



Data Book

2024-25



To Our CIS Family

Each year, our Data Book offers more than a snapshot of numbers. It tells the collective story of a network showing up for students—building relationships, removing barriers, and creating the conditions for young people to thrive in school and beyond. I am proud to share the 2024-25 CIS Data Book and the powerful results it represents.

During the 2024-25 school year, Communities In Schools reached nearly 1.9 million students across 3,720 schools and community sites in 29 states and the District of Columbia. From rural communities to suburban districts and urban centers, our network adapts the CIS model to local strengths and needs while delivering the same core promise: students will have a caring adult and a community of support. More than 209,000 students received individualized case management, and 387,000 parents and guardians were engaged through CIS supports.

The outcomes in this report reflect the strength of those relationships. Nearly all K-11 students receiving case management stayed in school, and 97% were promoted to the next grade. Among seniors, 96% graduated or earned a GED. Students made meaningful progress toward goals connected to their success: 74% in attendance, 90% in behavior, and 88% in academics—with similarly strong results across rural, suburban, and urban schools.

Our impact extends beyond individual students to the entire school community. Nearly two-thirds of CIS schools that established a schoolwide attendance goal met or made progress toward it. Even more encouraging, nearly three-quarters of schools focused specifically on chronic absenteeism showed progress—an important result as absenteeism remains a persistent challenge several years after the disruptions of the COVID-19 pandemic. In addition, 85% of schools met or made progress toward a school climate goal. Together, these outcomes matter because students must be present to learn, and they are more likely to attend, engage, and thrive when they feel safe, supported, and connected at school.

Together, these results represent far more than a single school year. They also remind us that students' needs are varied and complex—from academic and attendance challenges to basic needs, trauma, housing instability, and family engagement. Our model is built to respond to the whole child, strengthen the school environment, and connect each student with the right support at the right time.

I am deeply grateful to our affiliates, state offices, licensed partners, school and district leaders, educators, funders, families, community partners, and volunteers. Most of all, I am grateful to the students who place their trust in us. Your collective commitment makes these results possible and continues to move us closer to our vision: a nation where every student, regardless of ZIP code, background, or circumstance, has what they need to succeed in school and beyond.

Thank you for surrounding students with a community of support and empowering them to stay in school and achieve in life.

With gratitude,



Heather J. Clawson, PhD

Chief Program and Innovation Officer
Communities In Schools National Office

Table Of Contents

Introduction	1
Definitions	2
Communities In Schools At A Glance	3
CIS Network — State Overview	4
CIS Network — Student Overview	5
Figure 1. Overall Student Breakdown	5
Figure 2. Overall Saturation Rate at CIS Model Schools: Whole-School Supports	5
Figure 3. Overall Saturation Rate at CIS Model Schools: Case Management	5
Figure 4. Historical Data: Total Students Served, 1977-2025	6
Figure 5. Number of Students Served, 2021-2025	6
Our Community	7
Figure 6. Our Community Demographics	7
Figure 7. The Languages We Speak	8
Student Information	9
Figure 8. Known Attributes of Case-Managed Students	9
Figure 9. Free and Reduced-Price Lunch (FRPL) Eligibility of Case-Managed Students	9
Figure 10. Referral Reasons of Case-Managed Students	9
Figure 11. Percent of Case-Managed Students Referred, by Referral Reason and Race/Ethnicity	10
Student Outcomes	11
Figure 12. Case-Managed Students Who Met or Made Progress Towards Their Goals	11
Figure 13. Percent of Students Who Met or Made Progress Towards Goals, by Race/Ethnicity	11
Figure 14. K-11 Case-Managed Students Who Stayed In School	12
Figure 15. K-11 Case-Managed Student Year-End Status	12
Figure 16. Percent of K-11 Students Who Were Promoted, by Race and Grade Level	12
Figure 17. Grade 12 Case-Managed Students Who Stayed In School	13
Figure 18. Grade 12 Case-Managed Student Year-End Status	13
Figure 19. Percent of Grade 12 Students Who Graduated/Received a GED, by Race/Ethnicity	13
Figure 20. Post-High School Plans	14
Student and Community Data Tables	15
Table 1. Community Demographics	15
Table 2. Number of Students Served, 2021-2025	15
Table 3. Case-Managed Student Demographics	15
Table 4. Case-Managed Student Attributes	16
Table 5. Case-Managed Students Referred for Attendance, by Race/Ethnicity	16
Table 6. Case-Managed Students Referred for Behavior, by Race/Ethnicity	16
Table 7. Case-Managed Students Referred for Academics, by Race/Ethnicity	17
Table 8. Case-Managed Students Referred for Basic Needs, by Race/Ethnicity	17
Table 9. Case-Managed Students Referred for Social and/or Emotional Concerns, by Race/Ethnicity	17
Table 10. Goal Achievement of Case-Managed Students	18
Table 11. Students Who Met or Made Progress Towards Goals, by Race/Ethnicity	18
Table 12. Case-Managed Student Year-End Status	18
Table 13. Post-High School Plans	19

Table Of Contents

School/Community-Based Site Characteristics	20
Figure 21. School Level Breakdown	20
Figure 22. School Locale Breakdown	20
Figure 23. School Category Breakdown	20
Figure 24. Title I Funding and Eligibility of Schools	21
Figure 25. National School Lunch Program	21
CIS Supports	22
Figure 26. Number of Sites Where Supports Are Offered, by CIS Support Category	22
Figure 27. Percent of Sites Providing and/or Brokering Supports, by CIS Support Category	22
Figure 28. Number of Sites Offering Supports, by Program Time	23
Figure 29. Number of Sites Offering Specialized Supports	23
Partners and Programs	24
Figure 30. Number of Sites Reporting Partnerships	24
Figure 31. Number of Sites Reporting Evidence-Based Programs	25
School and Student Goals	26
Figure 32. Schools that Met or Made Progress Towards Their School-wide Goals	26
Figure 33. Percent of Case-Managed Students Who Met or Made Progress Towards Assigned Goal, by School Level	27
Comparisons by School Locale	28
Figure 34. Average CIS Model School Saturation Rates, by Locale	28
Figure 35. Student Demographics, by Locale	28
Figure 36. Percent of Case-Managed (CM) Students with Attribute Attending Rural Schools	29
Figure 37. Percent of Case-Managed (CM) Students with Attribute Attending Suburban Schools	29
Figure 38. Percent of Case-Managed (CM) Students with Attribute Attending Urban Schools	29
Figure 39. Percent of Case-Managed Students Who Met or Made Progress Towards Assigned Goal, by School Locale	30
Figure 40. School Level, by Locale	31
CIS School Support Staff	32
Figure 41. School Support Staff Type	32
Figure 42. Hours of School Support Staff Time Per Week, by Percent of Sites	32
Figure 43. Number of School Support Staff Onsite, by School Level	32
Site Coordinators	33
Figure 44. Site Coordinator Highest Level of Education Breakdown, by Percent of Sites	33
Figure 45. Site Coordinator Years with CIS, by Percent of Sites	33
Figure 46. Percent of Sites with a Bilingual Site Coordinator	33
Figure 47. Percent of Sites with a Bilingual Site Coordinator, by School Level	33
School and Site Data Tables	34
Table 14. Number of Sites, by CIS Designation	34
Table 15. School Characteristics	34
Table 16. Case-Managed Student Year-End Status	35
Table 17. CIS School Support Staff Characteristics	35
Table 18. Number of Years CIS and Principal at School	35
Table 19. CIS School Support Staff Hours, by Site	36
Table 20. CIS School Support Staff Presence, by Site and School Level	36
Table 21. Site Coordinator Characteristics, by Site	36

Table Of Contents

CIS Network Human Capital	37
Figure 48. Total Human Capital Breakdown	37
Figure 49. Age Range of Executive Directors (EDs)	38
Figure 50. Years as Executive Director, by Percent of EDs	38
Figure 51. Employment Status of Office Staff	39
Figure 52. Office Staff Type	39
Figure 53. Volunteer and Board Member Chacteristics	40
Figure 54. AmeriCorps Staff and Volunteers	40
Figure 55. Board Member Sector Breakdown	40
Organizational Funding	41
Figure 56. Organization Revenue, by Type	41
Figure 57. Organization Revenue, by Source	41
Figure 58. Top Public Funding Sources Received, by Number of Participating States	42
Organization Data Tables	43
Table 22. Office Staff Characteristics	43
Table 23. Age Range of Executive Directors	43
Table 24. Volunteers and Board Members	43
Table 25. AmeriCorps Staff and Volunteers	43
Table 26. Board Members, by Employment Sector	43

Introduction



About Our Work

Communities In Schools® (CIS®) is a national network of independent organizations and licensed partners that connects 1.9 million students with caring adults and resources designed to help them succeed. From homelessness and housing instability to bullying and trauma, CIS identifies and addresses the complex barriers to learning that can keep students from achieving their full potential. In partnership with 3,720 schools and community sites across the country, we support and empower all students to succeed in school and beyond the classroom.

About the Data

This Data Book provides an overview of CIS organization and licensed partner operations during the 2024-2025 school year. Data are reported on human resources, student demographics, student supports, and the achievement at schools and by students as evidence of CIS programming throughout the country. Data represent operations as reported by organizations through our annual data collection process. The sample size for each data point may vary based on available information.



Definitions

Adjudicated Youth	A youth who has been found guilty by a judge of committing a delinquent act. The court can commit an adjudicated juvenile or place the juvenile on community control.
AmeriCorps	A program under the Corporation for National and Community Service (CNCS) that engages individuals in intensive service for a year at nonprofits, schools, public agencies, and community and faith-based groups across the country. AmeriCorps members might serve at the affiliate central office or a local site.
Case Management	A collaborative process to 1) establish a system of supports provided to individual students and 2) identify and partner with students at risk of dropping out to: assess their needs and assets; create individual plans; provide, coordinate, monitor, and adjust service delivery; and evaluate student progress against established goals. Case-managed students receive a variety of Tier II and III supports, depending on the intensity of their needs, and may also participate in whole-school (Tier I) supports.
Combined School	A school with a population of students falling outside of the typical grade level structure for elementary, middle, secondary, or high school (e.g., grades K-8 or 7-12).
CIS Model School	A school with which the CIS organization has a formal written agreement to fully implement the CIS model, that is, to provide and/or broker a combination of all tiers of support required by Accreditation/Certification Standards. Student supports are provided based on a comprehensive annual School Support Plan developed and implemented by a designated Site Coordinator.
Community-Based Site	Any location served by CIS that is not a school, such as a community center.
English Language Learners (ELL)	Students who are in the process of learning English. These students often come from non-English speaking homes and backgrounds, and typically require specialized or modified instruction in both English and their academic courses.
Free and Reduced-Price Lunch (FRPL)	Meals provided to students at school through the National School Lunch Program. Income eligibility guidelines are adjusted by the USDA each year.
General Youth Services	Schools served with General Youth Services (GYS) are those in which the intent is to implement student, family or school supports without all aspects of the CIS model. These may be schools where CIS provides only Tier I supports or runs an afterschool program. There may be limited or no case management, no presence of site coordinator, and/or limited documentation of data and outcomes.
High-Risk Behavior	A lifestyle activity that contributes to unintentional injuries and violence, such as sexual behaviors, alcohol and other drug use, and tobacco use.
Integrated Student Supports	A school-based approach to promoting students' academic success by developing or securing and coordinating supports that target academic and nonacademic barriers to achievement. These resources range from traditional tutoring and mentoring to provision of a broader set of supports, such as linking students to physical and mental health care and connecting their families to parent education, family counseling, food banks, or employment assistance.
Reassigned Staff	Individuals from a school district or another organization that are not paid directly by CIS but that have been trained to implement the CIS model and operate as CIS staff members.
Saturation Rate	The percentage of the school population served by CIS. Whole-school saturation rate refers to the students participating in whole-school supports only. Case-managed saturation rate refers to the students who are case managed by CIS.
Site Coordinator	The CIS point of contact working inside a school to provide integrated student supports. Site coordinators connect students and their families to basic and critical community resources, tailored to students' specific needs.
Social and Emotional Learning (SEL)	The process through which students acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.
Tiers of Support	The three tiers apply to the services Communities In Schools provides, brokers and coordinates. Tier I: Widely available services designed to foster a positive school climate and address school-level risk factors (e.g., whole-school supports). Tier II: Targeted services typically provided in a group setting to students with a common need. Tier III: Intensive, individualized services typically provided in a one-on-one setting to students with highly specific needs.
Whole-School Supports	Supports that are accessible to all students within a school, including students who are not case managed by CIS. These schoolwide supports are also referred to as Tier I supports. Students receiving only these supports are counted separately from those being case managed.

Communities In Schools At A Glance

1.9 MILLION
students were reached with
CIS supports and resources

209,350
students were
case-managed

387,000
parents and guardians were
engaged through CIS supports

3,720
schools and community sites
were served by CIS

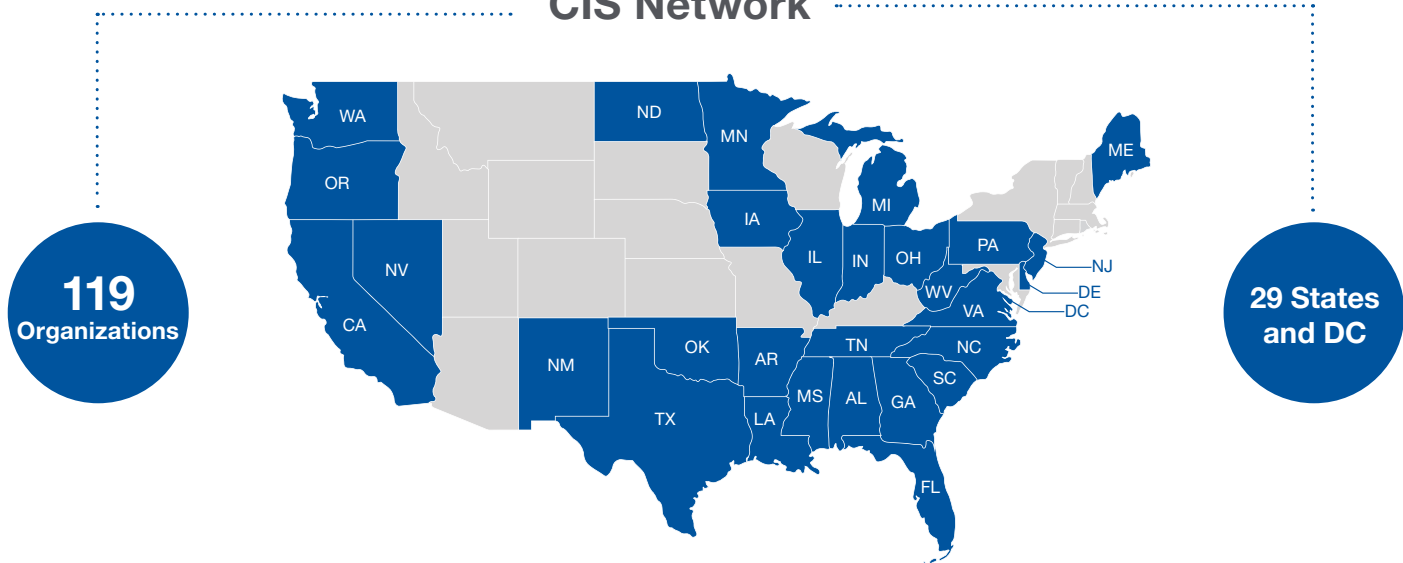
5,350
local staff members carried
out the CIS mission

8,790
community partnerships
were fostered to provide CIS
supports to students

21,000
community volunteers
donated their time

\$9.0 MILLION
worth of volunteer time
was contributed

CIS Network



Remained in School

>99%

of students remained in
school through the end of
the 2024-25 school year

Promotion

97%

of K-11 students were
promoted to the next grade

Graduation

96%

of 12th grade students
graduated or received a GED

Attendance

74%

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

Behavior

90%

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

Academics

88%

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

CIS Network — State Overview

State	Affiliates/ State Offices	Licensed Partners	Organizations	Schools and Sites	Case-Managed Students	Students Receiving Whole-School Supports	Total Students Served
AL	0	1	1	9	145	4,903	5,048
AR	0	2	2	13	273	4,568	4,841
CA ¹	1	2	3	41	1,251	16,365	17,616
DC ¹	1	1	2	11	429	3,709	4,138
DE	1	0	1	22	1,169	5,238	6,407
FL	2	0	2	30	2,261	9,757	12,018
GA ²	17	0	17	276	11,511	120,108	131,619
IA ³	0	1	1	2	31	500	531
IL ³	1	0	1	242	1,598	76,738	78,336
IN	3	0	3	57	2,252	23,370	25,622
LA	1	1	2	47	2,598	13,602	16,200
ME ¹	0	0	0	2	46	164	210
MI	3	0	3	107	2,995	36,346	39,341
MN	1	0	1	8	393	4,670	5,063
MS	0	1	1	9	185	2,835	3,020
NC ²	18	0	18	259	12,084	98,455	110,539
ND	0	1	1	5	119	1,875	1,994
NJ	0	1	1	11	451	5,591	6,042
NM	1	0	1	14	581	4,405	4,986
NV	1	0	1	139	8,321	70,472	78,793
OH	1	0	1	52	2,844	22,677	25,521
OK ¹	0	1	1	11	562	5,648	6,210
OR ⁴	0	1	1	23	303	4,653	4,956
PA ²	2	0	2	81	2,760	59,508	62,268
SC	1	0	1	45	2,143	16,954	19,097
TN ⁵	2	0	2	111	4,547	39,161	43,708
TX ²	29	0	29	1,420	122,304	775,051	897,355
VA ^{2,5}	7	0	7	175	9,755	91,838	101,593
WA ^{2,4}	11	0	11	209	6,474	83,520	89,994
WV	1	1	2	285	8,962	84,523	93,485
Grand Total	105	14	119	3,716	209,347	1,687,204	1,896,551

¹ National Indian Education Association (NIEA) is located in DC but operates in California, Maine, and Oklahoma.

² Indicates presence of a state office.

³ United Way Quad Cities operates in Iowa and Illinois.

⁴ CIS of Washington operates in Washington and Oregon.

⁵ CIS of Appalachian Highlands operates in Tennessee and Virginia.

1,896,551

students served in 2025

Communities In Schools (CIS) is a learning organization committed to ongoing use of data and research to improve practice and drive positive outcomes for the schools and students it serves.

We know from third-party evaluations of our model that providing tiered supports through both whole-school delivery and case management yields the greatest impact on schoolwide outcomes, such as on-time graduation rates and improved attendance rates.

Figure 1. Overall Student Breakdown



Across both CIS Model schools and General Youth Services sites:

89.0% of CIS students received whole-school supports only
11.0% of CIS students received case management

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

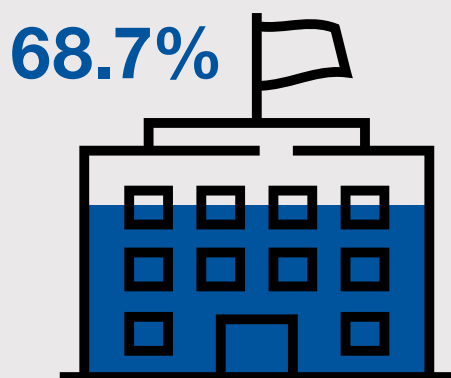
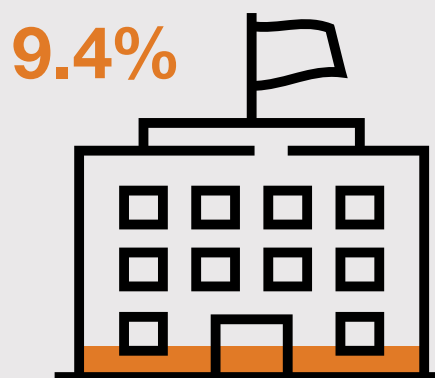


Figure 3. Overall Saturation Rate at CIS Model Schools: Case Management



Saturation

Research shows that our impact is associated with a minimum saturation rate of 75% of students receiving whole-school supports (i.e., Tier I) and 10% of students receiving more intensive supports (i.e., Tier II and III) through case management at each school. Of the 116 organizations directly serving CIS model schools in school year 2024-25, 76% met this threshold for case management in accordance with CIS accreditation/certification standards.⁶

⁶ CIS' accreditation/certification standards indicate that two or 20% of CIS model schools (whichever is greater) must meet 10% saturation for case management. If the organization serves only one school, that school must meet saturation.

CIS Network — Student Overview



Since 1977, Communities In Schools has grown from serving just under 2,700 students to 1.9 million students across 29 states and the District of Columbia.

Figure 4. Historical Data: Total Students Served, 1977-2025

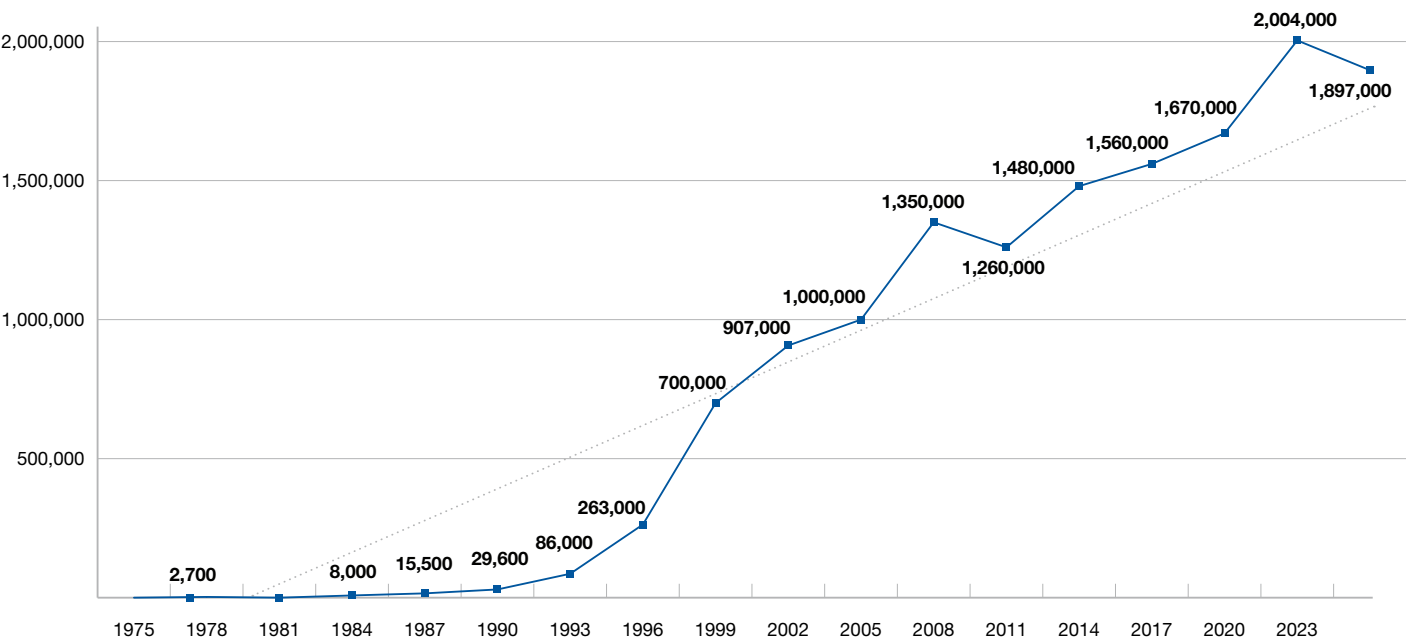
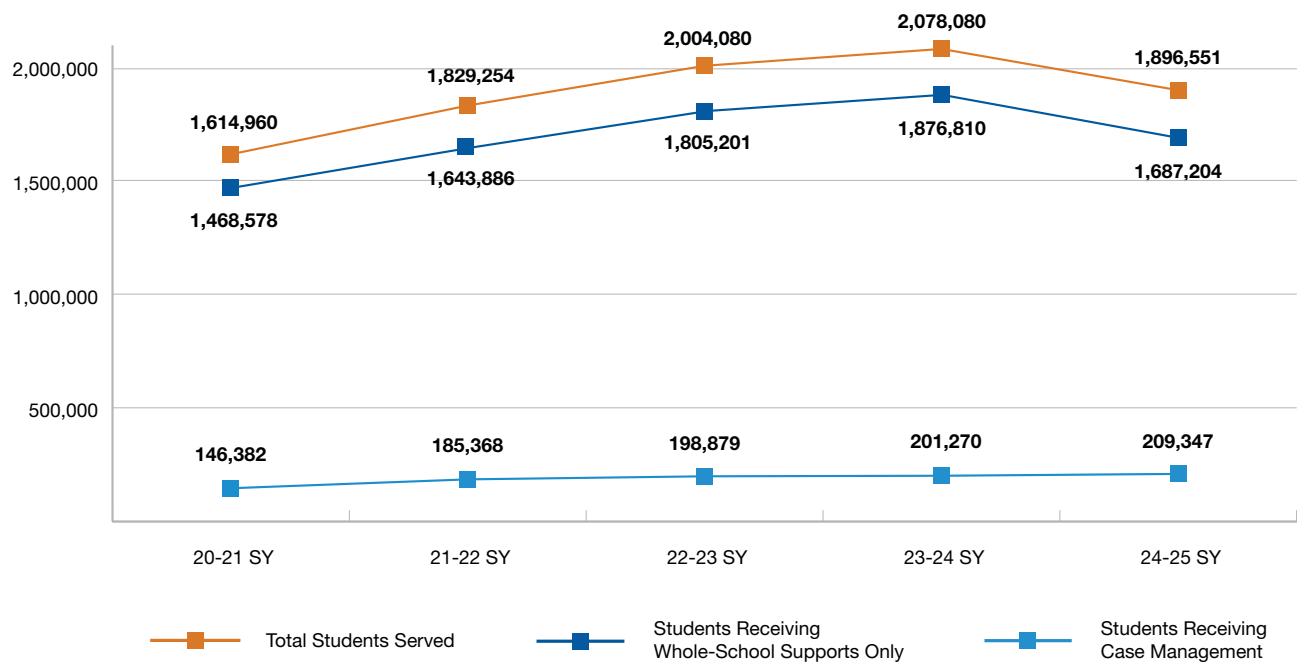


Figure 5. Number of Students Served, 2021-2025

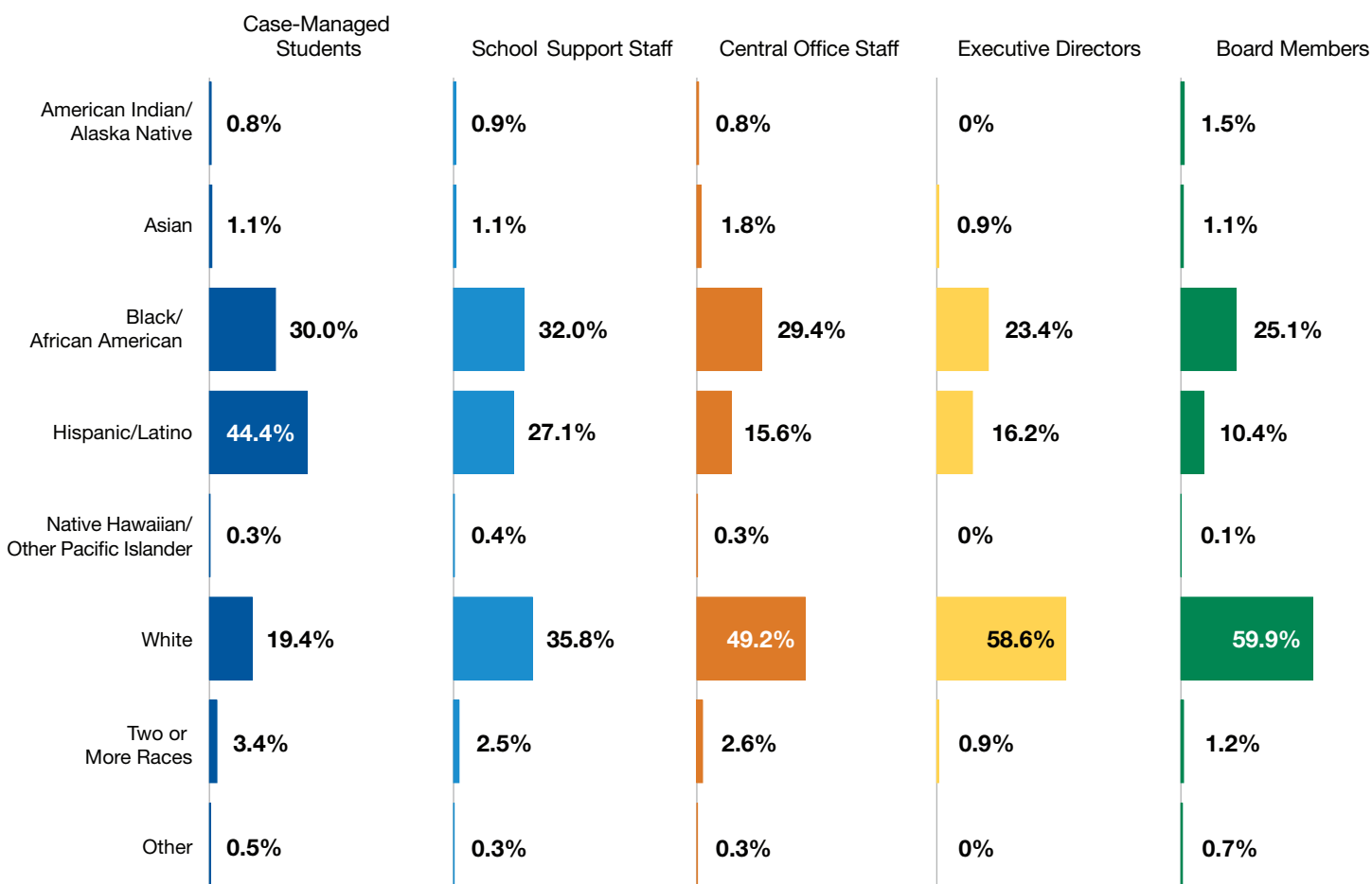


Our Community



Communities In Schools (CIS) believes that transformative relationships are essential for unlocking students' potential. In collaboration with 153 alumni and a diverse group of staff and leadership, we embed principles and practices of equity and inclusion in our strategies, culture, and behaviors. By doing so, we dismantle both immediate and systemic barriers, fostering and maintaining equitable outcomes for all students.

Figure 6. Our Community Demographics⁷

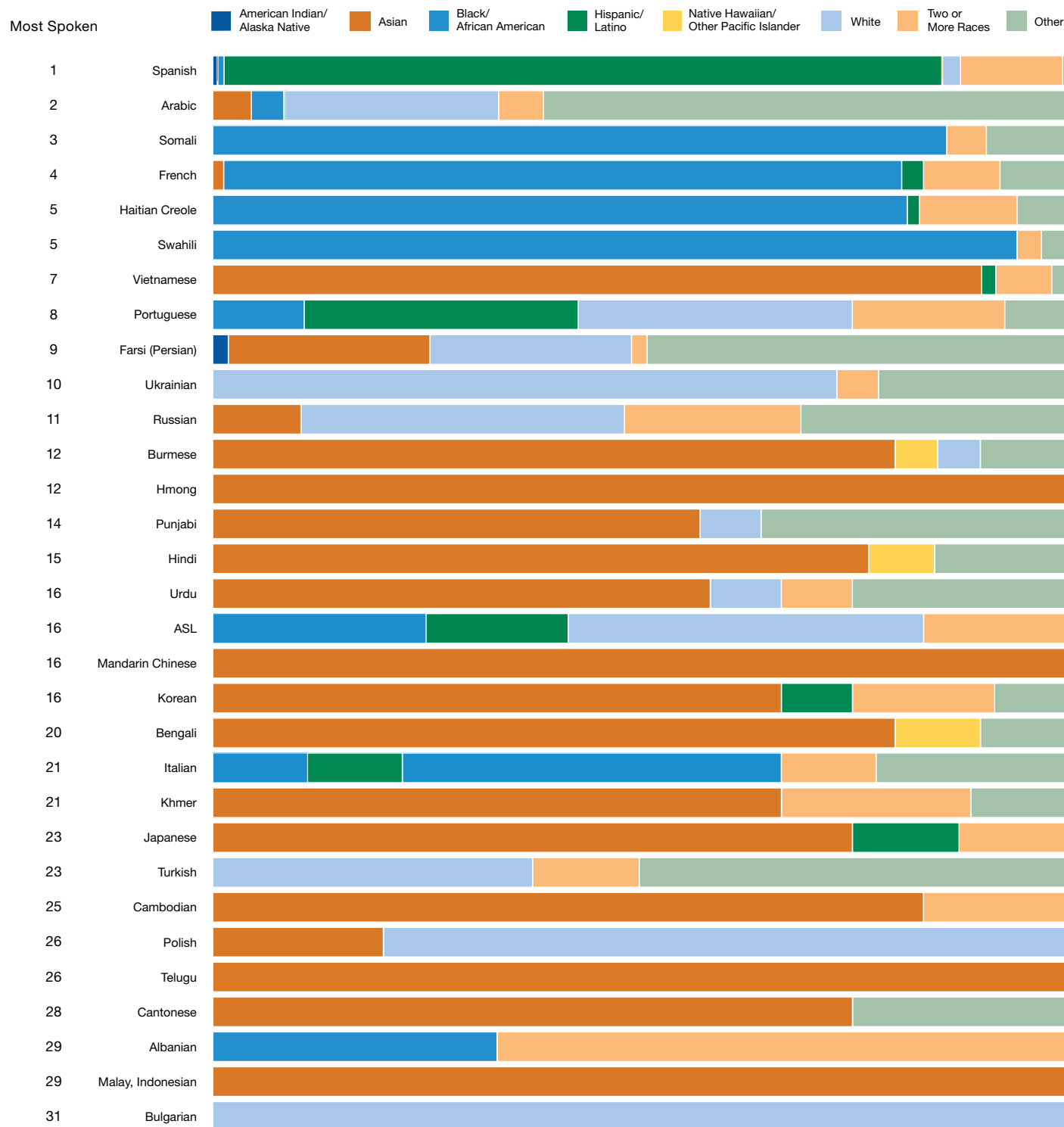


⁷ See tables 1 and 3 for N sizes. Does not include individuals whose race/ethnicity is unknown or prefer not to answer (school support staff: n=209, central office staff: n=93, executive director: n=3, board members: n=91, students: n=308).

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. Arabic is consistently the second most common language spoken. This year, a higher proportion of our students speak Hindi (moving from #24 to #15) and Swahili (moving from #8 to #5).

Figure 7. The Languages We Speak⁸



⁸ Ordered from the language spoken by the most students to the least students. Does not include CIS affiliates in Texas. Students of unknown race speak Arabic (n=12), Spanish (n=10), Urdu (n=3), Somali (n=2), and Farsi (Persian) (n=1). Inclusion of these students may impact the overall language ranking slightly. Each of the following languages had one speaker reported: German, Gujarati, Javanese, and Thai. Data represent 15,317 students reported as speaking one or more languages other than English. An unspecified non-English language is spoken by 405 students.

Student Information

Figure 8. Known Attributes of Case-Managed Students

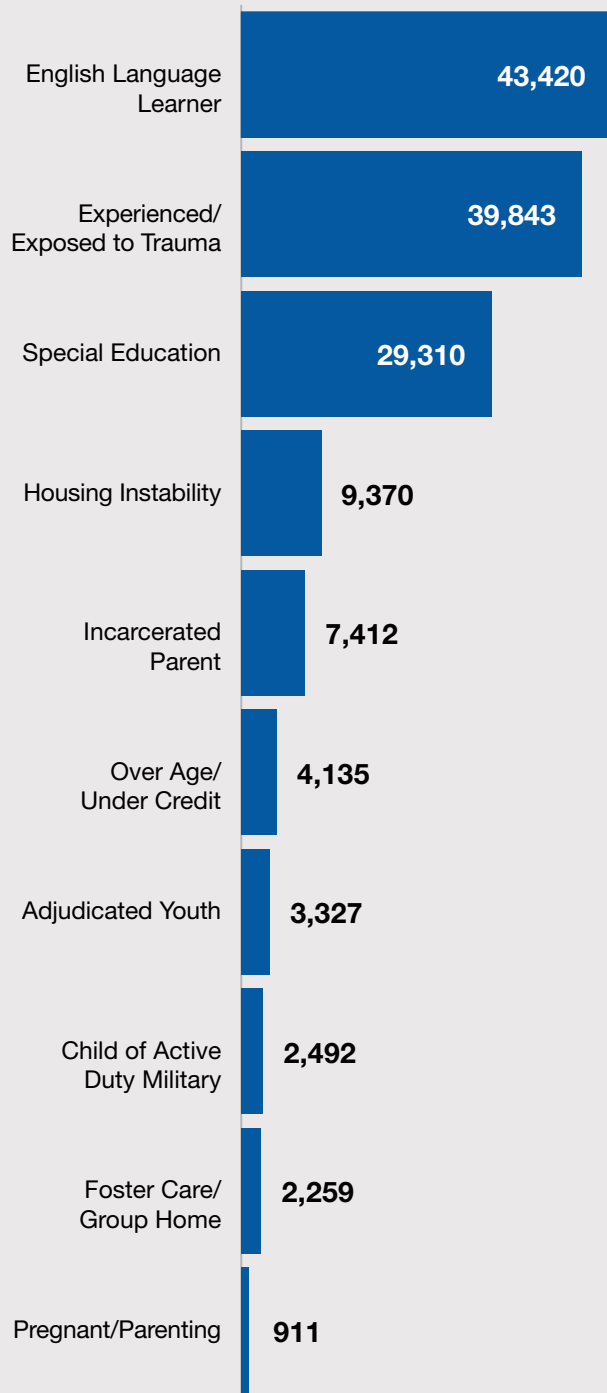


Figure 9. Free and Reduced-Price Lunch (FRPL) Eligibility of Case-Managed Students⁹

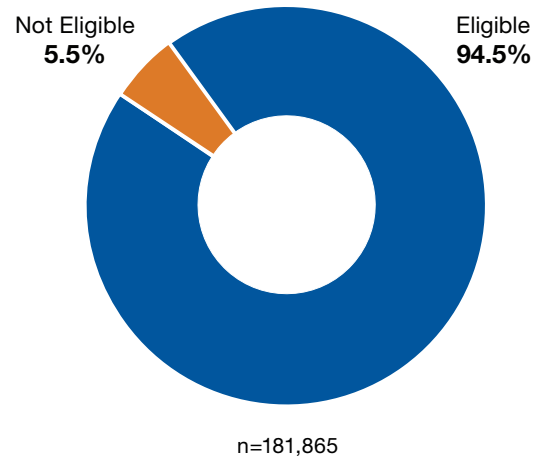
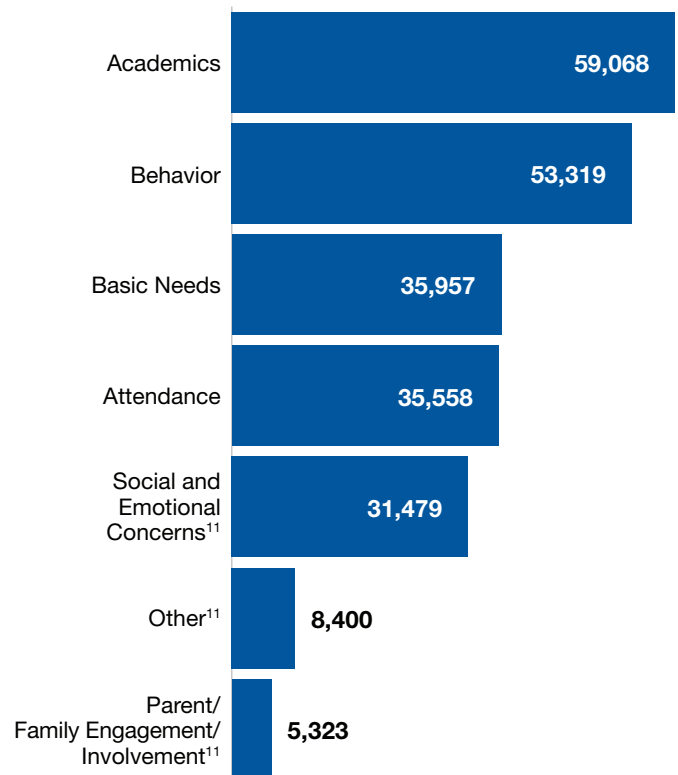


Figure 10. Referral Reasons of Case-Managed Students¹⁰



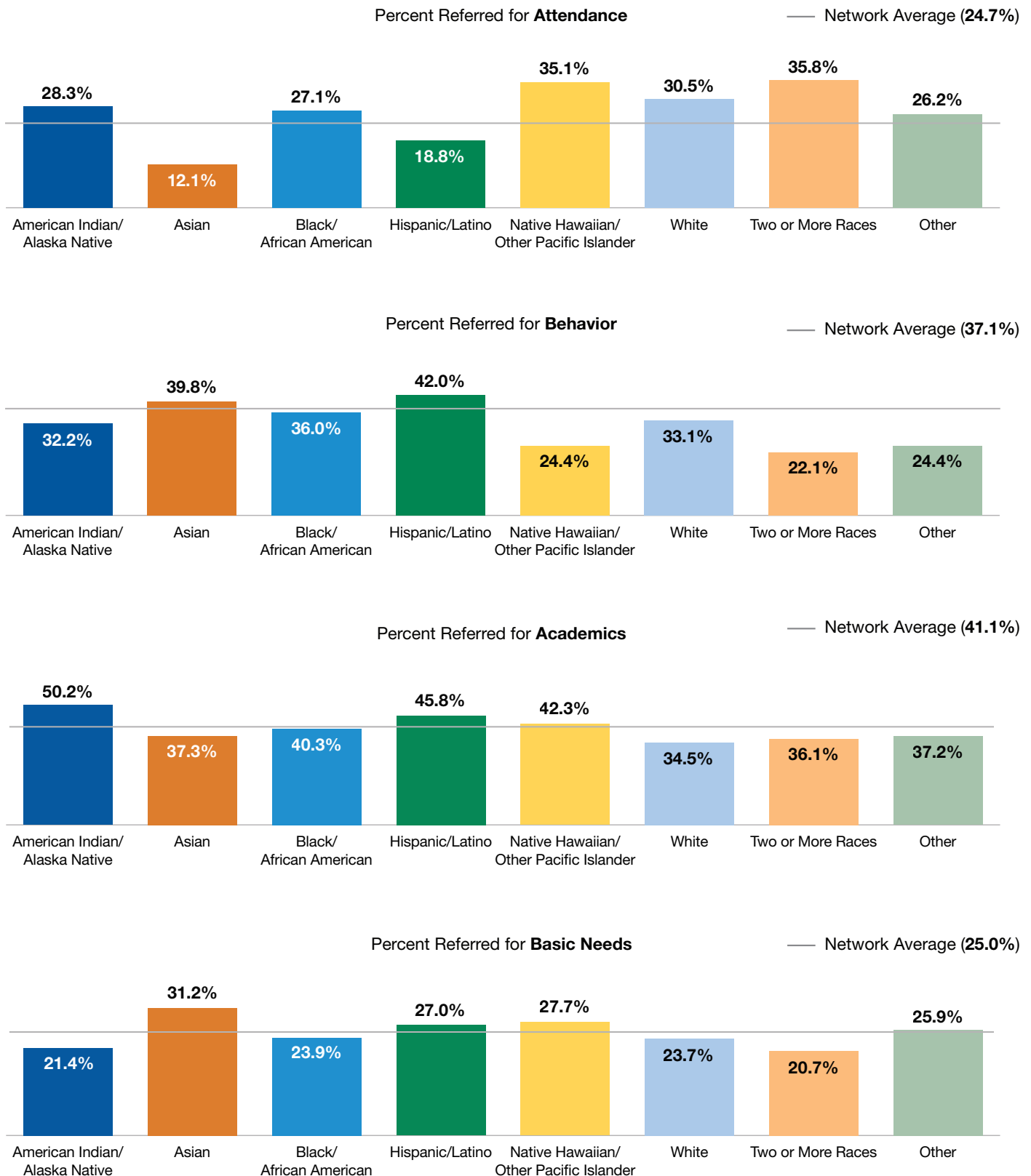
⁹ Does not include students whose FRPL eligibility is unknown (n=27,482).

¹⁰ May include referrals recorded for students prior to the 24/25 SY if the student was served for multiple years.

¹¹ Does not include CIS affiliates in Texas.

Student Information

Figure 11. Percent of Case-Managed Students Referred, by Referral Reason and Race/Ethnicity¹²



¹² See tables 5-9 for N sizes. Excludes figure for Social and/or Emotional Concerns due to lack of space but data are available in Table 9. New referrals are not required each year for case-managed students. Data represent an aggregation of any referral a student may have for this year or previous years. Individuals identified as a race/ethnicity other than those listed are included in the category of Other.

Our students are meeting their ABCS goals.¹³

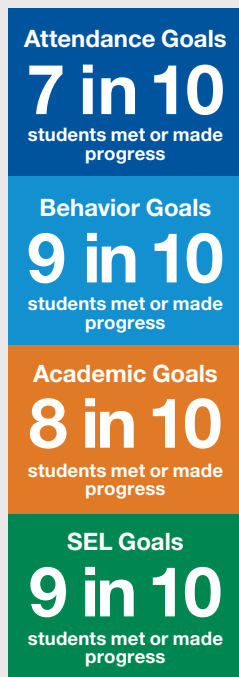


Figure 12. Case-Managed Students Who Met or Made Progress Towards Their Goals

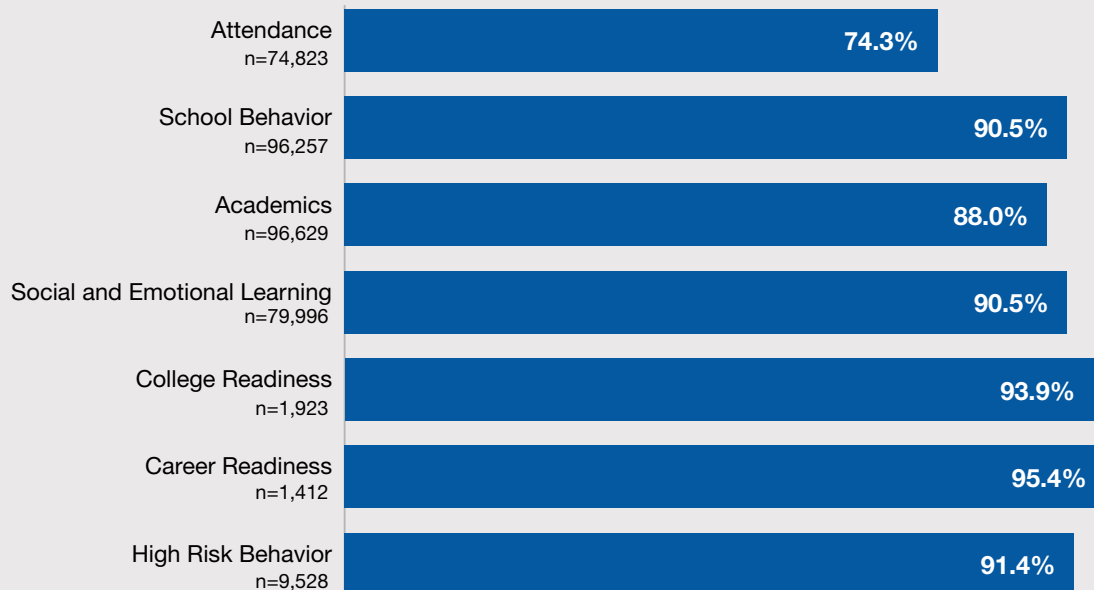
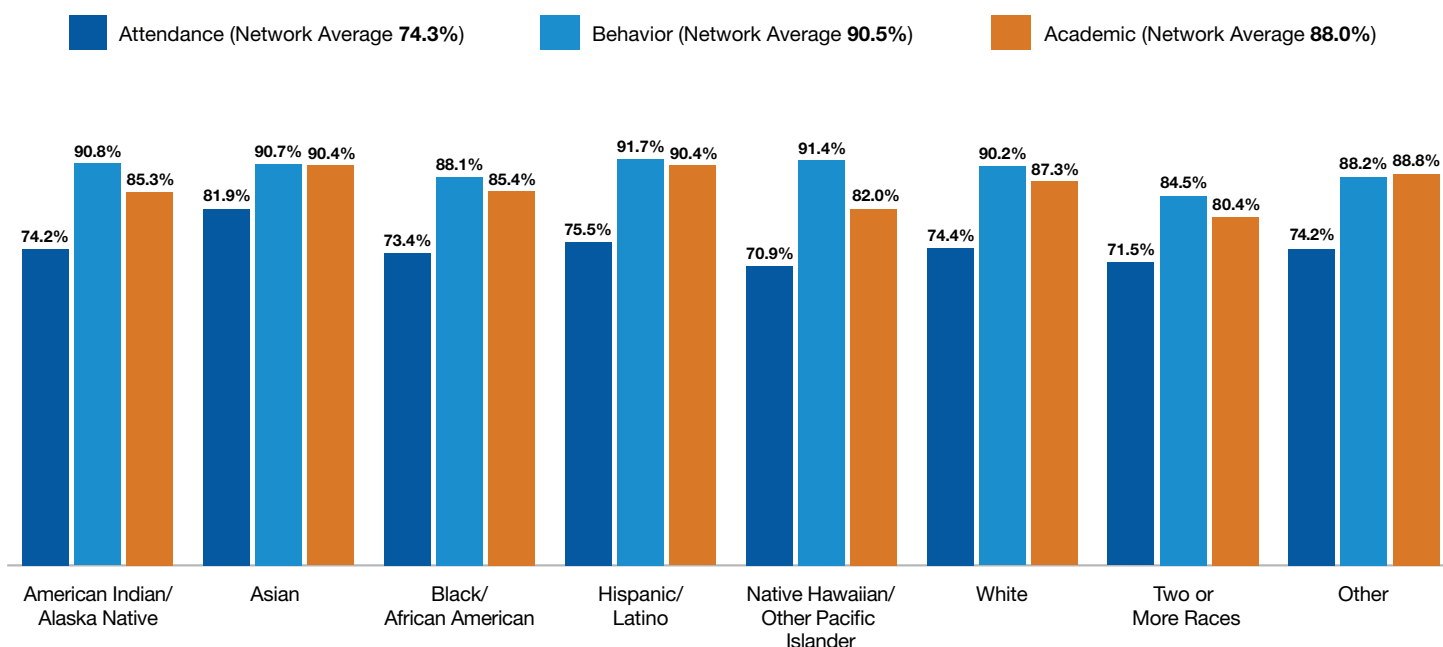


Figure 13. Percent of Students Who Met or Made Progress Towards Goals, by Race/Ethnicity¹⁴



¹³ ABCS refers to Attendance, Behavior, Course Performance (Academics), and Social and Emotional Learning. Case-managed students are required to work towards at least one goal in one of these areas during the school year. Each goal area excludes students with missing achievement for that goal.

¹⁴ See Table 11 for N sizes. Excludes Social and Emotional Learning due to insufficient data by race/ethnicity. Individuals identified as a race/ethnicity other than those listed are included in the category of Other.

Student Outcomes

Figure 14. K-11 Case-Managed Students Who Stayed In School¹⁵

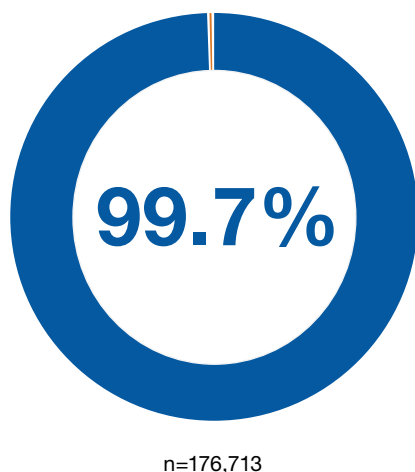


Figure 15. K-11 Case-Managed Student Year-End Status¹⁶

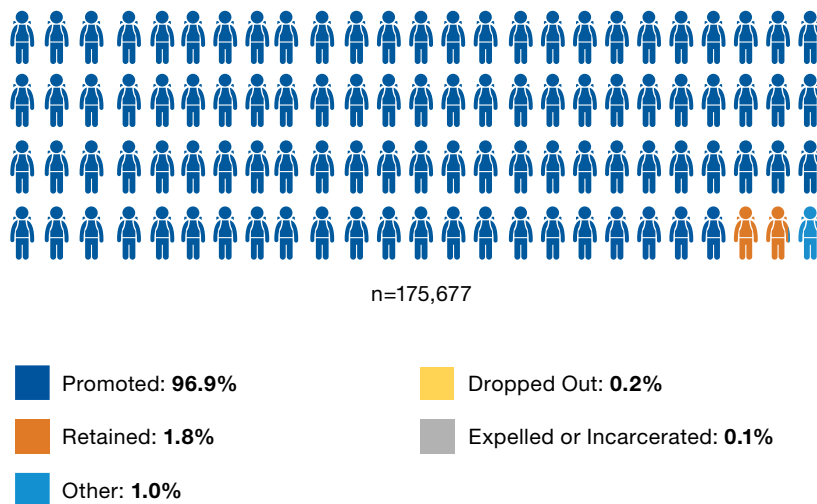
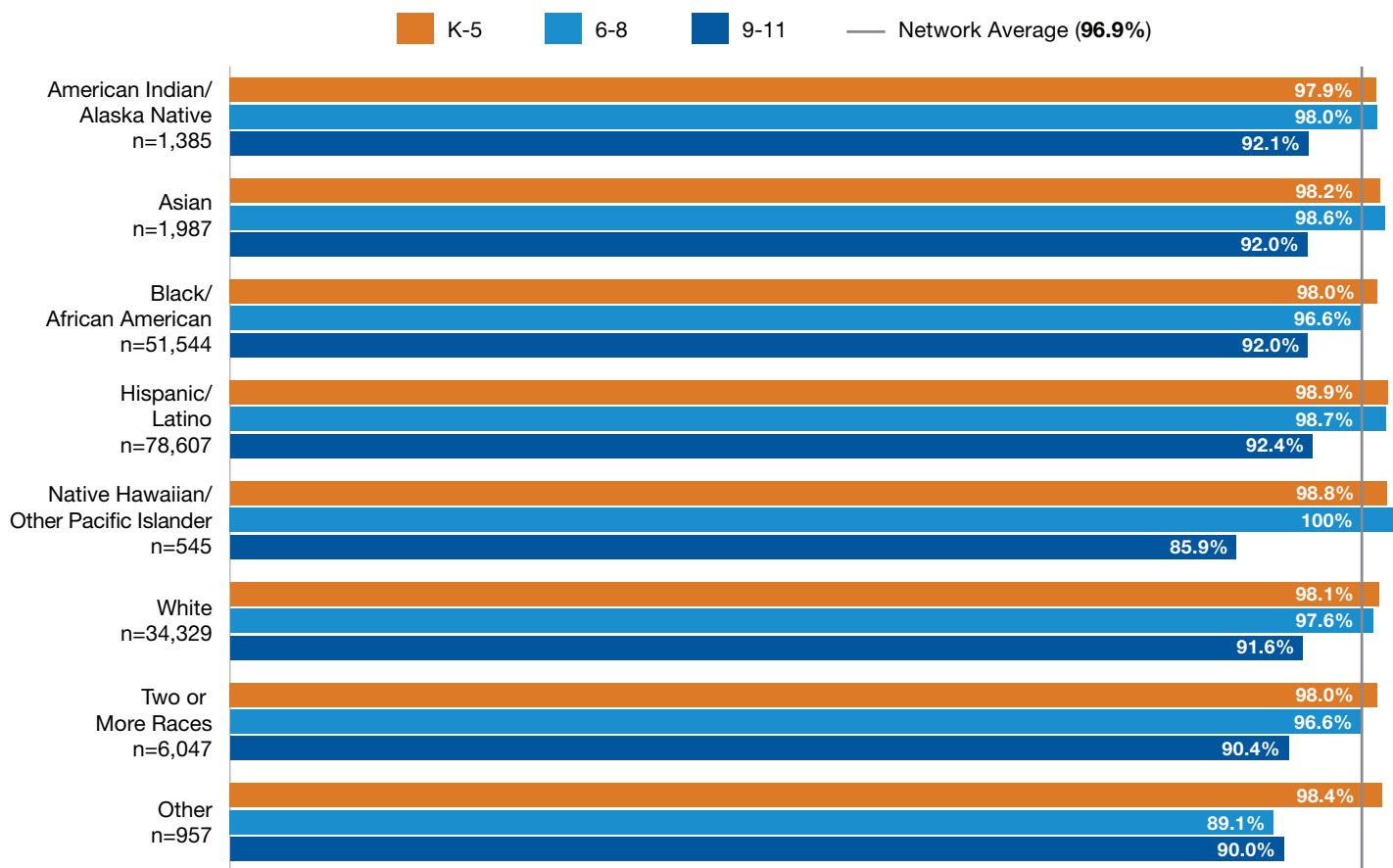


Figure 16. Percent of K-11 Students Who Were Promoted, by Race and Grade Level¹⁷



¹⁵ Does not include K-11 students who transferred (n=14,972), were deceased (n=9), or whose year-end status was unknown (n=30).

¹⁶ Does not include K-11 students who graduated (n=947), received a GED (n=89), transferred (n=14,972), were deceased (n=9), or whose year-end status was unknown (n=30).

¹⁷ Does not include K-11 students who graduated (n=947), received a GED (n=89), transferred (n=14,972), were deceased (n=9), or whose year-end status was unknown (n=30). Does not include K-11 students whose race/ethnicity is unknown (n=276).

Figure 17. Grade 12 Case-Managed Students Who Stayed In School¹⁸



Figure 18. Grade 12 Case-Managed Student Year-End Status¹⁸

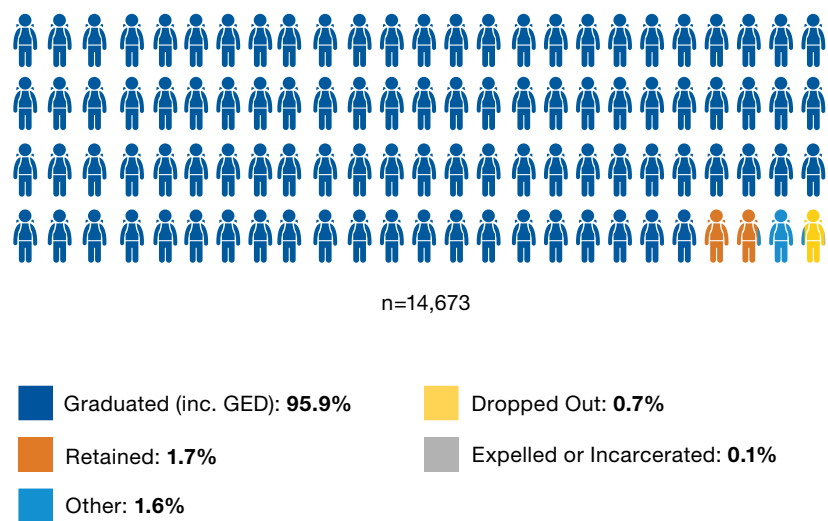
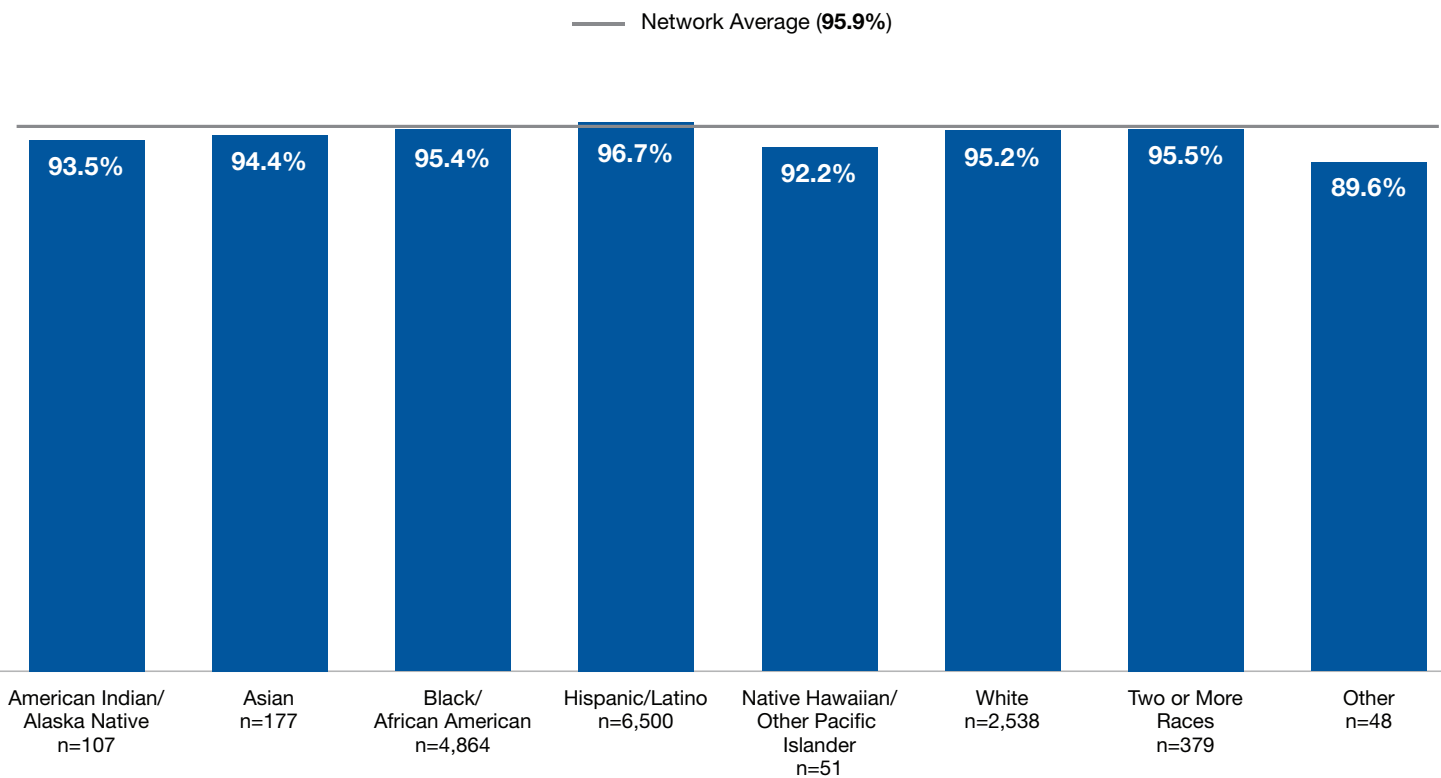


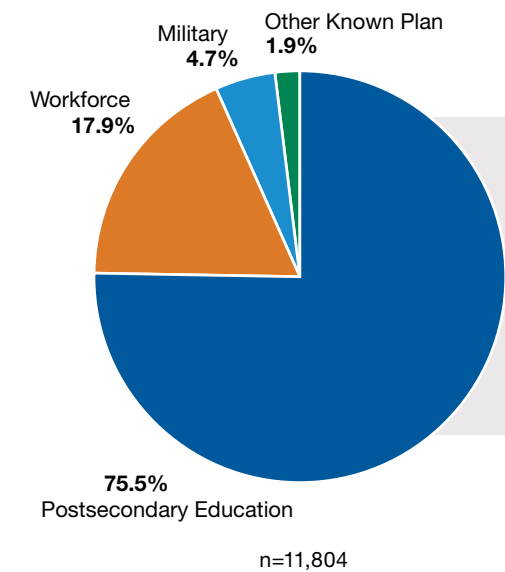
Figure 19. Percent of Grade 12 Students Who Graduated/Received a GED, by Race/Ethnicity¹⁹



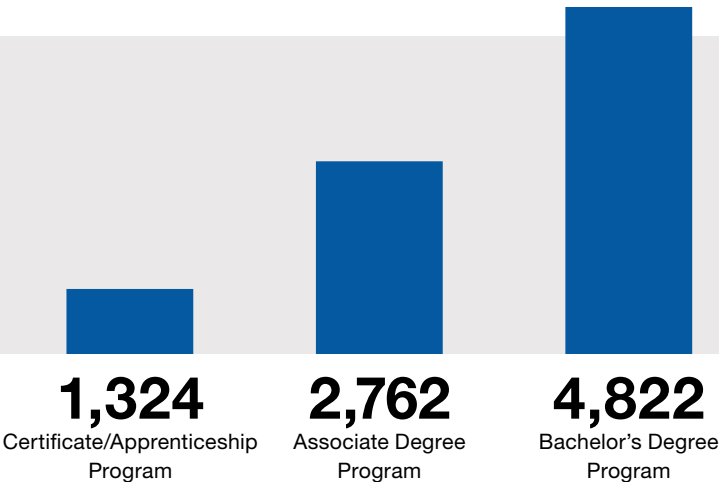
¹⁸ Does not include seniors who transferred (n=595), were deceased (n=3), or whose year-end status was unknown (n=4).
¹⁹ Does not include seniors who transferred (n=595), were deceased (n=3), or whose year-end status was unknown (n=4). Does not include seniors whose race/ethnicity is unknown (n=9).

Student Outcomes

Figure 20. Post-High School Plans²⁰



Postsecondary Education Type Breakdown



²⁰ Does not include students whose post-high school plans are unknown (n=3,266).

Student and Community Data Tables

Table 1. Community Demographics

Characteristic	School Support Staff	Central Office Staff	Executive Directors	Board Members
Race/Ethnicity (N) ²¹	3,653	1,284	111	1,645
American Indian/Alaska Native	33	10	--	25
Asian	39	23	1	18
Black/African American	1,169	377	26	413
Hispanic/Latino	991	200	18	171
Native Hawaiian/Other Pacific Islander	14	4	--	2
White	1,307	632	65	985
Two or More Races	90	34	1	20
Other	10	4	--	11
Race/Ethnicity (%) ²¹				
American Indian/Alaska Native	0.9%	0.8%	--	1.5%
Asian	1.1%	1.8%	0.9%	1.1%
Black/African American	32.0%	29.4%	23.4%	25.1%
Hispanic/Latino	27.1%	15.6%	16.2%	10.4%
Native Hawaiian/Other Pacific Islander	0.4%	0.3%	--	0.1%
White	35.8%	49.2%	58.6%	59.9%
Two or More Races	2.5%	2.6%	0.9%	1.2%
Other	0.3%	0.3%	--	0.7%

Table 2. Number of Students Served, 2021-2025

Support Type	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	Percent Change 2021-2025
Students Receiving Whole-School Supports Only	1,468,578	1,643,886	1,805,201	1,876,810	1,687,204	14.9%
Students Receiving Case Management	146,382	185,368	198,879	201,270	209,347	43.0%
Total Students Served	1,614,960	1,829,254	2,004,080	2,078,080	1,896,551	17.4%

Table 3. Case-Managed Student Demographics

Characteristic	Number of Students	Percent of Students
Race/Ethnicity ²²	209,039	
American Indian/Alaska Native	1,635	0.8%
Asian	2,311	1.1%
Black/African American	62,660	30.0%
Hispanic/Latino	92,865	44.4%
Native Hawaiian/Other Pacific Islander	659	0.3%
White	40,621	19.4%
Two or More Races	7,204	3.4%
Other	1,084	0.5%

²⁰ Does not include individuals whose race/ethnicity is unknown or prefer not to answer (school support staff: n=209, central office staff: n=93, executive directors: n=3, board members: n=91).

²² Does not include students whose race/ethnicity is unknown or prefer not to answer (n=308).

Student and Community Data Tables

Table 4. Case-Managed Student Attributes²³

Characteristic	Students with Attribute (%)	Students with Attribute (N)	Total w/ Known Status	% of CM Students Represented
Attribute				
Adjudicated Youth	3.3%	3,327	99,446	47.5%
Child of Active Duty Military	2.6%	2,492	96,033	45.9%
English Language Learner	32.1%	43,420	135,143	64.6%
Experienced/Exposed to Trauma	48.1%	39,843	82,853	39.6%
Foster Care/Group Home	2.2%	2,259	100,577	48.0%
Free and Reduced-Price Lunch Eligible	94.5%	171,881	181,865	86.9%
Housing Instability	9.3%	9,370	100,336	47.9%
Incarcerated Parent	8.2%	7,412	90,704	43.3%
Over Age/Under Credit	4.4%	4,135	93,553	44.7%
Pregnant/Parenting	0.8%	911	109,420	52.3%
Special Education	23.2%	29,310	126,320	60.3%

Table 5. Case-Managed Students Referred for Attendance, by Race/Ethnicity²⁴

Characteristic	Number of Students Referred	Number of Students with Attendance Referral	Percent of Students
Race/Ethnicity			
American Indian/Alaska Native	1,316	373	28.3%
Asian	1,711	207	12.1%
Black/African American	48,330	13,112	27.1%
Hispanic/Latino	56,134	10,529	18.8%
Native Hawaiian/Other Pacific Islander	487	171	35.1%
White	28,740	8,755	30.5%
Two or More Races	5,969	2,134	35.8%
Other	772	202	26.2%

Table 6. Case-Managed Students Referred for Behavior, by Race/Ethnicity²⁴

Characteristic	Number of Students Referred	Number of Students with Behavior Referral	Percent of Students
Race/Ethnicity			
American Indian/Alaska Native	1,316	424	32.2%
Asian	1,711	681	39.8%
Black/African American	48,330	17,414	36.0%
Hispanic/Latino	56,134	23,601	42.0%
Native Hawaiian/Other Pacific Islander	487	119	24.4%
White	28,740	9,518	33.1%
Two or More Races	5,969	1,317	22.1%
Other	772	188	24.4%

²³ Total w/ Known Status is a subset of the 209,347 case-managed students served during the 2024-25 school year. The percent of students with attributes displayed in this table may not reflect large proportions of students (e.g., % of CM Students Represented).

²⁴ Individuals identified as a race/ethnicity other than those listed are included in the category of Other. Does not include students whose race/ethnicity is unknown (Attendance: n=75 and Behavior: n=57).

Student and Community Data Tables

Table 7. Case-Managed Students Referred for Academics, by Race/Ethnicity²⁵

Characteristic	Number of Students Referred	Number of Students with Academic Referral	Percent of Students
Race/Ethnicity			
American Indian/Alaska Native	1,316	661	50.2%
Asian	1,711	639	37.3%
Black/African American	48,330	19,456	40.3%
Hispanic/Latino	56,134	25,686	45.8%
Native Hawaiian/Other Pacific Islander	487	206	42.3%
White	28,740	9,923	34.5%
Two or More Races	5,969	2,155	36.1%
Other	772	287	37.2%

Table 8. Case-Managed Students Referred for Basic Needs, by Race/Ethnicity²⁵

Characteristic	Number of Students Referred	Number of Students with Basic Needs Referral	Percent of Students
Race/Ethnicity			
American Indian/Alaska Native	1,316	281	21.4%
Asian	1,711	534	31.2%
Black/African American	48,330	11,531	23.9%
Hispanic/Latino	56,134	15,184	27.0%
Native Hawaiian/Other Pacific Islander	487	135	27.7%
White	28,740	6,813	23.7%
Two or More Races	5,969	1,233	20.7%
Other	772	200	25.9%

Table 9. Case-Managed Students Referred for Social and/or Emotional Concerns, by Race/Ethnicity^{25,26}

Characteristic	Number of Students Referred	Number of Students with Social-Emotional Referral	Percent of Students
Race/Ethnicity			
American Indian/Alaska Native	763	249	32.6%
Asian	548	238	43.4%
Black/African American	30,971	12,606	40.7%
Hispanic/Latino	12,427	5,467	44.0%
Native Hawaiian/Other Pacific Islander	322	139	43.2%
White	19,161	9,393	49.0%
Two or More Races	5,969	2,899	48.6%
Other	772	362	46.9%

²⁵ Individuals identified as a race/ethnicity other than those listed are included in the category of Other. Does not include students whose race/ethnicity is unknown (Academics: n=55, Basic Needs: n=46, Social and/or Emotional Concerns: n=126).

²⁶ Social and/or Emotional Concerns not tracked as a referral reason for CIS affiliates in Texas.

Student and Community Data Tables

Table 10. Goal Achievement of Case-Managed Students

Student Goal	Number of Students with Assigned Goal	Number of Students Who Met or Made Progress Towards goal	Percent
Attendance	74,823	55,615	74.3%
School Behavior	96,257	87,075	90.5%
Academics	96,629	85,016	88.0%
Social and Emotional Learning	79,996	72,387	90.5%
College Readiness	1,923	1,805	93.9%
Career Readiness	1,412	1,347	95.4%
High-Risk Behavior	9,528	8,707	91.4%

Table 11. Students Who Met or Made Progress Towards Goals, by Race/Ethnicity²⁷

Characteristic	Attendance			Behavior			Academics		
	N-Size	# Students	% Students	N-Size	# Students	% Students	N-Size	# Students	% Students
Total	74,648	55,489	74.3%	96,215	87,043	90.5%	96,473	84,883	88.0%
Am. Indian/AK Native	558	414	74.2%	619	562	90.8%	748	638	85.3%
Asian	503	412	81.9%	1,287	1,167	90.7%	955	863	90.4%
Black/African Amer.	25,429	18,664	73.4%	24,467	21,548	88.1%	29,684	25,338	85.4%
Hispanic/Latino	26,012	19,634	75.5%	53,854	49,392	91.7%	45,902	41,480	90.4%
Native Hawaiian/Other PI	223	158	70.9%	210	192	91.4%	289	237	82.0%
White	18,116	13,472	74.4%	14,696	13,262	90.2%	15,844	13,837	87.3%
Two or More Races	3,315	2,370	71.5%	938	793	84.5%	2,606	2,095	80.4%
Other	492	365	74.2%	144	127	88.2%	445	395	88.8%

Table 12. Case-Managed Student Year-End Status²⁸

Characteristic	Grades K-11		Grade 12	
	Number of Students	Percent of Students ²⁹	Number of Students	Percent of Students ²⁹
Stayed in school	176,098	99.7%	14,519	99.0%
Status Breakdown				
Promoted	170,185	96.9%	--	--
Graduated	947	--	14,027	95.6%
GED	89	--	45	0.3%
Retained	3,196	1.8%	253	1.7%
Transferred	14,972	--	595	--
Dropped Out	338	0.2%	98	0.7%
Expelled	165	0.1%	8	0.1%
Incarcerated	23	0.01%	3	0.02%
Deceased	9	--	3	--
Other	1,770	1.0%	239	1.6%

²⁷ Individuals identified as a race/ethnicity other than those listed are included in the category of Other.

²⁸ Does not include students in Pre-K (n=2,104) or college (n=3), or students with other/unknown grade level (n=23).

²⁹ K-11: Does not include students who graduated (n=947), received a GED (n=89), transferred (n=14,972), were deceased (n=9), or whose year-end status was unknown (n=30).

Grade 12: Does not include seniors who transferred (n=595), were deceased (n=3), or whose year-end status was unknown (n=4).

Student and Community Data Tables

Table 13. Post-High School Plans³⁰

Plans After Graduation	Number of Students	Percent of Students
Graduates with Reported Postsecondary Plans	11,804	
Postsecondary Education (any type)	8,908	75.5%
Certification/Apprenticeship Program	1,324	--
Associate Degree Program	2,762	--
Bachelor's Degree Program	4,822	--
Workforce	2,116	17.9%
Military	557	4.7%
Other Known Plan	223	1.9%



³⁰ Includes students in grades K-11 who graduated high school or received a GED. Does not include students whose post-high school plans are unknown (n=3,266).

School/Community-Based Site Characteristics

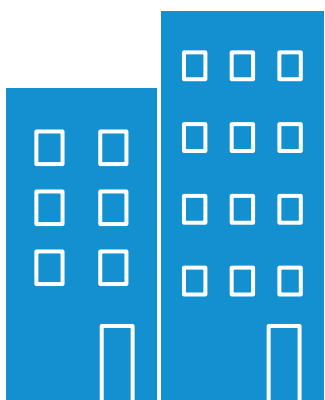
3,716
Total Sites

Our network served more than 3,700 sites across approximately 500 school districts. The Communities In Schools model was implemented in 85% of these sites. In addition, General Youth Services (GYS) sites are providing supports for students before, during and after school, on the weekends, and over the summer.



CIS Model and General Youth Services (GYS) Breakdown

3,150
CIS Model
Schools



566
GYS
Sites³¹

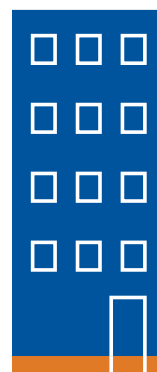


Figure 21. School Level Breakdown³²

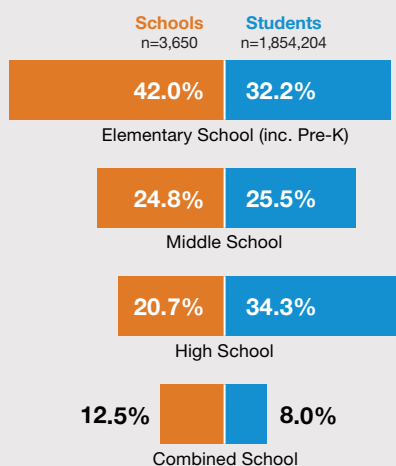


Figure 22. School Locale Breakdown³³

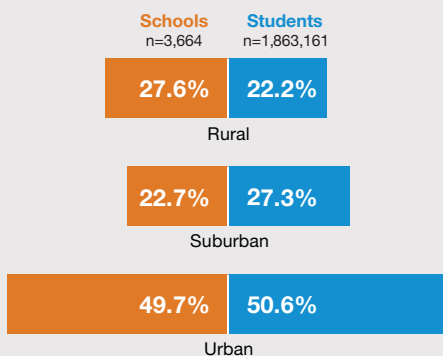
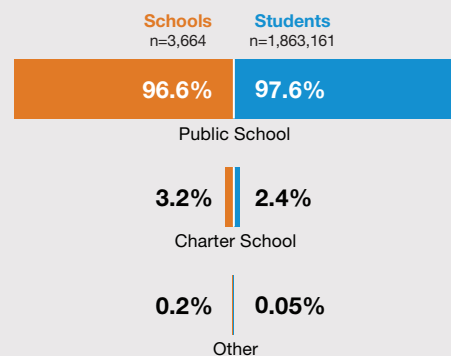


Figure 23. School Category Breakdown³⁴



³¹ Virtual campuses are counted as community-based sites under General Youth Services (GYS).

³² Based on National Center for Education Statistics (NCES) designations by grades offered. Does not include community-based sites (n=36 sites and 24,257 students), colleges (n=16 sites and 9,133 students), or secondary schools (n=14 sites and 8,957 students).

³³ Based on NCES locale designations. Does not include community-based sites (n=36 sites and 24,257 students) or colleges (n=16 sites and 9,133 students).

³⁴ Does not include community-based sites (n=36 sites and 24,257 students) or colleges (n=16 sites and 9,133 students). Charter School category includes public charters.

School/Community-Based Site Characteristics

Figure 24. Title I Funding and Eligibility of Schools³⁵

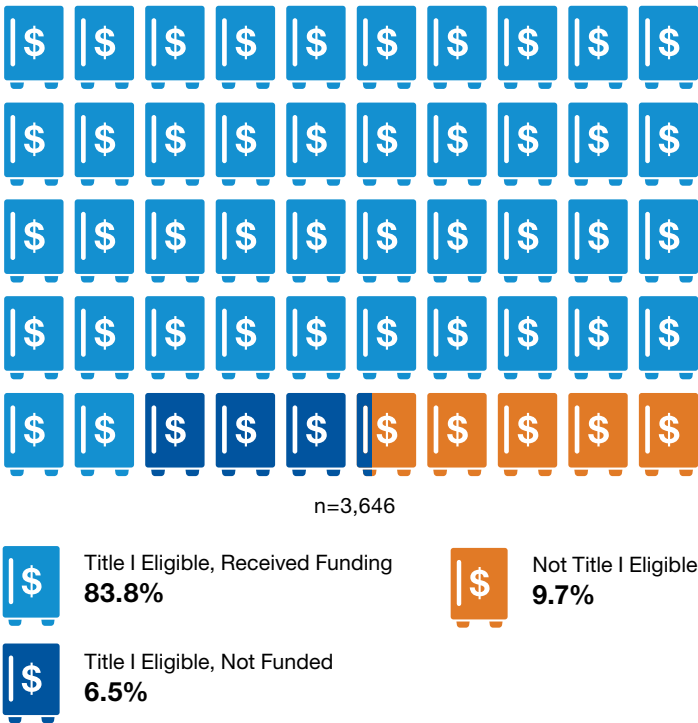
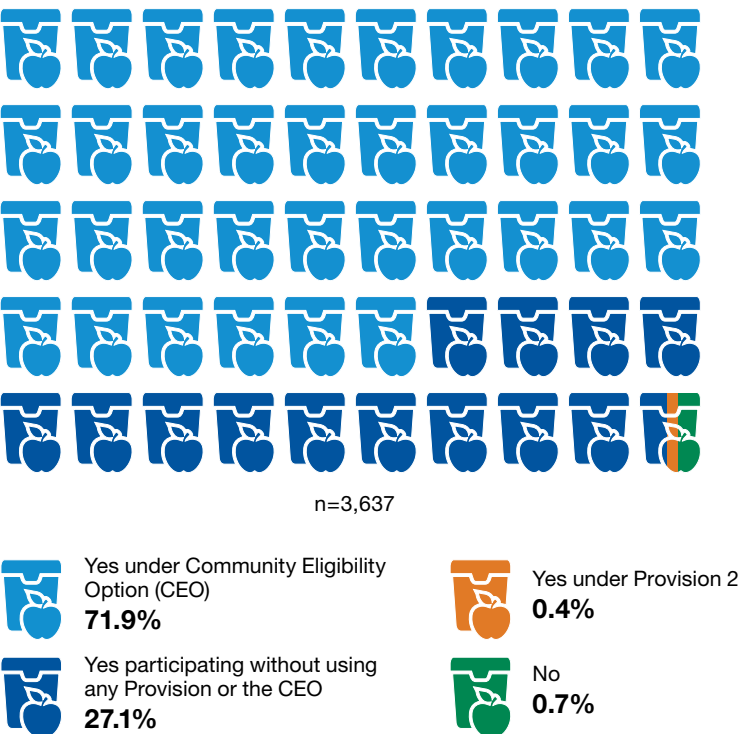


Figure 25. National School Lunch Program³⁶



³⁵ Does not include community-based sites (n=36), colleges (n=16), or schools with unknown eligibility (n=18).

³⁶ Provision 2 allows schools to offer free meals to all students based on the percentage of directly certified students, with eligibility reevaluated periodically for up to four years. Does not include community-based sites (n=36), colleges (n=16), or schools with unknown CEP eligibility (n=27).

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

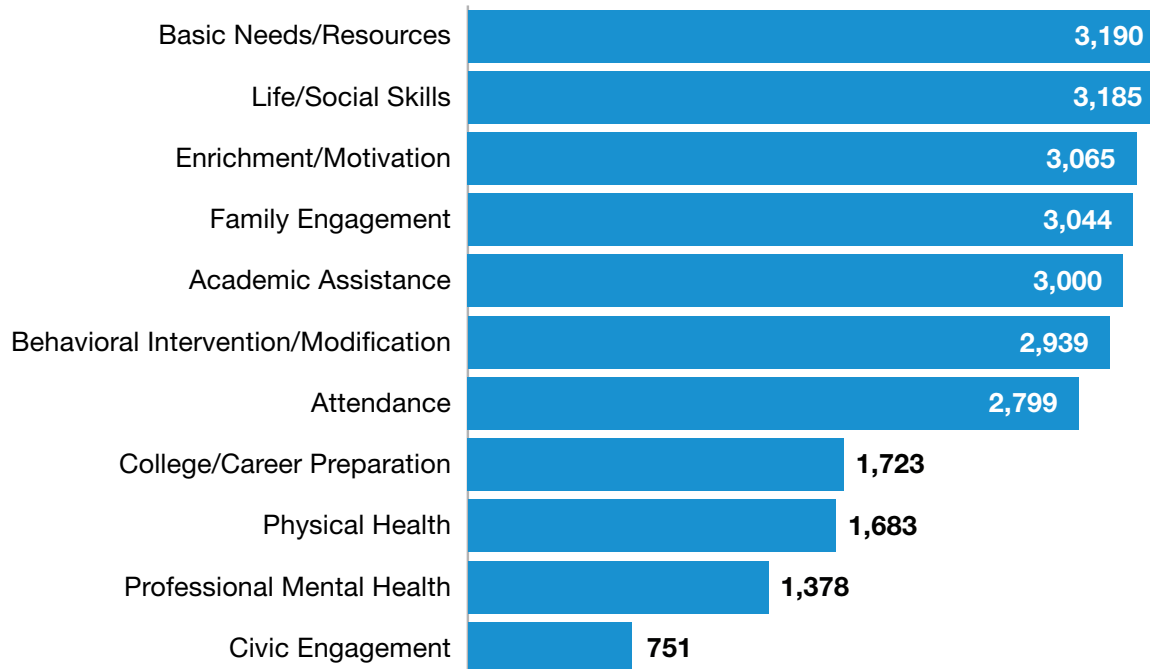
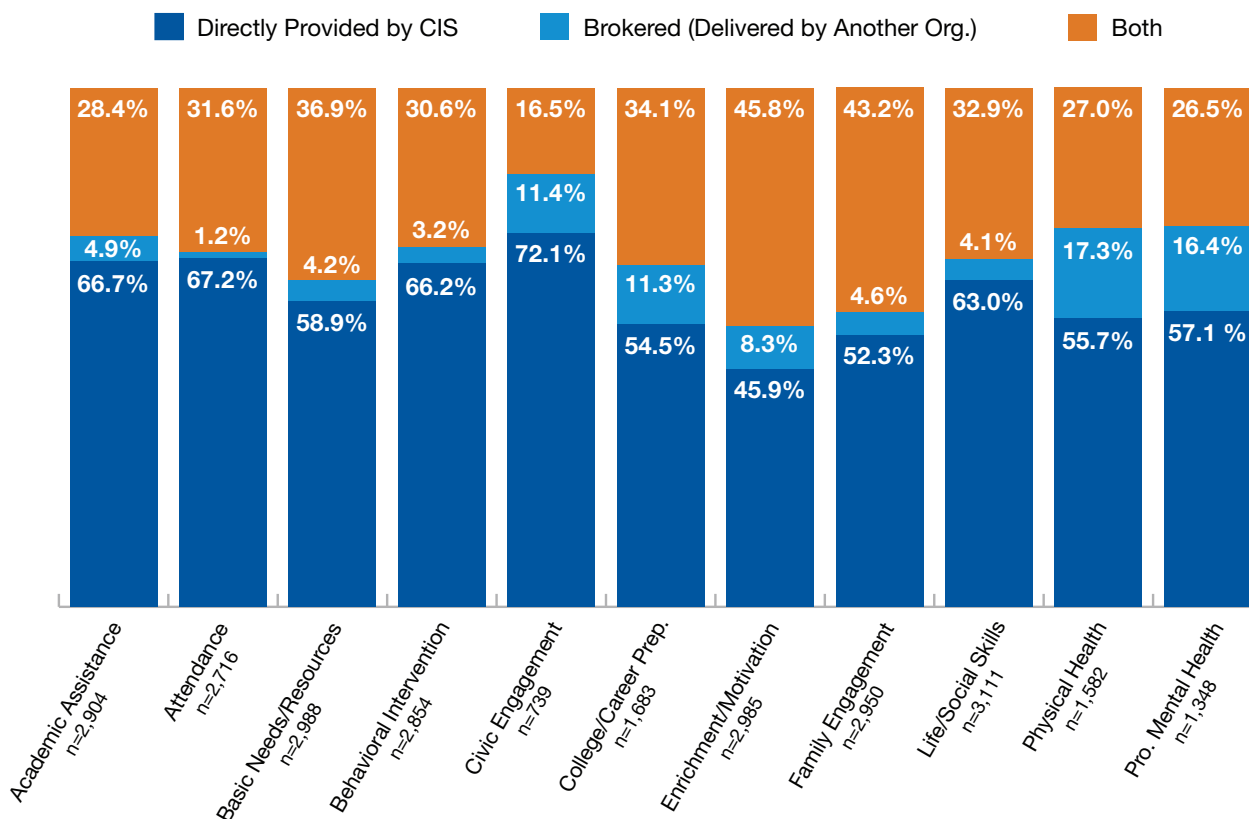


Figure 27. Percent of Sites Providing and/or Brokering Supports, by CIS Support Category³⁷



³⁷ Does not include sites for which method of support delivery is unknown (number varies by support category).

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

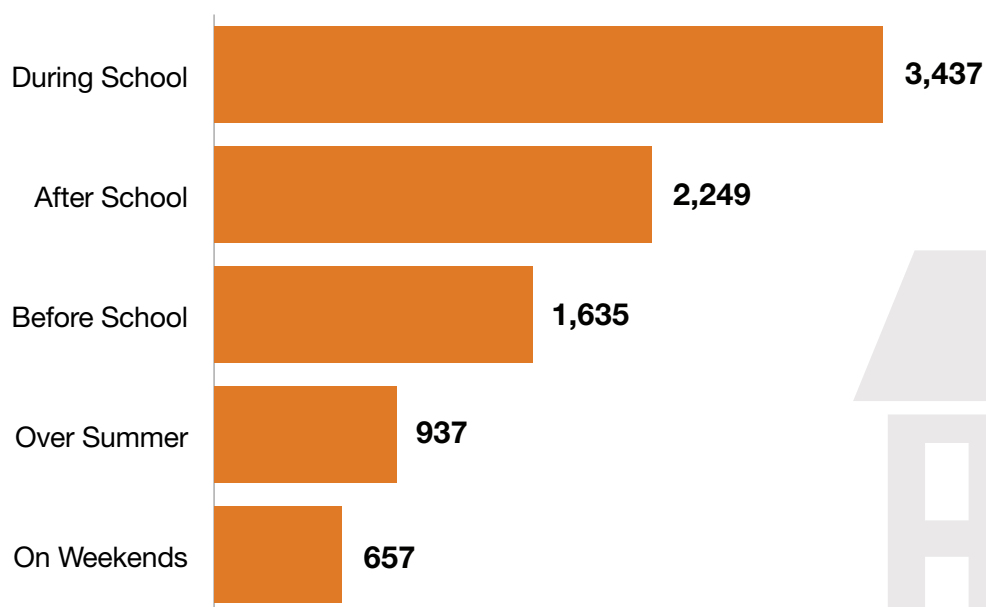
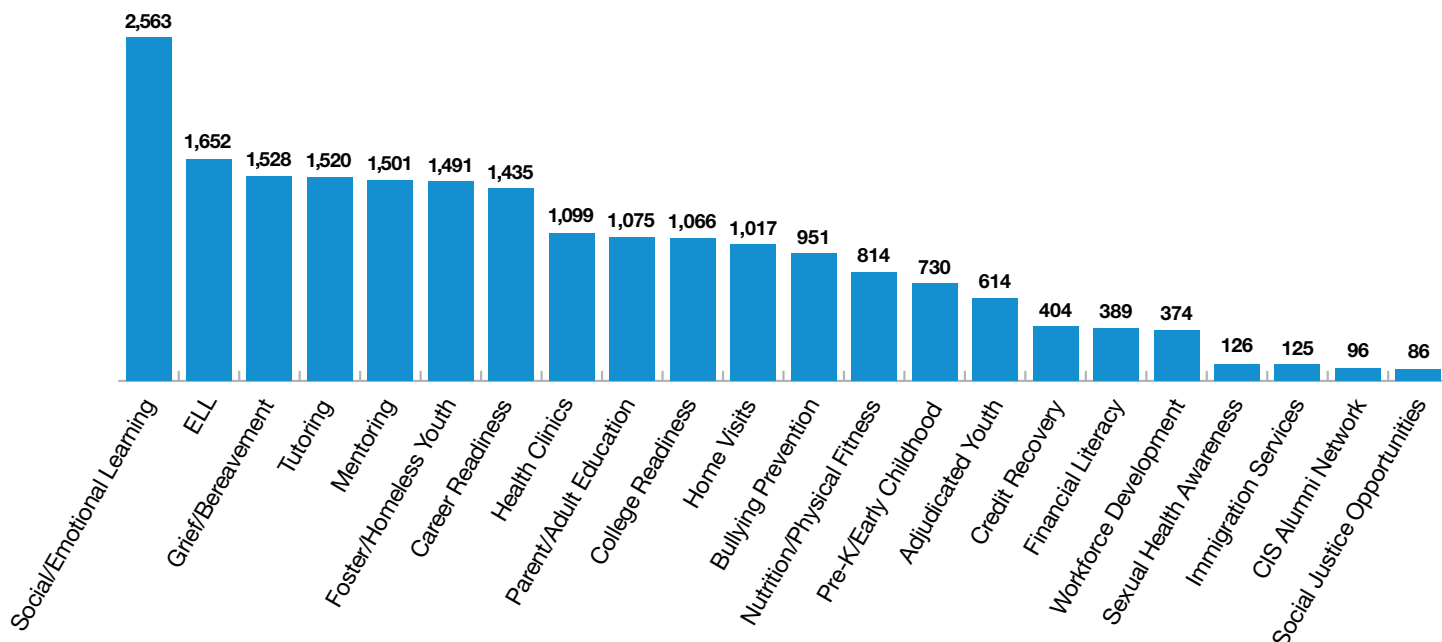
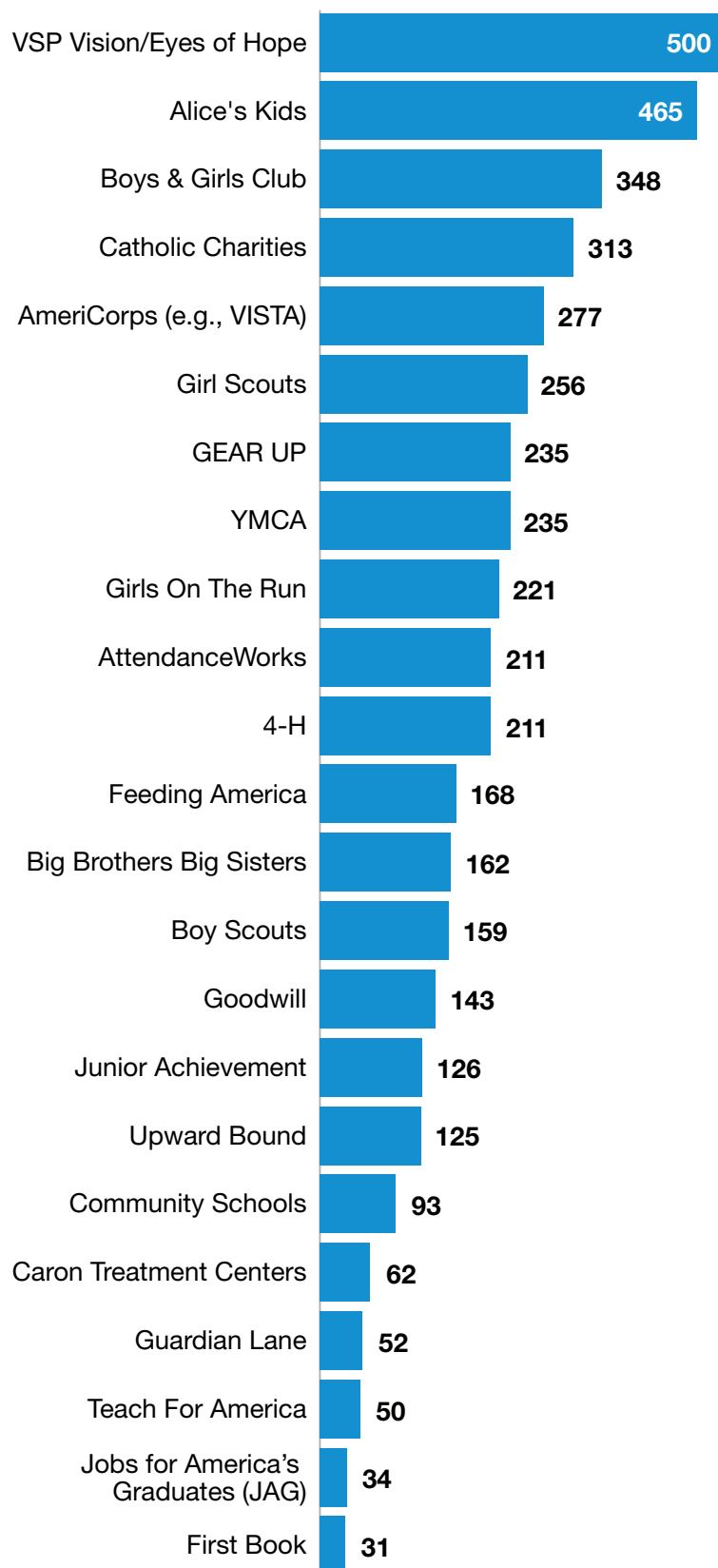


Figure 29. Number of Sites Offering Specialized Supports



Partners and Programs

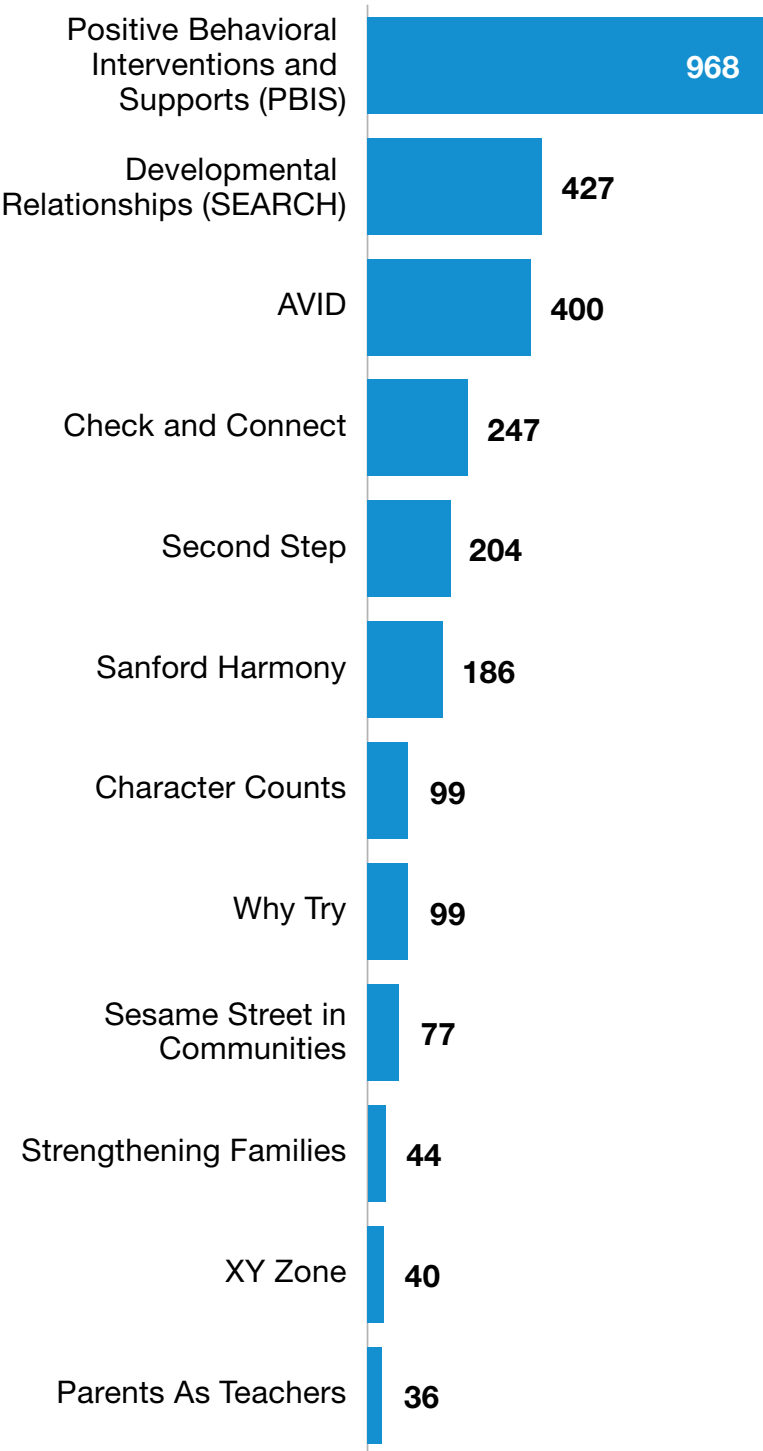
Figure 30. Number of Sites Reporting Partnerships³⁸



³⁸ List reflects the top national partners chosen by the network. Additional partners reported were City Year (n=23), Reading Is Fundamental (n=23), National Urban League (n=20), BELL (n=18), Share Our Strength/No Kid Hungry (n=12), Active Kids + Minds (n=10), Higher Achievement (n=9), Year Up (n=6), SelfSea (n=3), and Learning Heroes (n=2).



Figure 31. Number of Sites Reporting Evidence-Based Programs³⁹

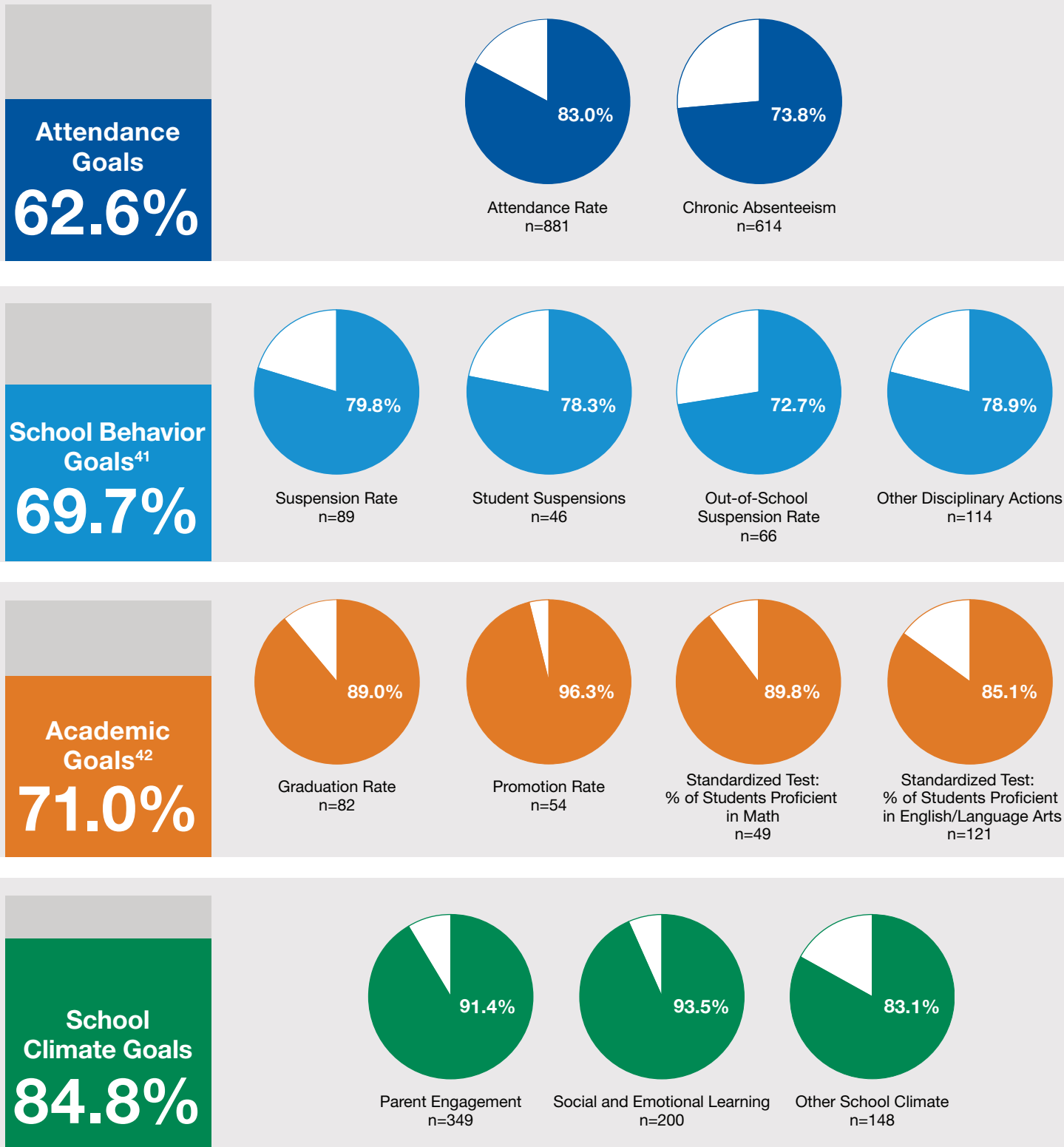


³⁹ List reflects the top evidence-based programs chosen by the network. Additional evidence-based programs reported were Families and Schools Together (FAST) (n=10), Contentment Foundation Four Pillars of Wellbeing (n=6), and Incredible Years (n=3).

CIS® Data Book 2024-25 | 25

School and Student Goals

Figure 32. Schools that Met or Made Progress Towards Their School-wide Goals⁴⁰



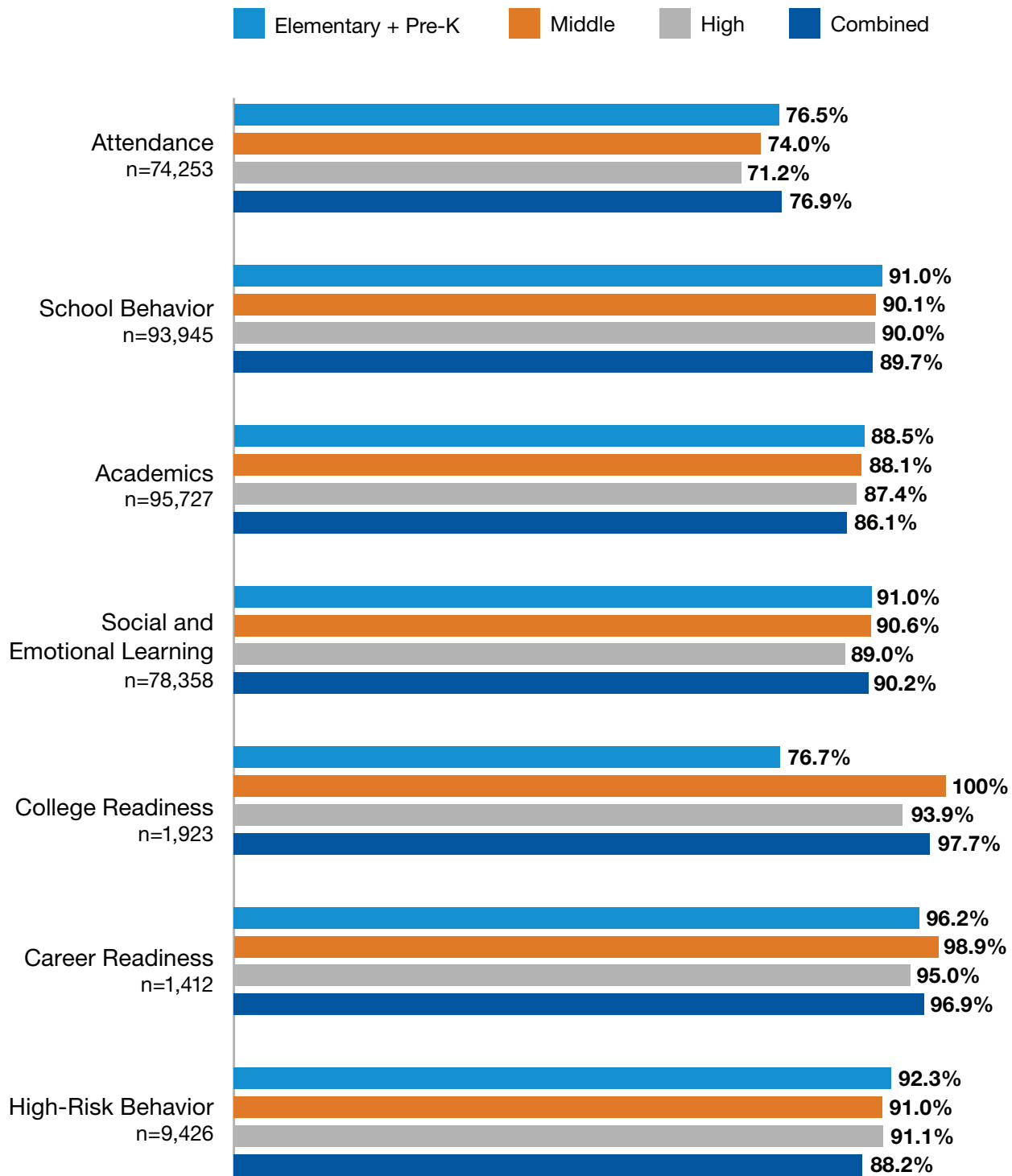
⁴⁰ Includes 130 General Youth Services sites that tracked site-wide goals. Excludes metrics with fewer than 10 schools tracking as a goal. Metric pie charts exclude CIS affiliates in Texas. Overall, 66.1% of schools met their goals in the area of College and Career Readiness. No individual College/Career metric was tracked by 10 or more schools.

⁴¹ Additional behavior metric chart removed due to lack of space: 83.3% of schools met or made progress towards their In-School Suspension Rate goals (n=18).

⁴² Additional academic metric charts removed due to lack of space: 100% of schools met their Math end-of-course testing goals (n=13), and 90.9% of schools met their English/Language Arts/Reading end-of-course testing goals (n=22).

School and Student Goals

Figure 33. Percent of Case-Managed Students Who Met or Made Progress Towards Assigned Goal, by School Level⁴³



⁴³ Does not include students in community-based sites (n=1,756) or secondary schools (n=1,204) tracking student-level goals.

Comparisons by School Locale

Figure 34. Average CIS Model School Saturation Rates, by Locale⁴⁴

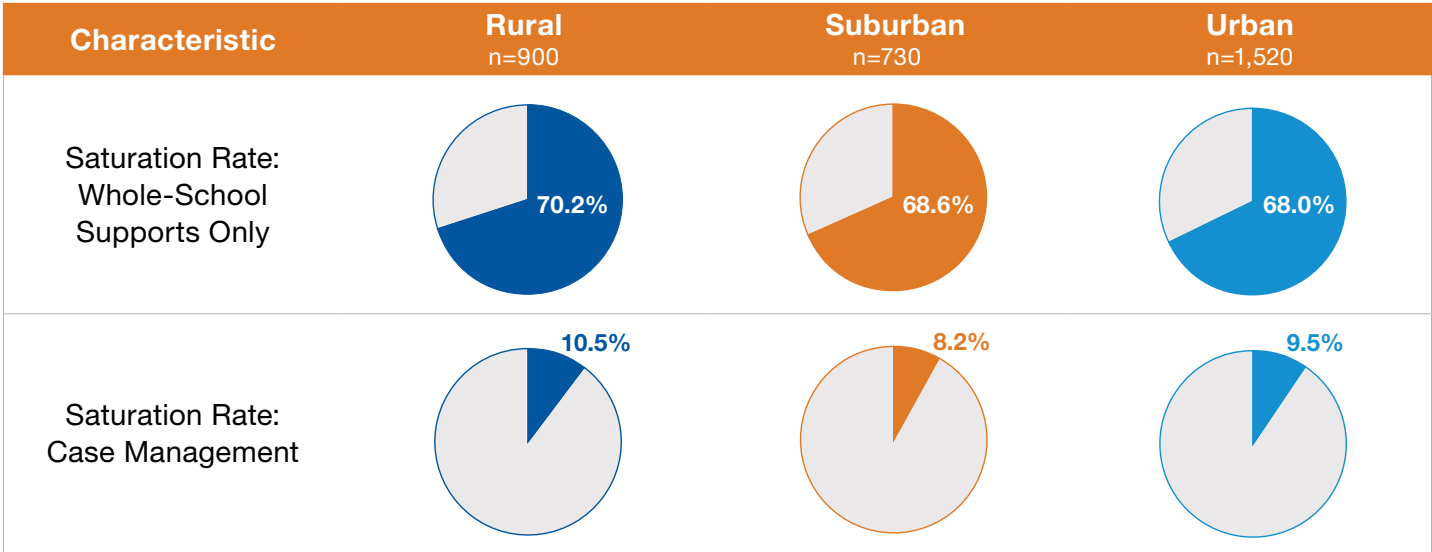
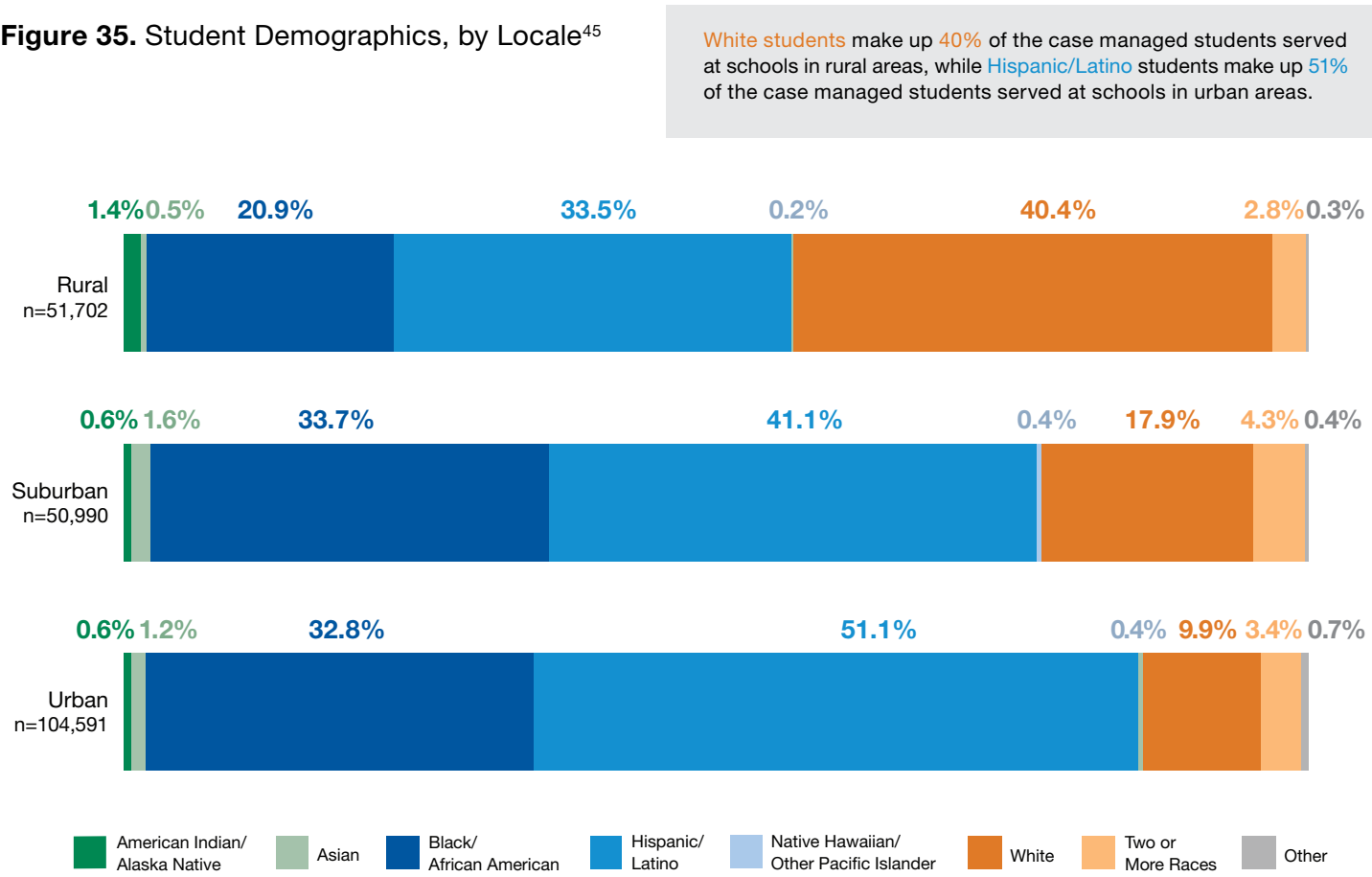


Figure 35. Student Demographics, by Locale⁴⁵



⁴⁴ See Table 15 for total sites within each locale category.
⁴⁵ Does not include students in community-based sites (n=1,756), students with unknown race/ethnicity (n=308).

Comparisons by School Locale

Figure 36. Percent of Case-Managed (CM) Students with Attribute Attending Rural Schools^{46,47}

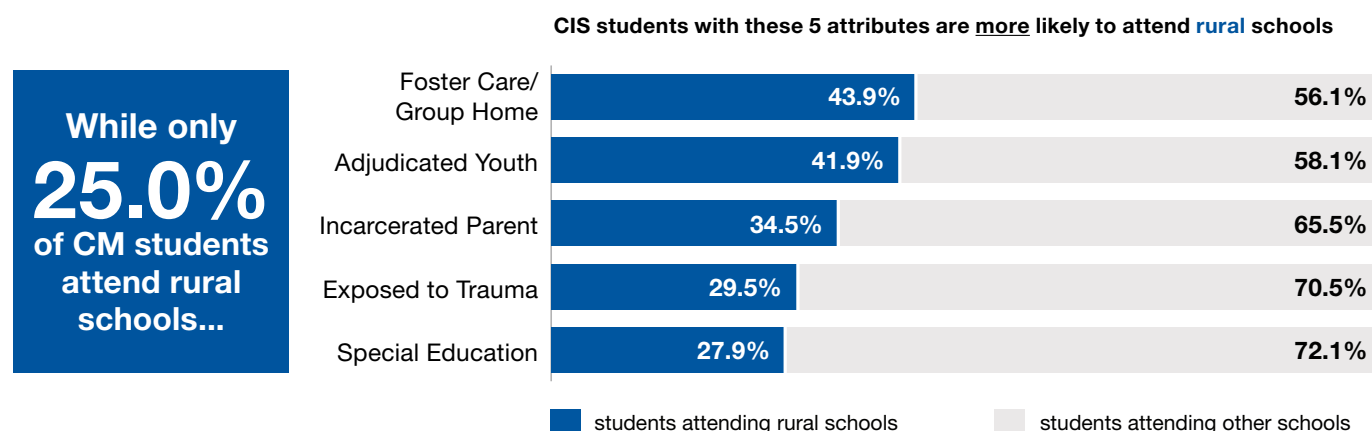


Figure 37. Percent of Case-Managed (CM) Students with Attribute Attending Suburban Schools^{46,47}

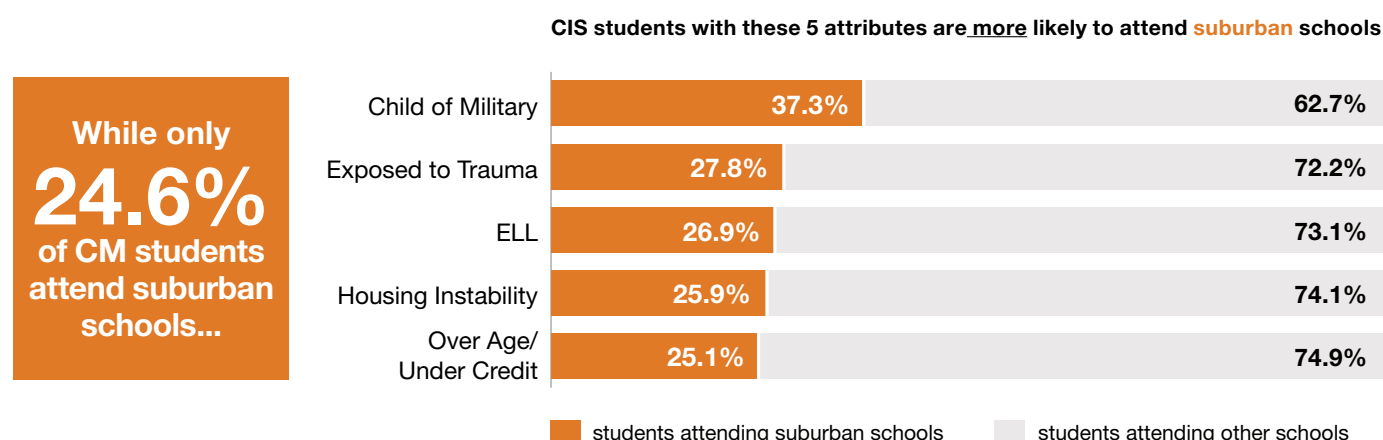
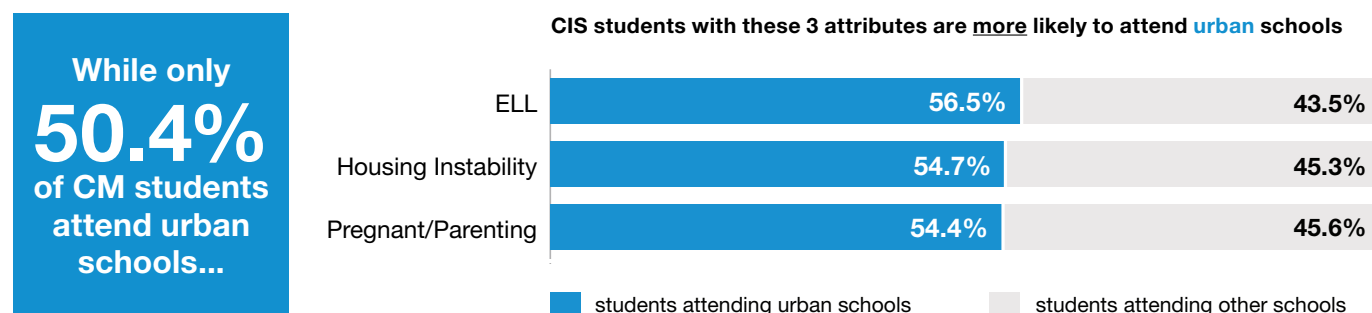


Figure 38. Percent of Case-Managed (CM) Students with Attribute Attending Urban Schools⁴⁶

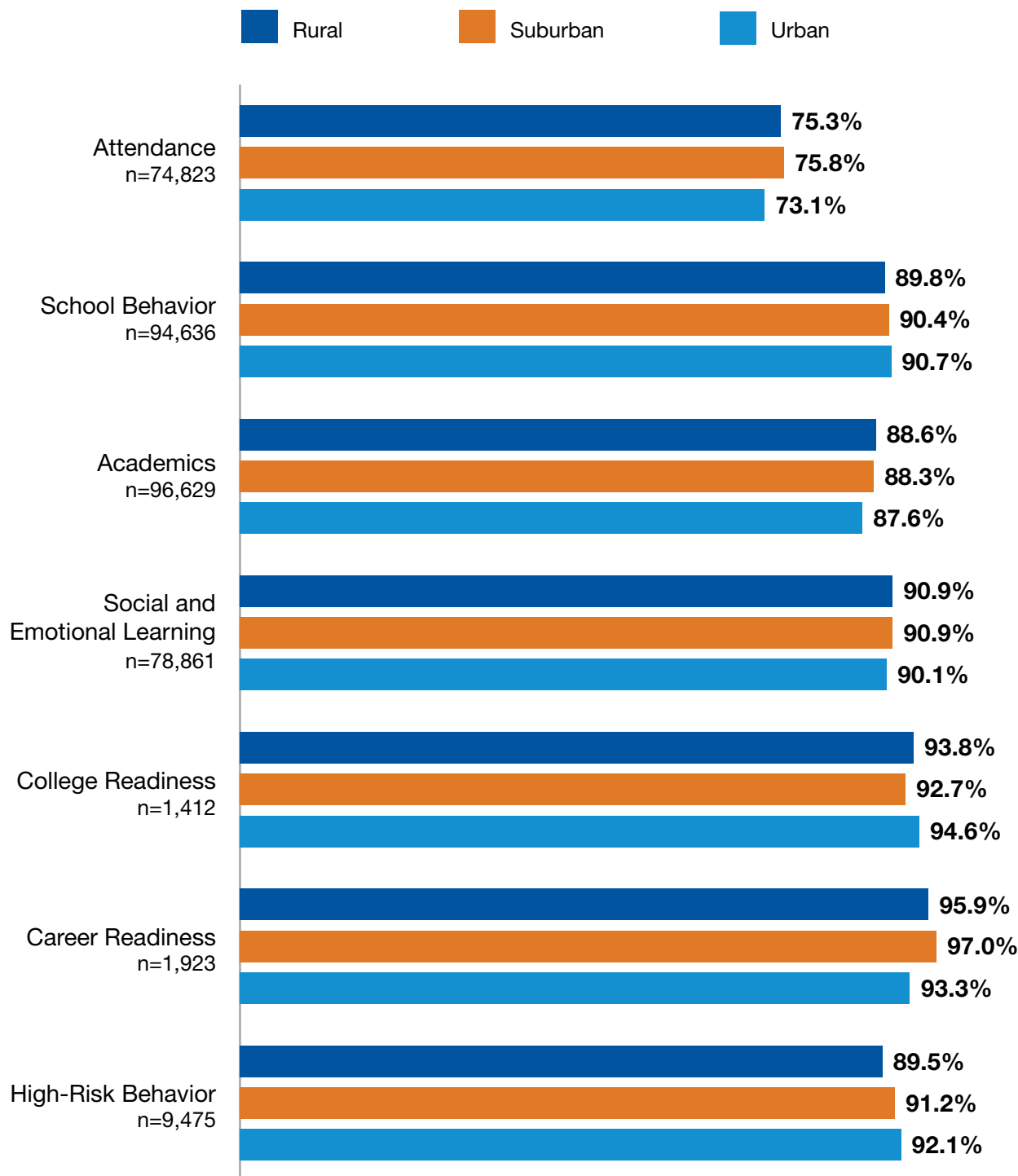


⁴⁶ Does not include case-managed students served in community-based sites (n=1,756). Reflects only the number of students identified with a Yes response, which varies by attribute.

⁴⁷ Excludes the following due to lack of space: 25.3% of students who are Older Than Typical Age for Grade/ Behind in Credits attend rural schools.

Comparisons by School Locale

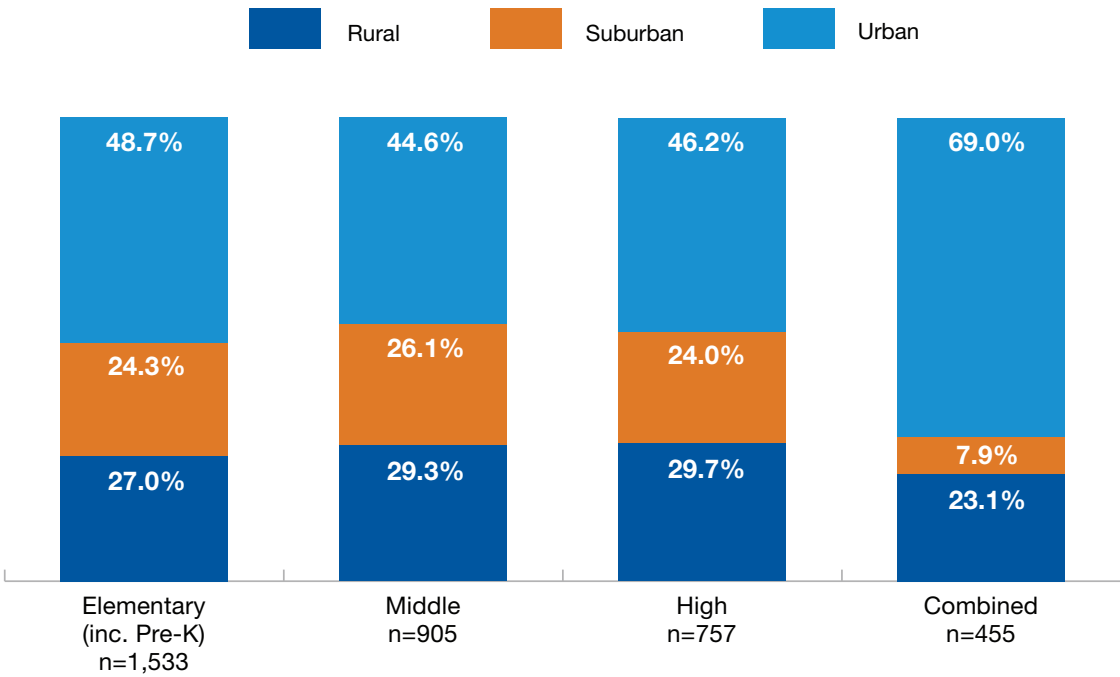
Figure 39. Percent of Case-Managed Students Who Met or Made Progress Towards Assigned Goal, by School Locale⁴⁸



⁴⁸ Does not include students in community-based sites (n=1,756).

Comparisons by School Locale

Figure 40. School Level, by Locale⁴⁹



⁴⁹ Does not include community-based sites (n=36), colleges (n=16), or secondary schools (n=14).

CIS School Support Staff

Across all sites, 94.6% of CIS school support staff are full-time employees and 5.4% are part-time.

Figure 41. School Support Staff Type

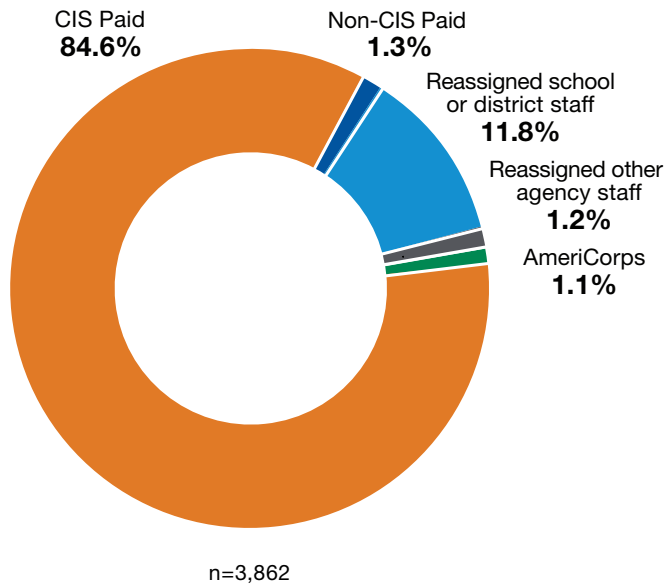


Figure 42. Hours of School Support Staff Time Per Week, by Percent of Sites⁵⁰

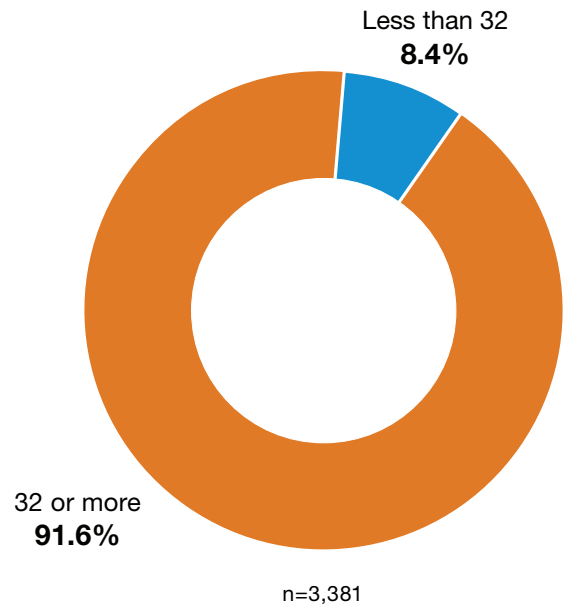
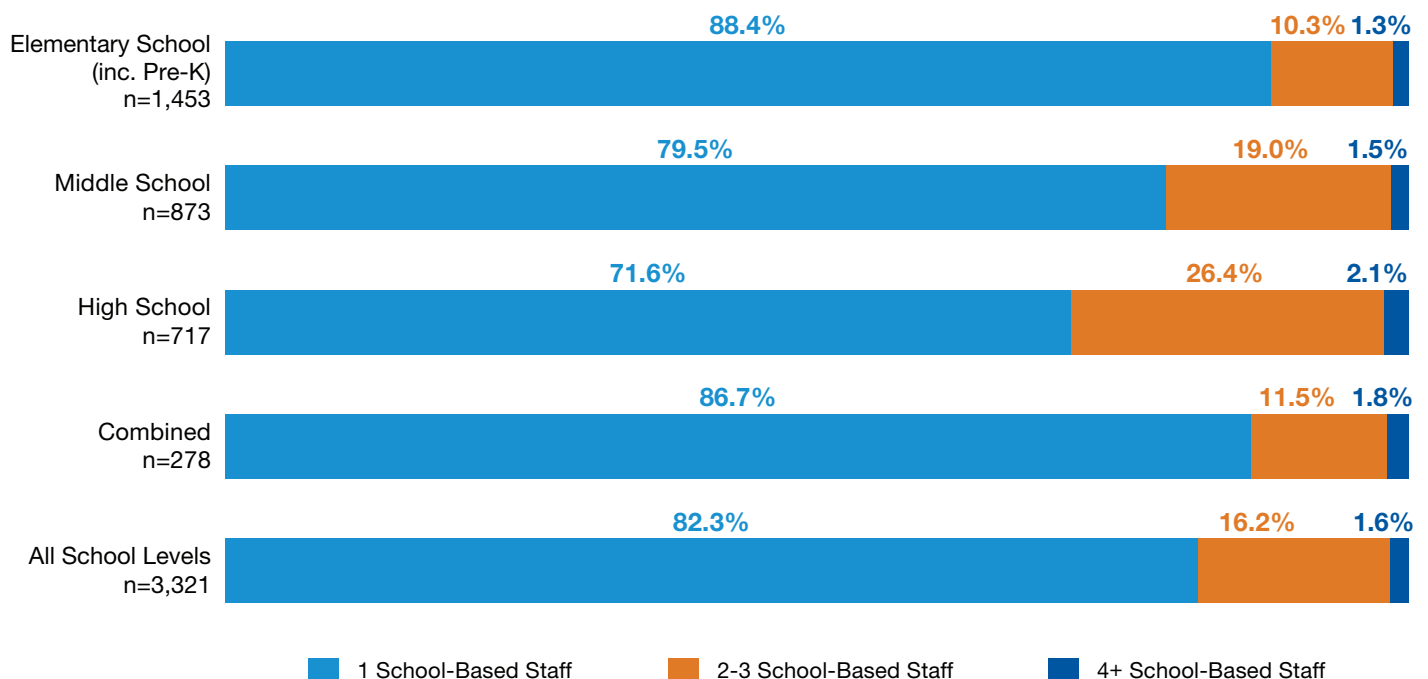


Figure 43. Number of School Support Staff Onsite, by School Level⁵¹



⁵⁰ Does not include sites with no staff present (n=335).

⁵¹ Does not include community-based sites (n=36), colleges (n=16), secondary schools (n=14), or schools with no staff onsite (n=335).

Figure 44. Site Coordinator Highest Level of Education Breakdown, by Percent of Sites⁵³

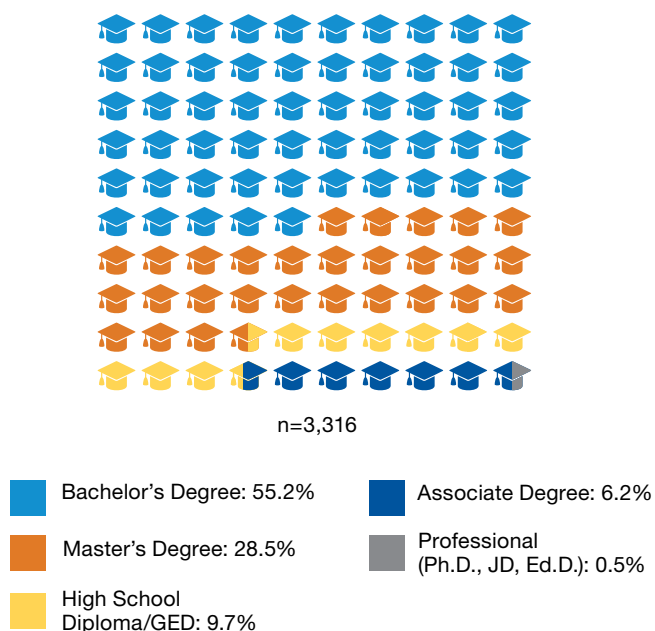


Figure 45. Site Coordinator Years with CIS, by Percent of Sites⁵⁴

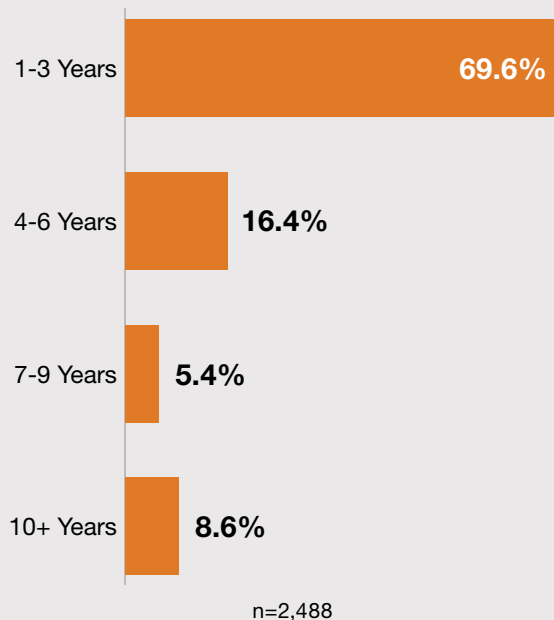


Figure 46. Percent of Sites with a Bilingual Site Coordinator⁵⁵

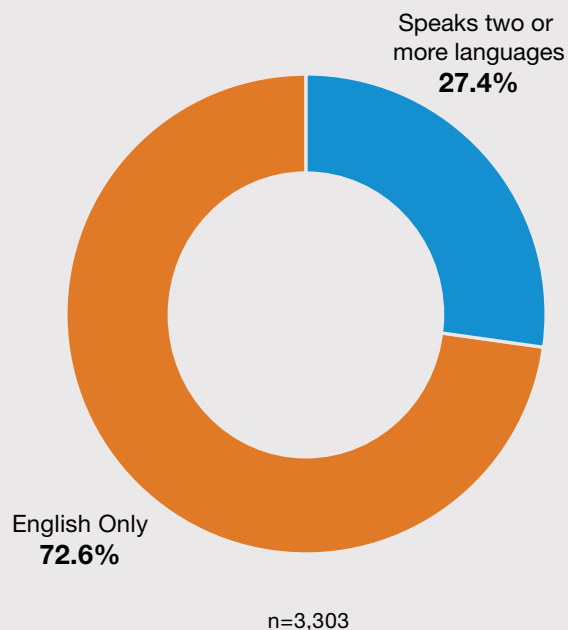
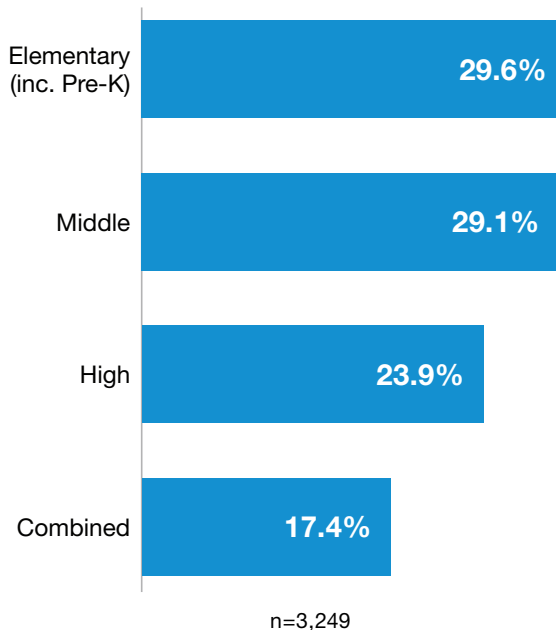


Figure 47. Percent of Sites with a Bilingual Site Coordinator, by School Level⁵⁶



⁵² Figures do not include sites with no Site Coordinator (SC) present (n=385).

⁵³ Does not include sites with designated SCs whose highest education level is unknown (n=15).

⁵⁴ Does not include sites with designated SCs whose number of years with CIS is less than 1 (n=843).

⁵⁵ Does not include sites with designated SCs whose ability to speak multiple languages is unknown (n=28).

⁵⁶ Does not include the following sites with a designated site coordinator: community-based sites (n=24), colleges (n=16), secondary schools (n=14), or sites whose SC's ability to speak multiple languages is unknown (n=28).

School and Site Data Tables

Table 14. Number of Sites, by CIS Designation

CIS Designation	Number of Sites	Percent of Sites
CIS Model Schools	3,150	84.8%
General Youth Services ⁵⁷	566	15.2%
School Sites	531	--
Community-Based Sites	35	--

Table 15. School Characteristics

Characteristic	Number of Schools	Percent of Schools	Number of Students	Percent of Students
School Level ⁵⁸	3,650		1,854,204	
Elementary (+ PreK)	1,533	42.0%	597,430	32.2%
Middle	905	24.8%	471,947	25.5%
High	757	20.7%	636,611	34.3%
Combined	455	12.5%	148,216	8.0%
School Locale ⁵⁹	3,664		1,863,161	
Rural	1,011	27.6%	413,255	22.2%
Suburban	832	22.7%	507,766	27.3%
Urban	1,821	49.7%	942,140	50.6%
School Category ⁶⁰	3,664		1,863,161	
Public School (non-charter)	3,539	96.6%	1,818,359	97.6%
Charter School	119	3.3%	43,951	2.4%
Other	6	0.2%	851	0.1%
Title I Eligibility ⁶¹	3,646			
Title I Eligible, Received Funding	3,057	83.8%		
Title I Eligible, Not Funded	237	6.5%		
Not Title I Eligible	352	9.7%		

⁵⁷ Virtual campuses are counted as community-based sites.

⁵⁸ Based on National Center for Education Statistics (NCES) designations by grades offered. Does not include community-based sites (n=36 sites and 24,257 students), colleges (n=16 sites and 9,133 students), or secondary schools (n=14 sites and 8,957 students).

⁵⁹ Based on NCES locale designations. Does not include community-based sites (n=36 sites and 24,257 students) or colleges (n=16 sites and 9,133 students).

⁶⁰ Does not include community-based sites (n=36 sites and 24,257 students) or colleges (n=16 sites and 9,133 students). Charter School category includes public charters.

⁶¹ Does not include community-based sites (n=36), colleges (n=16), or schools with unknown eligibility (n=18).

School and Site Data Tables

Table 16. Case-Managed Student Year-End Status⁶²

Characteristic	Promoted (K-11) ⁶³	Graduated (Grade 12, inc. GED)	Stayed in School
School Locale			
Rural	97.4%	96.9%	99.6%
Suburban	96.3%	96.3%	99.5%
Urban	96.8%	95.1%	99.6%
School Level			
Elementary	98.4%	n/a	99.9%
Middle	97.8%	n/a	99.7%
High	91.7%	95.9%	98.9%
Combined	96.8%	96.0%	99.6%

Table 17. CIS School Support Staff Characteristics

Characteristics of School Support Staff	Number of Staff	Percent of Staff
Employment Status ⁶⁴	3,862	
Full-Time	3,652	94.6%
Part-Time	210	5.4%
Staff Type	3,862	
CIS Paid	3,269	84.6%
Non-CIS Paid	50	1.3%
Reassigned School or District Staff	455	11.8%
Reassigned Other Agency Staff	45	1.2%
AmeriCorps	43	1.1%
Highest Level of Education ⁶⁵	3,842	
High School Diploma/GED	374	9.7%
Associate Degree (2-year)	249	6.5%
Bachelor's Degree (4-year)	2,111	54.9%
Master's Degree	1,092	28.4%
Professional Degree (Ph.D., JD, Ed.D.)	16	0.4%

Table 18. Number of Years CIS and Principal at School⁶⁶

Characteristic	Mean	Median
Years school principal has been at this school	4.4	3
Years CIS has been at this school	8.1	5

⁶² Does not include community-based sites (n=36 sites and 1,756 case-managed students) or secondary schools (n=14 schools and 1,204 case-managed students).

⁶³ May include Pre-K students.

⁶⁴ Includes AmeriCorps and reassigned (school/district/agency) staff.

⁶⁵ Excludes staff whose highest education level is unknown (n=20).

⁶⁶ Does not include sites without staff onsite or with unknown principal tenure or unknown years of CIS. The Mean is the average number of years across schools. The Median is the "middle" value (number of years) reported by these schools.

School and Site Data Tables

Table 19. CIS School Support Staff Hours, by Site⁶⁷

Characteristic	Number of Sites	Percent of Sites
Number of Hours School Support Staff Onsite per Week	3,381	
Less than 32	285	8.4%
32 or more	3,096	91.6%

Table 20. CIS School Support Staff Presence, by Site and School Level⁶⁸

Characteristic	Elementary School (+ Pre-K)	Middle School	High School	Combined	All
Number of Staff Members Present	1,453	873	717	278	3,321
1 School-Based Staff	1,284	694	513	241	2,732
2-3 School-Based Staff	150	166	189	32	537
4+ School-Based Staff	19	13	15	5	52

Table 21. Site Coordinator Characteristics, by Site⁶⁹

Characteristics of Site Coordinators	Number of Sites	Percent of Sites
Employment Status	3,331	
Full-Time	3,052	91.6%
Part-Time	279	8.4%
Staff Type ⁷⁰	3,313	
CIS-Paid	2,850	86.0%
Non-CIS Paid	4	0.1%
Reassigned School/District or Reassigned Agency	459	13.9%
Highest Level of Education ⁷¹	3,316	
High School Diploma/GED	320	9.7%
Associate Degree	206	6.2%
Bachelor's Degree	1,829	55.2%
Master's Degree	945	28.5%
Other Professional Degree (Ph.D., JD, Ed.D.)	16	0.5%
Site Coordinator Years with CIS ⁷²	3,331	
1-3 Years	1,786	53.6%
4-6 years	367	11.0%
7-9 years	120	3.6%
10+ years	215	6.5%

⁶⁷ Does not include sites with no staff present (n=335).

⁶⁸ Does not include community-based sites (n=36), colleges (n=16), secondary schools (n=14), or sites with no staff present (n=329).

⁶⁹ Includes only sites with a designated site coordinator (SC).

⁷⁰ Does not include sites with a designated SC whose staff type is unknown (n=18).

⁷¹ Does not include sites with designated SCs whose highest education level is unknown (n=15).

⁷² Years under 1.0 are not counted and interval of whole numbers (e.g., 3.5) are counted as part of that number's total (e.g., 1-3 years). Does not include sites with designated SCs whose number of years with CIS is less than one (n=843).

CIS Network Human Capital

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

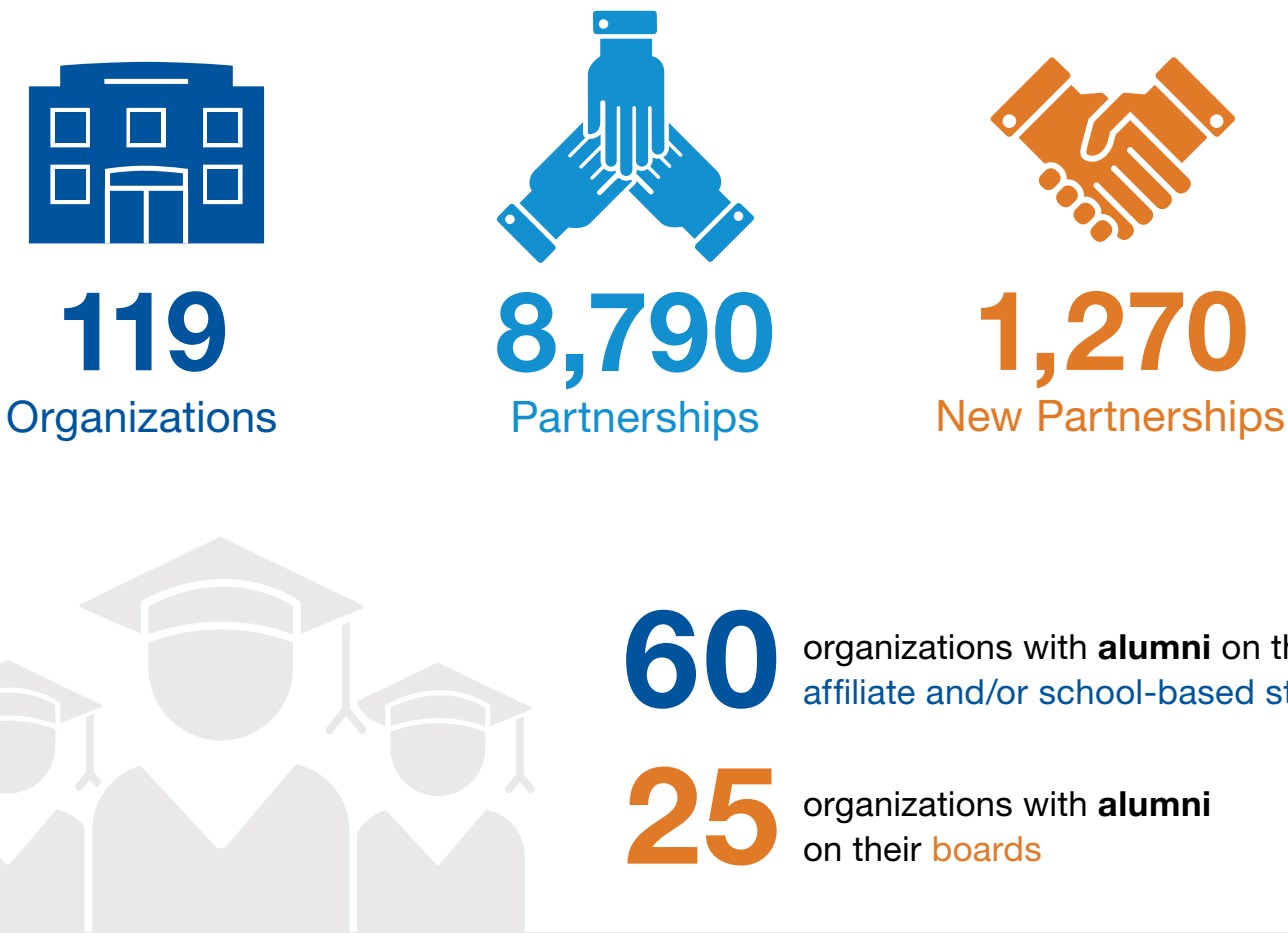
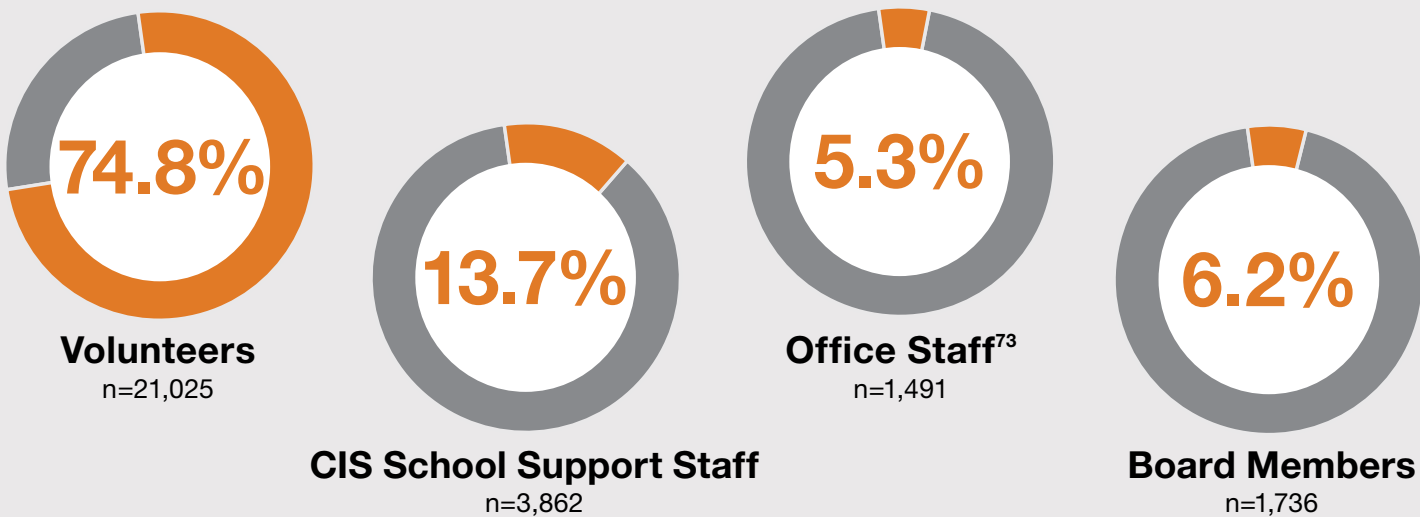


Figure 48. Total Human Capital Breakdown



⁷³ Office Staff refers to organization-level (not school-based) staff at affiliates, state/regional offices, and licensed partners.

Figure 49. Age Range of Executive Directors (EDs)⁷⁵

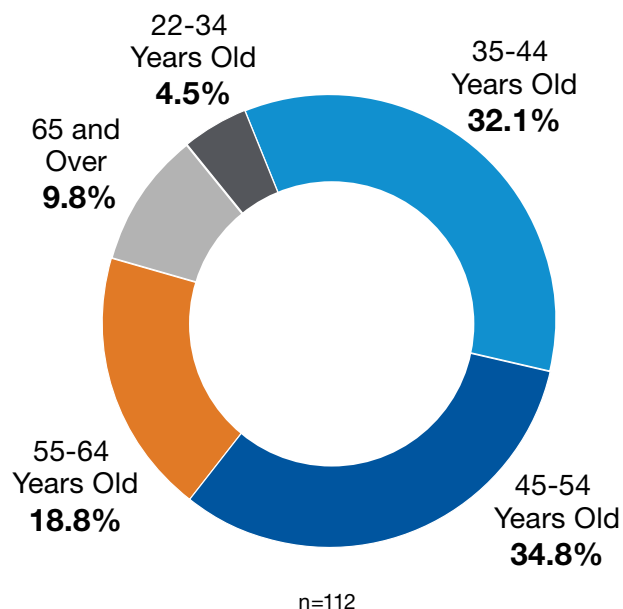
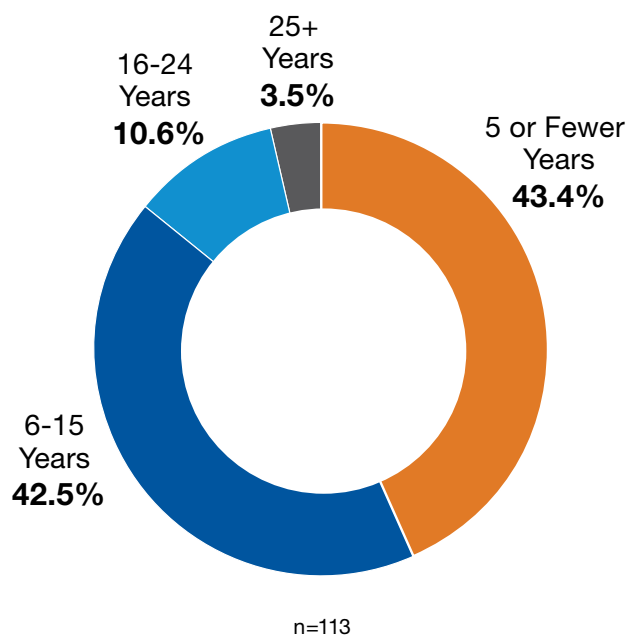


Figure 50. Years as Executive Director, by Percent of EDs⁷⁶



⁷⁴ Includes State Directors. Executive Directors include those from direct service affiliates not recognized as separate CIS organizations, so the ED totals may exceed the official number of organizations in the CIS network.

⁷⁵ Does not include executive directors with unknown age (n=2).

⁷⁶ Does not include executive directors with unknown number of years as ED (n=1).

Figure 51. Employment Status of Office Staff

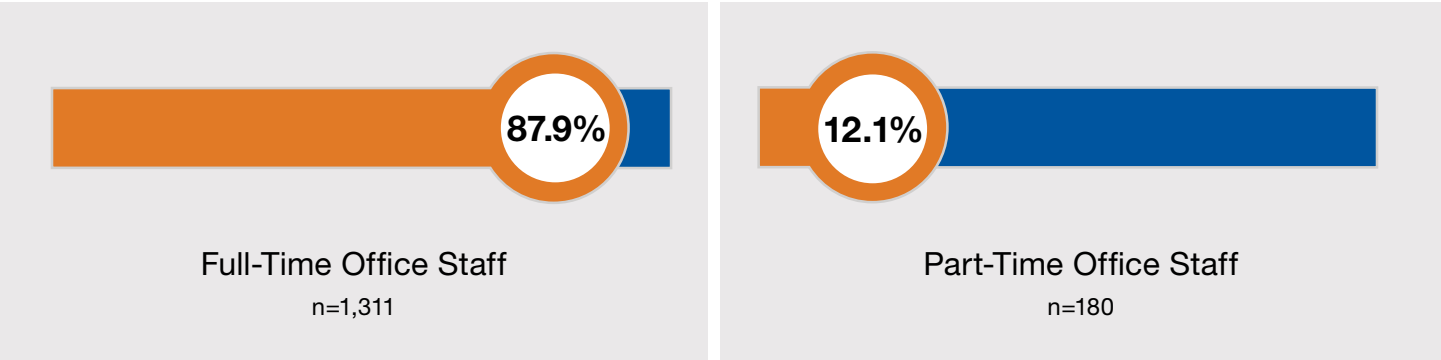
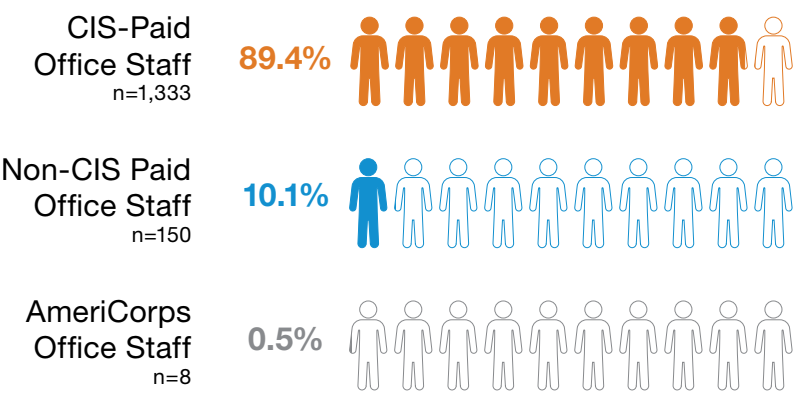


Figure 52. Office Staff Type⁷⁷



⁷⁷ Office Staff refers to organization-level (not school-based) staff at affiliates, state/regional offices, and licensed partners.

Figure 53. Volunteer and Board Member Characteristics⁷⁸

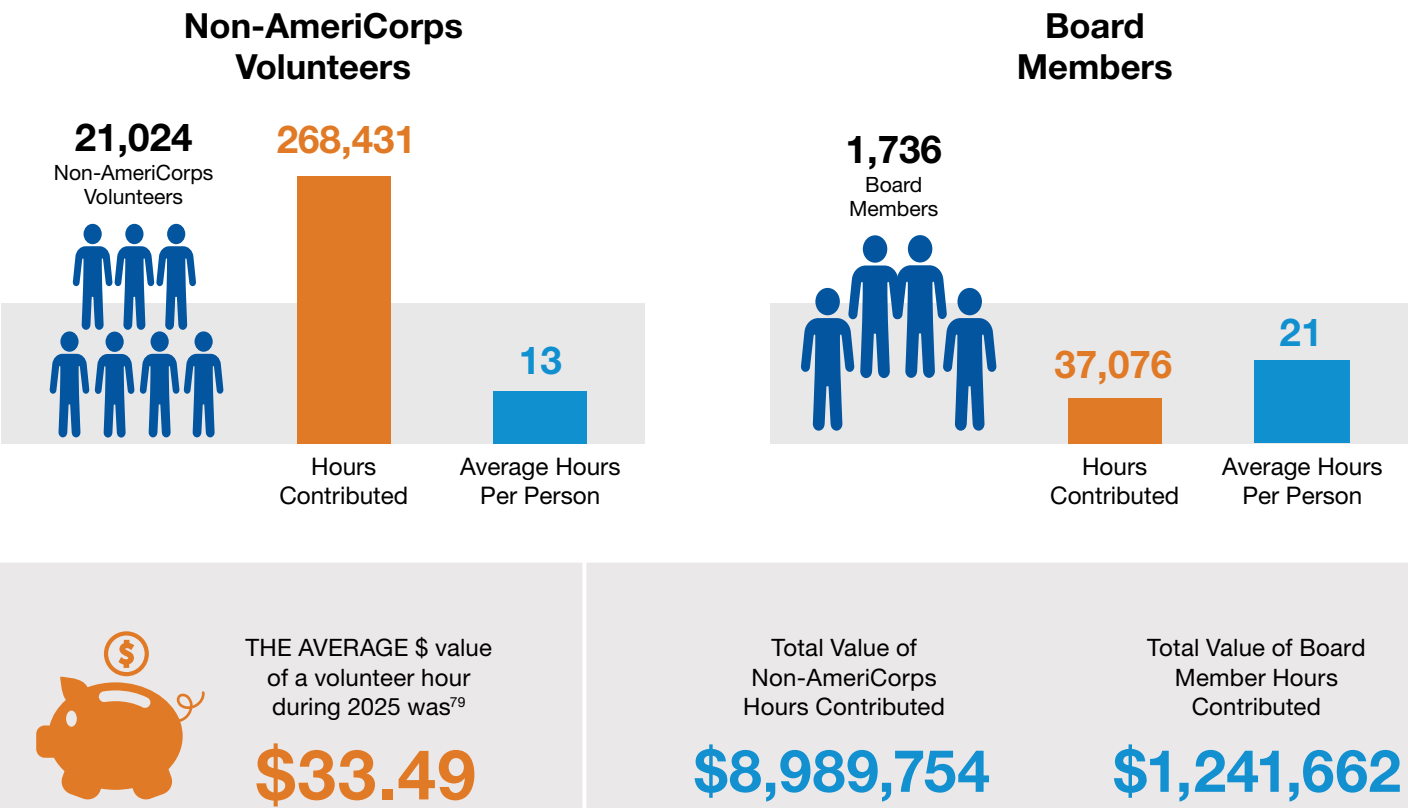


Figure 54. AmeriCorps Staff and Volunteers

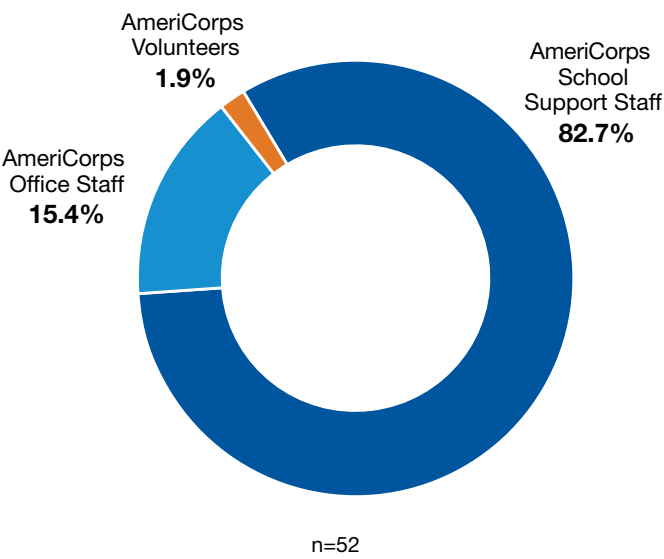
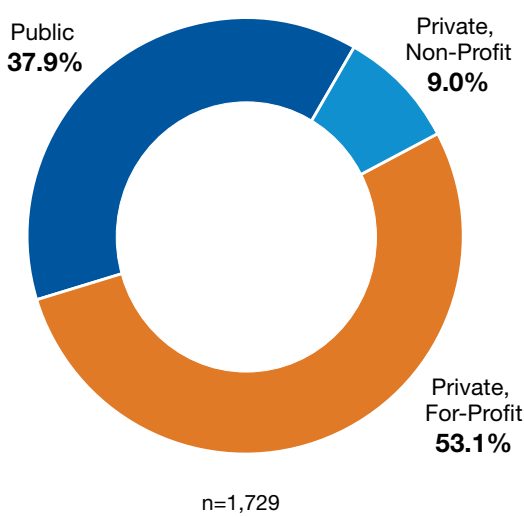


Figure 55. Board Member Sector Breakdown⁸⁰



⁷⁸ Data for 1 AmeriCorps Member acting in the role of a volunteer excluded.
⁷⁹ The value of a volunteer hour is estimated by Independent Sector and published annually.
⁸⁰ Excludes board members with unknown sector (n=4).



Figure 56. Organization Revenue, by Type⁸¹

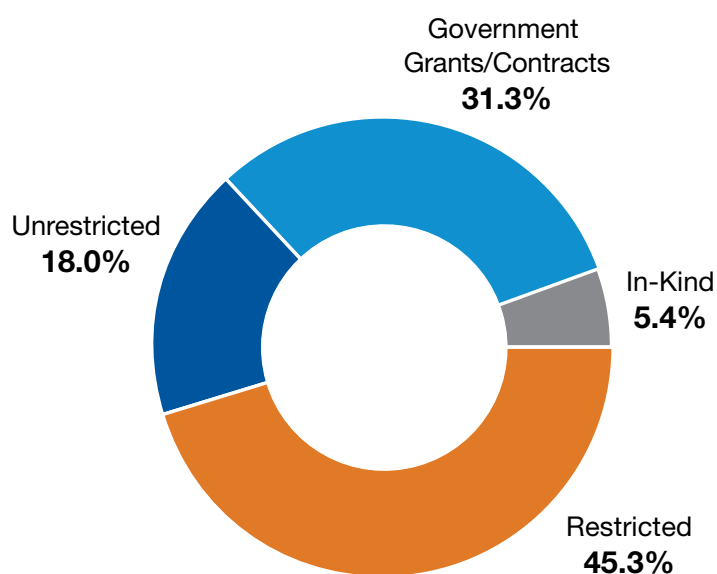
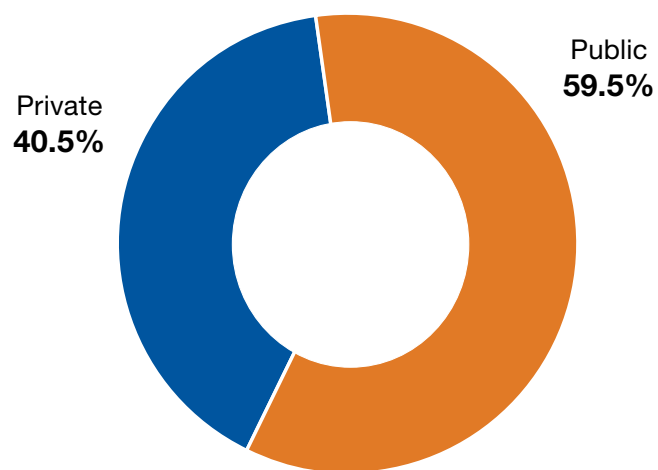


Figure 57. Organization Revenue, by Source^{81,82}



\$417 MILLION
Total Network Revenue

⁸¹ State office pass-through to affiliates was removed from the total revenue.

⁸² Public funding includes federal, state, city/county, and school district sources. Private funding includes corporate, foundation, non-profit, event fundraising, individual giving, and other private sources.

Organizational Funding

Figure 58. Top Public Funding Sources Received, by Number of Participating States⁸³

State	School District	City/County	State Department of Education	State Department Health/ Human Services	State Department of Justice	Title I	21 st Century Learning Centers (21 st CCLC)	Full-Service Community Schools	AmeriCorps (Inc. VISTA)	Temporary Assistance for Needy Families (TANF)	Community Development Block Grant	Title IV Part A	Office of Juvenile Justice and Delinquency Prevention (OJJDP)	Workforce Innovation and Opportunity Act (WIOA)
CA	✓	✓		✓										
DC			✓					✓						
DE		✓	✓			✓								
FL	✓	✓							✓					
GA	✓	✓	✓	✓		✓	✓	✓	✓			✓	✓	✓
IL	✓	✓												
IN	✓		✓			✓								
LA	✓	✓												
MI	✓	✓	✓			✓	✓							
MN	✓				✓									
NC	✓	✓	✓	✓	✓	✓	✓		✓	✓		✓	✓	
NM	✓	✓												
NV			✓	✓		✓		✓						
OH	✓	✓				✓	✓							
PA	✓	✓	✓				✓	✓			✓			
SC	✓	✓	✓			✓		✓	✓		✓			
TN	✓							✓		✓				✓
TX	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓		✓	✓
VA	✓	✓	✓				✓		✓	✓	✓			
WA	✓	✓		✓		✓	✓	✓				✓		
WV	✓		✓				✓							
Number of States	18	15	12	6	3	10	9	7	6	4	4	3	3	3
Number of Org.	85	53	65	16	5	12	17	10	13	31	7	6	3	3

⁸³ Does not include the following federal funding sources in which only 1-2 states participated: VOCA, State Abstinence Education, Teen Pregnancy Prevention Program, Promoting Safe and Stable Families (PSSF), TRIO, and CASA. Does not include the following state government funding sources in which only 1-2 states participated: Department of Labor and Department of Commerce. Funding not reported for Licensed Partners other than VOA.

Organization Data Tables

Table 22. Office Staff Characteristics⁸⁴

Characteristics of Office Staff	Number of Staff	Percent of Staff
Employment Status	1,491	
Full-Time	1,311	87.9%
Part-Time	180	12.1%
Staff Type	1,491	
CIS-Paid	1,333	89.4%
Non-CIS Paid	150	10.1%
AmeriCorps	8	0.5%

Table 23. Age Range of Executive Directors⁸⁵

Age Range	Number of EDs	Percent of EDs
Total	112	
22-34	5	4.5%
35-44	36	32.1%
45-54	39	34.8%
55-64	21	18.8%
65 and over	11	9.8%

Table 24. Volunteers and Board Members

Community Members	Number of Members	Hours Contributed	Value of Hours Contributed	Average Hours Contributed Per Person
AmeriCorps Volunteers	1	531	\$17,783	531
Non-AmeriCorps Volunteers	21,024	268,431	\$8,989,754	13
Board Members	1,736	37,241	\$1,247,201	21

Table 25. AmeriCorps Staff and Volunteers

Human Resources	Number of Individuals	Percent of Individuals
AmeriCorps Human Resources	52	
School Support Staff	43	82.7%
Office Staff	8	15.4%
Volunteers	1	1.9%

Table 26. Board Members, by Employment Sector⁸⁶

Employment Sector	Number of Board Members	Percent of Board Members
Board Members	1,729	
Private, Non-Profit	156	9.0%
Private, For-Profit	918	53.1%
Public	655	37.9%

⁸⁴ Office Staff refers to organization-level (not school-based) staff at affiliates, state/regional offices, and licensed partners.

⁸⁵ Does not include executive directors with unknown age (n=2).

⁸⁶ Excludes board members with unknown sector (n=7).



©2026 Communities In Schools, Inc.

2461 S Clark Street, Suite 1200
Arlington, Virginia 22202
CommunitiesInSchools.org
For more information, contact: data@cisnet.org