`

Scope of Work

21st Century Community Learning Centers Program, FY27-31

Program Overview

The New Mexico Public Education Department (PED), through the Community Schools and Extended Learning (CSEL) Bureau, administers the 21st Century Community Learning Centers (21st CCLC) program authorized under Title IV, Part B of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA) (§§4201–4206).

The purpose of the 21st CCLC program is to establish or expand community learning centers that provide:

- academic enrichment opportunities that reinforce and complement the regular academic program;
- youth development and enrichment activities; and
- meaningful family engagement opportunities that support student learning.

All program activities must supplement, not supplant, existing services.

Program Requirements and Design

Subgrantees shall implement structured out-of-school time programming that occurs outside the regular instructional day. Programming may occur:

- before school;
- after school;
- during summer programs; and
- during school intersessions.

Activities must reinforce and complement the regular academic program and must not duplicate regular instructional services. Programs shall provide a consistent schedule of structured programming designed to support sustained student participation and engagement.

Priority Population

Programs must primarily serve students who attend schools eligible under **ESSA §4204(i)**, including:

- schools identified for Comprehensive Support and Improvement (CSI);
- schools identified for Targeted Support and Improvement (TSI); or
- schools serving high-poverty student populations.

Programs should prioritize students at risk of academic failure, dropping out of school, or involvement in delinquent activities, as well as the families of such students.

Partnerships

``

Subgrantees must demonstrate meaningful collaboration between schools and community partners in the design and implementation of program activities.

Partnerships may include:

- local educational agencies;
- charter schools;
- community-based organizations;
- Tribal governments or organizations;
- institutions of higher education; or
- youth development organizations.

Each partnership must clearly define roles and responsibilities and be documented through **partnership agreements or Memoranda of Understanding (MOUs)** when applicable.

Service Expectations

To support meaningful participation and program effectiveness, the PED establishes minimum program intensity expectations. Each funded program shall:

- provide **a minimum of 240 program hours annually**;
- operate **at least four days per week during the school year**; and
- provide structured programming designed to promote sustained student participation.

Programs are not intended to operate as drop-in services.

Program Activities

Subgrantees may use 21st CCLC funds to provide activities consistent with **ESSA §4205(a)**, including but not limited to:

- tutoring and academic enrichment programs;
- STEM and technology learning opportunities;
- arts and cultural programming;
- mentoring and leadership development;
- health and wellness activities;
- career exploration and workforce readiness programs;
- literacy education;
- programs supporting English learners; and
- youth development and enrichment activities.

Programs should reflect local community needs and student interests.

Family Engagement

Subgrantees must provide opportunities for families to participate in activities that support student academic achievement and educational development.

Programs shall conduct **a minimum of two family engagement activities annually** and maintain documentation demonstrating participation and outcomes.

“

Equitable Access

Subgrantees shall implement strategies to remove barriers to participation. Strategies may include:

- transportation solutions;
- language access;
- disability accommodations;
- scheduling flexibility; and
- partnerships with community organizations.

Programs should expand access for students in rural, Tribal, and underserved communities when possible.

Program Quality Standards

Subgrantees shall implement program practices designed to support high-quality out-of-school time learning environments. Programs should demonstrate:

- a consistent program schedule;
- engaging and supportive learning environments;
- coordination with school-day instruction;
- diverse enrichment opportunities;
- qualified staff and ongoing professional development;
- inclusive participation strategies; and
- use of data for continuous program improvement.

Staffing

Each program site must identify a designated **Site Coordinator or Program Manager** responsible for the daily implementation and oversight of program activities. Responsibilities include:

- coordinating program schedules and activities;
- supervising program staff;
- maintaining communication with school-day personnel;
- tracking student attendance and participation; and
- ensuring compliance with program reporting requirements.

Data Collection and Evaluation

Subgrantees must collect and maintain accurate program data to support evaluation and federal reporting. Required data may include:

- student enrollment and demographics;
- daily attendance and participation;
- program activity participation; and
- family engagement participation.

Subgrantees must report student-level data through the federally required **21APR reporting system**. Programs shall implement **Continuous Quality Improvement (CQI)** practices informed by program data and evaluation findings.

“

Sustainability Planning

Subgrantees shall demonstrate ongoing efforts to strengthen program sustainability through:

- development of community partnerships;
- coordination with schools and community organizations;
- identification of complementary funding sources; and
- integration of successful program elements into existing services when appropriate.

Fiscal Procedures

Budgets must be submitted annually, be realistic, cost-effective, and clearly justified. Applicants must identify the number of students to be served and demonstrate alignment with the recommended funding range of $1,500–$2,000 per student where applicable.

All expenditures must comply with **2 CFR Part 200 (Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards).** Costs must be:

- necessary;
- reasonable;
- allocable; and
- adequately documented.

21st CCLC funds must **supplement and not supplant** other federal, state, or local funds.

Indirect costs may not exceed the organization’s **approved restricted indirect cost rate**.

Capital expenditures require prior written approval from the PED.

No student participation fees may be charged for activities supported with 21st CCLC funds.

Spenddown Planning: Subgrantees shall develop and maintain a written Spenddown Plan demonstrating projected monthly expenditures aligned with the approved budget and grant period. The Spenddown Plan must:

- Reflect reasonable and timely obligation of funds;
- Identify projected encumbrances;
- Demonstrate alignment with program implementation timelines; and
- Be updated as necessary upon request by the PED.

Failure to demonstrate adequate progress toward timely expenditure may result in corrective action or reallocation of funds.

All payments are made on a reimbursement basis through CES. Subgrantees must submit timely and accurate Requests for Reimbursement supported by sufficient documentation.

Award Duration

Awards support a five-year project period, contingent upon:

`

- satisfactory program performance;
- fiscal compliance;
- timely reporting; and
- availability of federal funds.

Annual continuation funding is not automatic.

Monitoring and Compliance

Subgrantees shall participate in regular check-ins, quarterly reporting, and monitoring visits conducted by the PED. Non-compliance with statutory, fiscal, reporting, or performance requirements may result in:

- Corrective action;
- High-risk designation;
- Payment hold;
- Reduction or termination of award;
- De-obligation or reallocation of federal funds; or
- Reversion of state funds in accordance with legislative appropriation requirements.

Funds not obligated or expended within the applicable grant period may revert or be reallocated at the discretion of PED.

Program Modification

Any modification to program scope, budget, sites, or partnerships must receive **prior written approval from the PED**. Unauthorized changes may result in disallowed costs.

Annual Project Deliverables

Deliverable	Description	Frequency	Performance Criteria
Staff Recruitment & Training Report	Documentation of staff recruitment and training activities	Annually	90% of staff trained prior to program launch
Program Profile	Comprehensive overview of the program including program sites, schedule or calendar, target population, partner roles, planned program activities, and transportation plan if applicable	Within first 30 days	Submitted and approved
Data Reporting	Attendance, participation, and program implementation updates	Quarterly	Submitted on schedule
PED Training and Webinar Participation	Participation by program leadership or designated staff in	Quarterly or as scheduled by PED	Participation documented

`

	PED-sponsored webinars, trainings, or technical assistance sessions		
Family Engagement Events	Documentation of family engagement activities	Minimum two annually	Participation documented
Surveys	Student, family, staff feedback surveys	Annually	90% submission rate
CQI Action Plan	Data-driven improvement plan based on program data	Within first quarter	Submitted and implemented

Testing and Validation

The review process and approval requirements will be performed by the CSEL Bureau. Revisions requested will be performed based on criteria and timeline provided by the CSEL Bureau.

Communication Plan

- Monthly check-ins with the PED staff (virtual or in-person, or via email) as determined by program needs and compliance status.
- Quarterly data and fiscal updates through EZReports and CES.
- At least one monitoring visit by the PED staff during the five year grant cycle.

Change Management

Any modification to this Scope of Work must receive prior written approval from the CSEL Bureau. Unauthorized modifications may result in disallowed costs. All changes to the scope of work or deliverables shall be given to the contractor in writing in a timely manner. The CSEL Bureau is authorized to make these changes as needed. Potential risks include timeline delays, non-compliance findings (non-certified), or data inaccuracies. These risks will be mitigated in regular meetings with the CSEL Bureau.