Communities In Schools

Data Book 2019 – 2020

Communities In Schools

To Our CIS Family

Historically, our Data Book has provided a comprehensive look at the CIS network: our staff, schools and students served, and our results. This year, our data go beyond the usual and help tell the story of an unprecedented year that marked the beginning of a pandemic characterized by uncertainty, crisis, and widespread disruption in learning for more than 50 million students across the country. Within these pages, the incredible efforts of our 121 organizations, more than 4,000 staff, and 30,000 volunteers to reconnect with students and families, assist them in their recovery, and help them reengage in learning are represented through infographics, charts, and tables.

While the pandemic closed school buildings, it did not shut down or even slow down the work of CIS. Our network leaders and site coordinators worked tirelessly to ensure students and families continued to receive the level and quality of supports they had come to expect from CIS and for many families, they were introduced to our compassionate and dedicated staff for the first time. And while the pandemic disproportionately impacted our Black, Brown, and Indigenous students and students living in poverty, CIS was there meeting their basic needs, offering social and emotional support, and empowering students to navigate the uncertainty of their everyday lives while staying focused on their individual goals.

As you read through the information contained in this document, remember the data represent real students, parents, partner organizations and members of our CIS family. Our data help tell the story of our work and hold us accountable to our mission of surrounding students with a community of support, empowering them to stay in school and achieve in life. Our commitment to diversity, equity and inclusion is also reflected in the 2019-2020 Data Book as we present our work in the aggregate as well as disaggregated by race, gender, and geography to help us understand patterns and potential biases or inequities that need to be addressed. Data are an important tool in ensuring we are reaching those that need our support the most and that our efforts are making a difference.

We want to thank the CIS network; in particular, our site coordinators who are #AllinforKids and committed to documenting their work through data, allowing all of us to continue to learn and grow.

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 organization that connects 1.7 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 them from achieving their full potential. In partnership with 2,900 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 and human resources, site-level staff and student supports, and student demographics and achievement during the 2019-2020 school year. 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 TQS 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 (ISS)	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

1.7 MILLION
students were reached with CIS™ supports and resources

165,900
students were case managed

362,000
parents and guardians were engaged through CIS supports

2,900
schools and community sites were served by CIS™

4,100
local staff members carried out the CIS™ mission

8,000
community partner organizations worked with CIS™ to support students

30,000
community volunteers donated their time

$13 MILLION
worth of volunteer time was contributed

CIS Network

121 Organizations

26 States and DC

WA, ND, MN, NV, IA, MI, PA, CO, IL, IN, OH, KS, MO, WV, VA, DE, DC, CA, NM, OK, TN, NC, SC, TX, LA, GA, FL
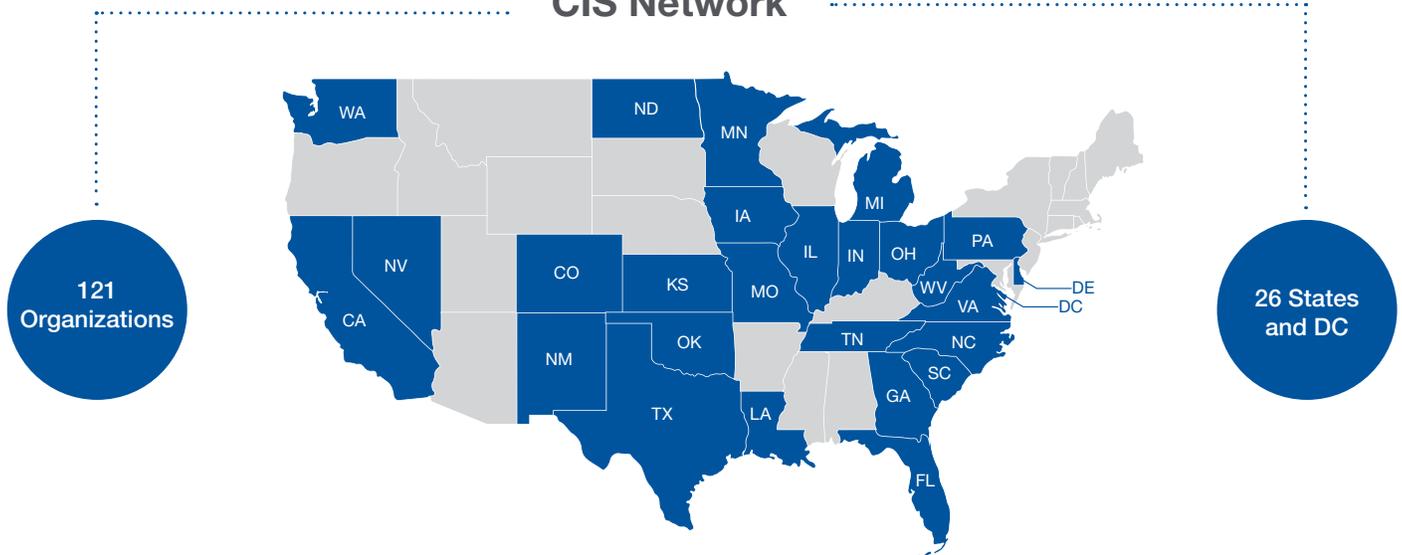
Remained in School	Promotion	Graduation
99%	**97%**	**96%**
of students remained in school through the end of the 2019-20 school year	of K-11 students were promoted to the next grade	of seniors graduated or received a GED

Attendance	Academics	Behavior
81%	**88%**	**85%**
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

Network Supports During the COVID-19 Pandemic[1]

Number of Communities Providing Resources, by Type

Resource Type	Number
Food	104
Hygiene Products	76
School Supplies	60
Connecting Community Members to Resources	60
Clothing	48
Public/Financial Assistance	42
Technology Distribution	40
Crisis Intervention	31
Emergency Housing/Shelter	23
Transportation	21
Child Abuse/Neglect Intervention	15
Child Care	8
Legal/Immigration Assistance	6
Victim Assistance	4

CIS Served

400 school districts

2,681 schools

231,655 families

CIS Contributed

270,756 hours

$7,488,249 of in-kind support

1,012,849 items

During the school closures of Spring 2020, CIS organizations served **400 school districts**, **2,681 schools**, and an estimated **231,655 families** across our network. They contributed **270,756 hours** and **$7,488,249 of in-kind support** to address basic needs and provided **1,012,849 items** related to critical resources.[2]

Top 5 Basic Needs Addressed in Rural Communities

Need	%
Food	89%
Hygiene Products	61%
School Supplies	47%
Clothing	44%
Connecting Community Members to Resources	44%
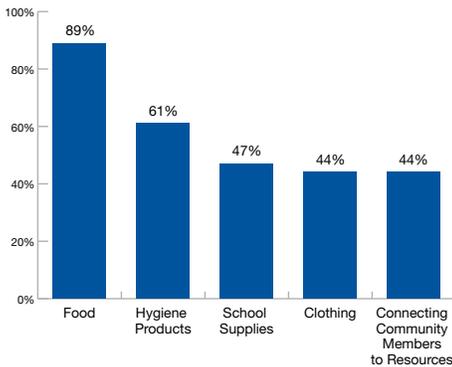
% of Rural communities providing type of resource

Top 5 Basic Needs Addressed in Suburban Communities

Need	%
Food	96%
Connecting Community Members to Resources	65%
Hygiene Products	62%
School Supplies	38%
Clothing	31%
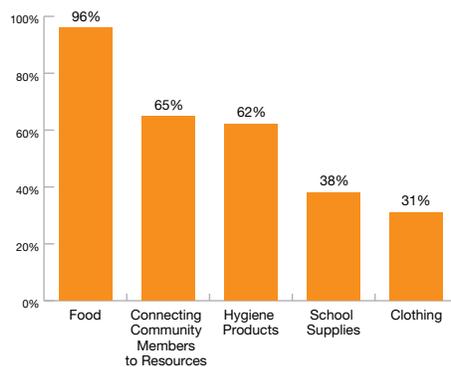
% of Suburban communities providing type of resource

Top 5 Basic Needs Addressed in Urban Communities

Need	%
Food	88%
Hygiene Products	71%
School Supplies	62%
Connecting Community Members to Resources	50%
Public/Financial Assistance	48%
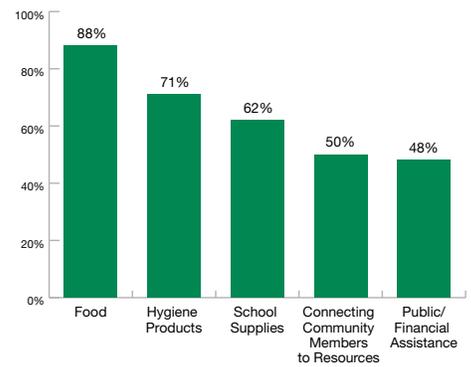
% of Urban communities providing type of resource

Public/Financial Assistance was more likely to be provided in urban communities, while clothing was more likely to be distributed in rural and suburban communities. All three types of organizations provided food, hygiene products, and school supplies and connected community members to other local resources during the early months of the pandemic.

[1] Data represent 36 Rural, 26 Suburban, and 52 Urban communities, as well as three with no specified locale. Organizations may be duplicated, as multiple locations reporting their own data may be affiliated with the same organization (e.g., multiple direct service affiliates under the same state office).

[2] The number of districts and schools served between March and June 2020 may not equal the totals reported for the full school year and reflected in the rest of the data book.

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	11	740	10,372	11,112
CO	1	1	97	1,352	1,449
DC	1	15	292	4,724	5,016
DE[3]	1	17	668	5,938	6,606
FL[3]	6	57	3,728	30,612	34,340
GA[2]	19	209	7,311	108,798	116,109
IA[2]	-	2	136	700	836
IL	1	171	1,371	59,574	60,945
IN[3]	4	69	3,053	37,704	40,757
KS[3]	1	31	1,971	21,340	23,311
LA[3]	2[4]	32	1,875	10,751	12,626
MI[3]	3	66	1,628	18,703	20,331
MN	1	4	174	1,695	1,869
MO[3]	-	11	654	4,272	4,926
NC[3]	19	283	11,712	108,858	120,570
ND	1[4]	1	-	208	208
NM	1	10	396	5,291	5,687
NV[3]	1	89	5,608	66,839	72,447
OH	1	26	1,443	12,229	13,672
OK[3]	-	12	791	4,734	5,525
PA[3]	3	61	1,873	47,022	48,895
SC	3	32	1,562	15,279	16,841
TN[3]	2	61	2,214	21,409	23,623
TX[3]	28	1,229	105,800	751,323	857,123
VA[3]	7	96	4,447	49,155	53,602
WA[3]	12	223	4,270	79,607	83,877
WV	2[4]	79	2,160	28,209	30,369
Grand Total	**121**	**2,898**	**165,974**	**1,506,698**	**1,672,672**

[3] Indicates presence of a state or regional office. CIS of Mid-America operates in Kansas, Iowa, Missouri, and Oklahoma.
[4] Includes licensees.

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. Our data show that we continue to deliver on what we know works for schools and students.

1,672,672[5]

students served in 2020

Figure 1. Overall Student Breakdown

Students Receiving Whole-School Supports Only: 90.1%

Students Receiving Case Management: 9.9%

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

77.5%
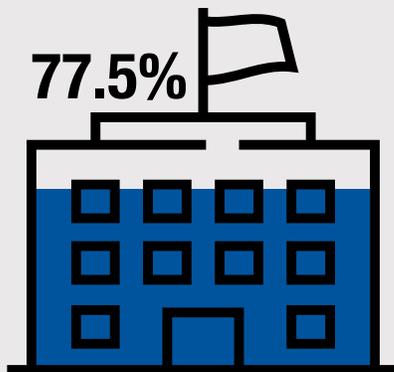
Figure 3. Overall CIS Model School Saturation Rate: Case Management[7]

9.2%
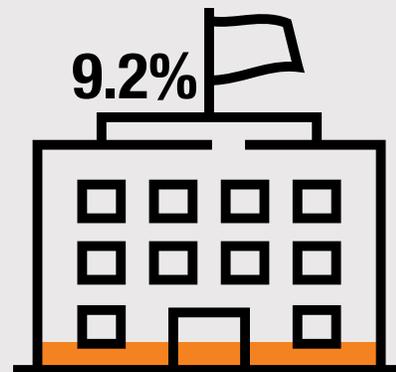
[5] Includes students served at CIS model schools and GYS sites.
[6] Includes only CIS model schools providing whole school supports to students. Does not include CIS affiliates in Texas.
[7] Includes only CIS model schools providing case management to students.

CIS Network - Student Overview

Since 1977, Communities In Schools has grown from serving just under 2,700 students to 1.7 million students across 26 states and the District of Columbia.

Figure 4. Historical Data: Total Students Served, 1977-2020
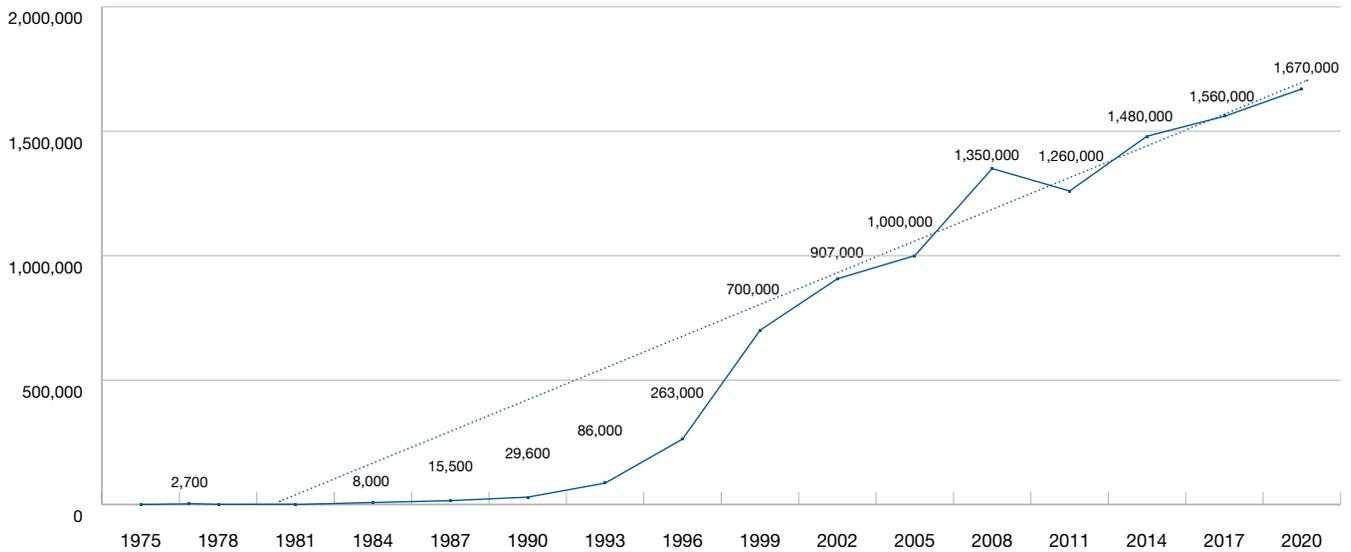
Figure 5. Number of Students Served, 2016-2020
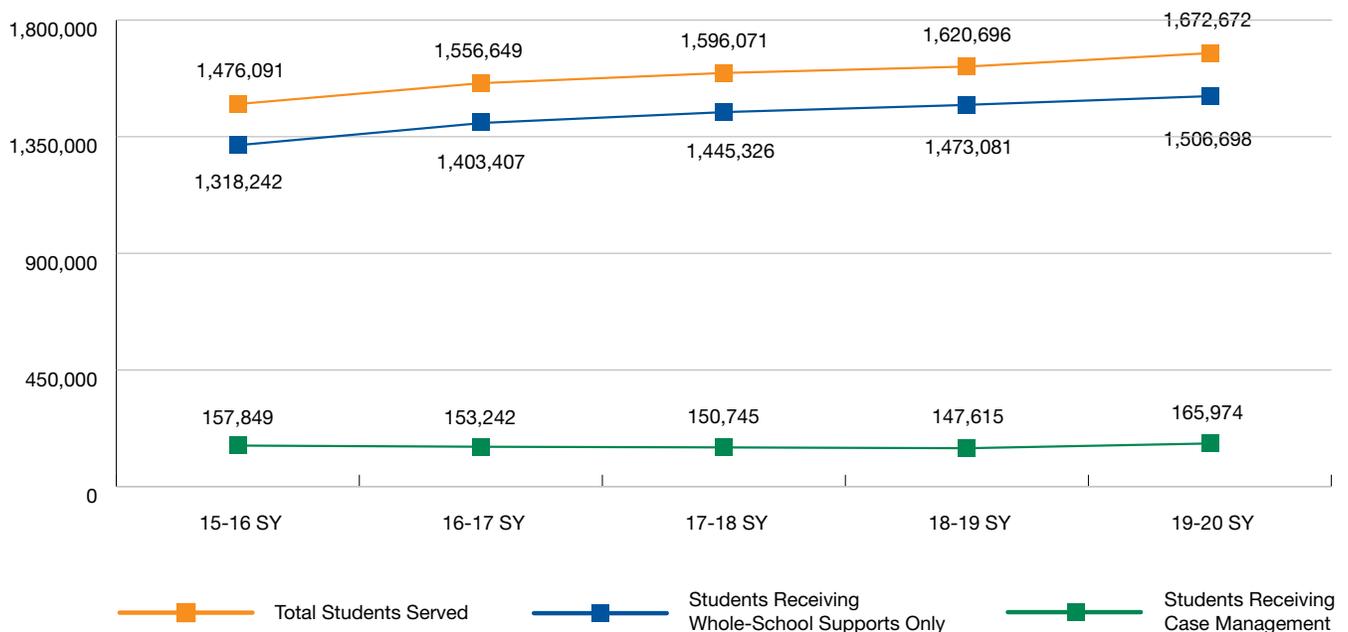
Our Community

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[8]: Race[9] and Gender[10]

	Students	School Staff	Affiliate Staff	Executive Directors	Board Members
American Indian/Alaska Native	0.9%	0.5%	0.6%	0%	0.7%
Asian/Native Hawaiian/Other Pacific Islander[11]	1.4%	1.4%	2.2%	0.8%	1.2%
Black/African American	31.0%	31.0%	24.0%	23.3%	21.2%
Hispanic or Latino	47.0%	30.6%	17.0%	12.4%	8.6%
White	16.8%	33.4%	54.0%	62.0%	67.4%
Two or More Races	2.3%	2.6%	2.1%	1.6%	0.5%
Other	0.5%	0.5%	0.2%	0%	0.4%
Female[12]	52.4%	83.5%	85.2%	73.6%	52.6%
Male[13]	47.6%	15.8%	14.5%	26.4%	47.3%
Other[14]	0.03%	0.7%	0.3%	0%	0.1%

[8] See tables 1 and 3 for N sizes.

[9] Does not include individuals whose race/ethnicity is unknown or prefer not to answer (students: n=194, school staff: n=38, affiliate staff: n=2, executive directors: n=0, board members: n=290).

[10] Does not include individuals whose sex/gender is unknown or prefer not to answer (students: n=6, school staff: n=79, affiliate staff: n=0, executive directors: n=0, board members: n=180).

[11] Due to the way the data were reported across groups, these categories were combined. Individuals may have been identified as Asian, Asian/Pacific Islander, or Native Hawaiian/Other Pacific Islander.

[12] Includes Transgender Female.

[13] Includes Transgender Male.

[14] Nonbinary, Intersex, or Genderqueer/fluid/non-confirming was reported for 36 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. Some students speak two or more of the languages listed below.

Figure 7. The Languages We Speak[15,16]

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

Most Spoken	Language
1	Spanish
2	Arabic
3	Haitian Creole
4	Somali
5	French
6	Swahili
7	Burmese
8	Vietnamese
9	Russian
10	Portuguese
11	Hmong
12	Urdu
13	Mandarin Chinese
14	Farsi (Persian)
15	Cambodian
16	Bengali
17	Thai
18	Japanese
19	Korean
20	ASL
21	Hindi
22	Cantonese
23	German
24	Punjabi
25	Ukranian
26	Khmer
27	Malay, Indonesian
28	Polish
29	Bulgarian
30	Cape Verdean Creole
31	Turkish
32	Albanian
33	Italian
34	Marathi

[15] Ordered from the language spoken by the most students (Spanish) to the least students (Albanian, Italian, Marathi). An additional nine students with an Unknown race/ethnicity speak Spanish (8) and Arabic (1). Does not include CIS affiliates in Texas and Atlanta.

[16] Students 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 2019-20 school year whose records were not updated to align with the current options).

Student Information

Figure 8. Known Attributes of Case-Managed Students

Attribute	Count
English Language Learner	37,579
Experienced/Exposed to Trauma	34,410
Special Education	17,306
Homeless	7,747
Over Age/Under Credit	5,191
Incarcerated Parent[17]	3,509
Adjudicated Youth	2,849
Child of Active Duty Military	2,173
Substance Abuse	2,133
Foster Care/Group Home	2,051
LGBTQ+	1,711
Pregnant/Parenting	1,287
Gang Involvement	875
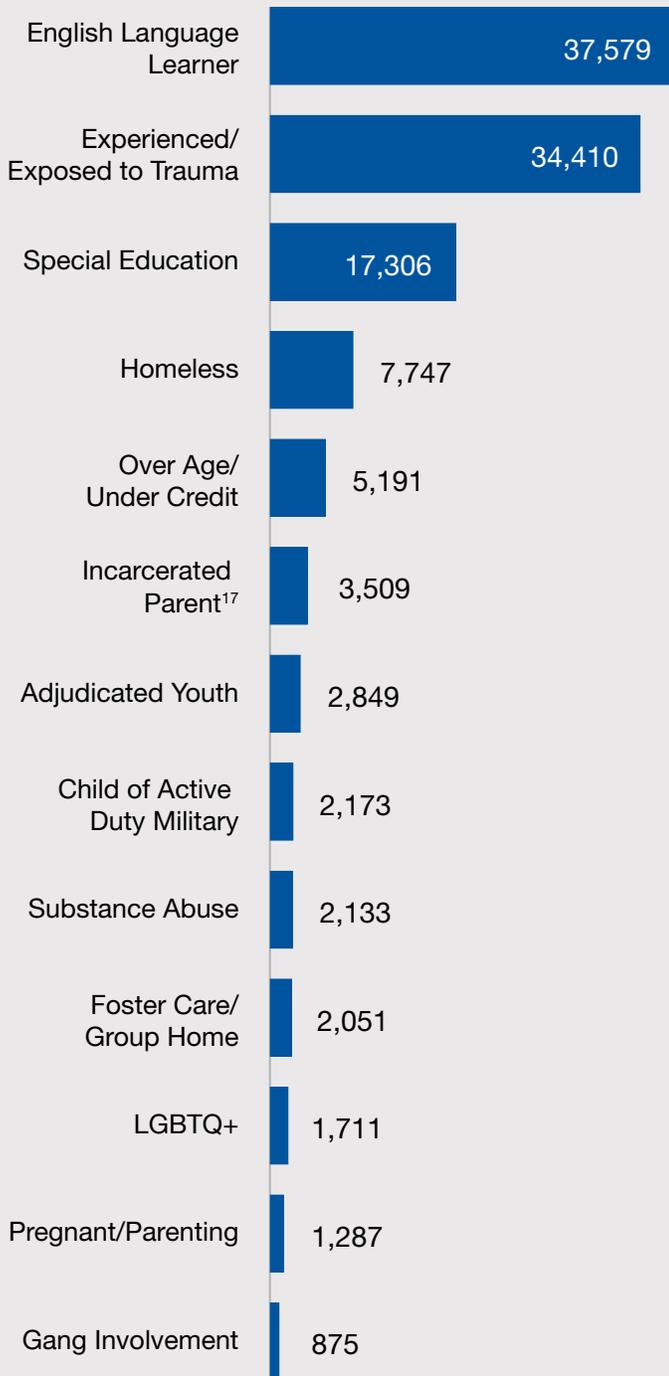
Figure 9. Free and Reduced-Price Lunch (FRPL) Eligibility of Case-Managed Students[18]

- Not Eligible: 17.9%
- Eligible: 82.1%

n=156,061
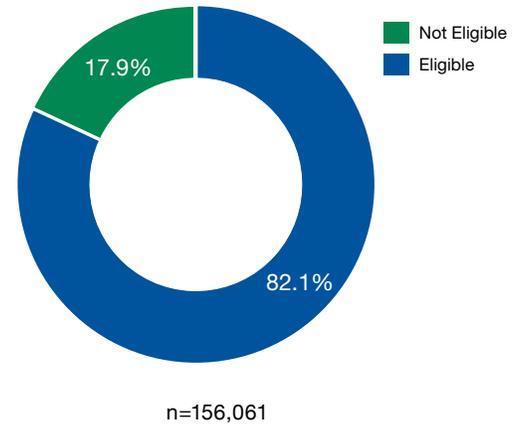
Figure 10. Referral Reasons of Case-Managed Students

Referral Reason	Count
Academics	59,932
Behavior	46,296
Basic Needs[19]	32,181
Attendance	19,483
Social and/or Emotional Concerns[19]	14,665
Other[19]	5,289
Parent/Family Engagement/Involvement[17,19]	3,006

[17] Does not include CIS affiliates in Texas.
[18] Does not include students whose FRPL status is unknown (n=9,913).
[19] Does not include CIS of Atlanta.

Figure 11. Percent of Case-Managed Students Referred, by Referral Reason, Race[20], and Gender

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
	54.4%	62.3%	38.7%	47.4%	44.6%	48.4%	54.5%	59.9%	58.8%	62.5%	44.5%	49.7%	44.6%	46.8%	37.3%	45.0%

Behavior

	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
	29.4%	32.6%	47.4%	48.4%	36.6%	44.1%	40.6%	41.4%	27.3%	30.0%	34.7%	41.0%	17.2%	34.6%	16.1%	32.3%

Basic Needs[21]

	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
	22.1%	23.4%	28.8%	27.5%	22.8%	22.5%	33.0%	31.2%	36.4%	37.5%	28.0%	25.6%	20.5%	18.7%	18.8%	17.4%

Attendance

	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
	18.2%	13.8%	8.5%	9.3%	18.1%	18.1%	14.9%	15.4%	20.3%	23.8%	18.1%	17.7%	25.3%	21.9%	25.7%	20.4%

Social and/or Emotional Concerns[21]

	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
	12.6%	11.5%	12.4%	7.3%	16.9%	16.4%	5.6%	5.1%	13.9%	15.6%	18.6%	18.1%	34.7%	31.4%	38.2%	34.4%

[20] 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 2019-20 school year whose records were not updated to align with the current options). The total students reflected in the referral data is the same for each chart above: American Indian/Alaska Native (n=1,190), Asian (n=1,370), Black/African American (n=38,787), Hispanic/Latino (n=50,818), Native Hawaiian/Other Pacific Islander (n=347), White (n=20,471), Two or More Races (n=3,121), and Other race (n=771).

[21] Does not include CIS of Atlanta.

Student Outcomes

Our students are meeting their goals.

Academic Goals	Attendance Goals	Behavior Goals
9 in 10	**8 in 10**	**8 in 10**
students met their goal or made progress in academics	students met their goal or made progress in attendance	students met their goal or made progress in school behavior

Figure 12. Case-Managed Students Who Met or Made Progress Towards Their Goals[22]

High-Risk Behavior
n=6,649 — 98.5%

College Readiness
n=10,591 — 94.4%

Career Readiness
n=5,558 — 93.5%

Social and Emotional Learning
n=50,166 — 88.4%

Academics
n=100,766 — 87.7%

School Behavior
n=94,392 — 84.7%

Attendance
n=48,452 — 81.5%
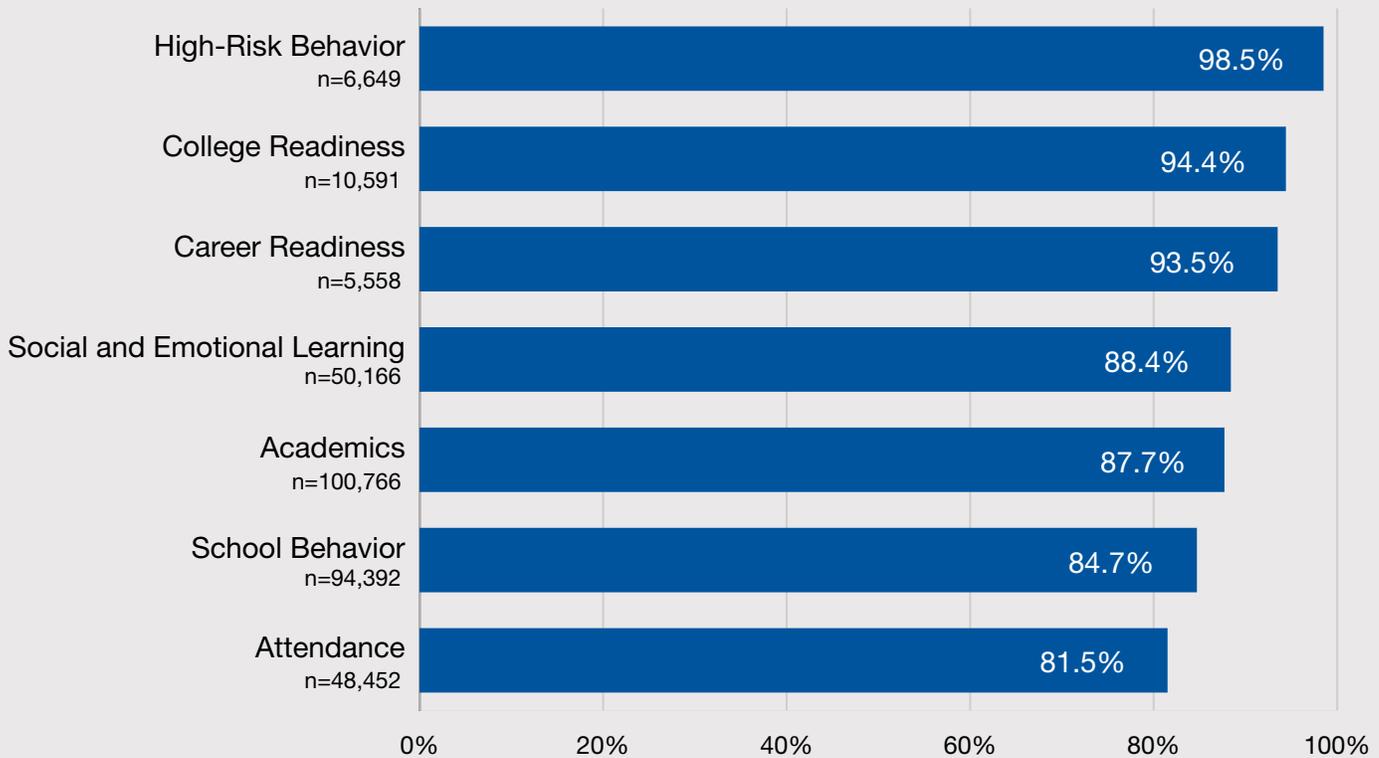
[22] Due to the COVID-19 health pandemic, reported goal achievement values may be based on the most recently available data prior to school closures in the spring of 2020. Final metrics were unavailable for some students after schools closed and data are excluded for unknown student achievement of Academic (n=882), Social and Emotional Learning (n=2,396), College Readiness (n=111), and Career Readiness (n=192) goals.

Student Outcomes

Figure 13. Percent of Students Who Met or Made Progress Towards an Attendance Goal, by Race and Gender[23, 24]

	Female	Male

Race	Female	Male	n
American Indian/Alaska Native	79.4%	84.4%	n=437
Asian	87.8%	94.4%	n=379
Black/African American	79.4%	79.3%	n=20,181
Hispanic/Latino	83.3%	82.9%	n=15,801
Native Hawaiian/Other Pacific Islander	80.9%	82.1%	n=161
White	79.7%	81.3%	n=9,035
Two or More Races	77.4%	79.0%	n=1,861
Other	82.0%	80.3%	n=511
Unknown	85.7%	88.0%	n=99
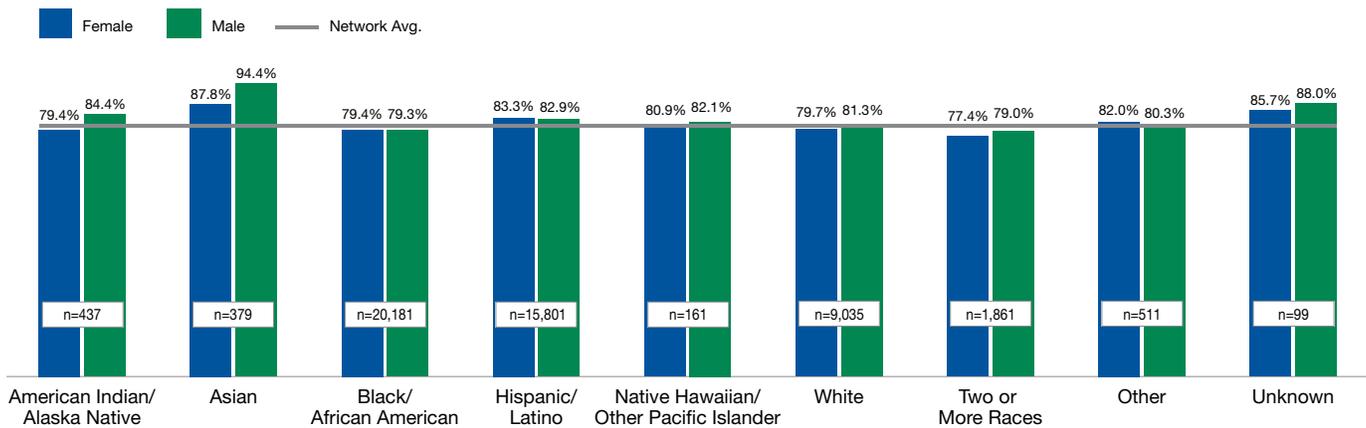
Figure 14. Percent of Students Who Met or Made Progress Towards a Behavior Goal, by Race and Gender[23, 24]

	Female	Male

Race	Female	Male	n
American Indian/Alaska Native	84.9%	85.0%	n=731
Asian	82.1%	80.6%	n=1,133
Black/African American	84.3%	83.1%	n=28,833
Hispanic/Latino	84.8%	84.8%	n=46,331
Native Hawaiian/Other Pacific Islander	81.8%	78.3%	n=305
White	85.7%	85.7%	n=15,248
Two or More Races	91.0%	86.9%	n=1,364
Other	91.9%	91.7%	n=362
Unknown	96.0%	96.0%	n=50
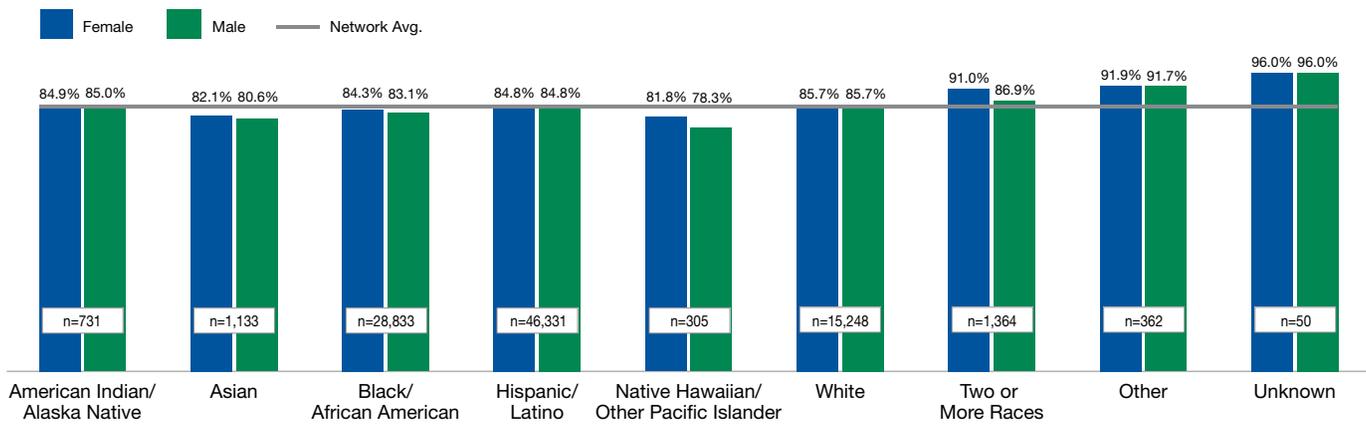
Figure 15. Percent of Students Who Met or Made Progress Towards an Academic Goal, by Race and Gender[23, 24]

	Female	Male

Race	Female	Male	n
American Indian/Alaska Native	89.1%	88.3%	n=958
Asian	91.0%	91.6%	n=999
Black/African American	86.9%	84.7%	n=29,395
Hispanic/Latino	89.3%	88.4%	n=50,464
Native Hawaiian/Other Pacific Islander	90.6%	91.0%	n=292
White	88.4%	87.5%	n=15,509
Two or More Races	85.1%	83.6%	n=2,229
Other	87.9%	88.6%	n=553
Unknown	97.0%	94.0%	n=117
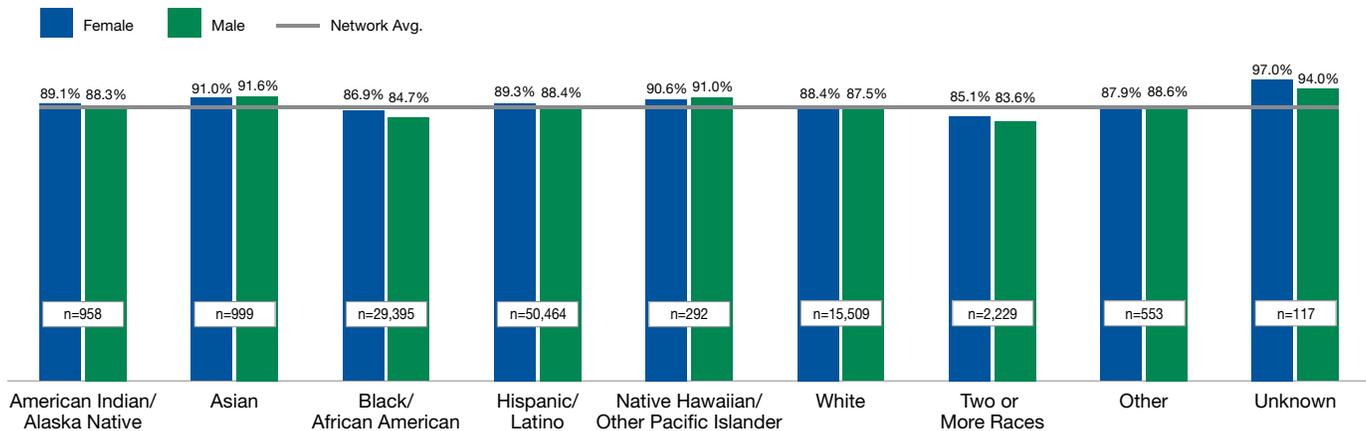
[23] Individuals identified as a race/ethnicity other than those listed are included in the category of Other (this includes any students identified as Asian/Pacific Islander prior to the 2019-20 school year whose records were not updated to align with the current options).
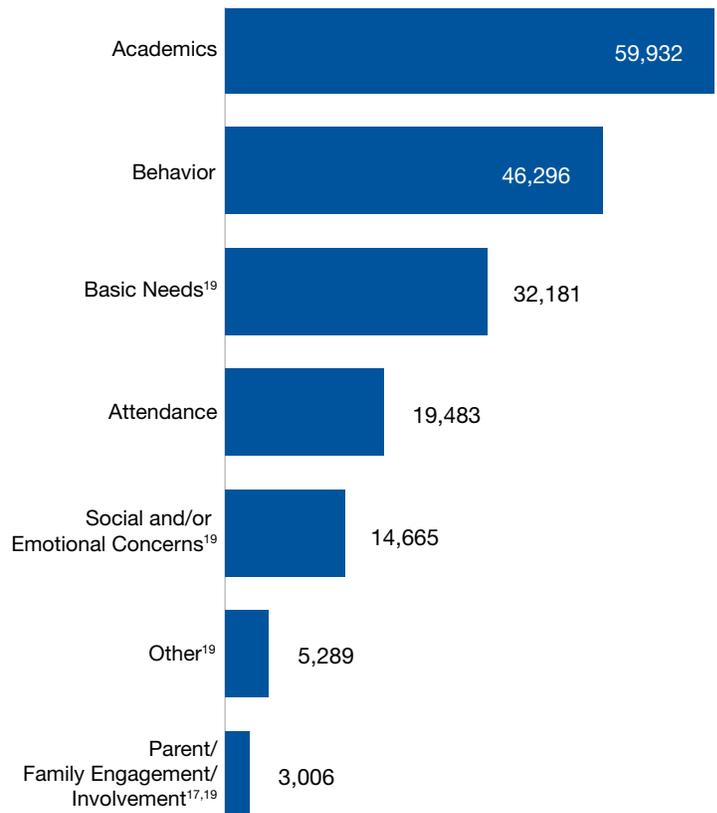
[24] Does not include students whose sex/gender is unknown (n=6) or other (n=43).

Student Outcomes

Figure 16. K-11 Case-Managed Students Who Stayed In School[25]

99.8%

n=140,864
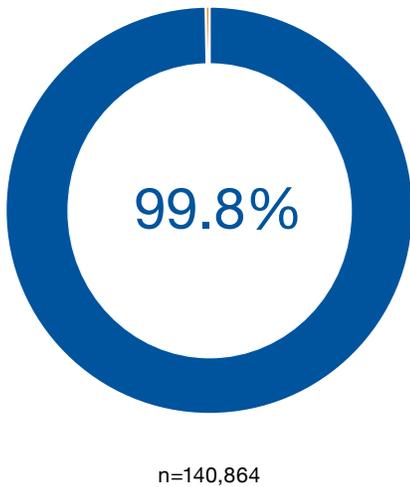
Figure 17. K-11 Case-Managed Student Year-End Status[25]

n=140,864

- Promoted: 97.1%
- Retained: 2.1%
- Other: 0.6%
- Dropped Out: 0.2%
- Incarcerated or Expelled: 0.1%
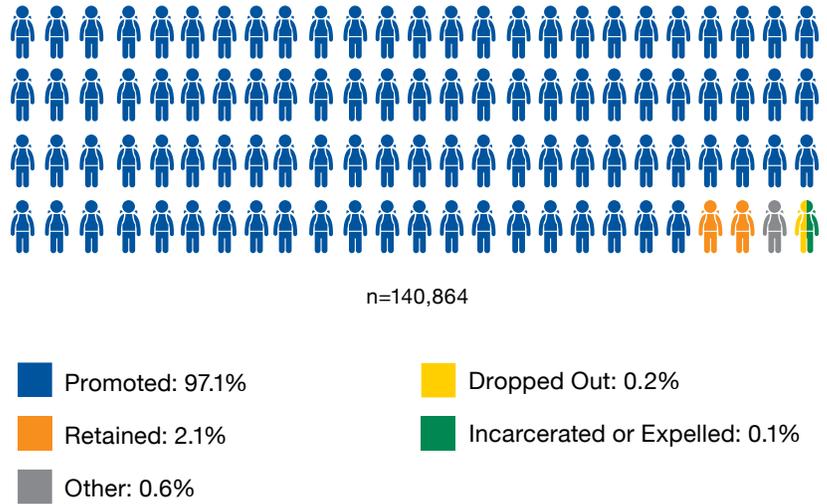
Figure 18. Percent of K-11 Students Who Were Promoted, by Race and Grade Level

Legend: K-5 | 6-8 | 9-11

Race	K-5	6-8	9-11
American Indian/Alaska Native (n=1,266)	96.8%	98.8%	94.8%
Asian (n=1,545)	99.5%	99.8%	97.6%
Black/African American (n=42,197)	98.1%	97.8%	93.3%
Hispanic/Latino (n=67,451)	99.1%	98.5%	92.6%
Native Hawaiian/Other Pacific Islander (n=416)	99.5%	100.0%	93.8%
White (n=23,908)	97.5%	97.8%	91.6%
Two or More Races (n=3,138)	96.4%	96.8%	94.2%
Other (n=813)	96.6%	94.0%	91.1%
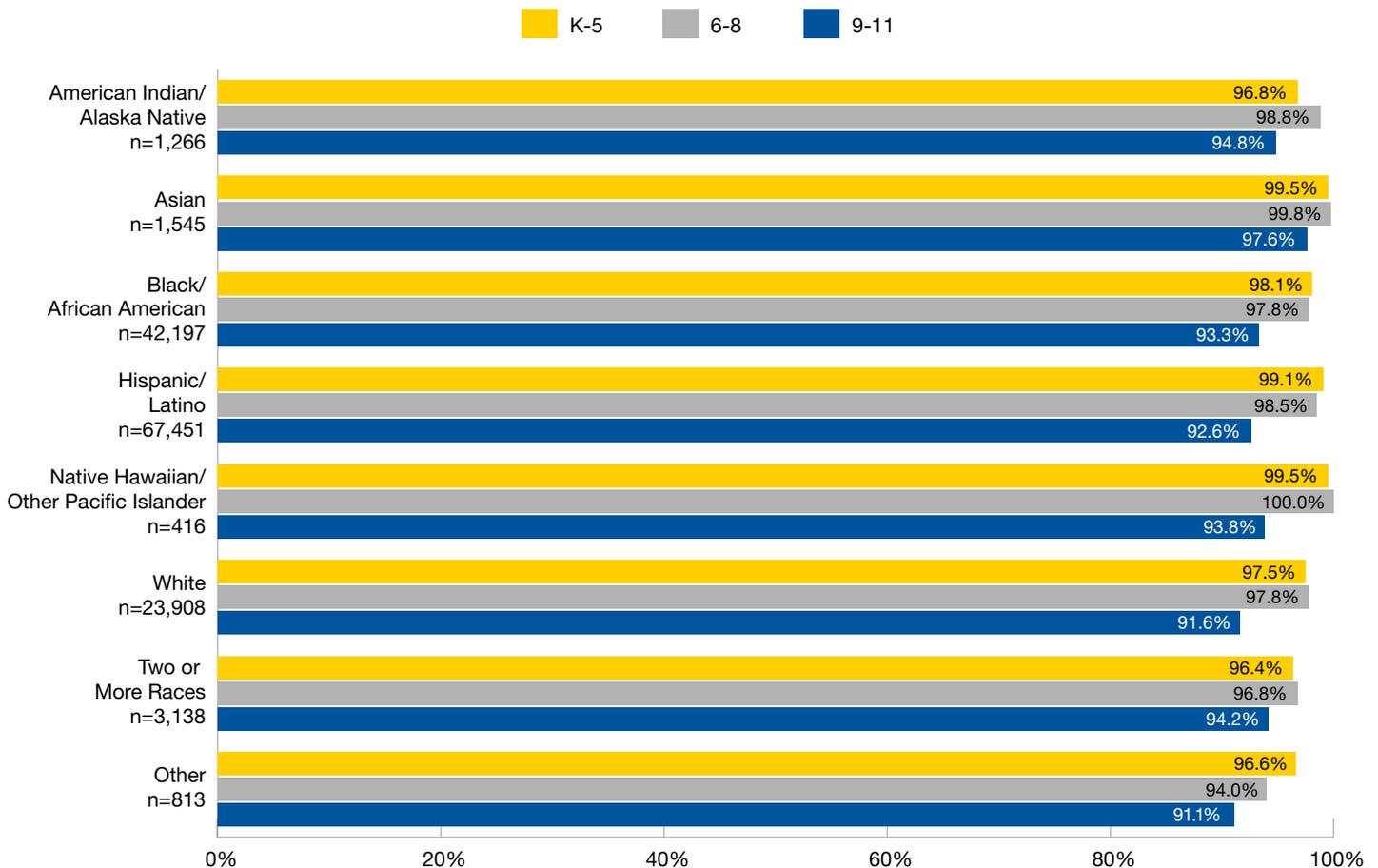
[25] Does not include K-11 students who transferred (n=9,516), were deceased (n=7), or whose year-end status was unknown (n=724). Does not include K-11 students who graduated (n=896) or received a GED (n=56).

Figure 19. Grade 12 Case-Managed Students Who Stayed In School[26]

98.3%

n=13,020
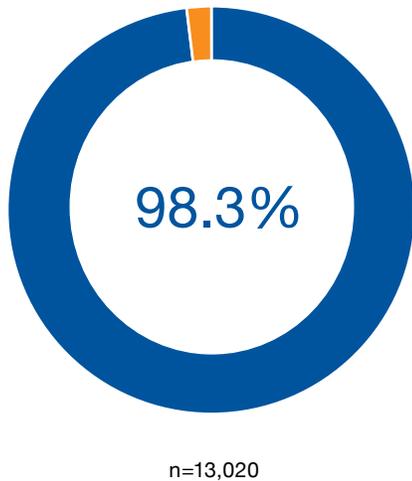
Figure 20. Grade 12 Case-Managed Student Year-End Status[27]

n=12,914

- **Graduated (inc. GED): 95.8%**
- **Retained: 2.6%**
- **Other: 0.9%**
- **Dropped Out: 0.7%**
- **Incarcerated or Expelled: 0.1%**
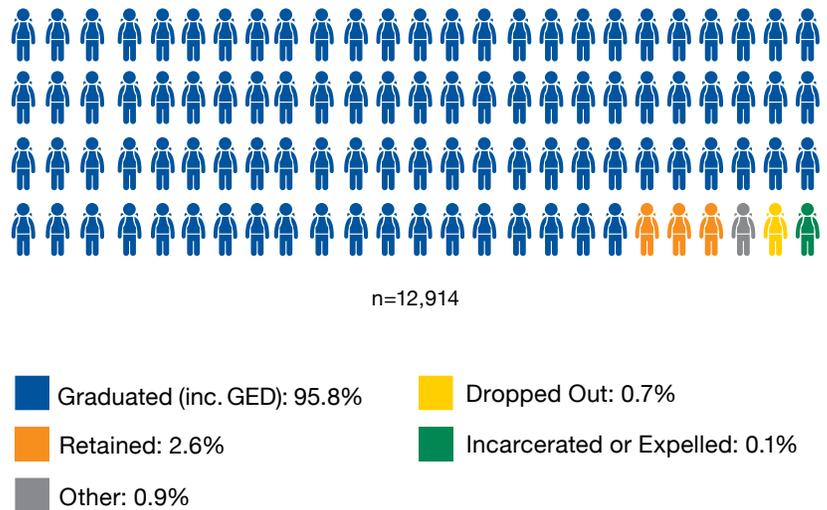
Figure 21. Percent of Grade 12 Students Who Graduated/Received a GED, by Race and Gender[28]

Female   Male   Network Avg.

Race	Female	Male
American Indian/Alaska Native n=99	96.7%	97.4%
Asian n=162	97.8%	94.4%
Black/African American n=4,700	96.9%	94.8%
Hispanic/Latino n=5,684	97.1%	94.5%
Native Hawaiian/Other Pacific Islander n=36	100%	89.5%
White n=1,829	94.6%	94.1%
Two or More Races n=280	93.8%	94.1%
Other n=87	95.7%	95.0%
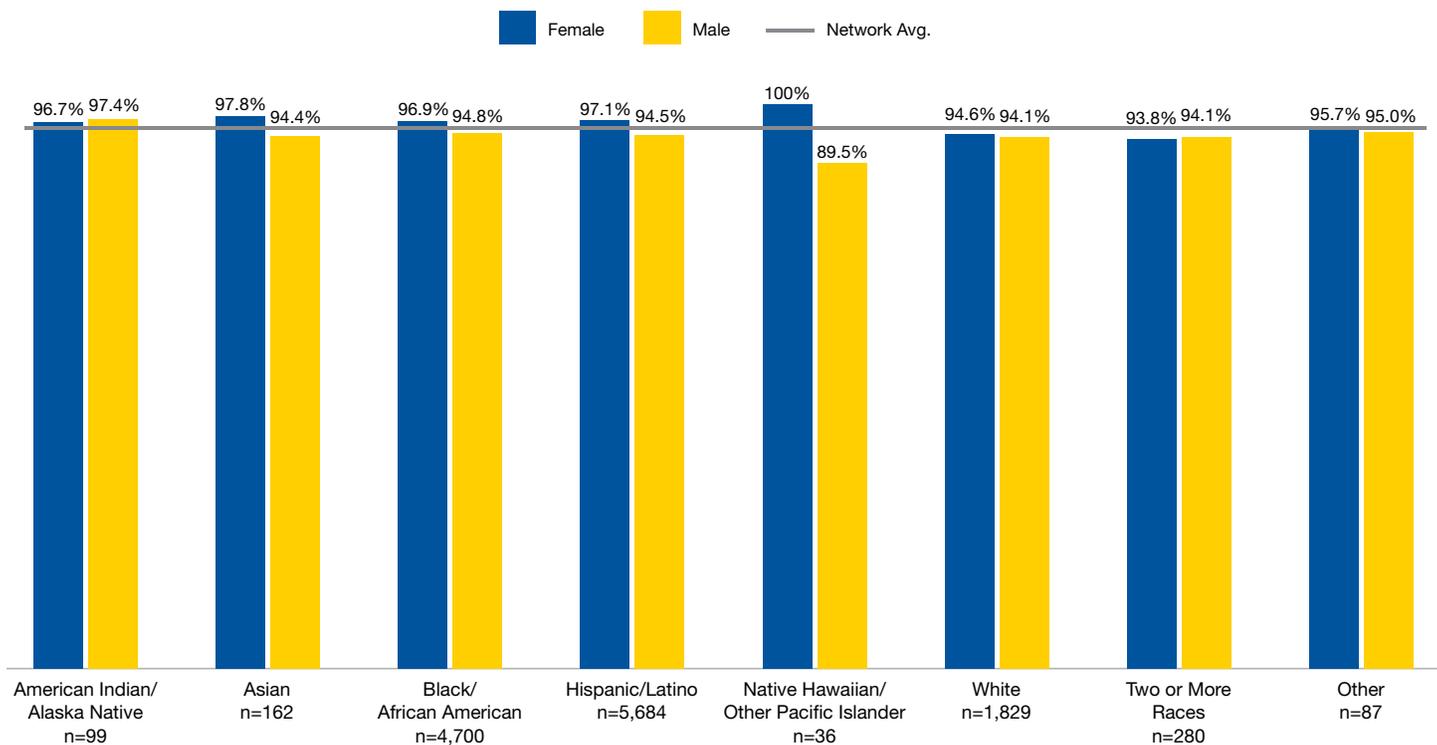
[26] Does not include students who transferred (n=594), were deceased (n=2), or whose year-end status was unknown (n=35).

[27] Does not include students who transferred (n= 594), were deceased (n=2), or whose year-end status is unknown (n=35). Does not include 12th grade students who were promoted (n=106).

[28] Data for students with gender of Other have been suppressed due to low n-size.

Figure 22. Graduate Postsecondary Plans[29]

Military
5.6%

Other Known Plan
0.3%

Workforce
15.3%

n=9,571

78.8%
Postsecondary Education
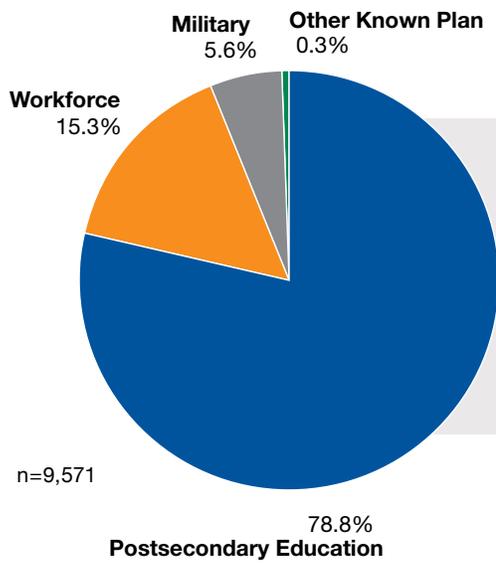
Postsecondary Education Type Breakdown
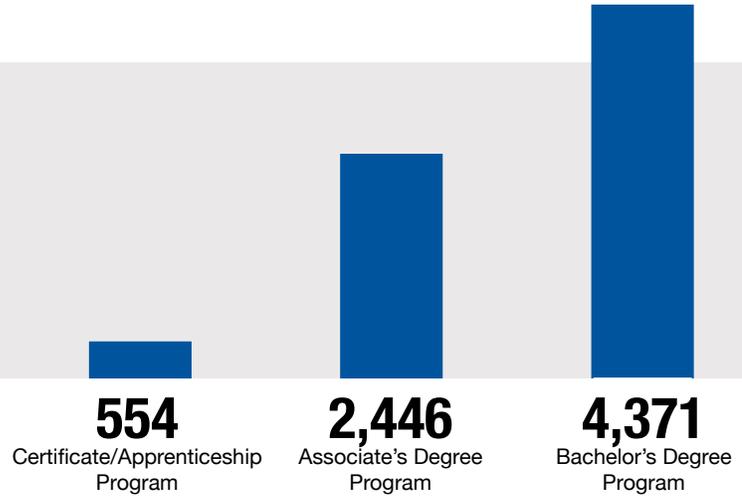
554
Certificate/Apprenticeship
Program

2,446
Associate's Degree
Program

4,371
Bachelor's Degree
Program

[29] Does not include students whose post-graduation plans are unknown (n=3,738).

Student & Community Data Tables

Table 1. Community Demographics

Characteristic	School Staff	Affiliate Staff	Executive Directors	Board Members
Sex/Gender (N)[30]				
Female	2,534	861	95	930
Male	480	146	34	837
Other	20	3	0	1
Sex/Gender (%)[30]				
Female	83.5%	85.2%	73.6%	52.6%
Male	15.8%	14.5%	26.4%	47.3%
Other	0.7%	0.3%	0%	0.1%
Race/Ethnicity (N)[31]				
American Indian/Alaska Native	16	6	0	12
Asian/Native Hawaiian/Other Pacific Islander[30]	43	22	1	20
Black/African American	953	242	30	351
Hispanic or Latino	941	171	16	142
White	1,028	544	80	1,117
Two or More Races	79	21	2	9
Other	16	2	0	7
Race/Ethnicity (%)[31]				
American Indian/Alaska Native	0.5%	0.6%	0%	0.7%
Asian/Native Hawaiian/Other Pacific Islander[30]	1.4%	2.2%	0.8%	1.2%
Black/African American	31.0%	24.0%	23.3%	21.2%
Hispanic or Latino	30.6%	17.0%	12.4%	8.6%
White	33.4%	54.0%	62.0%	67.4%
Two or More Races	2.6%	2.1%	1.6%	0.5%
Other	0.5%	0.2%	0%	0.4%

[30] Does not include individuals whose sex/gender is unknown or prefer not to answer (school staff: n=79, affiliate staff: n=0, executive directors: n=0, board members: n=180).

[31] Does not include individuals whose race/ethnicity is unknown or prefer not to answer (school staff: n=38, affiliate staff: n=2, executive directors: n=0, board members: n=290).

[32] Due to the way the data were reported across groups, these categories were combined. Individuals may have been identified as Asian, Asian/Pacific Islander, or Native Hawaiian/Other Pacific Islander.

Student & Community Data Tables

Table 2. Number of Students Served, 2016-2020

Support Type	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	Percent Change 2016-2020
Students Receiving Whole-School Supports Only	1,318,242	1,403,407	1,445,326	1,473,081	1,506,698	14.3%
Students Receiving Case Management	157,849	153,242	150,745	147,615	165,974	5.1%
Total Students Served	1,476,091	1,556,649	1,596,071	1,620,696	1,672,672	13.3%

Table 3. Case-Managed Student Demographics and Attributes

Characteristic	Number of Students	Percent of Students
Sex/Gender[33]		
Female	86,986	52.4%
Male	78,913	47.6%
Other[34]	43	0.03%
Race/Ethnicity[35]		
American Indian/Alaska Native	1,454	0.9%
Asian/Native Hawaiian/Other Pacific Islander[36]	2,374	1.4%
Black/African American	51,424	31.0%
Hispanic/Latino	77,938	47.0%
White	27,907	16.8%
Two or More Races	3,778	2.3%
Other	905	0.5%
Free and Reduced-Price Lunch Eligibility		
Eligible	128,120	82.1%
Not Eligible	27,941	17.9%
Other Attributes		
Adjudicated Youth	2,849	--
Child of Active Duty Military	2,173	--
English Language Learner	37,579	--
Foster Care/Group Home	2,051	--
Gang Involvement	875	--
Homeless	7,747	--
Incarcerated Parent	3,509	--
LGBTQ+	1,711	--
Pregnant/Parenting	1,287	--
Special Education	17,306	
Substance Abuse	2,133	--

[33] Does not include students whose sex/gender is unknown (n=6).

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

[35] Does not include students whose race/ethnicity is unknown (n=194).

[36] Due to the way the data were reported across groups, these categories were combined. Students may have been identified as Asian, Asian/Pacific Islander, or Native Hawaiian/Other Pacific Islander.

Student & Community Data Tables

Table 4. Goal Achievement of Case-Managed Students[37]

Student Goal	Number of Students with Assigned Goal	Number of Students Who Met or Made Progress Towards goal	Percent
Academics	100,766	88,332	87.7%
Attendance	48,452	39,467	81.5%
Career Readiness	5,558	5,199	93.5%
College Readiness	10,591	9,996	94.4%
High-Risk Behavior	6,649	6,546	98.5%
School Behavior	94,392	79,960	84.7%
Social and Emotional Learning	50,166	44,369	88.4%

Table 5. 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[38]	140,528	99.8%	12,797	98.3%
Status Breakdown[39]				
Promoted	136,750	97.1%	106	--
Graduated	896	--	12,347	95.6%
GED	56	--	22	0.2%
Retained	2,895	2.1%	331	2.6%
Transferred	9,516	--	594	--
Dropped Out	224	0.2%	85	0.7%
Expelled	81	0.1%	7	0.1%
Incarcerated	31	0.02%	3	0.02%
Deceased	7	--	2	--
Other	883	0.6%	119	0.9%

Table 6. Postsecondary Plans of Graduating Seniors[40]

Plans After Graduation	Number of Students	Percent of Students
Graduates with Reported Postsecondary Plans	9,571	
Postsecondary Education (any type)	7,540	78.8%
Certification/Apprenticeship Program	554	--
Associate's Degree Program	2,446	--
Bachelor's Degree Program	4,371	--
Unknown school/program type	169	--
Workforce	1,466	15.3%
Military	533	5.6%
Other known plan	32	0.3%

[37] Due to the COVID-19 health pandemic, reported goal achievement values may be based on the most recently available data prior to school closures in the spring of 2020. Final metrics were unavailable for some students after schools closed and data are excluded for unknown student achievement of Academic (n=882), Social and Emotional Learning (n=2,396), College Readiness (n=111), and Career Readiness (n=192) goals.

[38] K-11: Does not include students who transferred (n=9,516), were deceased (n=7), or whose year-end status was unknown (n=724). Does not include K-11 students who graduated (n=896) or received a GED (n=56). Grade 12: Does not include students who transferred (n=594), were deceased (n=2), or whose year-end status was unknown (n=35).

[39] Does not include students whose year-end status was unknown (n=759).

[40] Does not include students whose post-graduation plans are unknown (n=3,738).

2,898 Total Sites

Our network served approximately 2,900 sites across nearly 450 school districts. The Communities In Schools model was implemented in almost 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

2,292 CIS Model Schools
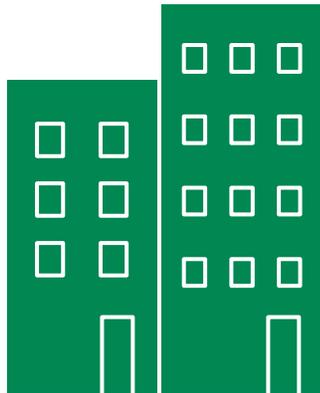
606 GYS Sites
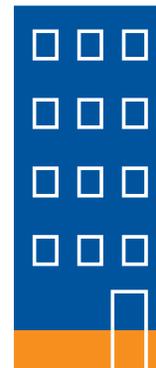
575 GYS School Sites

31 GYS Community-based Sites

Figure 23. School Level Breakdown[41]

High School 21.6%
Combined School 10.5%
Middle School 26.2%
Elementary School (+PreK) 41.7%

n=2,846
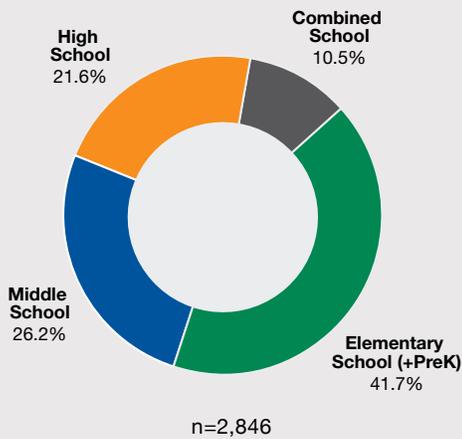
Figure 24. School Locale Breakdown[42]

Rural 23.5%
Urban 50.2%
Suburban 26.3%

n=2,844
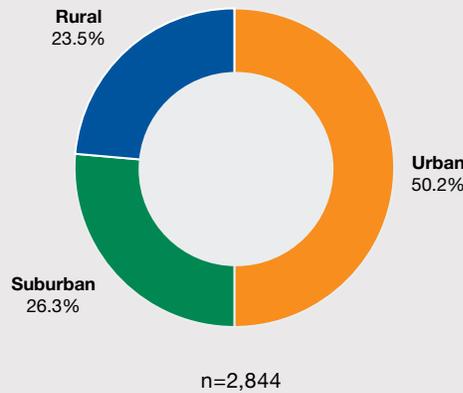
Figure 25. School Category Breakdown[43]

Charter School 3.8%
Other 0.4%
Public School (non-charter) 95.9%

n=2,850
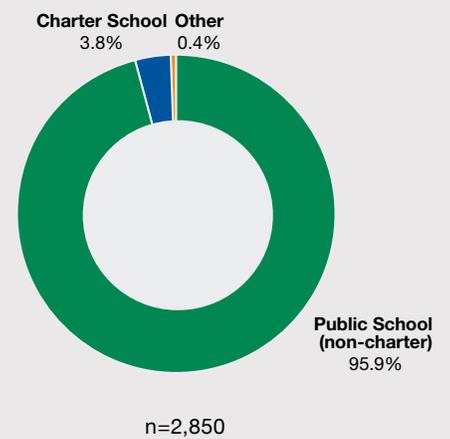
[41] Does not include colleges (n=17), community-based sites (n=31), or schools with an other category (n=4). Based on NCES designations by grades offered.
[42] Does not include colleges (n=17), community-based sites (n=31), or schools with locale unavailable (n=6). Based on NCES locale designations.
[43] Does not include colleges (n=17) or community-based sites (n=31).

Figure 26. Title I Funding and Eligibility of Schools[44]

n=2,825
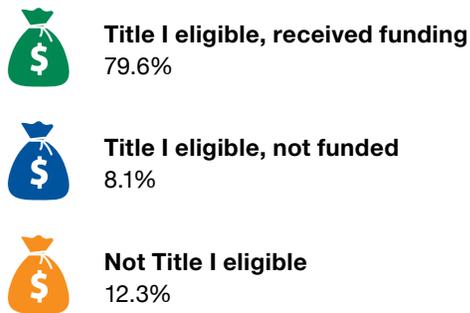
Title I eligible, received funding
79.6%

Title I eligible, not funded
8.1%

Not Title I eligible
12.3%

[44] Does not include colleges (n=17), community-based sites (n=31), or schools with unknown eligibility (n=25).

Schools and Sites - Characteristics

Figure 27. Number of Sites Where Supports Are Offered, by CIS Support Category

Category	Number
Basic Needs/Resources	2,456
Academic Assistance	2,405
Behavioral Intervention/Modification	2,284
Family Engagement	2,204
Enrichment/Motivation	2,165
Life/Social Skills	2,154
Professional Mental Health	1,690
College/Career Preparation	1,483
Community Service/Service Learning	1,051
Physical Fitness/Health	1,049
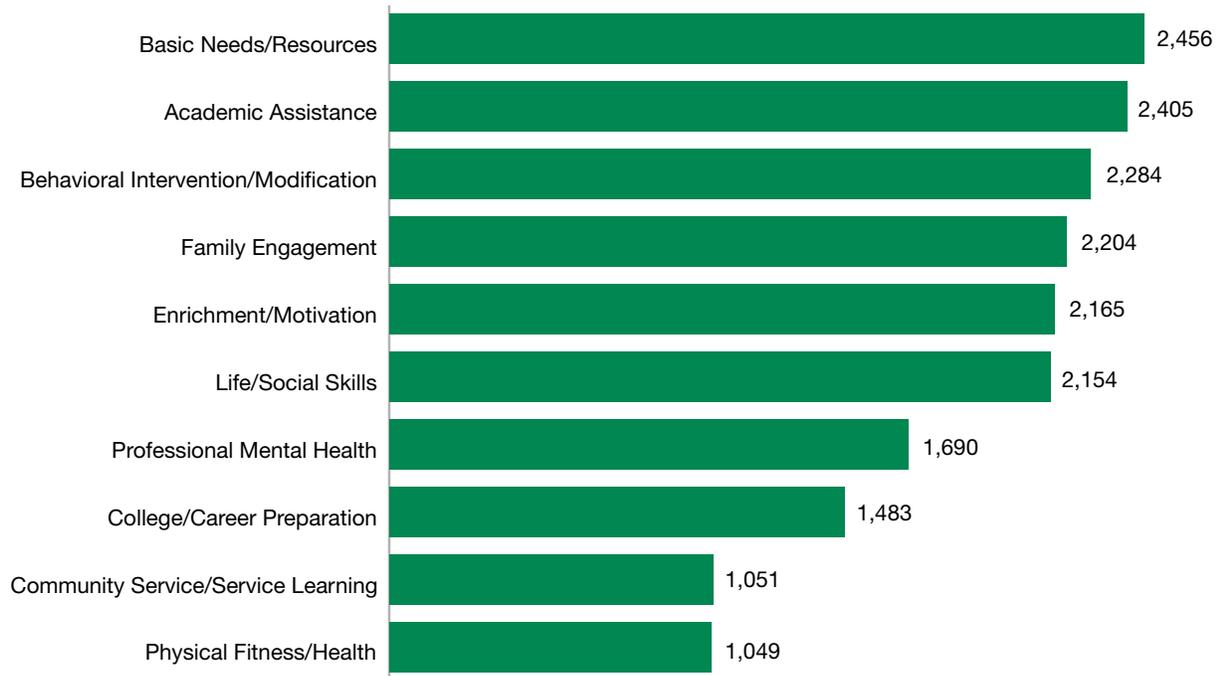
Figure 28. Percent of Sites Providing and/or Brokering Supports, by CIS Support Category[45]

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

Category	Directly Provided	Brokered	Both
Academic Assistance	40.7%	19.3%	40.0%
Basic Needs/Resources	34.3%	20.7%	45.0%
Behavioral Int./Mod.	50.0%	9.4%	40.6%
College/Career Prep.	37.6%	26.2%	36.2%
Community Service/S-L	49.5%	22.6%	27.9%
Enrichment/Motivation	34.7%	16.6%	48.7%
Family Engagement	40.3%	10.5%	49.2%
Life/Social Skills	41.4%	17.3%	41.3%
Physical Fitness/Health	40.1%	37.5%	22.4%
Pro. Mental Health	48.7%	23.7%	27.6%

[45] Does not include CIS affiliates in Texas.

Figure 29. Number of Sites Offering Supports, by Program Time

Program Time	Number of Sites
During School	2,296
After School	1,185
Before School	660
Over Summer	492
On Weekends	250
During School Closure	1,414

During the COVID-19 pandemic-related school closures in the 2019-20 school year, the option to track supports under During School Closure was added.
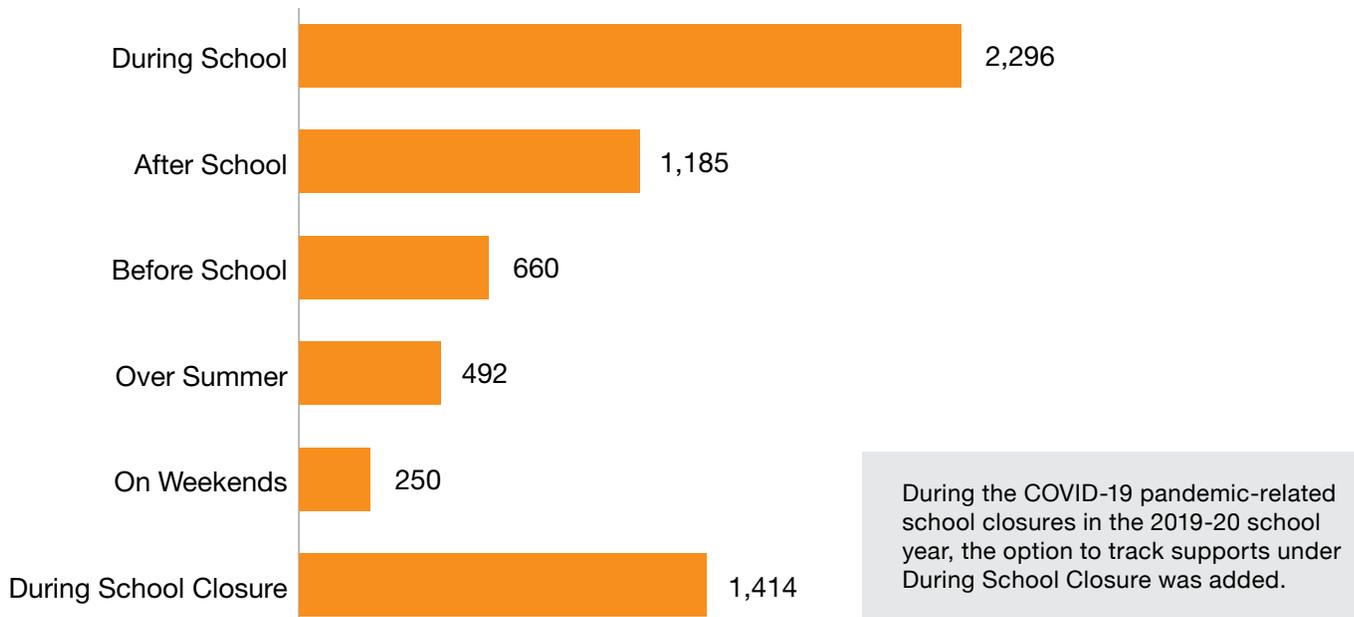
Figure 30. Number of Sites Offering Specialized Supports

Specialized Support	Number of Sites
Social Emotional Learning	1,786
Mentoring	1,479
Tutoring	1,444
Bullying Prevention	1,222
Career Readiness	1,122
College Readiness	1,055
ELL	1,053
Foster/Homeless Youth	1,035
Grief/Bereavement	874
Health Clinics	582
Parent Centers	473
Early Childhood	416
Credit Recovery	406
LGBTQ+ Youth	381
Postsecondary Support	340
Victim Services	326
Civic Engagement	320
Adjudicated Youth	262
Pregnancy Prevention	214
Immigration Services	201
Workforce Development	189
Obesity prev/intervention	188
CIS Alumni Network	69

Figure 31. Number of Sites Reporting Partnerships

Partner	Number
Sight for Students/VSP	770
Catholic Charities	343
YMCA	285
Girl Scouts	276
AmeriCorps	272
Boys & Girls Club	265
Feeding America	184
Goodwill	173
Jr Achievement	170
4-H	162
Big Brothers Big Sisters	144
Boy Scouts	144
Attendance Works	140
Alice's Kids	139
Upward Bound	112
First Book	100
GEAR UP	96
Teach for America	66
DECA[46]	58
Share Our Strength/No Kid Hungry	56

[46] Does not include CIS affiliates in Texas.

Figure 32. Number of Sites Reporting Evidence-Based Programs

Program	Number
Positive Behavioral Interventions and Supports (PBIS)	583
Check and Connect	358
Sanford Harmony	272
Developmental Relationships (SEARCH)	246
AVID	216
Second Step	160
Why Try	146
XY Zone	103
Contentment Foundation Four Pillars of Wellbeing	88
Character Counts	63
Strengthening Families	62
Sesame Street in Communities	51
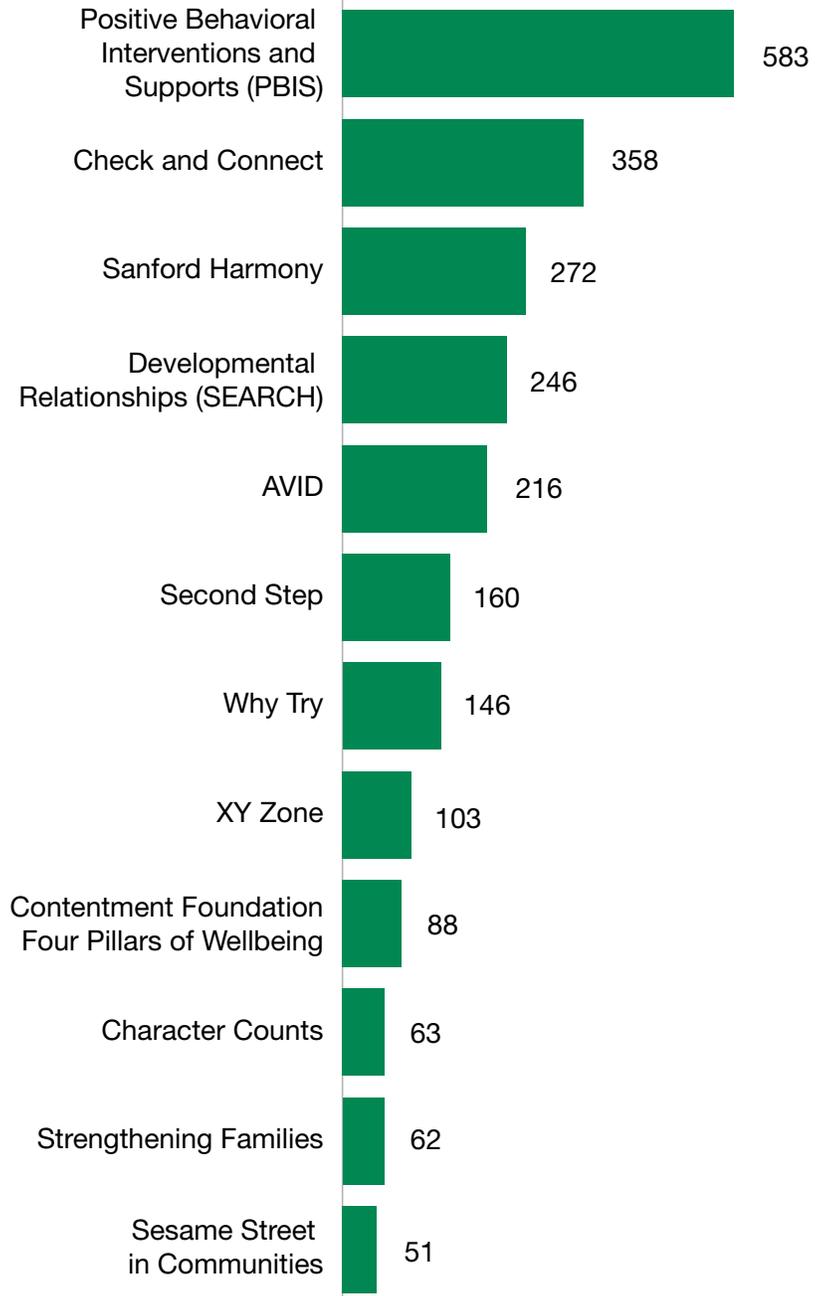
Figure 33. Average CIS Model School Saturation Rates, by Locale[47]

Characteristic	Rural	Suburban	Urban
Saturation Rate: Whole School Supports Only[48]	79.8%	77.6%	76.6%
Saturation Rate: Case Management	10.8%	8.4%	9.1%

Figure 34. Student Demographics, by Locale[49]

Rural n=33,933: 1.7% 0.2% 21.8% 40.0% 34.1% 1.7% 0.5%

Suburban n=41,291: 0.3% 1.2% 28.5% 47.6% 18.7% 3.1% 0.5%

Urban n=84,978: 0.2% 0.9% 36.1% 51.9% 8.1% 2.2% 0.6%

Legend: American Indian/Alaska Native, Asian/Native Hawaiian/Other Pacific Islander, Black/African American, Hispanic/Latino, White, Two or More Races, Other
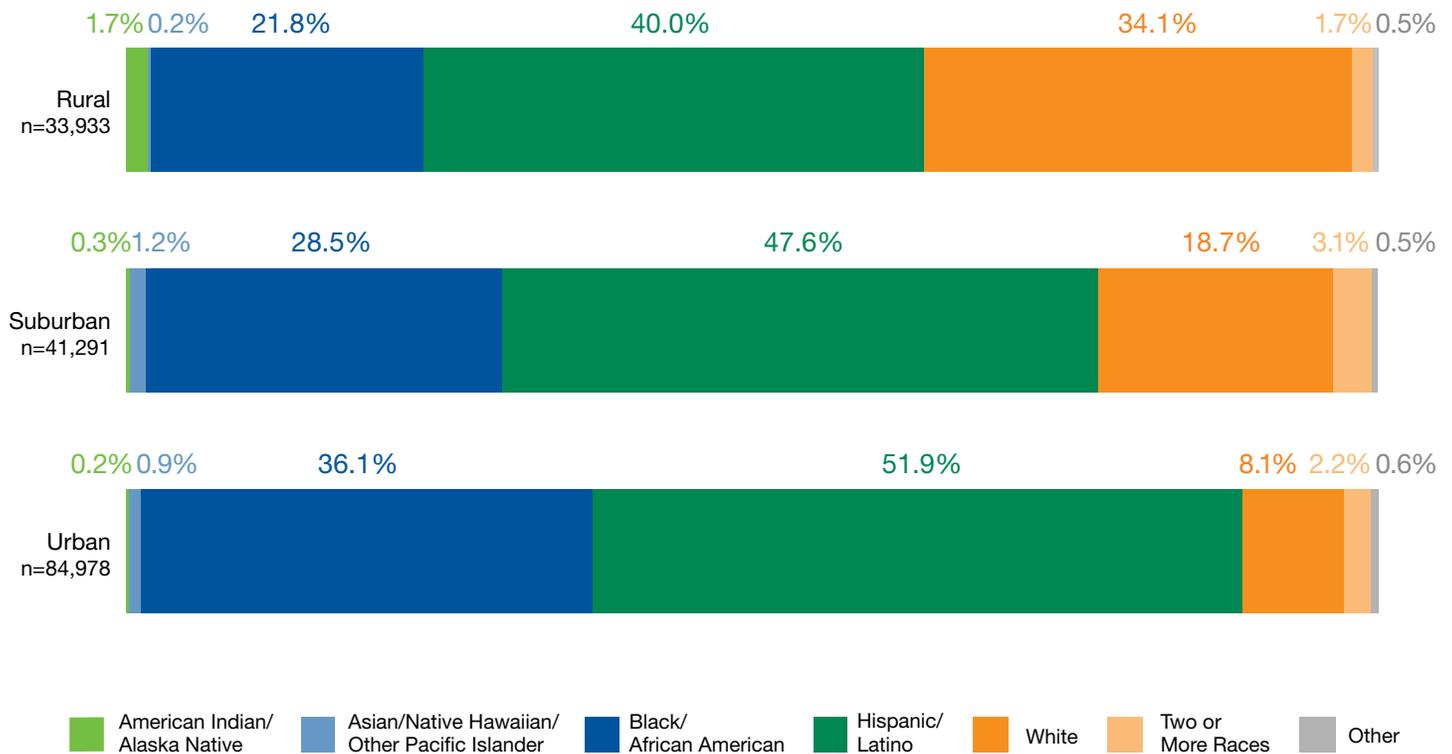
[47] Only schools providing the type of student support specified are included in each calculation. Does not include schools without NCES locale (n=2).
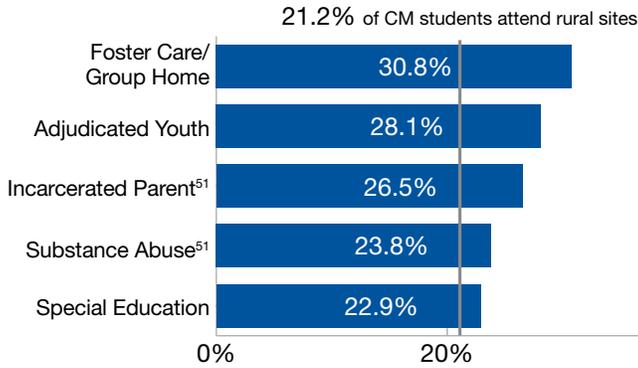[48] Does not include CIS affiliates in Texas.
[49] Does not include students with unknown race/ethnicity (n=167).

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Figure 35. Top 5 Attributes within Rural, Suburban, and Urban Sites[50]

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

21.2% of CM students attend rural sites

Attribute	%
Foster Care/Group Home	30.8%
Adjudicated Youth	28.1%
Incarcerated Parent[51]	26.5%
Substance Abuse[51]	23.8%
Special Education	22.9%

30.8% of students identified as living in a Foster Care/Group Home setting attend schools in rural areas

While only 21.2% of case-managed students attend rural schools, CIS students with these 5 attributes are more likely to attend rural schools.
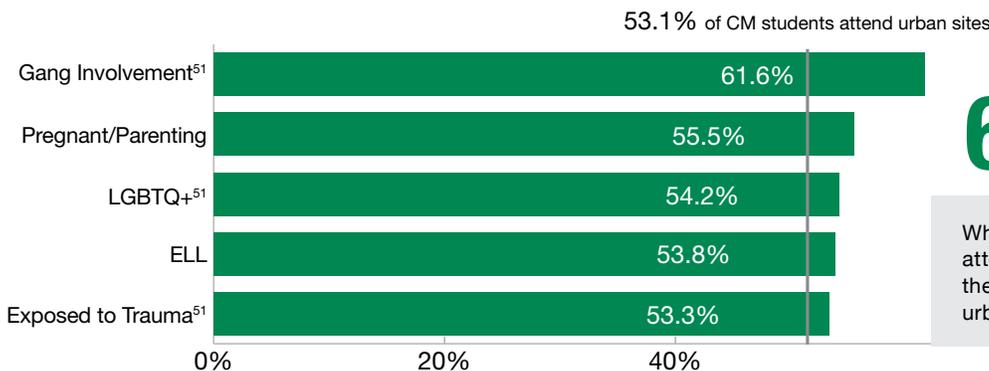
Percent of Case-Managed (CM) Students with Attribute attending **Suburban** sites

25.8% of CM students attend suburban sites

Attribute	%
Child of Military	42.5%
Homeless	30.4%
Over age/Under credit[51]	29.9%
ELL	29.1%
Special Education	26.9%
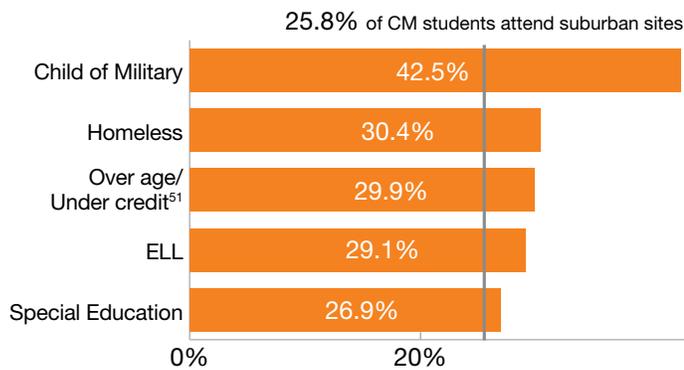
42.5% of students identified as a Child of Military personnel attend schools in suburban areas

While only 25.8% 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

53.1% of CM students attend urban sites

Attribute	%
Gang Involvement[51]	61.6%
Pregnant/Parenting	55.5%
LGBTQ+[51]	54.2%
ELL	53.8%
Exposed to Trauma[51]	53.3%

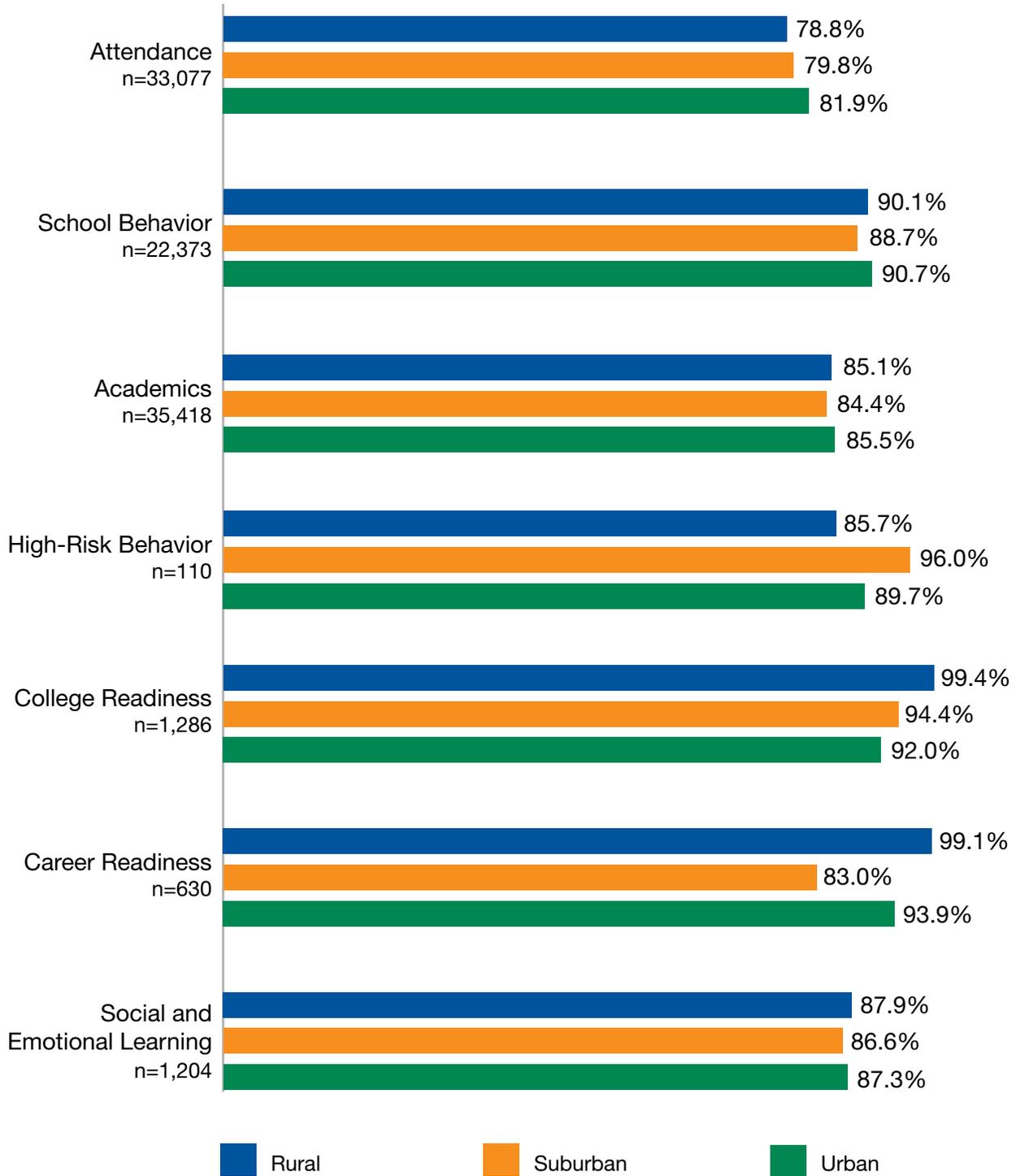**61.6%** of students identified with Gang Involvement attend schools in urban areas

While only 53.1% of case-managed students attend urban schools, CIS students with these 5 attributes are more likely to attend urban schools.

[50] Does not include sites without NCES locale (n=51).
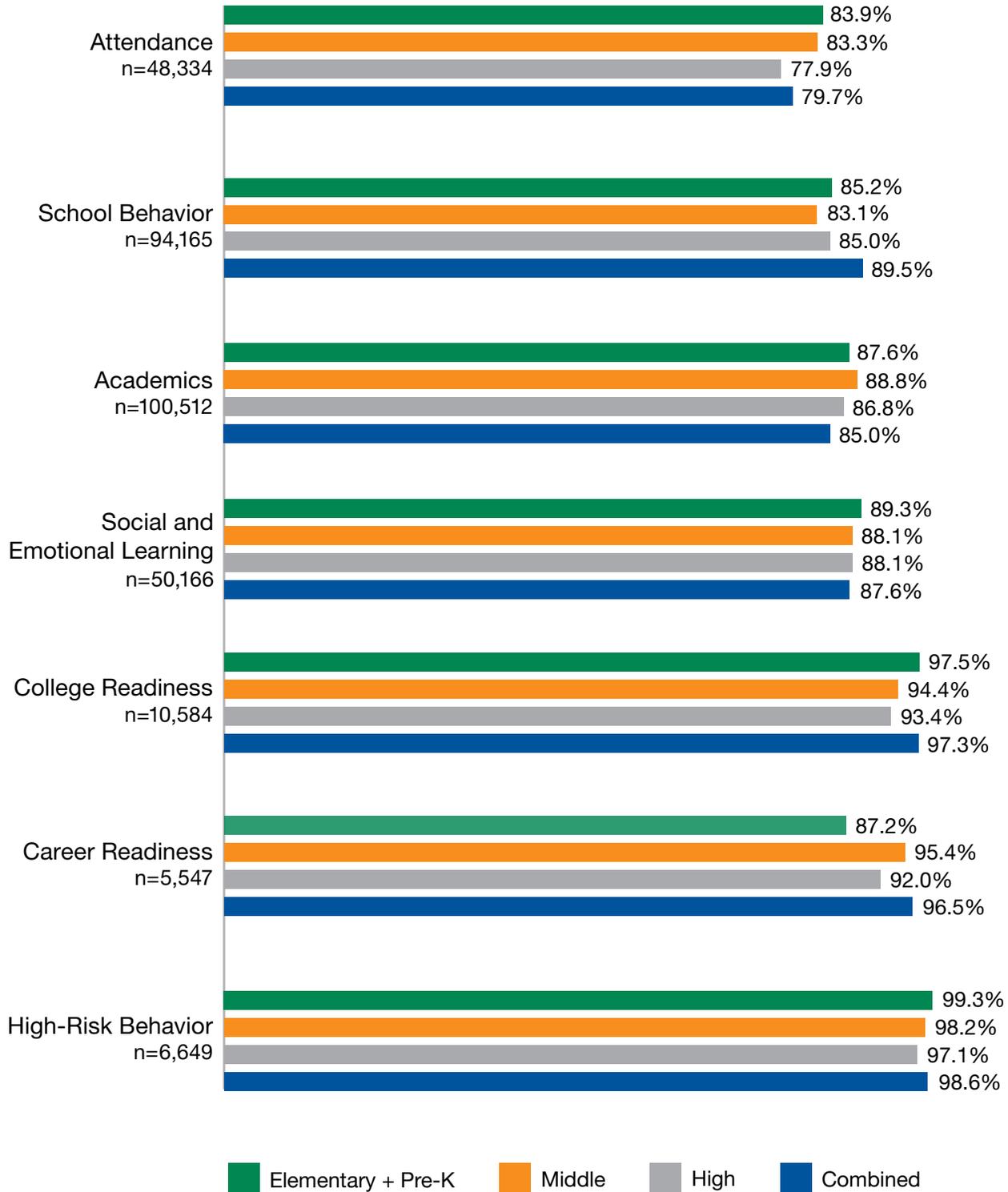[51] Does not include CIS affiliates in Texas.

Figure 36. Percent of Case-Managed Students Who Met or Made Progress Towards Assigned Goal, by School Locale[52]

	Rural	Suburban	Urban
Attendance n=33,077	78.8%	79.8%	81.9%
School Behavior n=22,373	90.1%	88.7%	90.7%
Academics n=35,418	85.1%	84.4%	85.5%
High-Risk Behavior n=110	85.7%	96.0%	89.7%
College Readiness n=1,286	99.4%	94.4%	92.0%
Career Readiness n=630	99.1%	83.0%	93.9%
Social and Emotional Learning n=1,204	87.9%	86.6%	87.3%

[52] Does not include CIS affiliates in Texas and schools without NCES locale (n=24).

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

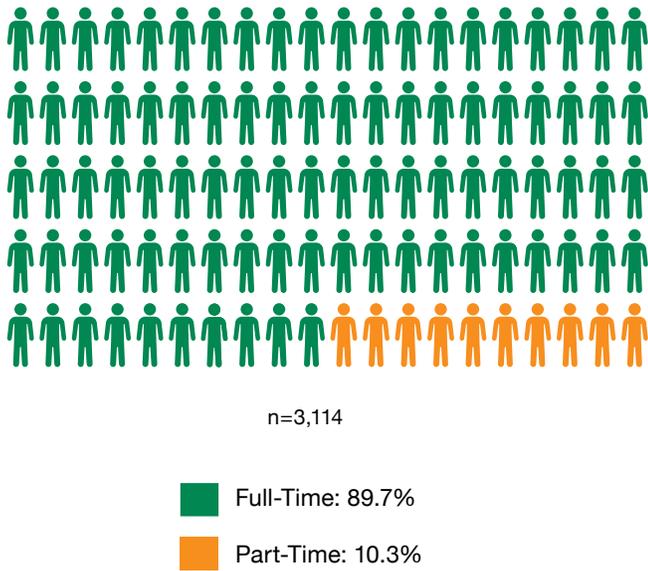|	Elementary + Pre-K	Middle	High	Combined
Attendance (n=48,334)	83.9%	83.3%	77.9%	79.7%
School Behavior (n=94,165)	85.2%	83.1%	85.0%	89.5%
Academics (n=100,512)	87.6%	88.8%	86.8%	85.0%
Social and Emotional Learning (n=50,166)	89.3%	88.1%	88.1%	87.6%
College Readiness (n=10,584)	97.5%	94.4%	93.4%	97.3%
Career Readiness (n=5,547)	87.2%	95.4%	92.0%	96.5%
High-Risk Behavior (n=6,649)	99.3%	98.2%	97.1%	98.6%

Figure 38. School Level, by Locale[53]

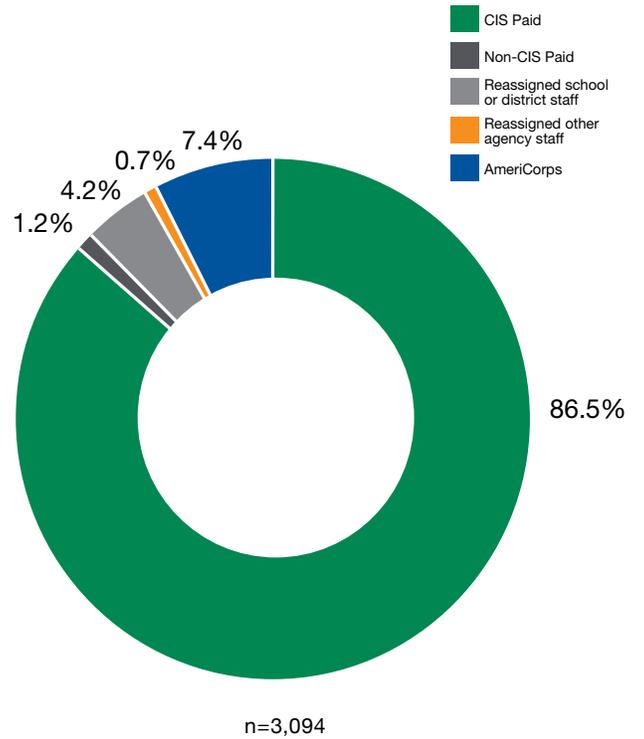|	Elementary n=1,183	Middle n=745	High n=615	Combined n=298
Urban	46.1%	47.7%	48.3%	76.8%
Suburban	31.1%	26.8%	26.2%	6.7%
Rural	22.8%	25.5%	25.5%	16.4%

Legend: Rural, Suburban, Urban
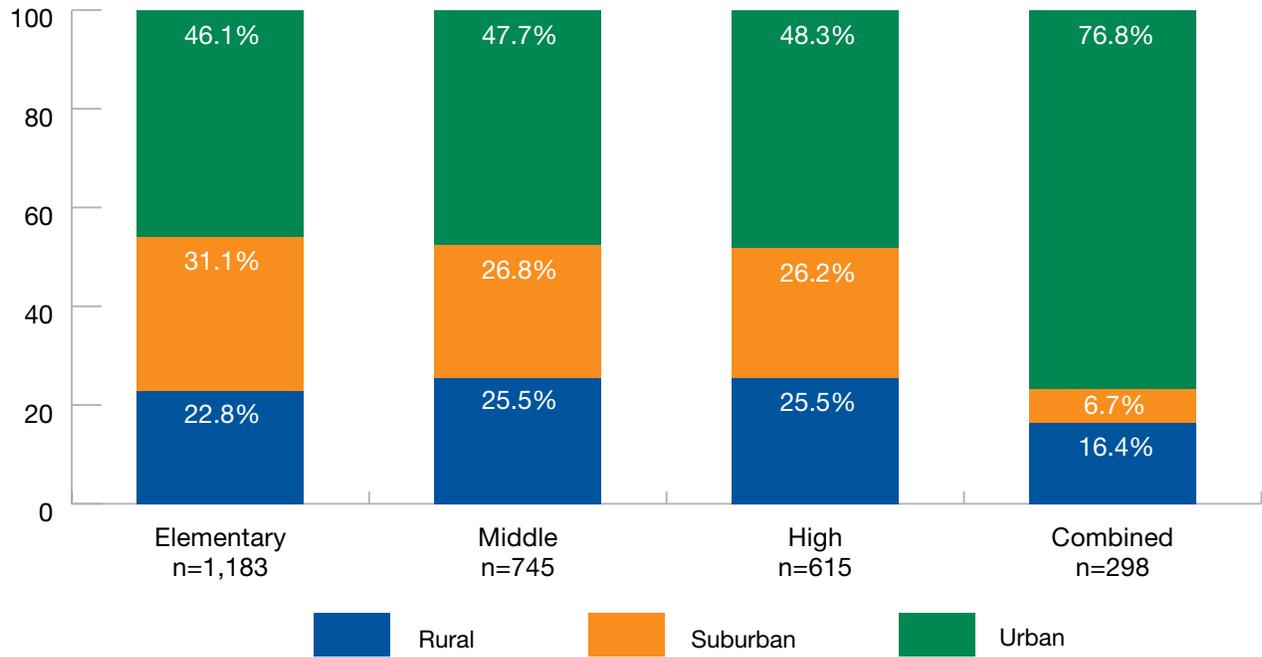
[53] Does not include colleges (n=17), community-based sites (n=31), sites with other site level (n=4), and sites without NCES locale (n=5).
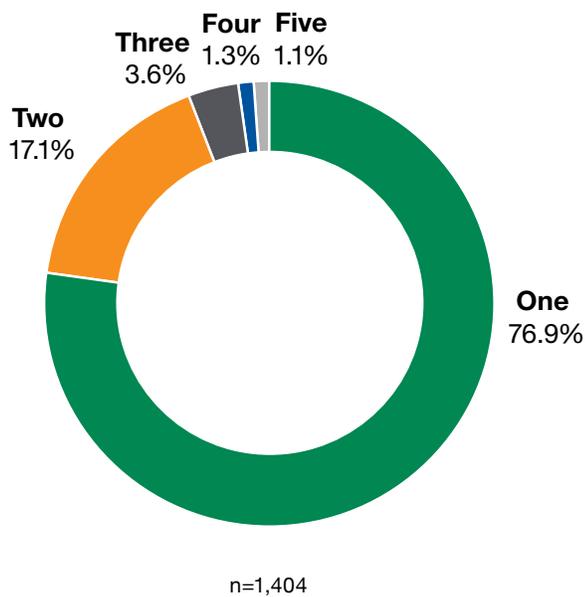
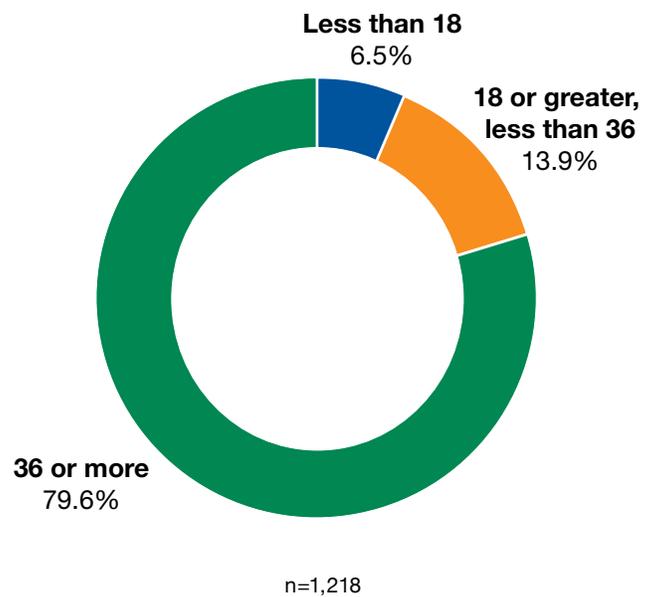## Figure 39. School Support Staff Employment Status[54]

n=3,114

Full-Time: 89.7%

Part-Time: 10.3%

Figure 40. School Support Staff Type[55]

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

7.4%
0.7%
4.2%
1.2%
86.5%

n=3,094

Figure 41. Number of School Support Staff Present at Site, by Percent of Sites[56]

Three 3.6%
Four 1.3%
Five 1.1%
Two 17.1%
One 76.9%

n=1,404

Figure 42. Number of Hours School Support Staff Onsite Per Week, by Percent of Sites[56]

Less than 18 6.5%
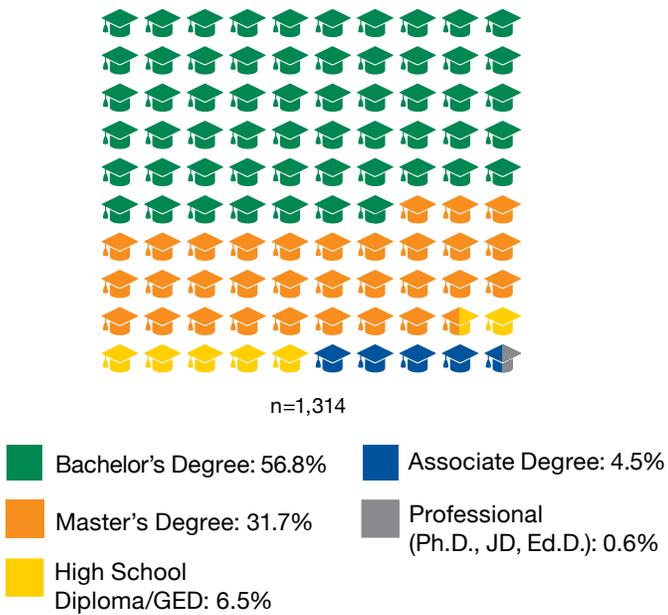18 or greater, less than 36 13.9%
36 or more 79.6%

n=1,218

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

[55] Does not include staff whose staff type is unknown (n=20).

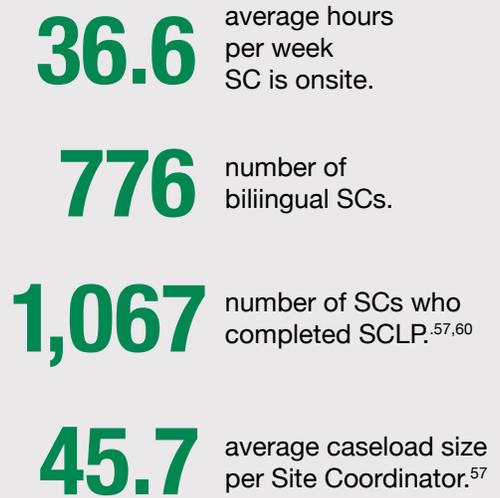[56] Does not include CIS affiliates in Texas, sites with no onsite staff, and sites without available staff information.
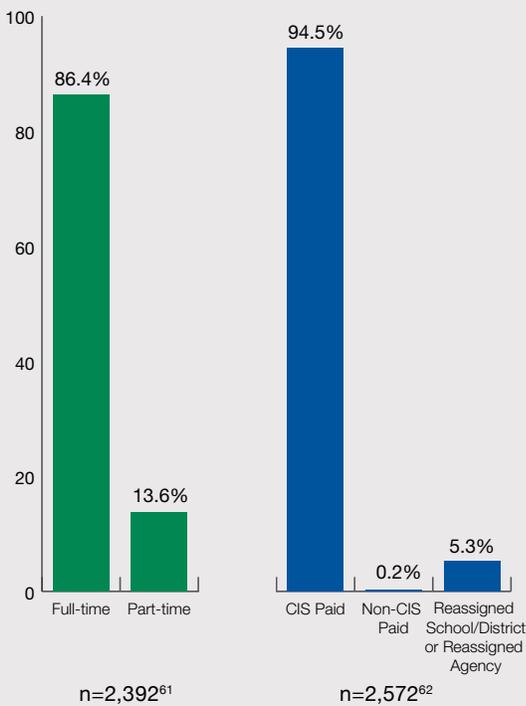
Schools and Sites - Site Coordinators

Figure 43. Site Coordinator Highest Level of Education Breakdown, by Percent of Sites[57,58]

n=1,314

- 🟩 Bachelor's Degree: 56.8%
- 🟦 Associate Degree: 4.5%
- 🟧 Master's Degree: 31.7%
- ⬜ Professional (Ph.D., JD, Ed.D.): 0.6%
- 🟨 High School Diploma/GED: 6.5%

Additional Site Coordinator Characteristics[59]

36.6 average hours per week SC is onsite.

776 number of biliingual SCs.

1,067 number of SCs who completed SCLP.[57,60]

45.7 average caseload size per Site Coordinator.[57]

Figure 44. Site Coordinator Presence, by Percent of Sites

Full-time 86.4%, Part-time 13.6%
CIS Paid 94.5%, Non-CIS Paid 0.2%, Reassigned School/District or Reassigned Agency 5.3%

n=2,392[61]   n=2,572[62]

Figure 45. Site Coordinator Years with CIS, by Percent of Sites[63]

- 1-3 Years 70.9%
- 4-6 Years 17.4%
- 7-9 Years 7.7%
- 10+ Years 3.9%

n=942

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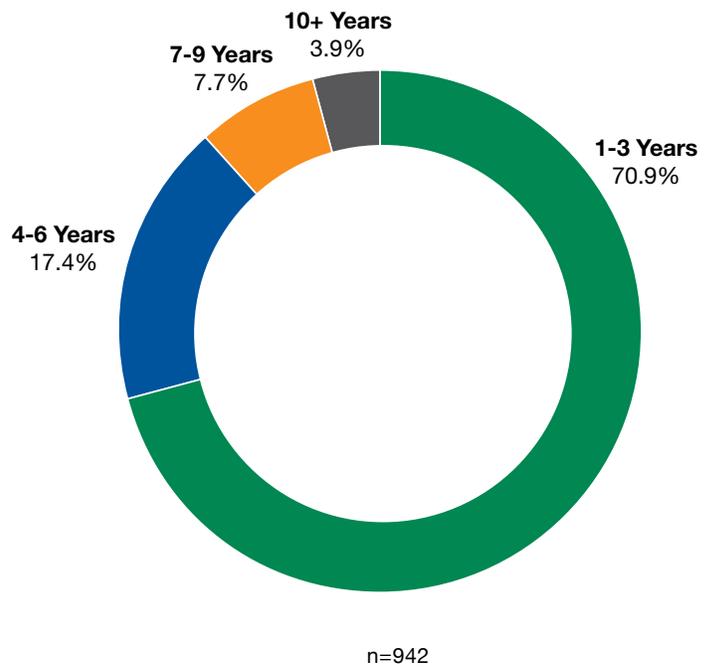
[57] Does not include CIS affiliates in Texas.

[58] Does not include sites with designated SCs whose highest education level is unknown (n=56).

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

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

[61] Does not include sites with unknown SC employment status (n=200).

[62] Does not include sites with unknown SC staff type (n=20).

[63] Does not include CIS affiliates in Texas, sites whose SC's number of years with CIS is less than one (n=408), and whose SC's number of years with CIS is unknown (n=20). Intervals of whole numbers (e.g., 3.5) are counted as part of that number's total (e.g., 1-3 years).

Schools and Sites - Data Tables

Table 7. Number of Sites, by CIS Designation

CIS Designation	Number of Sites	Percent of Sites
CIS Model Schools	2,292	79.1%
General Youth Services	606	20.9%
School Sites	575	--
Community-Based Sites	31	--

Table 8. School Characteristics

Characteristic	Number of Schools	Percent of Schools
School Level[64]	2,846	
Elementary (+ PreK)	1,188	41.7%
Middle	745	26.2%
High	615	21.6%
Combined	298	10.5%
School Category[65]	2,850	
Public School (non-charter)	2,733	95.9%
Charter School	107	3.8%
Other	10	0.4%
School Locale[66]	2,844	
Rural	667	23.5%
Suburban	749	26.3%
Urban	1,428	50.2%
Title I Eligibility[67]	2,825	
Title I eligible, received funding	2,249	79.6%
Title I eligible, not funded	228	8.1%
Not Title I eligible	348	12.3%

[64] Does not include colleges (n=17), community-based sites (n=31), or schools with an other level (n=4). Based on NCES designations by grades offered.
[65] Does not include colleges (n=17) or community-based sites (n=31).
[66] Does not include colleges (n=17), community-based sites (n=31), or schools with locale unavailable (n=6). Based on NCES locale designations.
[67] Does not include colleges (n=17), community-based sites (n=31), or schools with unknown eligibility (n=25).

Schools and Sites - Data Tables

Table 9. Case-Managed Student Year-End Status

Characteristic	Promoted (K-11)[69]	Graduated (Grade 12, inc. GED)	Stayed in School
School Locale[68]			
Rural	97.5%	97.7%	99.8%
Suburban	97.6%	96.7%	99.7%
Urban	97.4%	96.1%	99.8%
School Level[70]			
Elementary	98.4%	n/a	n/a
Middle	98.3%	n/a	99.9%
High	97.0%	96.9%	99.7%
Combined	98.2%	97.0%	99.8%

Table 10. CIS School Support Staff Characteristics

Characteristics of School Support Staff	Number of Staff	Percent of Staff
Employment Status[71]	3,114	
Full-Time	2,793	89.7%
Part-Time	321	10.3%
Staff Type[72]	3,094	
CIS Paid	2,676	86.5%
Non-CIS Paid	36	1.2%
Reassigned school or district staff	131	4.2%
Reassigned other agency staff	23	0.7%
AmeriCorps	228	7.4%
Highest Level of Education[73]	2,923	
High School Diploma/GED	181	6.2%
Associate Degree (2-year)	124	4.2%
Bachelor's Degree (4-year)	1,615	55.3%
Master's Degree	980	33.5%
Professional Degree (Ph.D., JD, Ed.D.)	23	0.8%

Table 11. Number of Years CIS and Principal at School[74]

Characteristic	Mean[75]	Median[76]
Years school principal has been at this schoool	4.0	3
Years CIS has been at this school	6.6	6

[68] Does not include colleges (n=17), community-based sites (n=31), and schools without NCES locale (n=6).
[69] May include Pre-K students.
[70] Does not include colleges (n=17) and community-based sites (n=31).
[71] Includes AmeriCorps and reassigned (school/district/agency) staff.
[72] Does not include staff whose staff type is unknown (n=20).
[73] Does not include staff whose highest education level is unknown (n=191).
[74] Does not include sites without a site coordinator (n=299) or with a site coordinator or principal tenure of 0 years or unknown (n= 688).
[75] The Mean is the average number of years across schools.
[76] The Median is the "middle" value (number of years) reported by these schools.

Table 12. School Support Staff Characteristics, by Site[77]

Characteristics of School Support Staff	Number of Sites	Percent of Sites
Number of Staff Members Present	1,404	
One	1,079	76.9%
Two	240	17.1%
Three	51	3.6%
Four	18	1.3%
Five	16	1.1%
Number of Hours School Support Staff Onsite per Week	1,218	
Less than 18	79	6.5%
18 to 36	169	13.9%
36 or more	970	79.6%

Table 13. Site Coordinator Characteristics, by Site

Characteristics of Site Coordinators	Number of Sites	Percent of Sites
Employment Status[78]	2,392	
Full-Time	2,066	86.4%
Part-Time	326	13.6%
Staff Type[79]	2,572	
CIS Paid	2,430	94.5%
Non-CIS Paid	5	0.2%
Reassigned School/District or Reassigned Agency	137	5.3%
Highest Level of Education[80]	1,314	
High School Diploma/GED	85	6.5%
Associate's Degree	59	4.5%
Bachelor's Degree	746	56.8%
Master's Degree	416	31.7%
Other Professional Degree (Ph.D., JD, Ed.D.)	8	0.6%
Site Coordinator Years with CIS[81]	942	
1-3 Years	668	70.9%
4-6 years	164	17.4%
7-9 years	73	7.7%
10+ years	37	3.9%
Average number of years Site Coordinator is with CIS: 3.9 years.		

[77] Does not include CIS affiliates in Texas, sites with no onsite staff, and sites without available staff information.

[78] Does not include sites with unknown SC employment status (n=200).

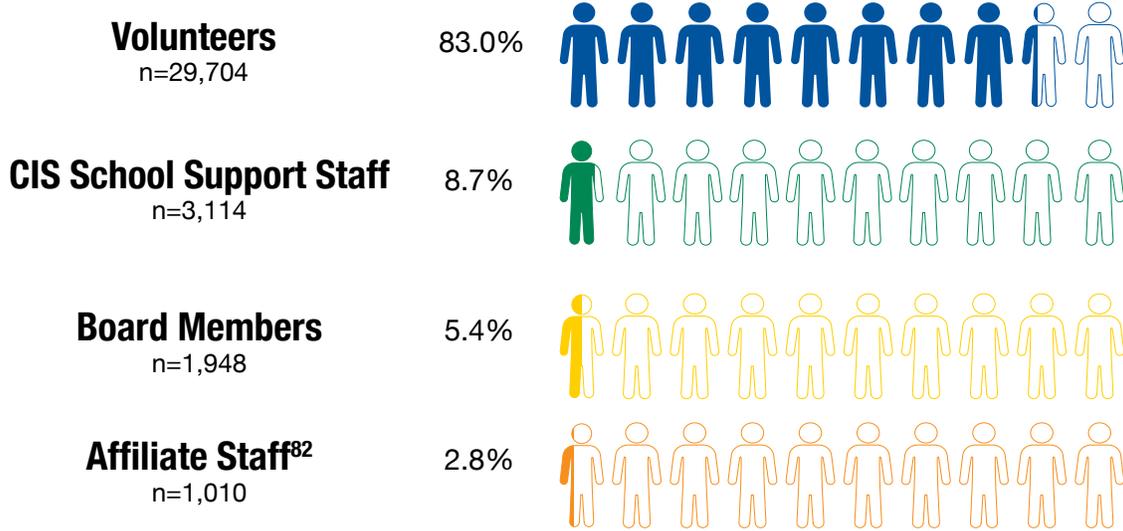[79] Does not include sites with unknown SC staff type (n=20).

[80] Does not include CIS affiliates in Texas. Does not include sites with designated SCs whose highest education level is unknown (n=56).

[81] Does not include CIS affiliates in Texas, sites whose SC's number of years with CIS is less than one (n=408), and whose SC's number of years with CIS is unknown (n=20). Intervals of whole numbers (e.g., 3.5) are counted as part of that number's total (e.g., 1-3 years).

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 46. Total Human Capital Breakdown

Volunteers
n=29,704
83.0%

CIS School Support Staff
n=3,114
8.7%

Board Members
n=1,948
5.4%

Affiliate Staff[82]
n=1,010
2.8%

121
Organizations

7,959
Partnerships

6,875
Continuing Partnerships

1,084
New Partnerships

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

Organizations - Executive Directors[83]

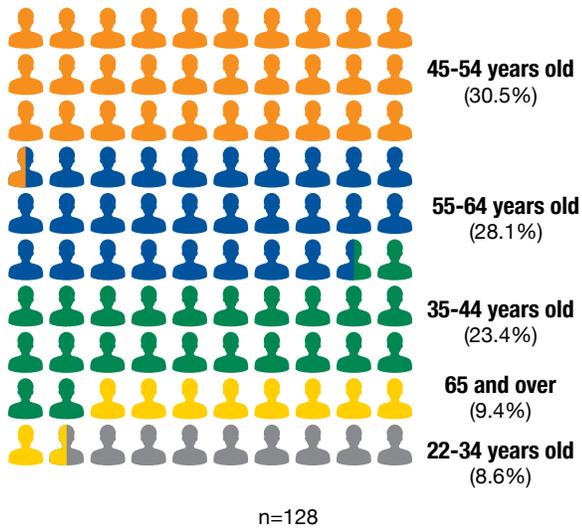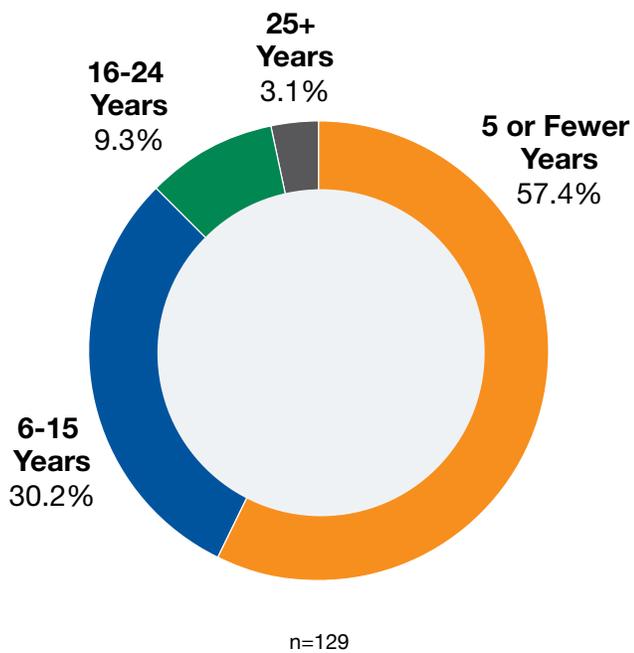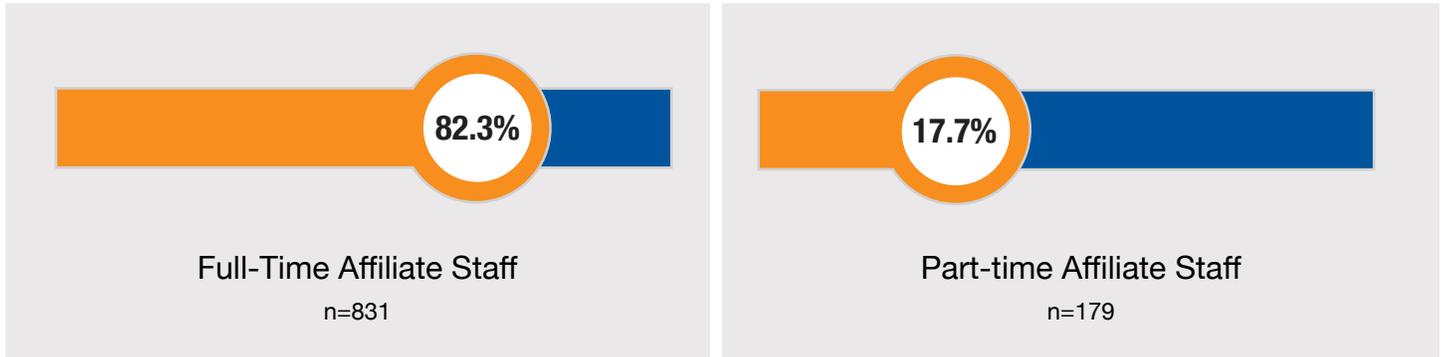## Figure 47. Age Range of Executive Directors (EDs)[84]

45-54 years old (30.5%)

55-64 years old (28.1%)

35-44 years old (23.4%)

65 and over (9.4%)

22-34 years old (8.6%)

n=128

Figure 48. Years as Executive Director, by Percent of EDs

16-24 Years 9.3%

25+ Years 3.1%

5 or Fewer Years 57.4%

6-15 Years 30.2%

n=129

Figure 49. Employment Status of Affiliate Staff

82.3%	**17.7%**
Full-Time Affiliate Staff	Part-time Affiliate Staff
n=831	n=179

Figure 50. Affiliate Staff Type

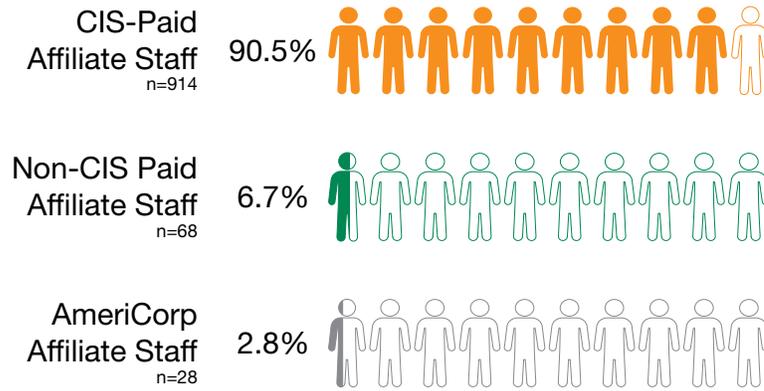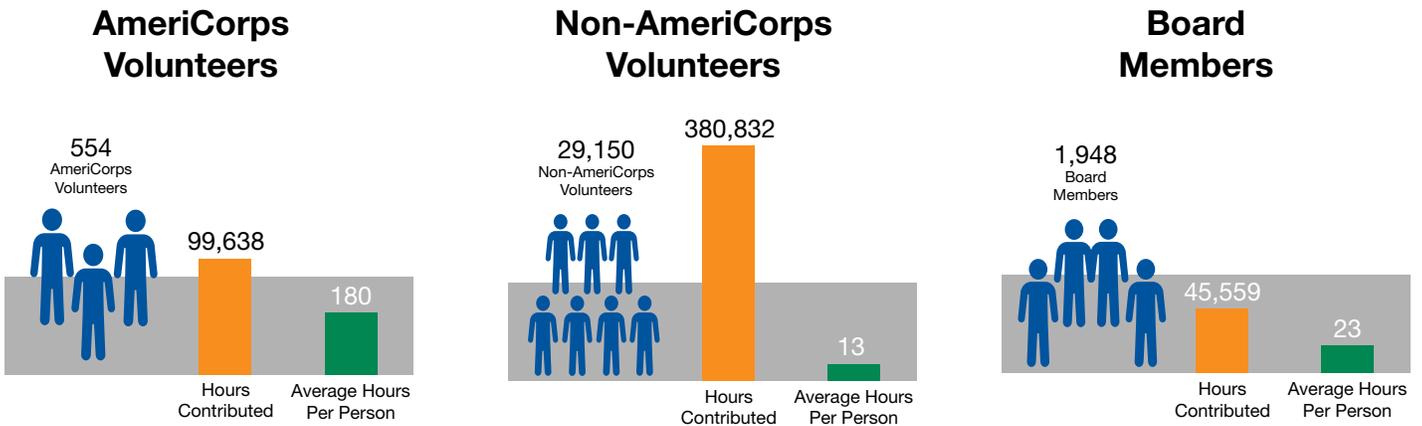| CIS-Paid Affiliate Staff n=914 | 90.5% |
| Non-CIS Paid Affiliate Staff n=68 | 6.7% |
| AmeriCorp Affiliate Staff n=28 | 2.8% |

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

Figure 51. Volunteer and Board Member Characteristics

AmeriCorps Volunteers

554 AmeriCorps Volunteers

99,638 — Hours Contributed

180 — Average Hours Per Person

Non-AmeriCorps Volunteers

29,150 Non-AmeriCorps Volunteers

380,832 — Hours Contributed

13 — Average Hours Per Person

Board Members

1,948 Board Members

45,559 — Hours Contributed

23 — Average Hours Per Person

THE AVERAGE $ value of a volunteer hour during 2020 was

$27.20[86]

Total Value of AmeriCorps Hours Contributed

$2,710,154

Total Value of Non-AmeriCorps Hours Contributed

$10,358,630

Total Value of Board Member Hours Contributed

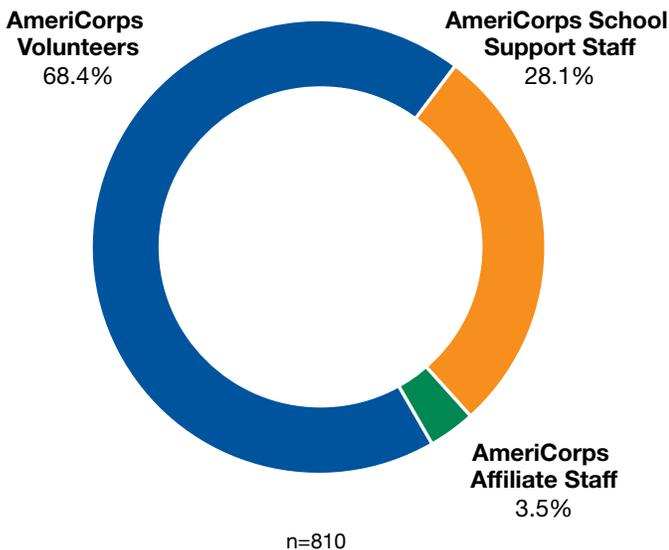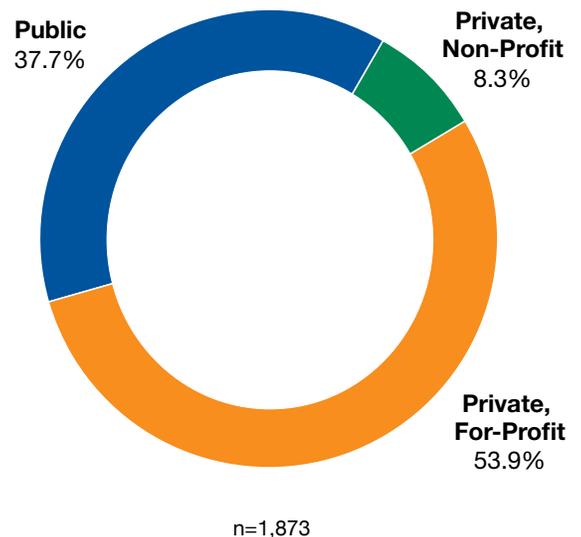$1,239,205

Figure 52. AmeriCorps Staff and Volunteers

AmeriCorps Volunteers 68.4%

AmeriCorps School Support Staff 28.1%

AmeriCorps Affiliate Staff 3.5%

n=810

Figure 53. Board Member Sector Breakdown[87]

Public 37.7%

Private, Non-Profit 8.3%

Private, For-Profit 53.9%

n=1,873

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

[87] Does not include board members with other (n=25) or unknown (n=50) sector.
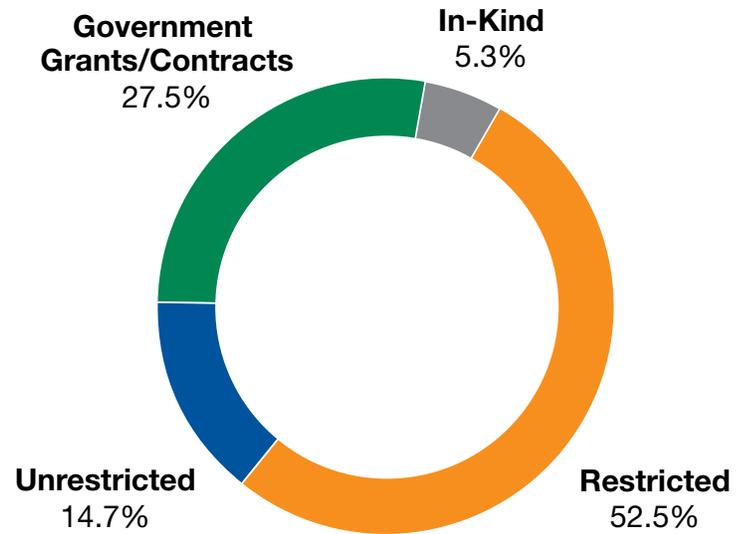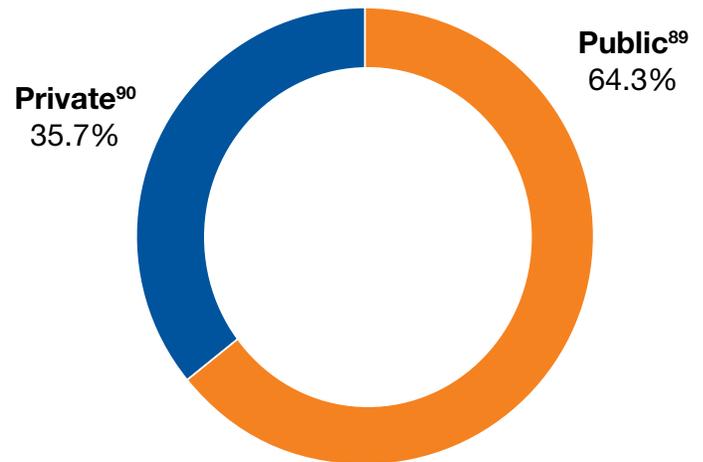
Figure 54. Organization Revenue, by Type[88]

Government Grants/Contracts
27.5%

In-Kind
5.3%

Unrestricted
14.7%

Restricted
52.5%

Figure 55. Organization Revenue, by Source[88]

Private[90]
35.7%

Public[89]
64.3%

$267 MILLION
Total Network Revenue

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

Organizations - Data Tables

Table 14. Affiliate Staff Characteristics[92]

Characteristics of Affiliate Staff	Number of Staff	Percent of Staff
Employment Status	1010	
Full-Time	831	82.3%
Part-Time	179	17.7%
Staff Type	1010	
CIS-Paid	914	90.5%
Non-CIS Paid	68	6.7%
AmeriCorps	28	2.8%

Table 15. Age Range of Executive Directors[93]

Age Range	Number of EDs	Percent of EDs
Total	128	
22 - 34	11	8.6%
35 - 44	30	23.4%
45 – 54	39	30.5%
55 - 64	36	28.1%
65 and over	12	9.4%

Table 16. Volunteers and Board Members

Community Members	Number of Members	Hours Contributed	Value of Hours Contributed	Average Hours Contributed Per Person
AmeriCorps Volunteers	554	99,638	$2,710,154	180
Non-AmeriCorps Volunteers	29,150	380,832	$10,358,630	13
Board Members	1,948	45,559	$1,239,205	23

Table 17. AmeriCorps Staff and Volunteers

Human Resources	Number of Individuals	Percent of Individuals
AmeriCorps Human Resources	810	
School Support Staff	228	28.1%
Affiliate Staff	28	3.5%
Volunteers	554	68.4%

Table 18. Board Members, by Employment Sector[94]

Employment Sector	Number of Board Members	Percent of Board Members
Board Members	1,873	
Private, Non-Profit	156	8.3%
Private, For-Profit	1010	53.9%
Public	707	37.7%

[92] Affiliate Staff refers to organization-level (not school-based) staff at affiliates, state/regional offices, and licensed partners.
[93] Does not include unknown age range (n=1).
[94] Does not include board members with other (n=25) or unknown (n=50) sector.