



Title IV, Part B: 21st CCLC Equitable Services

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Agenda for Session

- Overview of Equitable Services
- Responsibilities of the Subgrantee
- Timely/Meaningful Consultation
- Calculating Equitable Share
- Providing Services
- Documentation and Oversight

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Overview of Equitable Services

Title IV, Part B Equitable Services

- Under ESEA § 8501(a)(1) and (3)(A), subgrantees must ensure that eligible private school students, teachers, and other educational personnel have equitable access to services funded by the 21st CCLC program. These services must be:
 - Secular, neutral, and non-ideological,
 - Proportional to the number of eligible private school students, and
 - Based on identified needs through consultation.

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Eligibility

- Private school students may be eligible for Title IV, Part B equitable services if all the following are true.
 - The private school is a non-profit^{SH1}
 - The private school is located within the subgrantees' service area for the 21st CCLC program.
 - Private school students are enrolled in a grade level, or equivalent, that is served by the subgrantee's 21st CCLC program.
 - Priority is given to students experiencing poverty who are at academic risk and/or meet other criteria as determined by the subgrantee's application.
 - Additional student selection criteria may be determined during consultation.

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Slide 6

- SH1** [@Michelle Harless] I am not seeing this requirement about private schools needing to be non-profits in statute or in the non-regulatory guidance documents. Can you please share a citation for this information for me to review?
Shaundraya Hersey, 2026-08-19T16:49:21.542
- MH1 0** The school is eligible to participate in Title IV, Part B equitable services because it is a nonprofit private school, consistent with the equitable services requirements of ESEA Section 8501 and 34 CFR §299.6, which apply to Title IV, Part B (21st Century Community Learning Centers).
Michelle Harless, 2026-08-19T17:09:09.784
- SH1 1** Thank you! I see the language I need at ESEA 8101. Also listed in question C-1 of the Equitable Services Non-regulatory Guidance document.
Shaundraya Hersey, 2026-08-19T18:47:20.338



Subgrantee Responsibilities

Subgrantee Equitable Services Responsibilities

- Contact every non-profit, private school located within the geographic boundaries of the attendance area served to invite them to participate in equitable services annually.
- Conduct timely and meaningful consultation.
- Identify eligible students.
- Provide services.
- Monitor and evaluate services.
- Maintain documentation.

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Private School Responsibilities

- Participate in meaningful consultation
- Provide information needed for planning
- Communicate student needs
- Support implementation of services
- Maintain ongoing communication
- Provide documentation when required

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Timely and Meaningful Consultation

Timely Consultation

- Consultation with private schools must begin before the agency applies for the grant so the subgrantee can consider the needs of private schools in its application.
- Consultation must also be ongoing and continue throughout the five-year grant period. (ESEA § 8501(a)(3)(A), (c)(3)).

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Meaningful Consultation

- Consultation topics must include the following:
 - Identification of student needs
 - Types of services to be offered
 - Assessment and improvement of services
 - Allocation and proportionate share of funds

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Identifying Student Needs

- Assessments should be conducted in a manner comparable to that of public school students.
- Assessments may be determined on a school-by-school basis.
- Discuss when and how often data will be collected.

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Types of Services Offered

- Subgrantees may provide all or some services directly through a separate government agency, consortium, entity, or third-party contractor.
- Private school students may be included in the public school/CBO program, or a separate yet equitable program may be created for them, tailored to their specific needs, location, and availability.

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Assessment/Improvement of Services

- For participating private schools with students enrolled in a 21st CCLC program, the subgrantee must conduct ongoing consultation to assess and improve services as applicable.
- It is recommended that the subgrantee meet with private school leaders quarterly to discuss the program's progress.

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Proportionate Share of Funds

- Subgrantees must provide an explanation of how the proportionate share is calculated and how funds will be allocated for equitable services.



Calculating Proportionate Share

Calculating Proportionate Share, Part 1

- Under ESEA, the subgrantee is required to calculate an equitable share that will be used to meet the needs of private school students.
- These funds may never be used to directly pay or reimburse a private school.
- Instead, these funds must be used to provide services to private school students.

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Calculating Proportionate Share, Part 2

- Subgrantees may:
 - Choose to use funds to provide services to private school students through the same program offered to public school students, or
 - Create a separate program that only serves private school students.
- In either case, private school students must be served on an equitable basis to public school students until the equitable share is expended.

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Proportionate Share Options

- Subgrantees may:
 - Choose to calculate equal expenditures strictly on the basis of the **relative enrollment** of students in public schools and private schools, assuming the needs are similar, and that those who have indicated their willingness to participate in the 21st CCLC program on the assumption that these numbers accurately reflect the relative needs of children and educators in public and private schools, **or**
 - Choose to use **other factors** related to the needs of public and private school children, rather than base equal expenditures solely on relative enrollments.
 - For example, if a grantee targets its program to a specific subgroup of students (e.g., ELs or low-achieving students from low-income families), the LEA would use the number of eligible children in the defined subgroup enrolled in both public and private schools.

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Proportionate Share Steps: Relative Enrollment

1. Calculate the total number of eligible students: add the total number of public school students to the total number of private school students).
2. Calculate the net subgrantee allocation: minus the administrative costs from the total subgrantee allocation.
3. Calculate the per-pupil rate: divide the net subgrantee allocation by the total number of eligible students
4. Calculate the equitable share: multiply the per-pupil rate by the number of eligible private school students.

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Providing Services

Regarding Providing Services

- Each eligible organization that receives an award may use the funds to carry out a broad array of before- and after-school activities (or activities during other times when school is not in session) that advance student achievement.

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Service Design

- Services must be designed in consultation to meet the specific educational needs of private school students.
- All services to private school students must be secular, neutral, and non-ideological; they must supplement, not supplant, services the private school already provides; and services are under the complete control of the subgrantee, including any materials and equipment used during equitable services.

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Allowable Services, Part 1

- Remedial education activities and academic enrichment learning programs, including providing additional assistance to students to allow them to improve their academic achievement;
- Mathematics and science education activities;
- Arts and music education activities;
- Entrepreneurial education programs;
- Tutoring services (including those provided by senior citizen volunteers) and mentoring programs;
- Programs that provide after-school activities for students who are English learners that emphasize language skills and academic achievement,

SH2

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SH1 [Michelle Harless] Are the allowable services included on Slides 25-26 specific to 21st Century Programs or are they a list of different types of allowable equitable services. The 2023 Non-Regulatory Guidance only lists the following for allowable services for 21st Century:

- Academic enrichment learning programs, mentoring programs, remedial education activities, and tutoring services that are aligned with challenging State academic standards;
- Literacy education programs;
- Programs that support a healthy and active lifestyle;
- Drug and violence prevention programs;
- Programs that build skills in science, technology, engineering, and mathematics (STEM), including computer science, and that foster innovation in learning by supporting nontraditional STEM education teaching methods; and
- Programs that partner with in-demand fields of the local workforce or build career competencies and career readiness.

<https://www.ed.gov/media/document/title-viii-part-f-of-elementary-and-secondary-education-act-of-1965-equitable-services>
Shaundraya Hersey, 2026-08-19T17:04:58.009

MH1 0 K-11 from the guidance provides examples that may be included as allowable. For the PowerPoint, I have provided this list in E-4 of the 21st CCLC NRG - It is a more robust list.
<chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.ed.gov/media/document/21st-century-comprehensive-strategy>
Michelle Harless, 2026-08-19T17:23:42.680

SH1 1 To better align this language with E-4, I added some suggested revisions. These suggestions also align with how the department speaks about these types of programs and activities.
Shaundraya Hersey, 2026-08-19T19:55:46.899

SH2 I recommend changing to "students who are English learners."
Shaundraya Hersey, 2026-08-19T19:49:42.581

MH2 0 I have changed - thanks!
Michelle Harless, 2026-08-19T19:55:16.265

Allowable Services, Part 2

- Physical activity programs; SH1
- Telecommunications and technology education programs;
- Expanded library service hours;
- Programs that promote parental involvement and family literacy;
- Programs that provide assistance to students who have been truant, suspended, or expelled, to allow the students to improve their academic achievement; and
- Drug and violence prevention programs, and counseling programs.

SH2

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Slide 26

SH1 Suggested revision: "Physical activity programs"
Shaundraya Hersey, 2026-08-19T19:53:12.897

MH1 0 I have revised - thanks!
Michelle Harless, 2026-08-19T19:56:10.500

SH2 I suggest deleting this phrase.
Shaundraya Hersey, 2026-08-19T19:54:08.257

MH2 0 I have deleted - thanks!
Michelle Harless, 2026-08-19T19:56:22.547



Documentation and Oversight

Records

- Subgrantees must maintain records of the following:
 - Consultation meetings and decisions
 - Needs assessments
 - Proportionate share calculations
 - Services provided and student participation



Sample Documents

The state educational agency (SEA) may request documentation during monitoring or audits. The department has developed sample templates for awarded agencies to utilize during consultation.

- 21st CCLC Intent to Participate
- 21st CCLC Affirmation and Final Agreement form.
Upload completed forms to the *Related Documents* section of the 21st CCLC application in ePlan by Oct. 1 annually.

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Five-Years at a Glance

Grant Year	Month	Event	Documentation
Competition (i.e., time period when the agency is completing an application for a <u>new</u> five-year 21st CCLC grant)	February-March	Contact all eligible private schools to offer services and provide meaningful and timely consultation to interested private schools.	Consultation with Private Schools form included in the competition's Request for Applications document.
Years 1-5	July-September	Consult with participating private schools to finalize programming for the year.	21st CCLC Affirmation and Final Agreement form. Upload completed forms to the Related Documents section of the 21st CCLC application in ePlan by October 1 annually.
	Ongoing	Continue timely and meaningful consultation throughout the provision of services.	Maintain proof of consultation internally (e.g., emails, phone logs, meeting invites and agendas, sign-in sheets, etc.).
	November-December	Contact <u>all</u> eligible private schools to offer/re-offer services for the next school year.	Share and have private schools complete the 21st CCLC Intent to Participate form. Maintain this form internally for documentation of consultation.
	February	School district grantees should complete the annual Non-Public Survey in ePlan.	Utilize information from completed Intent to Participate forms to complete the survey in ePlan.
	May-June	Consult with participating private schools to assess and make improvements to the program.	Maintain proof of consultation internally (e.g., assessments, emails, phone logs, meeting invites and agendas, sign-in sheets, etc.).



Slide 30

BO1 [@Michelle Harless] - how do you feel about the addition of this table? I really want them to remember that they need to be doing the intent each year with all the eligible private schools. Its not just during the initial grant competition

Brinn Obermiller, 2026-07-23T18:43:24.129

MH1 0 That would be great! Thanks

Michelle Harless, 2026-07-23T18:45:24.781



Resources

Available Resources

- [Tennessee Private Schools List](#)
 - [Non-Regulatory Guidance for 21st CCLC](#)
 - [Title VIII, Part F Non-Regulatory Guidance](#)
 - [21st CCLC Intent to Participate](#)
 - [21st CCLC Affirmation and Final Agreement Form](#)
 - [Title IV, Part B \(21st CCLC\) Equitable Services Toolkit](#)
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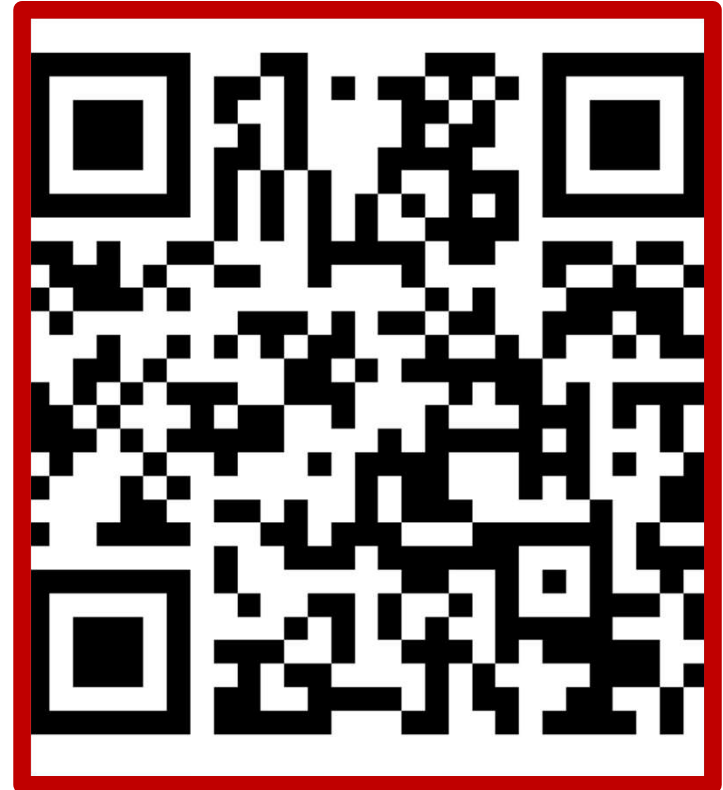
Questions



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