

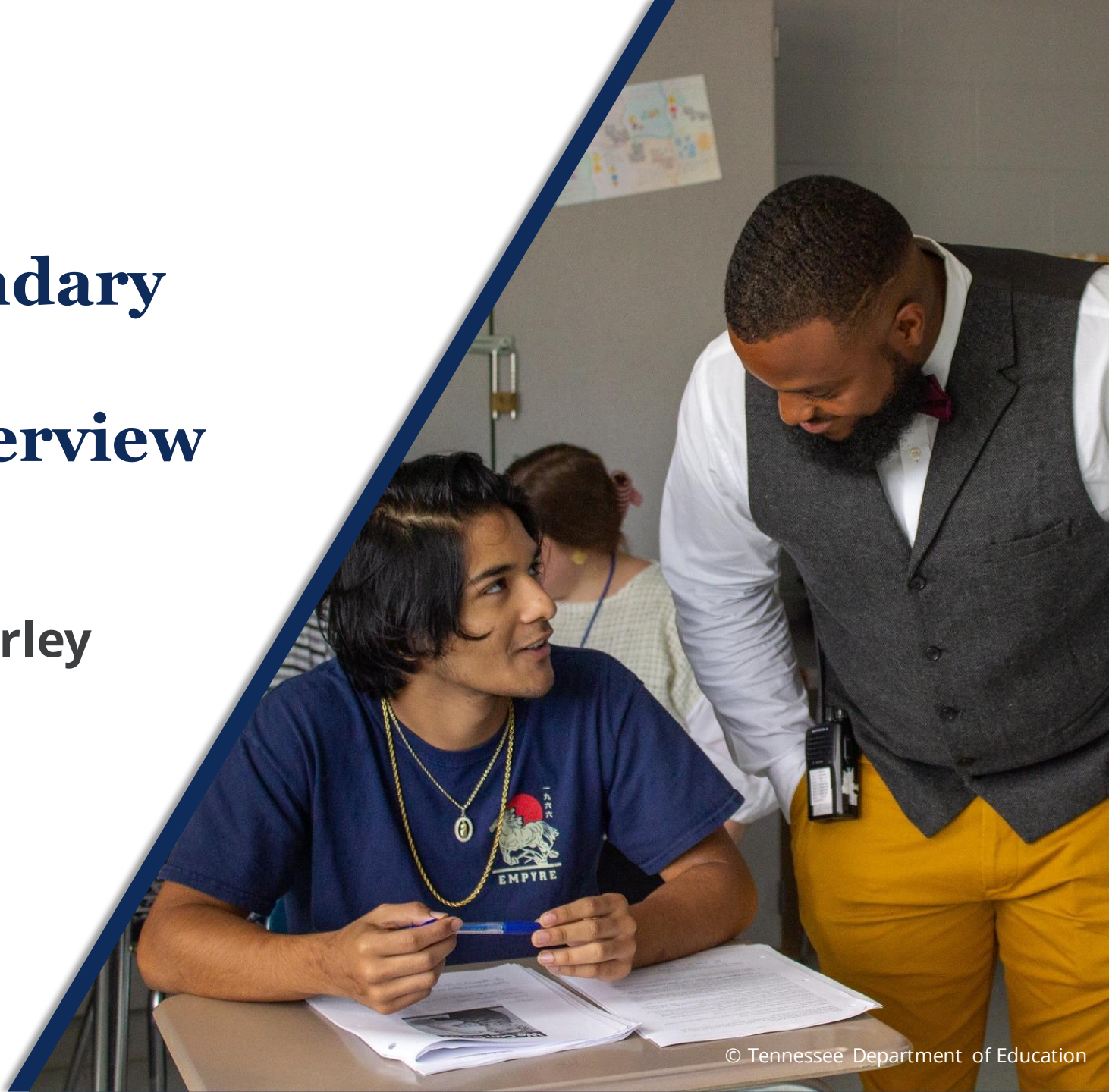


# Elementary and Secondary Education Act (ESEA) Equitable Services Overview

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**Brinn Obermiller & Heather Farley**

*Federal Programs & Oversight*





**BEST** FOR  
**ALL**

We will set all students on a path to success.

## ACADEMICS

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ALL TENNESSEE STUDENTS WILL HAVE  
ACCESS TO A HIGH-QUALITY EDUCATION,  
NO MATTER WHERE THEY LIVE

## STUDENT READINESS

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TENNESSEE PUBLIC SCHOOLS WILL BE  
EQUIPPED TO SERVE THE ACADEMIC  
AND NON-ACADEMIC NEEDS OF ALL  
STUDENTS IN THEIR CAREER PATHWAYS

## EDUCATORS

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TENNESSEE WILL SET A NEW PATH FOR  
THE EDUCATION PROFESSION AND BE  
THE TOP STATE IN WHICH TO BECOME AND  
REMAIN A TEACHER AND LEADER FOR ALL



# Agenda

- Background and Overview
- Title VIII, Part E Uniform and General Provisions
- Title I, Part A
- Title I, Part C
- Title II, Part A
- Title III, Part A
- Title IV, Part A
- Title IV, Part B
- Closing



# Background and Overview

# Background and Overview

- The Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA), requires local education agencies (LEAs) to provide for the equitable participation of non-public school students, teachers and, in some cases, parents and other education personnel in some of its major programs.



# Programs and Statutory Requirements

## **ESEA § 1117** - Participation of Children Enrolled in Non-Public Schools (Title I, Part A)

Program Included:

- Title I, Part A

## **ESEA § 8501** - Participation of Non-Public School Children and Teachers (Title VIII)

Programs Included:

- Title I, Part C
- Title II, Part A
- Title III, Part A
- Title IV, Part A
- Title IV, Part B



# Title VIII, Part E— Uniform and General Provisions

# Equitable Services Requirements

- For all ESSA programs, LEAs are required to:
  - engage in **timely and meaningful consultation** with non-public school officials; and
  - provide non-public school students and teachers with an opportunity to participate in activities **equivalent** to the opportunity provided to public school students and teachers.
- Additionally, LEAs are required to:
  - **assess** and address the needs of non-public school students and teachers;
  - provide benefits and services that **meet the needs** of non-public school students and teachers; and
  - spend an **equitable amount of funds** per student to provide services.





# Eligible Schools and Students

- Non-public school students, enrolled in **nonprofit** non-public elementary and secondary schools, including those in religiously affiliated schools, are generally eligible to receive services.
- Some ESEA programs restrict eligibility or participation to a particular group of students, in which case the eligibility or participation of non-public school students likewise is restricted.



# Determining Allocations

- Allocations must be based on the LEA's total allocation of the participating program, less administrative costs.
- LEAs must ensure that expenditures for equitable services for eligible non-public school children and educators are equal on a per-pupil basis to the expenditures for participating public school children and educators, taking into account the number and educational needs of the eligible non-public school children and educators [ESEA § 8501(a)(4); 34 C.F.R. § 299.7(a)].
- Calculation worksheets are provided for each program in the Consolidated Funding Application (CFA).
  - Formulas are also outlined in the [CFA Technical Application Guide](#).



# Control of the Program

- The **LEA remains in control of the federal funds** and maintains ownership of materials, equipment, and property purchased with such funds.
  - **No funds may be directly paid to the participating non-public school.**
- Any services provided to an eligible non-public school or student must be provided by an employee of the LEA or a third party contracted by the LEA.



# Services Provided

- Must be secular, neutral, and non-ideological.
  - Equipment, supplies, and materials are to be removed if not used appropriately.
- Must supplement and not supplant the level of services provided by the non-public school.



# “Timely and Meaningful” Consultation

- Consultation must [ESEA § 8501(c)] :
  - include **early discussions** to prepare for the next school year so that there is a timely start of ESSA programs;
  - occur **during** the design and development of the programs;
  - occur **before** the LEA makes any decision that affects the opportunity for eligible private school children, their teachers, and their families to participate in a program; andmust be **ongoing** throughout the school year to help ensure effective implementation, service delivery, and assessment of equitable services.



# Consultation

- **Timely and meaningful consultation** between the LEA and non-public school officials must include:
  - how children’s **needs** will be identified;
  - what **services** will be offered;
  - **how and when decisions** about the delivery of services will be made;
  - **how, where, when, and by whom services** will be provided;
  - how services will be **academically assessed** and **improved** based upon assessment results;
  - **the size and scope** of services; and
  - proportion of **funds** allocated for services and how the amount of funds is determined.



# Consultation

- **Timely and meaningful** consultation between the LEA and non-public school officials should also include:
  - the method of **determining poverty** (Title I, Part A only);
  - how and when the LEA will make decisions about the **delivery of services** to eligible children, including a thorough consideration and analysis of the views of the non-public school officials on the provision of services through a contract with **potential third-party providers**;
  - How, if the LEA disagrees with the views of the non-public school official on the provision of services through a contract, the LEA shall provide to the official a **written explanation** of the reasons why the LEA has chosen not to use a contract.



# Consultation

- **Timely and meaningful** consultation between the LEA and non-public officials must also include:
  - Whether to provide equitable services to eligible non-public school children:
    - by creating a **pool** or pools of funds with all the funds allocated under a program; or
    - on a **school-by-school basis** based on the proportionate share of funds available to provide services in each school.





# Consultation

- Other topics of consultation must include, as appropriate:
  - **administrative costs**, including indirect costs;
  - any funds available for **carryover**; and
  - **transferring funds** from Title II, Part A and Title IV, Part A under the transferability authority in ESEA § 5103.
- An optional [Affirmation of Timely and Meaningful Consultation with Non-Public School Officials for ESEA Transfers Affecting Equitable Services](#) is available in ePlan > TDOE Resources > Equitable Services to Non-Public Schools (CTE/ESSA/IDEA).



# Intent to Participate

- LEAs must maintain documentation of consultation, including annual outreach to eligible non-public schools. An [Intent to Participate form](#) is available:
  - The data collected on the intent form should inform the completion of the annual Non-Public School Survey and Consolidated Funding Application (CFA).
  - LEAs are not required to submit intent forms to the state; forms and other documentation should be maintained at the local level for monitoring and audit purposes.

**TN** Department of **Education** **Non-Public/Private School Intent to Participate Form**  
**ESEA Programs for 2023-24 School Year**

**I. The local educational agency (LEA) should complete this section and send this form to non-public/private schools within their boundaries or, for Title I, to those schools whose students reside in the LEA. Information collected should be used to complete the non-public survey and the Consolidated Funding Application.**

Name of LEA: \_\_\_\_\_  
Address of LEA: \_\_\_\_\_  
LEA Federal Programs Contact Person: \_\_\_\_\_  
LEA Federal Programs Contact Title: \_\_\_\_\_  
Phone: \_\_\_\_\_ Email: \_\_\_\_\_

**II. Each non-public/private school should complete this section and return this form to the LEA at the address listed in Section I.**

Non-Public/Private School Name: \_\_\_\_\_  
Address of School: \_\_\_\_\_  
Name of School Administrator: \_\_\_\_\_  
Administrator Title: \_\_\_\_\_ Email: \_\_\_\_\_  
Phone: \_\_\_\_\_ Fax: \_\_\_\_\_

School Profit Status:  NON-PROFIT  FOR PROFIT (Note: For-profit private schools cannot participate.)  
Non-Public School Category:  I  I-SP (formally VII)  II  III  IV  V  
For the 2022-23 school year:  Our school elects to participate.\*  Our school elects not to participate.

School Administrator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**III. Each participating non-public/private school should complete this section (and pages 2 and 3) and return this form to the LEA at the address listed in Section I.**

Total school enrollment based on the third month of the 2022-23 school year:

Enrollment Counts by Grade:

K	1	2	3	4
5	6	7	8	9
10	11	12		

**RETURN FORM TO THE LEA FEDERAL PROGRAMS DIRECTOR LISTED ABOVE BY JAN. 2, 2023.**

Division of Federal Programs and Oversight  
710 James Robertson Parkway • Andrew Johnson Tower • Nashville, TN 37243  
tn.gov/education

1 | October 2022

# Written Affirmation & Non-Public School Agreement Forms

- LEAs must maintain documentation of consultation and submit final agreements with non-public schools to the ombudsman.

Traditional Forms	Due Date	Combined Form	Due Date
<a href="#">Affirmation of Timely and Meaningful Consultation Form</a>	Due in <b>May</b> with the CFA	<a href="#">Affirmation of Meaningful Non-Public Consultation and Agreement form</a>	Due in <b>May</b> with the CFA
<a href="#">Non-Public School Agreement Form</a>	Due by <b>Sept. 15</b> in ePlan		

- All forms are available in [ePlan.tn.gov](http://ePlan.tn.gov) > TDOE Resources > Equitable Services to Non-Public Schools (CTE/ESSA/IDEA) > ESSA Non-Public Schools Information > Equitable Services Samples and Templates

# Program Evaluation

- For all programs, a LEA must annually evaluate the equitable services it provides to determine the progress being made in meeting participating students' and educators' needs.
- If the programs for non-public school participants does not make expected annual progress, the LEA must make modifications to the program.



# Equitable Services Carryover

- Funds allocated to an LEA for educational services and other benefits to eligible non-public school children shall be obligated in the fiscal year for which the funds are received by the LEA.
- If an LEA is providing equitable services as required and meeting the obligation of funds requirement in ESEA § 1117(a)(4)(B), it generally **should not have any, and certainly not significant, carryover.**
- ESEA *does not* prohibit the carryover of funds for equitable services and, in most cases, requires it.



# Equitable Services Carryover

## ▪ Reasonable Deadlines

- As referenced in the Title I, Part A Equitable Services [Non-Regulatory Guidance](#) (Question B-31), an LEA may set a **reasonable deadline for usage of funds** by a non-public school.
- If a deadline is established in consultation and **in the context of the requirement to obligate funds generated for equitable services in the current fiscal year**, it would be reasonable for the LEA to inform non-public school officials that, if the deadline is not met and the non-public school officials have not notified the LEA of obstacles to meeting the deadline in a timely manner, the LEA may consider the non-public school to have declined services.



# Complaints

- A non-public school may file a complaint with the state's ombudsman if it believes that:
  - timely and meaningful consultation did not occur;
  - the LEA did not give due consideration to the views of the non-public school officials; or
  - the funds generated or services to be provided are not equitable.
- The complaint process is outlined in the Official [Equitable Services Complaint to Ombudsman form](#):
  - [ePlan.tn.gov](http://ePlan.tn.gov) > TDOE Resources > Equitable Services to Non-Public Schools (CTE/ESSA/IDEA) > ESSA Non-Public Schools Information > Equitable Services Complaint to the Ombudsman



# Title I, Part A—Improving Basic Programs Operated by Local Educational Agencies



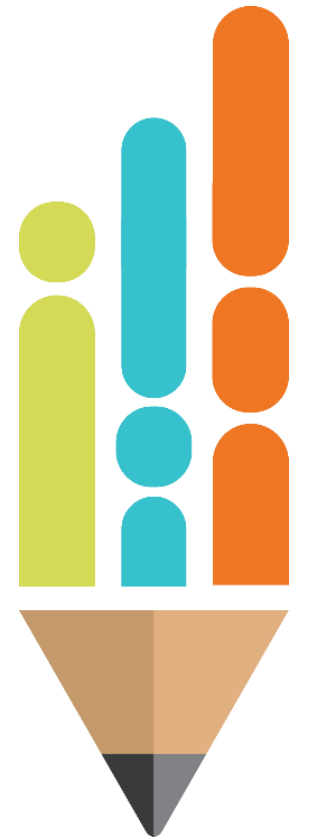
# Purpose of Title I, Part A

- “To provide all children significant opportunity to receive a fair, equitable, and high-quality education and to close educational achievement gaps” (ESEA § 1001).
- ESEA § 1117 requires LEAs, in consultation with appropriate non-public school officials, to provide eligible children attending non-public non-profit elementary and secondary schools, their teachers, and their families with Title I services or other benefits that are equitable to those provided to eligible public school children, their teachers, and their families.



# Equitable Funding for Students

- The total amount expended by the LEA for services to eligible non-public school children must be proportionate to the amount of funds generated by non-public school students.
- Non-public school students generally must receive an equitable amount "off the top" of the Title I allocation **before** calculating funds for public school students.



# Title I, Part A Eligibility and Student Residency

- ESEA §1117 sets forth a student residency requirement, rather than a school location requirement, for receipt of equitable services under Title I, Part A.
- Only low-achieving students who live in a participating Title I public school attendance area are eligible for services, and, therefore, the LEA where students reside is responsible for providing equitable services.
  - *In Short: Eligible non-public school children are children who reside in a participating Title I public school attendance area and are low achieving.*



# Title I, Part A Eligibility and Student Residency

- In addition, children may be identified as eligible solely by virtue of their status as follows:
  - homeless children;
  - children who in the preceding two years had participated in Head Start, a Title I preschool program, or a Title I, Part C (Migrant Education) program; and
  - children in a local institution for neglected or delinquent children and youth or attending a community day program for such children [ESEA § 1115(c)(2)(B)-(E)].



# Title I, Part A Eligibility and Student Residency

- An LEA must only use Title I funds to meet the needs of the Title I participants.
  - An LEA cannot use Title I funds to meet the needs of the non-public school or the general needs of non-public school children.
  - Non-public schools cannot have schoolwide programs; services must be **targeted** and only provided to eligible non-public school students.



# Funding vs. Services



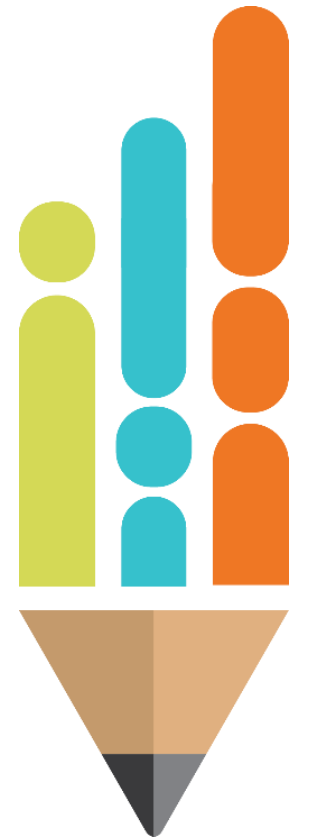
<b>Title I <u>Fund Generators</u> Used to Determine the Proportionate Share</b>	<b>Non-Public Students who are <u>Eligible for Title I Services</u></b>
Non-public school students who are: <ul style="list-style-type: none"><li>• from low-income families <i>and</i></li><li>• live in a participating Title I school attendance area.</li></ul>	Non-public students who are: <ul style="list-style-type: none"><li>• low-achieving <i>and</i></li><li>• live in a participating Title I public school attendance area <i>or</i></li><li>• non-public students noted in ESEA § 1115(c)(2)</li></ul>
<b>Eligible Students Include:</b>	
<ul style="list-style-type: none"><li>• Those who attend a non-public school within the LEA in which they reside <i>and</i></li><li>• Those who attend a non-public school outside of the LEA in which they reside</li></ul>	

SUPPORTING WORK



# Funding vs. Services

- To calculate the proportionate share, the LEA will need:
  - addresses and
  - low-income data for the non-public school students.
- To determine which students are eligible to be served under Title I, the LEA will need:
  - addresses,
  - grade levels, and
  - information on the academic performance of the non-public school students.



# What counts as low-income data?

- ESEA permits an LEA, based on timely and meaningful consultation, to use:
  1. The same measure of poverty used to count public school children
  2. Comparable poverty data from a survey
  3. Comparable poverty data from a different source
  4. Proportionality
  5. An equated measure
- For more information, see the [Title I, Part A Equitable Services Non-regulatory Guidance](#).





# How do you determine which students are at-risk?

- In consultation with non-public school officials, an LEA must establish multiple, educationally related, objective criteria to determine which non-public school children are eligible for Title I services, and, within the eligible group, identify those children in greatest academic need who will be served [ESEA § 1115(a), (c)(1)(B)].
- Criteria may include achievement tests, teacher referrals, and recommendations based on objective, educationally related criteria, grades, and more.
  - These criteria may differ from the criteria an LEA uses to identify public school students for services.



# Title I Scenarios



- Student A:
  - Attends a non-public school **within** the LEAs boundaries,
  - Lives in a Title I school attendance area,
  - Is determined to **not** be low-income, and
  - Is determined to **not** be at-risk.
  
- Is this student?
  - A. A fund generator
  - B. Eligible for services
  - C. Both a fund generator and eligible for services
  - D. None of the above

**Answer:**  
**D - None of the above**

- The student is not a fund generator because they are not low-income.
  
- They are not eligible for services because they are not at risk.

SUPPORTING WORK



# Title I Scenarios



- Student B:
  - Attends a non-public school **within** the LEA's boundaries,
  - Lives in a Title I school attendance area,
  - Is determined to be **low-income**, and
  - Is determined to **not** be at-risk academically.
  
- Is this student?
  - A. A fund generator
  - B. Eligible for services
  - C. Both a fund generator and eligible for services
  - D. None of the above

**Answer:**  
**A - Fund generator**

- The student is a fund generator because are not low-income.
- They are not eligible for services because they are not at risk.

SUPPORTING WORK



# Title I Scenarios



- Student C:
  - Attends a non-public school **outside** of the LEA's boundaries,
  - Lives in a Title I school attendance area,
  - Is determined to be **low-income**, and
  - Is determined to be **at-risk** academically.
  
- Is this student?
  - A. A fund generator
  - B. Eligible for services
  - C. Both a fund generator and eligible for services
  - D. None of the above

**Answer:**  
**C - Fund generator and eligible for services**

- The student is a fund generator because they are low-income.
- They are eligible for services because they are at risk.

SUPPORTING WORK



# Title I Scenarios



- Student D:
  - Attends a non-public school **outside** of the LEA's boundaries,
  - Lives in a Title I school attendance area,
  - Is determined to **not** be low-income, and
  - Is determined to be **at-risk** academically.
  
- Is this student?
  - A. A fund generator
  - B. Eligible for services
  - C. Both a fund generator and eligible for services
  - D. None of the above

**Answer:**  
**B- Eligible for services**

- The student is not a fund generator because they are not low-income.
- They are eligible for services because they are at risk.

SUPPORTING WORK



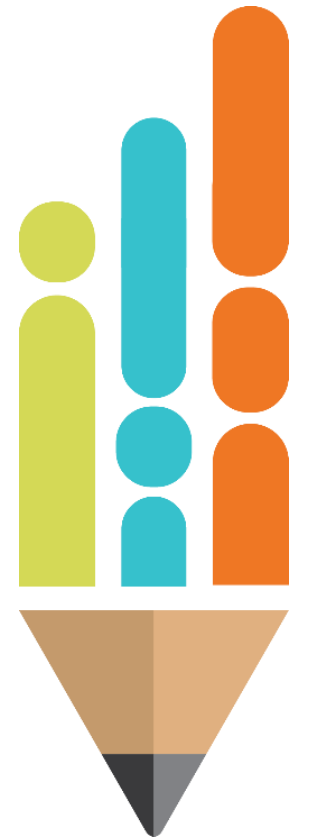
# Parent and Family Engagement

- LEAs who receive more than \$500,000 in Title I funds must reserve at least one percent (1%) of its allocation to carry out mandatory parent and family engagement activities [ESEA § 1116(a)(3)(A)].
- Such LEAs are also required to reserve at least one percent (1%) of the proportionate share allocated for equitable services for parent and family engagement activities.
- If an LEA's Title I allocation does not exceed \$500,000, the LEA may still reserve a portion of the proportional share to provide engagement activities for the parents and families of participating non-public school students.
  - The amount reserved by the LEA would be based on timely and meaningful consultation with non-public school officials.



# Title I, Part A Eligible Activities

- Targeted instructional services provided by public school employees or third-party contractors
- Extended learning time (before and after school and in the summer)
- Family literacy programs
- Early childhood education programs
- Counseling
- Home tutoring
- Instruction using take-home computers
- Computer-assisted instruction
- A combination of services listed above



# Title I, Part C—Education of Migratory Children



# Purpose of Title I, Part C

- The purpose of the Title I, Part C Migrant Education Program (MEP) is to provide high-quality, comprehensive supplemental educational programs and services during the school year and, as applicable, during the summer or intersession periods, that address the unique educational needs of eligible migratory children who have not attained either a high school diploma or High School Equivalency Diploma (GED).



# Eligible Schools and Students

- Under Title I, Part C, **the LEA in which a non-public school is located** is responsible for providing equitable services to students and teachers in the school.
- For non-publics to receive equitable services from the LEA, eligible children must meet the statutory definition of a migrant child:
  1. The child is between 3 and 21 years of age; and
  2. The child is entitled to a free public education (through grade 12) under state law or is below the age of compulsory school attendance; and
  3. The child is a migratory agricultural worker or a migratory fisher, or the child has a parent, spouse, or guardian who is a migratory agricultural worker or a migratory fisher; and
  4. The child or child's parent(s) moved within the preceding 36 months in order to seek or obtain qualifying work or to accompany or join the migratory agricultural worker or migratory fisher.

# Title I, Part C Equitable Services

- If a non-public school indicates on the intent to participate form that they would like to participate in Title I, Part C, the LEA should contact non-public school officials to discuss the program and eligibility requirements.
  - This discussion should include an explanation of the [Occupational Survey\(OS\)](#), which is used as a preliminary screener in the identification of migrant students.
- If the non-public school indicates that they believe they have eligible migratory students, the OS must be administered to all students at the non-public school.
- As outlined in the Occupational Survey Protocol, after families complete the OS, forms should be forwarded to the LEA for submission and documentation.
- Further instructions for the OS can be found [here](#).



# Title I, Part C Eligible Activities

- Allowable uses of funds include but are not limited to:
  - Providing appropriate instructional services, which may include evaluation services to determine progress, counseling, tutoring, special education services, or other benefits (e.g., dual or concurrent enrollment, technology devices) that address the student needs; and
  - Ensuring that teachers and families of these children participate on an equitable basis in services and parent and family engagement activities.



# Title I, Part C Equitable Services Resources

- [Title I, Part C Migrant Education Program: Equitable Services to Non-Public Schools](#)
- Terry Garrett | MEP Consultant  
[Terry.Garrett@tn.gov](mailto:Terry.Garrett@tn.gov)



# Title II, Part A—Supporting Effective Instruction State Grants

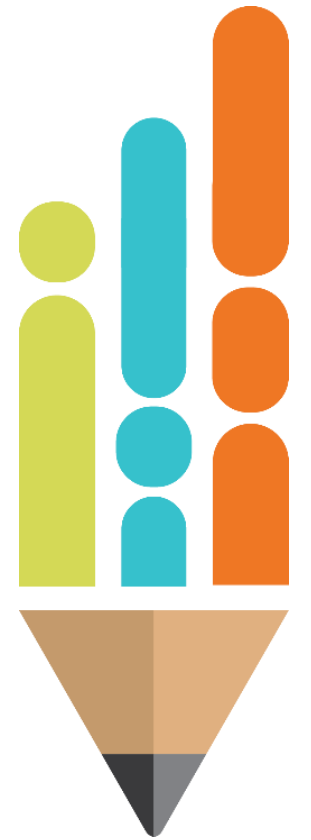
# Purpose of Title II, Part A

- The purpose of Title II, Part A is to increase student academic achievement through strategies, such as improving teacher and principal quality, and increasing the number of highly effective teachers in the classroom and highly effective principals and assistant principals in schools.
- Generally, LEAs may use Title II funds for a variety of teacher-quality activities that may or may not include professional development.
  - However, services for non-public school teachers and other educational personnel **must** be for professional development.



# Eligible Non-Public Schools

- Under Title II, **the LEA in which a non-public school is located** is responsible for providing equitable services to students and teachers in the school.





# Title II, Part A Eligible Activities

- Improving the knowledge of teachers, principals, and other educational personnel in one or more of the core academic subjects and in effective instructional teaching strategies, methods, and skills;
- Training in effectively integrating technology into curricula and instruction;
- Training in how to teach students with different needs, including students with disabilities or limited English proficiency (LEP), and gifted and talented students;
- Training in methods of improving student behavior, identifying early and appropriate interventions, and involving parents more effectively in their children's education;
- Leadership development and management training to improve the quality of principals and superintendents; and
- Training in the use of data and assessments to improve instruction and student outcomes.



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# Title III, Part A—Language Instruction for English Learners and Immigrant Students

# Purpose of Title III, Part A

- The purpose of the Title III, Part A program is to improve the education of English learners (ELs) by helping them learn English and meet challenging state academic standards.
- Services are provided to non-public school students, their teachers, and other education personnel and are considered assistance to students and teachers rather than non-public schools themselves.



# Eligible Non-Public Schools

- Under Title III, **the LEA in which a non-public school is located** is responsible for providing equitable services to students and teachers in the school.



# Eligible Non-Public Students

- To be eligible for Title III services, a non-public school student must be enrolled in a nonprofit non-public school in the geographic area served by an LEA that receives a Title III subgrant and must meet the definition of LEP under ESEA § 9101(25):
  - aged 3 through 21;
  - who was not born in the United States or whose native language is a language other than English;
  - who comes from an environment where a language other than English has had a significant impact on the individual’s level of English language proficiency; or
  - who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
  - whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual—
    1. the ability to meet the challenging State academic standards;
    2. the ability to successfully achieve in classrooms where the language of instruction is English; or
    3. the opportunity to participate fully in society.

# How do you identify potential ELs in a non-public school?

- In consultation with non-public school officials, an LEA must establish objective criteria to determine which non-public school children are eligible for Title III services.
- For example, an LEA and a non-public school official may decide to identify ELs based on:
  - responses to a primary home language survey (HLS), and
  - scores on English language proficiency (ELP) assessment or screener.
- An LEA is responsible for ensuring that non-public school students are appropriately identified as ELs.



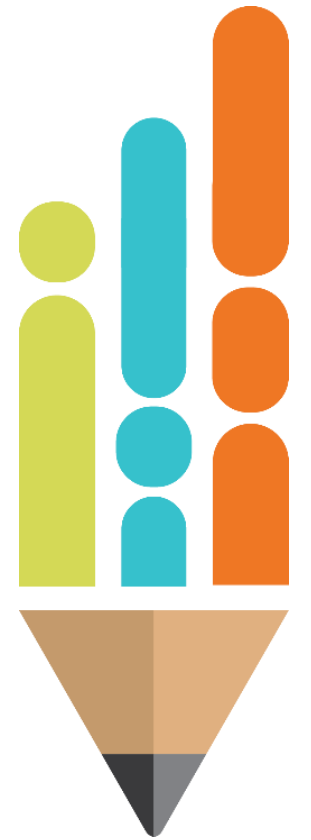
# Eligible Activities: Assessment Clarification

- LEAs may use Title III funds to pay for initial EL assessments for non-public school students in cases where the use of funds would not supplant other federal, state, and/or local funds.
- LEA and non-public school officials are advised to ensure that EL assessment(s) are:
  - the most appropriate instrument(s) to administer to the target students and
  - valid and reliable for these students.



# Title III, Part A Eligible Activities

- Some examples of Title III services an LEA may provide to non-public school ELs, their teachers, and other educational personnel include:
  - administration of **ELP assessments** for identification and/or for the purpose of evaluating the effectiveness of services (test booklets, teacher training, stipends to teachers to administer assessments)
  - participation in **LEA-sponsored professional development (PD)**, or PD organized specifically to meet the needs of non-public school teachers
  - **tutoring** for students before, during, or after school hours
  - purchase of supplemental **instructional materials and supplies**





# Title IV, Part A—Student Support & Academic Enrichment

# Purpose of Title IV, Part A

- Title IV, Part A is intended to improve students' academic achievement by increasing the capacity of state education agencies (SEAs), LEAs, and local communities to:
  - provide all students with access to a well-rounded education,
  - improve school conditions for student learning, and
  - improve the use of technology in order to improve the academic achievement and digital literacy of all students.



# Eligible Non-Public Schools

- Under Title IV, Part A, **the LEA in which a non-public school is located** is responsible for providing equitable services to students and teachers in the school.



# Title IV, Part A Spending Requirements

- An LEA that receives at least \$30,000 in Student Support and Academic Enrichment (SSAE) program funds must spend:
  - At least 20 percent of funds for activities to **support well-rounded educational opportunities** (ESEA § 4107);
  - At least 20 percent of funds for activities to **support safe and healthy students** (ESEA § 4108); and
  - A portion of funds (1% or more) for activities to **support effective use of technology** (ESEA § 4109), with a 15% cap in this area on the purchase of technology infrastructure.
- Non-public school purchases count towards and must be included in the LEA's final funding amounts for each focus area



# Title IV, Part A Eligible Activities

- Allowable uses of funds under each of the three focus areas may include, but are not limited to:
  - direct services for students;
  - professional development for teachers and administrators;
  - salaries of personnel to carry out identified programs and services; and
  - supplemental educational resources and equipment.



# Title IV, Part B–21st Century Community Learning Centers (21st CCLC)

# Purpose of Title IV, Part B

- The Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) program is authorized under Title IV, Part B of ESSA.
- This is a **discretionary grant** that is awarded through a competitive process to eligible LEAs and Community-Based Organizations (CBOs).
- These centers provide students with opportunities for academic enrichment, youth development, and family support during non-school hours or during periods when school is not in session, particularly students who attend high-poverty and low-performing schools.



# Eligibility

- Equitable participation of eligible non-public school students applies to the **non-public schools that reside within the attendance area of the targeted school to be served by the program.**
- Grantees must consult with non-public school officials **during** the design and development of the 21st CCLC program and **before** making any decision that will impact the participation of non-public school students.





# Title IV, Part B Eligible Activities

- Allowable activities, services, and programs must be focused on academic enrichment that is designed to reinforce and complement the regular academic program of participating students.
  - Participation in the LEA's grant funded extended learning programming



# Closing

# Resources

- A suite of resources can be found in ePlan > TDOE Resources > Equitable Services to Non-Public Schools (CTE/ESSA/IDEA):
  - [Title I Services to Eligible Private School Students Non-Regulatory Guidance](#)
  - [Title IX \(ESSA Title VIII\), Part E, Uniform Provisions, Subpart 1, Private Schools Non-Regulatory Guidance](#)
  - [Fiscal Changes and Equitable Services under ESSA Non-Regulatory Guidance](#)
- Additional U.S. Department of Education (ED) Resources:
  - [Every Student Succeeds Act](#)
  - [Ensuring Equitable Services to Private School Children – A Title I Resource Toolkit:](#)



# Questions?

- **Brinn Obermiller** | *Senior Director of ESEA Oversight & Federal Programs Ombudsman*  
Division of Federal Programs and Oversight  
[Brinn.Obermiller@tn.gov](mailto:Brinn.Obermiller@tn.gov)
- **Heather Farley** | *Director of ESEA Oversight*  
Division of Federal Programs and Oversight  
[Heather.Farley@tn.gov](mailto:Heather.Farley@tn.gov)





# Thank You!

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Tuesday-Thursday

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