

TITLE I FUNDING FOR COMMUNITY SCHOOLS

The community school framework uses research-backed practices and strategies that correspond with schoolwide reforms outlined in Title I of the Elementary and Secondary Education Act. Title I funding is available to support such programs by providing core funding, while partner organizations add reinforcement and depth. Refer to [Financing Community Schools: Leveraging Resources to Support Student Success](#) for a deeper understanding of how public and private partners complement and blend federal funding.

This document highlights the breakdown of the use of Title funding in implementing a comprehensive community schools strategy:

- Community School Infrastructure
 - Funding a Systemic Approach to Community Schools
 - Funding Coordination
- Engaged Instruction and Expanded Learning Opportunities
- Family and Community Engagement
- Results Driven Support Services

For more information on Title I funding and community schools, refer to [Uses of Title I Funds for Parent and Community Engagement and Community Schools](#).

EXAMPLES OF COMMUNITY SCHOOLS USING TITLE I

The following is an **example** of a site using Title I funding to support a comprehensive community school strategy:

EXAMPLE

Lynch Community School in Oregon’s Redmond School District uses Title I funds to provide extended day academic interventions for students who do not meet state benchmark scores, as well as for academic enrichment, leadership development programs and summer school programming that includes nutritional services. The district has leveraged partnerships to raise over \$1,000,000 to fund in-kind resources including a school-based health center serving students and families district-wide, site-based therapists, and evening tax preparation for parents.

Review [more examples](#) of how community school sites have used Title I funding.

COMMUNITY SCHOOL INFRASTRUCTURE

Structures, supports, systems, and coordination are the building blocks of community schools, coming together to create the community school framework. This section details the opportunities to fund a community schools infrastructure through the Title I of the ESEA.

Funding a Systemic Approach to Community Schools Strategy

The following sections in *Part A: Improving Basic Programs Operated by Local Educational Agencies* highlight can be used to support the structures and systems of a community school strategy:

- Part A - Section 1115 (e) (2) **allocates money for targeted assistance schools to provide programs (for example, health, nutrition, and other social services)** which may be offered by local service providers. A portion of Title I money may be used to supply basic medical equipment, compensation of a coordinator, or professional development for staff and partners. This professional development can help teachers and administrators expand their knowledge on the provision of social services.
- Part A - Section 1117 (a) (1) and (5) says that schools may create a **statewide system of support**, including teachers and principals, parents, representatives of Institutions of Higher Education (IHEs), community groups, and others. These school support systems may look like the Coalition's [School Based Leadership Teams](#) (for more information on this, see the [Community Schools Scaling Up Guide](#)). IHEs play a crucial capacity-building role as partners¹. They support training for teachers, increase capacity for data evaluation, and provide human capital as coordinators, work-study tutors, mentors, as well as teachers.

Funding Coordination

Full time site coordinators work to manage partnerships between the school and the community programs operating in the school. It is their **role** to bring these programs together to effectively contribute to student success. Coordinators provide essential site-level capacity at minimal cost, leveraging additional financial resources to add to public funds.² The following sections of *Part A: Improving Basic Programs Operated by Local Educational Agencies* can be used to fund the community school coordinator:

- Part A - Section 1112 (b) (1) **LEAs should coordinate and integrate services** with other educational services (such as Head Start) and with services for Limited English Proficiency, migratory, delinquent, homeless, Native American, immigrant, and disabled students in order to reduce fragmentation of such programs.
- Part A - Section 1114 (b) (J) **school wide programs should integrate federal, state, and local services and programs**. These programs can include nutrition, housing, adult education, or vocational programs.
- Part A - Section 1115 (c) (H) stipulates that targeted assistance schools should use allocated money for **coordination and integration** of federal, state, and local services and programs, such as nutrition, housing, adult education, and job training programs.

¹ Coalition for Community Schools, "Mapping Place-Based Initiatives." September 2012.

² Coalition for Community Schools, "Financing Community Schools." November 2010.

ENGAGED INSTRUCTION AND EXPANDED LEARNING OPPORTUNITIES

Schools and their community partners collaborate to expand learning time and opportunities as part of the community school strategy to ensure that students are ready for college, career, and citizenship, and to strengthen families and the community. Expanded learning opportunities help support and extended learning opportunities during the extended day, week, or year, as well as after-school or summer programs, and can occur within traditional learning time.

College and Career Ready

- Part A - Section 1116 (b) (3) (A) (ix) states that schools that need to develop a school improvement plan must include **extended learning opportunities**. LEAs and partners can provide these opportunities.

After School and Summer Programs

- Part A - Section 1112 (b) (1) (Q) allows for the use of Title I funds to **support after-, before-, and summer school school-year extension programs** as part of LEA improvement plans.
- Part A - Section 1116 (e) allows for the development of **supplemental educational services** from a provider with a demonstrated record of effectiveness under LEA and school improvement plans. This can be used for programs, such as tutoring, that *“are of high quality, research-based, and specifically designed to increase the academic achievement of eligible children”* and are provided *“in addition to instruction provided during the school day.”* **Parents may collaborate to make a personalized plan** for their student, and services may be provided by not-for-profit, for-profit or local educational agencies.

FAMILY AND COMMUNITY ENGAGEMENT

Family and community engagement is critical to the success of community schools. In a community school, families and communities are not only engaged in supporting the learning of the students, but also play an important role in the decision making of the needs of the students, the vision for the community school for school improvement. Part A of Title I provides language on how funding can be used to increase family and community engagement in schools. Find an example on how Title I funds have been used for a specific family engagement program, see [What do Title I Guidelines Say About Programs such as ‘Parents as Teachers’](#).

- Part A - Section 1116 (b) (3) (A) (viii) states that schools designated to develop a **school improvement plan** must include strategies to improve parental engagement.
- Part A - Section 1118 LEAs may receive funds to implement programs, activities, and procedures that **encourage and support parents to participate fully in the education of their children**. These programs should be planned and implemented with meaningful parental involvement, should **coordinate parental involvement strategies** with those from other programs (such as Head Start and state-run preschool programs), and conduct an annual evaluation of the program.

In order to build capacity for involvement, **schools and LEAs may use funds to provide materials and training to help parents work with their children to improve the child’s achievement**. This could include literacy or technology training. Schools and LEAs may also provide professional

development to help teachers, administrators, and other staff members **reach out to, communicate with, and work with parents as partners**. LEAs should also coordinate and integrate parental involvement programs with Head Start and other early learning programs.

Funds from this part should cover reasonable and necessary provision of transportation, childcare, or home visits for both the planning and implementation of such programs. If all other reasonably available sources of funding have been exhausted, the LEA may use these funds to provide parental literacy training, in order to facilitate parental involvement.

HEALTH AND SOCIAL SERVICES

This section addresses the specific results-driven support services that may be funded by federal programs. Most of the language focuses on disconnected youth, specifically dropout prevention and reentry. Review the [Community Schools Results Framework](#) to determine the results your community schools should focus on.

Reducing Delinquency

- Part D of Title I, Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk, can be used for programs that serve children and youth returning to schools from correctional facilities or at-risk youth. **Programs can include the coordination of health and social services for these youth** (including drug and alcohol counseling, day care, and mental health services), special programs to meet their unique academic needs, and mentoring or peer mediation programs. Definitions and specific guidelines on intervention programs for neglected, delinquent, or at-risk youth can be found in Part D Subsections 1 and 2.

Reducing School Dropout

- Part H of Title I, School Dropout Prevention, provides funds for school dropout prevention and reentry programs. These grants may be **used to fund evidence-backed schoolwide programs that reduce annual dropout rates, increase reentry, and increase graduation rates**. LEAs can use grant money to provide programs related to school dropout and reentry (such as professional development, reduction in pupil-to-teacher ratios, counseling and mentoring for at-risk students), or targeted strategies (such as early intervention programs, programs designed to prevent at-risk students from dropping out, or programs to identify and encourage youth to reenter [per Section 1822 (B) and Section 1825]). Section 1827 stipulates that LEAs and SEAs receiving dropout prevention grants **may use the funds to secure services from a community-based organization or other government agency**.