# Data Book 2020-21

Communities In Schools ®

# To Our CIS Family

Our Data Book tells the story of another challenging year for our schools, students, families, and the communities we serve. The 2020-21 school year found us navigating virtual learning environments outside the 2,860 schools we support and the need to depend on technology not only for educating students but for maintaining relationships and creating new personal connections. It was a year of profound loss and grief, uncertainty, division, and isolation for not only the country but the world. And it was during this year that CIS was called on by educators to reach out into the communities of our 1.61 million students to help with healing, reconnecting, and reengaging in learning. More than 4,000 dedicated CIS professionals working across 117 organizations and licensed partnerships in 26 states and the District of Columbia showed up every day to ensure students physical, social, emotional, and academic needs were met. The most intensive supports were provided to 146,400 students and almost 300,000 parents/guardians most impacted by the pandemic.

The data collected by our dedicated site coordinators across the CIS network tell a powerful story of significant need as well as incredible strength and resilience; in particular, among our students of color and those living in poverty. In partnership with school leaders, teachers, counselors and close to 19,000 community partners and volunteers, our collective efforts resulted in considerable progress and improvements in school climate and overall attendance rates, as well as individual student gains in attendance, behavior, academics, and social and emotional wellbeing. While we are not yet beyond the pandemic, our resolve is strong and our commitment to supporting our schools, students and families is unwavering.

We hope the data contained in the pages of our Data Book provide you the information needed to better understand who we are, what we do, who we serve, what we achieve and, most importantly, why we do what we do. It is our mission to surround students with a community of support, empowering them to stay in school and achieve in life. And it is through data that we ultimately gain the insights we need to help remove barriers and change systems in an effort to ensure every student, regardless of race, gender, ability, zip code, or socioeconomic background has what they need to realize their full potential in school and beyond.

With gratitude,

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

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# Introduction

## About Our Work

Communities In Schools® (CIS®) is a national network of independent organizations and licensed partners that connects 1.61 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 2,860 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 2020-2021 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 Business Standards. Student supports are provided based on a comprehensive annual School Support Plan developed and implemented by a designated Site Coordinator who is employed at least half-time. |
| 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

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

**146,400**
students were case-managed

**292,600**
parents and guardians engaged through CIS supports

**2,860**
schools and community sites were served by CIS

**4,250**
local staff members carried out the CIS mission

**6,800**
community partner organizations worked with CIS to support students

**11,800**
community volunteers donated their time

**$8 MILLION**
worth of volunteer time was contributed

## CIS Network



**117 Organizations**

**26 States and DC**
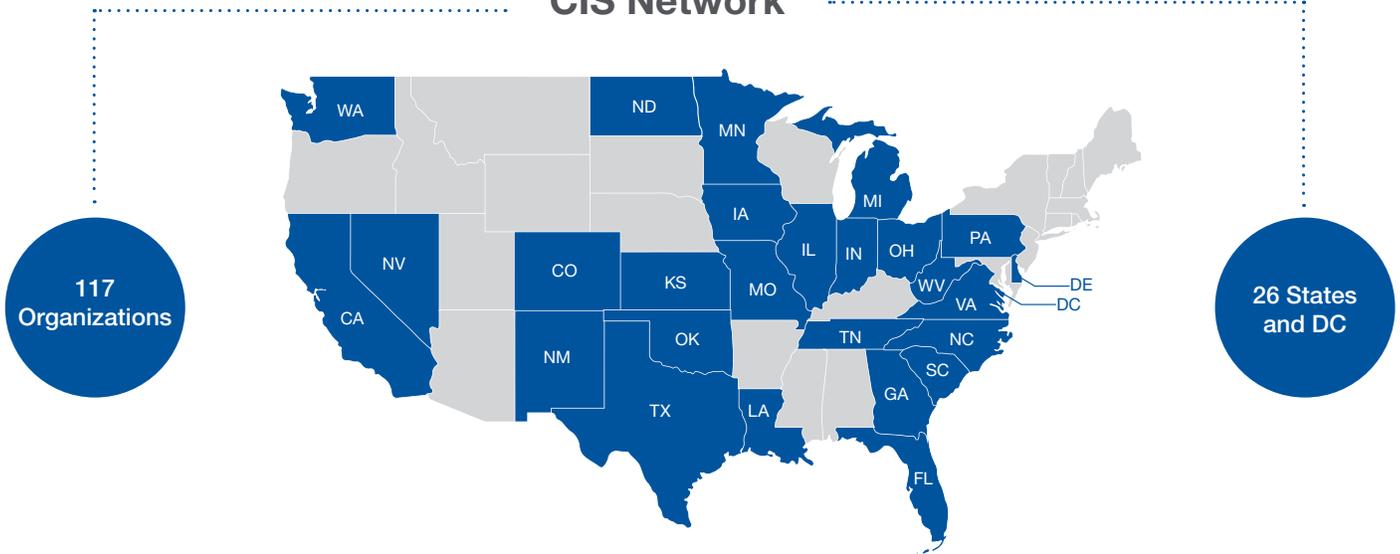
| Remained in School | Promotion | Graduation |
|---|---|---|
| **99%** | **96%** | **93%** |
| of students remained in school through the end of the 2020-21 school year | of K-11 students were promoted to the next grade | of 12th grade students graduated or received a GED |

| Attendance | Academics | Behavior |
|---|---|---|
| **74%** | **86%** | **83%** |
| of students met or made progress toward at least one of their attendance goals | of students met or made progress toward at least one of their academic goals | of students met or made progress toward at least one of their behavior goals |

# CIS Network — State Overview

| State | Number of Organizations | Number of Schools and Sites | Case-Managed Students | Students Receiving Whole-School Supports | Total Students Served |
|---|---|---|---|---|---|
| CA | 1 | 13 | 721 | 4,711 | 5,432 |
| CO | 1[3] | 1 | 78 | 1,000 | 1,078 |
| DC | 1 | 14 | 261 | 3,944 | 4,205 |
| DE[1] | 1 | 21 | 711 | 3,439 | 4,150 |
| FL | 3 | 26 | 1,767 | 18,910 | 20,677 |
| GA[1] | 18 | 174 | 5,489 | 87,518 | 93,007 |
| IA | 0 | 2 | 123 | 836 | 959 |
| IL | 1 | 173 | 806 | 50,052 | 50,858 |
| IN[1] | 4 | 65 | 2,149 | 29,383 | 31,532 |
| KS[1] | 1 | 35 | 2,004 | 22,649 | 24,653 |
| LA[2] | 2 | 35 | 2,131 | 13,509 | 15,640 |
| MI[1] | 3 | 66 | 1,472 | 19,103 | 20,575 |
| MN | 1 | 4 | 160 | 1,538 | 1,698 |
| MO | 0 | 9 | 465 | 3,814 | 4,279 |
| NC[1] | 20 | 241 | 8,019 | 96,425 | 104,444 |
| ND[2] | 1 | 1 | 18 | 195 | 213 |
| NM | 1 | 11 | 405 | 5,610 | 6,015 |
| NV[1] | 1 | 95 | 3,665 | 67,483 | 71,148 |
| OH | 1 | 36 | 1,366 | 17,144 | 18,510 |
| OK | 0 | 11 | 748 | 4,487 | 5,235 |
| PA[1] | 3 | 70 | 1,538 | 43,187 | 44,725 |
| SC | 1 | 32 | 1,451 | 13,169 | 14,620 |
| TN[1] | 2 | 58 | 1,711 | 19,778 | 21,489 |
| TX[1] | 29 | 1,284 | 98,227 | 781,879 | 880,106 |
| VA[1] | 7 | 100 | 4,113 | 48,516 | 52,629 |
| WA[1] | 12 | 161 | 3,458 | 73,501 | 76,959 |
| WV[2] | 2 | 118 | 3,326 | 36,798 | 40,124 |
| **Grand Total** | **117** | **2,856** | **146,382** | **1,468,578** | **1,614,960** |

[1] Indicates presence of a state or regional office. CIS of Mid-America operates in Kansas, Iowa, Missouri, and Oklahoma.
[2] Includes licensed partner.
[3] Innovation work (school turnaround).

# CIS Network — Student Overview

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 attendance rates. 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.[4]

## 1,614,960[5]
## students served in 2021

### Figure 1. Overall Student Breakdown



Students Receiving Whole-School Supports Only: 90.9%

Students Receiving Case Management: 9.1%

### Figure 2. Overall CIS Model School Saturation Rate: Whole-School Supports[6]



67.9%
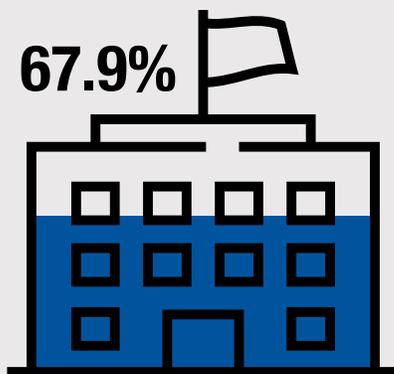
### Figure 3. Overall CIS Model School Saturation Rate: Case Management



8.0%
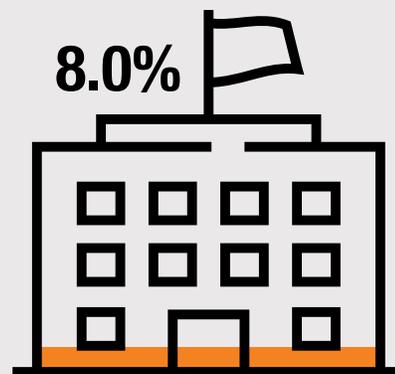
[4] Reported saturation may be lower than expected. Due to the COVID-19 pandemic, some organizations may not have fully met the standard for saturation for whole-school supports and case management.

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

[6] 2020-21 SY is the first year in which Texas is included in the calculation.

Since 1977, Communities In Schools has grown from serving just under 2,700 students to 1.61 million students across 26 states and the District of Columbia.

## Figure 4. Historical Data: Total Students Served, 1977-2021
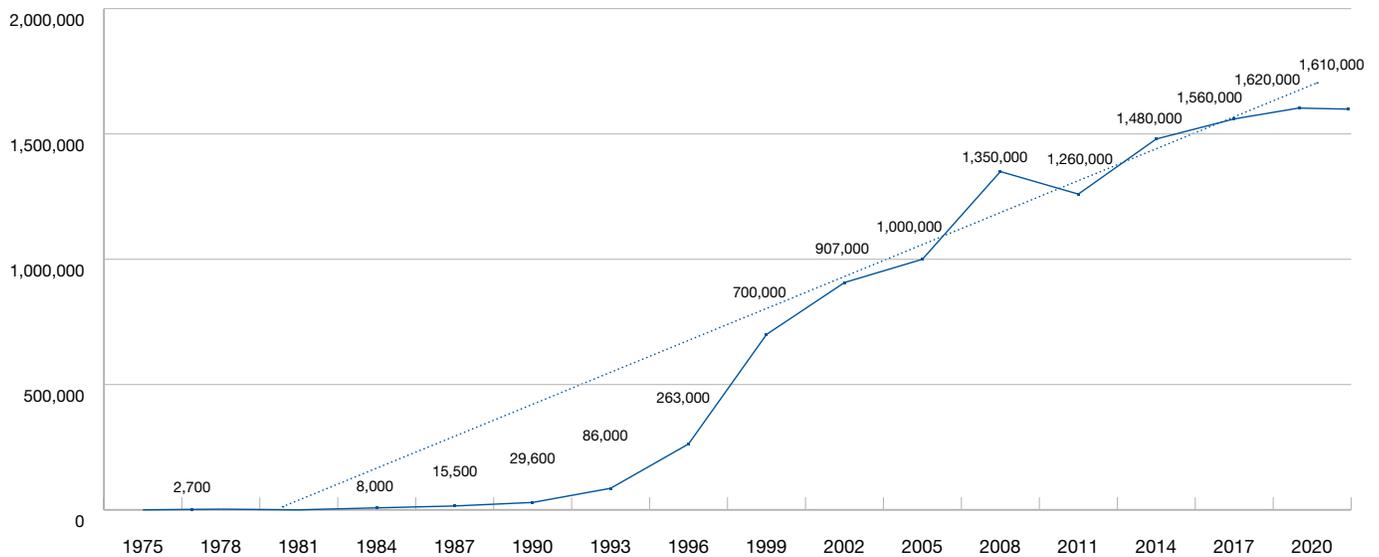


## Figure 5. Number of Students Served, 2017-2021



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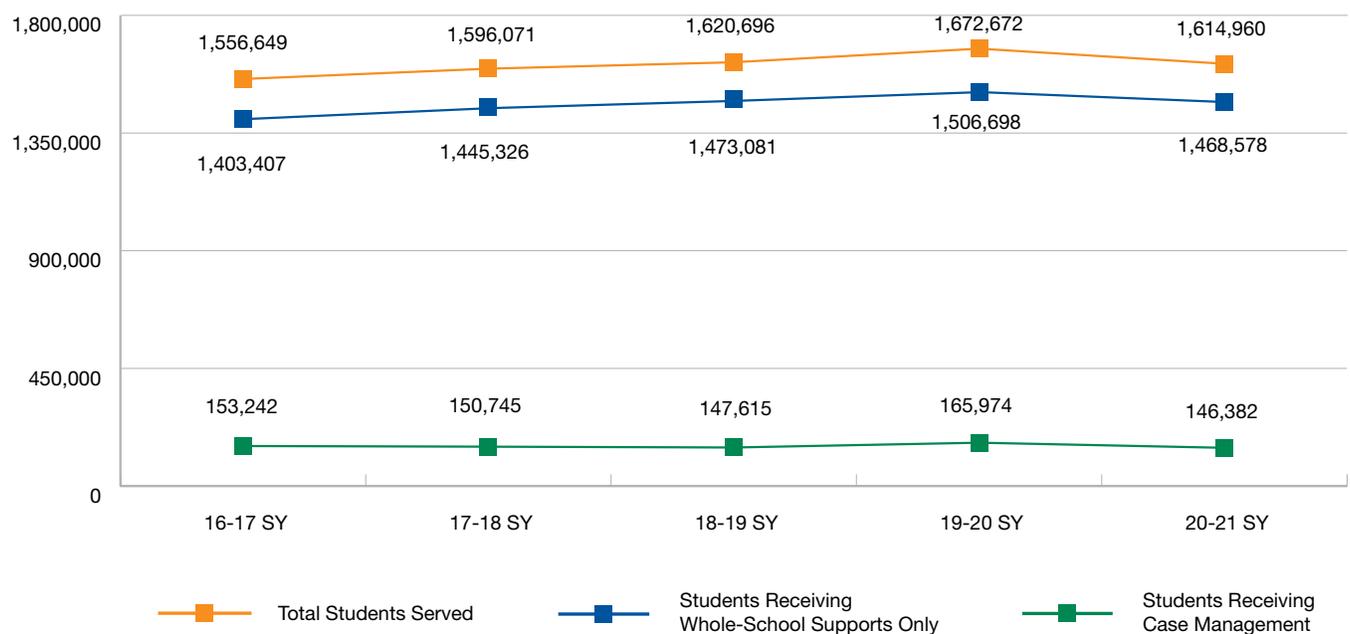
# Our Community

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 Demographics[7]: Race[8] and Gender[9]

| | Students | School Staff | Affiliate Staff | Executive Directors | Board Members |
|---|---|---|---|---|---|
| American Indian/Alaska Native | 0.9% | 0.5% | 0.4% | 0% | 0.6% |
| Asian | 1.2% | 1.3% | 1.8% | 0% | 1.0% |
| Native Hawaiian/Other Pacific Islander | 0.3% | 0.2% | 0% | 0% | 0.2% |
| Black/African American | 28.3% | 29.9% | 25.4% | 23.5% | 22.1% |
| Hispanic/Latino | 48.5% | 29.8% | 14.7% | 10.9% | 8.6% |
| White | 18.3% | 35.3% | 54.9% | 63.0% | 66.3% |
| Two or More Races | 2.1% | 2.4% | 2.0% | 2.5% | 0.4% |
| Other | 0.4% | 0.7% | 0.9% | 0% | 0.9% |
| Female[10] | 51.7% | 84.2% | 82.7% | 70.6% | 53.0% |
| Male[11] | 48.3% | 15.7% | 17.3% | 29.4% | 47.0% |
| Other[12] | 0.04% | 0.1% | 0% | 0% | 0% |

[7] See tables 1 and 3 for N sizes.
[8] Does not include individuals whose race/ethnicity is unknown or prefer not to answer (students: n=196, school staff: n=49, affiliate staff: n=16, executive directors: n=0, board members: n=29).
[9] Does not include individuals whose sex/gender is unknown or prefer not to answer (students: n=43, school staff: n=17, affiliate staff: n=0, executive directors: n=0, board members: n=1).
[10] Includes Transgender Female.
[11] Includes Transgender Male.
[12] Nonbinary, Intersex, or Genderqueer/fluid/non-confirming was reported for 51 individuals.

# 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 portion of our students speak Somali, moving from the 4th position to 3rd. Vietnamese also moved up, from 8th to 6th position in the list.

## Figure 7. The Languages We Speak[13]



Most Spoken

Legend: American Indian/Alaska Native | Asian | Native Hawaiian/Other Pacific Islander | Black/African American | Hispanic/Latino | White | Two or More Races | Other

| Rank | Language |
|------|----------|
| 1 | Spanish |
| 2 | Arabic |
| 3 | Somali |
| 4 | Haitian Creole |
| 5 | French |
| 6 | Vietnamese |
| 7 | Swahili |
| 8 | Burmese |
| 8 | Russian |
| 10 | Hmong |
| 10 | Portuguese |
| 12 | Mandarin Chinese |
| 13 | Bengali |
| 13 | Urdu |
| 15 | Cambodian |
| 16 | ASL |
| 16 | Farsi (Persian) |
| 16 | Hindi |
| 16 | Korean |
| 16 | Punjabi |
| 16 | Thai |
| 22 | Japanese |
| 23 | Khmer |
| 23 | Turkish |
| 23 | Ukranian |
| 26 | Cantonese |
| 26 | Malay, Indonesian |
| 28 | Bulgarian |
| 28 | Cape Verdean Creole |
| 28 | German |
| 28 | Gujarati |
| 28 | Italian |

[13] Ordered from the language spoken by the most students (Spanish) to the least students (Bulgarian, Cape Verdean Creole, German, Gujarati, Italian). Does not include CIS affiliates in Texas and 2,991 students across other affiliates. Students of unknown race speak Spanish (n=9) and Portuguese (n=1). An additional 260 students speak another language not listed above. Excludes students for whom a non-English language is unknown (n=33).

# Student Information

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

| Attribute | Count |
|-----------|------:|
| English Language Learner | 31,688 |
| Experienced/Exposed to Trauma | 28,610 |
| Special Education | 16,741 |
| Homeless | 6,021 |
| Incarcerated Parent | 5,252 |
| Over Age/Under Credit | 4,510 |
| Adjudicated Youth | 2,129 |
| Child of Active Duty Military | 2,119 |
| Foster Care/Group Home | 2,055 |
| LGBTQ+ | 1,462 |
| Substance Abuse | 1,453 |
| Pregnant/Parenting | 912 |
| Gang Involvement | 598 |
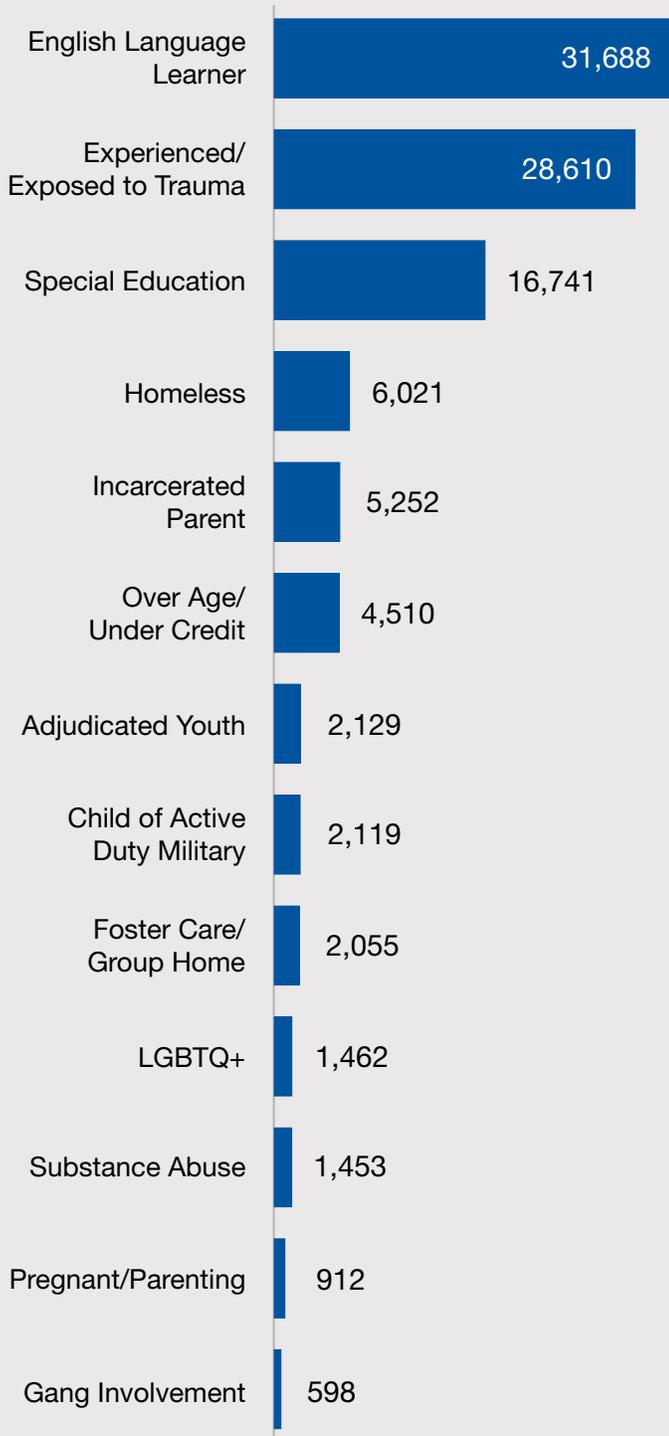
## Figure 9. Free and Reduced-Price Lunch (FRPL) Eligibility of Case-Managed Students[14]



- Not Eligible: 18.3%
- Eligible: 81.7%

n=140,871
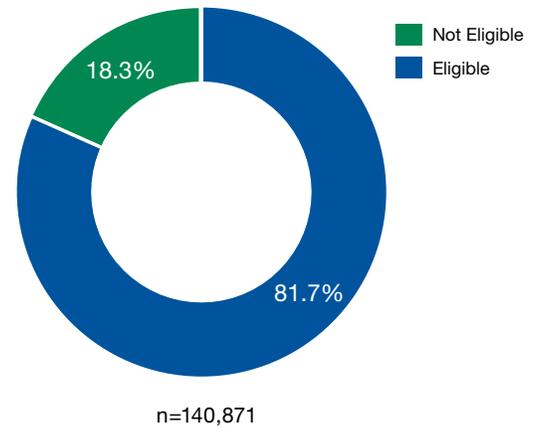
## Figure 10. Referral Reasons of Case-Managed Students

| Referral Reason | Count |
|-----------------|------:|
| Academics | 54,657 |
| Behavior[15] | 38,093 |
| Basic Needs[15] | 34,380 |
| Attendance[15] | 19,188 |
| Social and Emotional Concerns[15,16] | 13,803 |
| Other[15,16] | 4,063 |
| Parent/Family Engagement/Involvement[15,16] | 3,778 |
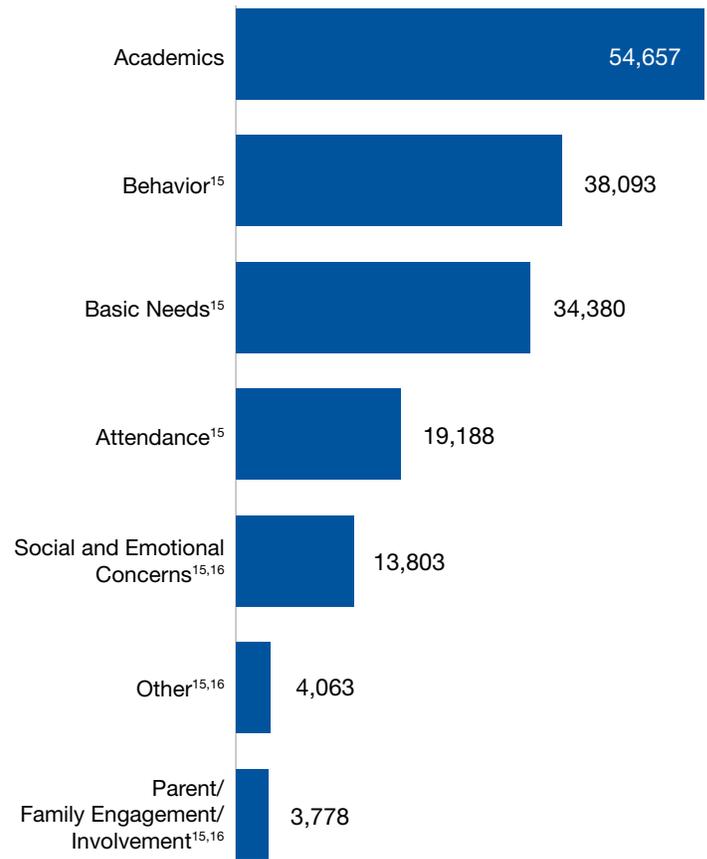
[14] Does not include students whose FRPL status is unknown (n=5,511).
[15] Does not include CIS of Atlanta.
[16] Does not include CIS affiliates in Texas.

## Figure 11. Percent of Case-Managed Students Referred, by Referral Reason, Race, and Gender[17]

**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, 43.7% of White female case-managed students with available referral data were referred to CIS for Academics.**

### Percent Referred for Academics

| | American Indian/Alaska Native | | Asian | | Black/African American | | Hispanic/Latino | | Native Hawaiian/Other Pacific Islander | | White | | Two or More Races | | Other | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male |
| % | 57.9% | 67.1% | 39.9% | 48.2% | 50.2% | 54.9% | 54.3% | 59.7% | 48.1% | 58.4% | 43.8% | 49.6% | 49.2% | 52.6% | 42.5% | 47.9% |

### Percent Referred for Behavior[18]

| | American Indian/Alaska Native | | Asian | | Black/African American | | Hispanic/Latino | | Native Hawaiian/Other Pacific Islander | | White | | Two or More Races | | Other | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male |
| % | 26.5% | 29.3% | 40.4% | 43.2% | 35.2% | 41.2% | 39.7% | 37.4% | 25.5% | 26.5% | 37.3% | 40.4% | 15.4% | 31.6% | 14.7% | 34.7% |

### Percent Referred for Attendance[18]

| | American Indian/Alaska Native | | Asian | | Black/African American | | Hispanic/Latino | | Native Hawaiian/Other Pacific Islander | | White | | Two or More Races | | Other | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male |
| % | 20.0% | 20.8% | 9.6% | 11.3% | 21.9% | 21.5% | 16.4% | 18.4% | 21.0% | 24.3% | 18.5% | 18.2% | 26.3% | 27.6% | 26.2% | 25.1% |

### Percent Referred for Social and Emotional Learning[18,19]

| | American Indian/Alaska Native | | Asian | | Black/African American | | Hispanic/Latino | | Native Hawaiian/Other Pacific Islander | | White | | Two or More Races | | Other | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male |
| % | 18.0% | 17.2% | 10.4% | 8.9% | 20.3% | 19.3% | 5.9% | 5.1% | 21.8% | 16.2% | 20.2% | 18.9% | 42.2% | 40.1% | 38.7% | 35.1% |

[17] See tables 4-8 for N sizes and data on students who identify as an Other gender (including agender, intersex, nonbinary, and queer/gender fluid/non-conforming).
[18] Does not include CIS of Atlanta.
[19] Does not include CIS affiliates in Texas.

## Our students are meeting their ABCS[20] goals.

### Figure 12. Case-Managed Students Who Met or Made Progress Towards Their Goals[21]

| Category | % |
|---|---|
| Attendance (n=29,335) | 74.3% |
| School Behavior (n=60,893) | 82.7% |
| Academics (n=73,819) | 85.6% |
| Social and Emotional Learning (n=42,315) | 85.3% |
| Career Readiness (n=4,707) | 92.5% |
| College Readiness (n=7,296) | 91.4% |
| High Risk Behavior (n=5,001) | 87.8% |
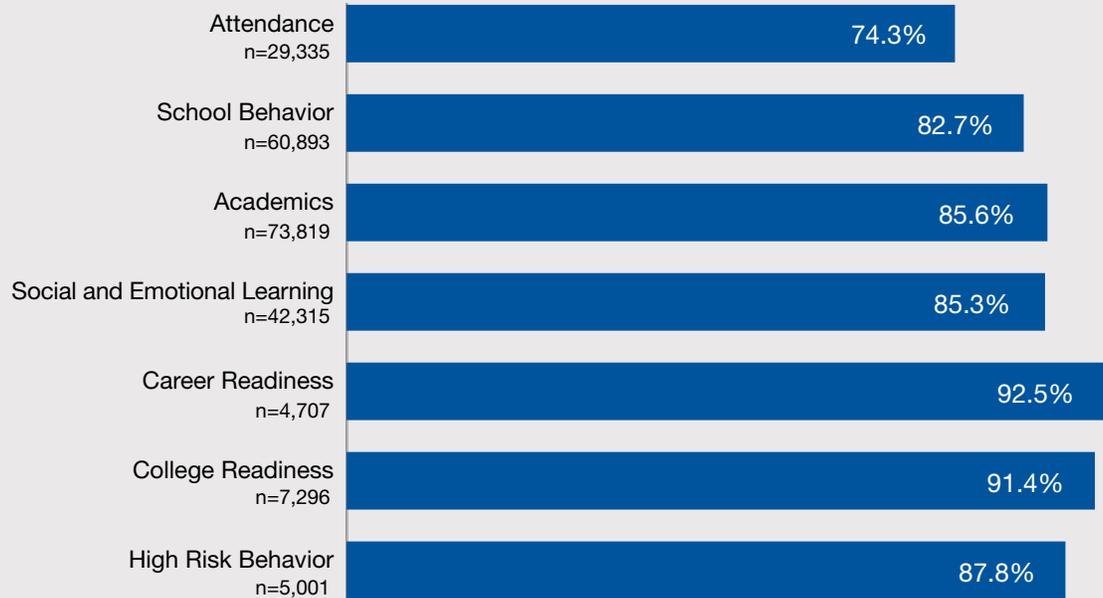
### Figure 13. Percent of Students Who Met or Made Progress Towards Goals, by Race/Ethnicity[22]

Legend: Attendance, Behavior, Academics

| Race/Ethnicity | Attendance | Behavior | Academics |
|---|---|---|---|
| American Indian/Alaska Native | 75.2% | 81.9% | 83.7% |
| Asian | 88.4% | 82.1% | 87.8% |
| Black/African American | 68.9% | 82.4% | 82.4% |
| Hispanic/Latino | 77.2% | 82.6% | 88.1% |
| Native Hawaiian/Other Pacific Islander | 73.1% | 82.3% | 81.3% |
| White | 75.8% | 83.0% | 85.0% |
| Two or More Races | 74.4% | 89.1% | 80.8% |
| Other[23] | 74.8% | 92.7% | 80.1% |
| Unknown | 86.0% | 87.5% | 82.4% |
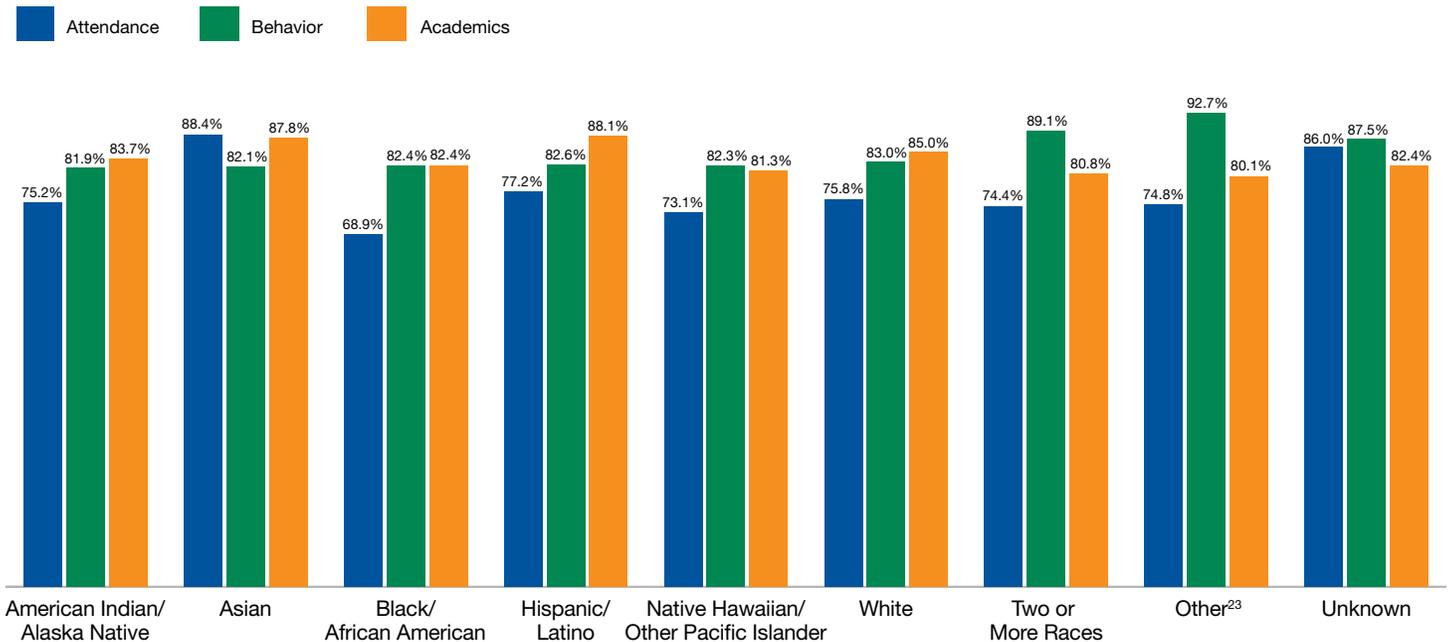
[20] ABCS refers to Attendance, Behavior, Course Performance, and Social and Emotional Learning. Case managed students are required to work towards at least one goal in one of these areas during the school year.

[21] Due to the COVID-19 pandemic, final metrics were unavailable for some students during school closure and data are excluded for unknown student achievement of Academic (n=25), Social and Emotional Learning (n=224), College Readiness (n=2), and Career Readiness (n=1) goals.

[22] See table 10 for N sizes. Excludes Social and Emotional Learning due to insufficient data by race/ethnicity.

[23] Includes students who identified as Asian/Pacific Islander.

## Figure 14. Percent of Students Who Met or Made Progress Towards an Attendance Goal, by Race and Gender[24,25]



Legend: ■ Female  ■ Male  — Network Avg.

Network Avg. = 74.3%

| Race | Female | Male | n |
|---|---|---|---|
| American Indian/Alaska Native | 72.4% | 77.3% | n=246 |
| Asian | 89.3% | 86.5% | n=317 |
| Black/African American | 70.2% | 69.7% | n=14,040 |
| Hispanic/Latino | 77.0% | 77.3% | n=16,668 |
| Native Hawaiian/Other Pacific Islander | 71.8% | 74.6% | n=130 |
| White | 76.5% | 74.9% | n=6,523 |
| Two or More Races | 74.6% | 74.6% | n=1,135 |
| Other | 75.8% | 73.6% | n=253 |
| Unknown | 81.6% | 89.6% | n=97 |
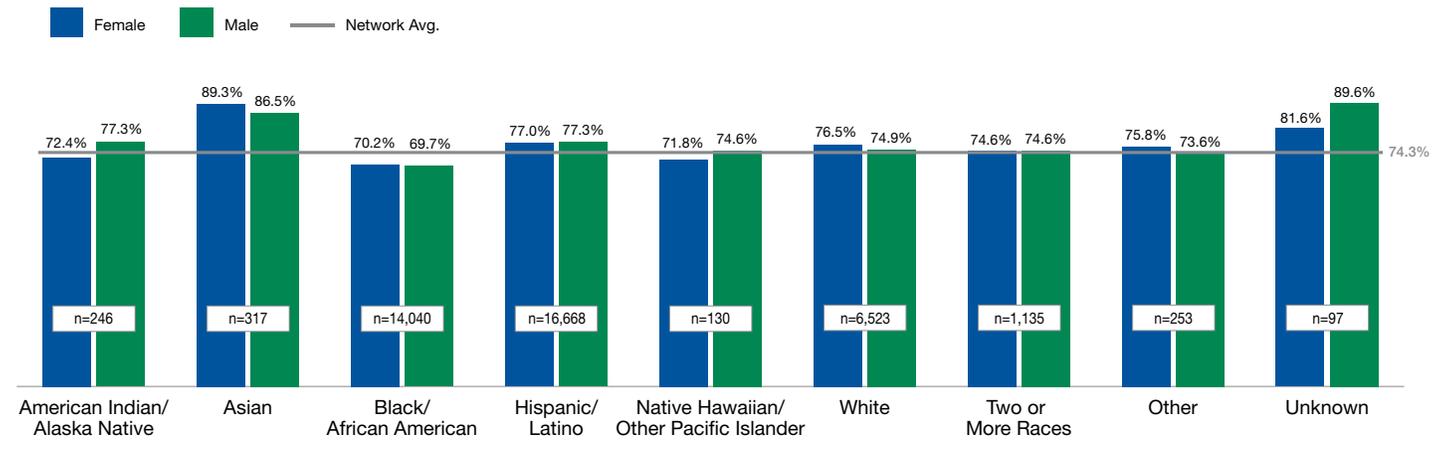
## Figure 15. Percent of Students Who Met or Made Progress Towards a Behavior Goal, by Race and Gender[24,25]



Legend: ■ Female  ■ Male  — Network Avg.

Network Avg. = 82.7%

| Race | Female | Male | n |
|---|---|---|---|
| American Indian/Alaska Native | 81.3% | 82.7% | n=531 |
| Asian | 82.2% | 81.9% | n=937 |
| Black/African American | 82.1% | 82.7% | n=17,766 |
| Hispanic/Latino | 82.7% | 82.4% | n=40,680 |
| Native Hawaiian/Other Pacific Islander | 81.0% | 83.9% | n=198 |
| White | 82.3% | 83.9% | n=12,851 |
| Two or More Races | 91.5% | 87.2% | n=557 |
| Other | 94.4% | 91.7% | n=96 |
| Unknown | 88.9% | 81.8% | n=20 |
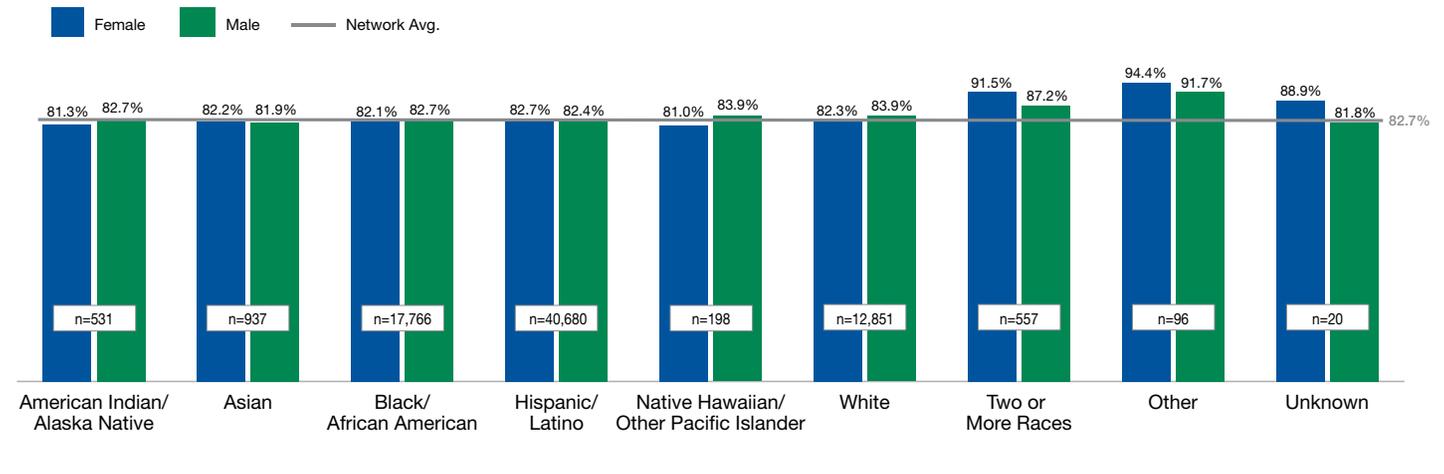
## Figure 16. Percent of Students Who Met or Made Progress Towards an Academic Goal, by Race and Gender[24,25]



Legend: ■ Female  ■ Male  — Network Avg.

Network Avg. = 85.6%

| Race | Female | Male | n |
|---|---|---|---|
| American Indian/Alaska Native | 81.3% | 85.9% | n=846 |
| Asian | 89.2% | 85.9% | n=878 |
| Black/African American | 84.3% | 83.1% | n=24,099 |
| Hispanic/Latino | 83.4% | 81.3% | n=43,874 |
| Native Hawaiian/Other Pacific Islander | 81.7% | 80.9% | n=193 |
| White | 86.4% | 83.7% | n=13,800 |
| Two or More Races | 81.2% | 80.3% | n=1,716 |
| Other | 81.3% | 79.3% | n=334 |
| Unknown | 89.7% | 76.3% | n=98 |
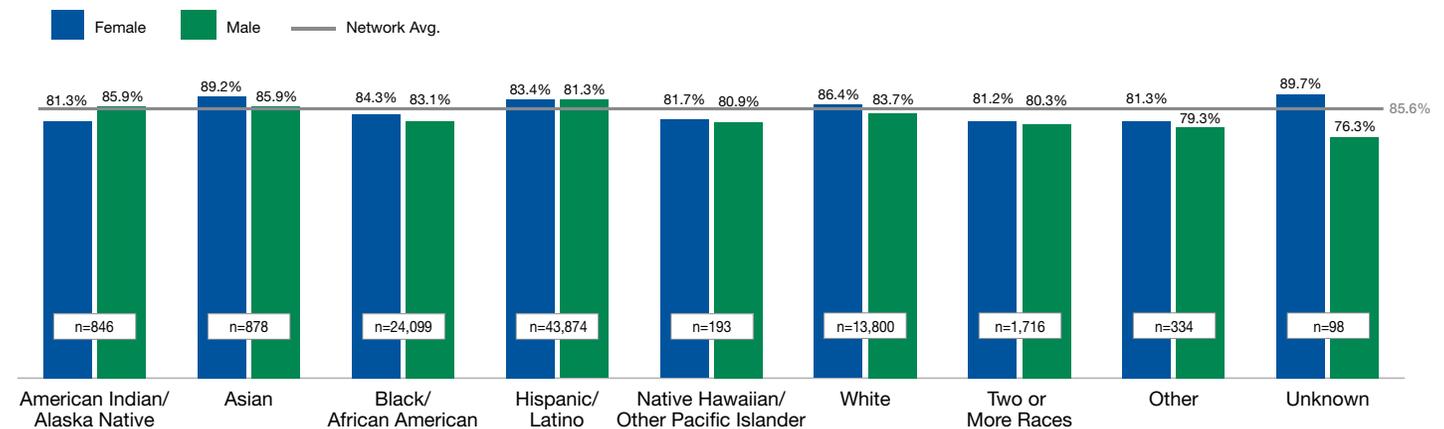
[24] Individuals identified as a race/ethnicity other than those listed are included in the category of Other (this includes any students identified as Asian/Pacific Islander prior to the 2020-21 school year whose records were not updated to align with the current options).
[25] Does not include students whose sex/gender is identified as Other (n=61) or Unknown (n=43).

# Student Outcomes

## Figure 17. K-11 Case-Managed Students Who Stayed In School[26]



99.7%

n=126,878
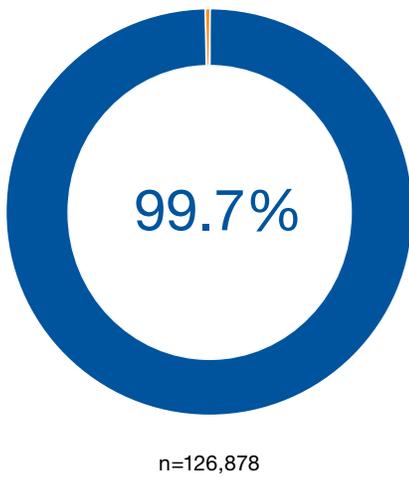
## Figure 18. K-11 Case-Managed Student Year-End Status[26]



n=126,878

- Promoted: 95.8%
- Retained: 3.4%
- Other: 0.5%
- Dropped Out: 0.2%
- Incarcerated or Expelled: 0.02%
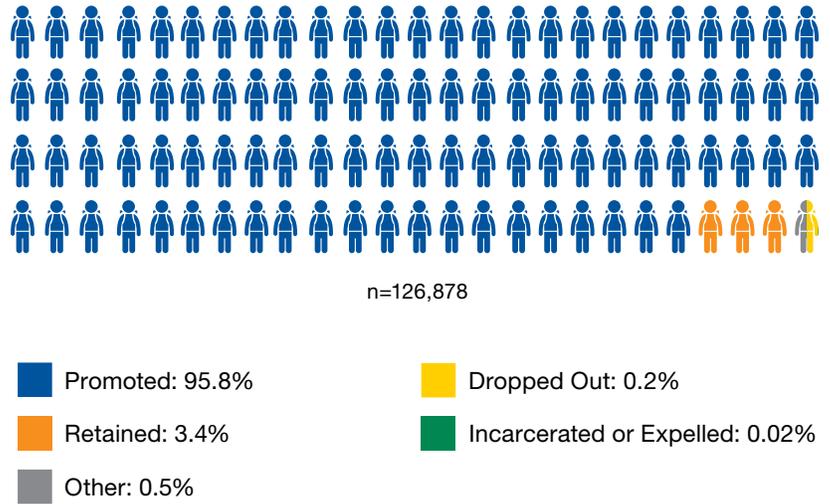
## Figure 19. Percent of K-11 Students Who Were Promoted, by Race and Grade Level

K-5 | 6-8 | 9-11

| Race | K-5 | 6-8 | 9-11 |
|---|---|---|---|
| American Indian/Alaska Native n=1,168 | 99.1% | 98.2% | 89.2% |
| Asian n=1,476 | 99.1% | 99.5% | 92.6% |
| Black/African American n=34,935 | 97.4% | 97.1% | 86.7% |
| Hispanic/Latino n=63,049 | 98.5% | 98.3% | 87.6% |
| Native Hawaiian/Other Pacific Islander n=343 | 97.7% | 97.6% | 90.9% |
| White n=22,613 | 97.9% | 97.9% | 87.5% |
| Two or More Races n=2,607 | 96.8% | 97.1% | 87.3% |
| Other n=514 | 98.7% | 91.0% | 85.6% |
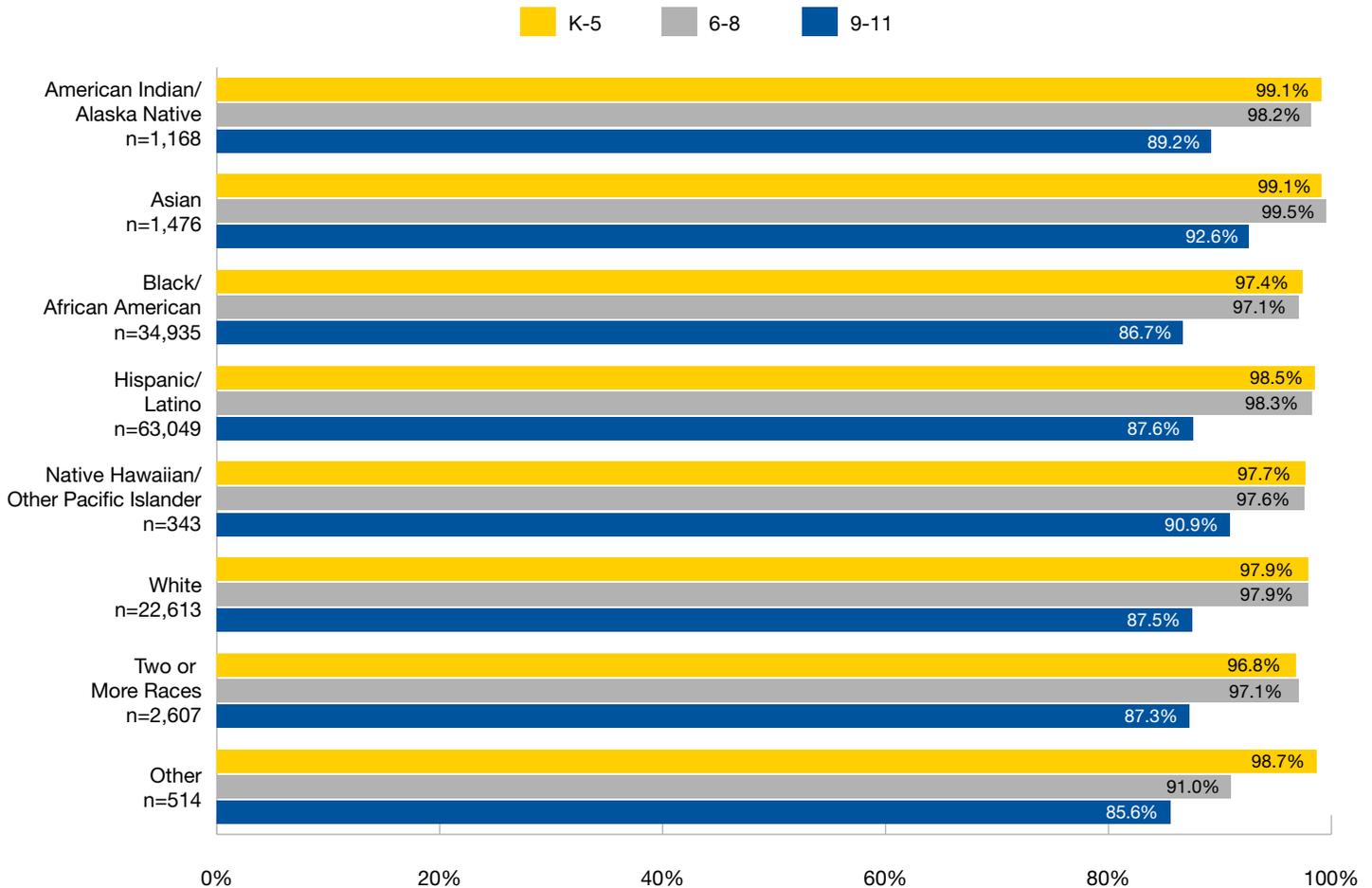
[26] Does not include K-11 students who transferred (n=7505), were deceased (n=5), or whose year-end status was unknown (n=345). Does not include K-11 students who graduated (n=548) or received a GED (n=69).

# Student Outcomes

## Figure 20. Grade 12 Case-Managed Students Who Stayed In School[27]

**98.3%**

n=10,323
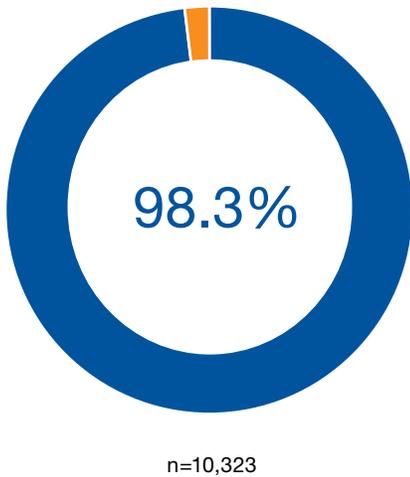
## Figure 21. Grade 12 Case-Managed Student Year-End Status[28]

n=10,323

- ■ Graduated (inc. GED): 92.8%
- ■ Retained: 4.7%
- ■ Other: 1.2%
- ■ Dropped Out: 1.2%
- ■ Incarcerated or Expelled: 0.06%
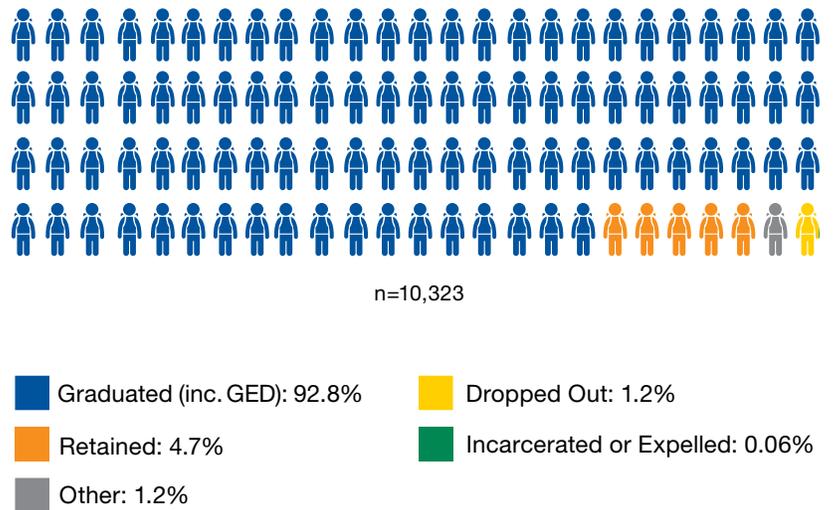
## Figure 22. Percent of Grade 12 Students Who Graduated/Received a GED, by Race and Gender[29]

■ Female  ■ Male  — Network Avg.

| Race | Female | Male |
|---|---|---|
| American Indian/Alaska Native n=78 | 91.7% | 96.7% |
| Asian n=140 | 95.0% | 93.3% |
| Black/African American n=3,502 | 93.9% | 91.1% |
| Hispanic/Latino n=4,534 | 94.3% | 92.0% |
| Native Hawaiian/Other Pacific Islander n=32 | 94.4% | 85.7% |
| White n=1,775 | 93.6% | 90.0% |
| Two or More Races n=206 | 88.3% | 93.6% |
| Other n=41 | 92.0% | 81.3 |

Network Avg. 92.8%
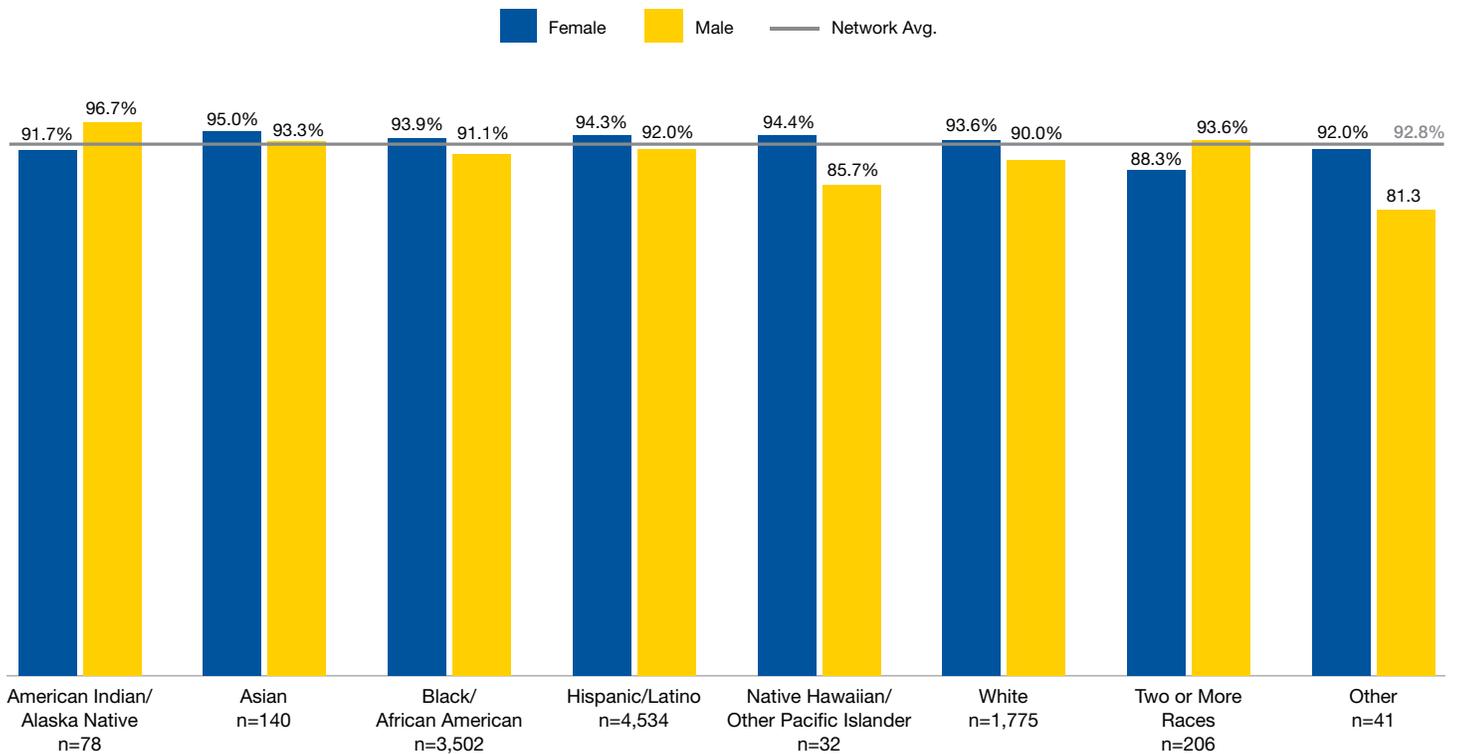
[27] Does not include seniors who transferred (n=464), were deceased (n=3), or whose year-end status was unknown (n=4).

[28] Does not include 12th grade students who transferred (n= 464), were deceased (n=3), or whose year-end status is unknown (n=4).

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

# Student Outcomes

Figure 23. Graduate Postsecondary Plans[30]
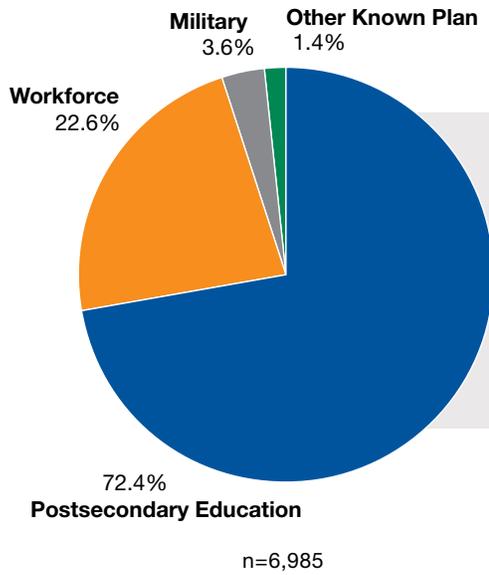


**Postsecondary Education Type Breakdown**
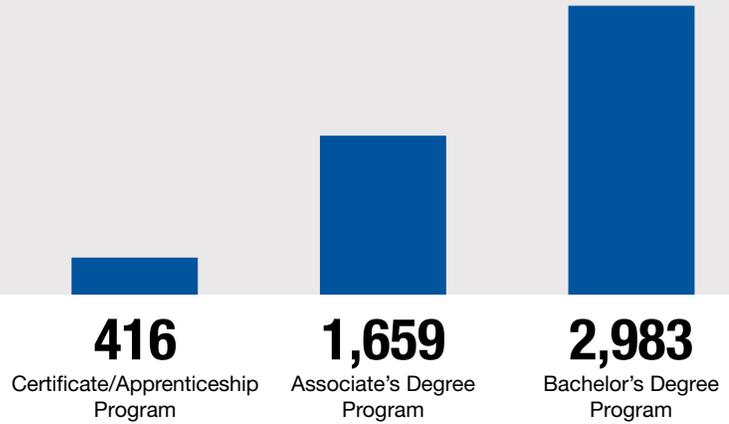
| 416 | 1,659 | 2,983 |
| --- | --- | --- |
| Certificate/Apprenticeship Program | Associate's Degree Program | Bachelor's Degree Program |

Pie chart:
- Postsecondary Education 72.4%
- Workforce 22.6%
- Military 3.6%
- Other Known Plan 1.4%

n=6,985



[30] Does not include students whose post-graduation plans are unknown (n=2,871).

# Student and Community Data Tables

## Table 1. Community Demographics

| Characteristic | School Staff | Affiliate Staff | Executive Directors | Board Members |
|---|---|---|---|---|
| **Sex/Gender (N)[31]** | | | | |
| Female | 2,632 | 910 | 84 | 992 |
| Male | 491 | 190 | 35 | 879 |
| Other | 4 | 0 | 0 | 1 |
| | | | | |
| **Sex/Gender (%)[31]** | | | | |
| Female | 84.2% | 82.7% | 70.6% | 53.0% |
| Male | 15.7% | 17.3% | 29.4% | 47.0% |
| Other | 0.1% | 0% | 0% | 0% |
| | | | | |
| **Race/Ethnicity (N)[32]** | | | | |
| American Indian/Alaska Native | 15 | 4 | 0 | 11 |
| Asian | 41 | 19 | 0 | 19 |
| Native Hawaiian/Other Pacific Islander | 5 | 0 | 0 | 3 |
| Black/African American | 925 | 275 | 28 | 407 |
| Hispanic/Latino | 921 | 159 | 13 | 158 |
| White | 1,091 | 595 | 75 | 1,222 |
| Two or More Races | 73 | 22 | 3 | 7 |
| Other | 23 | 10 | 0 | 16 |
| | | | | |
| **Race/Ethnicity (%)[32]** | | | | |
| American Indian/Alaska Native | 0.5% | 0.4% | 0% | 0.6% |
| Asian | 1.3% | 1.8% | 0% | 1.0% |
| Native Hawaiian/Other Pacific Islander | 0.2% | 0% | 0% | 0.2% |
| Black/African American | 29.9% | 25.4% | 23.5% | 22.1% |
| Hispanic/Latino | 29.8% | 14.7% | 10.9% | 8.6% |
| White | 35.3% | 54.9% | 63.0% | 66.3% |
| Two or More Races | 2.4% | 2.0% | 2.5% | 0.4% |
| Other | 0.7% | 0.9% | 0% | 0.9% |

[31] Does not include individuals whose sex/gender is unknown or prefer not to answer (school staff: n=17, affiliate staff: n=0, executive directors: n=0, board members: n=1).

[32] Does not include individuals whose race/ethnicity is unknown or prefer not to answer (school staff: n=49, affiliate staff: n=16, executive directors: n=0, board members: n=29).

# Student and Community Data Tables

## Table 2. Number of Students Served, 2017-2021

| Support Type | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 | Percent Change 2017-2021 |
|---|---|---|---|---|---|---|
| Students Receiving Whole-School Supports Only | 1,403,407 | 1,445,326 | 1,473,081 | 1,506,698 | 1,468,578 | 4.6% |
| Students Receiving Case Management | 153,242 | 150,745 | 147,615 | 165,974 | 146,382 | -4.5% |
| Total Students Served | 1,556,649 | 1,596,071 | 1,620,696 | 1,672,672 | 1,614,960 | 3.7% |

## Table 3. Case-Managed Student Demographics and Attributes

| Characteristic | Number of Students | Percent of Students |
|---|---|---|
| Sex/Gender[33] | | |
| Female | 75,640 | 51.7% |
| Male | 70,638 | 48.3% |
| Other[34] | 61 | 0.04% |
| | | |
| Race/Ethnicity[35] | | |
| American Indian/Alaska Native | 1,350 | 0.9% |
| Asian | 1,693 | 1.2% |
| Native Hawaiian/Other Pacific Islander | 398 | 0.3% |
| Black/African American | 41,403 | 28.3% |
| Hispanic/Latino | 70,967 | 48.5% |
| White | 26,684 | 18.3% |
| Two or More Races | 3,086 | 2.1% |
| Other | 605 | 0.4% |
| | | |
| Free and Reduced-Price Lunch Eligibility[36] | | |
| Eligible | 115,115 | 81.7% |
| Not Eligible | 25,756 | 18.3% |
| | | |
| Other Attributes | | |
| Adjudicated Youth | 2,129 | 5.7% |
| Child of Active Duty Military | 2,119 | 5.6% |
| English Language Learner | 31,688 | 48.0% |
| Foster Care/Group Home | 2,055 | 1.9% |
| Gang Involvement | 598 | 1.2% |
| Homeless | 6,021 | 5.4% |
| Incarcerated Parent | 5,252 | 16.1% |
| LGBTQ+ | 1,462 | 3.9% |
| Pregnant/Parenting | 912 | 2.3% |
| Special Education | 16,741 | 33.7% |
| Substance Abuse | 1,453 | 2.1% |
| Experienced/Exposed to Trauma | 28,610 | 57.4% |
| Over Age/Under Credit | 4,510 | 6.5% |

[33] Another sex/gender was reported for xx students. Does not include students whose sex/gender is unknown (n=43).

[34] Includes agender, gender queer/fluid/non-conforming, intersex, and nonbinary.

[35] Does not include students whose race/ethnicity is unknown (n=196).

[36] Does not include students whose FRPL status is unknown (n=5511).

# Student and Community Data Tables

## Table 4. Case-Managed Students Referred for Academics, by Race and Gender[37]

| Characteristic | Female | | | Male | | | Other | | |
|---|---|---|---|---|---|---|---|---|---|
| | N-Size | # Students | % Students | N-Size | # Students | % Students | N-Size | # Students | % Students |
| Total | 52,417 | 26,587 | 50.7% | 50,140 | 28,062 | 56.0% | * | * | * |
| Am. Indian/AK Native | 539 | 312 | 57.9% | 581 | 390 | 67.1% | -- | -- | -- |
| Asian | 709 | 283 | 39.9% | 543 | 262 | 48.3% | * | * | * |
| Native Hawaiian/Other PI | 133 | 64 | 48.1% | 137 | 80 | 58.4% | -- | -- | -- |
| Black/African Amer. | 16,066 | 8,069 | 50.2% | 15,432 | 8,467 | 54.9% | 5 | 3 | 60.0% |
| Hispanic/Latino | 23,747 | 12,886 | 54.3% | 22,292 | 13,299 | 59.7% | 10 | 7 | 70.0% |
| Two or More Races | 1,282 | 631 | 49.2% | 1,241 | 653 | 52.6% | 7 | 7 | 100.0% |
| White | 9,666 | 4,231 | 43.8% | 9,586 | 4,757 | 49.6% | 25 | 11 | 44.0% |
| Other[38] | 228 | 97 | 42.5% | 266 | 127 | 47.7% | -- | -- | -- |
| Unknown | 47 | 14 | 29.8% | 62 | 27 | 43.5% | -- | -- | -- |

## Table 5. Case-Managed Students Referred for Behavior, by Race and Gender[37]

| Characteristic | Female | | | Male | | | Other | | |
|---|---|---|---|---|---|---|---|---|---|
| | N-Size | # Students | % Students | N-Size | # Students | % Students | N-Size | # Students | % Students |
| Total | 51,315 | 18,854 | 36.7% | 49,144 | 18,925 | 38.5% | * | * | * |
| Am. Indian/AK Native | 539 | 143 | 26.5% | 581 | 170 | 29.3% | -- | -- | -- |
| Asian | 708 | 286 | 40.4% | 541 | 234 | 43.3% | * | * | * |
| Native Hawaiian/Other PI | 133 | 34 | 25.6% | 136 | 36 | 26.5% | -- | -- | -- |
| Black/African Amer. | 15,082 | 5,311 | 35.2% | 14,524 | 5,985 | 41.2% | 5 | 0 | 0.0% |
| Hispanic/Latino | 23,641 | 9,382 | 39.7% | 22,221 | 8,307 | 37.4% | 10 | 0 | 0.0% |
| Two or More Races | 1,278 | 197 | 15.4% | 1,232 | 389 | 31.6% | 7 | 2 | 28.6% |
| White | 9,660 | 3,608 | 37.3% | 9,583 | 3,875 | 40.4% | 25 | 1 | 4.0% |
| Other[38] | 227 | 33 | 14.7% | 264 | 90 | 34.1% | -- | -- | -- |
| Unknown | 47 | 3 | 6.4% | 62 | 9 | 14.5% | -- | -- | -- |

## Table 6. Case-Managed Students Referred for Attendance, by Race and Gender[37]

| Characteristic | Female | | | Male | | | Other | | |
|---|---|---|---|---|---|---|---|---|---|
| | N-Size | # Students | % Students | N-Size | # Students | % Students | N-Size | # Students | % Students |
| Total | 51,315 | 9,479 | 18.5% | 49,144 | 9,467 | 19.3% | * | * | * |
| Am. Indian/AK Native | 539 | 108 | 20.0% | 581 | 121 | 20.8% | -- | -- | -- |
| Asian | 708 | 68 | 9.6% | 541 | 61 | 11.3% | * | * | * |
| Native Hawaiian/Other PI | 133 | 28 | 21.1% | 136 | 33 | 24.3% | -- | -- | -- |
| Black/African Amer. | 15,082 | 3,307 | 21.9% | 14,524 | 3,117 | 21.5% | 5 | 0 | 0.0% |
| Hispanic/Latino | 23,641 | 3,882 | 16.4% | 22,221 | 4,097 | 18.4% | 10 | 2 | 20.0% |
| Two or More Races | 1,278 | 336 | 26.3% | 1,232 | 340 | 27.6% | 7 | 3 | 42.9% |
| White | 9,660 | 1,790 | 18.5% | 9,583 | 1,742 | 18.2% | 25 | 9 | 36.0% |
| Other[38] | 227 | 59 | 26.2% | 264 | 66 | 25.0% | -- | -- | -- |
| Unknown | 47 | 9 | 19.1% | 62 | 11 | 17.7% | -- | -- | -- |

[37] Referrals for Behavior and Attendance not tracked for CIS of Atlanta. Does not include students whose sex/gender is Unknown (n=43). Data points indicated with a * are suppressed due to low n-size.

[38] Individuals identified as a race/ethnicity other than those listed are included in the category of Other (this includes any students identified as Asian/Pacific Islander prior to the 2020-21 school year whose records were not updated to align with the current options).

# Student and Community Data Tables

## Table 7. Case-Managed Students Referred for Social and Emotional Concerns, by Race and Gender[39]

| Characteristic | Female | | | Male | | | Other | | |
|---|---|---|---|---|---|---|---|---|---|
| | N-Size | # Students | % Students | N-Size | # Students | % Students | N-Size | # Students | % Students |
| Total | 51,315 | 7,152 | 13.9% | 49,144 | 6,403 | 13.0% | * | * | * |
| Am. Indian/AK Native | 539 | 97 | 18.0% | 581 | 100 | 17.2% | -- | -- | -- |
| Asian | 708 | 74 | 10.5% | 541 | 48 | 8.9% | * | * | * |
| Native Hawaiian/ Other PI | 133 | 29 | 21.8% | 136 | 22 | 16.2% | -- | -- | -- |
| Black/African Amer. | 15,082 | 3,066 | 20.3% | 14,524 | 2,807 | 19.3% | 5 | 1 | 20.0% |
| Hispanic/Latino | 23,641 | 1,386 | 5.9% | 22,221 | 1,128 | 5.1% | 10 | 8 | 80.0% |
| Two or More Races | 1,278 | 539 | 42.2% | 1,232 | 474 | 38.5% | 7 | 6 | 85.7% |
| White | 9,660 | 1,955 | 20.2% | 9,583 | 1,814 | 18.9% | 25 | 21 | 84.0% |
| Other[40] | 227 | 88 | 38.7% | 264 | 92 | 34.8% | -- | -- | -- |
| Unknown | 47 | 15 | 31.9% | 62 | 18 | 29.0% | -- | -- | -- |

## Table 8. Case-Managed Students Referred for Assistance with Basic Needs, by Race and Gender[39]

| Characteristic | Female | | | Male | | | Other | | |
|---|---|---|---|---|---|---|---|---|---|
| | N-Size | # Students | % Students | N-Size | # Students | % Students | N-Size | # Students | % Students |
| Total | 51,315 | 17,639 | 34.4% | 49,144 | 16,452 | 33.5% | * | * | * |
| Am. Indian/AK Native | 539 | 132 | 24.5% | 581 | 144 | 24.8% | -- | -- | -- |
| Asian | 708 | 263 | 37.1% | 541 | 191 | 35.3% | * | * | * |
| Native Hawaiian/ Other PI | 133 | 56 | 42.1% | 136 | 72 | 52.9% | -- | -- | -- |
| Black/African Amer. | 15,082 | 4,630 | 30.7% | 14,524 | 4,369 | 30.0% | 5 | 3 | 60.0% |
| Hispanic/Latino | 23,641 | 9,142 | 38.7% | 22,221 | 8,747 | 38.1% | 10 | 1 | 10.0% |
| Two or More Races | 1,278 | 324 | 25.4% | 1,232 | 341 | 27.7% | 7 | 5 | 71.4% |
| White | 9,660 | 3,151 | 32.6% | 9,583 | 2,937 | 30.6% | 25 | 7 | 28.0% |
| Other[40] | 227 | 67 | 29.5% | 264 | 62 | 23.5% | -- | -- | -- |
| Unknown | 47 | 6 | 12.8% | 62 | 16 | 25.8% | -- | -- | -- |

## Table 9. Goal Achievement of Case-Managed Students[41]

| Student Goal | Number of Students with Assigned Goal | Number of Students Who Met or Made Progress Towards goal | Percent |
|---|---|---|---|
| Attendance | 39,504 | 29,335 | 74.3% |
| School Behavior | 73,666 | 60,893 | 82.7% |
| Academics | 86,206 | 73,819 | 85.6% |
| Social and Emotional Learning | 49,607 | 42,315 | 85.3% |
| Career Readiness | 5,091 | 4,707 | 92.5% |
| College Readiness | 7,980 | 7,296 | 91.4% |
| High-Risk Behavior | 5,699 | 5,001 | 87.8% |

[39] Referrals for Social and Emotional Learning and Basic Needs not tracked for CIS of Atlanta. Does not include students whose sex/gender is Unknown (n=43). Data points indicated with a * are suppressed due to low n-size.

[40] Individuals identified as a race/ethnicity other than those listed are included in the category of Other (this includes any students identified as Asian/Pacific Islander prior to the 2020-21 school year whose records were not updated to align with the current options).

[41] Due to the COVID-19 pandemic, final metrics were unavailable for some students during school closure and data are excluded for unknown student achievement of Academic (n=25), Social and Emotional Learning (n=224), College Readiness (n=1), and Career Readiness (n=1) goals.

# Student and Community Data Tables

## Table 10. 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 | 39,444 | 29,180 | 74.0% | 73,659 | 60,892 | 82.7% | 85,867 | 73,610 | 85.7% |
| Am. Indian/AK Native | 246 | 185 | 75.2% | 531 | 435 | 81.9% | 846 | 708 | 83.7% |
| Asian | 318 | 281 | 88.4% | 937 | 769 | 82.1% | 875 | 768 | 87.8% |
| Native Hawaiian/Other PI | 130 | 95 | 73.1% | 198 | 163 | 82.3% | 193 | 157 | 81.3% |
| Black/African Amer. | 14,054 | 9,683 | 68.9% | 17,777 | 14,651 | 82.4% | 24,115 | 19,868 | 82.4% |
| Hispanic/Latino | 16,675 | 12,867 | 77.2% | 40,683 | 33,594 | 82.6% | 43,877 | 38,638 | 88.1% |
| Two or More Races | 1,135 | 844 | 74.4% | 560 | 499 | 89.1% | 1,721 | 1,391 | 80.8% |
| White | 6,525 | 4,943 | 75.8% | 12,853 | 10,671 | 83.0% | 13,801 | 11,726 | 85.0% |
| Other[42] | 254 | 190 | 74.8% | 96 | 89 | 92.7% | 337 | 270 | 80.1% |
| Unknown | 107 | 92 | 86.0% | 24 | 21 | 87.5% | 102 | 84 | 82.4% |

## Table 11. Students Who Met or Made Progress Towards an Attendance Goal, by Race and Gender[43]

| Characteristic | Female | | | Male | | | Other | | |
|---|---|---|---|---|---|---|---|---|---|
| | N-Size | # Students | % Students | N-Size | # Students | % Students | N-Size | # Students | % Students |
| Total | 19,871 | 14,800 | 74.5% | 19,516 | 14,488 | 74.2% | * | * | * |
| Am. Indian/AK Native | 105 | 76 | 72.4% | 141 | 109 | 77.3% | -- | -- | -- |
| Asian | 169 | 151 | 89.3% | 148 | 128 | 86.5% | * | * | * |
| Native Hawaiian/Other PI | 71 | 51 | 71.8% | 59 | 44 | 74.6% | -- | -- | -- |
| Black/African Amer. | 7,179 | 5,043 | 70.2% | 6,861 | 4,782 | 69.7% | * | * | * |
| Hispanic/Latino | 8,314 | 6,403 | 77.0% | 8,354 | 6,459 | 77.3% | 6 | 4 | 66.7% |
| Two or More Races | 578 | 431 | 74.6% | 552 | 412 | 74.6% | 5 | 4 | 80.0% |
| White | 3,278 | 2,508 | 76.5% | 3,228 | 2,419 | 74.9% | 17 | 12 | 70.6% |
| Other[42] | 128 | 97 | 75.8% | 125 | 92 | 73.6% | -- | -- | -- |
| Unknown | 49 | 40 | 81.6% | 48 | 43 | 89.6% | -- | -- | -- |

## Table 12. Students Who Met or Made Progress Towards a Behavior Goal, by Race and Gender[43]

| Characteristic | Female | | | Male | | | Other | | |
|---|---|---|---|---|---|---|---|---|---|
| | N-Size | # Students | % Students | N-Size | # Students | % Students | N-Size | # Students | % Students |
| Total | 38,850 | 32,062 | 82.5% | 34,786 | 28,807 | 82.8% | * | * | * |
| Am. Indian/AK Native | 288 | 234 | 81.3% | 243 | 201 | 82.7% | -- | -- | -- |
| Asian | 512 | 421 | 82.2% | 425 | 348 | 81.9% | -- | -- | -- |
| Native Hawaiian/Other PI | 105 | 85 | 81.0% | 93 | 78 | 83.9% | -- | -- | -- |
| Black/African Amer. | 8,969 | 7,368 | 82.1% | 8,797 | 7,272 | 82.7% | -- | -- | -- |
| Hispanic/Latino | 21,934 | 18,135 | 82.7% | 18,746 | 15,456 | 82.4% | * | * | * |
| Two or More Races | 236 | 216 | 91.5% | 321 | 280 | 87.2% | * | * | * |
| White | 6,761 | 5,561 | 82.3% | 6,090 | 5,108 | 83.9% | -- | -- | -- |
| Other[42] | 36 | 34 | 94.4% | 60 | 55 | 91.7% | -- | -- | -- |
| Unknown | 9 | 8 | 88.9% | 11 | 9 | 81.8% | -- | -- | -- |

[42] Individuals identified as a race/ethnicity other than those listed are included in the category of Other (this includes any students identified as Asian/Pacific Islander prior to the 2020-21 school year whose records were not updated to align with the current options).

[43] Does not include students whose sex/gender is Unknown (n=43). Data points indicated with a * are suppressed due to low n-size.

# Student and Community Data Tables

## Table 13. Students Who Met or Made Progress Towards an Academic Goal, by Race and Gender[44]

| Characteristic | Female | | | Male | | | Other | | |
|---|---|---|---|---|---|---|---|---|---|
| | N-Size | # Students | % Students | N-Size | # Students | % Students | N-Size | # Students | % Students |
| Total | 43,480 | 37,511 | 86.3% | 42,321 | 36,046 | 85.2% | 37 | 27 | 73.0% |
| Am. Indian/AK Native | 406 | 330 | 81.3% | 440 | 378 | 85.9% | -- | -- | -- |
| Asian | 481 | 429 | 89.2% | 397 | 341 | 85.9% | -- | -- | -- |
| Native Hawaiian/ Other PI | 104 | 85 | 81.7% | 89 | 72 | 80.9% | -- | -- | -- |
| Black/African Amer. | 12,288 | 10,248 | 83.4% | 11,811 | 9,604 | 81.3% | -- | -- | -- |
| Hispanic/Latino | 22,314 | 19,660 | 88.1% | 21,553 | 18,969 | 88.0% | 7 | 6 | 85.7% |
| Two or More Races | 900 | 731 | 81.2% | 811 | 651 | 80.3% | 5 | 3 | 60.0% |
| White | 6,788 | 5,863 | 86.4% | 6,987 | 5,848 | 83.7% | 25 | 18 | 72.0% |
| Other[45] | 160 | 130 | 81.3% | 174 | 138 | 79.3% | -- | -- | -- |
| Unknown | 39 | 35 | 89.7% | 59 | 45 | 76.3% | -- | -- | -- |

## Table 14. Case-Managed Student Year-End Status

| Characteristic | Grades K-11 | | Grade 12 | |
|---|---|---|---|---|
| | Number of Students | Percent of Students | Number of Students | Percent of Students |
| Stayed in school[46] | 126,878 | 99.7% | 10,323 | 98.3% |
| | | | | |
| Status Breakdown[46] | | | | |
| Promoted | 121,513 | 95.8% | 106 | -- |
| Graduated | 548 | -- | 12,347 | 95.6% |
| GED | 56 | -- | 22 | 0.2% |
| Retained | 4,375 | 3.4% | 331 | 2.6% |
| Transferred | 7,505 | -- | 594 | -- |
| Dropped Out | 295 | 0.2% | 85 | 0.7% |
| Expelled | 29 | 0.0% | 7 | 0.1% |
| Incarcerated | 25 | 0.02% | 3 | 0.02% |
| Deceased | 5 | -- | 2 | -- |
| Other | 641 | 0.5% | 119 | 0.9% |

---

[44] Does not include students whose sex/gender is Unknown (n=43).

[45] Individuals identified as a race/ethnicity other than those listed are included in the category of Other (this includes any students identified as Asian/Pacific Islander prior to the 2020-21 school year whose records were not updated to align with the current options).

[46] K-11: Does not include K-11 students who transferred (n=7505), were deceased (n=5), or whose year-end status was unknown (n=345). Does not include K-11 students who graduated (n=548) or received a GED (n=69). Grade 12: Does not include seniors who transferred (n=464), were deceased (n=3), whose year-end status was unknown (n=4), Does not include 12th grade students who were promoted (n=0).

## Table 15. Postsecondary Plans of Graduating Seniors[47]

| Plans After Graduation | Number of Students | Percent of Students |
|---|---|---|
| Graduates with Reported Postsecondary Plans | 6,985 | |
| Postsecondary Education (any type) | 5,058 | 72.4% |
| Certification/Apprenticeship Program | 416 | -- |
| Associate's Degree Program | 1,659 | -- |
| Bachelor's Degree Program | 2,983 | -- |
| Unknown school/program type | 0 | -- |
| Workforce | 1,577 | 22.6% |
| Military | 253 | 3.6% |
| Other Known Plan | 97 | 1.4% |
| Unknown | 2,871 | -- |



[47] Does not include students whose post-graduation plans are unknown (n=2,871).

**2,856 Total Sites**

Our network served approximately 2,900 sites across nearly 450 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

**2,356 CIS Model Schools**
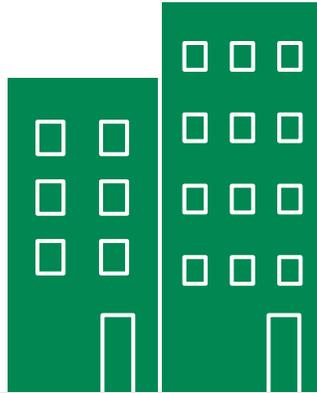
**500 GYS Sites[48]**

### Figure 24. School Level Breakdown[49]



High School 22.4%
Combined School 9.3%
Middle School 25.6%
Elementary School (+PreK) 40.9%

n=2,805
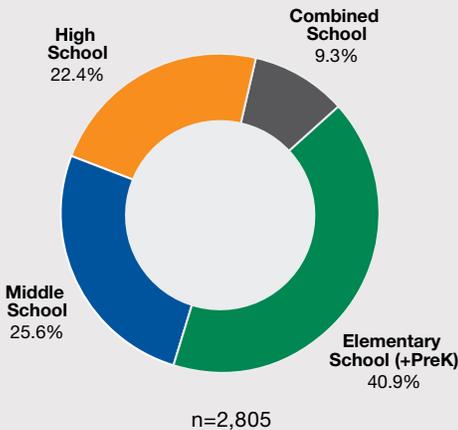
### Figure 25. School Locale Breakdown[50]



Rural 24.5%
Urban 50.5%
Suburban 25.0%

n=2,804
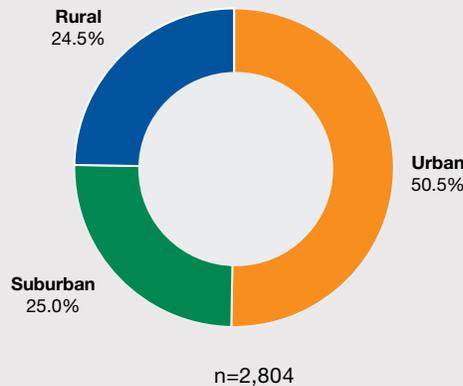
### Figure 26. School Category Breakdown[51]



Charter School 4.5%
Other 0.3%
Public School (non-charter) 95.2%

n=2,804
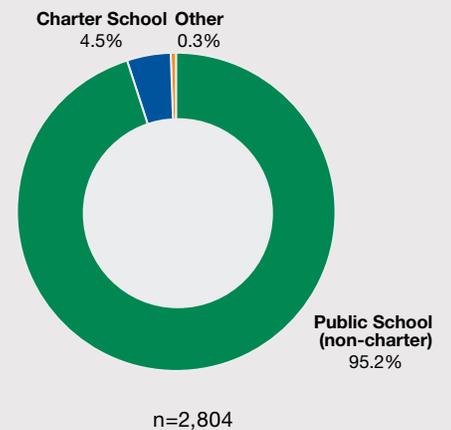
[48] College and stand-alone Pre-K centers are counted as community-based sites, other than one preschool that is included in the GYS school count because it is run by the school district.

[49] Does not include colleges (n=18) or community-based sites (n=33). Based on NCES designations by grades offered.

[50] Does not include colleges (n=18), community-based sites (n=33), or schools with locale unavailable (n=1). Based on NCES locale designations.

[51] Does not include colleges (n=18), community-based sites (n=33), or pre-k schools (n=1).

**Figure 27. Title I Funding and Eligibility of Schools[52]**



n=2,799

 **Title I Eligible, Received Funding**
80.4%

 **Title I Eligible, Not Funded**
10.9%

 **Not Title I Eligible**
8.8%

---
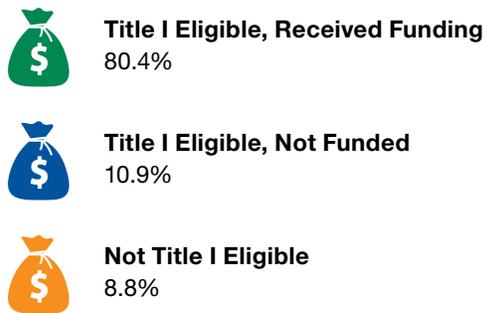
[52] Does not include colleges (n=18), community-based sites (n=33), or schools with unknown eligibility (n=6).

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

| Category | Number |
|---|---|
| Basic Needs/Resources | 2,442 |
| Academic Assistance | 2,345 |
| Enrichment/Motivation | 2,284 |
| Behavioral Intervention/Modification | 2,265 |
| Family Engagement | 2,214 |
| Life/Social Skills | 2,206 |
| College/Career Preparation | 1,405 |
| Professional Mental Health | 1,343 |
| Physical Fitness/Health | 1,153 |
| Community Service/Service Learning | 884 |

## Figure 29. 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 | 60.2% | 6.2% | 33.6% |
| Basic Needs/Resources | 42.0% | 9.0% | 49.0% |
| Behavioral Intervention | 63.0% | 7.0% | 30.0% |
| College/Career Prep. | 58.7% | 12.5% | 28.8% |
| Community Service/S-L | 63.0% | 14.1% | 22.9% |
| Enrichment/Motivation | 55.8% | 9.6% | 34.6% |
| Family Engagement | 57.2% | 5.0% | 37.9% |
| Life/Social Skills | 59.2% | 10.1% | 30.7% |
| Physical Fitness/Health | 50.3% | 23.6% | 26.1% |
| Pro. Mental Health | 54.8% | 22.5% | 22.7% |

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

| Program Time | Number |
|---|---|
| During School | 2,488 |
| After School | 1,444 |
| Before School | 1,047 |
| Over Summer | 978 |
| On Weekends | 287 |
| During School Closure | 1,148 |

The option to track supports under During School Closure was provided during COVID-19 pandemic-related school closures of the 2019-20 and 2020-21 school years.

**Figure 31. Number of Sites Offering Specialized Supports**

| Support | Number |
|---|---|
| Social/Emotional Learning | 1,968 |
| Tutoring | 1,288 |
| ELL | 1,198 |
| Carrer Readiness | 1,111 |
| Mentoring | 1,100 |
| Foster/Homeless Youth | 1,060 |
| College Readiness | 1,010 |
| Grief/Bereavement | 949 |
| Bullying Prevention | 933 |
| Parent Centers | 543 |
| Health Clinics | 500 |
| Early Childhood | 499 |
| Credit Recovery | 488 |
| CIS Alumni Network | 461 |
| Victim Services | 330 |
| LGBTQ+Youth | 322 |
| Civic Engagement | 246 |
| Social Justice Opportunities | 232 |
| Adjudicated Youth | 231 |
| Pregnancy Prevention | 216 |
| Workforce Development | 174 |
| Immigration Services | 123 |
| Obesity Prev/Intervention | 59 |

**Figure 32. Number of Sites Reporting Partnerships**

| Organization | Number |
|---|---|
| Sight for Students/VSP | 816 |
| Catholic Charities | 332 |
| Alice's Kids | 270 |
| AmeriCorps | 266 |
| YMCA | 217 |
| Feeding America | 214 |
| Boys & Girls Club | 202 |
| Girl Scouts | 197 |
| 4-H | 168 |
| Boy Scouts | 129 |
| Goodwilll | 127 |
| Big Brothers Big Sisters | 118 |
| Attendance Works | 116 |
| Upward Bound | 108 |
| Community Schools | 87 |
| Jr Achievement | 79 |
| GEAR UP | 77 |
| Teach for America | 70 |
| Share Our Strength/No Kid Hungry | 69 |
| Caron Treatment Centers | 67 |
| First Book | 66 |

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

| Program | Number |
|---|---|
| Positive Behavioral Interventions and Supports (PBIS) | 612 |
| AVID | 359 |
| Check and Connect | 353 |
| Developmental Relationships (SEARCH) | 319 |
| Sanford Harmony | 269 |
| Second Step | 184 |
| Why Try | 151 |
| Character Counts | 135 |
| Contentment Foundation Four Pillars of Wellbeing | 113 |
| Strengthening Families | 96 |
| Sesame Street in Communities | 94 |
| XY Zone | 57 |
| Families and Schools Together (FAST) | 55 |

## Figure 34. Schools that Met or Made Progress Towards Their Schoolwide Goals, by Goal Area and Metric[53]

### Attendance Goals
### 70.2%


**Attendance Rate**
n=603
— 33.5% / 66.5%


**Chronic Absenteeism**
n=216
— 33.8% / 66.2%

### School Behavior Goals
### 92.0%


**Suspension Rate**
n=87
— 5.7% / 94.3%


**Student Suspensions**
n=54
— 9.3% / 90.7%


**Other Disciplinary Actions**
n=70
— 8.6% / 91.4%

### Academic Goals[54]
### 83.2%


**Graduation Rate**
n=122
— 23.0% / 77.0%


**Promotion Rate**
n=71
— 16.9% / 83.1%


**Standardized Test: % of Students Proficient in Math**
n=84
— 16.7% / 83.3%


**Standardized Test: % of Students Proficient in English/Language Arts**
n=113
— 18.6% / 81.4%

### School Climate Goals
### 90.3%


**Parent Engagement**
n=277
— 8.3% / 91.7%


**Social and Emotional Learning**
n=148
— 6.8% / 93.2%


**Other School Climate**
n=169
— 1.8% / 98.2%

[53] Includes 6 community-based sites that tracked site-wide goals. Metric pie charts exclude CIS affiliates in Texas. Of schools that tracked College and Career Readiness (CCR), 97.5% met their goals. Individual CCR metrics excluded due to low n-size.

[54] Additional academic metric charts removed due to lack of space: 76.9% of schools met their Retention Rate goals (n=13), 50% of schools met their Math end-of-course testing goals (n=10), and 66.7% of schools met their English/Language Arts/Reading end-of-course testing goals (n=18).

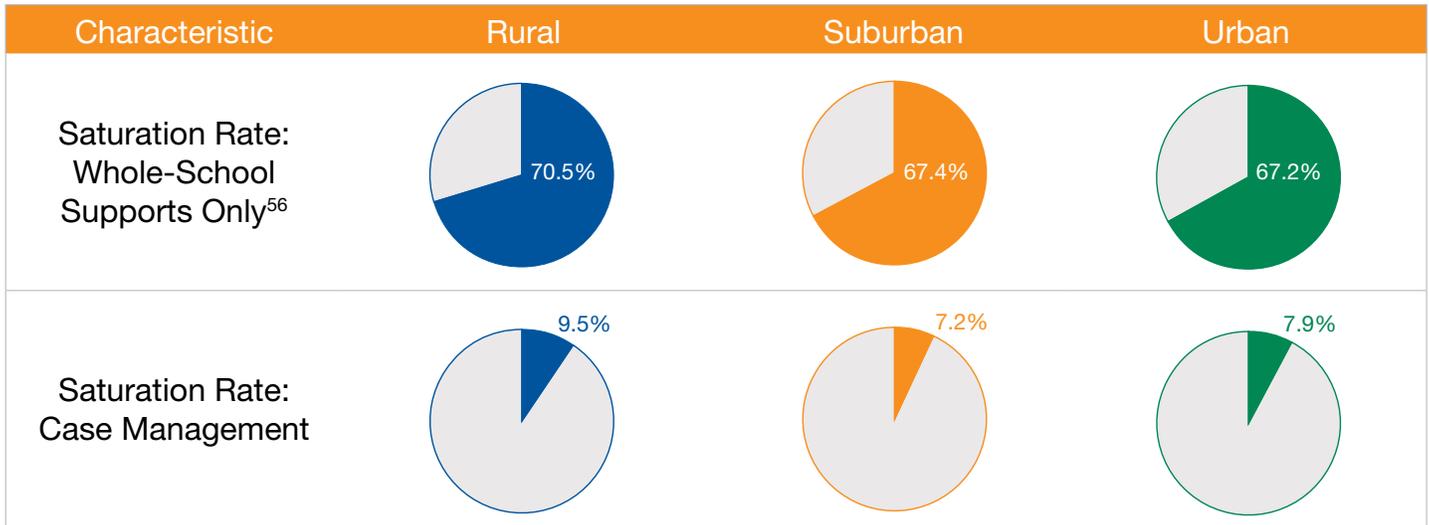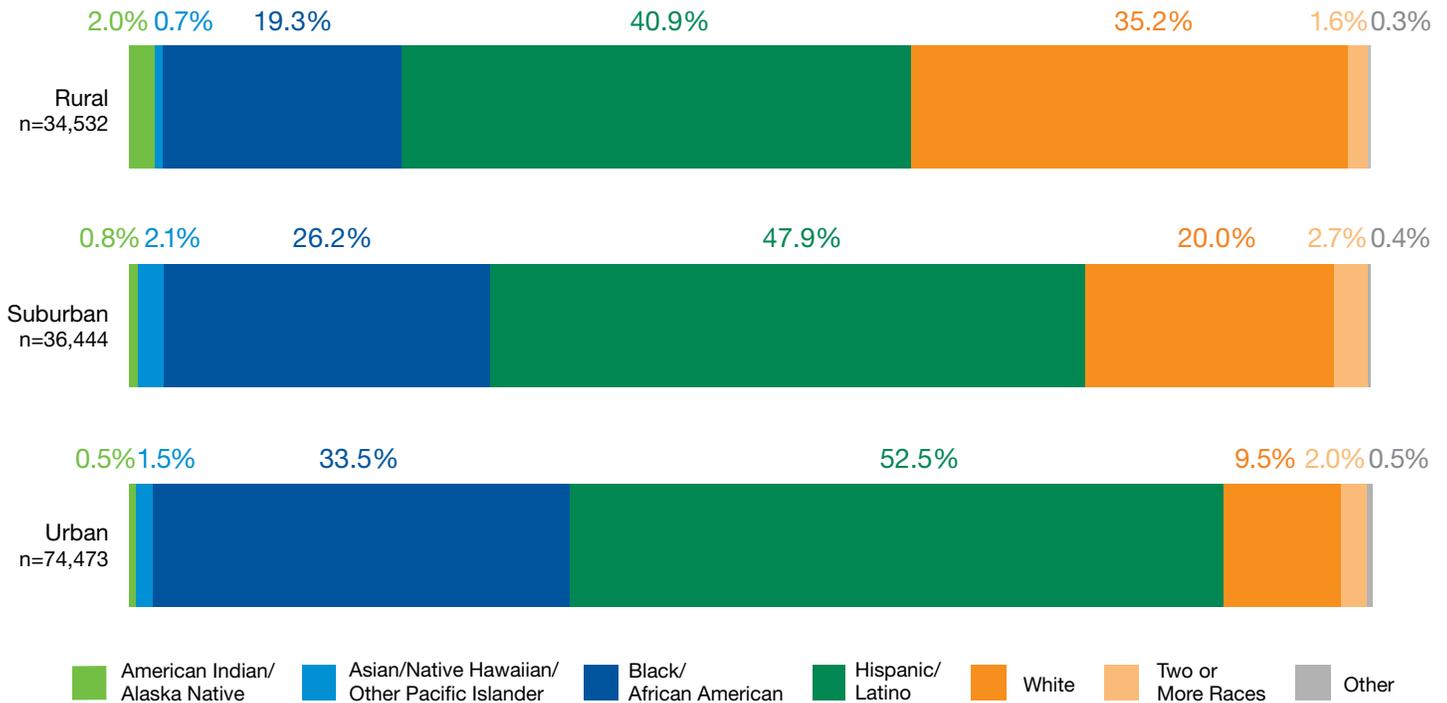**Figure 35. Average CIS Model School Saturation Rates, by Locale[55]**

| Characteristic | Rural | Suburban | Urban |
|---|---|---|---|
| Saturation Rate: Whole-School Supports Only[56] | 70.5% | 67.4% | 67.2% |
| Saturation Rate: Case Management | 9.5% | 7.2% | 7.9% |

**Figure 36. Student Demographics, by Locale[57]**

**White students** make up **35%** 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=34,532

| 2.0% | 0.7% | 19.3% | 40.9% | 35.2% | 1.6% | 0.3% |
|---|---|---|---|---|---|---|

**Suburban** n=36,444

| 0.8% | 2.1% | 26.2% | 47.9% | 20.0% | 2.7% | 0.4% |
|---|---|---|---|---|---|---|

**Urban** n=74,473

| 0.5% | 1.5% | 33.5% | 52.5% | 9.5% | 2.0% | 0.5% |
|---|---|---|---|---|---|---|

Legend:
- American Indian/Alaska Native
- Asian/Native Hawaiian/Other Pacific Islander
- Black/African American
- Hispanic/Latino
- White
- Two or More Races
- Other

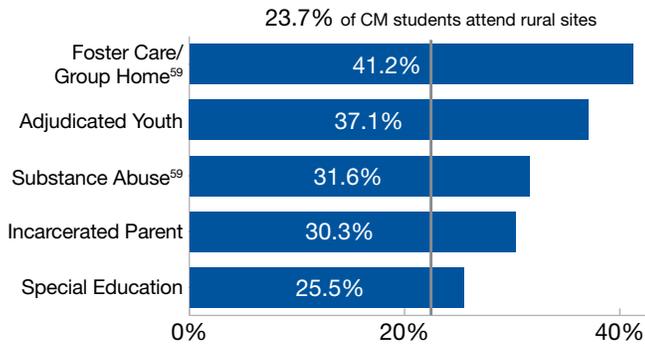[55] Does not include schools with locale unavailable.
[56] Does not include CIS affiliates in Texas.
[57] Does not include students with unknown race/ethnicity (n=170) or students at sites with locale unavailable (n=52).

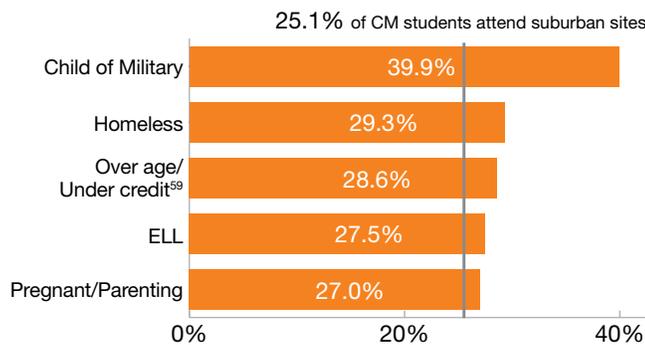## Figure 37. Top 5 Attributes within Rural, Suburban, and Urban Sites[58]

### Percent of Case-Managed (CM) Students with Attribute attending **Rural** sites

23.7% of CM students attend rural sites

| Attribute | Percent |
|---|---|
| Foster Care/ Group Home[59] | 41.2% |
| Adjudicated Youth | 37.1% |
| Substance Abuse[59] | 31.6% |
| Incarcerated Parent | 30.3% |
| Special Education | 25.5% |

**41.2%** of students identified as living in a Foster Care/ Group Home setting attend schools in rural areas

While only 23.7% of case-managed students attend rural schools, CIS students with these 5 attributes are more likely to attend rural schools.
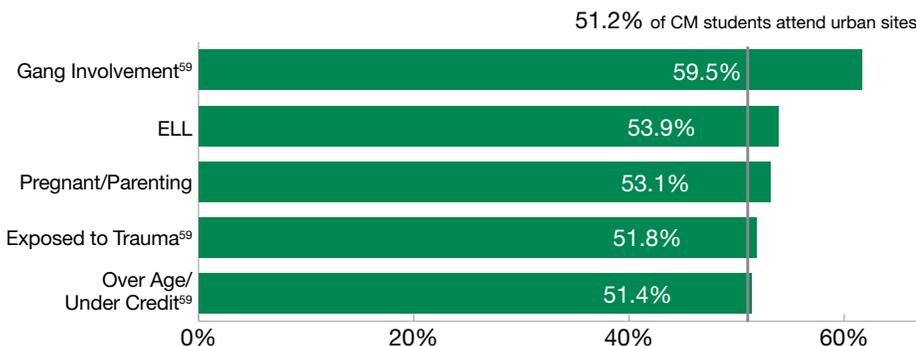
### Percent of Case-Managed (CM) Students with Attribute attending **Suburban** sites

25.1% of CM students attend suburban sites

| Attribute | Percent |
|---|---|
| Child of Military | 39.9% |
| Homeless | 29.3% |
| Over age/ Under credit[59] | 28.6% |
| ELL | 27.5% |
| Pregnant/Parenting | 27.0% |

**39.9%** of students identified as a Child of Military personnel attend schools in suburban areas

While only 25.1% of case-managed students attend suburban schools, CIS students with these 5 attributes are more likely to attend suburban schools.

### Percent of Case-Managed (CM) Students with Attribute attending **Urban** sites

51.2% of CM students attend urban sites

| Attribute | Percent |
|---|---|
| Gang Involvement[59] | 59.5% |
| ELL | 53.9% |
| Pregnant/Parenting | 53.1% |
| Exposed to Trauma[59] | 51.8% |
| Over Age/ Under Credit[59] | 51.4% |

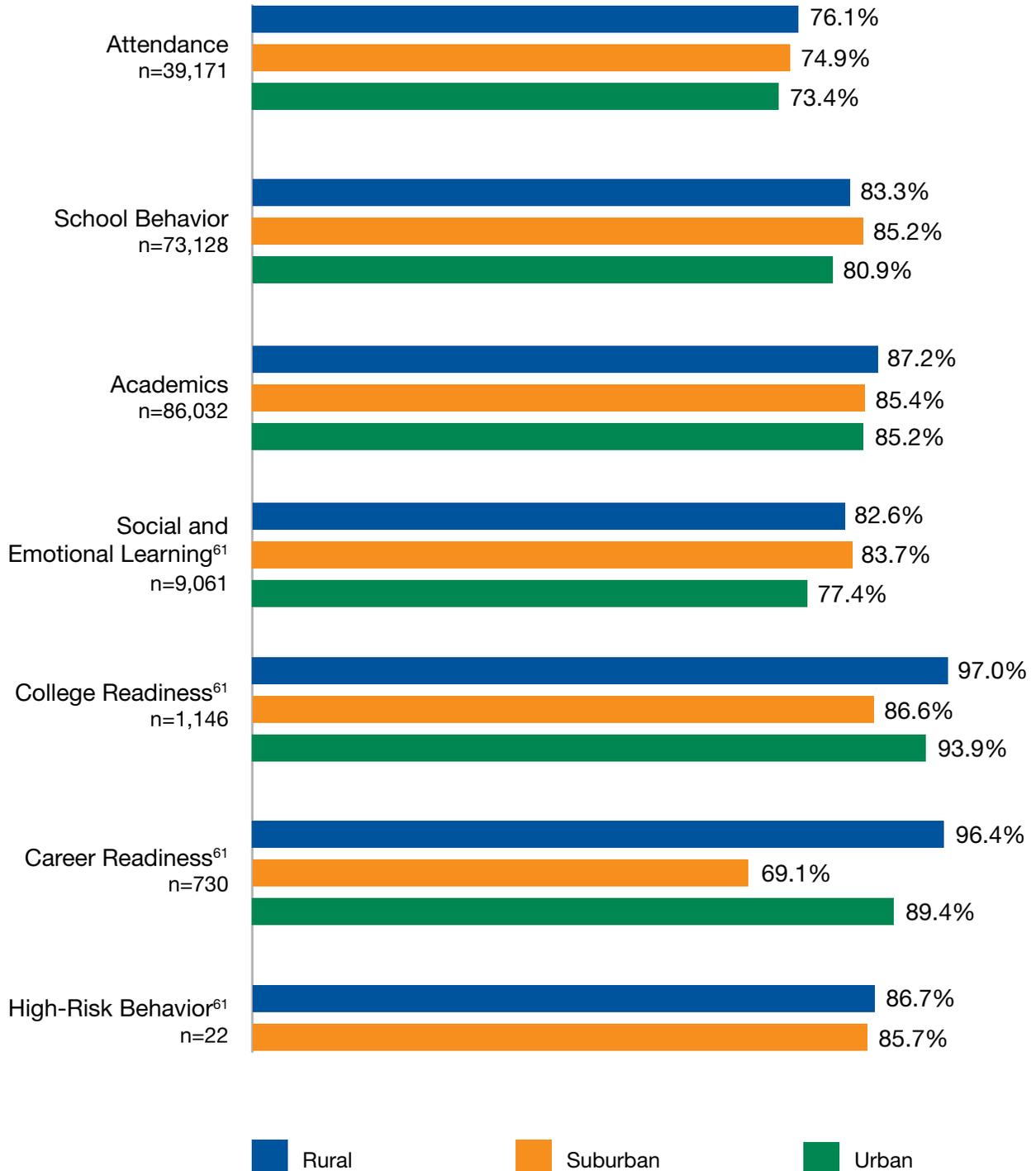**59.5%** of students identified with Gang Involvement attend schools in urban areas

While only 51.2% of case-managed students attend urban schools, CIS students with these 5 attributes are more likely to attend urban schools.

[58] Does not include sites with locale unavailable (n=52).
[59] Does not include CIS affiliates in Texas.

# Schools and Sites — Comparisons

Figure 38. Percent of Case-Managed Students Who Met or Made Progress Towards Assigned Goal, by School Locale[60]

**Attendance**
n=39,171
- Rural: 76.1%
- Suburban: 74.9%
- Urban: 73.4%

**School Behavior**
n=73,128
- Rural: 83.3%
- Suburban: 85.2%
- Urban: 80.9%

**Academics**
n=86,032
- Rural: 87.2%
- Suburban: 85.4%
- Urban: 85.2%

**Social and Emotional Learning[61]**
n=9,061
- Rural: 82.6%
- Suburban: 83.7%
- Urban: 77.4%

**College Readiness[61]**
n=1,146
- Rural: 97.0%
- Suburban: 86.6%
- Urban: 93.9%

**Career Readiness[61]**
n=730
- Rural: 96.4%
- Suburban: 69.1%
- Urban: 89.4%

**High-Risk Behavior[61]**
n=22
- Rural: 86.7%
- Suburban: 85.7%

Legend: Rural | Suburban | Urban

[60] Does not include sites with locale unavailable (n=52).
[61] Does not include CIS affiliates in Texas.

# Schools and Sites — Comparisons

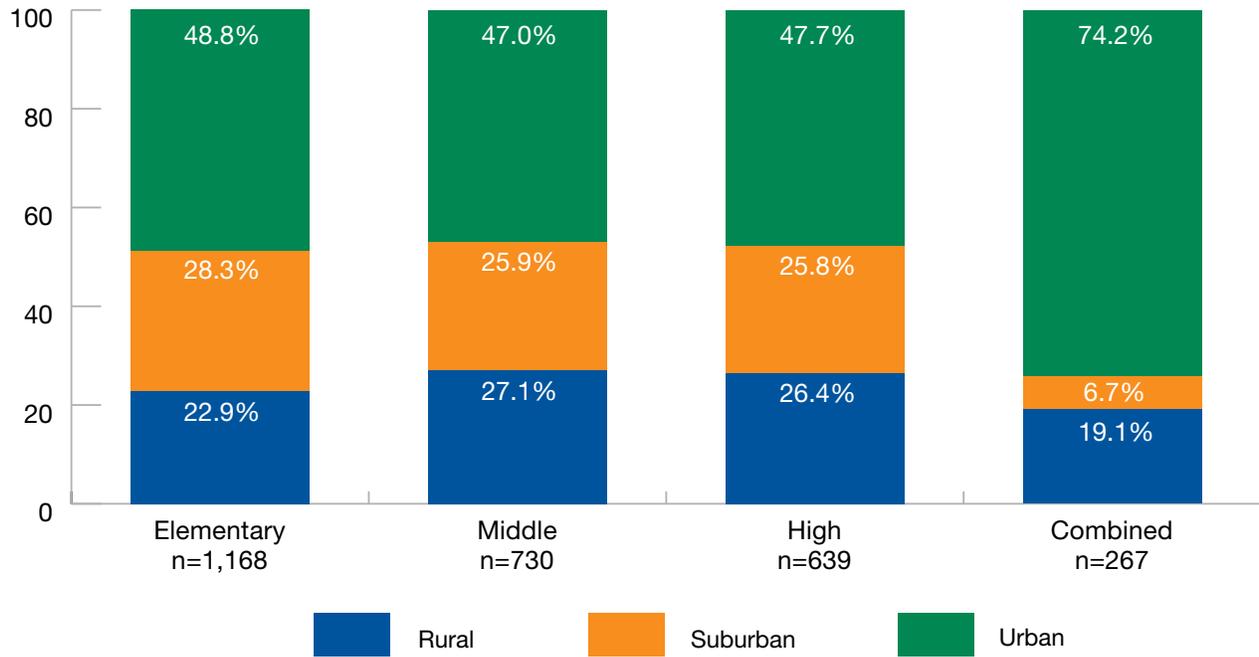Figure 39. Percent of Case-Managed Students Who Met or Made Progress Towards Assigned Goal, by School Level



| Category | Elementary + Pre-K | Middle | High | Combined |
|---|---|---|---|---|
| Attendance (n=39,179) | 75.1% | 75.4% | 71.9% | 75.2% |
| School Behavior (n=73,178) | 83.4% | 82.2% | 81.4% | 84.8% |
| Academics (n=86,032) | 86.3% | 87.8% | 83.4% | 83.1% |
| Social and Emotional Learning (n=49,345) | 87.1% | 83.4% | 82.4% | 84.2% |
| College Readiness (n=7,964) | 99.1% | 93.7% | 90.4% | 95.7% |
| Career Readiness (n=5,074) | 98.9% | 95.6% | 89.9% | 95.0% |
| High-Risk Behavior (n=5,696) | 86.5% | 90.8% | 80.1% | 97.7% |
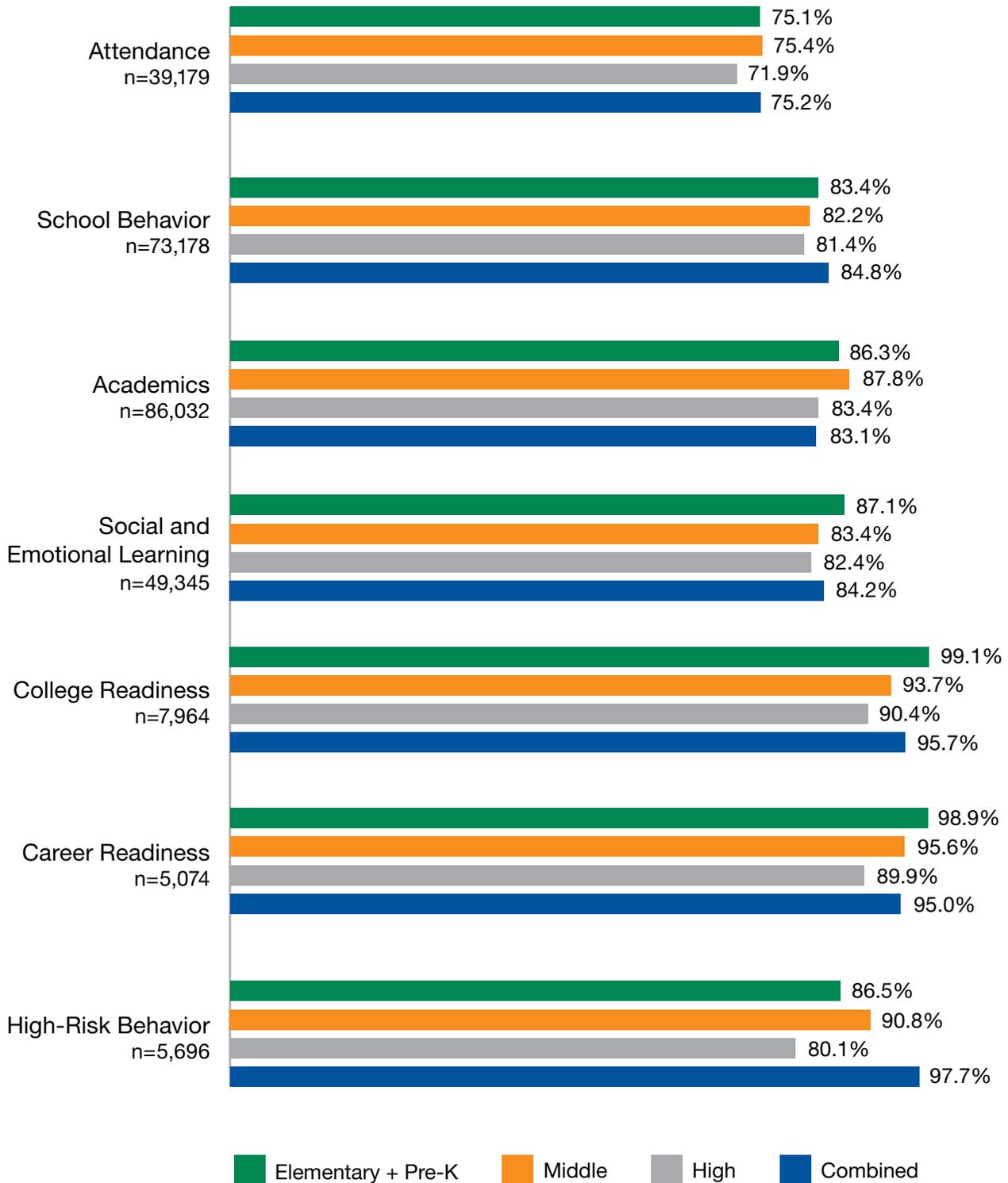
**Figure 40. School Level, by Locale[62]**



| | Elementary n=1,168 | Middle n=730 | High n=639 | Combined n=267 |
|---|---|---|---|---|
| Urban | 48.8% | 47.0% | 47.7% | 74.2% |
| Suburban | 28.3% | 25.9% | 25.8% | 6.7% |
| Rural | 22.9% | 27.1% | 26.4% | 19.1% |

Legend: Rural, Suburban, Urban



[62] Does not include colleges (n=18), community-based sites (n=33), and schools with locale unavailable (n=1).
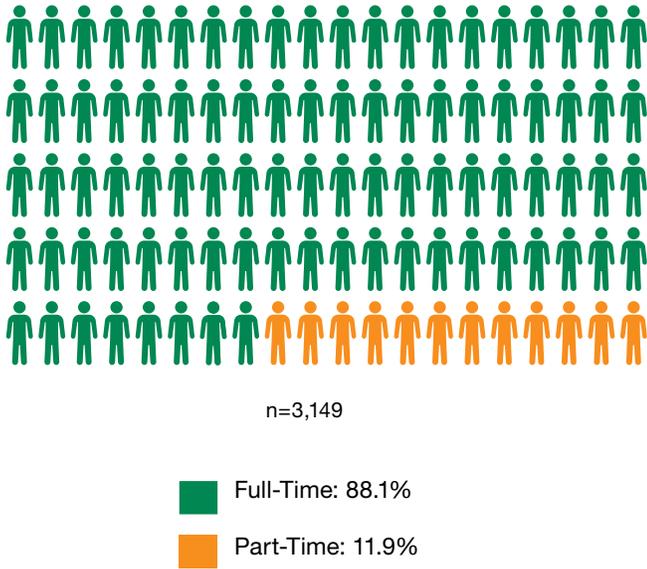
## Figure 41. School Support Staff Employment Status[63]



n=3,149

- Full-Time: 88.1%
- Part-Time: 11.9%

## Figure 42. School Support Staff Type



- CIS Paid
- Non-CIS Paid
- Reassigned school or district staff
- Reassigned other agency staff
- AmeriCorps

0.6% 4.6%
5.1%
0.1%
89.6%

n=3,149
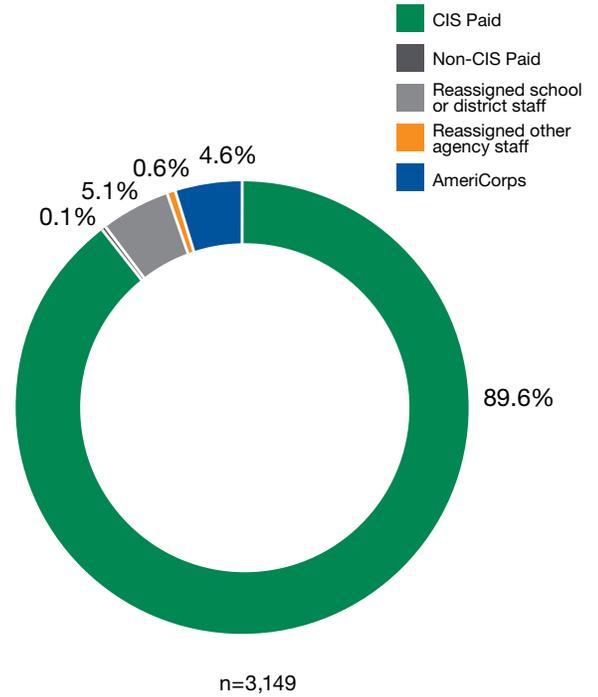
## Figure 43. Number of School Support Staff Present at Site, by Percent of Sites[64]



Three 2.5%
Four 0.7%  Five 0.5%
Two 15.3%
One 81.1%

n=1,285
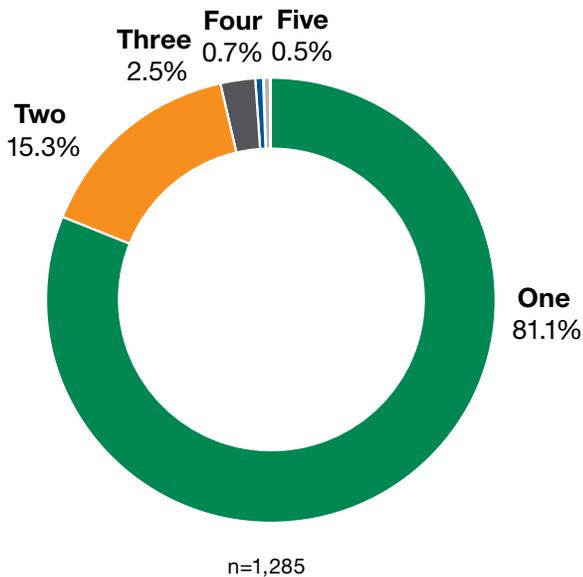
## Figure 44. Number of Hours School Support Staff Onsite Per Week, by Percent of Sites[65]



Less than 18
6.1%
18 or greater, less than 36
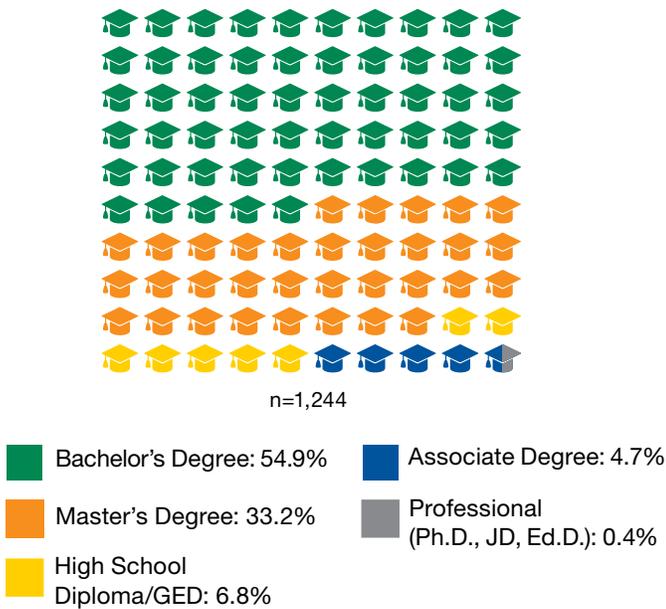15.4%
36 or more
78.5%

n=1,259
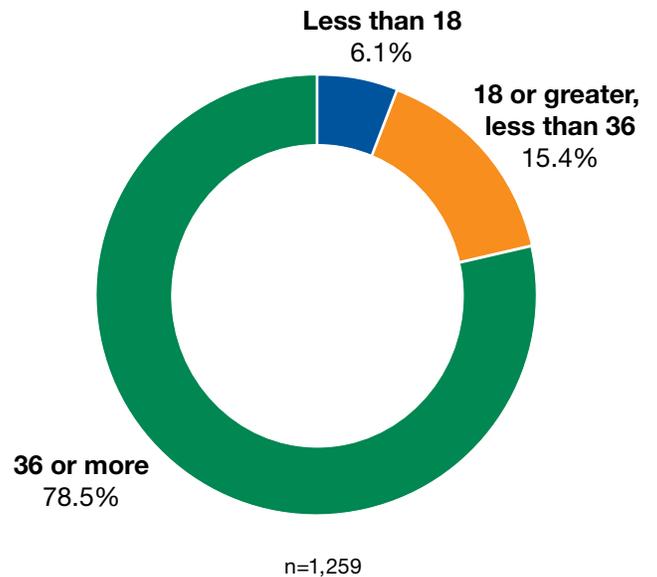
[63] Includes AmeriCorps and reassigned (school/district/agency) staff.
[64] Does not include CIS affiliates in Texas or sites with no onsite staff (n=287).
[65] Does not include CIS affiliates in Texas or sites where staff are present but hours are unavailable (n=26).

# Schools and Sites — Site Coordinators

## Figure 45. Site Coordinator Highest Level of Education Breakdown, by Percent of Sites[66,67]



n=1,244

- 🟩 Bachelor's Degree: 54.9%
- 🟧 Master's Degree: 33.2%
- 🟨 High School Diploma/GED: 6.8%
- 🟦 Associate Degree: 4.7%
- ⬜ Professional (Ph.D., JD, Ed.D.): 0.4%

## Additional Site Coordinator Characteristics[68]

**36.7** average hours per week SC is onsite.

**761** number of biliingual SCs.

**972** number of SCs who completed SCLP.[66,69]

**36.4** average caseload size per Site Coordinator.[66]

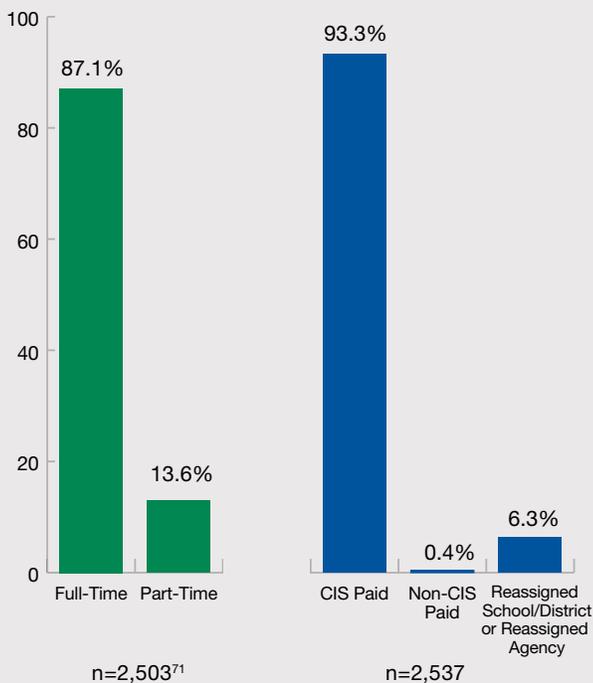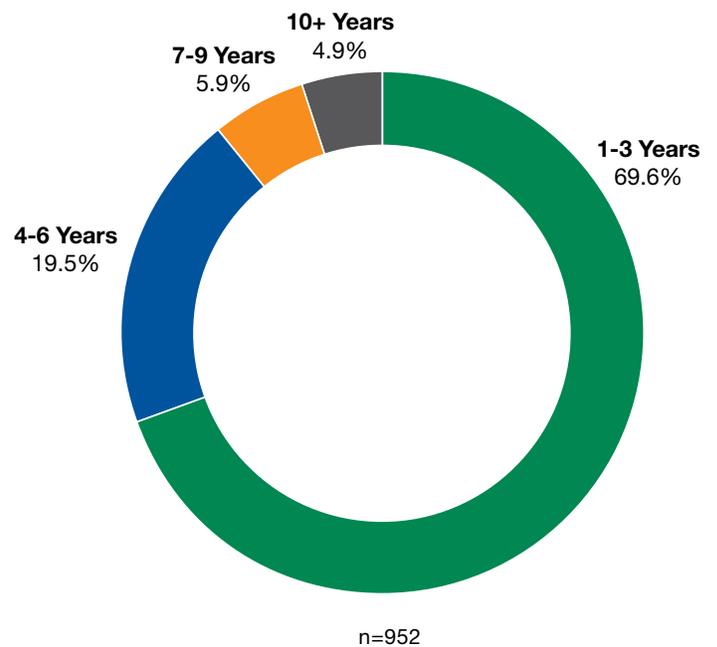## Figure 46. Site Coordinator Presence, by Percent of Sites[70]



Full-Time: 87.1%
Part-Time: 13.6%
n=2,503[71]

CIS Paid: 93.3%
Non-CIS Paid: 0.4%
Reassigned School/District or Reassigned Agency: 6.3%
n=2,537

## Figure 47. Site Coordinator Years with CIS, by Percent of Sites[66,70,72]



- 1-3 Years 69.6%
- 4-6 Years 19.5%
- 7-9 Years 5.9%
- 10+ Years 4.9%

n=952

---

[66] Does not include CIS affiliates in Texas.

[67] Does not include sites with designated SCs whose highest education level is unknown (n=23).

[68] Site Coordinator data are measured across sites in which a SC is present and for which information is available for each data point.

[69] SCLP refers to the Site Coordinator Learning Pathway courses of CIS University, formerly known as the Site Coordinator Certification Program (SCCP).

[70] Includes General Youth Services sites with a site coordinator presence.

[71] Does not include sites with designated SCs whose FT or PT status onsite is unknown (n=34).

[72] Does not include sites whose SC's # of years with CIS is less than 1 (n=312), and whose SC's # of years with CIS is unknown (n=3). 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).

## Table 16. Number of Sites, by CIS Designation

| CIS Designation | Number of Sites | Percent of Sites |
|---|---|---|
| CIS Model Schools | 2,356 | 82.5% |
| | | |
| General Youth Services[73] | 500 | 17.5% |
| School Sites | 448 | -- |
| Community-Based Sites | 52 | -- |

## Table 17. School Characteristics

| Characteristic | Number of Schools | Percent of Schools |
|---|---|---|
| School Level[74] | 2,856 | |
| Elementary (+ PreK) | 1,169 | 40.9% |
| Middle | 730 | 25.6% |
| High | 639 | 22.4% |
| Combined | 267 | 9.3% |
| | | |
| School Category[75] | 2,804 | |
| Public School (non-charter) | 2,670 | 95.2% |
| Charter School | 126 | 4.5% |
| Other | 8 | 0.3% |
| | | |
| School Locale[76] | 2,804 | |
| Rural | 686 | 24.5% |
| Suburban | 702 | 25.0% |
| Urban | 1,416 | 50.5% |
| | | |
| Title I Eligibility[77] | 2,799 | |
| Title I Eligible, Received Funding | 2,250 | 80.4% |
| Title I Eligible, Not Funded | 304 | 10.9% |
| Not Title I Eligible | 245 | 8.8% |

[73] College and stand-alone Pre-K centers are counted as community-based sites, other than one preschool that is included in the GYS school count because it is run by the school district.

[74] Does not include colleges (n=18) or community-based sites (n=33). Based on NCES designations by grades offered.

[75] Does not include colleges (n=18), community-based sites (n=33), or pre-k schools (n=1).

[76] Does not include colleges (n=18), community-based sites (n=33), or schools with locale unavailable (n=1). Based on NCES locale designations.

[77] Does not include colleges (n=18), community-based sites (n=33), or schools with unknown eligibility (n=6).

## Table 18. Case-Managed Student Year-End Status[78]

| Characteristic | Promoted (K-11)[79] | Graduated (Grade 12, inc. GED) | Stayed in School |
|---|---|---|---|
| School Locale | | | |
| Rural | 96.4% | 94.8% | 99.5% |
| Suburban | 95.1% | 92.0% | 99.5% |
| Urban | 95.8% | 92.2% | 99.6% |
| | | | |
| School Level | | | |
| Elementary | 98.1% | n/a | n/a |
| Middle | 97.8% | n/a | 99.9% |
| High | 87.1% | 92.9% | 99.0% |
| Combined | 97.5% | 89.4% | 99.6% |

## Table 19. CIS School Support Staff Characteristics

| Characteristics of School Support Staff | Number of Staff | Percent of Staff |
|---|---|---|
| Employment Status[80] | 3,149 | |
| Full-Time | 2,773 | 88.1% |
| Part-Time | 376 | 11.9% |
| | | |
| Staff Type | 3,149 | |
| CIS Paid | 2,821 | 89.7% |
| Non-CIS Paid | 3 | 0.1% |
| Reassigned School or District Staff | 161 | 5.1% |
| Reassigned Other Agency Staff | 19 | 0.6% |
| AmeriCorps | 145 | 4.6% |
| | | |
| Highest Level of Education[81] | 1,968 | |
| High School Diploma/GED | 214 | 10.9% |
| Associate Degree (2-year) | 63 | 3.2% |
| Bachelor's Degree (4-year) | 1,018 | 51.7% |
| Master's Degree | 668 | 33.9% |
| Professional Degree (Ph.D., JD, Ed.D.) | 5 | 0.3% |

## Table 20. Number of Years CIS and Principal at School[82]

| Characteristic | Mean | Median[83] |
|---|---|---|
| Years school principal has been at this schoool | 4.5 | 3 |
| Years CIS has been at this school | 7.5 | 5 |

[78] Does not include community-based sites, colleges and sites with locale unavailable.

[79] May include Pre-K students.

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

[81] Excludes staff whose highest education level is unknown (n=38).

[82] Does not include sites without a site coordinator (n=345) or with a site coordinator or principal of unknown tenure (n=644).

[83] The Median is the "middle" value (number of years) reported by these schools.

## Table 21. School Support Staff Characteristics, by Site

| Characteristics of School Support Staff | Number of Sites | Percent of Sites |
|---|---|---|
| Number of Staff Members Present[84] | 1,285 | |
| One | 1,042 | 81.1% |
| Two | 196 | 15.3% |
| Three | 32 | 2.5% |
| Four | 9 | 0.7% |
| Five | 6 | 0.5% |
| | | |
| Number of Hours School Support Staff Onsite per Week[85] | 1,259 | |
| Less than 18 | 77 | 6.1% |
| 18 to 36 | 194 | 15.4% |
| 36 or more | 988 | 78.5% |

## Table 22 Site Coordinator Characteristics, by Site

| Characteristics of Site Coordinators | Number of Sites | Percent of Sites |
|---|---|---|
| Employment Status[86,87] | 2,503 | |
| Full-Time | 2,182 | 87.2% |
| Part-Time | 321 | 12.8% |
| | | |
| Staff Type[86,87] | 2,508 | |
| CIS Paid | 2,339 | 93.3% |
| Non-CIS Paid | 10 | 0.4% |
| Reassigned School/District or Reassigned Agency | 159 | 6.3% |
| | | |
| Highest Level of Education[85,88] | 1,244 | |
| High School Diploma/GED | 84 | 6.8% |
| Associate's Degree | 59 | 4.7% |
| Bachelor's Degree | 683 | 54.9% |
| Master's Degree | 413 | 33.2% |
| Other Professional Degree (Ph.D., JD, Ed.D.) | 5 | 0.4% |
| | | |
| Site Coordinator Years with CIS[87,89,90] | 952 | |
| 1-3 Years | 663 | 69.6% |
| 4-6 years | 186 | 19.5% |
| 7-9 years | 56 | 5.9% |
| 10+ years | 47 | 4.9% |
| *Average number of years Site Coordinator has been with CIS: 3.1 years.* | | |

[84] Does not include CIS affiliates in Texas or sites with no onsite staff (n=287).

[85] Does not include CIS affiliates in Texas or sites where staff are present but hours are unavailable (n=26).

[86] Does not include sites with designated SCs whose FT or PT status onsite is unknown (n=34).

[87] Includes General Youth Services sites with a site coordinator presence.

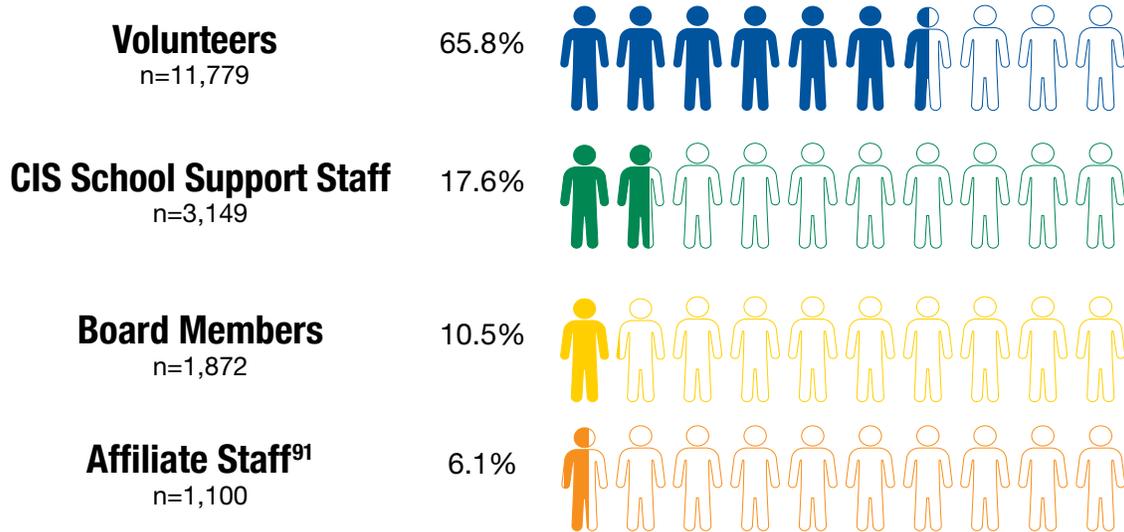[88] Does not include sites with designated SCs whose highest education level is unknown (n=24).

[89] 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).

[90] Does not include CIS affiliates in Texas, sites whose SC's # of years with CIS is less than 1 (n=312), and whose SC's # of years with CIS is unknown (n=3).

# Organizations

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 48. Total Human Capital Breakdown

**Volunteers**
n=11,779
65.8%

**CIS School Support Staff**
n=3,149
17.6%

**Board Members**
n=1,872
10.5%

**Affiliate Staff**[91]
n=1,100
6.1%

## 117
**Organizations**

## 6,793
**Partnerships**

## 5,895
**Continuing
Partnerships**

## 898
**New
Partnerships**

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

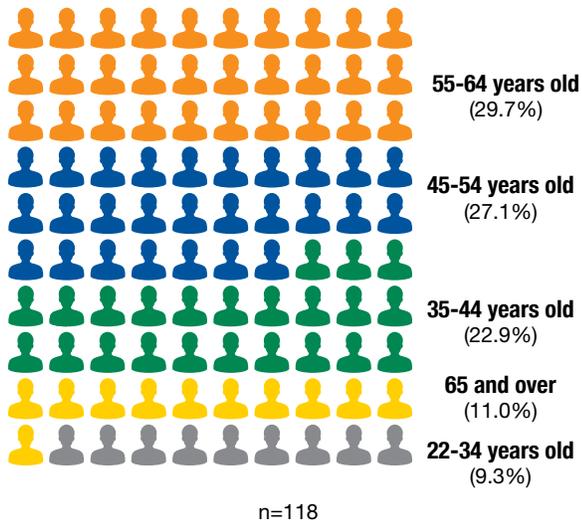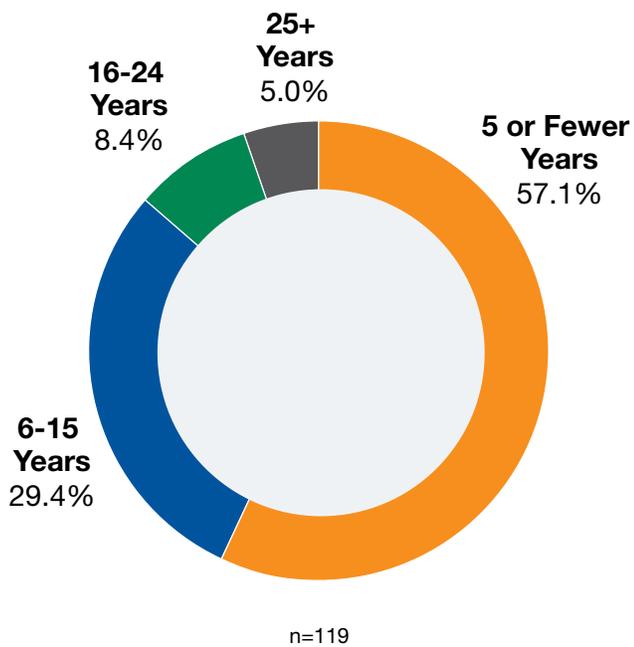## Figure 49. Age Range of Executive Directors (EDs)[93]



55-64 years old
(29.7%)

45-54 years old
(27.1%)

35-44 years old
(22.9%)

65 and over
(11.0%)

22-34 years old
(9.3%)

n=118

## Figure 50. Years as Executive Director, by Percent of EDs



16-24 Years
8.4%

25+ Years
5.0%

5 or Fewer Years
57.1%

6-15 Years
29.4%

n=119

### Figure 51. Employment Status of Affiliate Staff[95]

| | |
|---|---|
| **81.5%** | **18.5%** |
| Full-Time Affiliate Staff | Part-Time Affiliate Staff |
| n=897 | n=203 |

### Figure 52. Affiliate Staff Type[94]

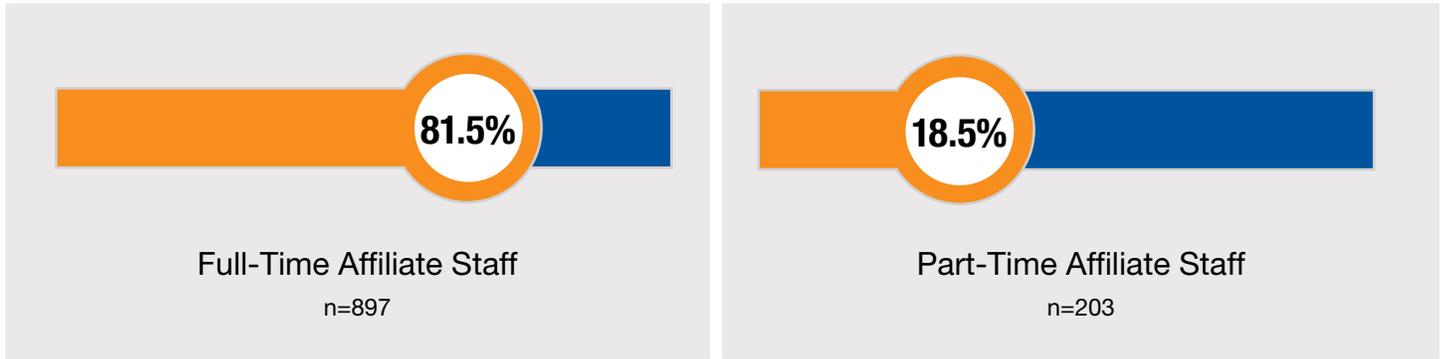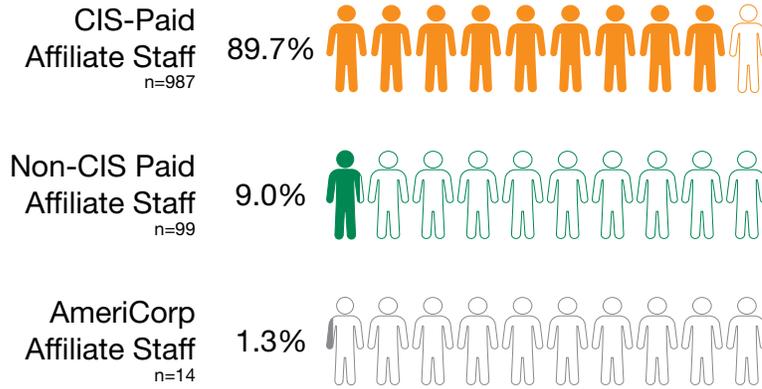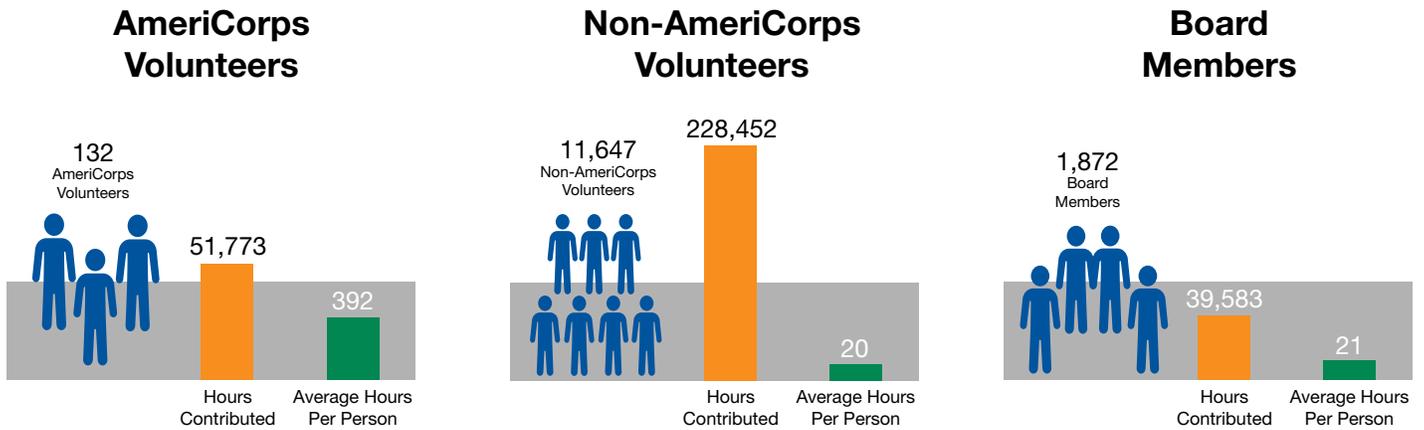| | | |
|---|---|---|
| CIS-Paid Affiliate Staff<br>n=987 | 89.7% | |
| Non-CIS Paid Affiliate Staff<br>n=99 | 9.0% | |
| AmeriCorp Affiliate Staff<br>n=14 | 1.3% | |

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

# Organizations — Staff, Volunteers, and Board Members

## Figure 53. Volunteer and Board Member Characteristics

### AmeriCorps Volunteers

132 AmeriCorps Volunteers

51,773 — Hours Contributed

392 — Average Hours Per Person

### Non-AmeriCorps Volunteers

11,647 Non-AmeriCorps Volunteers

228,452 — Hours Contributed

20 — Average Hours Per Person

### Board Members

1,872 Board Members

39,583 — Hours Contributed

21 — Average Hours Per Person

---

THE AVERAGE $ value of a volunteer hour during 2021 was

**$28.54**[95]

Total Value of AmeriCorps Hours Contributed

**$1,477,601**

Total Value of Non-AmeriCorps Hours Contributed

**$6,520,020**

Total Value of Board Member Hours Contributed

**$1,129,699**
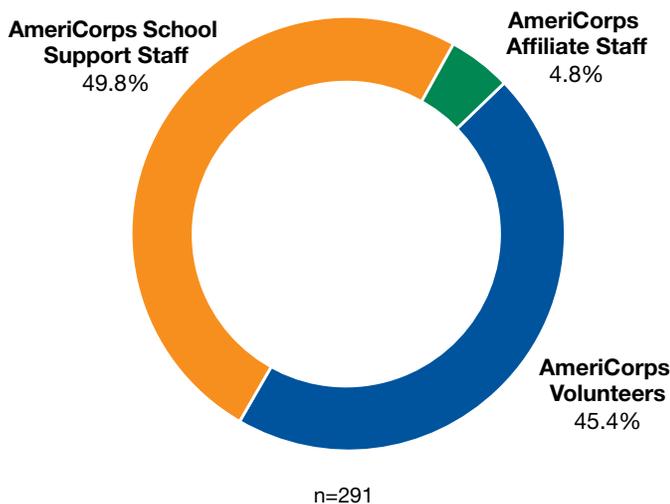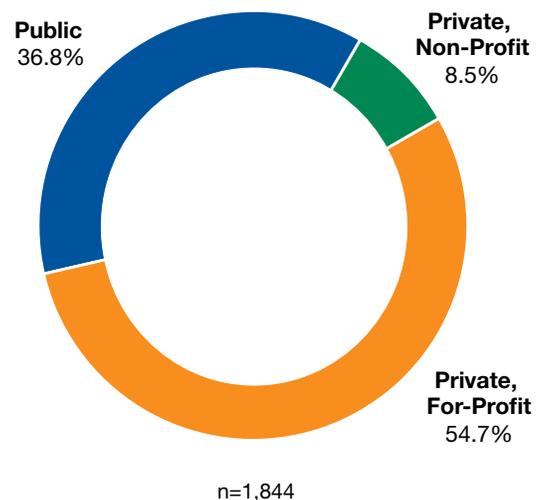
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## Figure 54. AmeriCorps Staff and Volunteers

AmeriCorps School Support Staff 49.8%

AmeriCorps Affiliate Staff 4.8%

AmeriCorps Volunteers 45.4%

n=291

## Figure 55. Board Member Sector Breakdown[96]

Public 36.8%

Private, Non-Profit 8.5%

Private, For-Profit 54.7%

n=1,844

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

[96] Does not include board members with other (n=22) or unknown (n=6) sector.
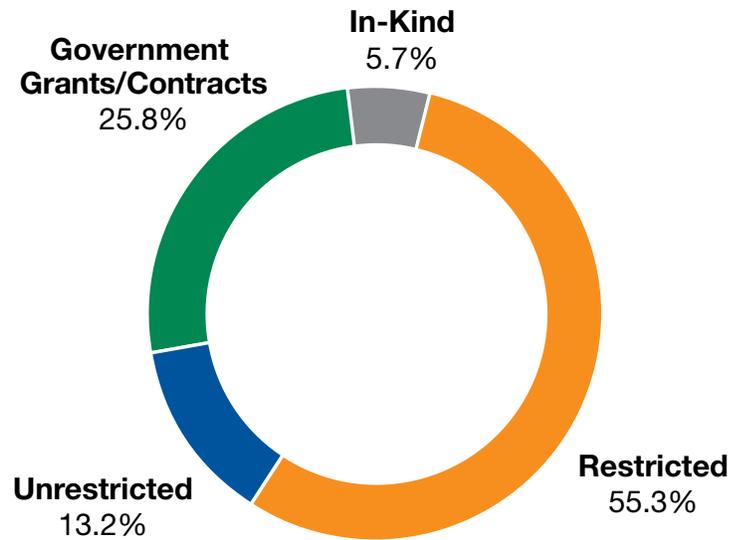
## Figure 56. Organization Revenue, by Type[97]



**In-Kind** 5.7%
**Government Grants/Contracts** 25.8%
**Restricted** 55.3%
**Unrestricted** 13.2%

## Figure 57. Organization Revenue, by Source[97]



**Public**[98] 65.1%
**Private**[99] 34.9%
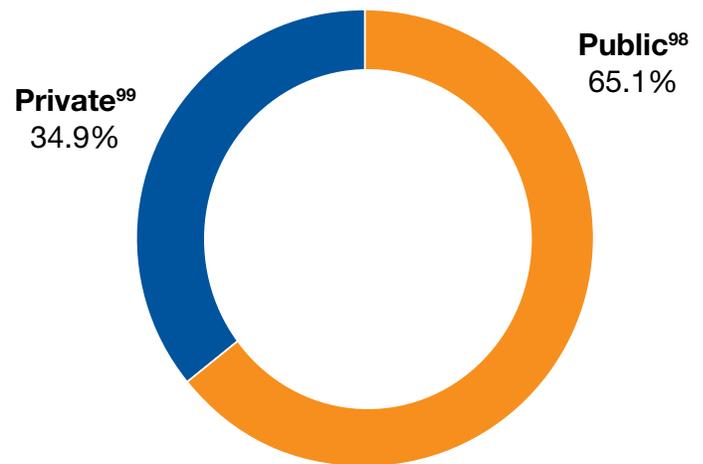
# $303 MILLION
## Total Network Revenue

[97] State office pass-through to affiliates was removed from the total revenue.
[98] Public funding includes federal, state, city/county, and school district sources.
[99] Private funding includes corporate, foundation, non-profit, event fundraising, individual giving, and other private sources.

# Organizations – Funding

## Figure 58. Top Public Funding Sources Received, by Number of Participating States[100]

| State | School District | City/County | State Department of Education | State Department Health/Human Services | State Department of Justice | Paycheck Protection Program (PPP) | 21st Century Learning Centers (21st CCLC) | Title I | AmeriCorps (Inc. VISTA) | Title IV Part A | Temporary Assistance for Needy Families (TANF) | Promoting Safe and Stable Families (PSSF) | Teen Pregnancy Prevention Program | Workforce Innovation and Opportunity Act (WIOA) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CA | ✓ | ✓ | | | | | | | | | | | | |
| DC | | | ✓ | | | ✓ | | | | | | | | |
| DE | ✓ | ✓ | | | | | | | | | | | | |
| FL | ✓ | ✓ | ✓ | ✓ | | ✓ | | | ✓ | | | | | |
| GA | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ |
| IL | ✓ | ✓ | | ✓ | | ✓ | ✓ | ✓ | | ✓ | | | | |
| IN | ✓ | ✓ | | | | ✓ | ✓ | | | | | | | |
| KS[101] | ✓ | ✓ | ✓ | | | ✓ | | | | | ✓ | | | |
| LA | ✓ | ✓ | | | | ✓ | | | ✓ | | | | | |
| MI | ✓ | ✓ | | | | ✓ | ✓ | | | | | | | |
| MN | | | | | ✓ | ✓ | | | | | | | | |
| NC | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | |
| NM | ✓ | ✓ | | | | ✓ | | | | | | | | |
| NV | ✓ | | | ✓ | | ✓ | ✓ | ✓ | | | ✓ | | | |
| OH | ✓ | | | | ✓ | ✓ | | | | | ✓ | | | |
| PA | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | | | | | | |
| SC | ✓ | | ✓ | | | ✓ | ✓ | ✓ | | | | | | |
| TN | ✓ | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | | | | | ✓ |
| TX | ✓ | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ |
| VA | ✓ | | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ | | | | |
| WA | ✓ | | | | | ✓ | ✓ | ✓ | | ✓ | | | | |
| WV | ✓ | | ✓ | | | ✓ | | ✓ | | | | | | |
| **Number of States** | 20 | 14 | 11 | 5 | 4 | 20 | 12 | 11 | 7 | 5 | 4 | 3 | 3 | 3 |
| **Amount Received** | $70,737,179 | $12,493,242 | $42,983,798 | $1,874,347 | $1,080,878 | $21,038,433 | $17,135,492 | $8,894,371 | $2,563,395 | $355,574 | $6,885,850 | $234,534 | $325,127 | $1,511,198 |

[100] Does not include public funding sources for which only two states participated (Victims of Crime Act (VOCA), State Abstinence Education) or only one state participated (CASA, Community Services Block Grant, TRIO, Full Service Community Schools, Head Start, OJJDP, Rural Health Development, State Dept of Labor). Funding not reported for licensed partners in North Dakota and Colorado.

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

### Table 23. Affiliate Staff Characteristics[102]

| Characteristics of Affiliate Staff | Number of Staff | Percent of Staff |
|---|---|---|
| Employment Status | 1,100 | |
| Full-Time | 897 | 81.5% |
| Part-Time | 203 | 18.5% |
| | | |
| Staff Type | 1100 | |
| CIS-Paid | 987 | 89.7% |
| Non-CIS Paid | 99 | 9.0% |
| AmeriCorps | 14 | 1.3% |

### Table 24. Age Range of Executive Directors[103]

| Age Range | Number of EDs | Percent of EDs |
|---|---|---|
| Total | 118 | |
| 22-34 | 11 | 9.3% |
| 35-44 | 27 | 22.9% |
| 45-54 | 32 | 27.1% |
| 55-64 | 35 | 29.7% |
| 65 and over | 13 | 11.0% |

### Table 25. Volunteers and Board Members

| Community Members | Number of Members | Hours Contributed | Value of Hours Contributed | Average Hours Contributed Per Person |
|---|---|---|---|---|
| AmeriCorps Volunteers | 132 | 51,773 | $1,477,601 | 392 |
| Non-AmeriCorps Volunteers | 11,647 | 228,452 | $6,520,020 | 20 |
| Board Members | 1,872 | 39,583 | $1,129,699 | 21 |

### Table 26. AmeriCorps Staff and Volunteers

| Human Resources | Number of Individuals | Percent of Individuals |
|---|---|---|
| AmeriCorps Human Resources | 291 | |
| School Support Staff | 145 | 49.8% |
| Affiliate Staff | 14 | 4.8% |
| Volunteers | 132 | 45.4% |

### Table 27. Board Members, by Employment Sector[104]

| Employment Sector | Number of Board Members | Percent of Board Members |
|---|---|---|
| Board Members | 1,844 | |
| Private, Non-Profit | 156 | 8.5% |
| Private, For-Profit | 1,009 | 54.7% |
| Public | 679 | 36.8% |

[102] Affiliate Staff refers to organization-level (not school-based) staff at affiliates, state/regional offices, and licensed partners.
[103] Does not include unknown age range (n=1).
[104] Does not include board members with other (n=22) or unknown (n=6) sector.