



## 21<sup>st</sup> CCLC and Title I Schoolwide Programs: Opportunities for Collaboration

This fact sheet highlights ways the Nita M. Lowey 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC) and Title I schoolwide programs can collaborate. Approximately 90 percent of all local educational agencies (LEAs) receive Title I funds, which they must direct to schools with the highest poverty levels. Schools then operate either **schoolwide programs**, which use Title I, Part A funds to strengthen learning for all students, or **targeted assistance programs**, which provide extra help only to students most at risk of failing. Approximately 60 percent of all elementary and secondary public schools receive Title I funds, and over 85 percent of Title I schools operate a schoolwide program.

### 21<sup>st</sup> CCLC



**Authorizing statute:** [Title IV, Part B of the Elementary and Secondary Education Act \(ESEA\), as amended by the Every Student Succeeds Act \(ESSA\)](#)



**Program type:** Formula grants to State educational agencies (SEAs), which administer competitive grants to eligible entities, including LEAs



**Purpose/use of funds:** Community learning centers that provide academic enrichment opportunities during non-school hours



**Number of students served:** 1.4 million

**Target population:** Primarily students who attend high-poverty and low-performing schools and their families



**Funding cycle:** 3, 4, or 5 years



**Eligible entities:** LEAs, community-based organizations (CBOs), faith-based organizations (FBOs), Indian Tribe or Tribal organizations, a consortium of two or more such agencies, institutions of higher education, and public and private entities that provide out-of-school time (OST) programs for K-12 students (e.g., libraries, community centers)

- ✓ Are Federally funded
- ✓ Support academic achievement and closing opportunity gaps for students
- ✓ Require planning based on comprehensive needs assessments
- ✓ Require meaningful family and community engagement as a core strategy
- ✓ Support extended learning opportunities and enrichment activities to help students meet challenging State academic standards
- ✓ Promote coordination and alignment of Federal, State, and local funds to maximize impact and reduce duplication

### Title I Schoolwide

**Authorizing statute:** [Title I, Part A of the ESEA, as amended by the ESSA](#)



**Program type:** Formula grants to eligible LEAs through SEAs; LEAs subsequently allocate funds to eligible schools



**Purpose/use of funds:** Raising the achievement of the lowest-achieving students in schools with high concentrations of students from low-income families



**Number of students served:** 25 million

**Target population:** Low-achieving children



**Funding cycle:** Annual, with funds available for a 27-month period, starting July 1



**Eligible entities:** LEAs and schools within eligible LEAs



## 21<sup>st</sup> CCLC Program Purpose

21<sup>st</sup> CCLC programs provide students with safe, supportive, and engaging learning environments outside of the regular school day (i.e., before school, after school, weekends, summer). These programs deliver academic enrichment and youth development opportunities that reinforce and complement classroom instruction while supporting overall student success and well-being.

21<sup>st</sup> CCLC programs serve students attending high-poverty and low-performing schools, prioritizing those who would benefit from additional academic support and enrichment opportunities outside the school day. Activities may include:



- Targeted tutoring, homework support, and academic enrichment (e.g., in literacy, STEM, the arts, financial literacy, career exploration)
- Hands-on project-based learning and youth leadership opportunities
- Activities related to student health and well-being
- Family engagement opportunities that support student success

By connecting academic learning with enrichment and real-world applications, 21<sup>st</sup> CCLC programs help students build the knowledge, skills, and confidence needed for long-term success.

As explained in Section D-8 of the [21<sup>st</sup> CCLC Non-Regulatory Guidance](#), 21<sup>st</sup> CCLC programs must target students who primarily attend schools eligible for Title I schoolwide programs.

## Title I Schoolwide Program Purpose

A school that operates a Title I schoolwide program uses Federal funds to upgrade the school's entire educational program to improve education for all students (not just for specific students) through a comprehensive approach that may include enriched curricula, professional development, and family engagement. To ensure a high-quality education that gives every child the opportunity to meet challenging State academic standards, the program requires stakeholder involvement (including parental involvement), a comprehensive needs assessment (CNA), and a schoolwide plan that describes the strategies the school will use to improve academic achievement, provide enrichment opportunities, and address the learning needs of all students, particularly low-achieving students.

Title I schools in which students from low-income families constitute at least 40 percent of the school's enrollment (and Title I schools with a lower poverty threshold that are granted a waiver by the SEA) may operate a schoolwide program. Over 85 percent of Title I schools operate a schoolwide program.

Title I schoolwide schools use a CNA to identify priorities and implement strategies. CNAs are structured, data-driven processes that evaluate multiple sources of information to identify gaps in student learning and well-being, prioritize needs, and guide strategic planning for improvement. These assessments examine academic, social, and environmental factors impacting student performance to ensure data-driven planning and implementation, which may include:



- Strengthening curricula and instructional practices
- Providing targeted interventions or extending instructional time
- Integrating academic and non-academic supports
- Providing professional development for educators

Title I schoolwide programs enable schools to create cohesive, relevant learning environments that promote success for all students.

## Funding and Use of Funds

Although 21<sup>st</sup> CCLC programs and Title I education programs have distinct rules for how funds can be used, they share a common goal: to expand learning opportunities and improve outcomes for students most in need. Understanding the allowable uses of funds and supplement-not-supplant requirements for each program helps ensure compliance and maximize impact.

### Program-Specific Use of Funds

Federal funds across 21<sup>st</sup> CCLC and Title I, Part A must supplement, not supplant, State and local funds (and 21<sup>st</sup> CCLC funds must not supplant other Federal funds, including Title I). This means Federal dollars must add to existing services — not replace those that would otherwise be provided. Once this guiding principle is met, each program has different rules about how funds can be used based on program purpose and design.

- **21<sup>st</sup> CCLC:** Funds are restricted to OST activities that are provided any time school is not in session, including during the summer. Activities may include academic enrichment, youth development, social-emotional learning, skill building, family engagement, and other supports that reinforce student success.
- **Title I Schoolwide:** Funds are used flexibly across an eligible Title I school's entire educational program to improve outcomes for all students. Schools should coordinate Title I funds with other Federal, State, and local resources to strengthen teaching and learning, expand instructional time, improve curricula, and provide additional academic and non-academic supports that are focused on the needs identified in the CNA and designed to improve academic achievement.



### Coordinating Funding

Many Federal education programs — such as Title I schoolwide programs and 21<sup>st</sup> CCLC programs — can work together to strengthen student learning and expand opportunities. Understanding how funds can be coordinated or combined is essential to ensure compliance and maximize impact. Federal guidance outlines two ways funds can interact — **braiding** and **consolidating** (aka blending) — each with different rules for use, reporting, and accountability. The distinctions below clarify how each approach works and which are allowable under specific programs.

- **Braiding** means coordinating multiple funding sources to support shared goals while keeping each funding source's reporting and compliance separate.
- **Consolidating** (authorized in **Title I schoolwide programs**) means combining funds from multiple sources to support one comprehensive plan and is sometimes referred to as “blending.” Funds lose their separate identity but must still meet the intent and purposes of each program that contributes to the consolidation.

## Example: Braiding Funds in Practice

A school operates an afterschool reading program and **braids** funds to build middle school students' reading comprehension skills (a need identified in the CNA). Each funding stream supports the same program, but expenses are tracked separately, ensuring compliance with each grant's rules.

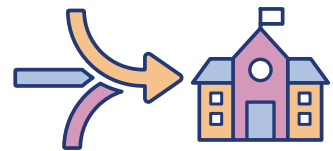


- **21<sup>st</sup> CCLC funds** pay for staff to run the program after hours.
- **Title I funds** purchase instructional materials aligned with the school's literacy goals and the specific identified need (reading comprehension).
- **State literacy funds tied to statute** provide professional development for tutors.

## Guidance on Consolidation of Funds

Here's what Section E-20 in the [21<sup>st</sup> CCLC Non-Regulatory Guidance](#) says:

### May an LEA receiving a 21<sup>st</sup> CCLC subgrant consolidate 21<sup>st</sup> CCLC grant funds in a schoolwide program?



Yes. Under section 1114(a)(3) of the ESEA, a school operating a schoolwide program may consolidate its 21<sup>st</sup> CCLC subgrant with other Federal, State, and local funds to upgrade the entire educational program of the school. By consolidating funds, an LEA does not have to comply with most of the statutory and regulatory requirements of the programs provided it meets the intent and purposes of the programs. Moreover, the LEA is not required to maintain separate accounting records that identify the specific activities supported by the 21<sup>st</sup> CCLC funds. However, the LEA is still responsible for implementing activities for which it received the 21<sup>st</sup> CCLC award. For more information on consolidating funds in a schoolwide program, see the Department's [Guidance on Supporting School Reform by Leveraging Federal Funds in a Schoolwide Program](#).

## Example: Consolidating Funds in Practice

A Title I schoolwide program school consolidates 21<sup>st</sup> CCLC and Title I, Part A funds with its State and local funds to implement its schoolwide plan, which includes a component on middle school students' reading comprehension skills (a need identified in the CNA). The consolidated funds support the activity and need not be tracked separately by program. Instead, the **consolidated** funds support:

- **Staff** to run the program after hours
- **Instructional materials** aligned with the school's literacy goals and the specific identified need (reading comprehension)
- **Professional development** for tutors

## Areas of Connection and Opportunities for Collaboration

21<sup>st</sup> CCLC and Title I, Part A share a common mission: to expand learning opportunities and improve outcomes for students who need additional academic support. Both programs serve low-performing and at-risk students and their families. By aligning goals, data, and resources, State and local programs can build a collaborative system of support that strengthens instruction, reinforces learning across settings, and maximizes the impact of Federal funds. This section highlights some opportunities for collaboration across the two programs.

## 1. Comprehensive Needs Assessments and Data-Driven Planning

Both Title I and 21<sup>st</sup> CCLC require CNAs that guide program design and resource allocation. When coordinated, these CNAs can produce a unified understanding of student needs (e.g., academic, social-emotional, environmental needs), reducing duplication and promoting cohesive planning. Aligning data systems and processes ensures that school-day and OST strategies address the same performance goals, priorities, opportunities, and student needs. This is true whether the 21<sup>st</sup> CCLC program is run by an LEA or another eligible entity. All 21<sup>st</sup> CCLC programs must develop programs in active collaboration with the schools that participating students attend. Two key components of this alignment — CNA and data-driven planning — are defined below to clarify their purpose and role in effective program implementation.

- **Comprehensive Needs Assessment (CNA):** A systematic process to identify strengths, gaps, and priority areas for improvements in teaching, learning, and organizational practices. A CNA process examines multiple data sources — such as student achievement results, attendance, demographic trends, staff capacity, stakeholder feedback, and resource allocation — to determine root causes of challenges.

The purpose of a CNA is to ensure that planning and decision-making are evidence-based and aligned with student needs. Findings from the CNA are reflected in a comprehensive schoolwide improvement plan and directly inform goal-setting, resource allocation, and the design of interventions or improvement strategies.

- **Data-Driven Planning:** The process of using quantitative and qualitative data to guide program design, implementation, and continuous improvement. It involves analyzing current and historical data to set measurable goals, selecting evidence-based strategies, monitoring progress, and adjusting actions based on results. This approach ensures that decisions are objective, transparent, and responsive to actual performance rather than assumptions — helping educators and program leaders focus resources where they will have the greatest impact on student outcomes.



### *Collaboration Examples*

#### **At the School Level**

- **Joint Data Review Teams:** Form cross-program planning teams that meet on a regular schedule and include 21<sup>st</sup> CCLC and Title I staff to analyze student achievement, school and OST attendance, and behavioral data.
- **Unified Needs Assessment Tools:** Develop shared needs assessment templates that capture academic and non-academic needs in one process, streamlining data collection and reducing redundancy.
- **Shared Data Dashboards:** Create an integrated dashboard that displays relevant metrics (e.g., academic progress, participation rates, engagement outcomes) for school-day and OST programs, allowing teachers and 21<sup>st</sup> CCLC site coordinators to collaboratively adjust approaches and interventions based on real-time data.
- **Comprehensive School Improvement Planning:** Use shared data to incorporate 21<sup>st</sup> CCLC services (tutoring, enrichment, family/community engagement) into school improvement plans to create a cohesive strategy for student supports.

## At the LEA Level

- **Local Guidance:** An LEA provides guidance to schools for designing programs that strengthen the collaboration between Title I and 21<sup>st</sup> CCLC.
- **Joint Sustainability Planning:** An LEA develops a shared funding plan using Title I, 21<sup>st</sup> CCLC, and local funds to sustain afterschool literacy tutoring beyond the grant period.

## Non-LEAs

LEAs aren't the only entities eligible to operate 21<sup>st</sup> CCLC programs, as shown in the graphic on page 1 of this fact sheet. Here are some examples of collaboration between non-LEA 21<sup>st</sup> CCLC programs and Title I schoolwide programs:

- **Formal Agreements:** A CBO operating a 21<sup>st</sup> CCLC program in schools with Title I schoolwide programs works with the LEA and other partners to establish a memorandum of understanding (MOU) that defines responsibilities and expectations for data sharing and use, resource sharing, alignment and use of evidence-based practices, communications, coordination, and collaboration.
- **Collaboration and Continuous Improvement:** The CBO mentioned above shares its 21<sup>st</sup> CCLC program evaluation report with school-day leaders and jointly develops an action plan to address a recommendation to increase alignment between program activities and in-school academic standards. In the next funding cycle, when a new 21<sup>st</sup> CCLC grant opportunity arises, the CBO then collaborates with the LEA to expand its aligned programming.



### Benefits

- Clearly defines partners' roles and responsibilities
- Ensures that school-day and OST strategies target student needs and address common performance goals
- Creates a seamless support system for students
- Maximizes staff time and resources

## 2. Family and Community Engagement

Family engagement is a cornerstone of 21<sup>st</sup> CCLC and Title I. Schools can strengthen this work by aligning engagement activities and communication strategies. For example, Title I's requirement for the involvement of parents and other family members in schoolwide planning can be complemented by 21<sup>st</sup> CCLC's emphasis on OST family engagement. Joint family learning nights, adult education sessions, and community partnership events can extend the impact of both programs, building stronger connections among the school, the community, and homes.



### Collaboration Examples

- **Joint Family Events:** Host combined family literacy or STEM nights in which school-day teachers and 21<sup>st</sup> CCLC staff co-lead sessions and share student learning strategies with parents — with Title I covering learning materials and 21<sup>st</sup> CCLC providing hands-on learning experiences for participants.

- **Aligned Communication Systems:** Use shared newsletters, text alerts, or parent portals to promote school-day and OST opportunities alike, ensuring consistent messaging.
- **Family Advisory Councils:** Create a joint family advisory team that provides feedback on Title I and 21<sup>st</sup> CCLC initiatives, ensuring that family voices inform decision-making.
- **Coordinated Parent Notifications:** Streamline communication about staff and teacher qualifications, student progress, and program opportunities.



### *Benefits*

- Strengthens connections among the schools, the community, and homes
- Provides consistent messaging to families
- Reduces confusion and communication overload
- Increases family participation rates

## 3. Resource Alignment and Sustainability

With SEA approval, Title I schoolwide flexibility allows schools to braid and consolidate multiple funding sources, including 21<sup>st</sup> CCLC, to support comprehensive improvement strategies. This coordination can sustain extended learning opportunities, such as OST and summer programs, that align with schoolwide academic goals. While Title I schoolwide consolidation is a useful approach to aligning the goals and activities across Title I and 21<sup>st</sup> CCLC, collaborating across the programs to ensure alignment in the design, approach, and strategies is an important aspect in maximizing the utility of both programs' funds. By intentionally connecting Title I and 21<sup>st</sup> CCLC plans, schools can ensure consistent instructional approaches, maximize staff expertise, and build systems that continue beyond individual grant cycles.

### *Collaboration Examples*

- **Co-Funded Initiatives:** Use Title I funds to support shared priorities, such as tutoring, academic interventions, and hiring family engagement specialists who work across both programs.
  - **Shared Staffing:** An interventionist works with students during the school day (funded through Title I) and supports small groups during an OST program (funded through 21<sup>st</sup> CCLC). Each program pays only for the time the staff member works in its setting.
  - **Consolidated Staffing:** A Title I school uses consolidated funds to employ a family engagement coordinator who works across both programs, coordinating parent workshops, home visits, and community partnerships.
  - **Coordinated Tutoring Supports:** Title I funds support supplemental instructional materials and curricula for tutoring, and 21<sup>st</sup> CCLC funds pay for trained tutors and extended learning time before and after school.
  - **Coordinated Family Engagement Events:** Title I funds are used to provide take-home literacy kits and stipends for school-day teachers who participate in a family literacy night organized by the OST program. 21<sup>st</sup> CCLC funds are used to cover OST staffing and fund learning stations for the literacy night event.
- **Joint Professional Development:** Hold a joint training for teachers and 21<sup>st</sup> CCLC staff on a shared topic, such as data use or instructional strategies, to build a cohesive learning culture. The learning content is shared, but each program funds its own teachers. Title I funds cover



professional development for school-day teachers, and 21<sup>st</sup> CCLC funds cover professional development for OST professionals.

- **Sustainability Planning Teams:** Establish teams that include fiscal and program leaders from both the Title I schoolwide program and the 21<sup>st</sup> CCLC program to identify braiding opportunities and develop long-term sustainability plans. As with joint professional development for teachers, each program funds its own participants.
- **Extended Learning Opportunities:** Use coordinated funding to sustain OST and summer programs aligned with schoolwide academic goals. Title I funds support assessment materials and instructional guidance, and 21<sup>st</sup> CCLC funds support OST programming and staffing.



### *Benefits*

- Maximizes limited resources
- Creates consistent instructional approaches
- Builds systems that continue beyond individual grant cycles
- Reduces administrative burden

## 4. Student Support Services

Both programs serve similar populations of students. Coordinating services can ensure maximum impact for these students.

### *Collaboration Examples*

- **Coordinated Tutoring Services:** Align school-day interventions with OST academic support.
- **Shared Professional Staff:** Use Title I funds to support positions that work across both programs.
- **Students Who Are Experiencing Homelessness:** Coordinate Title I services and/or McKinney-Vento funding and services for these students with 21<sup>st</sup> CCLC programming.



### *Benefits*

- Eliminates service gaps
- Provides comprehensive support for struggling students
- Ensures continuity between school-day and OST services
- Maximizes the expertise and reach of specialized staff

## 5. Accountability and Reporting

Both programs require reporting on student outcomes and program effectiveness to ensure accountability.

### *Collaboration Ideas*

- **Combined Reporting Calendar:** Coordinate deadlines and requirements for both programs.
- **Shared Evaluation Approaches:** Use compatible evaluation frameworks and measures.
- **Cross-Program Progress Monitoring:** Track student progress across school-day and OST programs to determine combined impact.
- **Joint Performance Reviews:** Include both programs in school improvement reviews.



## Benefits

- Provides a comprehensive picture of student outcomes
- Facilitates garnering evidence of combined program impact
- Improves program quality through integrated processes and feedback

## Collaborative Connections: Where to Start

### At the SEA Level

#### 21<sup>st</sup> CCLC SEA Coordinators can:

- Contact the SEA's Title I Coordinator.
- Identify Title I schoolwide schools that have students who are participating in a 21<sup>st</sup> CCLC program.
- Explain that 21<sup>st</sup> CCLC funds can be used to support schoolwide programs.
- Develop cross-program guidance documents that describe how to do a CNA across both programs and how to collaborate to develop aligned program plans.
- Focus program monitoring efforts on collaboration and coordination between the 21<sup>st</sup> CCLC program and the Title I schools being served.

#### Title I Schoolwide Program Coordinators can:

- Contact the 21<sup>st</sup> CCLC SEA Coordinator.
- Identify which LEAs have received awards to operate 21<sup>st</sup> CCLC programs and which Title I schools have students who are participating in a 21<sup>st</sup> CCLC program.
- Develop cross-program guidance documents.
- After conducting a CNA, bring in all available resources, including 21<sup>st</sup> CCLC, to develop a coordinated plan to address local needs identified through the CNA process.
- Create coordinated technical assistance opportunities.

### At the Subgrantee, School, and LEA Levels

#### 21<sup>st</sup> CCLC subgrantee program leaders can:

- Determine which 21<sup>st</sup> CCLC programs serve students who attend schools that operate a Title I schoolwide program.
- Talk with LEA Title I coordinators about common needs and goals — and connect with school staff (typically, the school principal, Title I program administrator, or both) who influence how Title I funds are spent.
- Demonstrate the 21<sup>st</sup> CCLC program's success with supporting improved academic and non-academic outcomes through program activities that align with the intended goals and outcomes of Title I funds.
- Develop plans for future coordination and start planning 6 to 12 months in advance of the next school year.
- Explore opportunities for the coordination of funding.

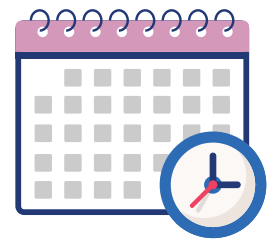


## School- and LEA-level Title I schoolwide program leaders can:

- Identify which schools with a Title I schoolwide program also have a 21<sup>st</sup> CCLC program.
- Talk with the 21<sup>st</sup> CCLC program leader about schoolwide needs and goals.
- Develop plans for future coordination.
- Incorporate OST strategies into school improvement plans.
- Create integrated family engagement events and strategies.

### Timing Matters!

The due date for each LEA's application for Title I and other ESEA formula funds varies by State and is determined by each SEA. It's critical for 21<sup>st</sup> CCLC program leaders to understand the annual project year timeline for Title I in their State and allow time for collaborative planning. For example, if a 21<sup>st</sup> CCLC program director reaches out in the summer hoping to plan collaborative activities for the coming school year, it may be too late if the LEA has already submitted its budget (and plans) for the year.



## Conclusion

Collaboration between 21<sup>st</sup> CCLC and Title I schoolwide programs offers a powerful opportunity to create cohesive, high-impact learning systems that provide comprehensive support for student success. By aligning CNAs, family engagement strategies, and funding priorities, schools can extend learning and support beyond the classroom and strengthen connections between academic and enrichment activities. Strategic coordination ensures that resources are maximized, duplication is minimized, and all students (particularly those most impacted by poverty) benefit from a consistent, data-informed approach to learning and development. Together, these programs can enhance student achievement, empower families, and build sustainable systems of support that drive long-term success.

## For Additional Information About These Programs

### 21<sup>st</sup> CCLC Program

**U.S. Department of Education**

[21<sup>st</sup> CCLC Program Webpage](#)

[21stcclc@ed.gov](mailto:21stcclc@ed.gov)

**21<sup>st</sup> CCLC National Technical Assistance Center**

[21stcclcntac.org](http://21stcclcntac.org)

[info@21stcclcntac.org](mailto:info@21stcclcntac.org)

### Title I Schoolwide Program

**U.S. Department of Education**

[Title I, Part A Program Webpage](#)

[OESE.titlei-a@ed.gov](mailto:OESE.titlei-a@ed.gov)

*This resource was developed in 2026 by the Nita M. Lowey 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC) National Technical Assistance Center (NTAC), funded under a grant from the U.S. Department of Education (Department) and administered by Synergy Enterprises, Inc. under Cooperative Agreement No. 287E230009 with the Department's Office of Elementary and Secondary Education. Opinions expressed herein do not necessarily reflect the position or policy of the Department, nor does mention of trade names, commercial products, or organizations imply endorsement by the Department or the Federal government. The 21<sup>st</sup> CCLC project officers are Dr. La' Shawndra Scroggins and Ms. Andrea Jackson.*