



Annual Report

2024



OUR MISSION

We surround students with a community of support, empowering them to stay in school and achieve in life.





CONTENTS

Letter from President and CEO	3
Our Impact	4
Our Students	6
Our Model	8
Our Community	10
Our Ambition	12
Our Financials	15
Our Supporters	19



“Our results show that when students get what they need when they need it, they thrive. And when that happens, we all benefit.”

Letter from the President and CEO

Communities In Schools® (CIS®) was founded on a commitment to student success. We've always believed that all students have the potential to succeed. And we've always understood that not all students have the same access to the resources and opportunities they need to reach that potential. Some, especially Black, Brown, Indigenous students and students living in poverty, face more challenging obstacles with fewer resources than others. Too often, public schools don't have the systems or staff to connect these students and their families to the resources they need inside and outside the classroom.

That's where the CIS commitment comes in. It's where integrated student supports (ISS), our proven, evidence-based model, helps students succeed. We partner with schools to connect students and families to our powerful network of resources and supports. When CIS site coordinators work inside schools, students get what they need when they need it, teachers can focus on teaching, and administrators can focus on operating the school.

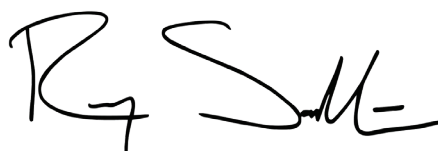
Our new public service campaign says it best: Being Present Matters. When CIS is present, 99 percent of our students show up prepared and ready to learn. In the last school year alone, 97 percent of our K-11 students were promoted to the next grade and 96 percent of our seniors graduated or earned their GED.

Our data clearly shows that partnering with CIS helps students succeed. When CIS places a trained and caring adult inside schools, students get the chance to see and believe in their own potential, beyond obstacles that may stand in their way. Often, we don't realize our potential until someone tells us we have it. As a CIS alumnus, I can attest to the power of this message, and as CEO, I witness the impact across hundreds of thousands of students CIS works with every year. Without the CIS partnership, that opportunity wouldn't exist.

At a time of enormous pressure, CIS remains committed to student success. We're working to expand the number of schools offering integrated student supports, with a goal of ensuring every Title I school and the students that attend them have access to resources that help students thrive. We're developing innovative ways to drive that growth, including launching new funding sources, creating more local partnerships, and building our network's skills and capacity.

We believe in the potential of all students, and we look forward to working with schools, families, and communities at large to help them achieve it.

Rey Saldaña
President and CEO
CIS National

A handwritten signature in black ink, appearing to read 'Rey Saldaña', with a stylized, cursive script.

OUR IMPACT

Empowering Student Success

Students: CIS has always believed it's possible for our public schools to meet the needs of all students, not just some. Acting on that belief, this past year, we partnered with 3,590 schools and community sites to help ensure all students have access to the resources they need to succeed in school and life. The evidence of our impact is exceptionally clear. Our data shows CIS partnerships consistently deliver strong outcomes for case-managed students as well as whole school outcomes that benefit all students at schools with a CIS site coordinator.

Schools: Our impact on individual students is powerful—but it also tells a bigger story. It's proof of the school-wide change CIS helps make possible. By partnering with CIS, schools build the systems and capacity to identify and remove barriers for all students, foster a culture of care and engagement, strengthen family connections, and create a more supportive environment where every student can thrive. As a result, schools see improvements in key metrics like attendance, graduation rates, and reduced dropout rates—clear evidence that our work lifts the entire school community.

Educators: Teachers in our partner schools also recognize the critical, positive impacts CIS makes. In a recent survey of nearly 1,400 teachers in schools where CIS is present, 89% agreed CIS was an integral part of their school and would recommend CIS to other schools. The survey also highlighted the ways CIS helps teachers be more effective, including improving the overall school climate (77% agreed), connecting students and families with resources (83%), and increasing student engagement (67%).

WHOLE-SCHOOL OUTCOMES

65%

of schools met or made progress towards their school-wide attendance goals

76%

of schools met or made progress towards their school-wide academic goals

CASE-MANAGED STUDENT OUTCOMES¹

88%

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

87%

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

99%

of K-12 students remained in school through the end of the school-year.

96%

of 12th grade students graduated or received a GED.

¹ Case-managed students are referred by school teachers and administrators for individualized support from CIS site coordinators. It's a collaborative process that involves providing, coordinating, monitoring, and evaluating student progress against established goals. The data provided is for the 2023-24 school year — the most recent academic school year for which data is available.



OUR STUDENTS

Pursuing Educational Excellence

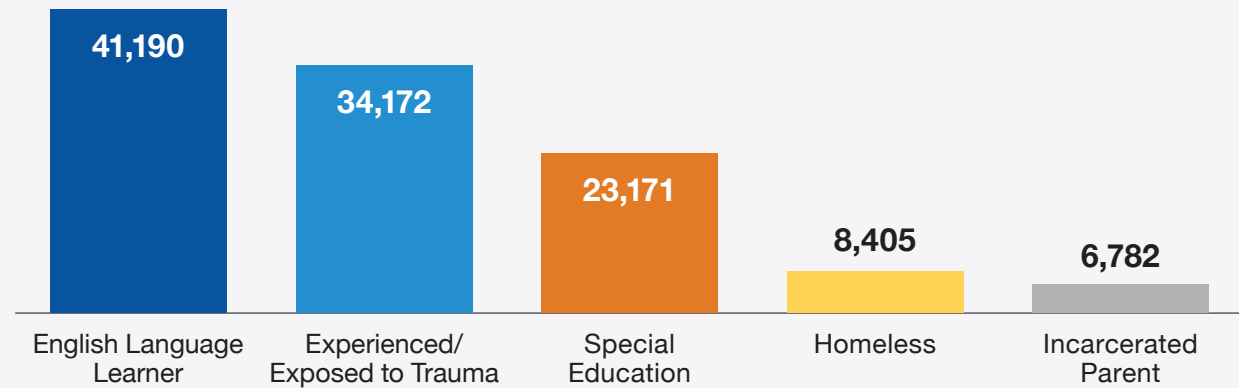
Not all students come to school ready to learn. Some arrive from a healthy and stable home life, with food on the table, and the benefit of time and attention from a caring adult. Some arrive from a very different life experience. While the challenges each student faces can be quite different, what each requires for success is the same – access to the supports and resources they need to overcome the particular obstacles they face. During the 2023-2024 school year our 201,270 case-managed students demonstrate this reality. When they're connected to the CIS network of local resources and supports, they have what they need to learn, thrive, and achieve success.



2.08 MILLION

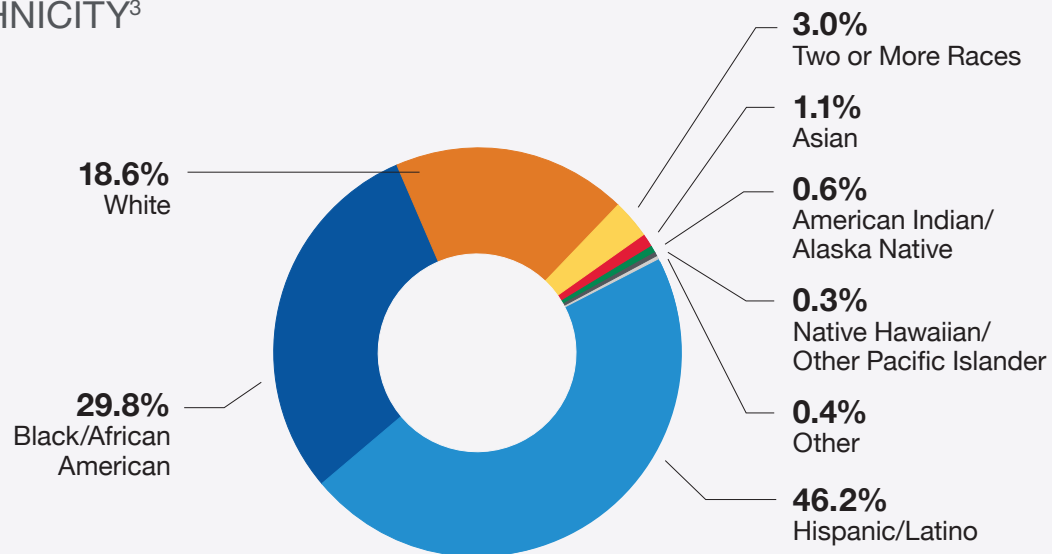
Students Reached²

KNOWN ATTRIBUTES OF CASE-MANAGED STUDENTS

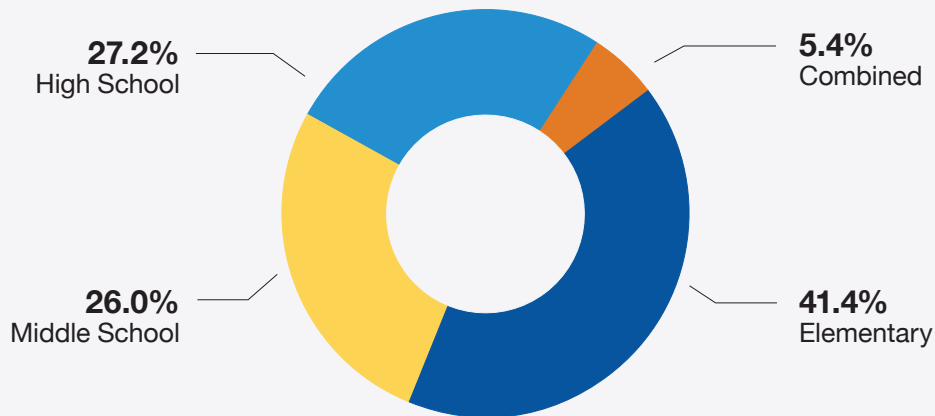


CASE-MANAGED STUDENT DEMOGRAPHICS

RACE/ETHNICITY³



GRADE LEVEL



² Represents the total number of students who received whole-school (Tier 1) and case management (Tier 2/Tier 3) support in CIS partner schools during the 2023-24 school year.

³ Does not include students whose race/ethnicity is unknown (n=255).

OUR MODEL

Transforming Public Education

The foundation of the work we do in schools is the CIS proven, evidence-based model of ISS. Our powerful network of local people, resources, and organizations help school administrators and teachers create a school environment where students are surrounded by supports, not obstacles. CIS takes a school-wide approach that delivers different levels of support that best match the different needs of the school and the student. These supports range from services available school wide, to intensive, one-to-one supports for students with highly specific needs.

TIERED MODEL OF INTEGRATED STUDENT SUPPORTS

TIER I:

SCHOOL-WIDE SUPPORT

Programs and services available to all students and designed for school-wide impact.

TIER I EXAMPLES

Vision and dental screenings, parent engagement opportunities, school supply and food distribution programs, and attendance incentives.

TIER II:

SMALL GROUP SUPPORT

Targeted supports provided in group settings to referred students with a common need.

TIER II EXAMPLES

STEM and leadership programs, small group tutoring, and social support groups.

TIER III:

INDIVIDUAL STUDENT SUPPORT

Intensive, one-on-one interventions for students with highly specific needs.

TIER III EXAMPLES

One-on-one tutoring and academic supports, mental health supports, home visits, mentoring, and individualized goal-setting and improvement plans.



ANDREA'S CONNECTION LEADS TO TURNAROUND

Andrea celebrated her graduation in 2025 after overcoming significant personal challenges. After an expulsion in 2024, she was referred to Deontae, a CIS site coordinator. At first, Andrea was reluctant to work with him, but as the weeks passed, she slowly began to open up.



[READ MORE](#)

OUR COMMUNITY

Mobilizing Communities

At CIS, our approach is grounded in the power of connections: connecting students with adults who care, connecting schools with resources that have been absent but are deeply needed, and connecting communities more closely with their schools. Over the past four plus decades of our work, CIS has built a powerful national network of people, organizations, and resources that can help transform schools, students, and communities.

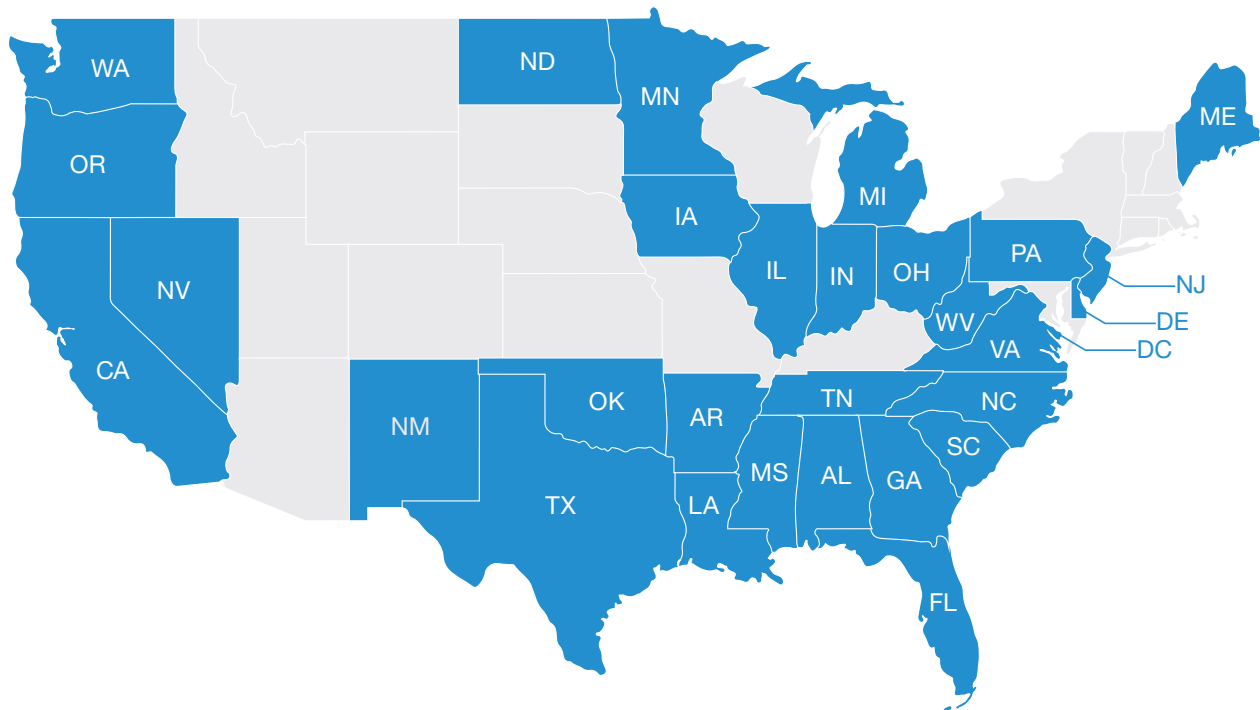
NATIONAL NETWORK AT-A-GLANCE⁴

29 states and D.C.

8,251 partner organizations

3,593 school and community sites

15,145 volunteers



⁴ The data provided is for the 2023-24 school year – the most recent academic school year for which data is available. The state map is current as of May 2025 representing 29 states and D.C.

AFFILIATES AND LICENSED PARTNERSHIPS

Through our nationwide network of affiliates and licensed partners, Communities In Schools works to ensure every student has the support they need to succeed. Affiliates lead programs customized for local schools, and licensed partnerships allow us to collaborate with state and district leaders to expand our impact in communities without an affiliate.

CIS LICENSED PARTNERS: CREATING MAGIC AT MABELVALE

Mabelvale Middle School is part of CIS' Licensed Partner program with Little Rock Public School District (LRSD). The district joined the CIS Network as a Licensed Partner in 2023 and has since expanded into 10 schools in the district, serving nearly 5,000 students. As the CIS site coordinator at Mabelvale, Steven Young takes a whole child approach using integrated student supports to build relationships and personal connections with families.



[READ MORE](#)

OUR AMBITION

Expanding Access

CIS has set a “North Star” to incorporate integrated student supports (ISS) in all Title I eligible schools as a solution to meet the education and development needs of all students. In February 2023, Ballmer Group recognized this goal’s potential impact and committed to helping CIS achieve it by making the single largest investment ever in the work of CIS – \$165 million – to fund “The Scaling for Success Initiative.”

SCALING OUR IMPACT TO SERVE MORE STUDENTS

To date, the Scaling for Success investment has proven to transform education opportunities for K-12 students nationwide. CIS and its affiliates and licensed partners have provided services for more than 441,700 students across 785 school sites since July 2023. The success of this seismic investment will directly support CIS’s goal to be present in as many Title-I schools as possible, so that every student can thrive.

Scaling for Success has already resulted in countless success stories and accomplishments for students and the schools that serve them.

Successes include:

- Growing school capacity by placing more site coordinators in schools to meet the needs of more students
- Increasing access to essential basic needs support
- Deploying more tools and resources to support college and career readiness





COMMUNITIES IN SCHOOLS OF GEORGIA: BEING PRESENT FOR A COMMUNITY IN CRISIS

Among the affiliates benefiting from this expansion is CIS of Georgia, which serves over 110,000 students across 223 schools and community sites. In the 2024 school year alone, the Georgia network expanded its reach into nine new communities and made an impact in rural areas as well.

At the start of the school year, Laurens County was hit hard by a devastating storm which caused widespread damage. CIS of Georgia's East Laurens and West Laurens High School staff were faced with multiple challenges at the start of the school year. Yet, with support from CIS, they surrounded Laurens County residents with essential resources needed to recover from the storm's impact.



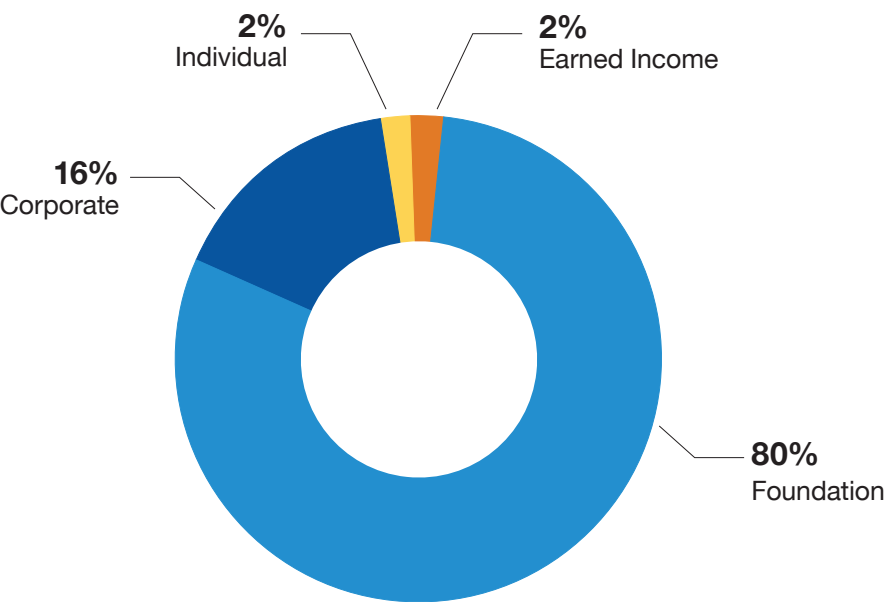
[READ MORE](#)

OUR FINANCIALS

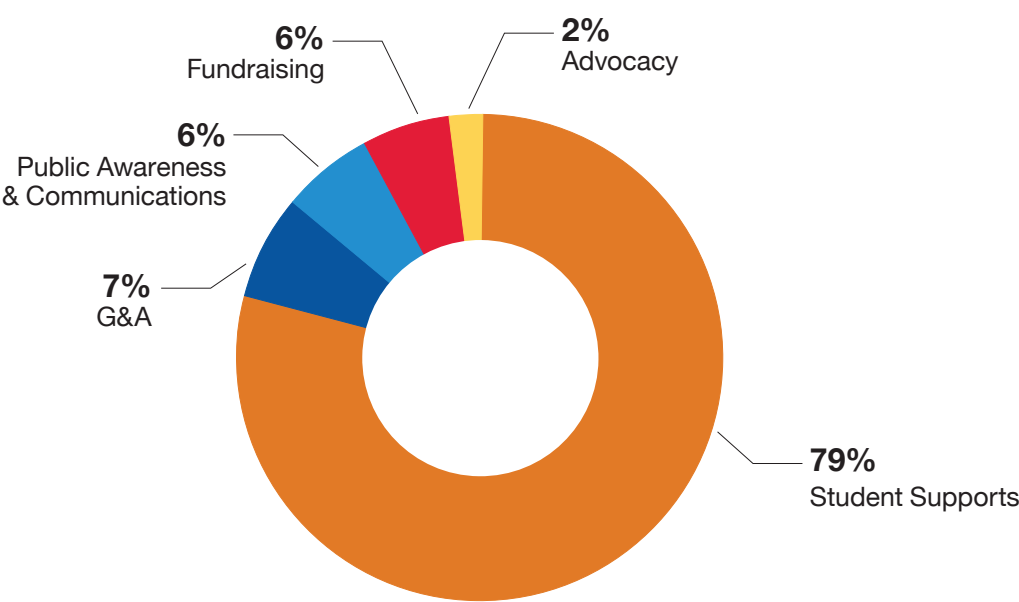
Prioritizing Fiscal Responsibility

For close to 50 years, the focus of the national office on operational excellence and efficiency has provided a consistently strong and stable foundation for our work. Today, we continue to approach that work with a keen sense of responsibility to the funders who have placed their trust in us and have chosen to support our continued growth.

SUPPORT AND REVENUE⁵



EXPENSES



⁵ Excludes in-kind contributions.



BEING PRESENT MATTERS: THE FIGHT TO END CHRONIC ABSENTEEISM

According to recent data from the U.S. Department of Education, 13.9 million U.S. students – almost 30 percent – were chronically absent in 2022-23. That means they missed almost a full month of classes. It's critical we turn these trends around so more students have a shot at success after high school. The future of our communities, workforce, and economic development is at stake.

In 2024, CIS launched a new “Being Present Matters” public service campaign highlighting the nationwide epidemic of chronic absenteeism and the solutions Communities In Schools offers to eradicate it.

Read a recent op-ed written by Rey Saldaña, President and CEO of Communities In Schools and Hedy N. Chang, Executive Director of Attendance Works.



[READ the Op-Ed](#)



[WATCH the PSA](#)

Statement of Activities and Changes in Net Assets

Year ended September 30, 2024

	Without Donor Restrictions	With Donor Restrictions	Total
SUPPORT AND REVENUE			
Corporate, Foundation and Individual Contributions	\$9,090,575	\$50,948,882	\$60,039,457
In Kind Contributions	39,620,974	-	39,620,974
Grants-Governmental Agencies	-	52,061	52,061
Other Revenue	1,148,733	-	1,148,733
<i>Net Assets Released From Restrictions</i>			
Satisfaction of Program Restrictions	36,224,989	(36,224,989)	-
Release of Distribution of Endowment Earnings	1,366,408	(1,366,408)	-
Total Support and Revenue	87,451,679	13,409,546	100,861,225
EXPENSES			
<i>Program Services</i>			
Advocacy and Thought Leadership	1,075,067	-	1,075,067
Public Awareness and Communications	3,494,481	-	3,494,481
In Kind Services	39,620,974	-	39,620,974
Student Supports	47,177,893	-	47,177,893
Total Program Services	91,368,415	-	91,368,415
<i>Supporting Services</i>			
General and Administrative	4,380,316	-	4,380,316
Fundraising	3,686,787	-	3,686,787
Total Supporting Services	8,067,103	-	8,067,103
Total Expenses	99,435,518	-	99,435,518
Change in Net Assets Before Investment Income	(11,983,839)	13,409,546	1,425,707
Investment Income, Net	3,623,718	6,471,314	10,095,032
Change in Net Assets	(8,360,121)	19,880,860	11,520,739
Net Assets, Beginning of Year	27,785,541	56,516,733	84,302,274
Net Assets, End of Year	\$19,425,420	\$76,397,593	\$95,823,013



LEADING THE FUTURE OF EDUCATION: CIS BRINGS POWERFUL STORIES AND POLICY SOLUTIONS TO CAPITOL HILL

In April 2025, Communities In Schools brought our collective voice to Capitol Hill for Hill Day 2025. The advocacy event showcased how CIS is transforming education through relationships and results.

As the nation's leading provider of integrated student supports, CIS welcomed leaders from 19 states to Washington, D.C. to connect with lawmakers and spotlight the power of our model in reshaping the future of education. With 68 percent of Congress members new since our last Hill Day in 2018, this moment could not have been more timely or more critical.

"We believe that real policy change starts with proximity to the people it affects. Hill Day is a reflection of our belief that public education policy must be shaped by those closest to students, families, educators and community members. CIS is leading the way in ensuring federal policy reflects their needs."

– Joaquin Tamayo, Vice President of Policy for Communities In Schools.



[READ MORE](#)

Board of Directors

Christopher F. Allwin
Chief Executive Officer,
Aetos Capital

Robert H.B. Baldwin
Jr., Vice Chairman,
Heartland Payment Systems (Retired)

James Cox Chambers
Renewable Energy Entrepreneur,
Biodynamic Farmer, Filmmaker

Jerry Croan
Senior Fellow,
Third Sector Capital Partners, Inc.

Joe DiDomizio
Former President & Chief Executive
Officer of Hudson Group

Arne Duncan
Managing Partner,
Emerson Collective

David Fernandez
VP of Government Affairs and Public Policy,
Altria

Pascal A. Fernandez
Founder and Principal,
PaF Strategy + Insights, LLC

Zac Guevara
Executive Vice President,
Capital International Research Inc. (Retired)

Talitha Halley
Supervising Producer's Assistant,
Bodi Productions

Jillian Manus
Managing Partner,
Structure Capital

Darilyn T. Oridge, Esq.
Partner, General Counsel and Chief Compliance Officer,
Brightwood Capital Advisors

Shaquille O'Neal
Former NBA Basketball Player and
Hall of Fame Inductee

Carmen Ortiz-McGhee
Chief Operating Officer,
National Association of Investment Companies

Isaiah Pickens, PhD
Founder,
iOpening Enterprises

Juan Sepúlveda
Ron Calgaard Distinguished Visiting Professor of
Practice in Political Science,
Trinity University

Lenny Stern
Co-founder and Partner at SS+K and
Co-Chairman at M&C Saatchi US

Kim Tully
Chief Information Officer,
Creative Artists Agency

Elaine Wynn
Board Chair Emeritus,
Elaine P. Wynn & Family Foundation

National Leadership

Donna Weiss
Adviser, Terrapin Palisades,
Chair, Board of Directors

William Milliken
Founder and Vice-Chair,
Communities In Schools,
Vice Chair, Board of Directors

Rey Saldaña
President and CEO



“It’s not programs that
transform students’ lives,
it’s relationships.”

– Bill Milliken, CIS Founder

SCAN ME



LEARN MORE

Visit CommunitiesInSchools.org to learn more about our work.

SCAN ME



GET CONNECTED

Contact a member of our team to discuss funding partnership opportunities.

#BeingPresentMatters



@communitiesinschools



@communitiesinschools



@cisonational



Communities
In Schools®