**FY24 Alaska 21st CCLC Guidelines for Equitable Services for Private Schools**

Under Title VIII of ESEA, private schools and their students and staff have the right to “equitable” services provided by ESEA programs including Titles I-A, I-C, II-A, III-A, IV-A, and IV-B (21st CCLC). To ensure this, ESEA [8501(c)] requires that timely and meaningful consultation occur between the grantee and private school officials **prior** to any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in programs under ESEA and continue throughout the implementation and assessment of the equitable services. More information regarding equitable services is available on the Alaska Department of Education & Early Development (DEED) [Private Schools and the ESEA webpage](https://education.alaska.gov/esea/private-schools).

**21st CCLC Equitable Service Options**

21st Century Community Learning Center (21st CCLC) grants and programs are unlike other ESEA programs. For example, the application is for five years, not one; the funding is competitive, not formula; CBOs can receive grants, not just districts; schools served must meet criteria such as being high poverty and low performing; most public school students do not receive the benefit of 21st CCLC funds. Due to the unique nature of 21st CCLC grants, US ED has provided the following guidance regarding providing equitable services with 21st CCLC funds:

* Services are provided by offering “seats” in the 21st CCLC program to private school students.
* The number of seats offered to private school students -vs- public school students would be based on a ratio that compares the number of students in the private school to the number of students in the public feeder school(s).
* Alternately, the number of seats offered could be based on a ratio that compares the number of private school students meeting the program’s targeted criteria compared to the number of public feeder school students meeting the program’s targeted criteria. Common criteria include academic need, social/emotional need, and economic need.
* Additionally, the only private schools eligible are those located within the attendance zone of a 21st CCLC feeder school.

**Documenting Consultation with Private Schools**

21st CCLC applicants must consult with private schools officials in a timely and meaningful manner **and** document this consultation for each applicable private school. Alaska does not have a mandatory consultation process, but below are two options applicants might consider.

**Option 1:**

There is a simple, standard [template DEED provides that covers **all** of the Title Programs](https://education.alaska.gov/ESEA/Private_Schools/Sample_Affirmation_of_Consultation.docx). Many districts use this as part of their ESEA Consolidated Application for formula funding under Titles I-A, I-C, II-A, III-A, IV-A. The form also lists Title IV-B, so a 21st CCLC applicant could simply opt to use that, though note, some of the equitable service options it lists don’t apply to 21st CCLC.

**Option 2:**

For non-district applicants, and for districts who would like to do a separate private school consultation process for 21st CCLC afterschool programming, applicants may want to create a form that includes the following information and questions:

* A description of the location, hours of operation, and programming proposed for the 21st CCLC afterschool program.
* A list of what public feeder school(s) the 21st CCLC program will serve.
* Unlike other ESEA programs, due to the unique nature of 21st CCLC grants, US ED has provided guidance that equitable 21st CCLC services are provided by offering “seats” in the 21st CCLC program to private school students. Additionally, the only private schools eligible are those located within the attendance zone of a 21st CCLC feeder school.
* Is the private school located in the attendance zone of the feeder school?
* Does the school want to participate in equitable 21st CCLC services (no, yes)
* How many students attend the eligible private school?
* How many of those student meet the 21st CCLC program’s proposed targeted criteria (e.g. academic need, social/emotional need, economic need)
* What data sources does the school use to determine which students have this need?
* How will the school communicate about participating student’s regular school day so that the program can align with and complement that instruction?
* Are the school and parent of any participating student willing to share the individual student data that is required for 21st CCLC program evaluation purposes? (e.g. assessment data, teacher survey, grades, attendance, etc.)
* Are any private school staff interested in working in the program?
* Is the school interested in participating in 21st CCLC staff training events?
* Are parents interested in participating in 21st CCLC family engagement events?
* A place for the private school official’s signature and date, affirming consultation occurred.

Regardless of what process a 21st CCLC applicant uses for private school consultation, it must be done in a timely and meaningful manner and dated signatures from private school officials affirming consultation occurred must be obtained and submitted.

If private schools are contacted but do not respond to the applicant, the applicant should provide documentation of this as well.

If an applicant is unaware of what private schools exist in their community, they could use public outreach (e.g. website, social media, e-newsletter, newspaper, signs at library or religious buildings) to communicate their desire to consult with local private schools regarding equitable services in a 21st CCLC program.