

Communities In Schools

Data Book 2016 – 2017



Communities
In Schools

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Introduction



About Our Work

Communities In Schools (CIS) is the nation's largest and most effective dropout prevention organization. Our mission is to surround students with a community of support, empowering them to stay in school and achieve in life. Founded in 1977 by Bill Milliken, CIS uses a unique model to unify the existing resources of communities around children, families, and schools. The CIS model utilizes a school-based approach called Integrated Student Supports (ISS), which promotes students' academic success by developing or coordinating supports that target academic and non-academic barriers to achievement. During the 2016-2017 school year, the CIS network operated in 25 states and the District of Columbia, and served 1.56 million students through a federation of 137 organizations including state offices and licensed partners.

About the Data

This Data Book provides an overview of Communities In Schools' affiliate operations and human resources, site-level staff and student supports, as well as student demographics and achievement from the 2016-2017 school year.

Data Sources

Data represents operations during the 2016-2017 school year as reported by CIS organizations and licensees. The sample size for each data point may vary based on available data.

Data 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.
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 affiliate 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 by General Youth Services are those schools where the intention is to implement student, family or school supports without all aspects of the CIS model of integrated student supports. These may be schools where CIS provides only one or more Tier I supports or runs an afterschool program. There may be limited or no case management, no presence of a site coordinator on-site, 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.
Site Coordinator Learning Pathway (SCLP)	An online learning path created to increase the knowledge and professionalism of those individuals with the most direct impact on youth, the site coordinators, and to recognize and promote the accomplishments of site leaders.

Data Definitions

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.
Total Quality System (TQS)	A comprehensive set of integrated policies and standards designed to reinforce our commitment to evidence-based practice and accountability throughout the network. These standards are used as a yardstick for continuous quality improvement and growth. The goals of TQS are to promote, replicate and consistently deliver the CIS model and to provide affiliates with the framework for strong, sustainable organizations able to serve students with the CIS model now and in the future.
Whole-School Supports	Supports that are accessible to all students within a school, including students who are not case managed by CIS.

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Communities In Schools At A Glance

 **1.56 MILLION**

students and their families were directly connected to resources

 **153,000**

students were case managed

 **246,000**

family members and guardians participated in their child's education through CIS-provided opportunities

 **2,350**

schools and community-based sites were served by Communities In Schools

 **4,400**

nonprofit and youth development professionals carried out the Communities In Schools mission

 **8,700**

community partner organizations benefited at-risk students

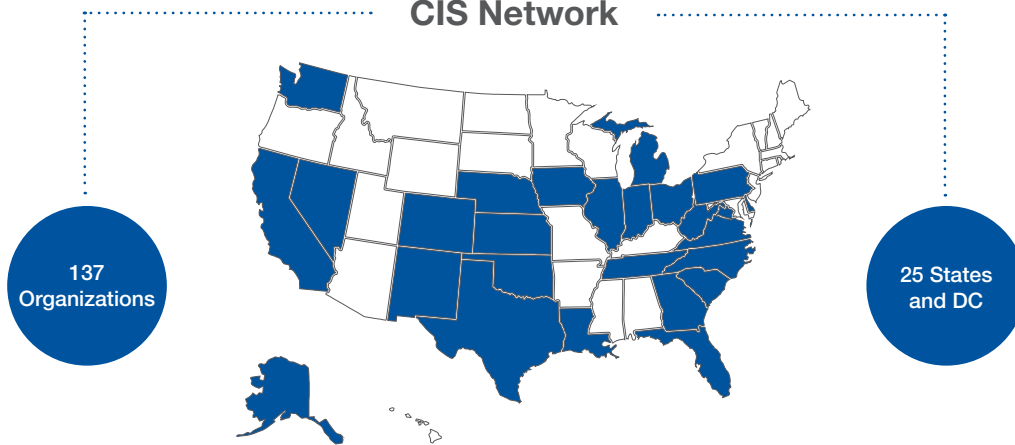
 **43,000**

community volunteers donated their time

 **\$19 MILLION**

worth of volunteer time was accrued

CIS Network



Remained in School

99%

of case-managed students remained in school through the end of the 2016-2017 school year

Promotion

94%

of case-managed students in grades K-11 were promoted to the next grade

Graduation

93%

of case-managed seniors graduated or received a GED

Attendance

78%

of case-managed students met or made progress towards their attendance improvement goals

Academics

88%

of case-managed students met or made progress towards their academic improvement goals

Behavior

90%

of case-managed students met or made progress towards their behavior improvement goals

Communities In Schools - State Overview

State	Number of Affiliates/Regional Areas	Number of Schools and Sites	Case-Managed Students	Students Receiving Whole-School Supports	Total Students Served
Alaska	1	1	38	400	438
California	2 ^a	10	928	11,051	11,979
Colorado	1 ^b	5	278	3,762	4,040
Delaware	2	11	942	5,045	5,987
District of Columbia	1	9	395	2,512	2,907
Florida	6	55	4,711	25,749	30,460
Georgia	30	214	11,729	113,917	125,646
Illinois	2	185	698	82,771	83,469
Indiana	3 ^c	41	2,154	17,338	19,492
Iowa	1	2	117	880	997
Kansas	5	34	2,270	25,494	27,764
Louisiana	2 ^b	21	1,795	5,443	7,238
Michigan	5 ^c	55	2,758	14,583	17,341
Nebraska	1	1	78	1,488	1,566
Nevada	3	70	5,447	55,456	60,903
New Mexico	1	8	326	4,205	4,531
North Carolina	25 ^{a,c}	308	16,601	147,081	163,682
Ohio	1	10	642	4,099	4,741
Oklahoma	1	9	568	4,507	5,075
Pennsylvania	4	66	3,233	29,106	32,339
South Carolina	3	37	1,450	14,842	16,292
Tennessee	2 ^c	26	1,067	9,463	10,530
Texas	25	920	85,128	717,064	802,192
Virginia	7	71	4,443	38,390	42,833
Washington	12	170	5,104	67,137	72,241
West Virginia	1	8	342	1,624	1,966
All States	147	2,347	153,242	1,403,407	1,556,649

^a One affiliate only provided the number of students
^b Includes licensees
^c Includes state offices that provide direct services

Students

In 2016-2017 **Communities In Schools** served 1.56 million students, approximately 81,000 additional students than the previous year, increasing our reach by 5.5% between the 2015-2016 and 2016-2017 school years.

1,556,649¹ students served in 2017

Figure 1. Overall Student Breakdown, by Type of Supports Received

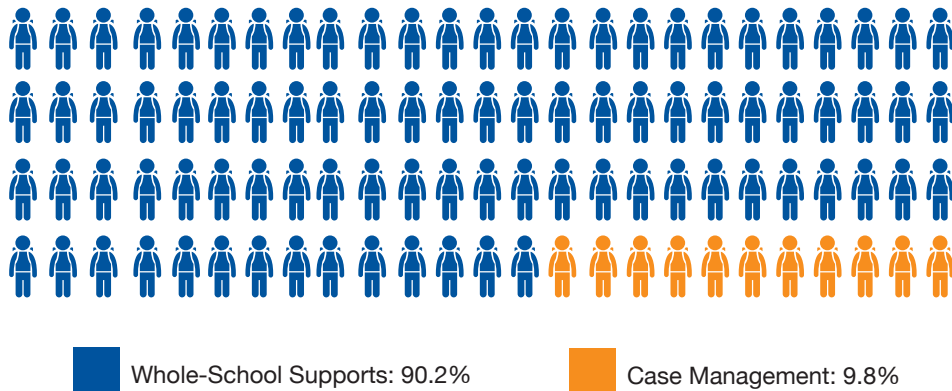
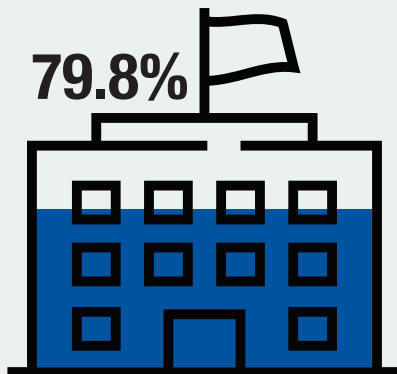
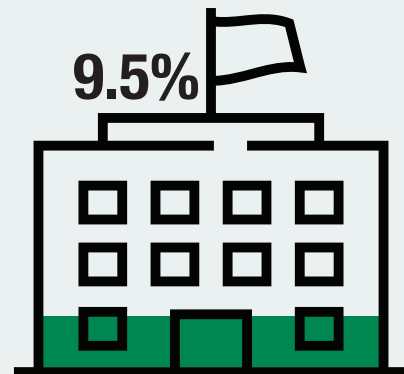


Figure 2. Average CIS Model School Saturation Rates²

Saturation rate within schools offering
Whole-School Supports



Saturation rate within schools offering
Case Management



¹ This includes students served at CIS model schools and GYS sites.

² Data are unavailable for CIS of Texas. Only schools providing the type of student support specified are included in each calculation.

Students



Since 1977, Communities In Schools has grown from serving just under 2,700 students to more than 1.5 million students across 25 states and the District of Columbia. By 2019, our schools and community-based sites are projected to serve an additional 60,000 total students.

Figure 3. Historical Data: Total Students Served, 1977-2017

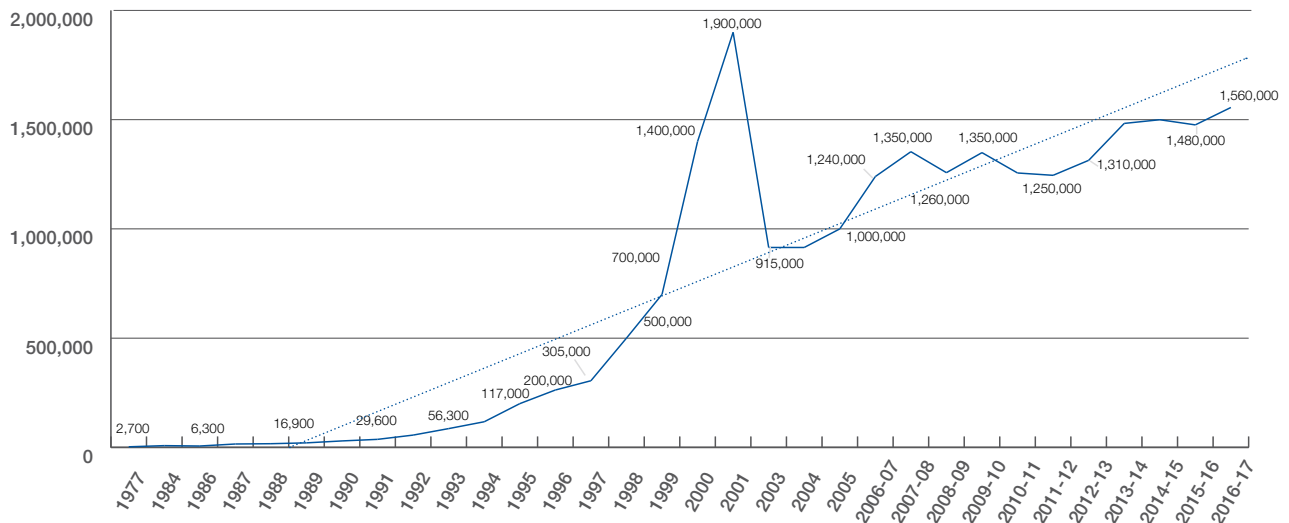
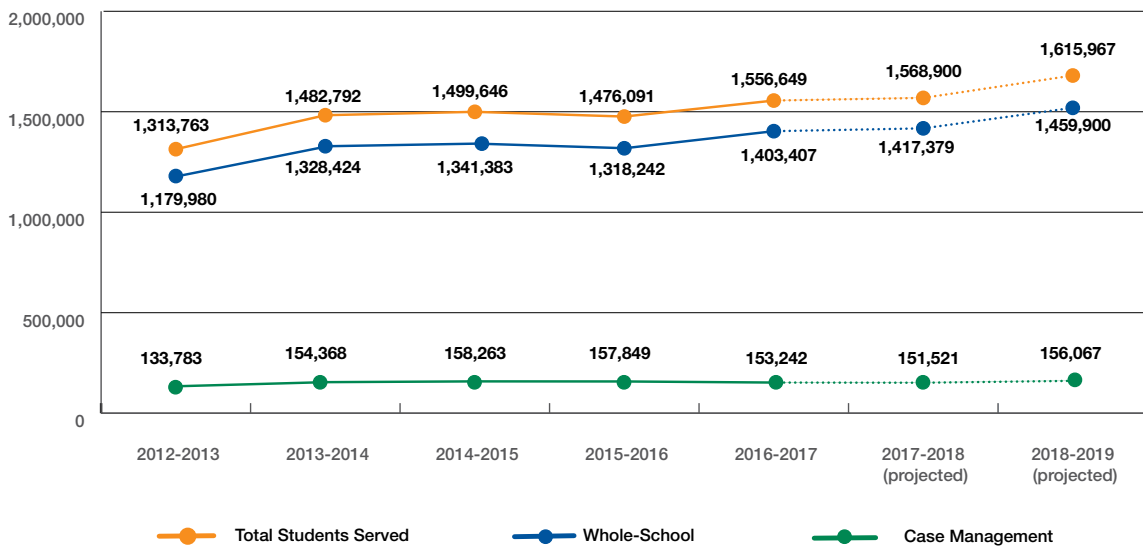


Figure 4. Number of Students Served, with 2017 and 2018 Projections³



³ See table 1 on page 16 for the number of affiliates reported in each year. Data for 2014-2017 includes students directly served by state offices.

Students - Characteristics

Figure 5. Known Case-Managed Student Attributes

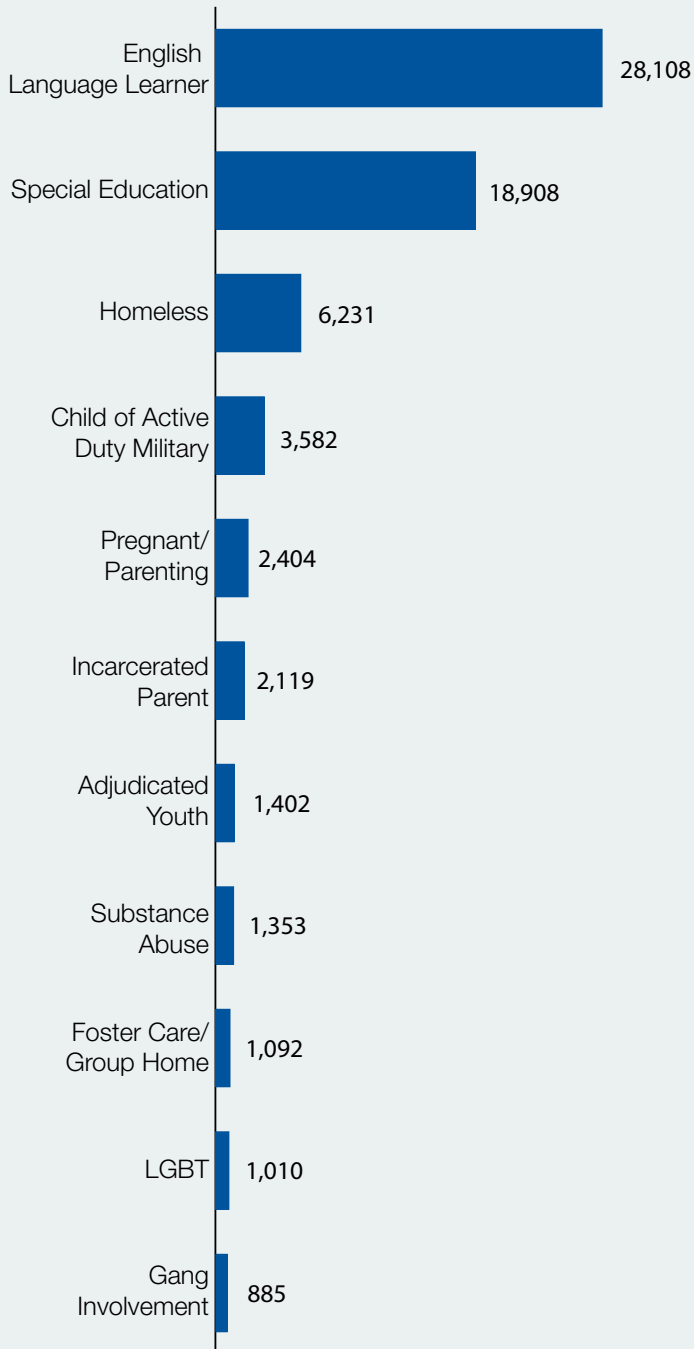


Figure 6. Gender of Case-Managed Students

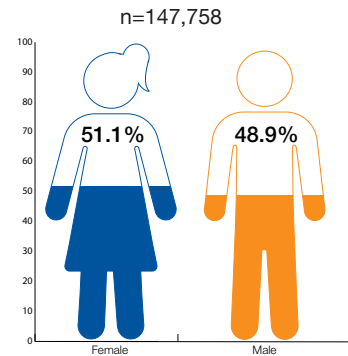


Figure 7. Free and Reduced-Price Lunch Status of Case-Managed Students

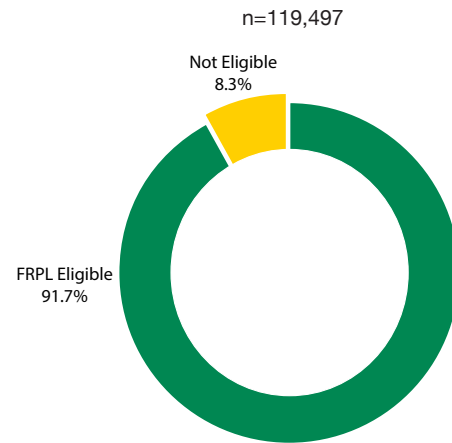
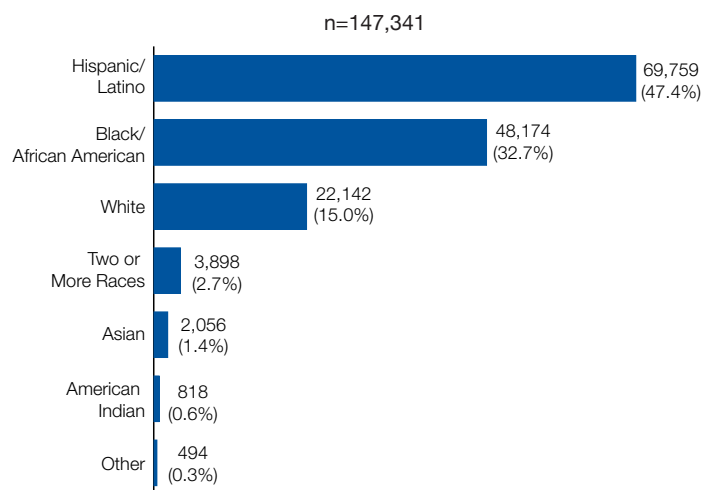


Figure 8. Race/Ethnicity of Case-Managed Students



Students - Outcomes



Our students are meeting their goals.

Academic Goals

9 in 10

students met their goal or made progress in academics

Attendance Goals

8 in 10

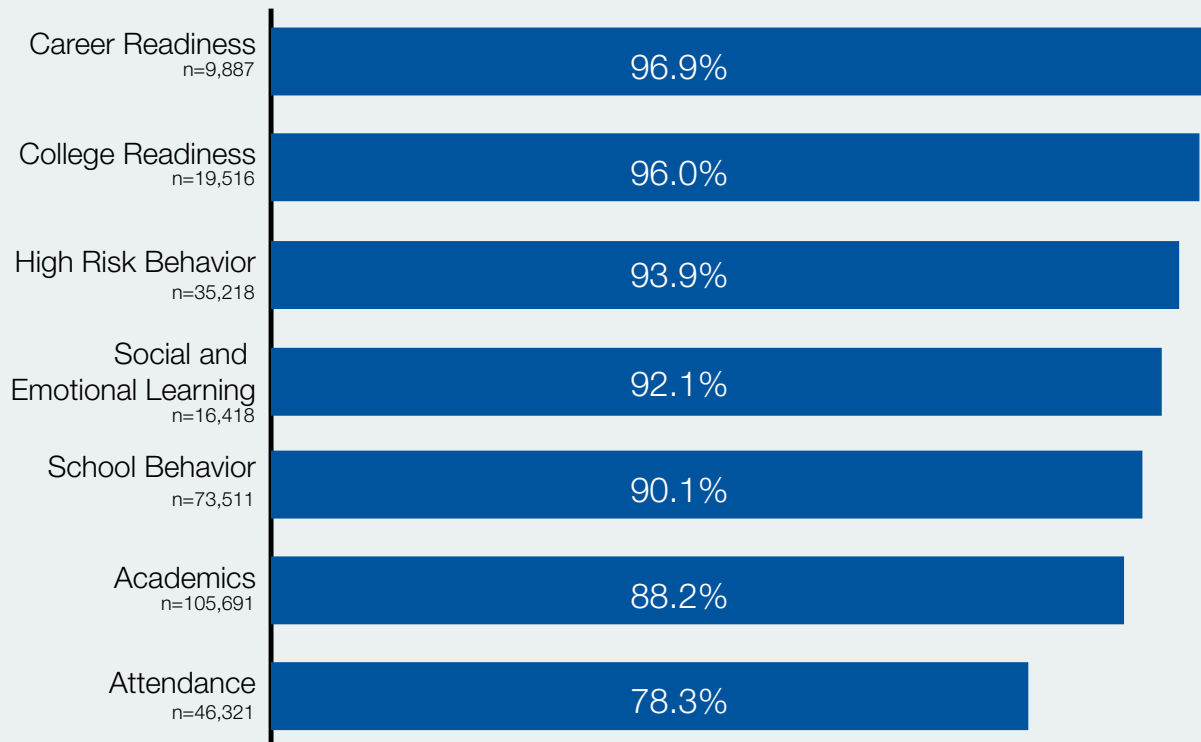
students met their goal or made progress in attendance

Behavior Goals

9 in 10

students met their goal or made progress in school behavior

Figure 9. Case-Managed Students Who Met or Made Progress Towards Their Goals



Students - Outcomes

Figure 10. K-11 Case-Managed Students Who Stayed In School⁴

n=126,102

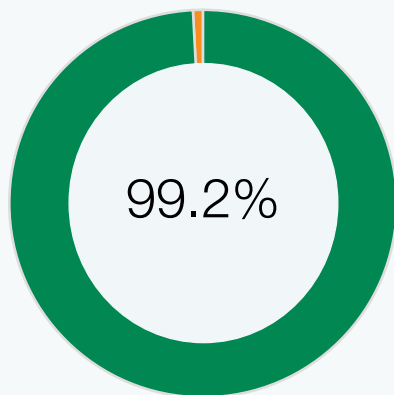


Figure 12. K-11 Case-Managed Students' Year-End Status Breakdown⁵

n=126,202



Figure 11. Grade 12 Case-Managed Students Who Stayed In School⁴

n=12,940

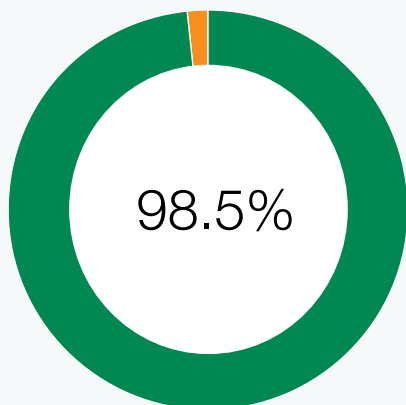
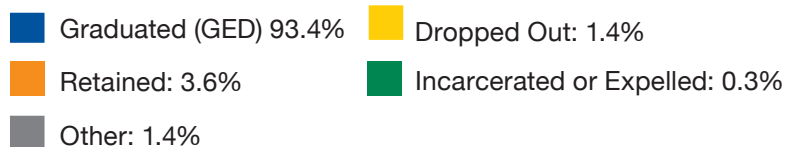


Figure 13. Grade 12 Case-Managed Students Year-End Status Breakdown⁶

n=12,972



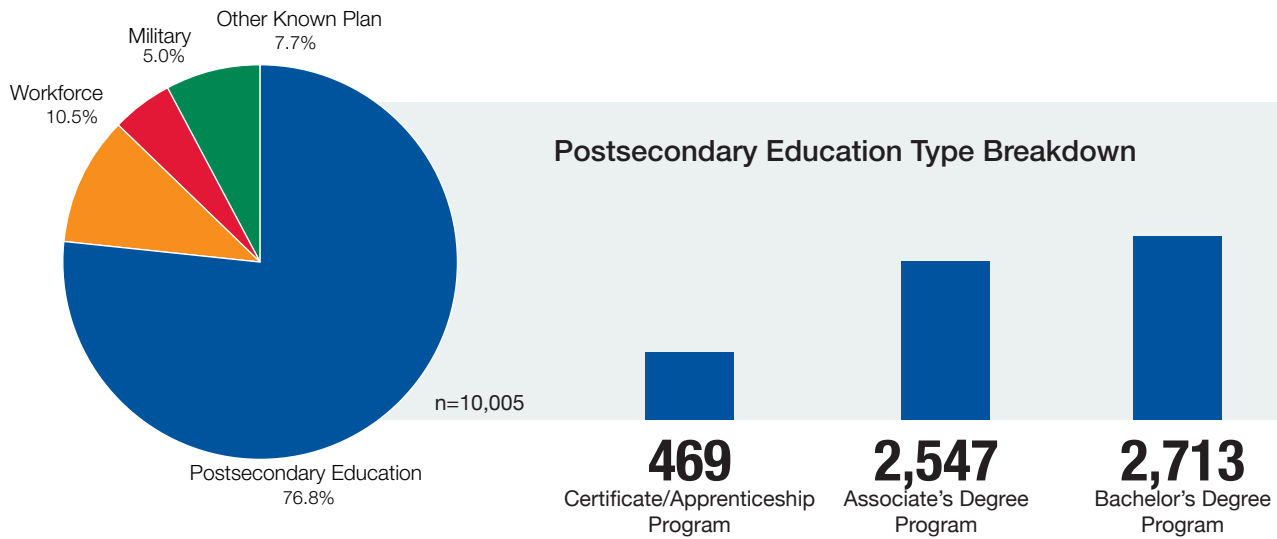
⁴ Does not include students who transferred, earned a GED, were incarcerated, were deceased, or whose year-end status is unknown.

⁵ Does not include students who transferred, earned a GED, were deceased, or whose year-end status is unknown.

⁶ Does not include students who transferred, were deceased, or whose year-end status is unknown.

Students - Outcomes

Figure 14. Graduating Seniors' Postsecondary Plans



Students - Data Tables

Table 1. Number of Students Served, by Support Type, 2013-2017

Support Type	2012-2013 (174 affiliates)	2013-2014 ^a (164 affiliates)	2014-2015 ^a (161 affiliates)	2015-2016 ^a (154 affiliates)	2016-2017 ^a (147 affiliates)	Percent Change 2013-2017
Whole-School	1,179,980	1,328,424	1,341,383	1,318,242	1,403,407	18.9%
Case Management	133,783	154,368	158,263	157,849	153,242	14.5%
Total	1,313,763	1,482,792	1,499,646	1,476,091	1,556,649	18.5%

Table 2. Case-Managed Student Characteristics

Characteristic	Number of Students	Percent of Students
Gender	147,758	
Female	75,562	48.9%
Male	72,196	51.1%
Race/Ethnicity	147,341	
American/Indian/Alaska Native	818	0.6%
Asian/Native Hawaiian/Other Pacific Islander	2,056	1.4%
Black/African American	48,174	32.7%
Hispanic/Latino	69,759	47.4%
Two or More Races	3,898	2.7%
White	22,142	15.0%
Other	494	0.3%
Free and Reduced-Priced Lunch Eligibility	119,497	
Eligible	109,522	91.7%
Not Eligible	9,975	8.3%
Other Attributes	--	
Adjudicated Youth	1,402	--
Child of Active Duty Military	3,582	--
English Language Learner	28,108	--
Foster Care/Group Home	1,092	--
Gang Involvement	885	--
Homeless	6,231	--
Incarcerated Parent	2,119	--
LGBT	1,010	--
Pregnant/Parenting	2,404	--
Special Education	18,908	--
Substance Abuse	1,353	--

^a Includes students directly served by state offices.

Students - Data Tables

Table 3. 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
Academics	105,691	93,168	88.2%
Attendance	46,321	36,263	78.3%
Career Readiness	9,887	9,585	96.9%
College Readiness	19,516	18,726	96.0%
High Risk Behavior	35,218	33,070	93.9%
School Behavior	73,511	66,217	90.1%
Social and Emotional Learning	16,418	15,121	92.1%

Table 4. Case-Managed Students' Year-End Status

Characteristic	Grades K-11		Grade 12	
	Number of Students	Percent of Students	Number of Students	Percent of Students
Stayed in school	125,151	99.2%	12,741	98.5%
Dropped Out	766	0.6%	177	1.4%
Status Breakdown	--		--	
Promoted/ Graduated (Grade 12)	118,123	--	12,091	--
GED	112	--	19	--
Retained	5,061	--	469	--
Transferred	8,969	--	485	--
Expelled	185	--	22	--
Incarcerated	100	--	13	--
Deceased	8	--	1	--
Other	1,967	--	181	--

Table 5. Postsecondary Plans of Graduating Seniors

Plans After Graduation	Number of Students	Percent of Students
Graduates with Reported Postsecondary Plans	10,005	
Postsecondary Education (any type)	7,682	76.8%
Certification/Apprenticeship Program	469	--
Associate's Degree Program	2,547	--
Bachelor's Degree Program	2,713	--
Unknown school/program type	1,953	
Workforce	1,048	10.5%
Military	501	5.0%
Other known plan	774	7.7%

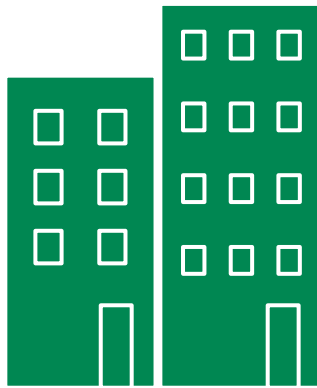
Schools and Community-Based Sites

2,347
Total Sites

Our network served 2,347 sites across 264 school districts. The Communities In Schools model was implemented in nearly 75% 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.



1,744
CIS Model
Schools



603
GYS Sites



568
GYS School Sites

35
GYS Community-based Sites

CIS Model School and GYS School Breakdowns

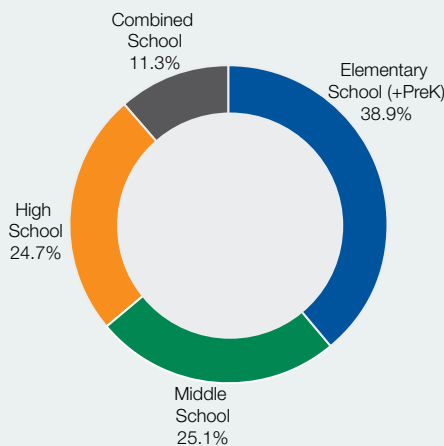


Figure 15. School Level Breakdown
n=2,306

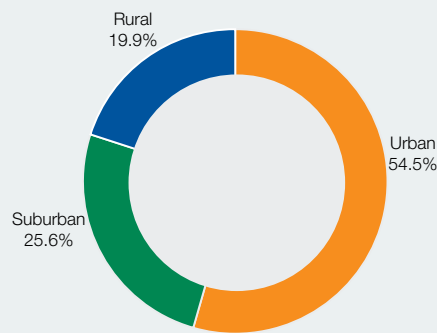


Figure 16. School Location Breakdown⁷
n=2,261

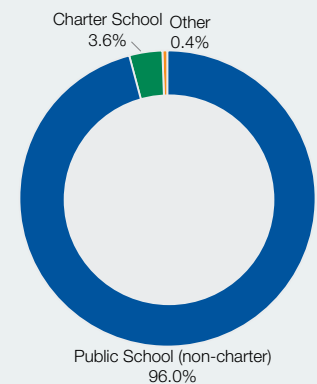


Figure 17. School Category Breakdown⁸
n=2,303

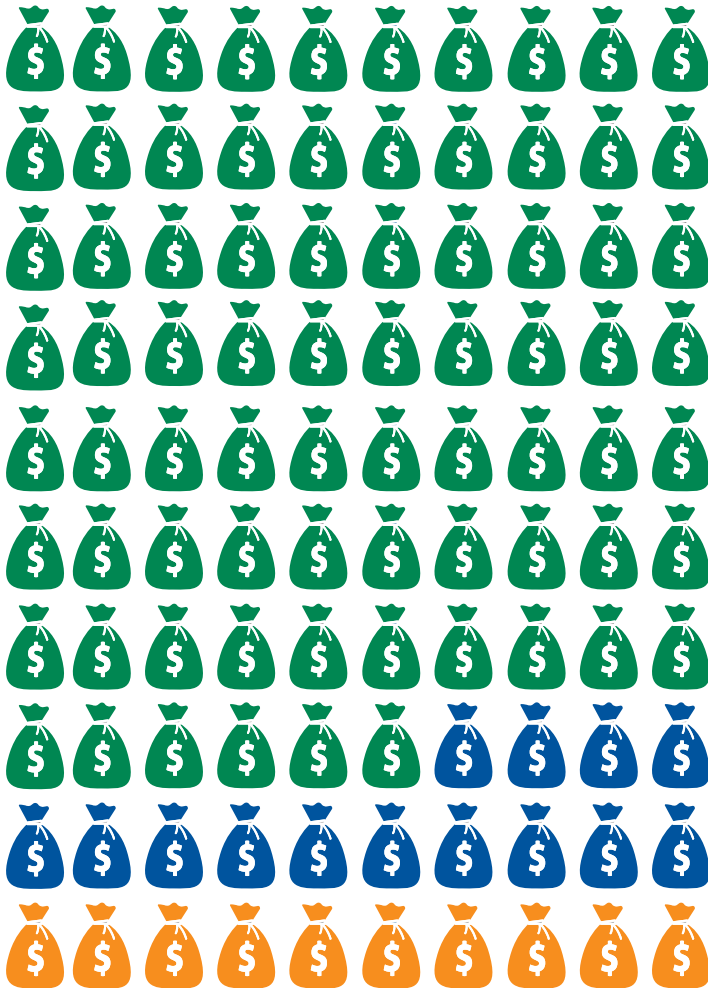
⁷ School location was determined using NCES designation. Rural includes Town Distant and Town Remote. Suburban includes Town Fringe.

⁸ Other category includes alternative schools

Schools and Community-Based Sites

Figure 18. Title I Funding and Eligibility of Schools

n=2,181



Title I eligible, received funding
75.7%



Title I eligible, not funded
13.7%



Not Title I Eligible
10.6%



Schools and Community-Based Sites - Characteristics

Figure 19. Number of Sites Where Supports Offered, by CIS Support Category

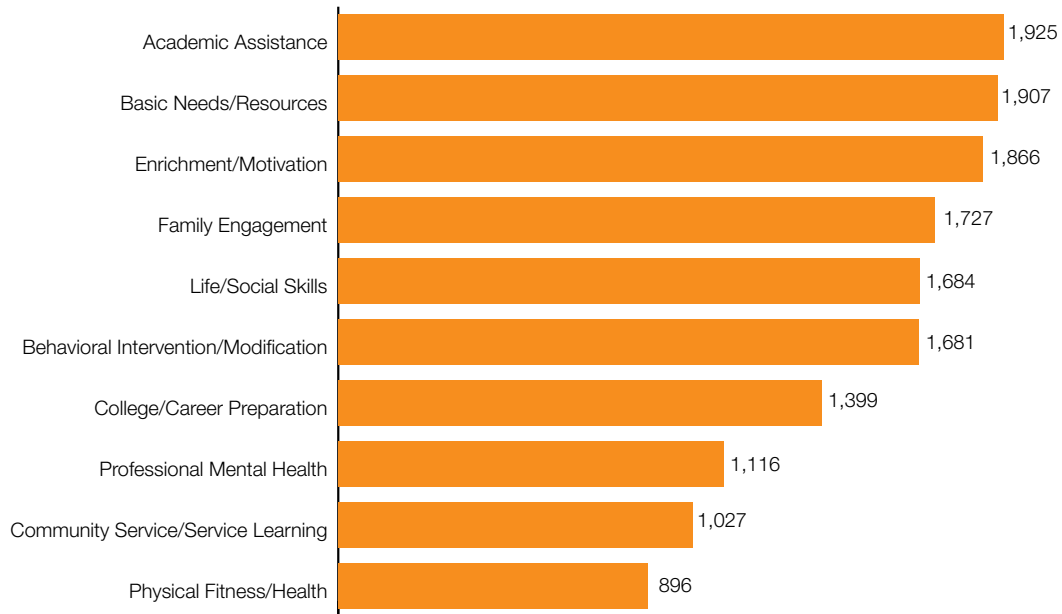
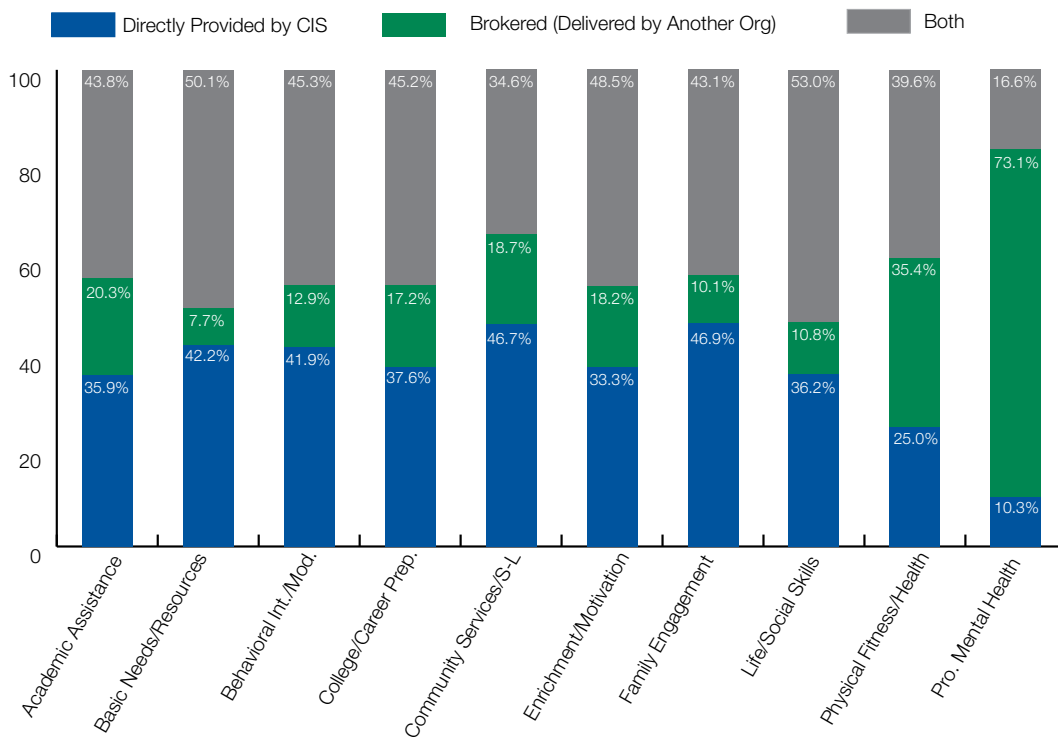


Figure 20. Percent of Sites Providing and/or Brokering Supports, by CIS Support Category⁹



⁹ Excludes CIS of Texas

Schools and Community-Based Sites - Characteristics

Figure 21. Number of Sites Offering Supports, by Program Time

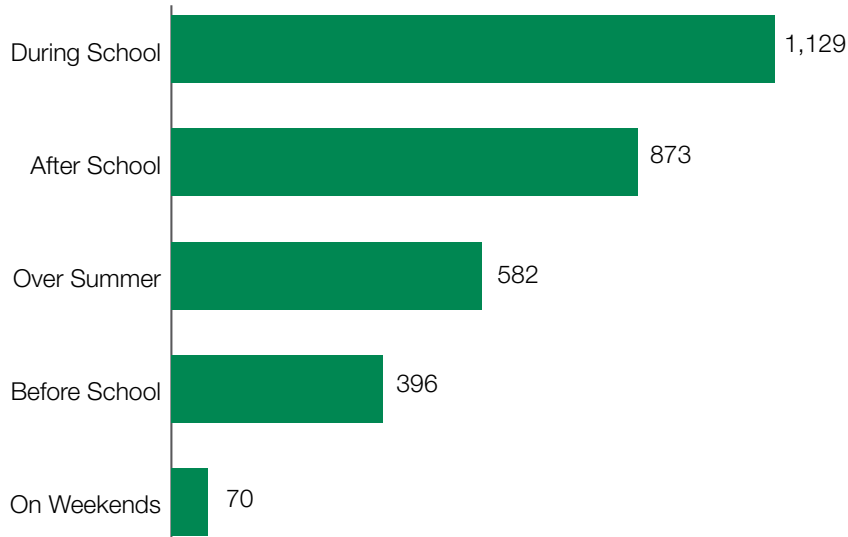
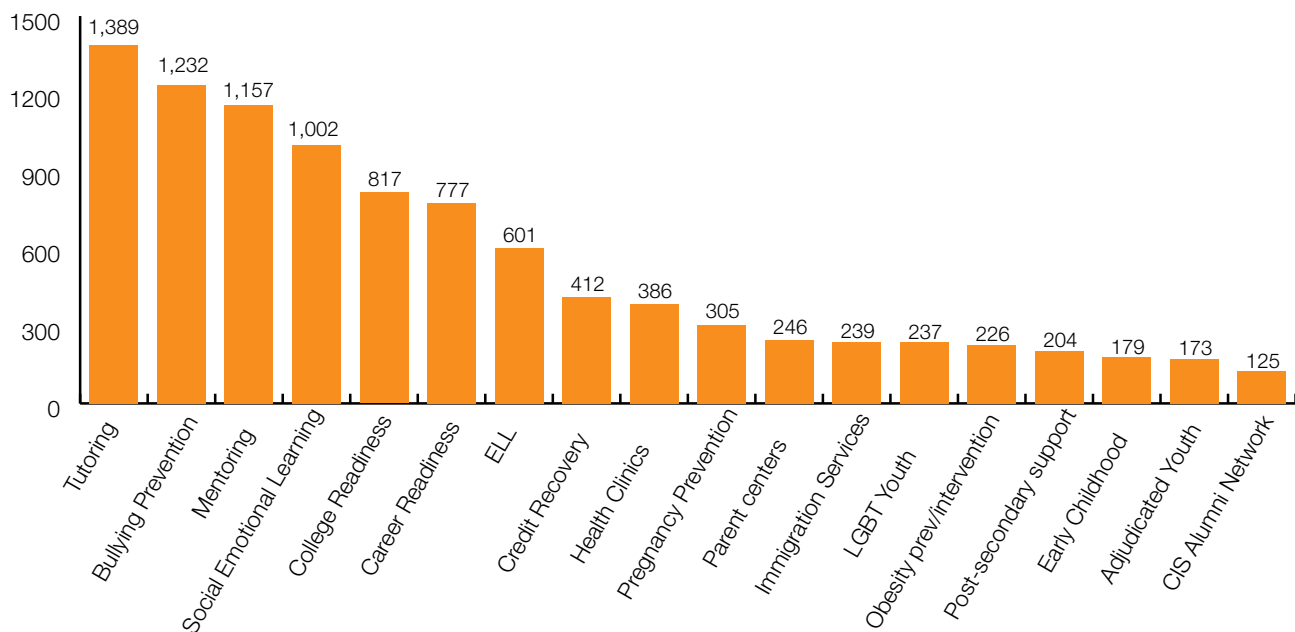
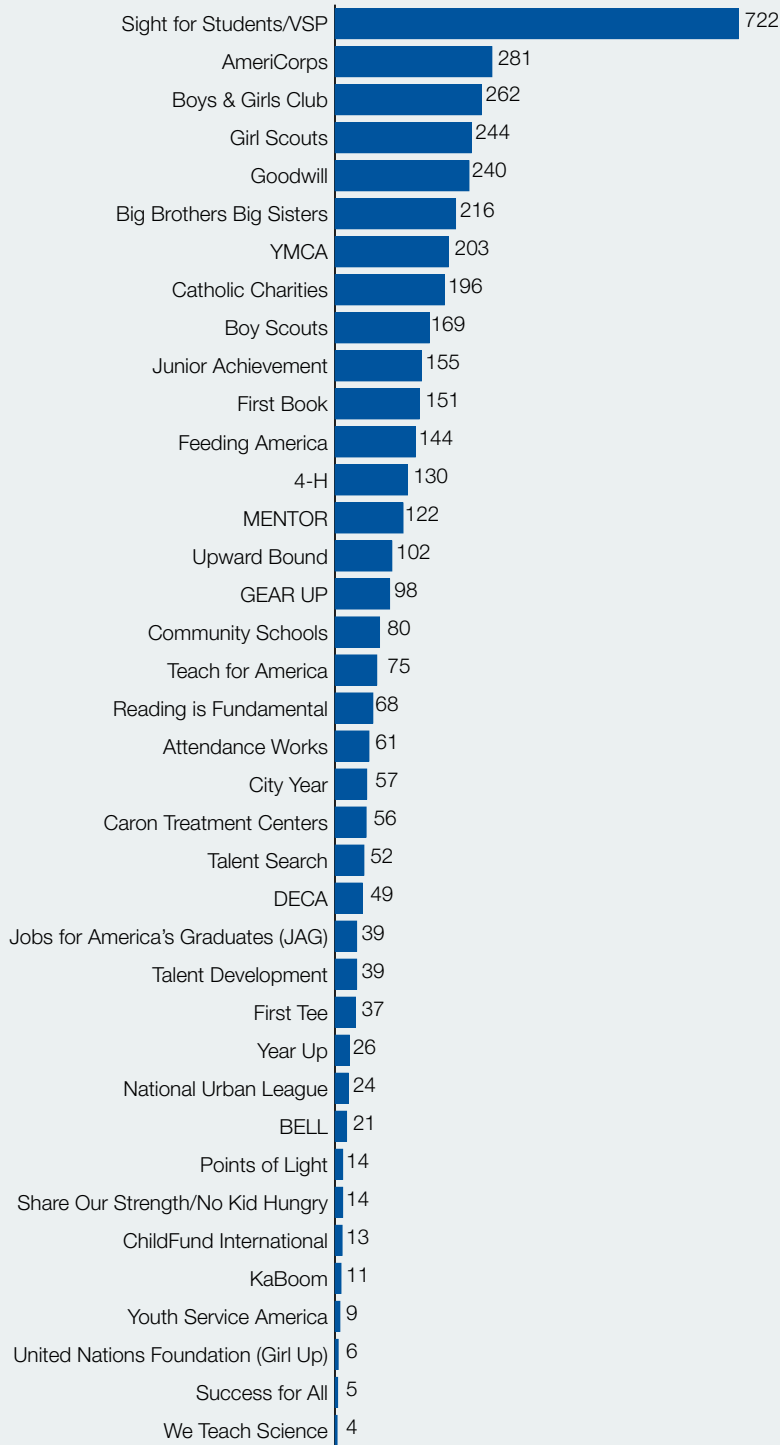


Figure 22. Number of Sites Offering Specialized Supports



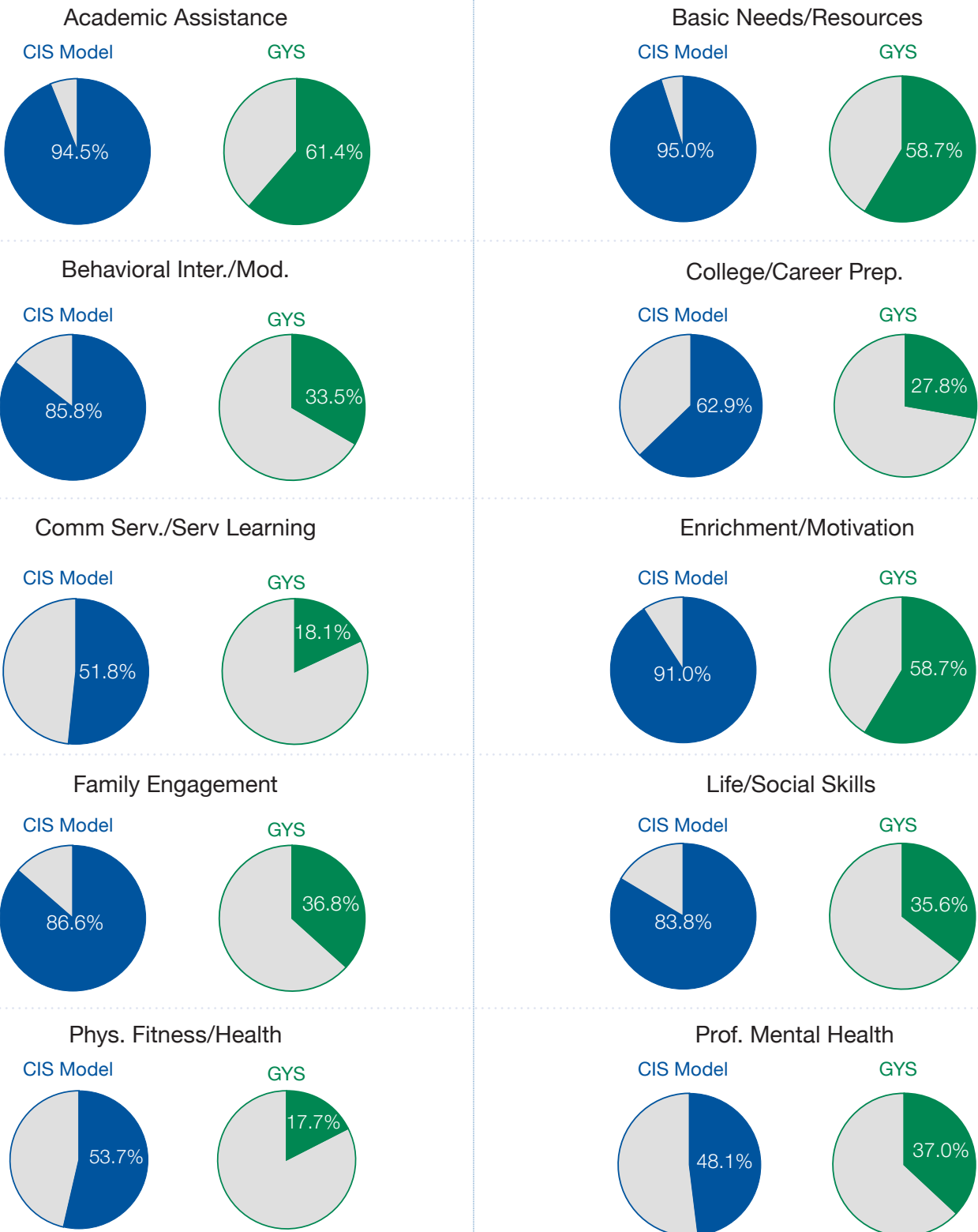
Schools and Community-Based Sites - Characteristics

Figure 23. Number of Sites Reporting Partnerships



School-level Comparisons

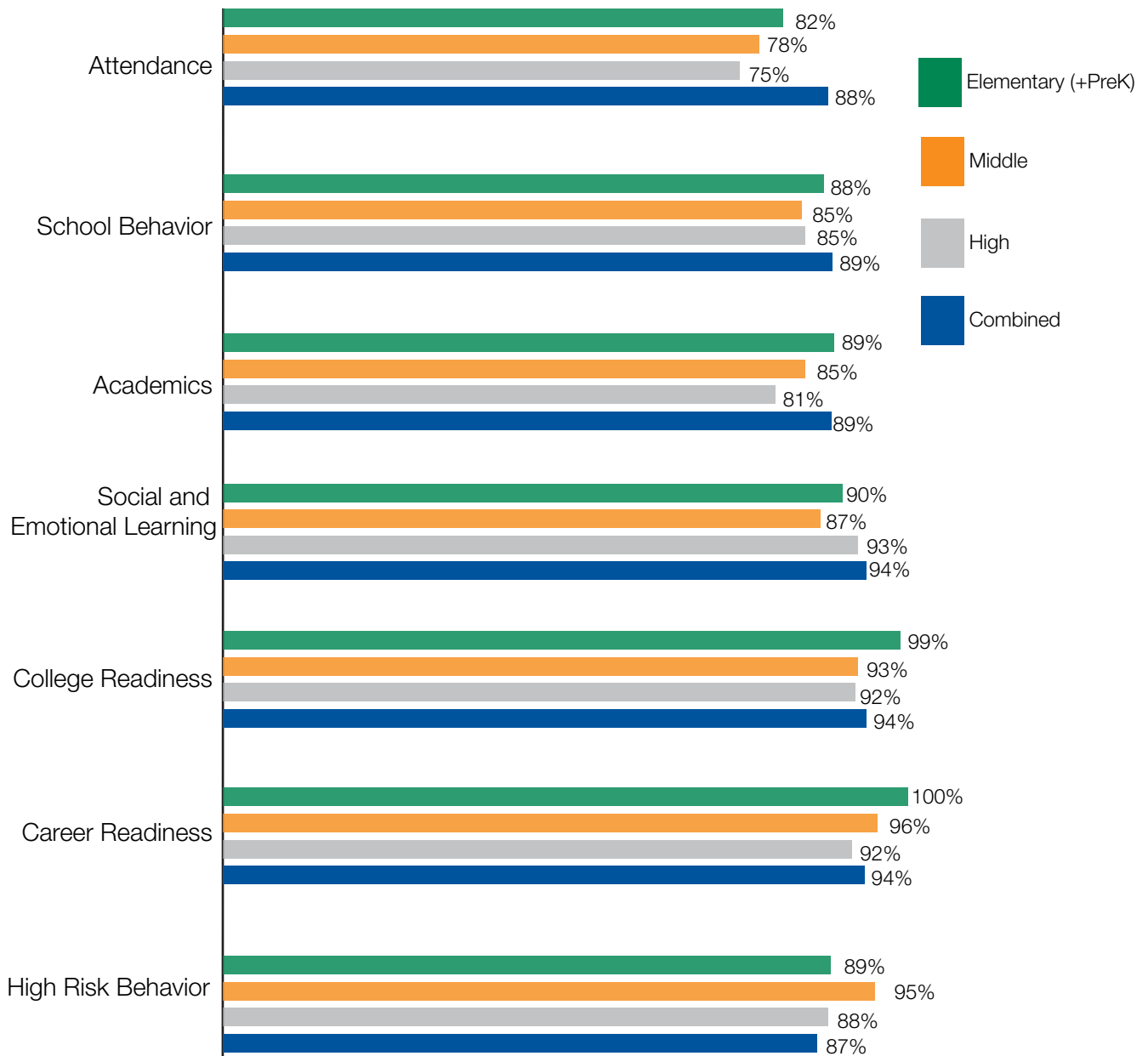
Figure 24. Percent of Schools Brokering and/or Providing Services¹⁰



¹⁰ In the the 2016-2017 school year, there were a total of 1,744 CIS model schools and 568 GYS school sites. The figure above represents the services provided or brokered and is based on available school-level data.. This figure excludes CIS of Texas and community-based sites.

School-level Comparisons

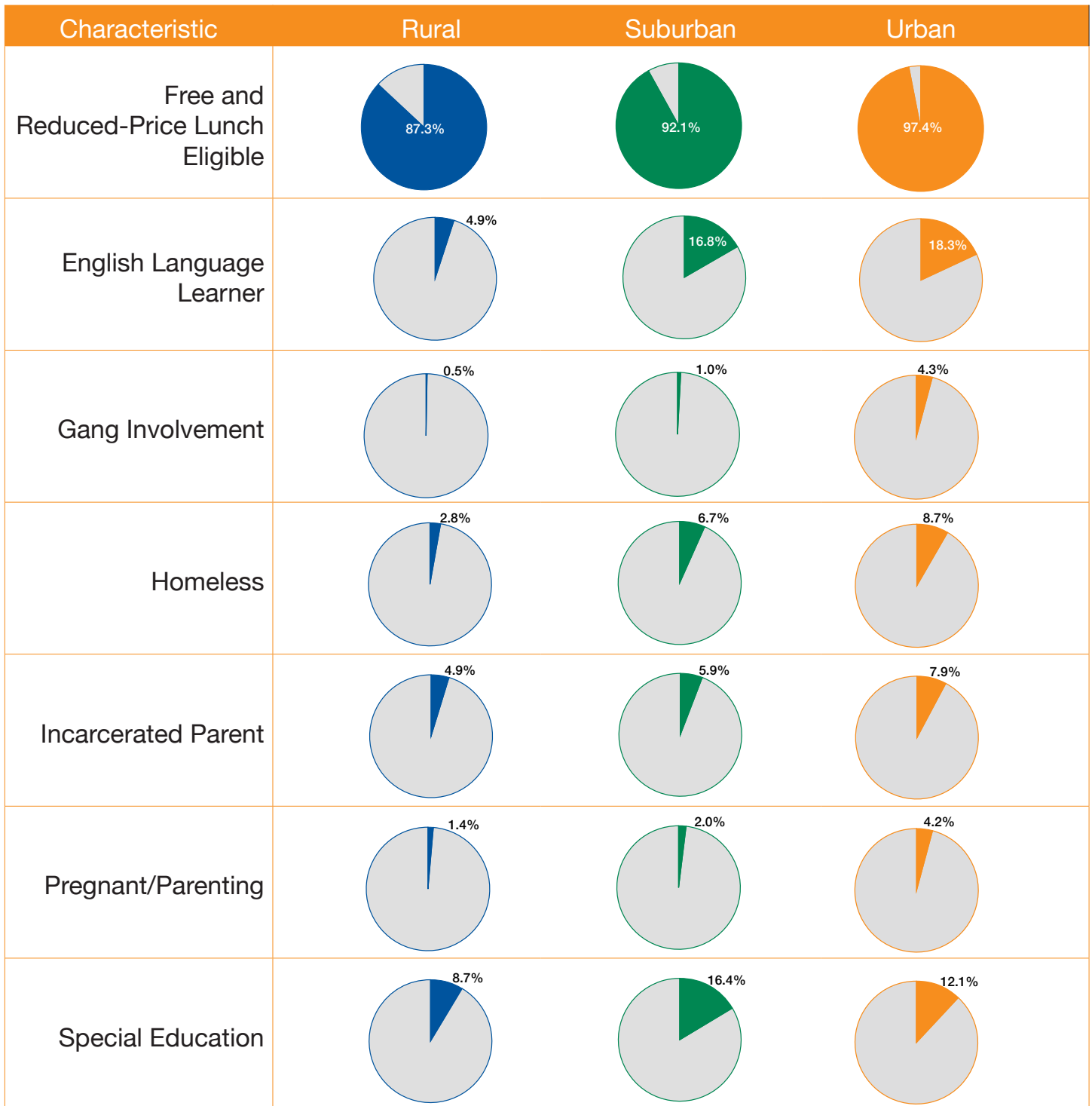
Figure 25. Percent of Case-Managed Students Who Met or Made Progress Towards Assigned Goal, by School Type¹¹



¹¹ Excludes CIS of Texas

School-level Comparisons

Figure 26. Case-Managed Student Characteristics, by Location



School-level Comparisons

Figure 27. School Type, by Location¹²

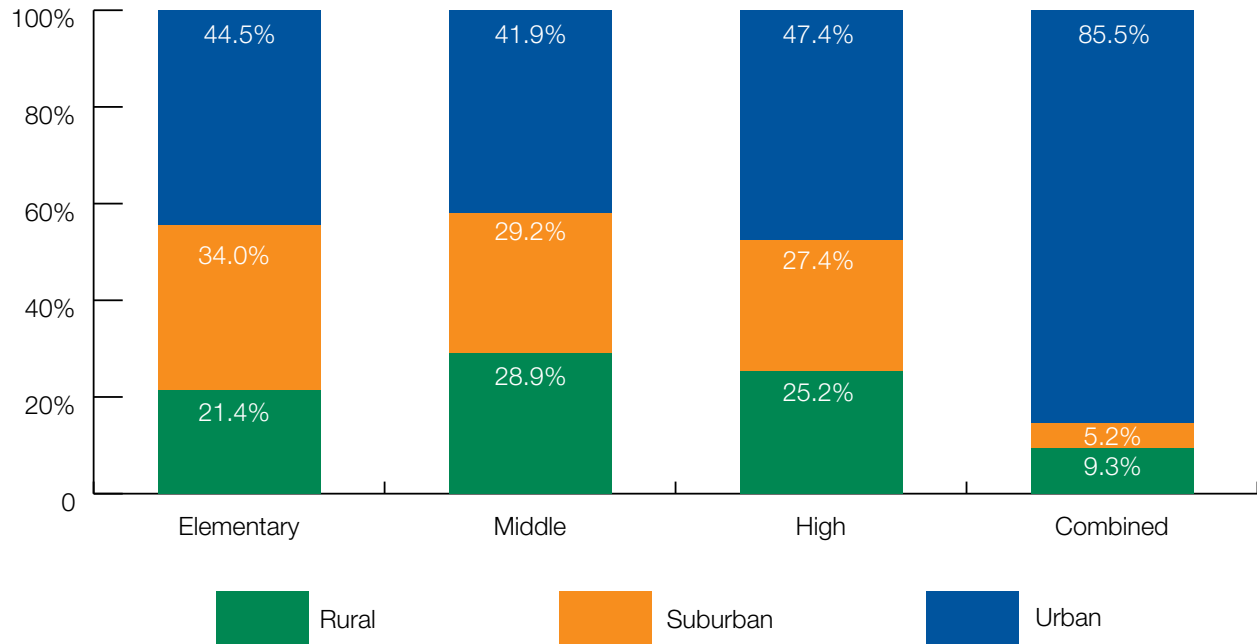
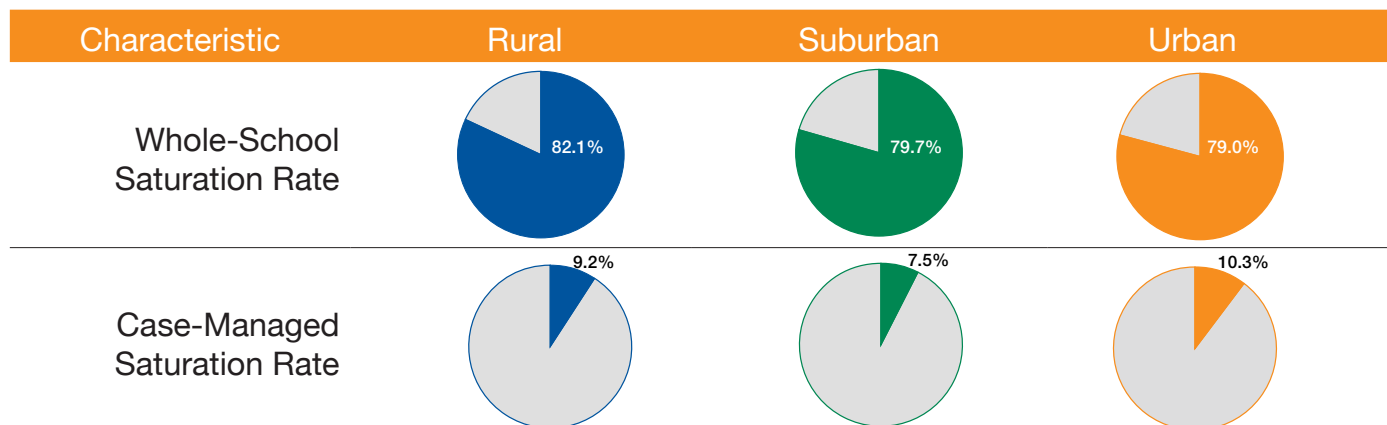


Figure 28. Average CIS Model School Saturation Rates, by Location^{12,13}

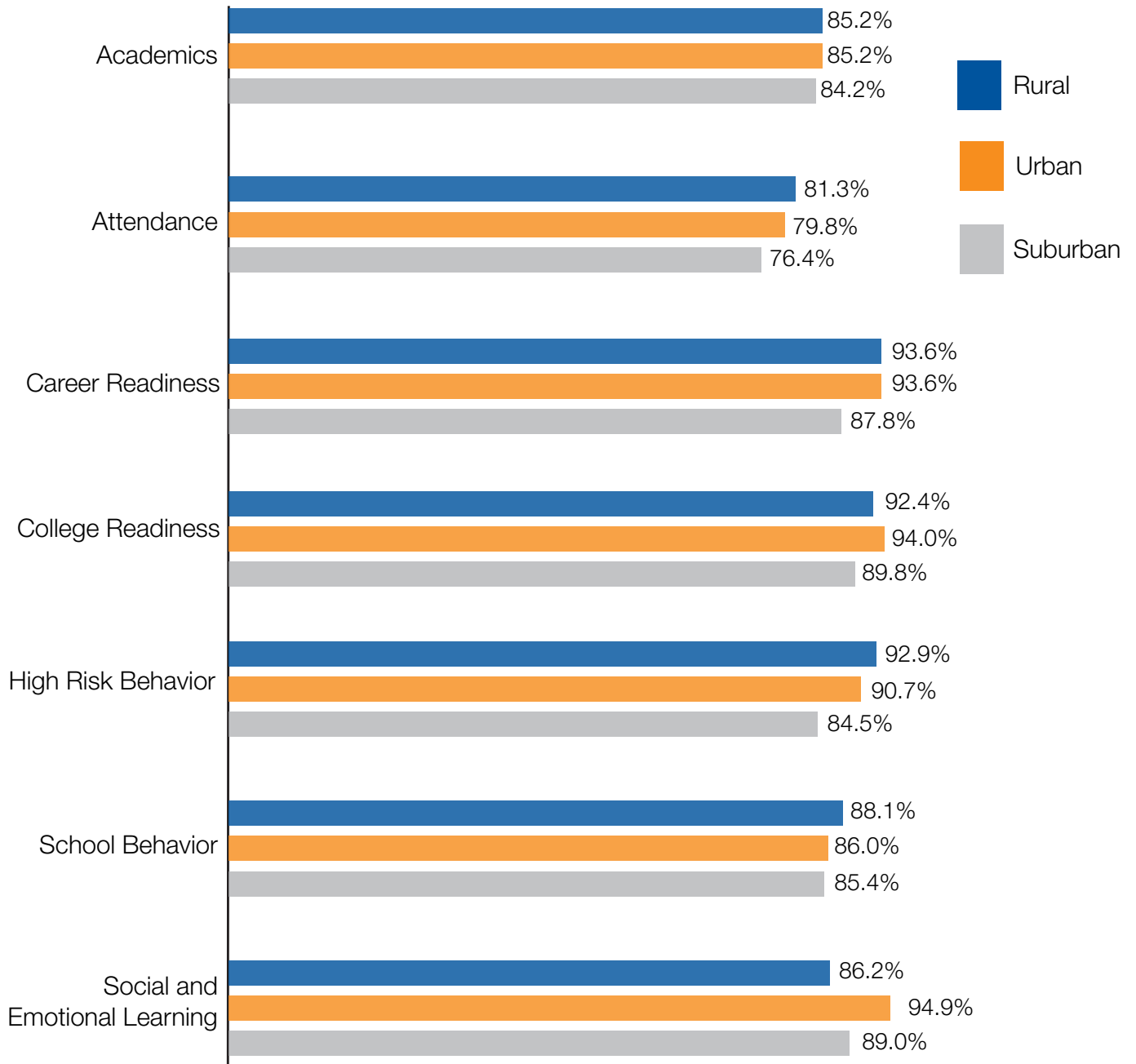


¹² Excludes CIS of Texas.

¹³ Only schools providing the type of student support specified are included in each calculation.

School-level Comparisons

Figure 29. Percent of Case-Managed Students Who Met or Made Progress Towards Assigned Goal, by School Location¹⁴



¹⁴ Excludes CIS of Texas.

Schools and Sites - CIS School Support Staff

Figure 30. School Support Staff Gender

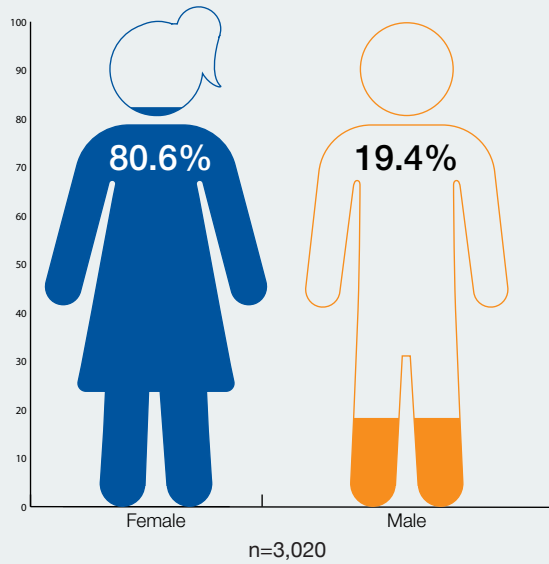


Figure 32. School Support Staff Employment Status¹⁵

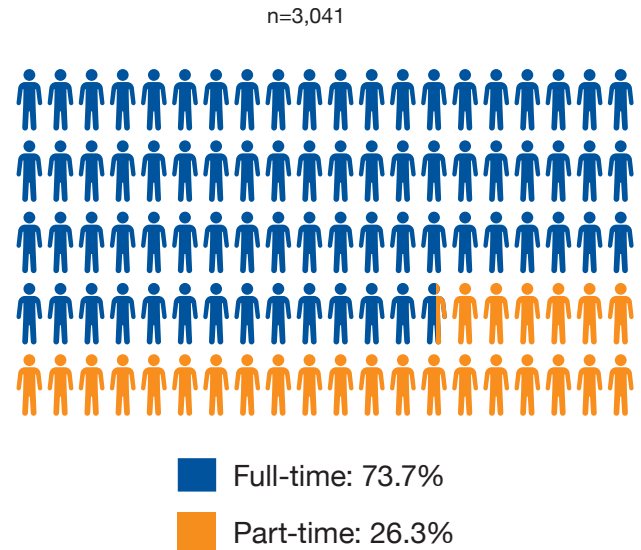


Figure 31. School Support Staff Race/Ethnicity

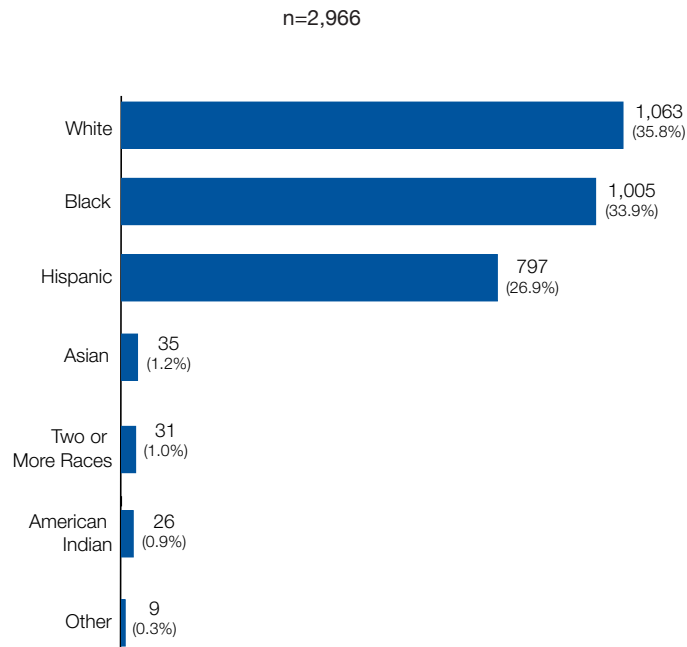
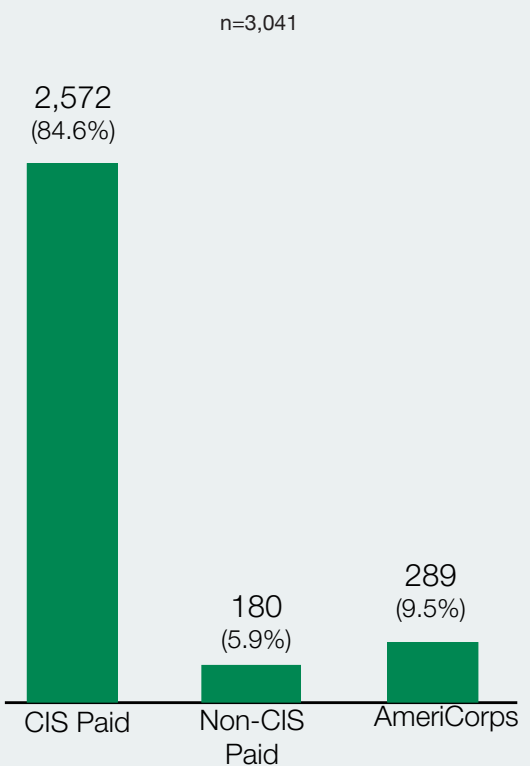


Figure 33. School Support Staff Type



¹⁵ Includes reassigned and AmeriCorps staff

Schools and Sites - CIS School Support Staff

Figure 34. Number of School Support Staff Present at Site, by Percent of Sites¹⁶

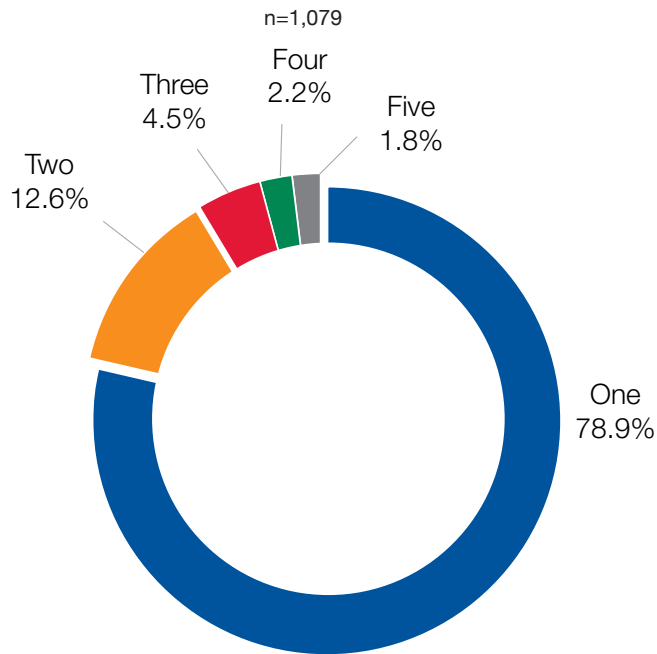
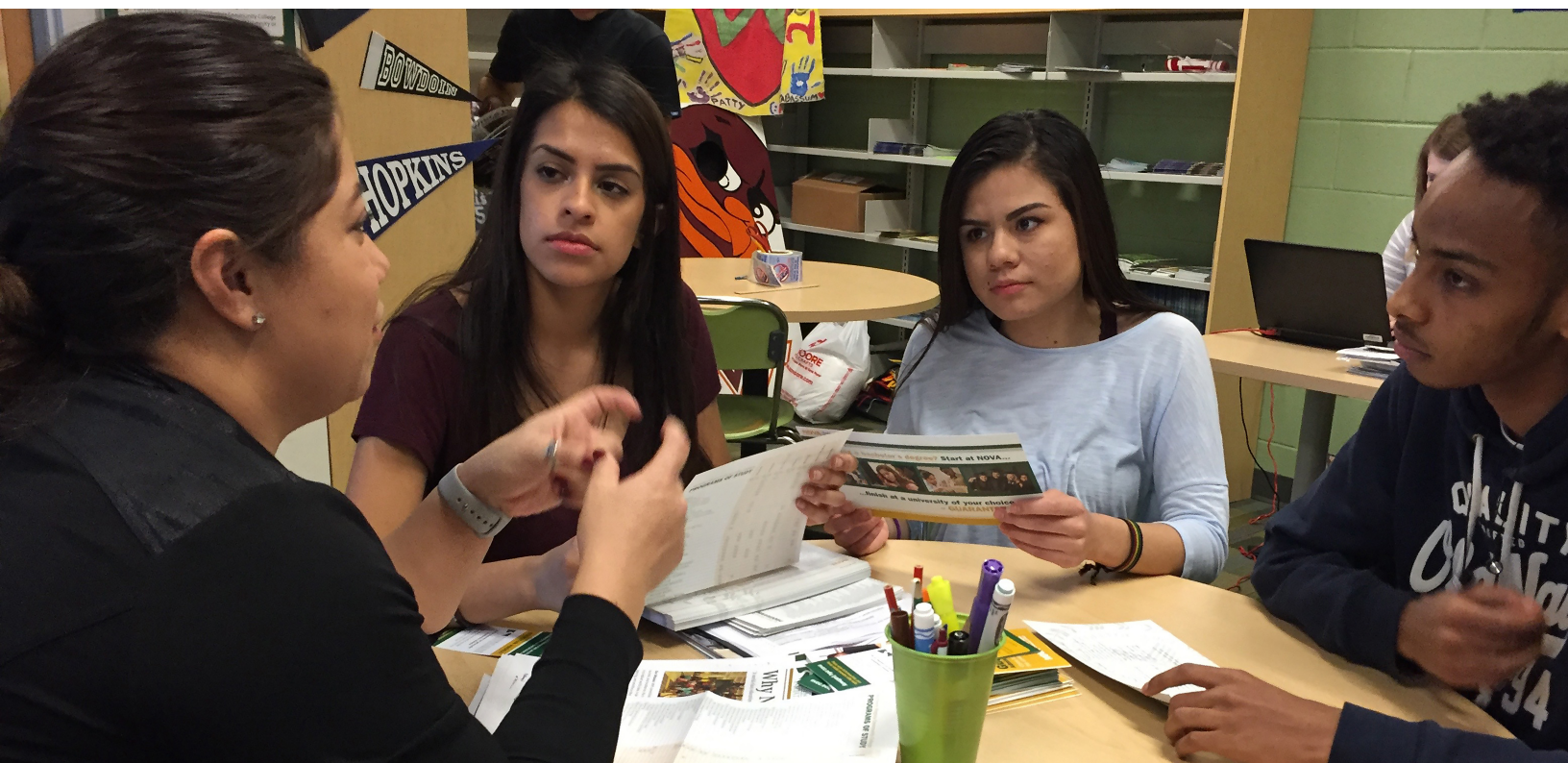
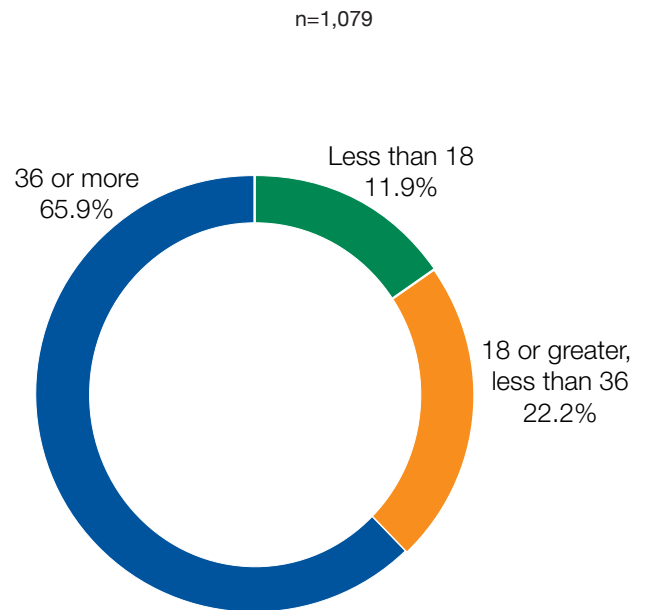


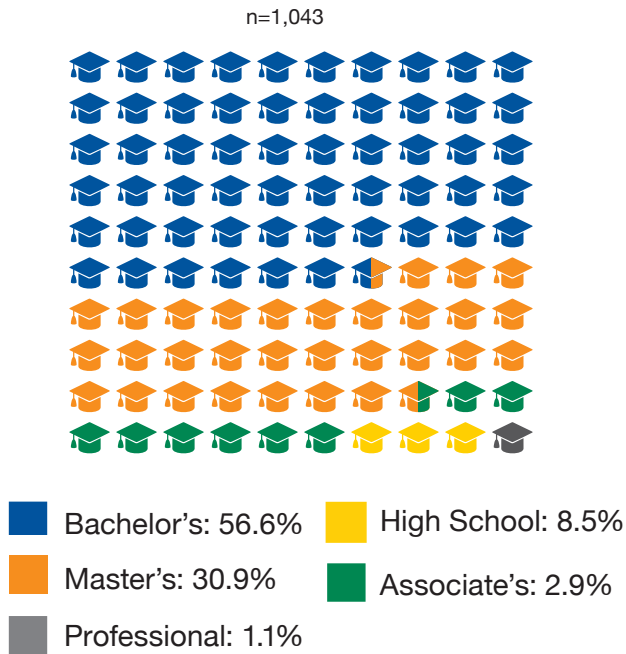
Figure 35. Number of Hours School Support Staff Onsite Per Week, by Percent of Sites¹⁶



¹⁶ Excludes CIS of Texas

Schools and Sites - Site Coordinators

Figure 36. Site Coordinator Highest Level of Education Breakdown, by Percent of Sites¹⁷



Additional Site Coordinator Characteristics

31.6 average hours worked per week at each site.¹⁷

537 sites with a bilingual site coordinator.

58 case-managed students on an average site coordinator caseload.¹⁷

1,131 site coordinators completed the Site Coordinator Learning Pathway courses at CIS University.¹⁸

Figure 37. Site Coordinator Presence, by Number of Sites

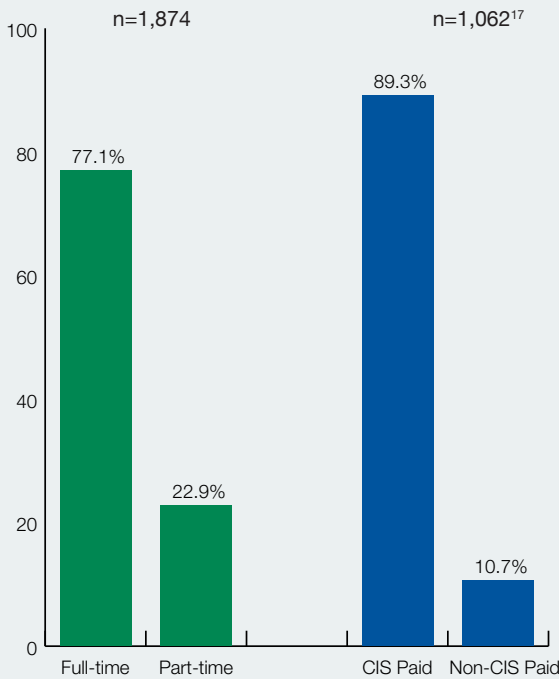
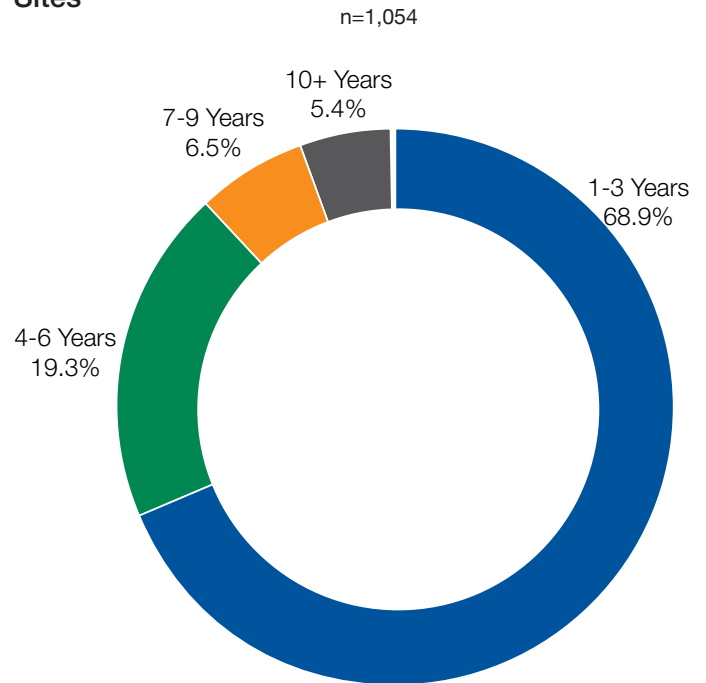


Figure 38. Years as Site Coordinator, by Percent of Sites¹⁷



¹⁷ Excludes CIS of Texas

¹⁸ These site coordinators completed the Site Coordinator Learning Pathway courses of CIS University, formerly known as the Site Coordinator Certification Program

Schools and Sites - Tables

Table 6. Number of Sites, by CIS Designation

CIS Designation	Number of Sites	Percent of Sites
CIS Model Schools	1,744	74.3%
General Youth Services	603	25.7%
School Sites	568	--
Community-based Sites	35	--

Table 7. School Characteristics

Characteristic	Number of Schools	Percent of Schools
School Type ^a	2,306	
Elementary	898	38.9%
Middle	578	25.1%
High	570	24.7%
Combined	260	11.3%
School Category ^a	2,303	
Public School (non-charter)	2,210	96.0%
Charter School ^b	83	3.6%
Other	10	0.4%
School Location ^c	2,261	
Rural	450	19.9%
Suburban	579	25.6%
Urban	1,232	54.5%
Title I Eligibility	2,181	
Title I eligible, received funding	1,650	75.7%
Title I eligible, not funded	299	13.7%
Not Title I eligible	232	10.6%

^a Excludes community-based sites.

^b Includes public and private charter schools.

^c School location was determined using NCES designation. Rural includes Town Distant and Town Remote. Suburban includes Town Fringe

Schools and Sites - Tables

Table 8. CIS School Support Staff Characteristics

Characteristics of School Support Staff	Number of Staff	Percent of Staff
Employment Status^a	3,041	
Full-time	2,242	73.7%
Part-time	799	26.3%
Staff Type	3,041	
CIS Paid	2,572	84.6%
Non-CIS Paid	180	5.9%
AmeriCorps	289	9.5%
Gender	3,020	
Female	2,433	80.6%
Male	587	19.4%
Race/Ethnicity	2,966	
American Indian/Alaska Native	26	0.9%
Asian/Native Hawaiian/Other Pacific Islander	35	1.2%
Black/African American	1,005	33.9%
Hispanic or Latino	797	26.9%
Two or More Races	31	1.0%
White	1,063	35.8%
Other	9	0.3%

Table 9. School Support Staff Characteristics, by Sites

Characteristics of School Support Staff	Number of Sites	Percent of Sites
Number of Staff Members Present^b	1,079	
One	851	78.9%
Two	136	12.6%
Three	49	4.5%
Four	24	2.2%
Five	19	1.8%
Number of Hours School Support Staff Onsite per Week^b	1,079	
Less than 18	159	11.9%
18 to 36	232	22.2%
36 or more	688	65.9%
Average Hours Per Week On Site - 39.4 Hours		

^a Includes reassigned and AmeriCorps staff.

^b Excludes CIS of Texas.

Schools and Sites - Tables

Table 10. Site Coordinator Characteristics, by Sites

Characteristics of Site Coordinators	Number of Sites	Percent of Sites
Employment Status	1,874	
Full-time	1,444	77.1%
Part-time	430	22.9%
Site Coordinator Type^a	1,062	
CIS Paid	948	89.3%
Non-CIS Paid	114	10.7%
Highest Level of Education	1,041	
High School Diploma/GED	89	8.5%
Associate's Degree	30	2.9%
Bachelor's Degree	589	56.6%
Master's Degree	322	30.9%
Professional Degree (Ph.D., JD, Ed.D.)	11	1.1%
Years as Site Coordinator	1,054	
1-3 years	726	68.9%
4-6 years	203	19.3%
7-9 years	68	6.5%
10+ years	57	5.4%
Average Years as Site Coordinator - 3.4 years		

Table 11. Number of Years CIS, Site Coordinator, and Principal at School

Characteristic ^a	Mean ^b	Median ^c
Years school principal has been at this school	3.9	3
Years CIS has been at this school	6.0	5
Years CIS Site Coordinator has been at this school	2.9	2

^a Excludes CIS of Texas

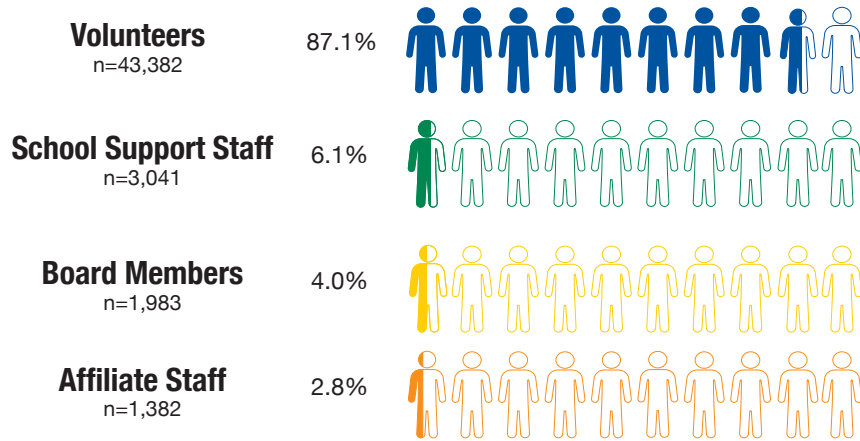
^b The Mean is the average number of years across schools.

^c The Median is the "middle" value (number of years) reported by these schools.

Affiliates

The CIS network is comprised of local, state and regional CIS organizations and licensees across the country, collectively referred to here as affiliates. Each of these organizations is represented in the following data sets for providing direct services to students and supporting network integration and operations.

Figure 39. Total Human Capital Breakdown



147
Affiliates

8,748
partnerships



7,621
continuing
Partnerships

1,127
New
Partnerships

Affiliates - Executive Directors

Figure 40. Age Range of Executive Directors

n=141

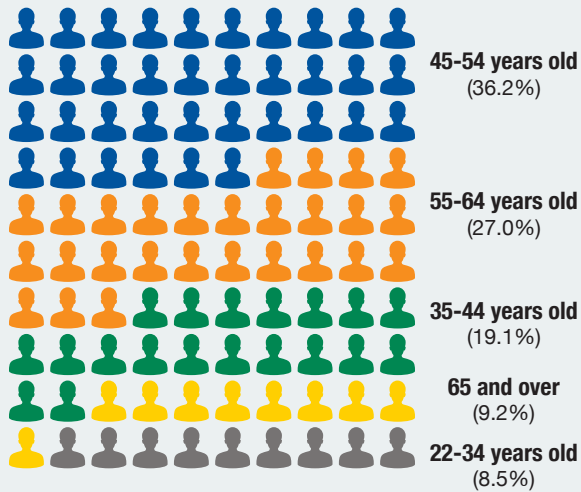


Figure 42. Gender of Executive Directors (EDs)

n=145

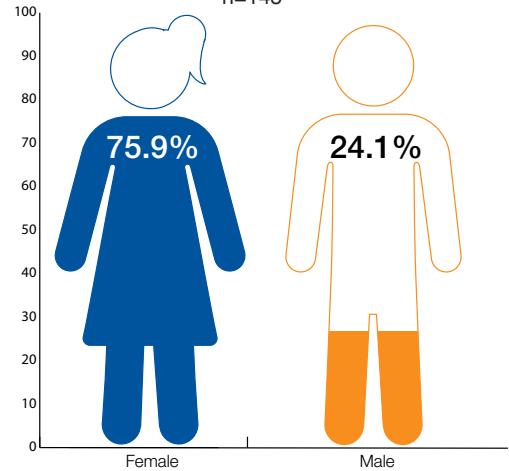
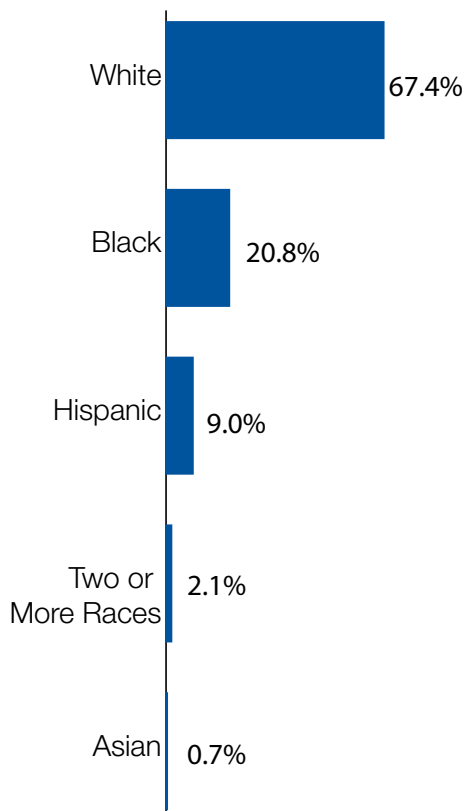


Figure 41. Race/Ethnicity of Executive Directors (EDs)

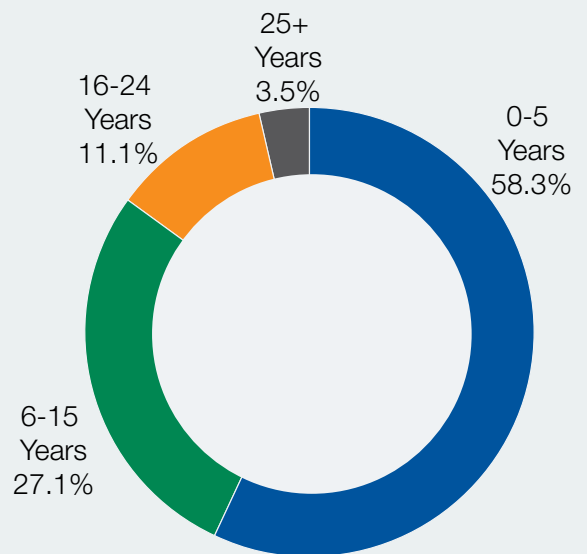
n=144



2 in 5

executive directors
stay for more
than 5 years

Figure 43. Years as Executive Director, by Number of EDs



n=142

Affiliates - Affiliate Staff

Figure 44. Employment Status of CIS Affiliate Staff

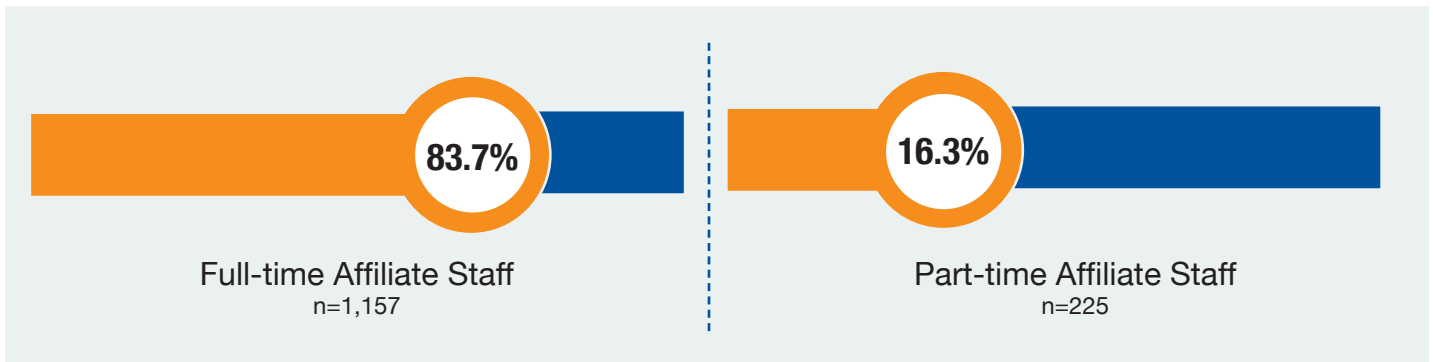


Figure 45. Race/Ethnicity of Affiliate Staff

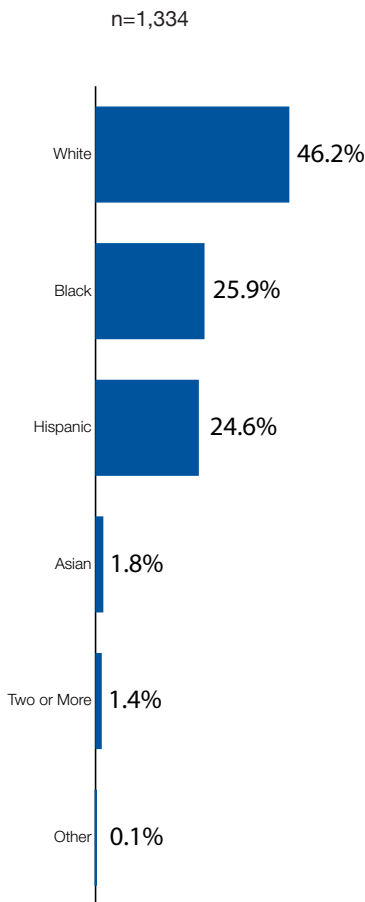


Figure 46. Staff Type of Affiliate Staff

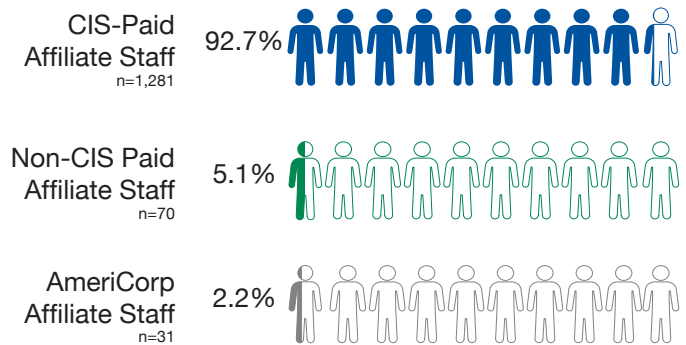
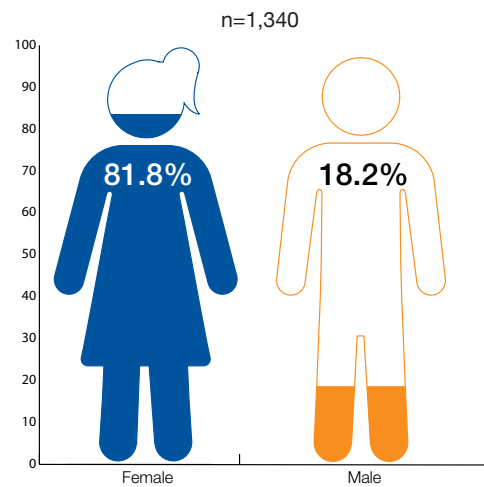
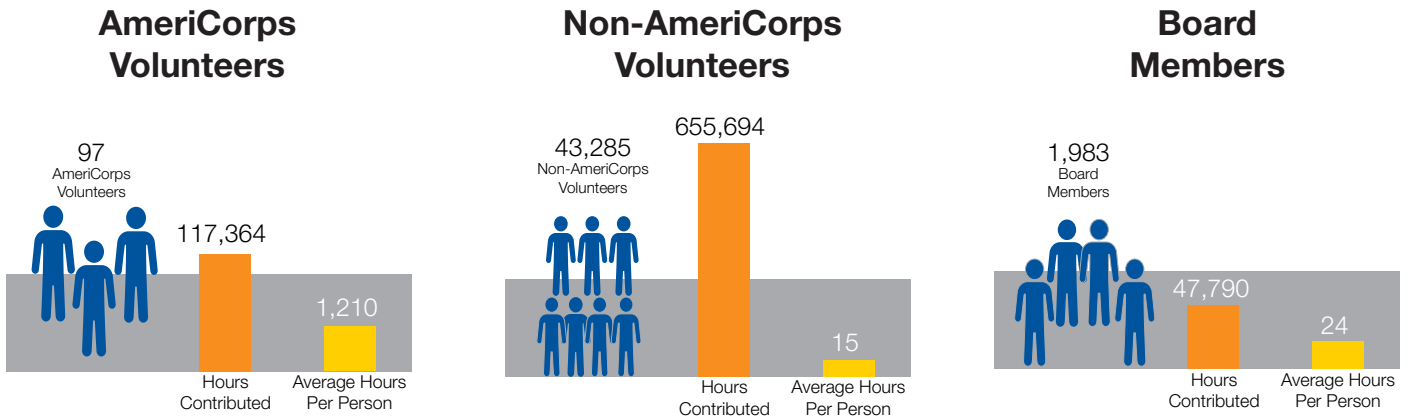


Figure 47. Gender of Affiliate Staff



Affiliates - Volunteers and Board Members

Figure 48. Volunteer and Board Member Characteristics



The average \$ value of a volunteer hour during 2017 was

\$24.14¹⁹

Total Value of AmeriCorps Hours Contributed

\$2,833,167

Total Value of Non-AmeriCorps Hours Contributed

\$15,828,453

Total Value of Board Member Hours Contributed

\$1,153,651

Figure 49. AmeriCorps Staff and Volunteers

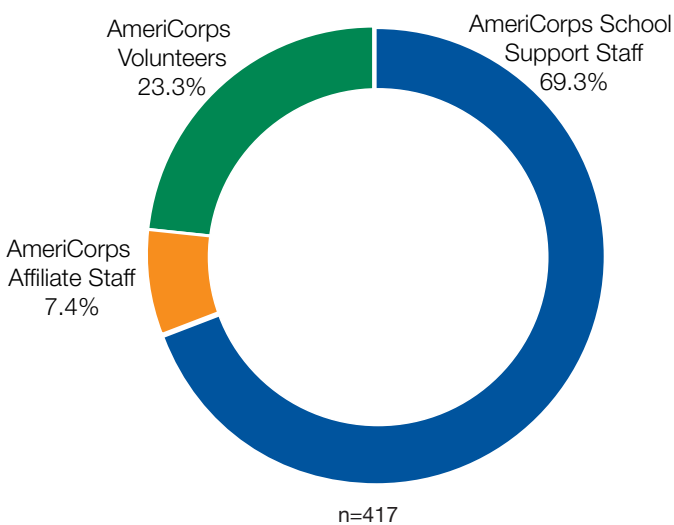
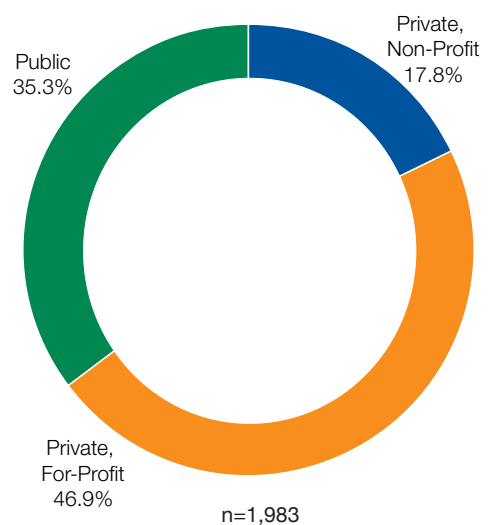


Figure 50. Board Member Breakdown



¹⁹ The value of a volunteer hour was estimated by Independent Sector, based on data collected in 2016, and released in April 2017.

Affiliate Trends, 2013-2017



Between 2013 and 2017, the share of part-time affiliate staffers has decreased from 41.3% to 23.2%. Across the network, a larger share of affiliate staffing assignments are full-time, increasing nearly 20 percentage points from 2013 to 2017.

Figure 51. Affiliate and School Staff, by Employment Status, 2013-2017

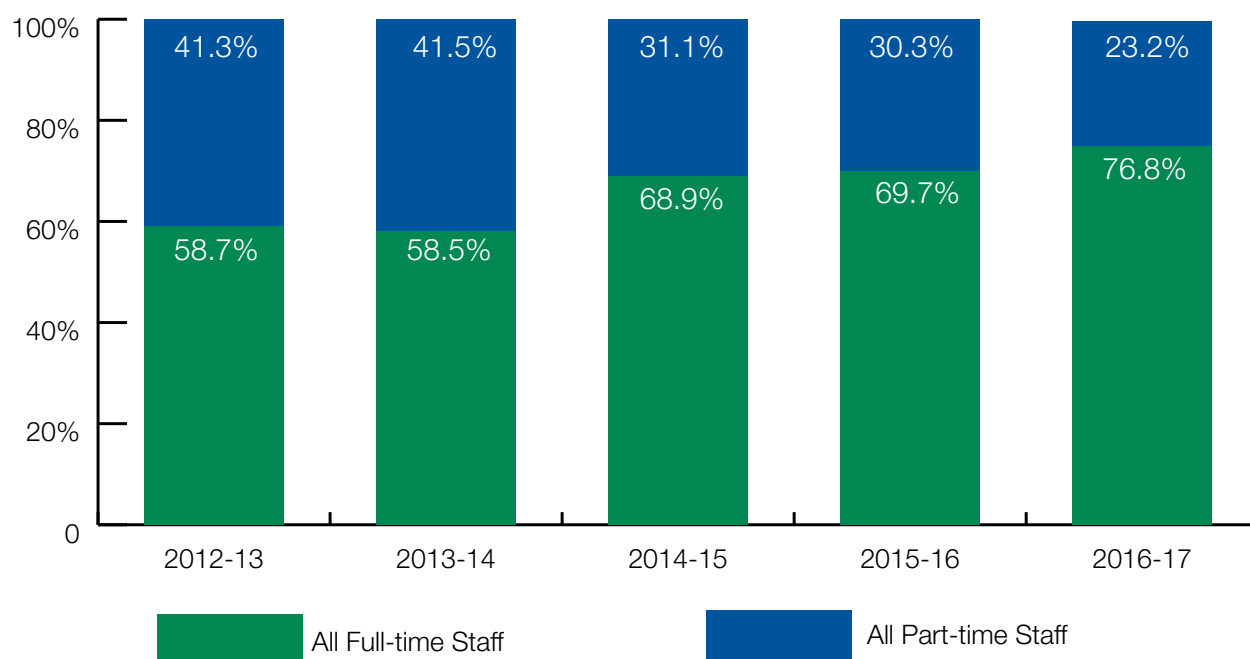


Table 12. Affiliate and School Staff, by Employment Status, 2013-2017

Employment Status	2012-2013 ^a	2013-2014 ^b	2014-2015	2015-2016	2016-2017	Percent Change 2013-2017
Full-time staff of any kind	2,404	2,753	2,617	2,990	3,339	41.4%
Part-time staff of any kind	1,688	1,954	1,181	1,301	1,024	-39.3%
Total	4,092	4,707	3,798	4,291	4,423	8%

^a Staff breakdown does not include AmeriCorps staff reported

^b Excludes CIS of Texas AmeriCorps Staff

Affiliate Trends, 2013-2017

Figure 52. Affiliate and School Staff Type Breakdown, 2013-2017

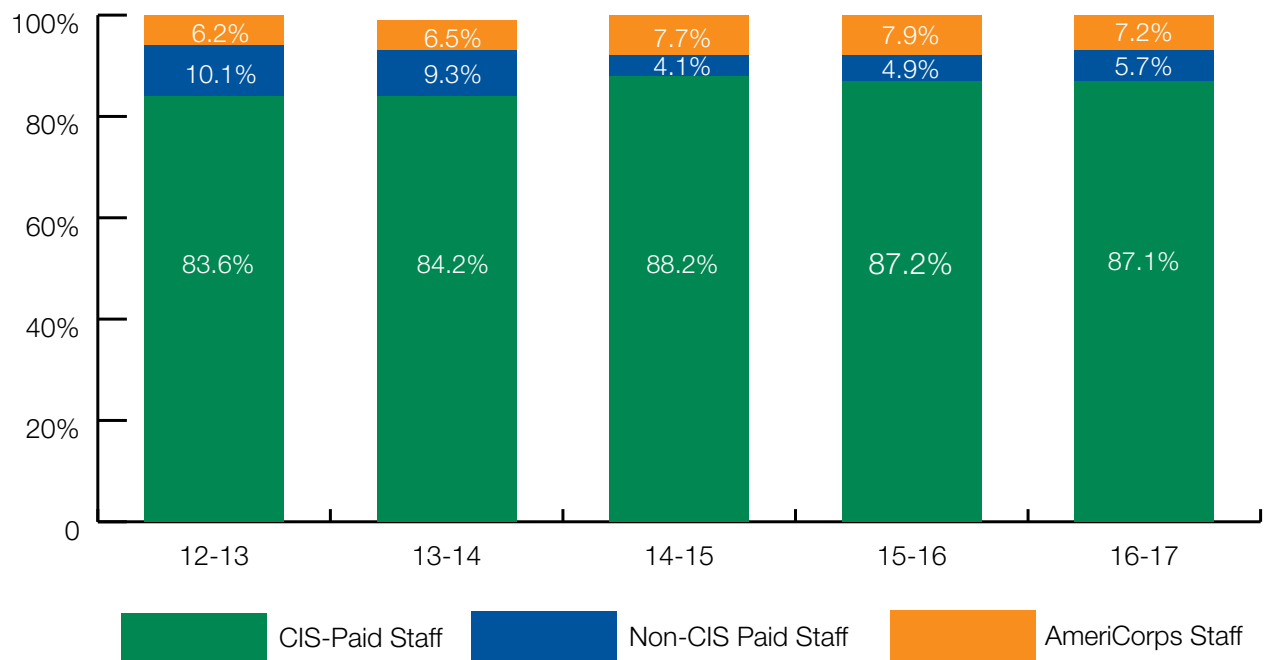


Table 13. Affiliate and School Staff Type Breakdown, 2013-2017

Staff Type	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	Percent Change 2013-2017
CIS-Paid Staff	3,650	3,987	3,349	3,741	3,853	5.6%
Non-CIS Paid Staff ^a	442	442	155	209	250	-43.4%
AmeriCorps Staff	272	306	294	341	320	17.6%
Total	4,364	4,735	3,798	4,291	4,423	1.4%

^a Includes reassigned school district or agency staff

Affiliates - Funding



Figure 53. Affiliate Revenue, by Type

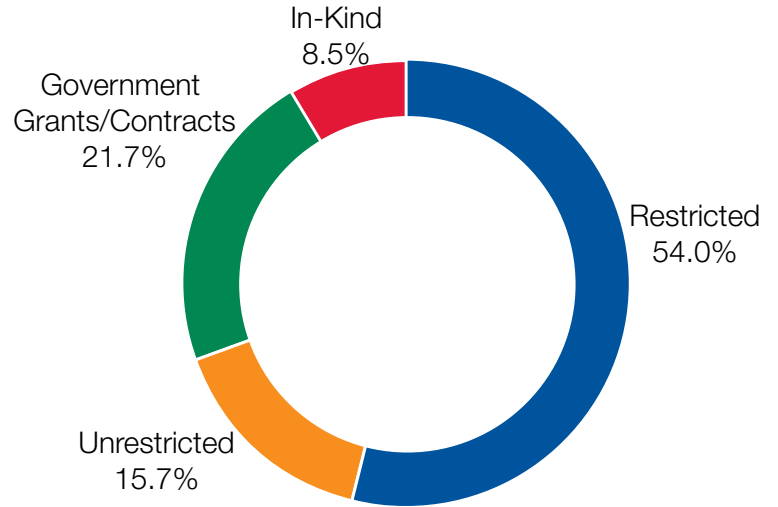
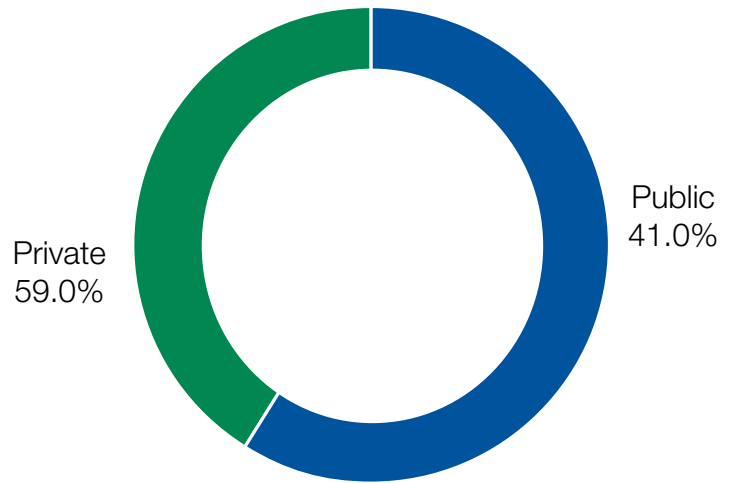


Figure 54. Affiliate Revenue, by Source²⁰



²⁰ 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.

Affiliates - Funding

Figure 55. Affiliate Revenue, by Funding Type, 2013-2017

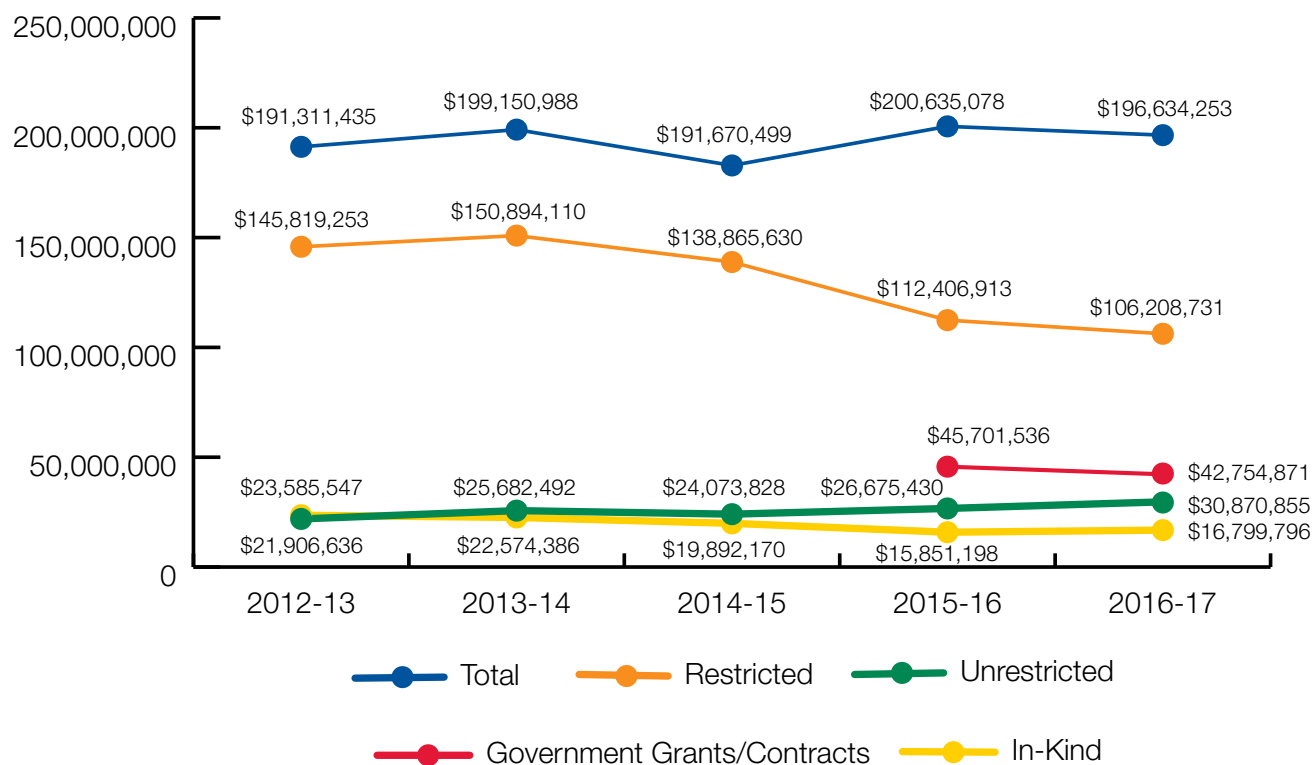


Table 14. Affiliate Revenue, by Funding Type, 2013-2017

Funding Type	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Restricted	76.2%	75.8%	76.0%	56.0%	54.0%
Unrestricted	11.5%	12.9%	13.2%	13.3%	15.7%
Government Grants/Contracts ^a	--	--	--	22.8%	21.7%
In-Kind	12.3%	11.3%	10.9%	7.9%	8.5%
Total	\$191,311,435	\$199,150,988	\$191,670,499	\$200,635,078	\$196,634,253

^a These data were not collected prior to 2015-16. Previously, government grants and contracts were likely to have been categorized as restricted funding.

Affiliates - Data Tables

Table 15. Affiliate Staff Characteristics

Characteristics of Affiliate Staff	Number of Staff	Percent of Staff
Employment Status	1,382	
Full-time	1,157	83.7%
Part-time	225	16.3%
Staff Type	1,382	
CIS-Paid Affiliate Staff	1,281	92.7%
Non-CIS Paid Affiliate Staff	70	5.1%
AmeriCorps Affiliate Staff	31	2.2%
Gender	1,340	
Female	1,096	81.8%
Male	244	18.2%
Race/Ethnicity	1,334	
American Indian/Alaska Native	--	--
Asian/Native Hawaiian/Other Pacific Islander	24	1.8%
Black/African American	346	25.9%
Hispanic or Latino	328	24.6%
Two or More Races	19	1.4%
White	616	46.2%
Other	1	0.1%

Table 16. Executive Director (ED) Characteristics

Characteristics of Executive Director	Number of EDs	Percent of EDs
Gender	145	
Female	110	75.9%
Male	35	24.1%
Race/Ethnicity	144	
American Indian/Alaska Native	--	--
Asian/Native Hawaiian/Other Pacific Islander	1	0.7%
Black/African American	30	20.8%
Hispanic or Latino	13	9.0%
Two or More Races	3	2.1%
White	97	67.4%
Other	--	--

Affiliates - Data Tables

Table 17. Age Range of Executive Directors (ED)

Age Range	Number of EDs	Percent of EDs
Total	141	
22 - 34	12	8.5%
35 - 44	27	19.1%
45 - 54	51	36.2%
55 - 64	38	27.0%
65 and over	13	9.2%

Table 18. Volunteers and Board Members

Community Members	Number of Members	Hours Contributed	Value of Hours Contributed	Average Hours Contributed Per Person
AmeriCorps Volunteers	97	117,364	\$2,833,167	1,210
Non-AmeriCorps Volunteers	43,285	655,694	\$15,828,453	15
Board Members	1,983	47,790	\$1,153,651	24

Table 19. AmeriCorps Staff and Volunteers

Human Resources	Number of Individuals	Percent of Individuals
AmeriCorps Human Resources	417	
AmeriCorps School Support Staff	289	69.3%
AmeriCorps Affiliate Staff	31	7.4%
AmeriCorps Volunteers	97	23.3%

Table 20. Board Members, by Employment Sector

Employment Sector	Number of Board Members	Percent of Board Members
Board Members	1,979	
Private, Non-Profit	353	17.8%
Private, For-Profit	928	46.9%
Public	698	35.3%

Table 21. Affiliate Revenue, by Source, 2013-2017

Source	2012-2013	2013-2014 ^c	2014-2015	2015-2016	2016-2017
Public ^a	\$109,023,491	--	\$104,352,144	\$120,830,889	\$116,102,443
Private ^b	\$82,287,944	--	\$75,641,132	\$79,804,189	\$80,531,810
Total	\$191,311,435	--	\$179,993,276	\$200,635,078	\$196,634,253

^a Public funding includes federal, state, city/county, and school district sources

^b Private funding includes corporate, foundation, non-profit, event fundraising, individual giving, and other private sources.

^c Source breakdown unavailable for 2013-2014.