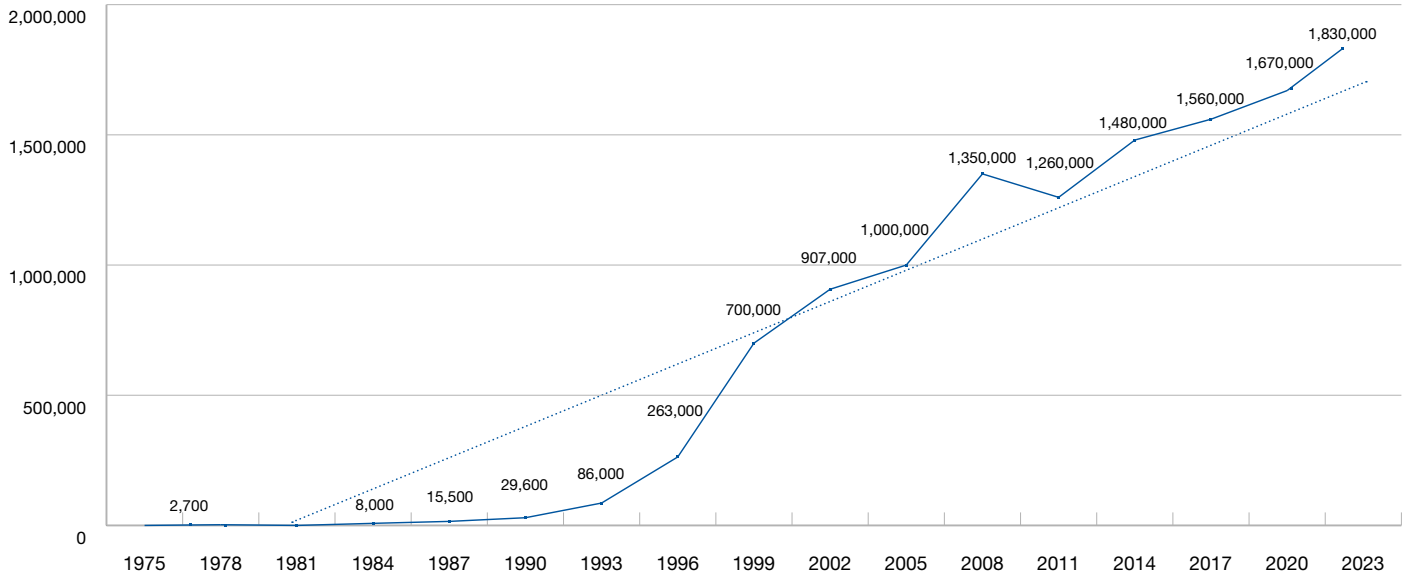
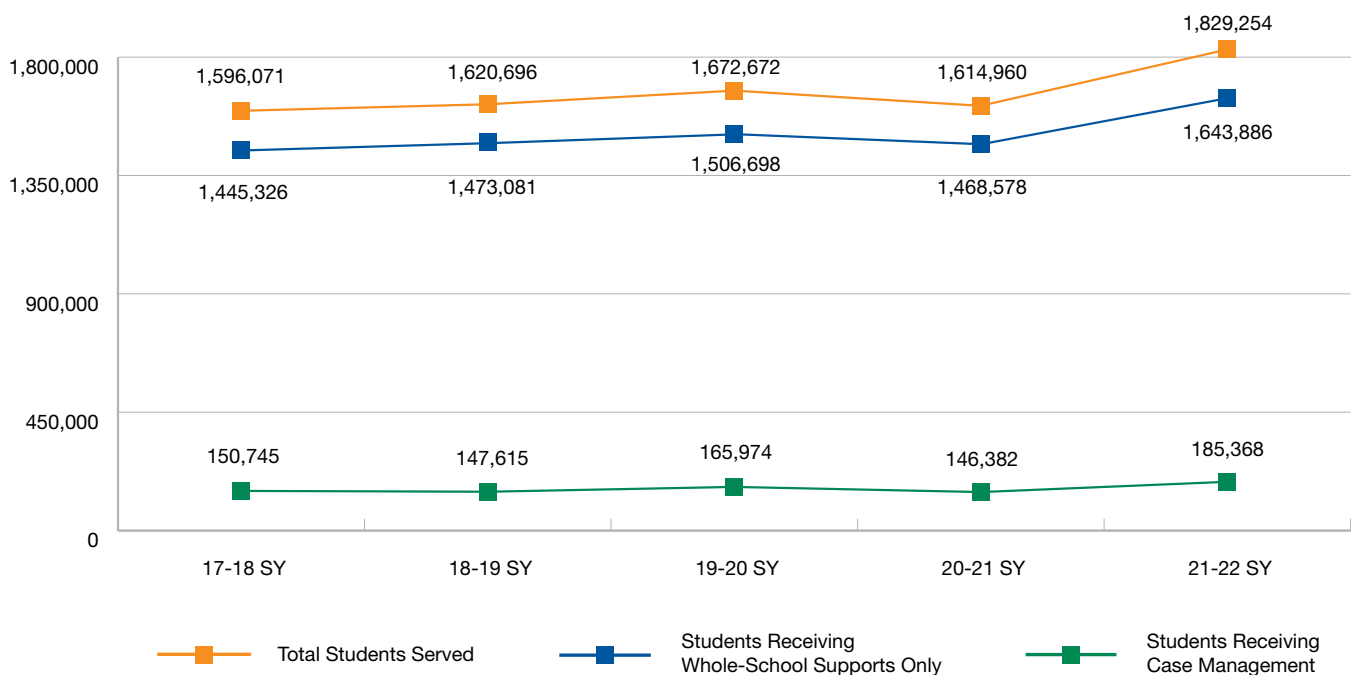


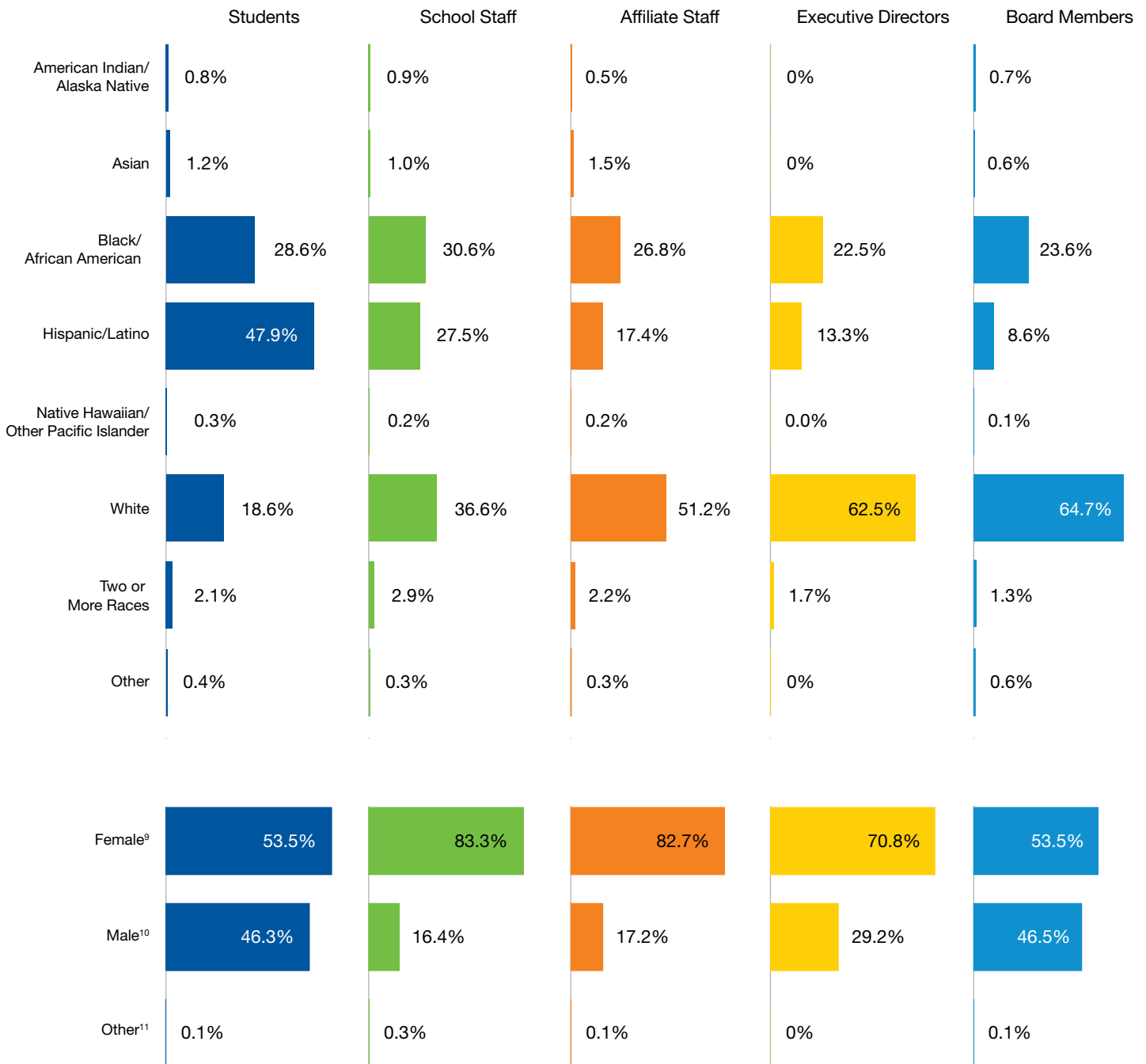
Figure 5. Number of Students Served, 2018-2022





Communities In Schools believes that transformative relationships are key to unlocking a student's potential. We will succeed by including in our strategies, ingraining in our culture, and reflecting in our behaviors, principles and practices of diversity, equity and inclusion. As a result, we break down immediate and systemic barriers to create and sustain equitable outcomes.

Figure 6. Our Community Demographics⁶: Race⁷ and Gender⁸



⁶ See tables 1 and 3 for N sizes.

⁷ Does not include individuals whose race/ethnicity is unknown or prefer not to answer (students: n=470, school staff: n=25, affiliate staff: n=15, board members: n=27).

⁸ Does not include individuals whose sex/gender is unknown or prefer not to answer (students: n=85, school staff: n=12, board members: n=1).

⁹ Includes Transgender Female.

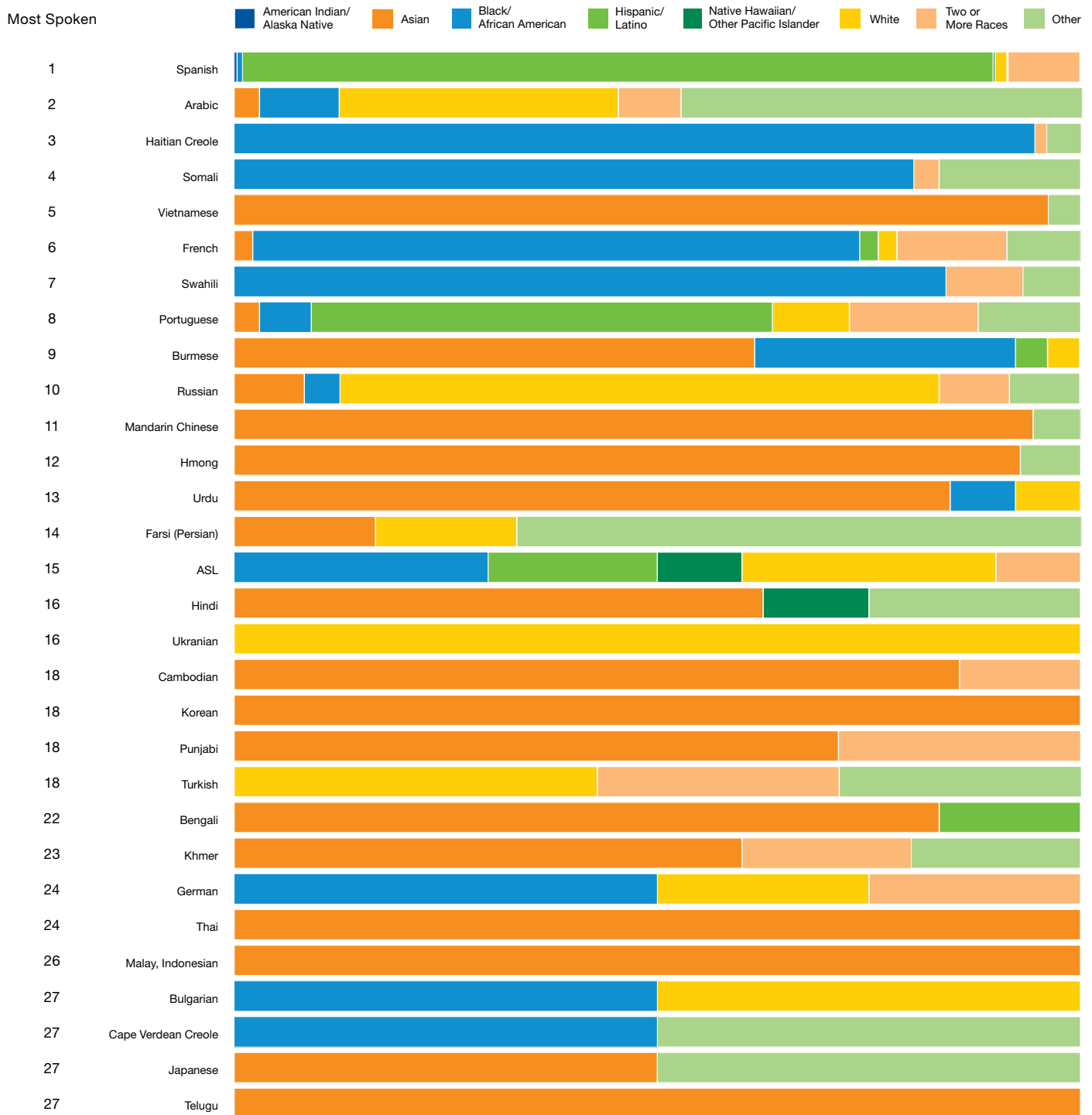
¹⁰ Includes Transgender Male.

¹¹ Includes Nonbinary, Intersex, Agender, Gender queer/fluid/non-conforming, Two or more identities, and Other.



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 portion of our students speak Ukranian (moving from #23 on the list to #16) and Turkish (moving from #23 to #18). Gujarati was not reported as being spoken by any students in 2021-22 but Telugu appeared on the list.

Figure 7. The Languages We Speak¹²



¹² Ordered from the language spoken by the most students to the least students. Does not include CIS affiliates in Texas. Spanish and Vietnamese are spoken by additional students of unknown race, but inclusion of these students does not change the ranking of the languages. Each of the following languages had one speaker reported: Albanian, Cantonese, Georgian, Italian, and Tamil. Data represent 10,041 students reported as speaking one or more languages other than English.



Figure 8. Known Attributes of Case-Managed Students

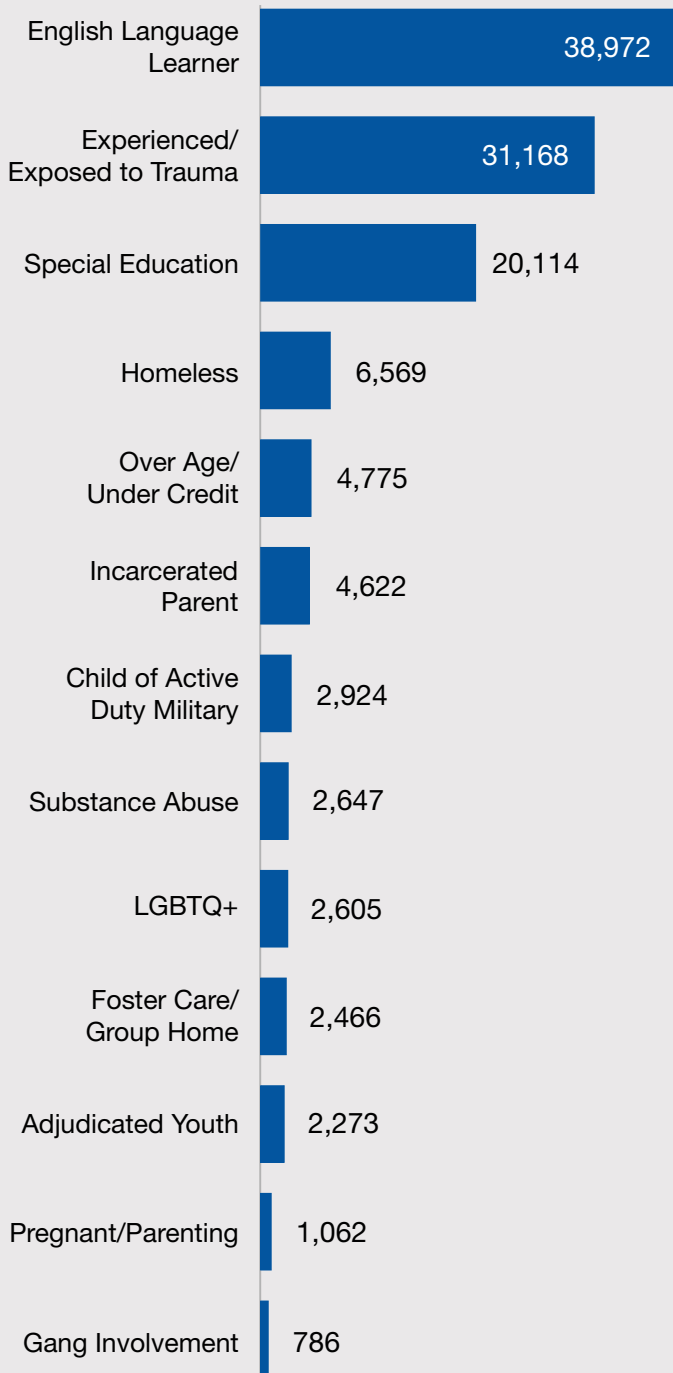


Figure 9. Free and Reduced-Price Lunch (FRPL) Eligibility of Case-Managed Students¹³

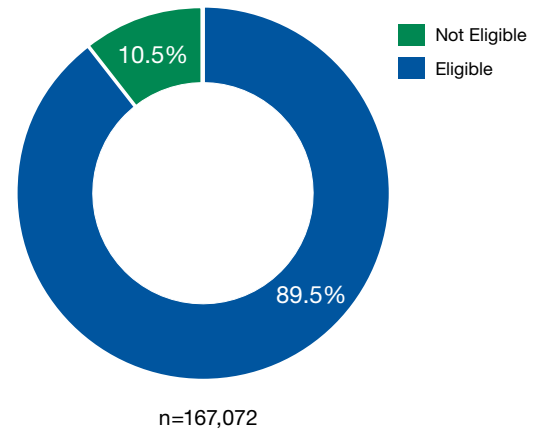
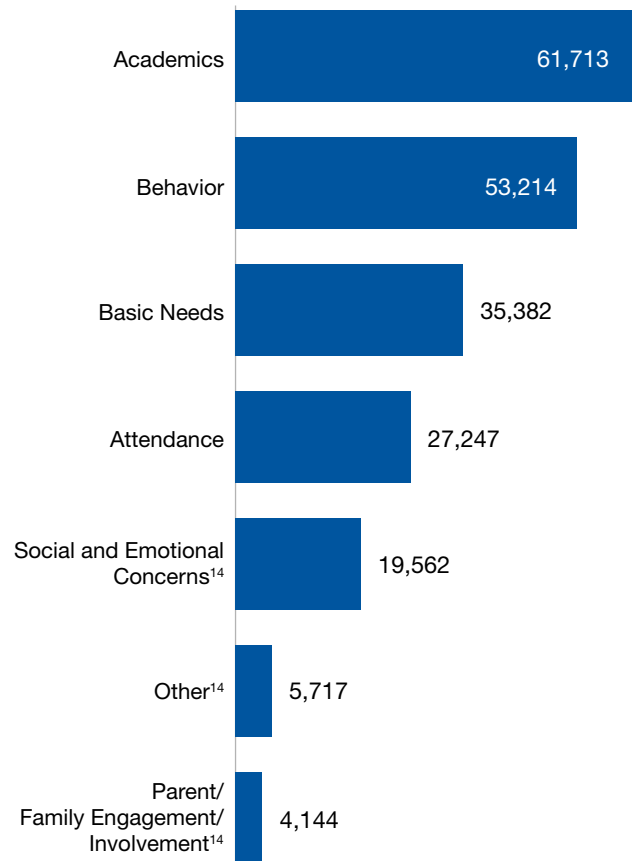


Figure 10. Referral Reasons of Case-Managed Students



¹³ Does not include students whose FRPL status is unknown (n=18,296).

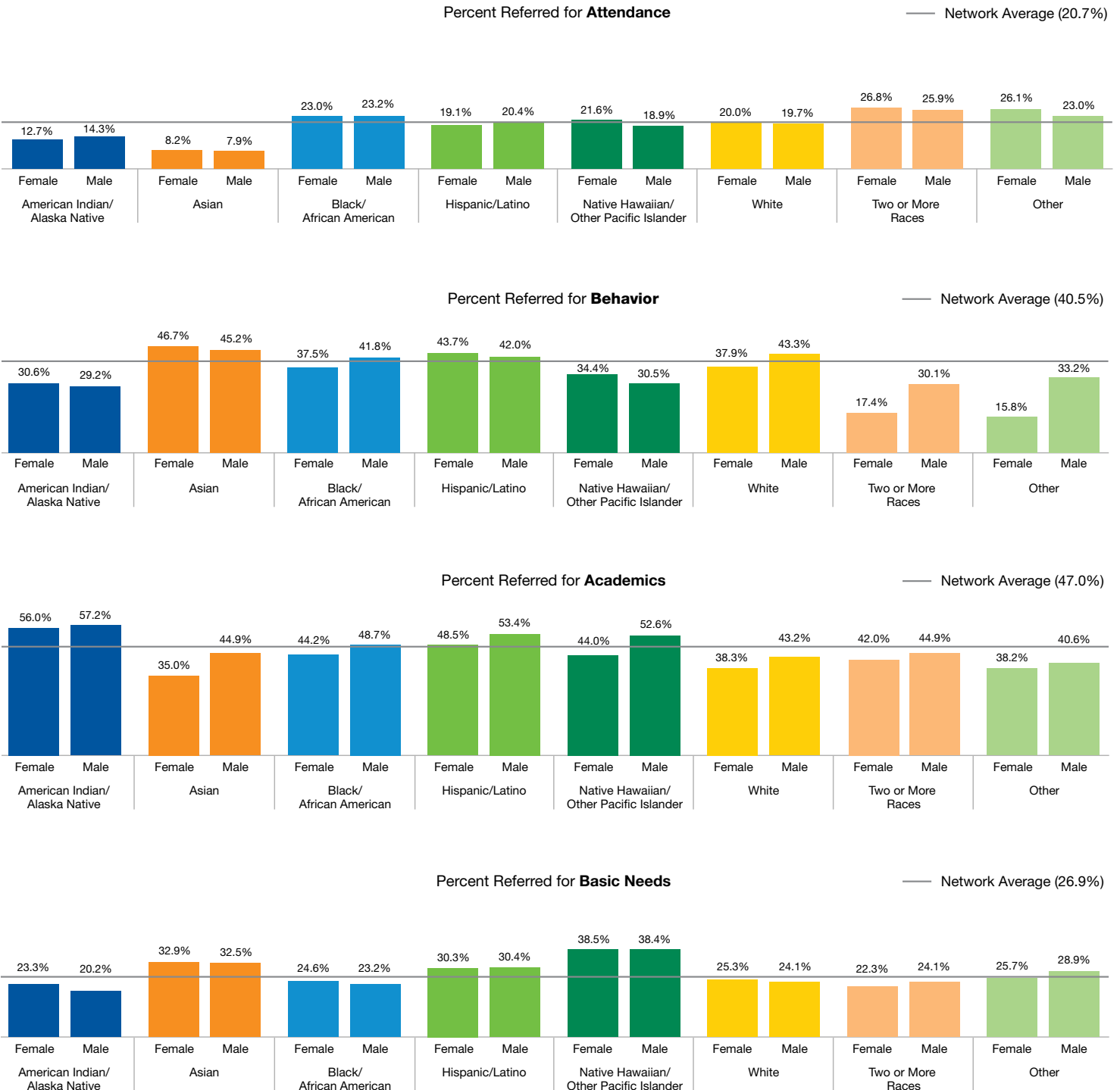
¹⁴ Does not include CIS affiliates in Texas.



Figure 11. Percent of Case-Managed Students Referred, by Referral Reason, Race, and Gender¹⁵



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, 43.3% of White male case-managed students with available referral data were referred to CIS for disruptive behavior.



¹⁵ 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.



Our students are meeting their ABCS¹⁶ goals.

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

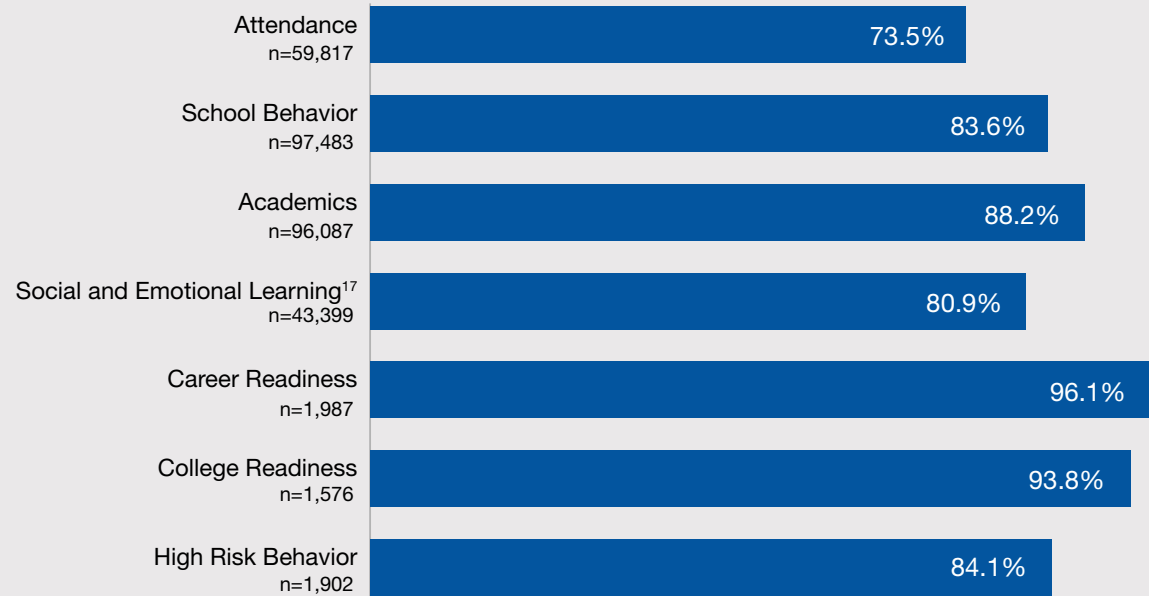
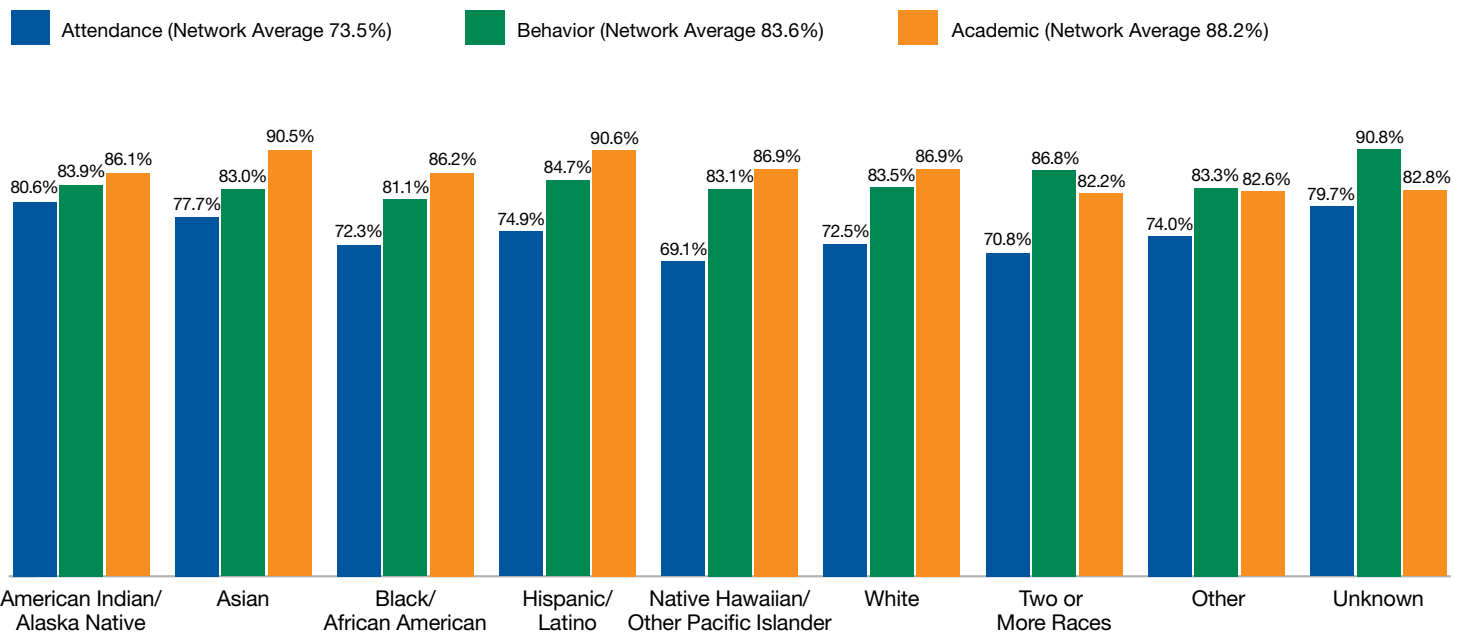


Figure 13. Percent of Students Who Met or Made Progress Towards Goals, by Race/Ethnicity¹⁸



¹⁶ 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.

¹⁷ Data are excluded for unknown student achievement for Social and Emotional Learning (n=4,048).

¹⁸ See Table 11 for N sizes. Excludes Social and Emotional Learning due to insufficient data by race/ethnicity.



Figure 14. Percent of Students Who Met or Made Progress Towards an Attendance Goal, by Race and Gender¹⁹

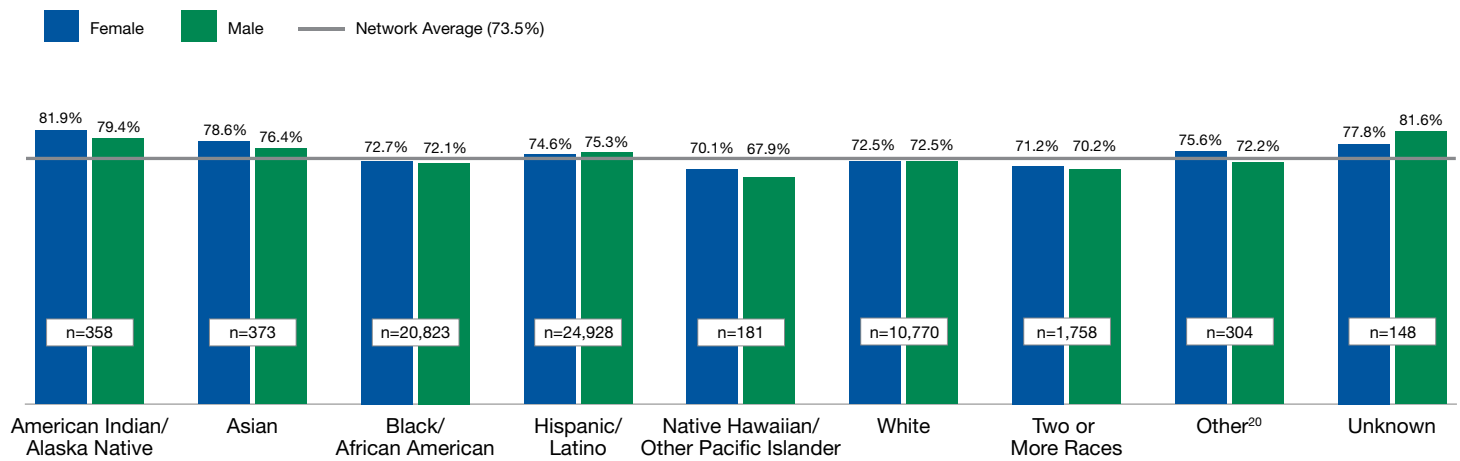


Figure 15. Percent of Students Who Met or Made Progress Towards a Behavior Goal, by Race and Gender²¹

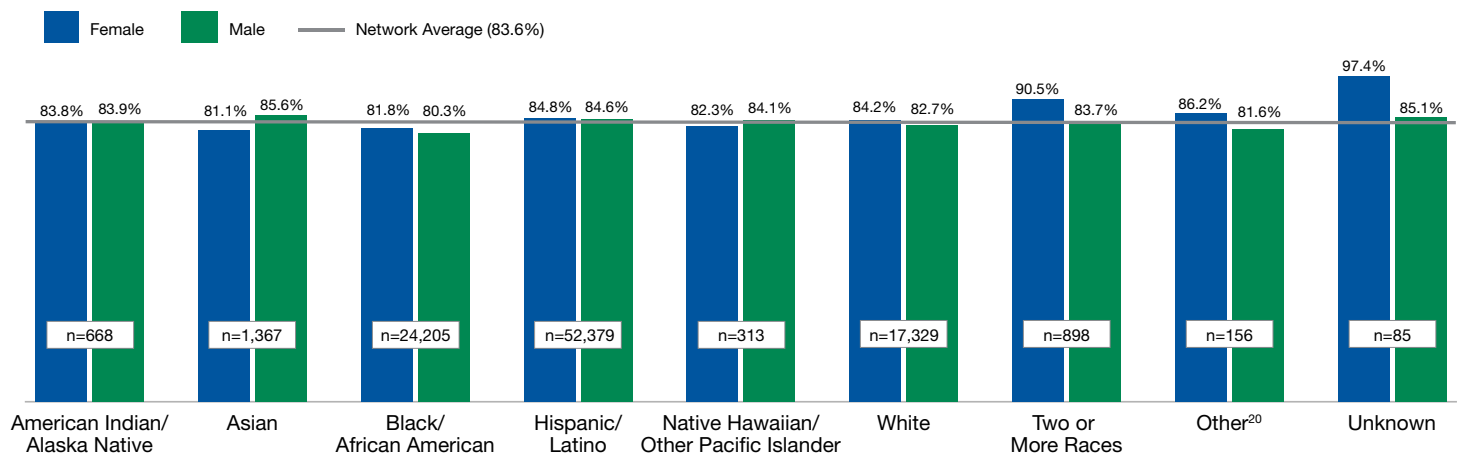
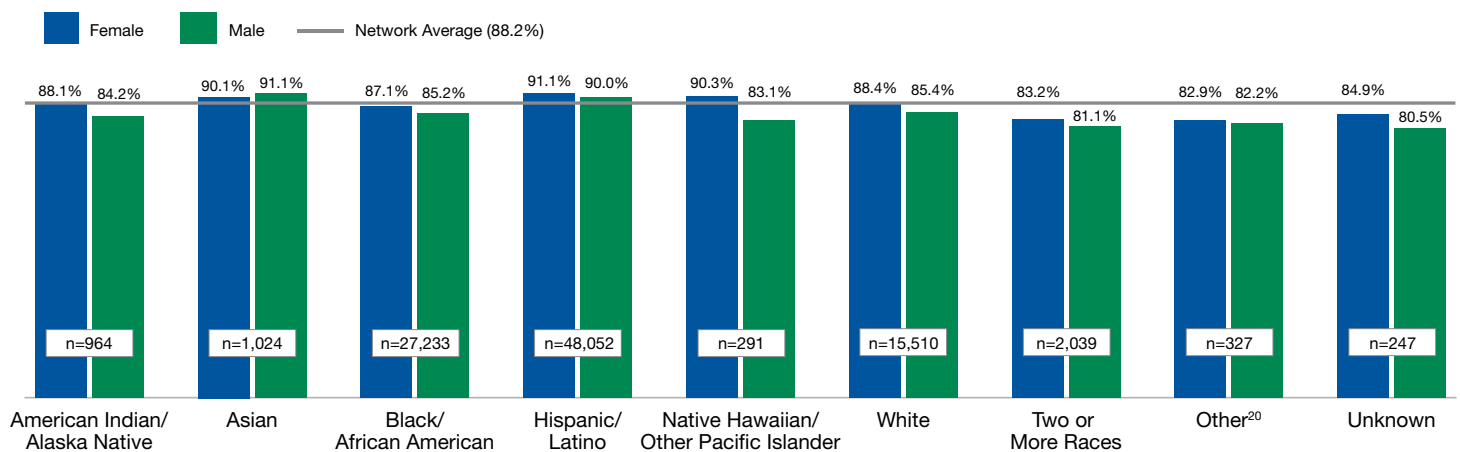


Figure 16. Percent of Students Who Met or Made Progress Towards an Academic Goal, by Race and Gender²²



¹⁹ Does not include students whose sex/gender is identified as Other (n=114) or Unknown (n=20).

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

²¹ Does not include students whose sex/gender is identified as Other (n=46) or Unknown (n=20).

²² Does not include students whose sex/gender is identified as Other (n=116) or Unknown (n=20).



Figure 17. K-11 Case-Managed Students Who Stayed In School²³

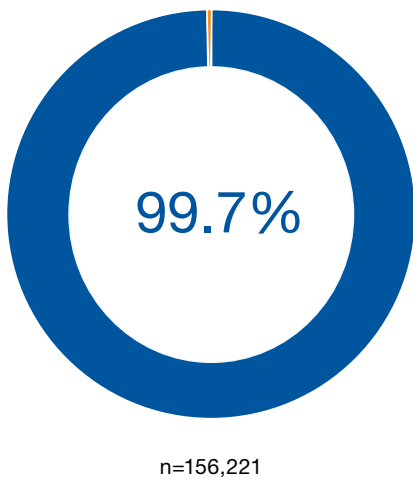


Figure 18. K-11 Case-Managed Student Year-End Status²³

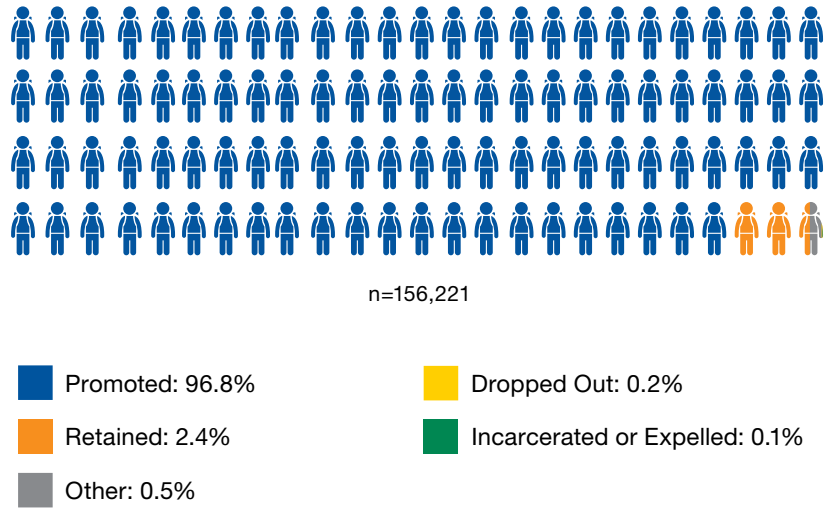
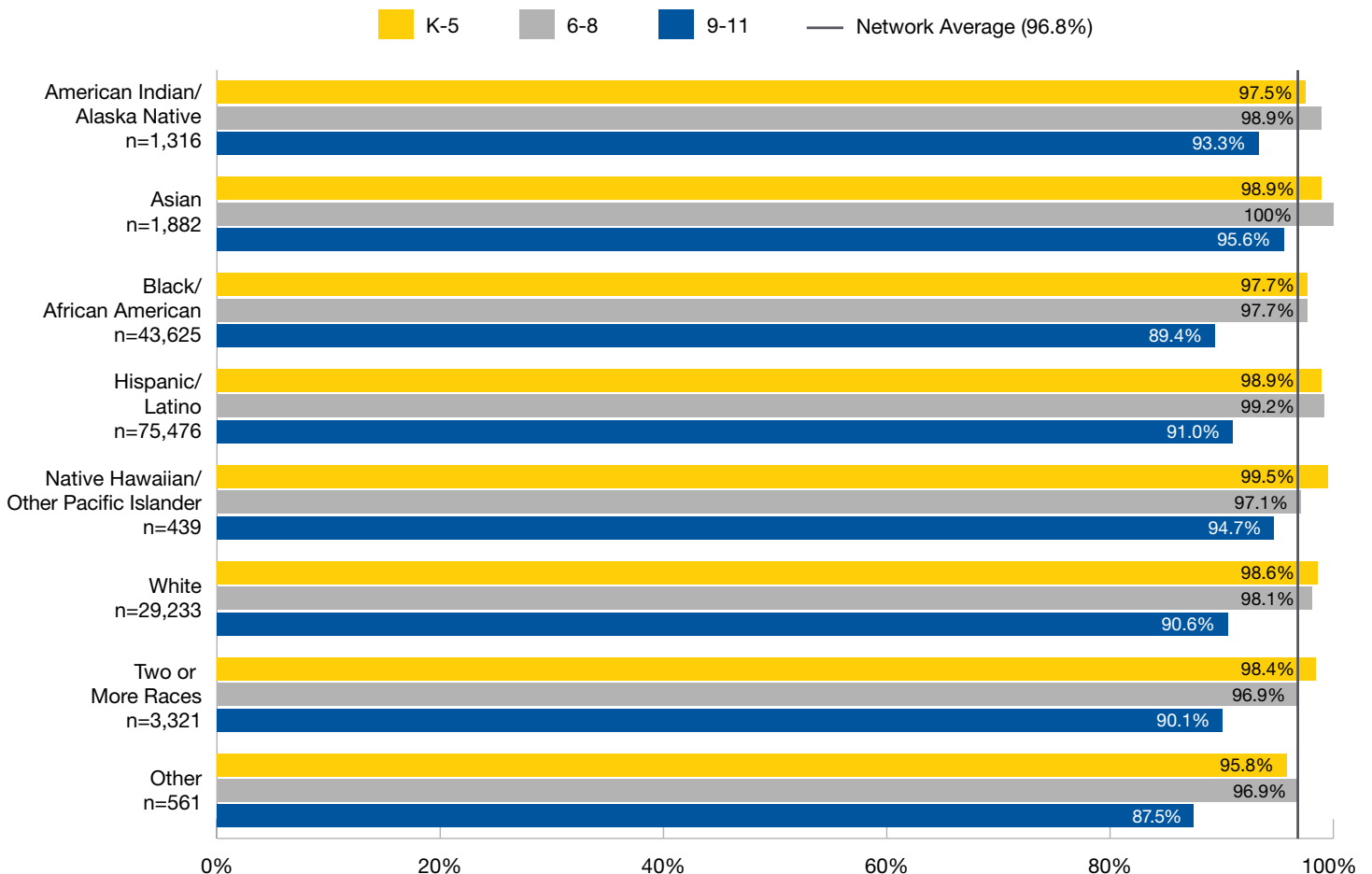


Figure 19. Percent of K-11 Students Who Were Promoted, by Race and Grade Level²³



²³ Does not include K-11 students who graduated (n=695), received a GED (n=91), transferred (n=12,690), were deceased (n=4), or whose year-end status was unknown (n=98).



Figure 20. Grade 12 Case-Managed Students Who Stayed In School²⁴

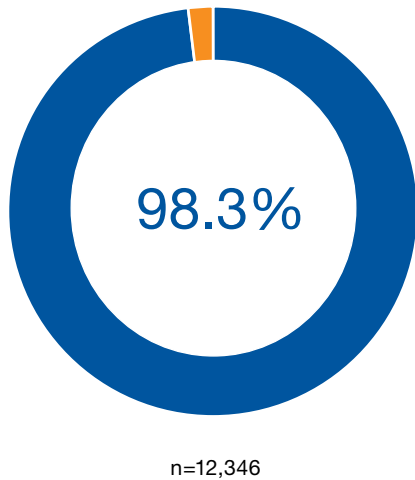


Figure 21. Grade 12 Case-Managed Student Year-End Status²⁴

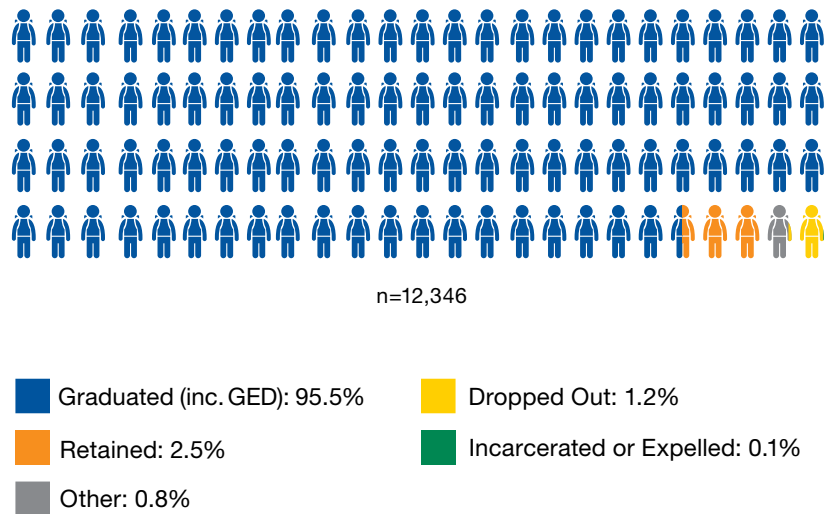
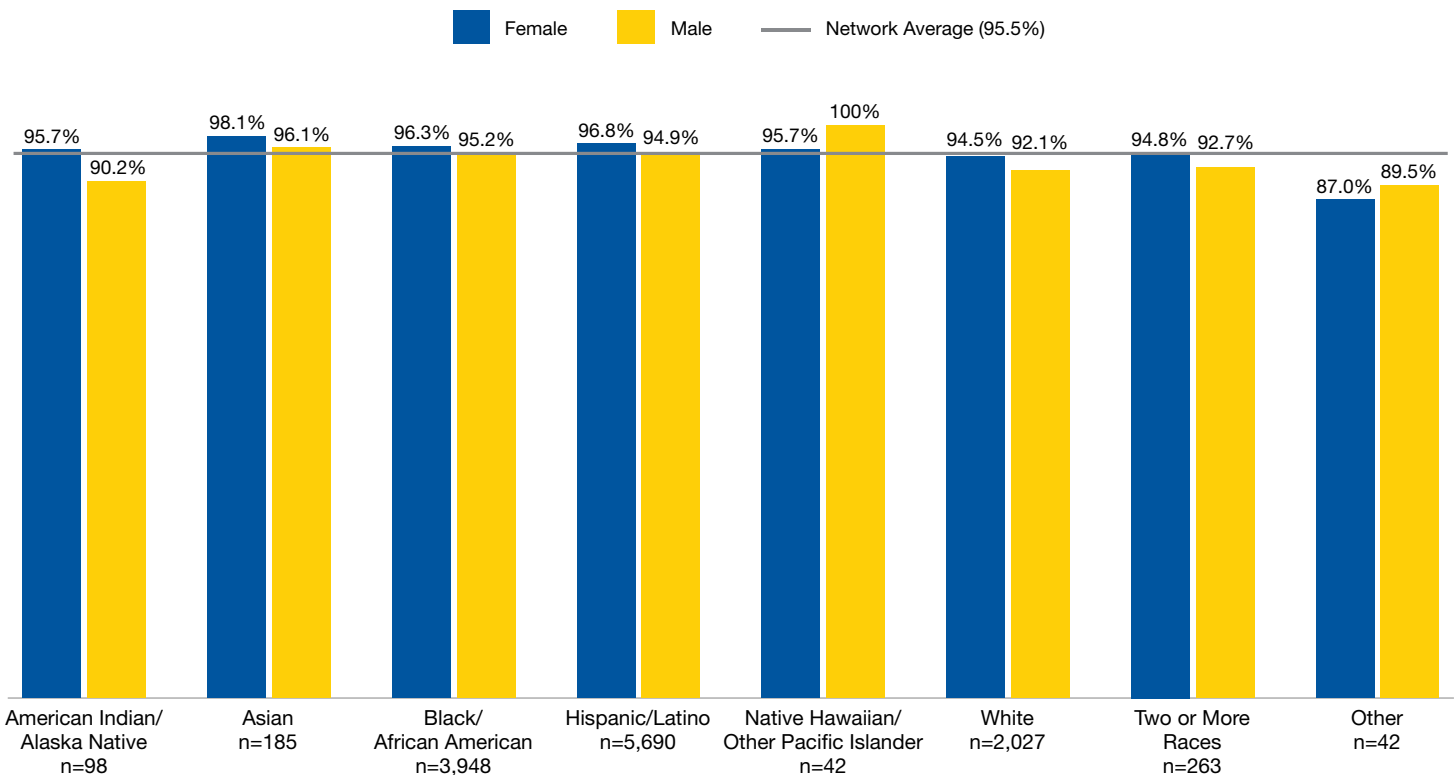


Figure 22. Percent of Grade 12 Students Who Graduated/Received a GED, by Race and Gender^{24,25}

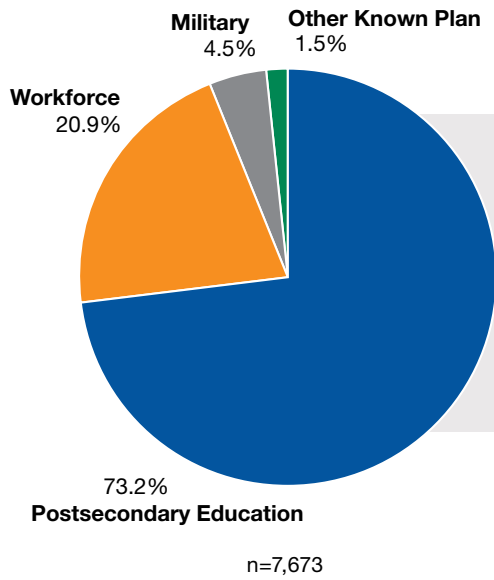


²⁴ Does not include seniors who transferred (n=655), were deceased (n=3), or whose year-end status was unknown (n=2).

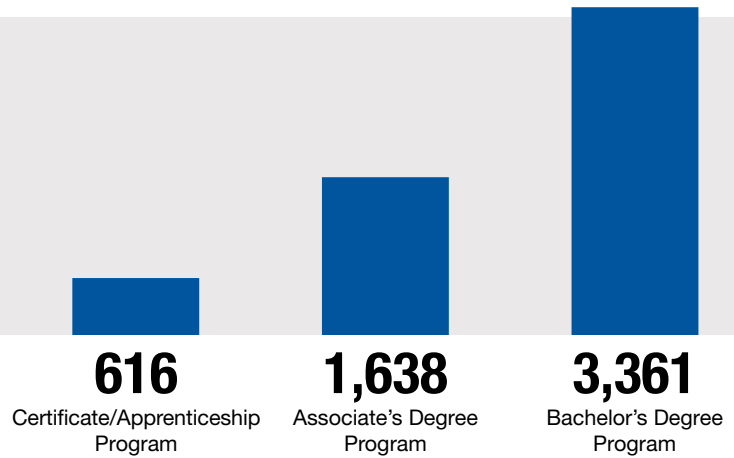
²⁵ Data for students of Other gender has been suppressed due to low n-size.



Figure 23. Post-High School Plans²⁶



Postsecondary Education Type Breakdown



²⁶ Does not include students whose post-high school plans are unknown (n=4,873).



Table 1. Community Demographics

Characteristic	School Staff	Affiliate Staff	Executive Directors	Board Members
Sex/Gender (N)²⁷				
Female	2,895	1,061	85	982
Male	570	221	35	853
Other	12	1	0	1
Sex/Gender (%)²⁷				
Female	83.3%	82.7%	70.8%	53.5%
Male	16.4%	17.2%	29.2%	46.5%
Other	0.3%	0.1%	0%	0.1%
Race/Ethnicity (N)²⁸				
American Indian/Alaska Native	30	6	0	12
Asian	36	19	0	10
Black/African American	1,059	340	27	427
Hispanic/Latino	952	220	16	155
Native Hawaiian/Other Pacific Islander	8	2	0	2
White	1,267	649	75	1,171
Two or More Races	102	28	2	23
Other	10	4	0	10
Race/Ethnicity (%)²⁸				
American Indian/Alaska Native	0.9%	0.5%	0%	0.7%
Asian	1.0%	1.5%	0%	0.6%
Black/African American	30.6%	26.8%	22.5%	23.6%
Hispanic/Latino	27.5%	17.4%	13.3%	8.6%
Native Hawaiian/Other Pacific Islander	0.2%	0.2%	0%	0.1%
White	36.6%	51.2%	62.5%	64.7%
Two or More Races	2.9%	2.2%	1.7%	1.3%
Other	0.3%	0.3%	0%	0.6%

Table 2. Number of Students Served, 2018-2022

Support Type	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	Percent Change 2018-2022
Students Receiving Whole-School Supports Only	1,445,326	1,473,081	1,506,698	1,468,578	1,643,886	13.7%
Students Receiving Case Management	150,745	147,615	165,974	146,382	185,368	23.0%
Total Students Served	1,596,071	1,620,696	1,672,672	1,614,960	1,829,254	14.6%

²⁷ Does not include individuals whose sex/gender is unknown or prefer not to answer (school staff: n=12, board members: n=1).

²⁸ Does not include individuals whose race/ethnicity is unknown or prefer not to answer (school staff: n=25, affiliate staff: n=15, board members: n=27).



Table 3. Case-Managed Student Demographics

Characteristic	Number of Students	Percent of Students
Sex/Gender²⁹		
Female	99,190	53.5%
Male	85,874	46.3%
Other ³⁰	219	0.1%
Race/Ethnicity³¹		
American Indian/Alaska Native	1,543	0.8%
Asian	2,201	1.2%
Black/African American	52,899	28.6%
Hispanic/Latino	88,600	47.9%
Native Hawaiian/Other Pacific Islander	543	0.3%
White	34,473	18.6%
Two or More Races	3,972	2.1%
Other	667	0.4%

Table 4. Case-Managed Student Attributes³²

Characteristic	Number of Students	Total w/ Known Status	Percent of Students
Attribute			
Adjudicated Youth	2,273	84,363	2.7%
Child of Active Duty Military	2,924	92,199	3.2%
English Language Learner	38,972	128,406	30.4%
Experienced/Exposed to Trauma	31,168	50,099	62.2%
Foster Care/Group Home	2,466	80,742	3.1%
Free and Reduced-Price Lunch Eligible	149,450	167,072	89.5%
Gang Involvement	786	55,199	1.4%
Homeless	6,569	104,462	6.3%
Incarcerated Parent	4,622	72,213	6.4%
LGBTQ+	2,605	50,441	5.2%
Over Age/Under Credit	4,775	58,576	8.2%
Pregnant/Parenting	1,062	105,682	1.0%
Special Education	20,114	110,659	18.2%
Substance Abuse	2,647	81,928	3.2%

²⁹ Does not include students whose sex/gender is unknown or prefer not to answer (n=85).

³⁰ Includes agender, gender queer/fluid/non-conforming, intersex, and nonbinary.

³¹ Does not include students whose race/ethnicity is unknown or prefer not to answer (n=470).

³² Total w/ Known Status is a subset of the 185,368 case-managed students served during the 2021-22 school year. Percentages displayed in this table may not reflect large proportions of students served.



Table 5. Case-Managed Students Referred for Attendance, by Race and Gender³³

Characteristic	Female			Male			Other		
	N-Size	# Students	% Students	N-Size	# Students	% Students	N-Size	# Students	% Students
Total	69,229	14,136	20.4%	61,581	12,873	20.90%	*	*	*
Am. Indian/AK Native	647	82	12.7%	677	97	14.3%	*	*	*
Asian	915	75	8.2%	713	56	7.9%	*	*	*
Black/African Amer.	21,564	4,970	23.0%	19,301	4,481	23.2%	34	9	26.5%
Hispanic/Latino	31,021	5,924	19.1%	26,467	5,391	20.4%	26	6	23.1%
Native Hawaiian/ Other PI	218	47	21.6%	190	36	18.9%	*	*	*
White	12,858	2,572	20.0%	12,235	2,405	19.7%	96	29	30.2%
Two or More Races	1,674	449	26.8%	1,556	403	25.9%	17	4	23.5%
Other ³⁴	241	63	26.1%	256	59	23.0%	--	--	--
Unknown	155	36	23.2%	186	42	22.6%	--	--	--

Table 6. Case-Managed Students Referred for Behavior, by Race and Gender³³

Characteristic	Female			Male			Other		
	N-Size	# Students	% Students	N-Size	# Students	% Students	N-Size	# Students	% Students
Total	69,229	27,357	39.5%	61,581	25,439	41.3%	*	*	*
Am. Indian/AK Native	647	198	30.6%	677	198	29.2%	*	*	*
Asian	915	427	46.7%	713	322	45.2%	*	*	*
Black/African Amer.	21,564	8,080	37.5%	19,301	8,071	41.8%	34	4	11.8%
Hispanic/Latino	31,021	13,550	43.7%	26,467	11,103	42.0%	26	1	3.8%
Native Hawaiian/ Other PI	218	75	34.4%	190	58	30.5%	*	*	*
White	12,858	4,878	37.9%	12,235	5,292	43.3%	96	7	7.3%
Two or More Races	1,674	291	17.4%	1,556	469	30.1%	17	5	29.4%
Other ³⁴	241	38	15.8%	256	85	33.2%	--	--	--
Unknown	155	18	11.6%	186	39	21.0%	--	--	--

Table 7. Case-Managed Students Referred for Academics, by Race and Gender³³

Characteristic	Female			Male			Other		
	N-Size	# Students	% Students	N-Size	# Students	% Students	N-Size	# Students	% Students
Total	69,229	31,111	44.9%	61,581	30,525	49.6%	*	*	*
Am. Indian/AK Native	647	362	56.0%	677	387	57.2%	*	*	*
Asian	915	320	35.0%	713	320	44.9%	*	*	*
Black/African Amer.	21,519	9,504	44.2%	19,301	9,403	48.7%	34	13	38.2%
Hispanic/Latino	31,018	15,046	48.5%	26,467	14,135	53.4%	26	7	26.9%
Native Hawaiian/ Other PI	218	96	44.0%	190	100	52.6%	*	*	*
White	12,843	4,914	38.3%	12,235	5,290	43.2%	96	30	31.3%
Two or More Races	1,673	702	42.0%	1,556	698	44.9%	17	9	52.9%
Other ³⁴	241	92	38.2%	256	104	40.6%	--	--	--
Unknown	155	75	48.4%	186	88	47.3%	--	--	--

³³ Does not include students whose sex/gender is Unknown (n=85). Data points indicated with a * are suppressed due to low n-size. Zeros are represented by --.

³⁴ Individuals identified as a race/ethnicity other than those listed are included in the category of Other.



Table 8. Case-Managed Students Referred for Basic Needs, by Race and Gender³⁵

Characteristic	Female			Male			Other		
	N-Size	# Students	% Students	N-Size	# Students	% Students	N-Size	# Students	% Students
Total	69,229	18,803	27.2%	61,581	16,244	26.4%	*	*	*
Am. Indian/AK Native	647	151	23.3%	677	137	20.2%	*	*	*
Asian	915	301	32.9%	713	232	32.5%	*	*	*
Black/African Amer.	21,564	5,308	24.6%	19,301	4,475	23.2%	34	11	32.4%
Hispanic/Latino	31,021	9,408	30.3%	26,467	8,052	30.4%	26	3	11.5%
Native Hawaiian/ Other PI	218	84	38.5%	190	73	38.4%	*	*	*
White	12,858	3,249	25.3%	12,235	2,944	24.1%	96	19	19.8%
Two or More Races	1,674	374	22.3%	1,556	375	24.1%	17	8	47.1%
Other ³⁶	241	62	25.7%	256	74	28.9%	--	--	--
Unknown	155	17	11.0%	186	19	10.2%	--	--	--

Table 9. Case-Managed Students Referred for Social and/or Emotional Concerns, by Race and Gender^{35,37}

Characteristic	Female			Male			Other		
	N-Size	# Students	% Students	N-Size	# Students	% Students	N-Size	# Students	% Students
Total	25,012	10,603	42.4%	23,557	8,603	36.5%	*	*	*
Am. Indian/AK Native	327	102	31.2%	390	111	28.5%	*	*	*
Asian	219	95	43.4%	149	60	40.3%	*	*	*
Black/African Amer.	11,262	4,592	40.8%	10,748	3,843	35.8%	34	20	58.8%
Hispanic/Latino	4,769	2,114	44.3%	4,161	1,450	34.8%	26	22	84.6%
Native Hawaiian/ Other PI	97	55	56.7%	91	32	35.2%	*	*	*
White	6,268	2,816	44.9%	6,410	2,453	38.3%	96	73	76.0%
Two or More Races	1,674	811	48.4%	1,556	624	40.1%	17	13	76.5%
Other ³⁶	241	96	39.8%	256	106	41.4%	--	--	--
Unknown	155	24	15.5%	186	35	18.8%	--	--	--

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	59,817	43,951	73.5%
School Behavior	97,483	81,524	83.6%
Academics	96,087	84,758	88.2%
Social and Emotional Learning ³⁸	43,399	35,125	80.9%
Career Readiness	1,987	1,910	96.1%
College Readiness	1,576	1,479	93.8%
High-Risk Behavior	1,902	1,599	84.1%

³⁵ Does not include students whose sex/gender is Unknown (n=85). Data points indicated with a * are suppressed due to low n-size.

³⁶ Individuals identified as a race/ethnicity other than those listed are included in the category of Other.

³⁷ Social and/or Emotional Concerns not tracked as a referral reason for CIS affiliates in Texas.

³⁸ Data are excluded for unknown student achievement for Social and Emotional Learning (n=4,048).



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	59,777	43,926	73.5%	97,457	81,464	83.6%	95,823	84,739	88.4%
Am. Indian/AK Native	360	290	80.6%	669	561	83.9%	964	830	86.1%
Asian	373	290	77.7%	1,367	1,135	83.0%	1,024	927	90.5%
Black/African Amer.	20,853	15,076	72.3%	24,220	19,638	81.1%	27,264	23,490	86.2%
Hispanic/Latino	24,947	18,691	74.9%	52,387	44,383	84.7%	48,071	43,538	90.6%
Native Hawaiian/ Other PI	181	125	69.1%	313	260	83.1%	291	253	86.9%
White	10,837	7,855	72.5%	17,354	14,493	83.5%	15,576	13,534	86.9%
Two or More Races	1,769	1,252	70.8%	904	785	86.8%	2,055	1,689	82.2%
Other ³⁹	304	225	74.0%	156	130	83.3%	328	271	82.6%
Unknown	153	122	79.7%	87	79	90.8%	250	207	82.8%

Table 12. Students Who Met or Made Progress Towards an Attendance Goal, by Race and Gender⁴⁰

Characteristic	Female			Male			Other		
	N-Size	# Students	% Students	N-Size	# Students	% Students	N-Size	# Students	% Students
Total	31,950	24,161	75.6%	27,693	20,359	73.5%	*	*	*
Am. Indian/AK Native	188	154	81.9%	170	135	79.4%	*	*	*
Asian	229	180	78.6%	144	110	76.4%	--	--	--
Black/African Amer.	10,951	7,964	72.7%	9,872	7,116	72.1%	23	17	73.9%
Hispanic/Latino	13,577	10,125	74.6%	11,351	8,552	75.3%	18	14	77.8%
Native Hawaiian/ Other PI	97	68	70.1%	84	57	67.9%	--	--	--
White	5,736	4,159	72.5%	5,034	3,649	72.5%	59	42	71.2%
Two or More Races	940	669	71.2%	818	574	70.2%	10	8	80.0%
Other ³⁹	160	121	75.6%	144	104	72.2%	--	--	--
Unknown	72	56	77.8%	76	62	81.6%	*	*	*

Table 13. Students Who Met or Made Progress Towards a Behavior Goal, by Race and Gender⁴¹

Characteristic	Female			Male			Other		
	N-Size	# Students	% Students	N-Size	# Students	% Students	N-Size	# Students	% Students
Total	53,229	44,691	84.0%	44,171	36,722	83.1%	*	*	*
Am. Indian/AK Native	352	295	83.8%	316	265	83.9%	*	*	*
Asian	776	629	81.1%	591	506	85.6%	--	--	--
Black/African Amer.	12,828	10,488	81.8%	11,377	9,138	80.3%	10	7	70.0%
Hispanic/Latino	29,404	24,937	84.8%	22,975	19,438	84.6%	*	*	100%
Native Hawaiian/ Other PI	175	144	82.3%	138	116	84.1%	--	--	--
White	9,178	7,731	84.2%	8,151	6,739	82.7%	21	19	90.5%
Two or More Races	420	380	90.5%	478	400	83.7%	6	5	83.3%
Other ³⁹	58	50	86.2%	98	80	81.6%	--	--	--
Unknown	38	37	97.4%	47	40	85.1%	--	--	--

³⁹ Individuals identified as a race/ethnicity other than those listed are included in the category of Other.

⁴⁰ Does not include students whose sex/gender is identified as Other (n=114) or Unknown (n=20). Data points indicated with a * are suppressed due to low n-size. Zeros are represented by --.

⁴¹ Does not include students whose sex/gender is identified as Other (n=46) or Unknown (n=20). Data points indicated with a * are suppressed due to low n-size. Zeros are represented by --.



Table 14. Students Who Met or Made Progress Towards an Academic Goal, by Race and Gender⁴²

Characteristic	Female			Male			Other		
	N-Size	# Students	% Students	N-Size	# Students	% Students	N-Size	# Students	% Students
Total	50,140	44,756	89.3%	45,547	39,865	87.5%	116	99	85.3%
Am. Indian/AK Native	464	409	88.1%	500	421	84.2%	--	--	--
Asian	563	507	90.1%	461	420	91.1%	--	--	--
Black/African Amer.	14,312	12,460	87.1%	12,921	11,003	85.2%	26	22	84.6%
Hispanic/Latino	25,326	23,075	91.1%	22,726	20,445	90.0%	18	17	94.4%
Native Hawaiian/ Other PI	155	140	90.3%	136	113	83.1%	--	--	--
White	7,933	7,009	88.4%	7,577	6,468	85.4%	57	49	86.0%
Two or More Races	1,098	914	83.2%	941	763	81.1%	15	11	73.3%
Other ⁴³	170	141	82.9%	157	129	82.2%	--	--	--
Unknown	119	101	84.9%	128	103	80.5%	--	--	--

Table 15. Case-Managed Student Year-End Status

Characteristic	Grades K-11		Grade 12	
	Number of Students	Percent of Students ⁴⁴	Number of Students	Percent of Students ⁴⁴
Stayed in school	156,221	99.7%	12,346	98.3%
Status Breakdown				
Promoted	151,214	96.8%	--	--
Graduated	695	--	11,737	95.1%
GED	91	--	48	0.4%
Retained	3,798	2.4%	305	2.5%
Transferred	12,690	--	655	--
Dropped Out	325	0.2%	144	1.2%
Expelled	135	0.1%	11	0.1%
Incarcerated	29	0.02%	4	0.03%
Deceased	4	--	3	--
Other	720	0.5%	97	0.8%

⁴² Does not include students whose sex/gender is identified as Other (n=116) or Unknown (n=20). Zeros are represented by --.

⁴³ Individuals identified as a race/ethnicity other than those listed are included in the category of Other

⁴⁴ K-11: Does not include students who graduated (n=695), received a GED (n=91), transferred (n=12,690), were deceased (n=4), or whose year-end status was unknown (n=98). Grade 12: Does not include students who transferred (n=655), were deceased (n=3), or whose year-end status was unknown (n=2).



Table 16. Post-High School Plans⁴⁵

Plans After Graduation	Number of Students	Percent of Students
Graduates with Reported Postsecondary Plans	7,673	
Postsecondary Education (any type)	5,615	73.2%
Certification/Apprenticeship Program	616	--
Associate's Degree Program	1,638	--
Bachelor's Degree Program	3,361	--
Workforce	1,602	20.9%
Military	343	4.5%
Other Known Plan	113	1.5%



⁴⁵ Does not include students whose post-high school plans are unknown (n=4,873).



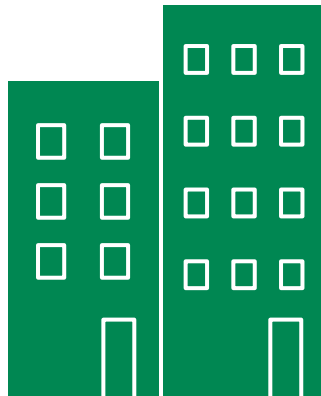
3,271 Total Sites

Our network served approximately 3,270 sites across nearly 500 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

2,738 CIS Model Schools⁴⁶



533 GYS Sites⁴⁷

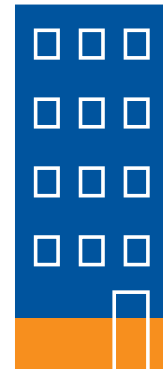


Figure 24. School Level Breakdown⁴⁸

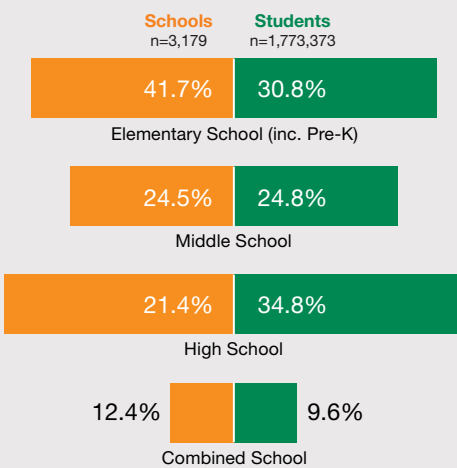


Figure 25. School Locale Breakdown⁴⁹

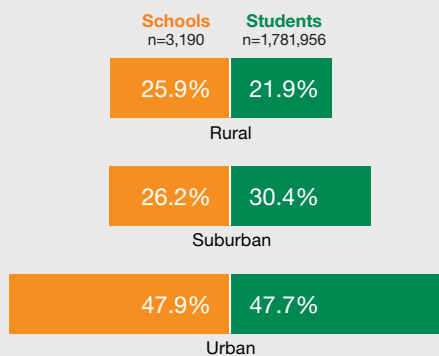
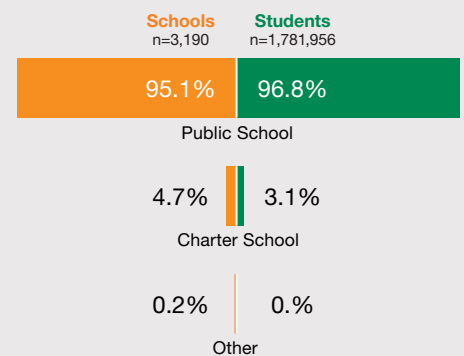


Figure 26. School Category Breakdown⁵⁰



⁴⁶ One community-based site is designated as CIS Model.

⁴⁷ Colleges and virtual campuses are counted as community-based sites.

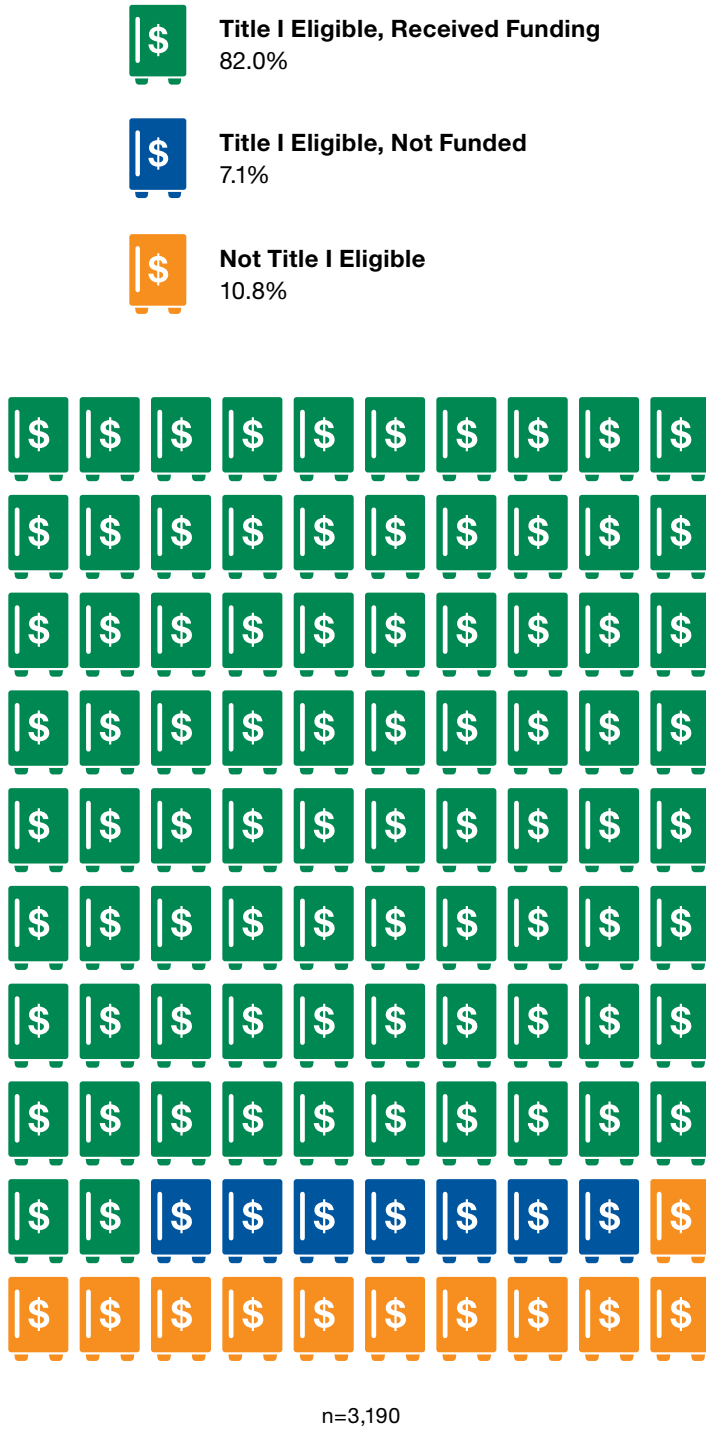
⁴⁸ Does not include community-based sites (n=81) or schools designated as another school level (n=11).

⁴⁹ Does not include community-based sites (n=81). Based on NCES locale designations.

⁵⁰ Does not include community-based sites (n=81).



Figure 27. Title I Funding and Eligibility of Schools⁵¹



⁵¹ Does not include community-based sites (n=81).



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

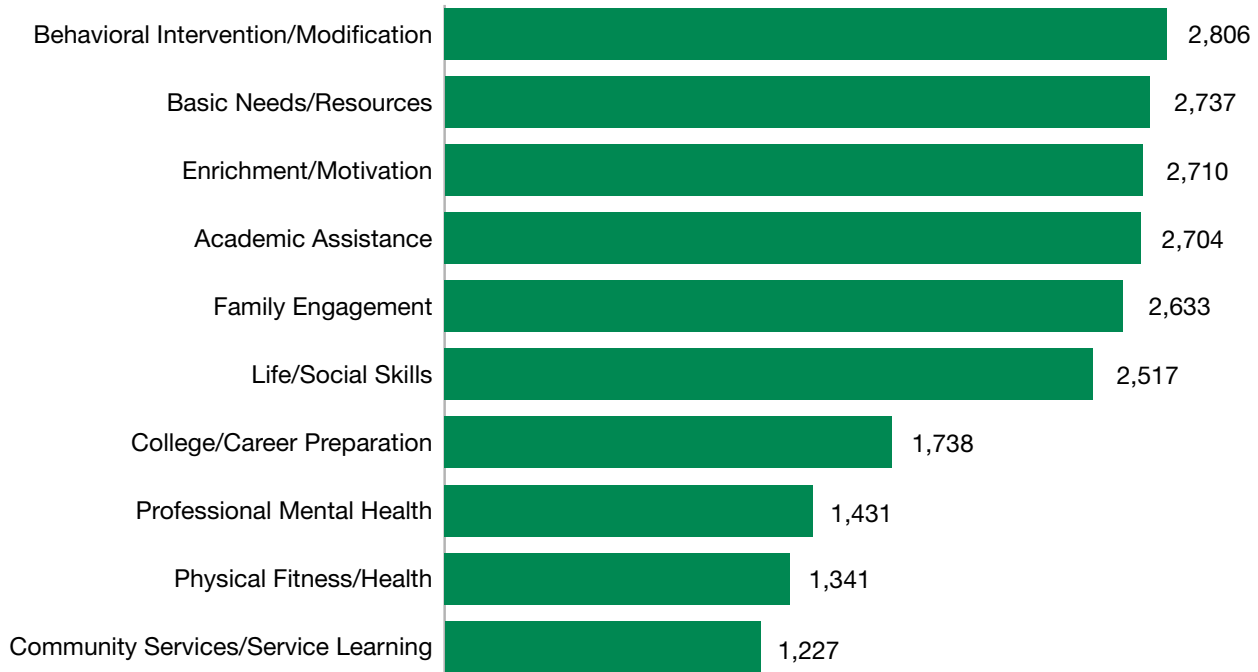


Figure 29. Percent of Sites Providing and/or Brokering Supports, by CIS Support Category

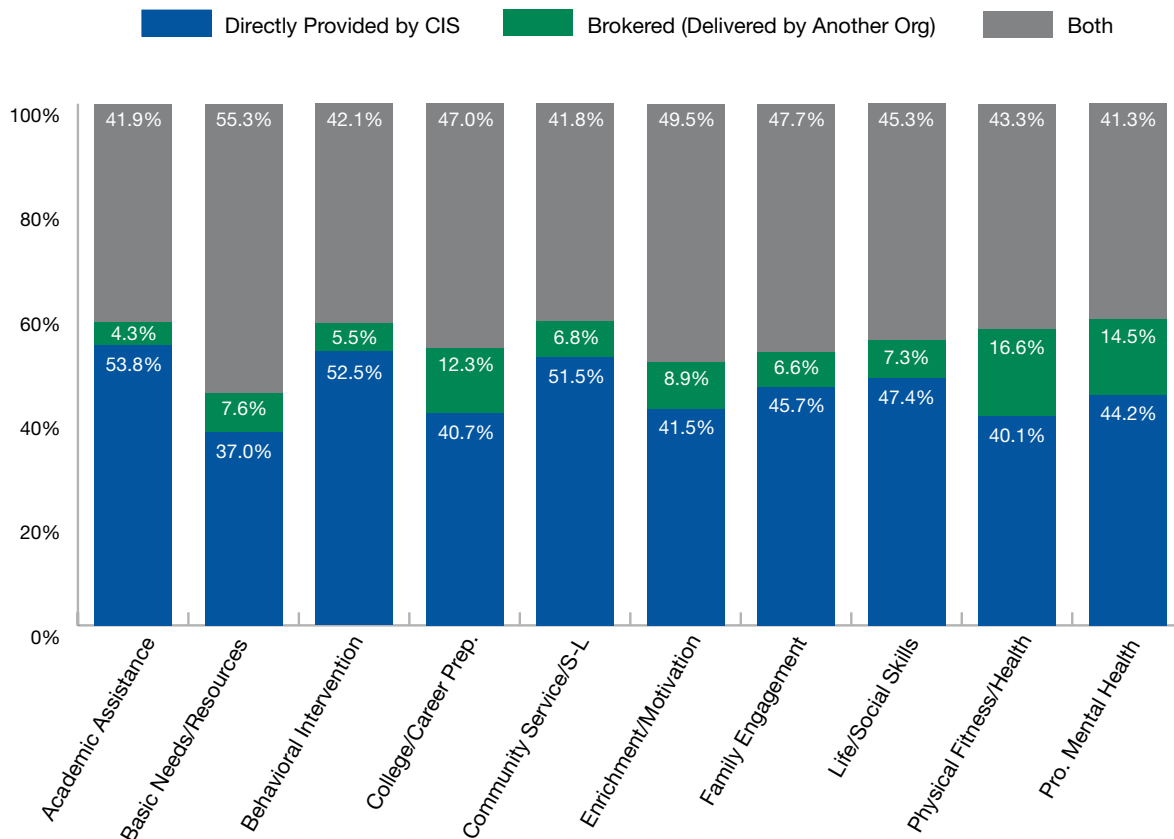




Figure 30. Number of Sites Offering Supports, by Program Time

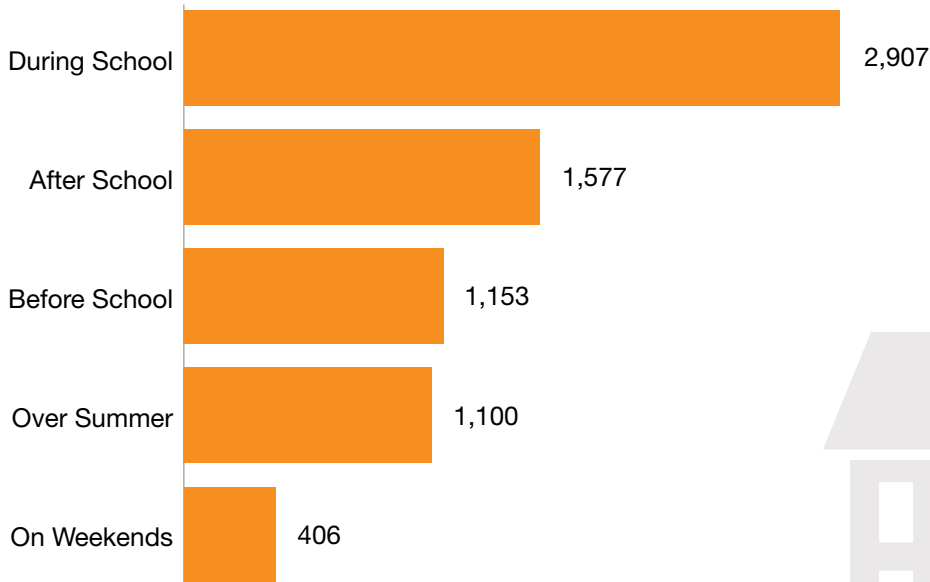
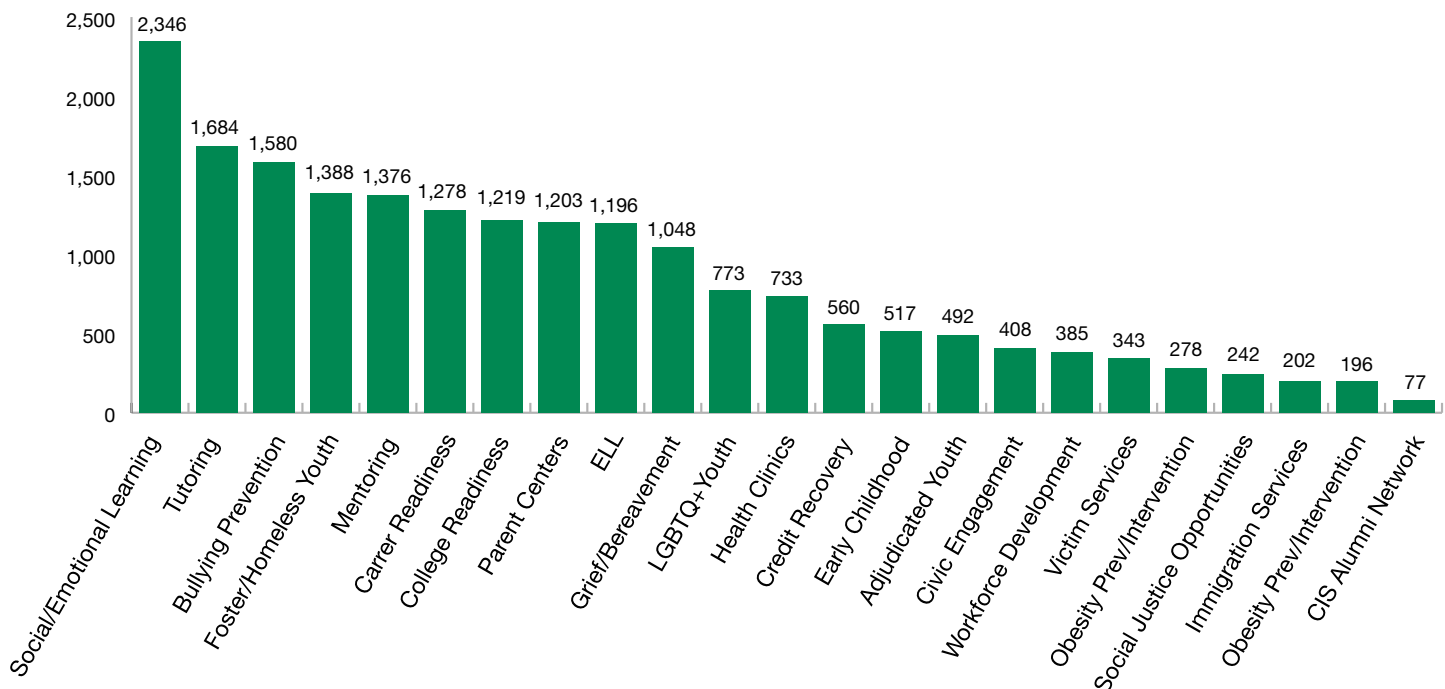


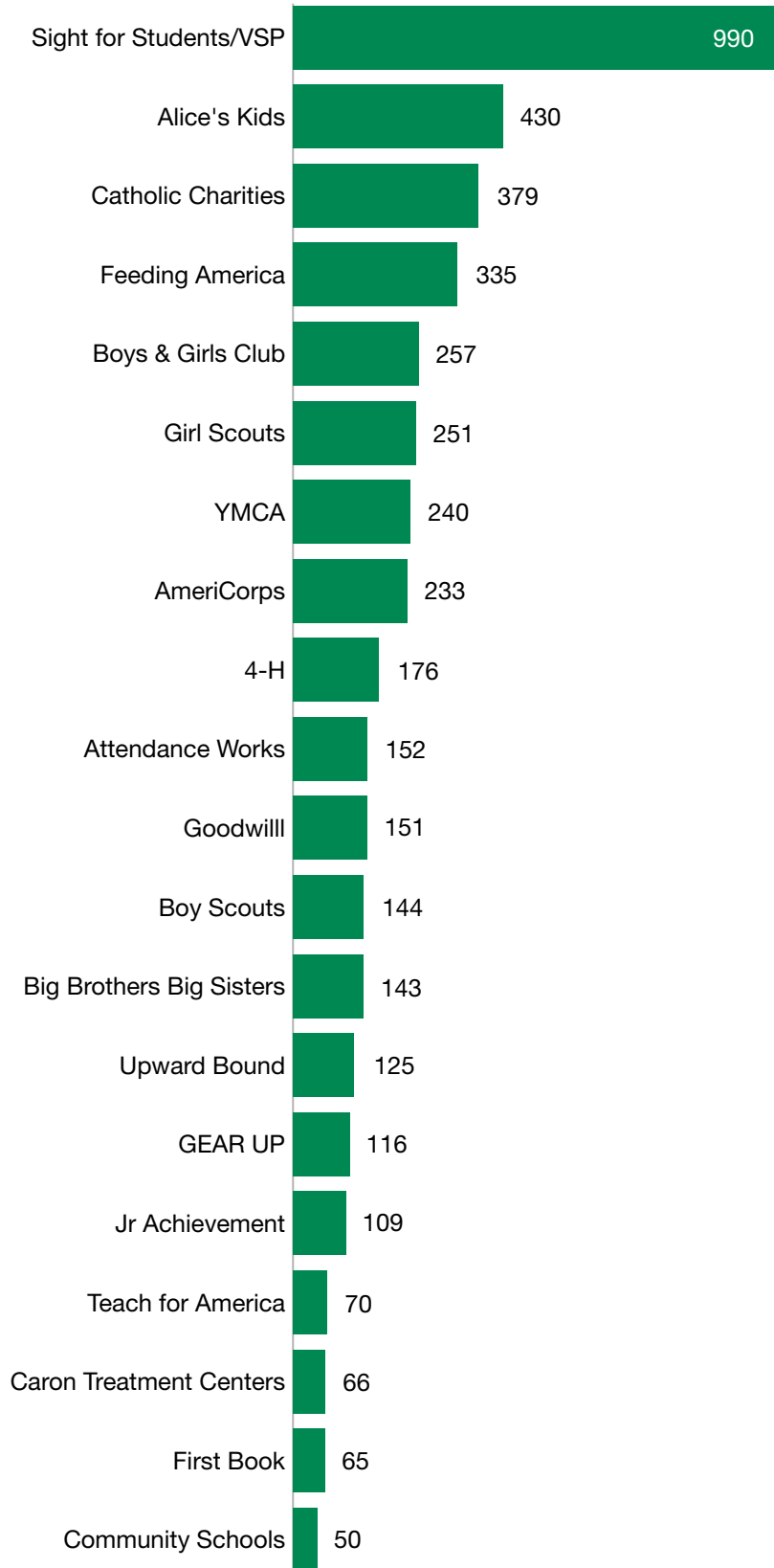
Figure 31. Number of Sites Offering Specialized Supports



Partners and Programs



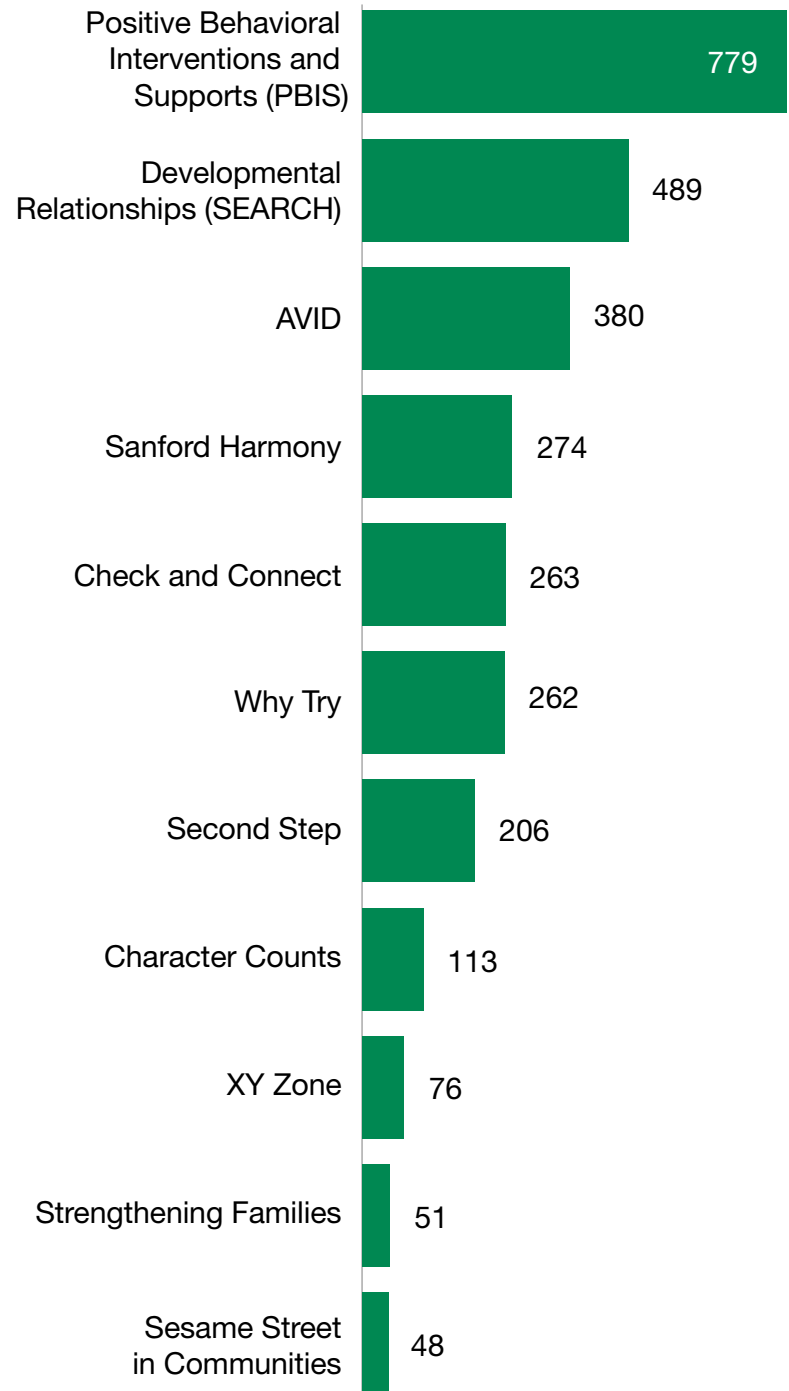
Figure 32. Number of Sites Reporting Partnerships⁵²



⁵² List reflects the top national partners chosen by the network.



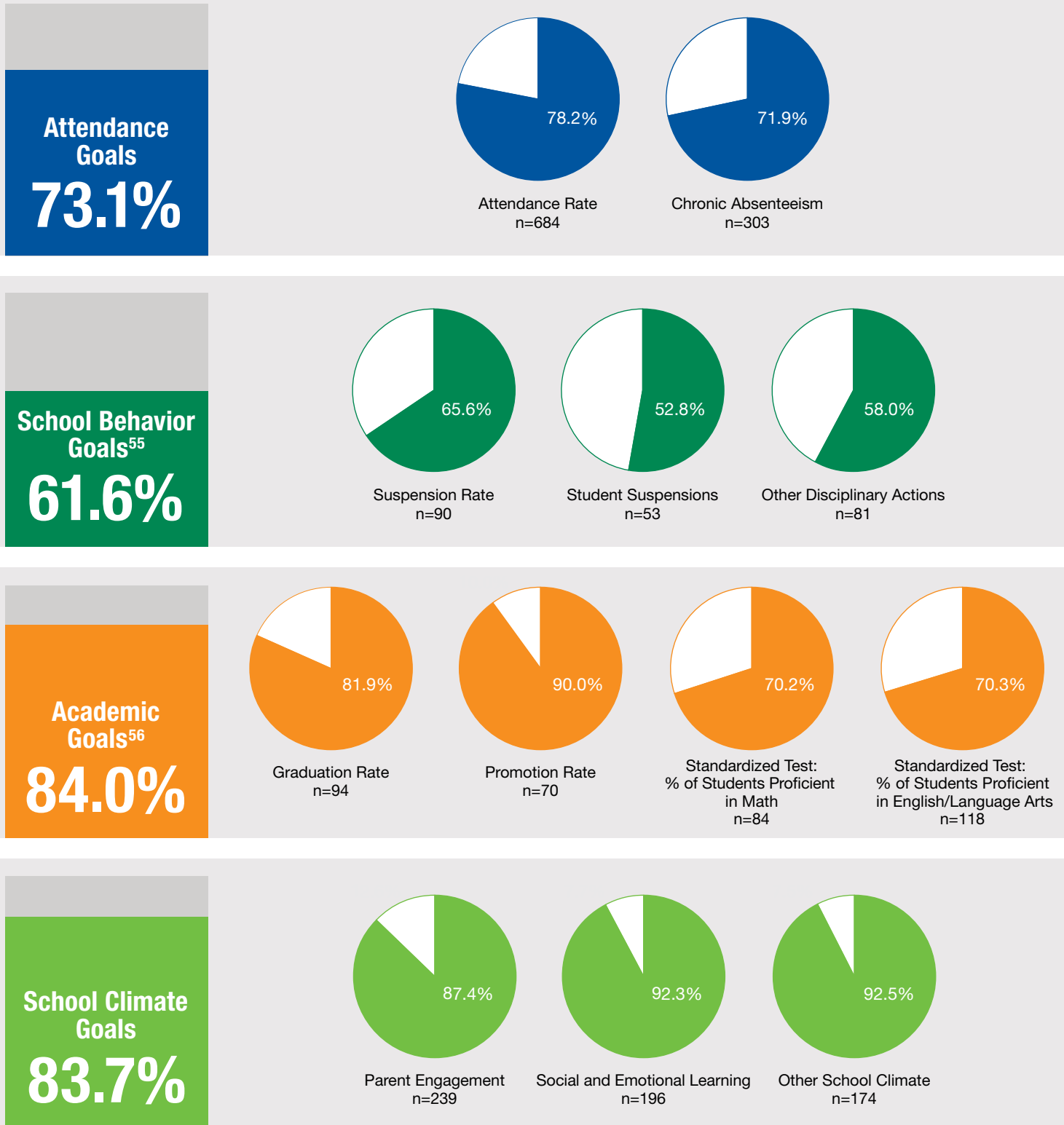
Figure 33. Number of Sites Reporting Evidence-Based Programs⁵³



⁵³ List reflects the top evidence-based programs chosen by the network.



Figure 34. Schools that Met or Made Progress Towards Their School-wide Goals⁵⁴



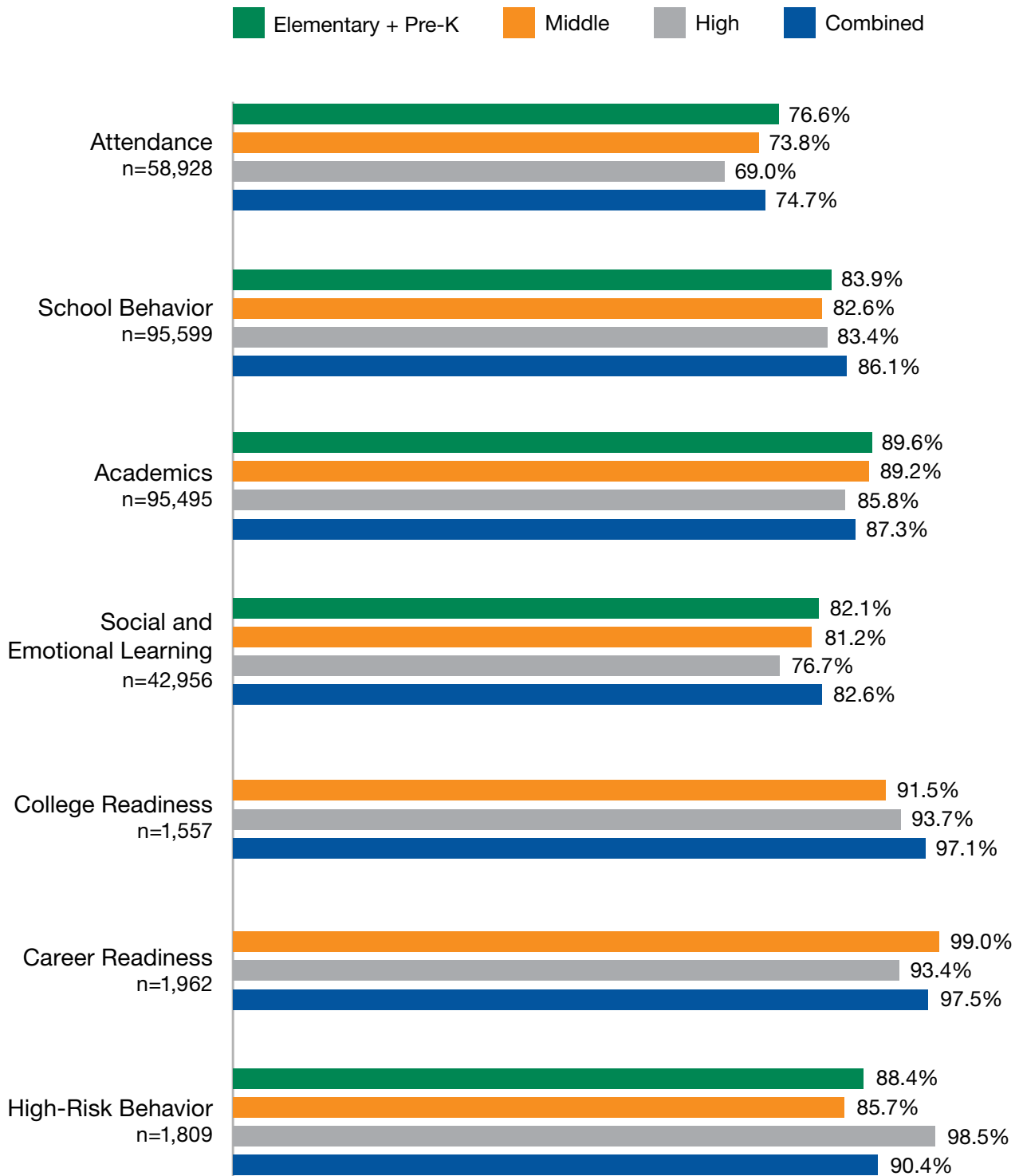
⁵⁴ Includes 129 General Youth Services sites that tracked site-wide goals. Excludes metrics with fewer than 10 schools tracking as a goal. Metric pie charts exclude CIS affiliates in Texas.

⁵⁵ Additional behavior metric charts removed due to lack of space: 84.0% of schools met their In-School Suspension Rate goals (n=25) and 64.3% of schools met their Out-of-School Suspension Rate goals (n=28).

⁵⁶ Additional academic metric charts removed due to lack of space: 100% of schools met their Retention Rate goals (n=11), 92.9% of schools met their 4-year Graduation Rate goals (n=14), and 87.5% of schools met their English/Language Arts/Reading end-of-course testing goals (n=24).



Figure 35. Percent of Case-Managed Students Who Met or Made Progress Towards Assigned Goal, by School Level⁵⁷



⁵⁷ Does not include Community Based Sites (n=81) or schools with an Other level (n=11).

Comparisons by School Locale



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

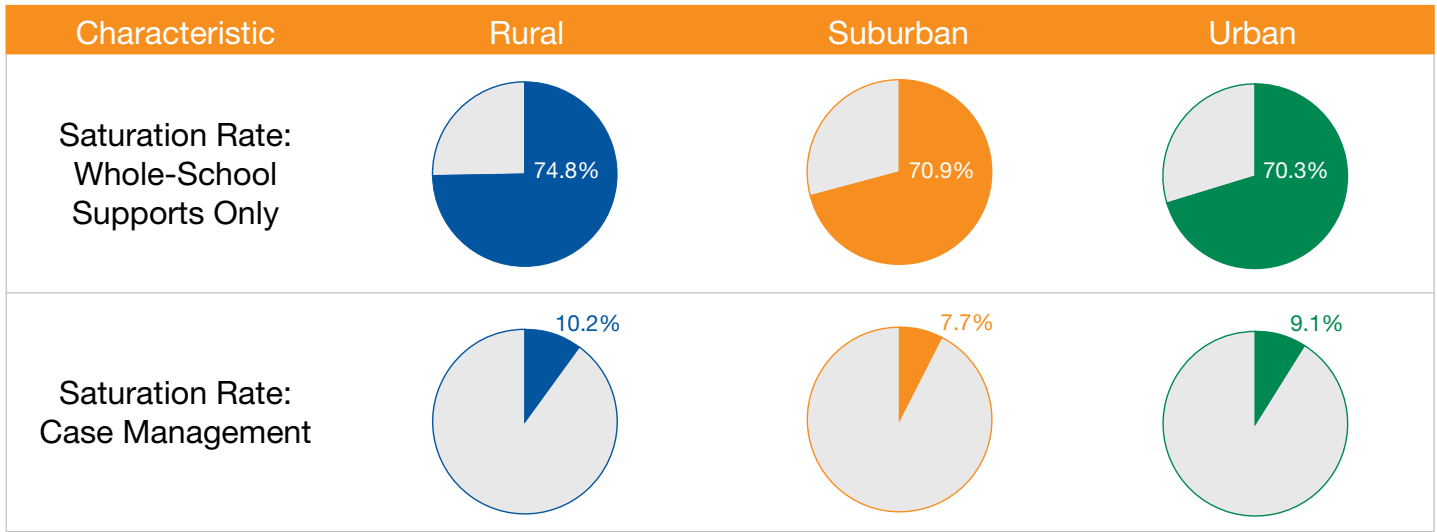
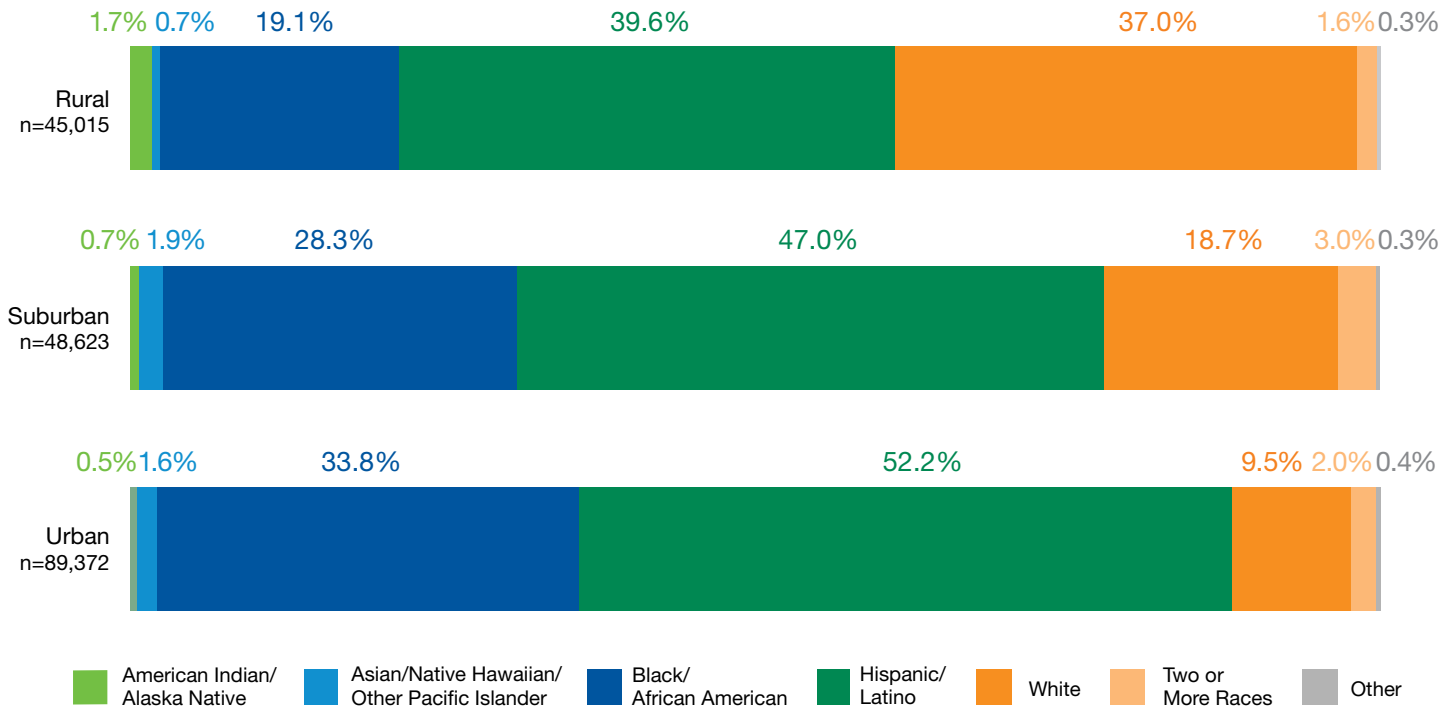


Figure 37. Student Demographics, by Locale⁵⁸

White students make up **37%** 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.



⁵⁸ Does not include students at community-based sites (n=1,902). Does not include students with unknown race/ethnicity (n=456).

Comparisons by School Locale



Figure 38. Percent of Case-Managed (CM) Students with Attribute Attending Rural Schools⁵⁹

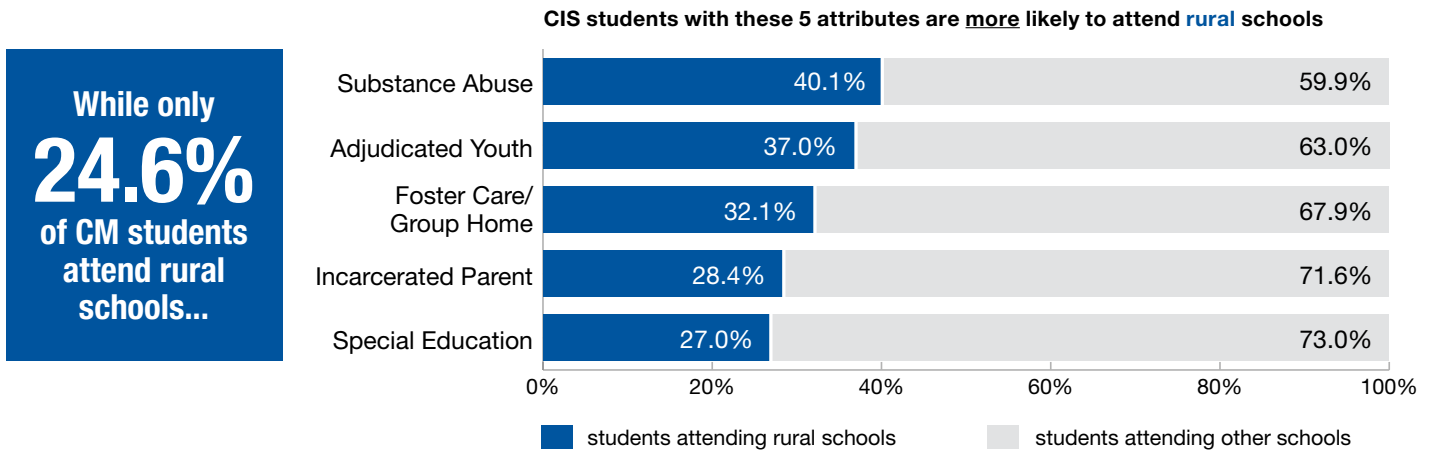


Figure 39. Percent of Case-Managed (CM) Students with Attribute Attending Suburban Schools⁵⁹

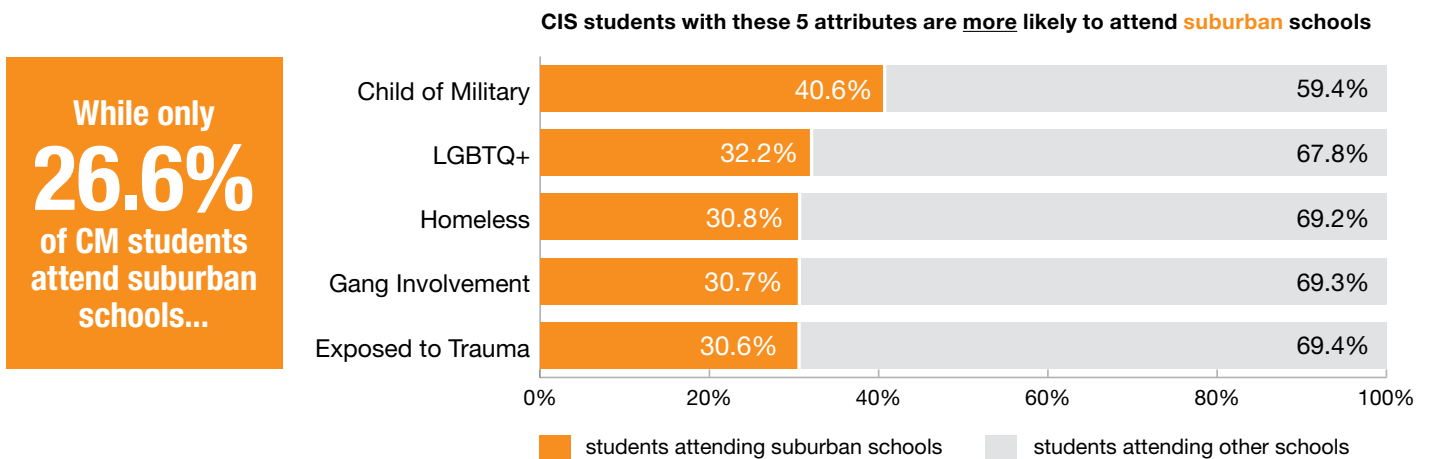
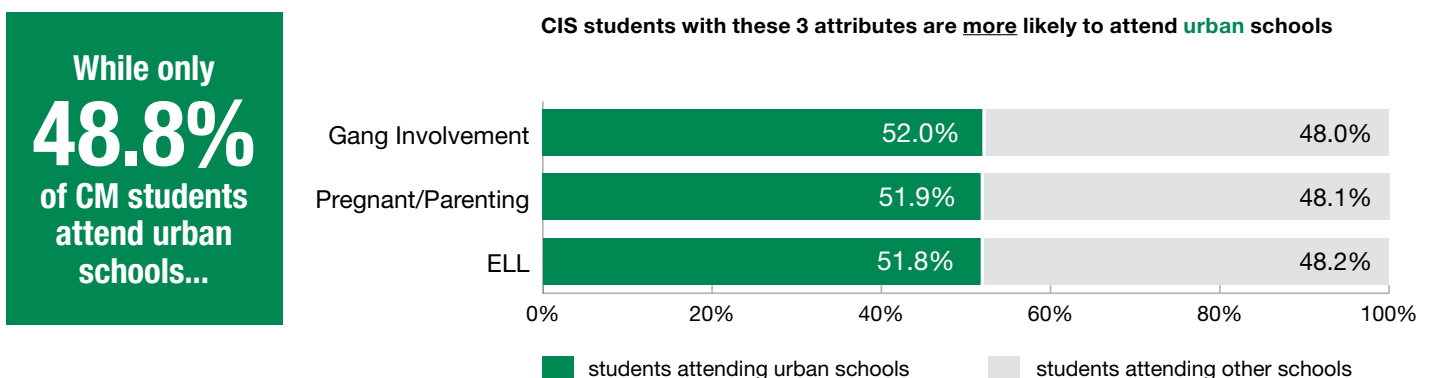


Figure 40. Percent of Case-Managed (CM) Students with Attribute Attending Urban Schools⁵⁹

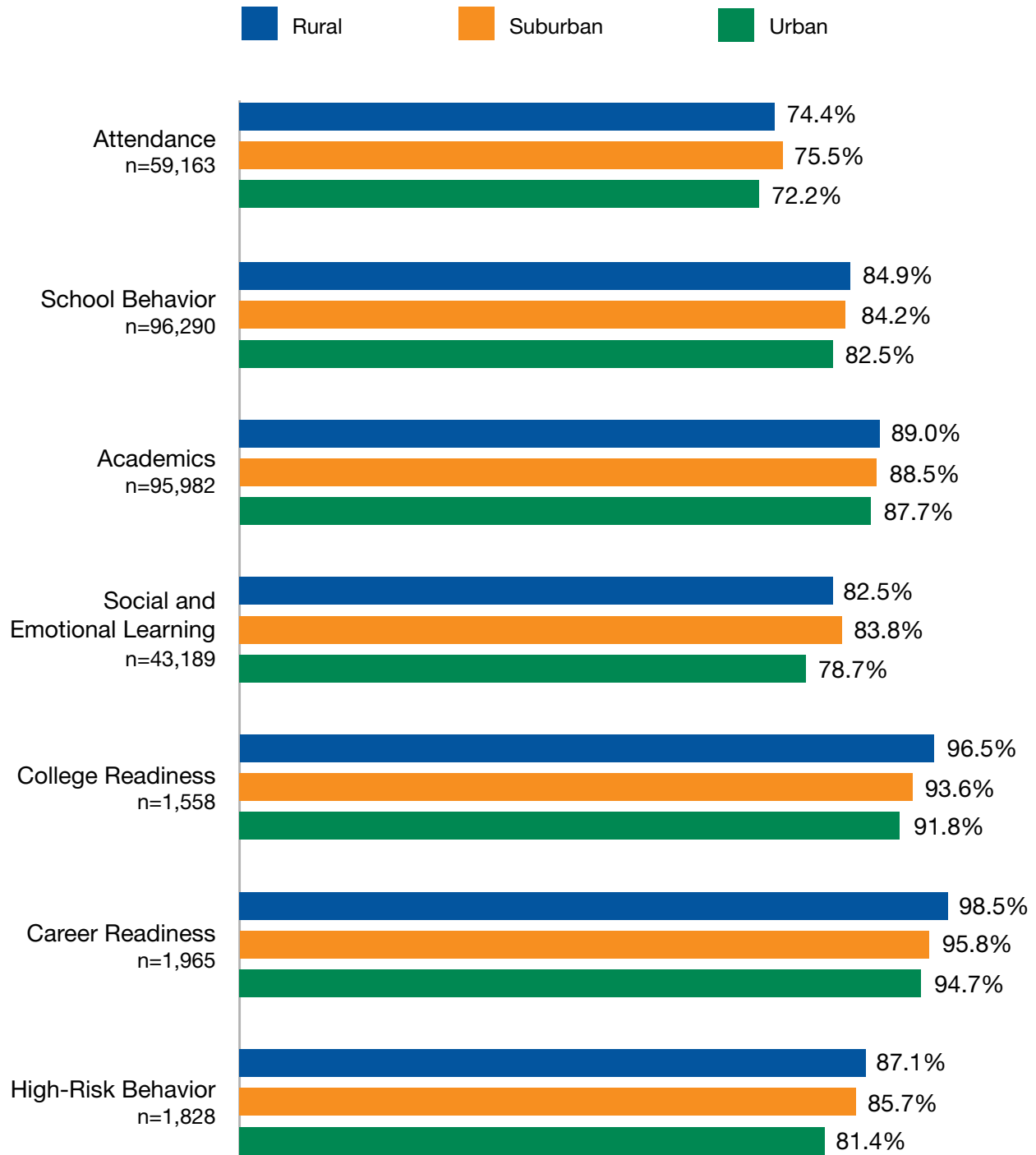


⁵⁹ Does not include Community Based Sites (n=81).

Comparisons by School Locale



Figure 41. Percent of Case-Managed Students Who Met or Made Progress Towards Assigned Goal, by School Locale⁶⁰

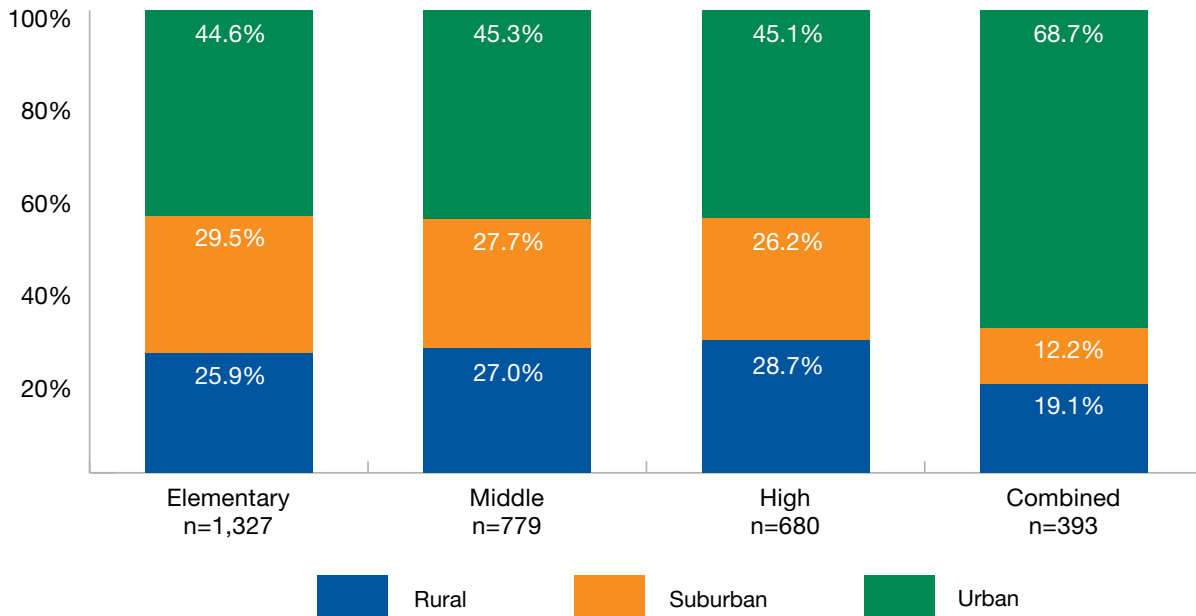


⁶⁰ Does not include Community Based Sites (n=81).

Comparisons by School Locale



Figure 42. School Level, by Locale⁶¹



⁶¹ Does not include Community Based Sites (n=81) or schools with an Other level (n=11).



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

Figure 43. School Support Staff Type

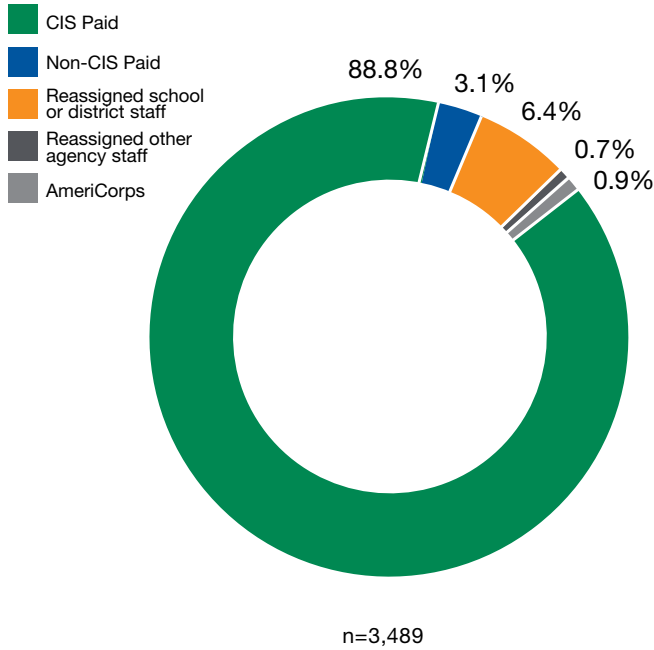


Figure 44. Number of Hours School Support Staff Onsite Per Week, by Percent of Sites⁶²

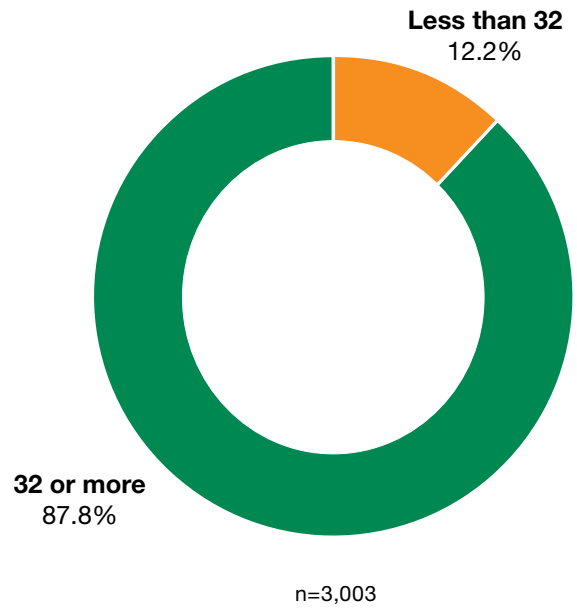
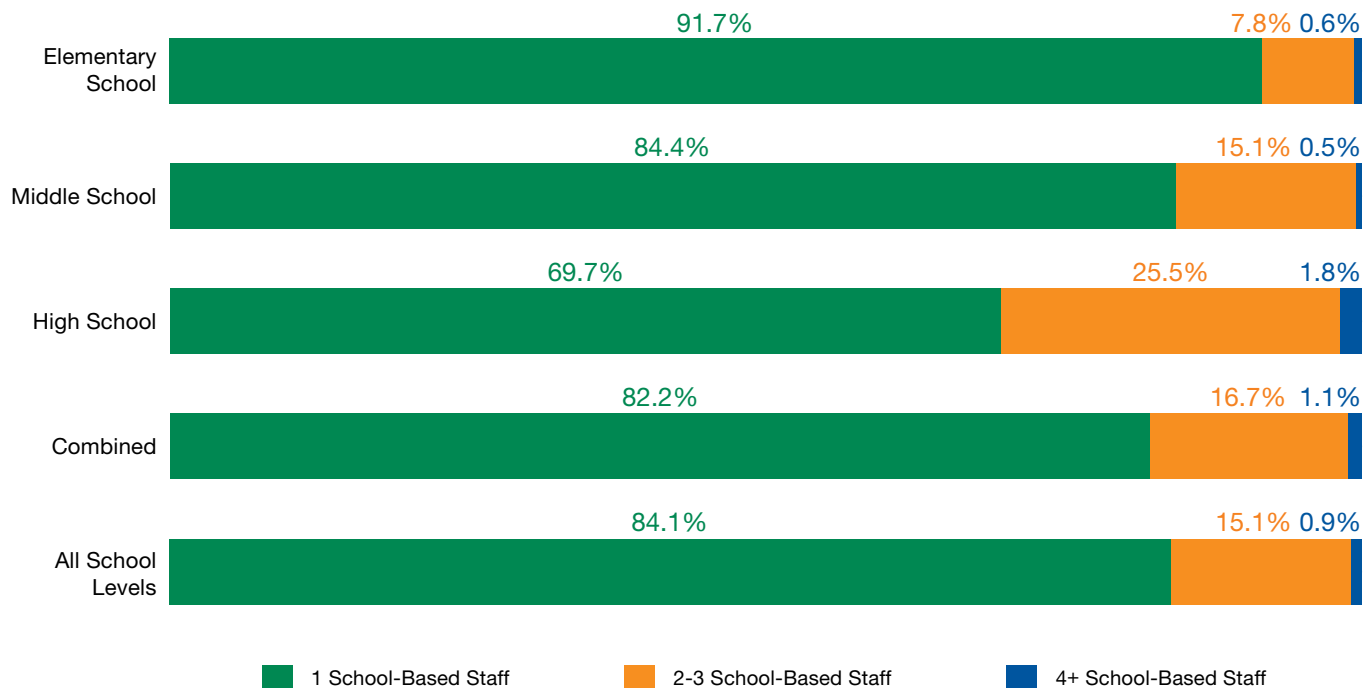


Figure 45. Number of School Support Staff Onsite, by School Level



⁶² Does not include sites with no staff present (n=265) or with staff present but unknown hours (n=3).



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

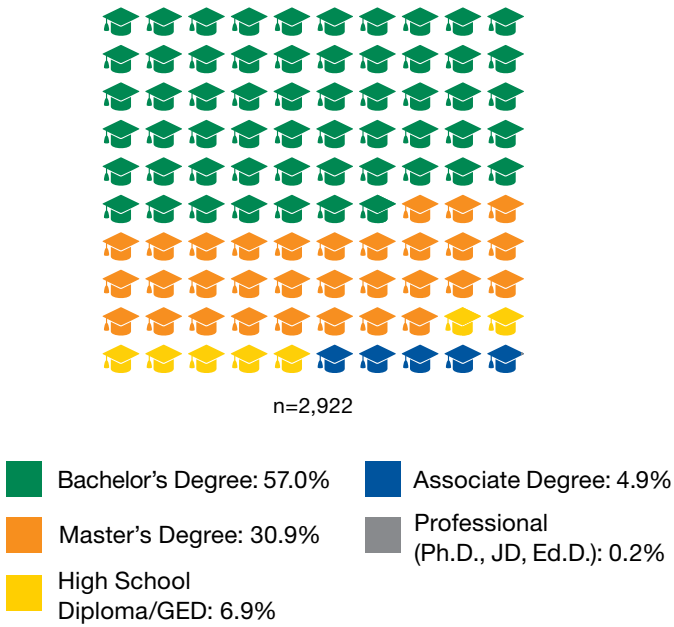


Figure 47. Site Coordinator Years with CIS, by Percent of Sites⁶⁴

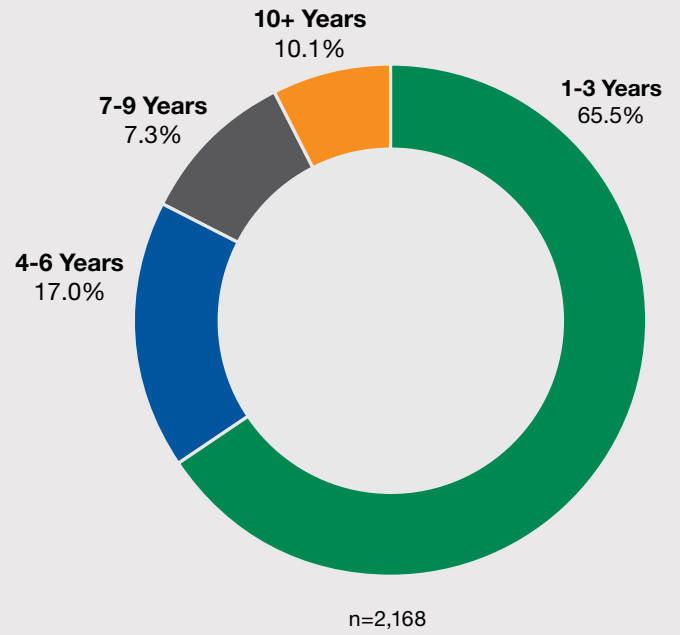


Figure 48. Percent of Sites with a Bilingual Site Coordinator⁶⁵

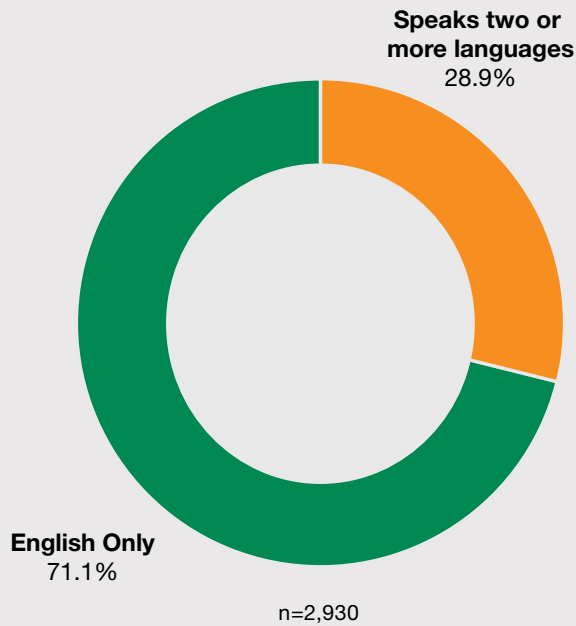
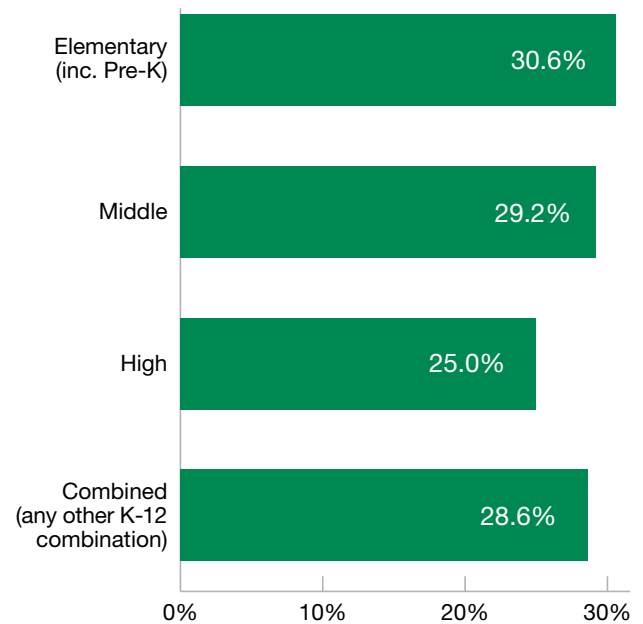


Figure 49. Percent of Sites with a Bilingual Site Coordinator, by School Level^{65, 66}



⁶³ Does not include sites with designated SCs whose highest education level is unknown (n=31).

⁶⁴ Does not include sites with designated SCs whose number of years with CIS is less than 1 (n=770) or unknown (n=15).

⁶⁵ Does not include sites with designated SCs whose ability to speak multiple languages is unknown (n=23).

⁶⁶ Does not include sites categorized as an other type (n=10) or community-based sites (n=57).



Table 17. Number of Sites, by CIS Designation

CIS Designation	Number of Sites	Percent of Sites
CIS Model Schools ⁶⁷	2,738	83.7%
General Youth Services ⁶⁸	533	16.3%
School Sites	452	--
Community-Based Sites	81	--

Table 18. School Characteristics

Characteristic	Number of Schools	Percent of Schools	Number of Students	Percent of Students
School Level ⁶⁹	3,179		1,773,373	
Elementary (+ PreK)	1,327	41.7%	546,765	30.8%
Middle	779	24.5%	439,658	24.8%
High	680	21.4%	617,025	34.8%
Combined	393	12.4%	169,925	9.6%
School Category ⁷⁰	3,190		1,781,956	
Public School (non-charter)	3,035	95.1%	1,725,708	96.8%
Charter School	149	4.7%	55,540	3.1%
Other	6	0.2%	708	0.0%
School Locale ⁷¹	3,190		1,781,956	
Rural	826	25.9%	390,398	21.9%
Suburban	836	26.2%	540,988	30.4%
Urban	1,528	47.9%	850,570	47.7%
Title I Eligibility ⁷⁰	3,190			
Title I Eligible, Received Funding	2,617	82.0%		
Title I Eligible, Not Funded	228	7.1%		
Not Title I Eligible	345	10.8%		

⁶⁷ One community-based site is designated as CIS Model.

⁶⁸ Colleges and virtual campuses are counted as community-based sites.

⁶⁹ Does not include community-based sites (n=81) or schools designated as another school level (n=11).

⁷⁰ Does not include community-based sites (n=81).

⁷¹ Does not include community-based sites (n=81). Based on NCES locale designations.



Table 19. Case-Managed Student Year-End Status⁷²

Characteristic	Promoted (K-11) ⁷³	Graduated (Grade 12, inc. GED)	Stayed in School
School Locale			
Rural	97.2%	96.4%	99.6%
Suburban	96.8%	95.4%	99.5%
Urban	96.5%	94.9%	99.5%
School Level			
Elementary	98.6%	n/a	99.9%
Middle	98.5%	n/a	99.8%
High	90.4%	95.3%	98.6%
Combined	96.0%	97.2%	99.3%

Table 20. CIS School Support Staff Characteristics

Characteristics of School Support Staff	Number of Staff	Percent of Staff
Employment Status⁷⁴		
	3,489	
Full-Time	3,276	93.9%
Part-Time	213	6.1%
Staff Type		
	3,149	
CIS Paid	3,099	88.8%
Non-CIS Paid	109	3.1%
Reassigned School or District Staff	225	6.4%
Reassigned Other Agency Staff	26	0.7%
AmeriCorps	30	0.9%
Highest Level of Education⁷⁵		
	3,471	
High School Diploma/GED	264	7.6%
Associate Degree (2-year)	172	5.0%
Bachelor's Degree (4-year)	1,943	56.0%
Master's Degree	1,083	31.2%
Professional Degree (Ph.D., JD, Ed.D.)	9	0.3%

Table 21. Number of Years CIS and Principal at School⁷⁶

Characteristic	Mean	Median
Years school principal has been at this school	4.7	4
Years CIS has been at this school	6.2	4

⁷² Does not include Community-Based Sites (n=81) or schools with an Other level (n=11).

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=18).

⁷⁶ Does not include CIS affiliates in Texas or sites without staff onsite (n=264), with new principals (n=64), or with unknown CIS/principal tenure (n=93). The Mean is the average number of years across schools. The Median is the "middle" value (number of years) reported by these schools.



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	3,003	
Less than 32	366	12.2%
32 or more	2,637	87.8%

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	1,264	748	653	264	2,929
1 School-Based Staff	1,159	631	455	217	2,462
2-3 School-Based Staff	98	113	186	44	441
4+ School-Based Staff	7	4	12	3	26

Table 24. Site Coordinator Characteristics, by Site

Characteristics of Site Coordinators	Number of Sites	Percent of Sites
Employment Status ⁷⁸	2,946	
Full-Time	2,570	87.3%
Part-Time	376	12.7%
Staff Type ⁷⁹	2,944	
CIS-Paid	2,629	89.3%
Non-CIS Paid	91	3.1%
Reassigned School/District or Reassigned Agency	224	7.6%
Highest Level of Education ⁸⁰	2,922	
High School Diploma/GED	203	6.9%
Associate's Degree	143	4.9%
Bachelor's Degree	1,666	57.0%
Master's Degree	904	30.9%
Other Professional Degree (Ph.D., JD, Ed.D.)	6	0.2%
Site Coordinator Years with CIS ⁸¹	2,168	
1-3 Years	1,421	65.5%
4-6 years	369	17.0%
7-9 years	158	7.3%
10+ years	220	10.1%
<i>Average number of years Site Coordinator has been with CIS: 3.5 years.</i>		

⁷⁷ Does not include sites with no staff present (n=265) or with staff present but unknown hours (n=3).

⁷⁸ Does not include sites without a designated SC (n=318) or sites for which the designated SC's presence is unknown (n=7).

⁷⁹ Does not include sites without a designated SC (n=318) or sites for which the designated SC's presence is unknown (n=9).

⁸⁰ Does not include sites with designated SCs whose highest education level is unknown (n=31).

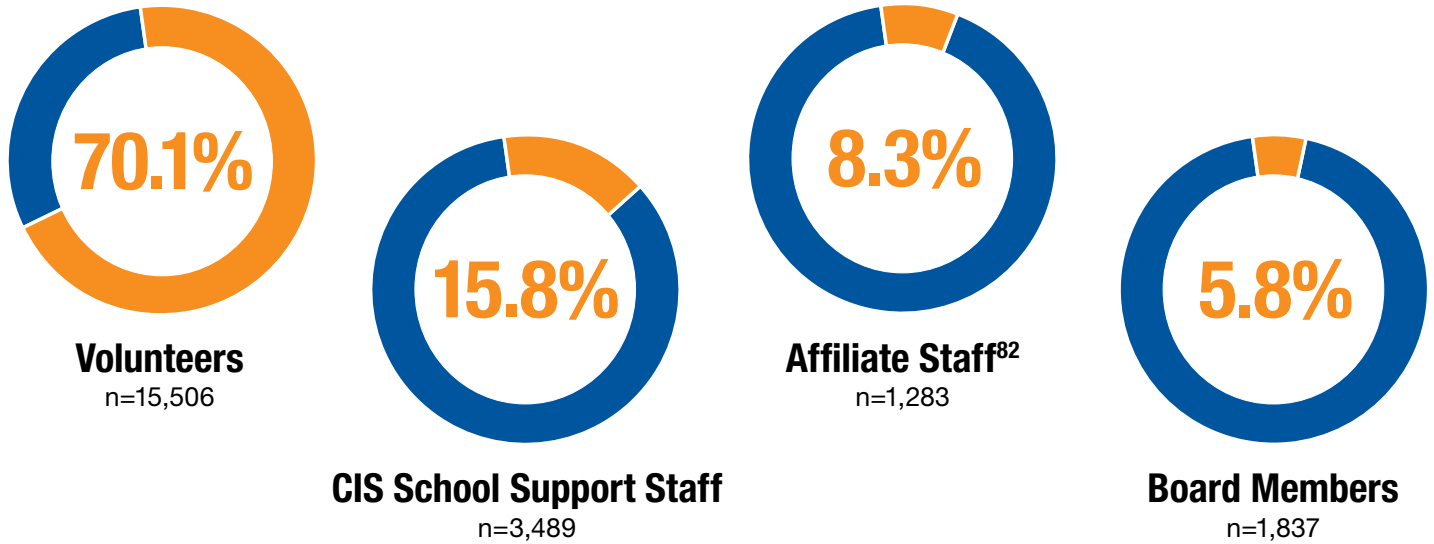
⁸¹ Years under 1.0 are not counted and interval of whole numbers (e.g., 3.5) are counted as part of that number's total (e.g., 1-3 years). Does not include sites with designated SCs whose number of years with CIS is less than 1 (n=770) or unknown (n=15).

CIS Network Human Capital



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

Figure 50. Total Human Capital Breakdown



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

20 organizations with **alumni** on their **boards**



114
Organizations



8,030
Partnerships



1,215
New Partnerships

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)

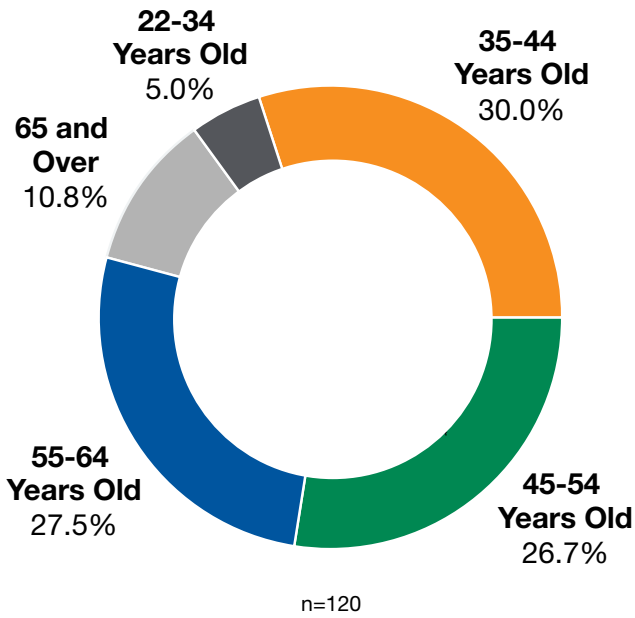
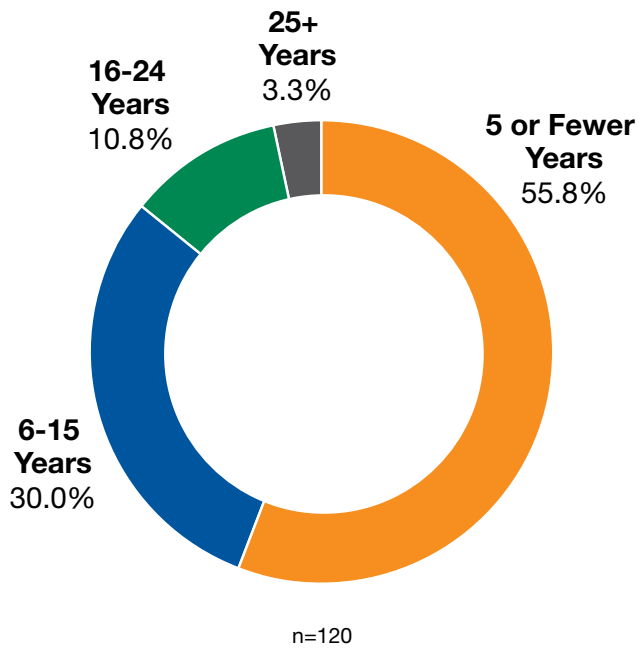


Figure 52. Years as Executive Director, by Percent of EDs



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.



Figure 53. Employment Status of Affiliate Staff

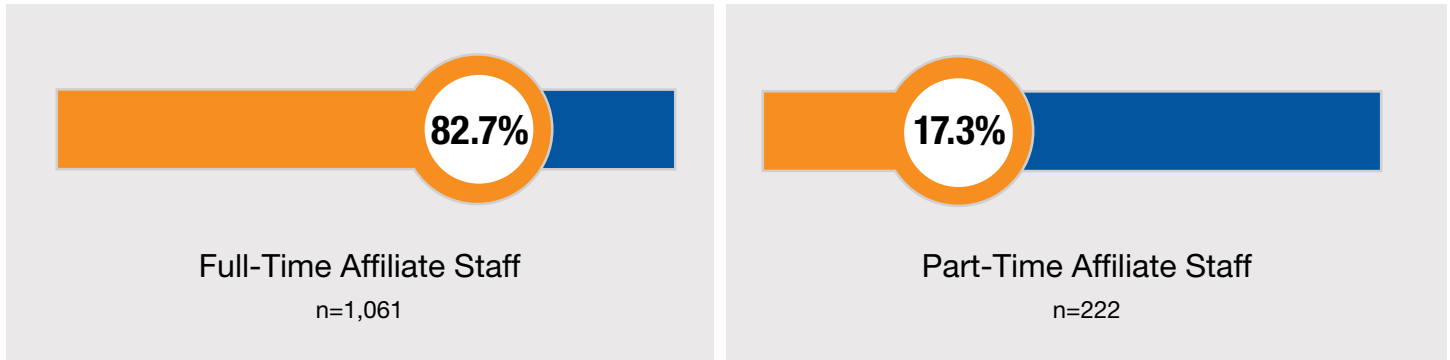
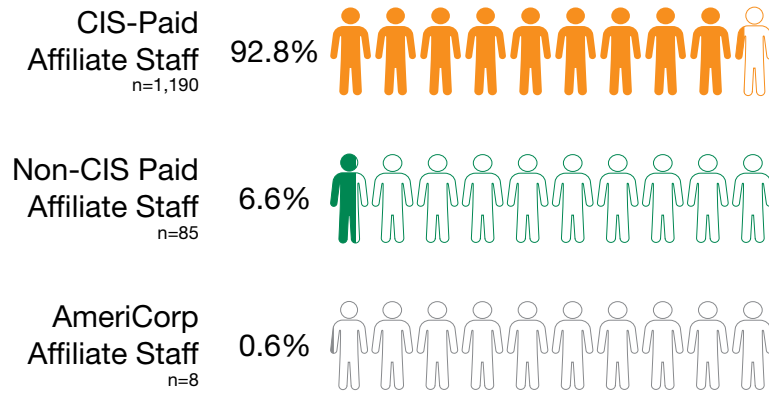


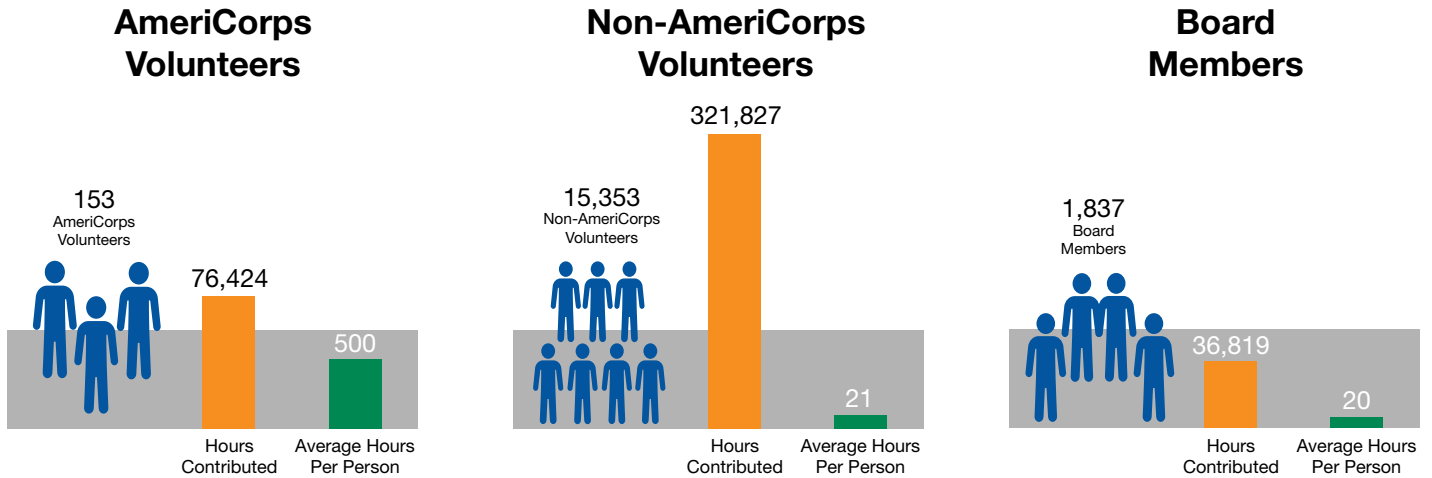
Figure 54. Affiliate Staff Type⁸⁴



⁸⁴ 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 2022 was

\$29.95⁸⁵

Total Value of AmeriCorps Hours Contributed

\$2,288,899

Total Value of Non-AmeriCorps Hours Contributed

\$9,638,719

Total Value of Board Member Hours Contributed

\$1,102,729

Figure 56. AmeriCorps Staff and Volunteers

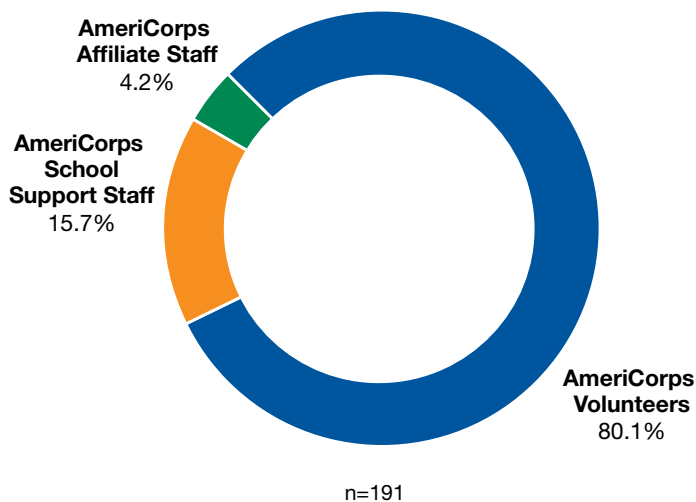
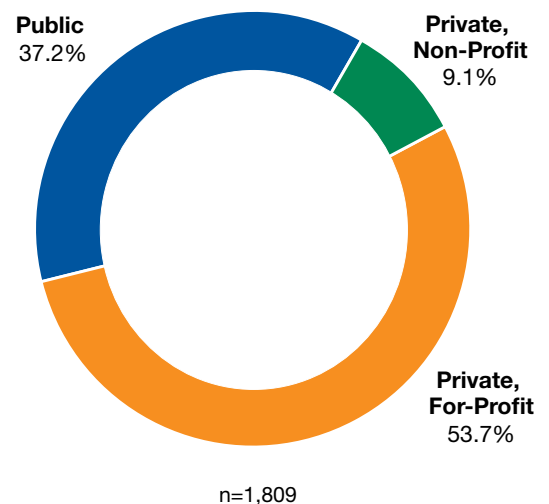


Figure 57. Board Member Sector Breakdown⁸⁶



⁸⁵ The value of a volunteer hour is estimated by Independent Sector and published annually.

⁸⁶ Excludes uncategorized community volunteers/other (n=1) and unknown sector (n=27).



Figure 58. Organization Revenue, by Type⁸⁷

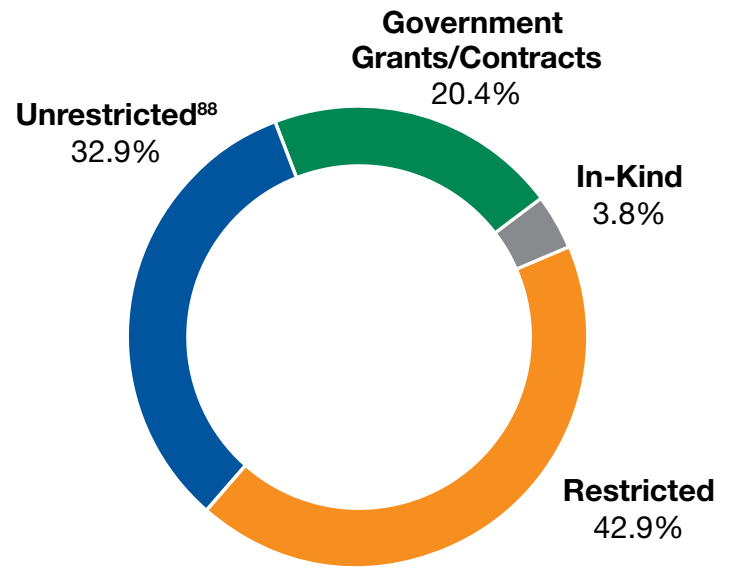
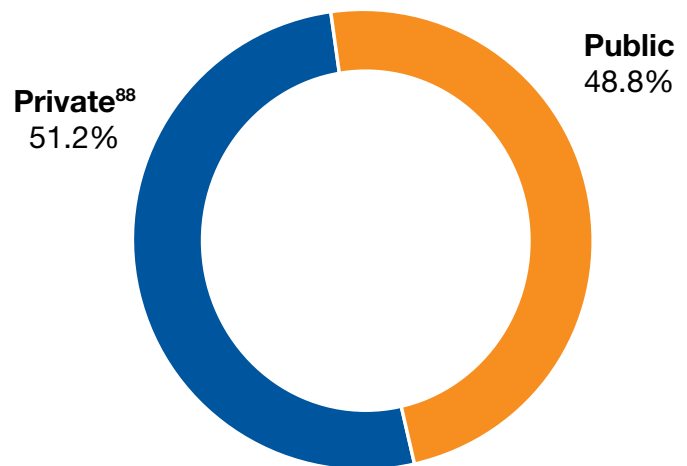


Figure 59. Organization Revenue, by Source^{87, 89}



\$428 MILLION
Total Network Revenue

⁸⁷ State office pass-through to affiliates was removed from the total revenue.

⁸⁸ This includes a one-time aggregate gift from MacKenzie Scott.

⁸⁹ 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 States⁹⁰

State	School District	City/County	State Department of Education	State Department of Justice	State Department Health/Human Services	Title I	21 st Century Learning Centers (21 st CCLC)	Title IV Part A	Workforce Innovation and Opportunity Act (WIOA)	AmeriCorps (Inc. VISTA)	Community Development Block Grant	Community Services Block Grant	Temporary Assistance for Needy Families (TANF)
CA	✓	✓				✓							
DC	✓	✓											
DE	✓												
FL	✓	✓	✓						✓	✓			
GA	✓	✓	✓		✓	✓	✓	✓	✓	✓			
IL		✓											
IN	✓	✓				✓		✓					
KS ⁹¹	✓	✓											✓
LA	✓												
MI	✓	✓	✓			✓	✓	✓					
MN	✓			✓									
NC	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	
NM	✓	✓											
NV	✓					✓							
OH	✓	✓					✓						✓
PA	✓	✓	✓				✓		✓		✓		
SC	✓	✓	✓			✓	✓				✓		
TN	✓	✓	✓			✓			✓	✓			
TX	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
VA	✓	✓	✓	✓		✓	✓	✓	✓		✓	✓	
WA	✓	✓	✓			✓	✓	✓					
WV	✓		✓			✓	✓						
Number of States	21	17	11	4	3	12	10	7	6	5	5	3	3
Number of Org.	92	61	63	7	13	16	23	7	8	13	7	3	29
Amount Received	\$81,387,152	\$14,061,658	\$45,297,160	\$1,037,202	\$1,955,046	\$8,294,210	\$18,117,063	\$1,029,836	\$2,032,326	\$2,688,977	\$396,206	\$141,250	\$6,869,895

⁹⁰ Does not include the following federal funding sources in which 1-2 states participated: CASA, Full Service Community Schools, Head Start, OJJDP, Promoting Safe and Stable Families (PSSF), State Abstinence Education, Teen Pregnancy Prevention Program, TRIO, Victims of Crime Act (VOCA). Funding not reported for Licensed Partners in Arizona and West Virginia.

⁹¹ Funding for CIS programming in Iowa, Missouri, and Oklahoma captured under the state office operation in Kansas.



Table 25. Affiliate Staff Characteristics⁹²

Characteristics of Affiliate Staff		Number of Staff	Percent of Staff
Employment Status		1,283	
	Full-Time	1,061	82.7%
	Part-Time	222	17.3%
Staff Type		1,283	
	CIS-Paid	1,190	92.8%
	Non-CIS Paid	85	6.6%
	AmeriCorps	8	0.6%

Table 26. Age Range of Executive Directors

Age Range	Number of EDs	Percent of EDs
Total	120	
22-34	6	5.0%
35-44	36	30.0%
45-54	32	26.7%
55-64	33	27.5%
65 and over	13	10.8%

Table 27. Volunteers and Board Members

Community Members	Number of Members	Hours Contributed	Value of Hours Contributed	Average Hours Contributed Per Person
AmeriCorps Volunteers	153	76,424	\$2,288,899	500
Non-AmeriCorps Volunteers	15,353	321,827	\$9,638,719	21
Board Members	1,837	36,819	\$1,102,729	20

Table 28. AmeriCorps Staff and Volunteers

Human Resources	Number of Individuals	Percent of Individuals
AmeriCorps Human Resources	191	
School Support Staff	30	15.7%
Affiliate Staff	8	4.2%
Volunteers	153	80.1%

Table 29. Board Members, by Employment Sector⁹³

Employment Sector	Number of Board Members	Percent of Board Members
Board Members	1,809	
Private, Non-Profit	164	9.1%
Private, For-Profit	972	53.7%
Public	673	37.2%

⁹² Affiliate Staff refers to organization-level (not school-based) staff at affiliates, state/regional offices, and licensed partners.

⁹³ Excludes uncategorized community volunteers/other (n=1) and unknown sector (n=27).



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