



Indiana Department of Education

Dr. Katie Jenner, Secretary of Education

Coordinating 21st Century Community Learning Center (CCLC) & Title 1 Funding

This resource is designed to provide guidance for the coordination of funding in regards to 21st CCLC and Title 1. The Indiana Department of Education's (IDOE's) [Title Grants Handbook](#) is available to familiarize coordinators with frequent federal funding streams, including Title I, II, III, and IV funds.

Important stakeholders and considerations:

- 21st CCLC directors should connect with school staff who have influence on how Title I funds are spent. This may be the school principal, Title I program administrator, or both. It is important to determine how Title I funding decisions are made in the corporation, and connect with the people involved.
- In larger corporations with several providers operating 21st CCLC sites, it may be beneficial to have a large, collaborative meeting with corporation staff to determine needs and solutions. In smaller corporations, one person may serve in several roles. In either situation, it is key to develop a strong, collaborative relationship with those staff members who have a role in Title I funds. If you are not familiar with individuals that determine plans and funds with Title I, who do you have a relationship with that may be able to make an introduction (e.g., school principal)?

It's important to determine where collaboration exists between Title I and 21st CCLC funding (current reality vs. future opportunities).

- All involved stakeholders should have a shared understanding of the use of funds for 21st CCLC and Title I. Title I funds may be used, in-part or whole, for before or after school and summer programming. Funds may be used to provide programs at Title I served schools, or through a district-wide program.
- Title I is considered an "entitlement" grant which means that all local educational agencies (LEAs) that have at least a 2% poverty rate or higher are eligible. The amount of funding is determined by the census poverty data for youth ages five to 17.
- The overall purpose of Title I is to provide all children with significant opportunities to receive a fair, equitable, and high-quality education to close educational achievement gaps.
- 21st CCLC programs and activities may support the goals an LEA has established in using their federal funds, including Title I funds.
- Best practice for an LEA is to complete their comprehensive needs assessment at the district and individual school level. Once the specific needs are determined, an LEA should determine the goals they have related to these needs. From there, specific activities and strategies should be determined to meet these goals. LEAs will then review which funding streams are available to support each goal. This may include braiding funds or using multiple funding streams to fully support the cost of the activity. The idea here is "fund the plan, don't plan the funds."



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- Title I has several federal compliance requirements. 21st CCLC staff and Title I staff should have a clear understanding of the unique and shared compliance requirements, as well as who is responsible for the oversight of maintaining compliance.

Project Timeline

The project year for Title I annually is July 1 through September 30. Below are other key dates. All funds/activities must be completed by September 30 of the applicable program year.

- May/June: The pre-application (pre-app) is released. The federal grants pre-app is an LEA's overall, big picture of how they intend to utilize federal funds (including Title I, II, III, and IV). LEAs will include a minimum of three specific goals that will be supported with their Title I-IV funds. This document should be a comprehensive picture developed from collaborative planning efforts from a review of the needs of the corporation/LEA and individual schools.
- August 30: Title I budgets are due. The budget applications are where an LEA will list and budget the specific activities that will be supported by their Title I funds.
- November 1 through June 30: Title I amendment window occurs. This is the timeframe that LEAs have to make changes to the activities and/or budgeted amounts for previously-approved items.
- Best practice is for LEAs to evaluate the current year Title I activities and outcomes, as well as conduct the comprehensive needs assessment and begin planning for the pre-application in the spring of the preceding program year.

Being familiar with this timeline is critical for a 21st CCLC director. If a 21st CCLC director reaches out in the summer hoping to work together in the upcoming school year, it may be too late for an LEA to consider collaborating with 21st CCLC programming because they have already outlined their planned use of Title I funds.

Another unique consideration is that Elementary and Secondary School Emergency Relief (ESSER) III (COVID-19 pandemic relief funding) ends September 30, 2024. Several LEAs offered extended learning time opportunities with ESSER funds and may be looking to sustain these efforts.

- Could 21st CCLC be a good fit for the district to explore?
- Would a partnership with an experienced OST provider be more beneficial for an LEA? If so, how?

Experience with meeting 21CCLC compliance requirements, knowledge and experience in developing out-of-school time (OST) programs that support the whole child, experience engaging and retaining youth in OST programs, reducing the additional burden of program and staff management for the LEA, etc.

Title I and 21st CCLC share a collaborative goal to support youth. Review the 21st CCLC goals below and the alignment with Title I funds. How can funds from both sources be used to more effectively support youth in sustainable ways?



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21st CCLC Goal	Title I Alignment Ideas
<p>Provide opportunities for academic enrichment to youth who attend low-performing schools in order to meet the challenging state academic standards.</p>	<p>Title I funds are designed to support low-achieving students from high-poverty schools.</p> <p>In most cases, school sites that are eligible for 21st CCLC, will also be eligible to be served with Title I funds.</p>
<p>Offer youth a broad array of character enrichment programs that may include, but are not limited to: mentoring, service learning, physical fitness and wellness, career and technical programs, internships or apprenticeship programs, drug and violence prevention programs, counseling programs, art, music, financial literacy programs, environmental literacy programs, and others.</p>	<p>In all Title I served schools, funds may be used to support the wellbeing of students. Funds are typically used for activities like school counselors, behavior interventionists, positive behavior support systems, and similar activities. Remember, in a targeted assistance school (TAS) school, only identified students may benefit from these services.</p> <p>In a Title I schoolwide program (SWP), funds may be used in a more flexible manner as long as they align to an identified need in the comprehensive needs assessment. Title I funds may be used to counteract and prevent bullying, provide counseling, mentoring, and school-based mental health programs, or provide positive behavioral interventions and support available to all students in the school.</p> <p>Title I funds in a SWP may also be used to support activities designed to increase access and prepare students for success in high-quality advanced coursework to earn postsecondary credit while in high school (e.g., Advanced Placement, International Baccalaureate, early college high schools, and dual or concurrent enrollment programs); or career and technical education programs to prepare students for postsecondary education and the workforce.</p>
<p>Offer families of youth served by the community learning centers opportunities for active and meaningful engagement in their youth's education, including opportunities for literacy and related educational development.</p>	<p>All LEAs that receive a Title I allocation over \$500,000 are <i>required</i> to budget 1% of their allocation to family engagement activities, including the promotion of family literacy and parenting skills. Please note, 90% of the parental involvement set-aside must be budgeted at the individual school level, meaning that a majority of funds must be used for Title</p>



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	<p>I-served schools.</p> <p>In a Title I SWP, additional activities may include two-generational approaches that consider the needs of both vulnerable children and parents, together, in the design and delivery of services and programs to support improved economic, educational, health, safety, and other outcomes that address the issues of intergenerational poverty.</p>
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How Coordination Happens

In addition to the information above, it is important to understand how to speak the language of the intended audience. For Title I purposes, the goal would be to show how 21st CCLC can increase the “significant opportunities for all children to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.”

Sharing demonstrated success with improving academic outcomes, and outcomes related to additional activities designed to improve the wellbeing of students and supplement the teaching process (e.g., behavioral, social-emotional wellness) from 21st CCLC programming will strengthen your case for collaborative efforts with the LEA.

Use key words and phrases tied to Title I to keep your message clear and consistent to the Title I audience.

Once it is determined *how* Title I funds are currently being used and/or current LEA and school goals, describe how 21st CCLC can support those shared goals.

Describe the strategies and staff efforts that will be needed to meet shared goals. For example, if it is determined that offering OST programs for identified students through 21st CCLC funds will be beneficial, what will the process be for identifying youth? What staff will need to be involved in the identification of youth? How will the academic content to be used in the OST program be determined? How will costs, supplies, and in-kind donations be shared between the school and OST program?

One consideration is if the OST program is offered at the school level, are they operating as a TAS or a SWP? In a TAS, the school must rank and serve students based on their academic need. Identified students are eligible for Title I services. In an SWP, all students may be eligible to benefit from Title I services. Allowable activities in an SWP may upgrade the entire educational program in the school in order to raise the achievement of the lowest-achieving students. A school’s status as TAS or SWP will determine which youth are eligible for Title I services. Depending on the 21st CCLC program, it may be helpful to discuss how 21st CCLC can offer further 1-on-1 or small group support for TAS identified students, or school-wide efforts in a SWP. Alternatively, if the school operates as an SWP, could 21st CCLC offer more targeted support for identified students?

Miscellaneous: 21st CCLC programs may also consider how to incorporate other Title funds. For example, could OST staff participate in Title II funded professional learning opportunities to



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ensure alignment and key understanding with LEA and/or school approaches? How can OST supplement an LEA's Title IV efforts to provide a well-rounded education or safe and healthy schools? Please contact an IDOE Title II or Title IV specialist for more information on specific information on these funding sources.

Three Key Takeaways for Title I and 21st CCLC Collaboration:

- Plan early, likely six to 12 months in advance of the next school year.
- Develop strong relationships with key stakeholders involved with Title I funding.
- Be prepared to demonstrate program success through specific measures that align with the intended goals and outcomes of Title I funds.