

Title IV-B: 21st Century Community Learning Centers (21st CCLC)

The 21st CCLC federal grant is the only federal funding source dedicated exclusively to supporting local after school, before school and summer learning programs. The purpose of this grant is to establish or expand community learning centers supported by local schools and community-based organization partnerships to:ⁱ

- Provide opportunities for academic enrichment to help children children who attend high poverty and/or low-performing schools meet challenging academic standards; and
- Offer children a broad array of additional services, programs, and activities that are designed to reinforce and complement the regular academic program of participating children; and
- Offer families of children served by community learning centers opportunities for active and meaningful engagement in their children’s education, including educational opportunities for family members themselves.

Can a private school or group of private schools apply for a 21st CCLC subgrant?

Any eligible entity, including a private school, may apply for a subgrant if it is able to meet the requirements of the program.ⁱⁱ

Who is responsible for providing Title IV-B equitable services?

The eligible entity that receives a 21st CCLC subgrant must engage in timely and meaningful consultation with private schools located in the areas served by the subgrant. If a private school accepts services, the subgrantee must provide to eligible private school children educational services and other benefits that are equitable in comparison to the services provided with program funds to public school children.ⁱⁱⁱ

When should consultation with private schools take place?

Every applicant must [invite appropriate private school officials to consultation](#) regarding equitable services at the program development stage prior to submitting its application. This is because ESEA requires equitable service consultation to take place before an eligible entity makes any decision that affects the participation opportunities of eligible private school children and educators. Inviting private schools to consultation before applying allows the eligible entity to consider the needs of all children in the community, including private school children.^{iv}

Every entity that is awarded the subgrant (AKA the subgrantee) must [continue to consult](#) with private schools on an annual basis, even if the private school declined to consult with the subgrantee during the application phase. If the private school did not participate in writing the application, the subgrantee is only required to meet the needs of private school students who meet eligibility requirements in the awarded application. If the private school participated in writing the application, the subgrantee must meet the needs of private school students and educators as agreed to during consultation when writing in the application.^v

How does a subgrantee consult with private schools in order to provide equitable services?

The subgrantee must contact every private school located within the geographic boundaries of the attendance area served to [invite them to consultation](#). If the subgrantee is a CBO, they can ask the school district(s) within the attendance zone or the ODE's [Private School Ombuds](#) for a list of and contact information for private schools. After all private schools have been identified, the subgrantee must contact each private school to invite them to consultation. At this time, the private school can accept services, decline services, or not respond to the invitation.^{vi}

If a private school responds by accepting services, the subgrantee must meet with them to discuss the specific topics required under ESEA, and must sign an [Affirmation of Consultation](#) with each private school. A subgrantee may meet with more than one private school at a time, if that is convenient for all parties. The subgrantee must also assess the needs of the private school and provide services that are equitable in comparison to participating public school students. During consultation, the district must discuss 1) if the private school wishes to continue to participate in the program; 2) if students participating in the program will change; and 3) resolve any implementation concerns.^{vii}

If the private school responds by declining services or does not respond, the subgrantee does not have an obligation to serve the private school's students for that school year. However, consultation for equitable services must occur every year, and the private school can change their response each year.^{viii}

What topics must be discussed during consultation?

The following topics must be discussed during consultation. All responses should be recorded and retained in the subgrantee's files. The private school should indicate that each topic was or was not discussed on a signed Affirmation.^{ix}

Topic 1: Student Selection, Assessment and Evaluation

- Determining the eligibility of private school students for participation. Private school students must be enrolled in a non-profit school that is located in the geographic area of the attendance area served. The private school student must be enrolled in a grade level, or equivalent, that is served by the program with the priority given to students experiencing poverty, who are at academic risk and/or other criteria as determined by the subgrantee's application.
- Assessing the academic needs of individual students. Assessments should be performed in a manner that is comparable to public school students. In Oregon, private school students are barred from participation in OSAS; therefore, academic needs will need to be assessed through other types of academic data that are readily available. Assessments may be determined on a school-by-school basis. Discuss when and how often data will be collected. The subgrantee cannot require private school students to participate in standardized assessments as a criterion for eligibility. However, private school students may be required to participate in standardized assessments to evaluate student academic progress.
- Selecting students for participation. If the program lacks capacity for all eligible private school students to participate, discuss what criteria will be used to select participating

private school students from the group of eligible students. Also discuss whether or not students will be selected on an annual basis, if there will be preference for siblings, and how newly enrolled students will be selected for participation.

- Removing a private school student from program services. Discuss policies and expectations for student participation and attendance.
- Evaluating equitable service programs for effectiveness. Evaluations should be based on the data outcomes of identified needs. Adjustments to equitable services should be made after evaluating student academic progress, as supported by data.

Note: All subgrantees are recipients of federal funds and must follow [FERPA](#) and [PPRA](#). Private schools that participate in equitable services are not recipients of federal funds.^x

Topic 2: Providing Services

- Timing of services. Discuss if the program will be offered before/after school, summer, or during other school breaks; and also the specific dates and times of the program.
- Location of services. If transportation of private school students will be needed to and from the program location, subgrantees must provide it and may take the cost of transportation out of the administrative set-aside.^{xi} Additionally, discuss if nutrition services will be provided.
- Supporting private school students' families. Discuss when and where any parent and family engagement activities will take place.
- Identifying the service providers and their credentials. Discuss whether the subgrantee will provide all or some services directly, through a separate government agency, consortium, entity, or third-party contractor. Also, whether private school students will be included in the public school program or if a separate yet equitable program will be created for private school students that is based on their specific needs, location and availability.
- Determining the overall number of students to be served by the program. Explain how this number was calculated. Discuss the number of private school students that will be served.
- Calculating the equitable share. Explain the calculation and how the equitable share will be used to provide services to private school students.

Note: all services to private school students must be secular, neutral and non-ideological;^{xii} they must supplement and not supplant services the private school already provides;^{xiii} and services are under the complete control of the subgrantee, including any materials and equipment used during equitable services.^{xiv}

Topic 3: Ongoing Consultation

- Conducting ongoing consultation. For participating private schools with students enrolled in a program, discuss when, where and how often ongoing consultation will occur. It is strongly recommended that the subgrantee meet with the private school leaders on a quarterly basis to discuss the progress of the program.
- Finalizing decisions. Explain that the subgrantee makes the final decision regarding equitable services; and how the subgrantee will give the private school's views due consideration and solicit their input before making a decision that impacts the private school's ability to participate in equitable services.

- Explaining the [equitable service complaint process](#). Explain how a private school can file a complaint if they disagree with the final decision of the subgrantee.

Note: If the subgrantee disagrees with the views of the private school, the subgrantee must provide their decision in writing and provide fact-based reasons for their decision. Every attempt should be made to resolve disagreements locally. The [Private School Ombuds](#) can facilitate conversations around disagreement upon request of either the subgrantee or private school.^{xv}

For more information on consultation for equitable services, see [Module 2](#).

What services might be provided to eligible private school children?

Examples of services include, but are not limited to:^{xvi}

- Academic enrichment learning programs, mentoring programs, remedial education activities, and tutoring services that are aligned with challenging State academic standards; and
- Literacy education programs; and
- Programs that support a healthy and active lifestyle; and
- Drug and violence prevention programs; and
- 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.

For more information on general equitable service allowability and how to [evaluate](#) equitable service programs, see [Module 2](#).

What documentation is provided?

The ODE will monitor all 21st CCLC subgrantees at least once in a grant cycle. Subgrantees must provide a copy of letters and communications sent to private schools. All signed affirmations must also be provided. Here are some ODE sample communication documents for your reference.^{xvii}

- [21st CCLC Participation in Needs Assessment Letter](#) - to be sent to the private school when developing the application before applying.
- [21st CCLC Intent to Participate Letter](#) - to be sent to the private school by subgrant recipient on an annual basis after receiving an award.
- **Affirmation of Consultation** - to be filled out and signed by the private school and subgrantee.
 - If the subgrantee is a school district: use the regular [Affirmation of Consultation](#) which includes all Title equitable service programs, and submit it through the [Evidence of Consultation form](#).
 - If the subgrantee is a CBO: use the [21st CCLC Affirmation of Consultation](#) and email a copy to the [Private School Ombuds](#).

How is the equitable share calculated, and how should it be used?

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 should never be used to directly pay or reimburse a private school. Instead, these funds should be used to determine, on a per-pupil basis, how to provide services to private school students.^{xviii}

Subgrantees may choose to use the equitable share to provide services to private school students through the same program offered to public school students, or to 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.^{xix}

To calculate the equitable share:

1. Calculate the total number of eligible students: add the total number of public school students to the total number of private school students

Total # of eligible students = (total # of public school students) + (total # of private school students)

2. Calculate the net subgrantee allocation: minus the administrative costs from the total subgrantee allocation.

Net subgrantee allocation = (Total subgrantee allocation) – (Administrative + Indirect costs)

3. Calculate the per-pupil rate: divide the net subgrantee allocation by the total number of eligible students

Per-pupil rate = (net subgrantee allocation) ÷ (total # of eligible students)

4. Calculate the equitable share: multiply the per-pupil rate by the number of eligible private school students

Equitable share = (per-pupil rate) x (# of eligible private school students)

ⁱ [Title VIII Equitable Services NRG](#) (2023) K-1, [ESEA](#) section 4201

ⁱⁱ [Title VIII Equitable Services NRG](#) (2023) K-2, [ESEA](#) section 4201(b)(3)

ⁱⁱⁱ [Title VIII Equitable Services NRG](#) (2023) K-4, K-6, [ESEA](#) section 8501(a)(1), (3)(A), (c)(1), (c)(3)

^{iv} [Title VIII Equitable Services NRG](#) (2023) K-4, K-6, K-8 [ESEA](#) section 8501(a)(1), (a)(3)(A), (b)(2)(I), (b)(2)(D), (c), (c)(1), (c)(3)

^v [Title VIII Equitable Services NRG](#) (2023) K-6, K-7, [ESEA](#) section 8501(c)(3)

^{vi} [Title VIII Equitable Services NRG](#) (2023) K-6, K-7, K-9 [ESEA](#) section 8501(c)(1), (3)

^{vii} [Title VIII Equitable Services NRG](#) (2023) K-7, [ESEA](#) section 8501(c)(5), (a)(1)

^{viii} [Title VIII Equitable Services NRG](#) (2023) K-7, [ESEA](#) section 8501(c)(1)

^{ix} [Title VIII Equitable Services NRG](#) (2023) A-11, K-7, [ESEA](#) section 8501(c)(1),(5)

^x [Title VIII Equitable Services NRG](#) (2023) F-1, [ESEA](#) section 8506(c)

^{xi} [Title VIII Equitable Services NRG](#) (2023) C-14, [ESEA](#) section 8501(a)(1)

^{xii} [Title VIII Equitable Services NRG](#) (2023) C-10, [ESEA](#) section 8501(a)(2)

^{xiii} [Title VIII Equitable Services NRG](#) (2023) C-9, [34 CFR § 299.8\(a\)](#)

^{xiv} [Title VIII Equitable Services NRG](#) (2023) C-16, [ESEA](#) section 8501(d)(1)

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- xv [Title VIII Equitable Services NRG](#) (2023) A-13, [ESEA](#) section 8501(c)(2)
 - xvi [Title VIII Equitable Services NRG](#) (2023) K-11, [ESEA](#) section 4205
 - xvii [Title VIII Equitable Services NRG](#) (2023) A-13, [ESEA](#) section 8501(c)(2)
 - xviii [Title VIII Equitable Services NRG](#) (2023) C-16, [ESEA](#) section 8501(a)(4), (d)(1), [34 CFR §299.7\(a\)](#)
 - xix [Title VIII Equitable Services NRG](#) (2023) B-1, C-8, [ESEA](#) section 8501(a)(1), [34 C.F.R. § 299.7\(b\)\(1\), \(2\)](#)