WDE 21CCLC

21st Century Community Learning Center

Cohort 17 Grant Project Guide



July 2027 - September 2032

Wyoming Department of Education

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U.S. Department of Education
21st Century Community Learning Centers (21 CCLC), ESEA as amended by ESSA, Title IV Part B
CFDA # 84.287C

For procedural or technical inquiries, contact the WDE program office. To preserve the impartiality in this competitive cycle, WDE staff are strictly prohibited from designing, editing, or recommending specific programming strategies for individual applications.

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For more information regarding the Nita M. Lowey 21st Century Community Learning Centers program, visit the U.S. Department of Education **website**.

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Section 1: RFA Introduction

Key Application Submission Information

The complete application package must be received by the Wyoming Department of Education (WDE) in the format and manner described below no later than 5:00 PM MST on Monday, March 1, 2027.

Notification of Intent to Apply

All applicants must submit an **Intent to Apply form**. Forms are due by Friday, Dec. 18, 2026. This form will allow the department to identify potential applicants, send out eGMS access to new users, and communicate additional resources or revisions to the RFA, as well as direct technical assistance and support for the application process. Interested applicants who miss the deadline for the Intent to Apply form should contact the 21st CCLC Program Consultant.

Applicants must provide timely notice to the community of their intent to submit an application and ensure that the completed application and any associated waiver requests are made available for public review following submission. §4204(b)(2)(L)

Online Grant Management System

Applications must be completed and submitted utilizing the Wyoming Department of Education's **Grants Management System (eGMS)**.

Application Submission Sequence

- Have an active **SAM Unique Entity Identifier (UEI)**.
- Non-school district applicants must provide a Good Standing certificate from the Wyoming Secretary of State's Office.
- Set up access to the **WDE Grants Management System** for key staff at least three weeks before the submission deadline.
- Complete all required sections with any required document uploads including obtaining MOUs, conducting needs assessments, notification to the community about the organization's intent to apply, and submit the application for local review to the organization's CEO, CFO, or Superintendent for final approval.
- Agree to Federal and program assurances.
- Submit to the WDE for review.

No hand-delivered, printed, scanned, or faxed version of the application will be accepted.

Purpose of the Grant and Strategic Context

The Nita M. Lowey 21st CCLC program is the only federal funding stream dedicated exclusively to supporting out-of-school time (OST) educational frameworks. Administered as a competitive subgrant process by the WDE, this program funds Local Educational Agencies (LEAs), community-based organizations (CBOs), faith-based organizations (FBOs), tribal networks, and public/private entities.

The central mandate is to establish community learning centers that deliver high-quality academic enrichment, offer a broad array of youth development services, and provide meaningful capacity-building activities for the families of students attending high-poverty and low-performing schools.

This program is 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). Administered federally by the U.S. Department of Education (USED), the program is listed under Assistance Listing / CFDA #84.287C. All grant awards and local program operations must comply with these federal statutes, alongside the Education Department General Administrative Regulations (EDGAR) and Uniform Grant Guidance (2 CFR 200).

Master Competition Timeline

COMPETITION PHASE	MILESTONE ACTIVITY	ESTIMATED TIMEFRAME
Publication	Official release of the Cohort 17 RFA, Grant Project Guide, and all associated appendices on the WDE 21CCLC website.	November 2026
Intent to Apply	Submission of the mandatory **Notice of Intent to Apply** form to the WDE to eGMS profile creation.	December 18, 2026 by 5:00 p.m. MT
Technical Assistance	Virtual Bidder's Conferences & Technical Assistance Workshops detailing application and rubric expectations.	December 2026 - January 2027
Ongoing Support	Continuous publication and updating of Frequently Asked Questions (FAQs) based on applicant inquiries sent to the program inbox.	Weekly through February 2027
Submission Deadline	Final Application Submission via eGMS. Strict, automated enforcement of the 5:00 p.m. MST cutoff. No late submissions permitted.	March 1, 2027
Evaluation	WDE initial eligibility screening followed by Peer Review and Consensus Scoring process. Track A and Track B applications will be evaluated within their respective pools.	April 2027
Notification	Preliminary Award Notifications issued to successful applicants, followed by final eGMS budget approvals.	June 2027
Implementation	Cohort 17 Period of Performance officially begins. Subgrantees may commence authorized summer or fall programming.	July 1, 2027

Authorized Activities Overview

Subgrantees must deploy an array of high-quality activities designed to reinforce and complement the regular school-day academic program. Authorized program activities include, but are not limited to:

- **Academic Enrichment and Tutoring:** Deployment of high-quality mentoring, remedial support, and tutoring frameworks rigorously aligned with challenging Wyoming State academic standards and localized district curricula to drive measurable student achievement. ESEA § 4205(a)(1)
- **Well-Rounded Education and Credit Recovery:** Comprehensive educational activities designed to facilitate credit attainment or recovery, ensuring students remain on track for graduation. ESEA § 4205(a)(2)
- **Literacy and Financial Empowerment:** Multidisciplinary literacy programs, including specialized instruction in financial literacy and environmental stewardship. ESEA § 4205(a)(3)
- **Healthy Lifestyles and Wellness:** Programs promoting active lifestyles through structured physical activity and nutritional education to support the whole child. ESEA § 4205(a)(4)
- **Special Education Services:** Targeted educational and developmental services specifically designed for individuals with disabilities. ESEA § 4205(a)(5)
- **English Learner Supports:** Language-intensive afterschool programming for English learners, emphasizing rapid language acquisition and core academic mastery. ESEA § 4205(a)(6)
- **Cultural and Arts Programming:** Integration of cultural activities and enrichment designed to broaden student perspectives. ESEA § 4205(a)(7)
- **Technology and Telecommunications:** Advanced educational frameworks focused on technology literacy and digital communication systems. ESEA § 4205(a)(8)
- **Library Service Expansion:** Strategic expansion of library hours to provide safe, resource-rich environments for student research and independent study. ESEA § 4205(a)(9)
- **Parental Empowerment and Family Literacy:** Capacity-building programs that enhance parenting skills, foster meaningful parental involvement, and support family-wide literacy goals. ESEA § 4205(a)(10)
- **Truancy and Behavioral Interventions:** Supportive programming for students who have faced truancy, suspension, or expulsion, focused on academic reintegration and success. ESEA § 4205(a)(11)
- P**revention and Counseling:** Evidence-based drug and violence prevention initiatives alongside structured counseling services. ESEA § 4205(a)(12)
- **STEM and Innovation:** Advanced curricula in science, technology, engineering, and mathematics, utilizing nontraditional teaching methods to foster innovation and computer science literacy. ESEA § 4205(a)(13)
- **Workforce Readiness and Career Pathways:** Strategic partnerships with in-demand industries to build authentic career competencies and ensure students are prepared for the local workforce. ESEA § 4205(a)(14)

Principles of Effectiveness

Pursuant to ESEA § 4205(b), programs and activities provided under Title IV, Part B must be based upon an assessment of objective data regarding the need for before and afterschool programs (including summer learning programs) and activities in the schools and communities. Projects must be designed and implemented in accordance with the following principles of effectiveness:

- **Objective Assessment of Need:** Be based on an assessment of objective data regarding the need for programs and activities in the schools and communities to be served. ESEA § 4205(b)(1)(A)
- P**erformance Measures:** Be based on an established set of performance measures aimed at ensuring the availability of high-quality academic enrichment opportunities. ESEA § 4205(b)(1)(B)

- **Evidence-Based Research:** Be based on evidence-based research that the program or activity will help students meet the challenging State and local academic achievement standards. ESEA § 4205(b)(1)(C)
- Alig**nment with Academic Program:** Ensure that measures of student success align with the regular academic program of the school attended by the participating students. ESEA § 4205(b)(1)(D)
- **Data Collection for Success Measures:** Collect the necessary data from the measures of student success to evaluate and improve the program's effectiveness. ESEA § 4205(b)(1)(E)

Partnership Requirement

Proposals must detail the collaborative partnership between a Local Educational Agency (LEA) receiving Title I, Part A or school improvement funds, a community-based organization (CBO), and, where appropriate, additional public or private entities. ESEA § 4204(b)(2)(H)

Section 2: RFA Key Content and Details

Dual-Track Funding Framework & Allocations

To maximize financial accountability and support long-term programmatic sustainability, Wyoming Cohort 17 utilizes a dual-track competitive framework. All applications submitted under Track A and Track B are competitive subgrants evaluated through the state's peer-review scoring process:

- **Track A (Standard New Awards):** Open to eligible entities proposing new community learning centers or existing subgrantees establishing new center sites or frameworks. Eligible for a full 5-year performance cycle.
- **Track B (Sustaining Grants for Established Sites):** Designed for existing subgrantees maintaining compliant operations who are applying for or consolidating grants for centers expiring within the current fiscal period. This pathway delivers a 3-year phased framework crafted to reduce dependence on federal funding. Entities administering active Cohort 14 Renewability projects are urged to merge all 21st CCLC operations into a single consolidated grant structure through this subgrant process.

Capacity-Based Funding Tiers

Wyoming has established a state minimum award of $50,000 per year to ensure programmatic viability, with a maximum cap of $450,000 per year.

FUNDING TIER	CENTER COUNT & ESTIMATED STUDENT VOLUME	Maximum Annual Award
Tier 1: Targeted / Rural	1 Center serving approximately 35 - 60 regular attendees.	Up to $125,000
Tier 2: Standard	1–2 Centers serving between 61 and 130 regular attendees.	Up to $225,000
Tier 3: Comprehensive	Multiple centers serving 131 - 250 regular attendees.	Up to $325,000
Tier 4: Consolidation	Multi-district consortiums or highly capable subgrantees consolidating multiple active cohorts into a single project; serving 250+ regular attendees.	Up to $450,000

Yearly continuation awards are contingent upon continued Federal funding, compliance with the grant agreement and assurances, and progress toward meeting objectives as reported in the annual program review and evaluation.

Operational Dosage Mandates

Sustained exposure (dosage) to high-quality instruction is the primary driver of positive student outcomes; drop-in or loose childcare models are not eligible applicants. Subgrantees are bound to the following operational minimums and structural guidelines:

- **School Year:** Minimum of 10 hours per week, operating across at least 24 weeks of the traditional school calendar.
- **Summer Recess:** Minimum of 6 weeks of structured programming (averaging 4 days per week and 3 hours per day), or an equivalent 72 hours of intensive, standards-aligned experiential learning. Summer sessions must match the academic and enrichment rigor of the school year.
- **Out-of-School Time (OST) Mandatory Requirement:** All funded 21st CCLC activities in Wyoming must take place during non-school hours or periods when school is not in session (e.g., before school, after school, weekends, evenings, or school breaks/summer).
- **Extended Learning Time (ELT):** Extended Learning Time (ELT) is defined as the structural lengthening of the compulsory school day, week, or year for all regular students to provide additional academic or enrichment hours. Under Wyoming Statute (W.S. 21-9-101), school districts are legally and financially responsible for providing the compulsory school day and core instructional hours. Structurally altering or lengthening the compulsory school day for all students using 21st CCLC funds creates significant federal supplanting risks (2 CFR § 200.307 and ESEA § 4204(b)(2)(G)). Therefore, 21st CCLC subgrants in Wyoming are restricted exclusively to voluntary, supplemental programming during out-of-school hours to preserve clear fiscal separation between state-funded compulsory instruction and federal enrichment subgrants.
- **Four-Day School Week Districts:** In school districts operating on a four-day instructional week schedule, full-day Friday enrichment programming is encouraged and eligible for subgrant funding, provided that activities remain voluntary and outside compulsory school hours and the program meets other operational hourly requirements.
- **Secondary proposals (Grades 6-12)** may incorporate CTE credentials, work-based learning placements, flexible attendance thresholds, and student leadership stipends.

Integration of 2024 Federal Non-Regulatory Guidance

Cohort 17 explicitly integrates the 2024 USED Non-Regulatory Guidance for 21CCLC programs, establishing several crucial fiscal and programmatic strategies:

Braiding Funds and Supplement, Not Supplant Requirement

In accordance with ESEA § 4203(a)(9) and § 4204(b)(2)(G), federal 21st CCLC subgrants must be used exclusively to augment and expand the volume or quality of services beyond existing baselines, and never to replace or supplant mandated state or local obligations. Where a school district deems extended-day programming required for students for remediation, state extended-day and tutoring resources should be utilized first. These state resources should be braided with 21st CCLC funds, which may directly supplement state extended-day offerings by funding hands-on academic enrichment, supplies, wrap-around services, community partnerships, administrative costs, and overall grant and program management.

Federal Funding Priorities

Under Title IV, Part B of the Every Student Succeeds Act (ESEA Title IV, Part B), the state awards competitive priority to applications addressing three primary federal target areas, with an emphasis on expanding access to high-quality out-of-school programming across Wyoming's diverse communities. Furthermore, in making final award determinations, the WDE ensures that subgrant funds are distributed equitably among geographic areas within the state, including both urban and rural communities.

Target School Eligibility and Designation

Priority is awarded to projects serving low-performing schools identified for Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI), as well as Schoolwide Title I schools, or schools designated by the LEA as in need of intervention and support (supported by a signed justification from the principal or superintendent). ESEA § 4203(a)(3)(A)(i)(II) and § 4204(i)(1)(A)(i)(I-II)

Accessibility and Service Expansion

Priority is provided to proposals demonstrating that target students currently lack access to the proposed activities or that the project will meaningfully expand accessibility to high-quality community services. ESEA § 4204(i)(1)(C)(i)(ii)

Wyoming State Competitive Priorities

Applications can earn up to 15 bonus points by integrating explicit elements that target the strategic aims of the WDE and Governor's Office, as well as direct feedback and responses from families and stakeholders in the statewide needs assessment:

- **Literacy Initiatives and the Science of Reading (Up to 5 Points):** Programs that offer targeted, evidence-based reading interventions aligned with local school district curricula, designed with local school district reading curriculum experts, alongside family engagement opportunities that equip caregivers to support literacy and language growth at home.
- **Career Pathways and Workforce Readiness (Up to 5 Points):** Programs serving middle and high school students that partner with local industries, skilled trades, Wyoming Community Colleges, the University of Wyoming, military liaisons, or youth extension programs (e.g., 4-H) to deliver hands-on, work-based learning, simulated workplace experiences, career exploration, or industry-recognized credentialing, paired with flexible resources to help families navigate postsecondary and career opportunities.
- **Mental Health and Whole Child Supports (Up to 5 Points):** Programs that provide proactive wellness, social-emotional learning, or behavioral health support with parental consent, alongside family-centered services or community referrals that support household stability and well-being.

Strategic Program Design & Evidence-Based Framework

To build a competitive and strong proposal, applicants must demonstrate how their project design directly addresses localized student needs through proven, evidence-based strategies. High-quality 21st CCLC programs integrate community data, research-backed instructional models, and active family engagement into a cohesive operational framework.

Objective Needs Assessment and Target Populations

Programs must be grounded in a comprehensive, data-driven local needs assessment. Applicants must analyze state-certified economically disadvantaged metrics, objective academic assessment data, and local gap analyses to systematically identify target populations and ensure services augment rather than duplicate existing efforts. ESEA § 4204(b)(2)(I)

Evidence-Based Interventions

Applicants must deploy interventions with a research-backed history of improving student achievement. ESEA § 4204(b)(2)(J) Programmatic structures should incorporate the four S.A.F.E. elements: Sequenced learning sets, Active hands-on activities, Focused skill components, and Explicit learning objectives (Durlak et al., 2010). Drop-in or casual childcare models are not allowable.

Positive Youth Development (PYD) & Relational Architecture

High-quality 21st CCLC programs are grounded in Positive Youth Development (PYD) frameworks that foster a strong sense of belonging, agency, and community connection. Programs must not operate solely as passive study halls or remediation centers. All funded applicants are required to incorporate intentional adult-to-youth and peer mentoring frameworks, youth voice and choice, and hands-on, collaborative activities designed to cultivate durable interpersonal and leadership skills away from personal screens.

Standards Alignment and Collaborative Planning

All academic and enrichment instruction must directly align with challenging Wyoming State Content and Performance Standards and local school district learning goals. Proposals must explicitly demonstrate that the program design was developed in active, ongoing collaboration with host schools, students, families, and community partners. ESEA § 4204(b)(2)(D)

Family and Community Engagement

Programs must offer meaningful, active capacity-building opportunities for adult family members of participating students to support adult literacy, educational attainment, and active involvement in their children's education. ESEA § 4201(a)(3) Family programming must be informed by direct community feedback and communicated in accessible formats. ESEA § 4204(b)(2)(A)(iii) Furthermore, subgrantees must maintain an active communication plan to disseminate general information about the center's operations to the community in an understandable and accessible manner.

Fiscal Directives and Unallowable Costs

All expenditures must comply with EDGAR and the Uniform Grant Guidance (2 CFR 200). Expenditures must be reasonable, necessary, and allocable to the core goals of the grant, historically averaging in Wyoming a per-pupil expenditure ratio between $1,000 and $1,800 per frequent attendee annually.

To prevent the duplication of federal, state, or local resources, applicants must audit all pre-existing out-of-school services within the target school attendance zone prior to designing their program activities. This must include a review of how the target LEA is deploying state instructional funds for summer, extended learning time, and tutoring. The narrative must explain how the proposed 21st CCLC program will coordinate with, rather than duplicate or replace other interventions.

Note: This table outlines common unallowable costs and is not an exhaustive list. All expenditures must align with federal and state guidelines and approved by the WDE to be deemed allowable.

EXPENSE CATEGORY	UNALLOWABLE EXPENDITURES	REGULATORY / STATE RATIONALE
Capital & Infrastructure	Permanent building renovations, land purchase, purchasing vehicles (buses/vans), permanent structures (wood/nails).	Funds must support direct program delivery, not structural local assets or long-term physical infrastructure.
Supplanting Operations	Standard core curriculum and instructional resources required by law to fulfill state educational responsibilities for all pupils. Federal subgrant funds must serve to supplement, rather than supplant, existing state funding dedicated to instructional support.	Supplement, Not Supplant: Funds must explicitly expand the volume or quality of services beyond existing baselines.
Incentives & Entertainment	Game consoles (PlayStation/Nintendo), amusement park trips without a clear academic nexus, gift cards, trophies.	Expenses must be demonstrably necessary, reasonable, and directly tied to an educational or youth development objective.
Pre-Award & Proposal Costs	Grant writing fees, consultant contracts signed prior to the official award date, proposal development expenses.	Federal funds cannot retroactively reimburse the organizational costs of applying for the grant itself.

Program Income

Charging participant fees is heavily scrutinized and strongly discouraged due to a federal presumption that fees are unnecessary for programs targeting low-income families. Any proposed fee structure requires prior written authorization from both the WDE and the USED, must maintain a sliding scale that never bars eligible students, and defaults to deducting earned income from the overall subgrant allocation.

Availability of Funds and Carryover

Under section 421(b) of the General Education Provisions Act (GEPA), 21st CCLC funds are available for obligation for 27 months (e.g., funds awarded July 1, 2027, are available for obligation until September 30, 2029). Because the WDE awards these funds through a competitive subgrant process, the WDE may establish a shorter period of time in which the subgrantee must obligate its funds, such as requiring obligation within the fiscal year for which the funds are appropriated. Note that unexpended funds exceeding 20% of the annual allocation at the end of a 12-month period signal an implementation failure; subgrantees with excessive carryover may face formal corrective action and potential budget reductions.

Data Management, Monitoring, and Performance Accountability

To ensure high-quality operations, safeguard federal resources, and maintain accountability under the Government Performance and Results Act (GPRA) of 1993, all awarded subgrantees must participate fully in **WDE's compliance monitoring and evaluation systems**. Subgrantees are responsible for establishing baseline infrastructure to securely track, manage, and transmit student data while maintaining and validating

all local programmatic and fiscal records. The WDE conducts regular desk reviews and quarterly dashboard evaluations within EZReports to monitor enrollment baselines, fiscal health, and program quality indicators. In alignment with federal guidelines, annual monitoring and evaluation results are made available to the public in formats that protect student privacy. As an API-integrated state, Wyoming utilizes EZReports to track activities, staffing, participation, and student outcomes in alignment with the Wyoming Performance Goals and Objectives.

Mandatory Data Capacity & Privacy (FERPA)

Applicants must demonstrate a capacity to acquire essential student demographic records, academic assessments, and daily program attendance metrics while strictly protecting student confidentiality in full alignment with the Family Educational Rights and Privacy Act (FERPA). Programs will be issued EZReports site licenses for funded sites, and daily attendance, registration, and activity tracking must be updated weekly in EZReports, with monthly certifications completed by the 15th of each month.

Data Sharing Agreements & Reporting

The program will annually fulfill state, federal, and other data collection requirements, including those requirements with the 21st CCLC Annual Performance Report (21APR). All applications must acknowledge and maintain a formal Data Sharing Memorandum of Understanding (MOU) with the school district to securely gather and report essential metrics: activity hours by category, staffing and volunteering information, student program attendance in hours, student race, student sex, family members served, state assessment data, student GPA data, student school day attendance, student in-school suspension rates, teacher surveys, and household surveys (provided by WDE).

Automated Program Performance Outcome (PPO) Measures

Local coordinators are no longer required to manually enter data into the federal 21APR portal, as all certified data automatically migrates to the USED's federal system via a secure state-level API data bridge. This automated bridge tracks, aggregates, and reports on the five PPO measures required by Congress for regular participants: (1) academic growth in Reading/Language Arts and Math on WY-TOPP assessments (Grades 4–8), (2) GPA improvements for students with prior-year GPAs below 3.0 (Grades 7–8 and 10–12), (3) school day attendance rate improvements for chronically absent students (Grades 1–12), (4) reductions in in-school suspensions (Grades 1–12), and (5) teacher-reported engagement and classroom behavior (Grades 1–5).

Project Administration and Personnel Budgeting

Every Wyoming 21st CCLC application must budget for a dedicated Project Coordinator position, which is vital to successful program implementation and cannot be a minor add-on. Applicants must allocate a minimum of 0.625 FTE (at least 25 hours per week) to this role across the school year and summer terms.

Core Responsibilities

Local coordinators maintain operational oversight over their centers, which includes:

- Managing the local subgrant budget and ensuring compliance with EDGAR and Uniform Grant Guidance.
- Leading continuous program quality assessments and local action planning.
- Ensuring accurate participant demographics, daily attendance, and outcome metrics are entered on time.
- Participating in required state orientations, annual meetings, and WDE professional development.

Subgrantees must maintain safe staff-to-student ratios and two-deep supervision protocols across all site activities, mentoring sessions, and student transit to ensure youth and staff protection. Youth leaders under 18 years of age cannot serve as sole supervisors in activities.

Financial Protocols, Audit Standards, and Indirect Cost Framework

To ensure fiscal integrity and preserve local control, all proposed subgrant budgets must reflect reasonable, necessary, and allocable costs that directly support the implementation of the approved 21st CCLC project.

Indirect Cost Standards and Rate Application

Subgrantees planning to charge indirect costs to their subgrant award must possess and apply an active, legally negotiated indirect cost rate approved directly by the WDE. Furthermore, direct charging for administrative overhead, utilities, facilities, or operational items that are already incorporated into the organization's negotiated indirect cost rate is strictly prohibited to prevent double-charging federal resources.

Continuous Financial Management and Budget Amendments

To maintain ongoing financial accuracy and ensure high-quality data reporting, local program administrative teams must conduct formal quarterly reviews of their grant expenditures and execute regular cash draw-downs. Whenever project modifications necessitate shifting funds across major budget categories or expanding allocations beyond currently approved limits, subgrantees are required to submit a formal budget amendment through eGMS and obtain written state approval prior to obligating or expending those dollars. Comprehensive documentation for all financial transactions, procurement processes, and resource distributions must be maintained and readily available for review during state fiscal desk audits.

Audit Standards and Risk Management

Because 21st CCLC subgrants are derived from federal formula funds, recipient entities expending $1,000,000 or more in federal awards during a fiscal year must undergo an annual Single Audit in compliance with Uniform Grant Guidance under 2 CFR Part 200, Subpart F. As part of the state's ongoing risk assessment, the WDE also reserves the right to conduct targeted monitoring and request periodic, itemized financial records, receipts, and time-and-effort logs at any point during the grant cycle to verify that all subgrant drawdowns remain reasonable, necessary, and fully allocable.

Conflict of Interest Policies and Disclosures

Per Uniform Grant Guidance (2 CFR § 200.112), recipient organizations must maintain written conflict of interest standards governing employees, officers, agents, and board members involved in managing 21st CCLC funds. Applicants and subgrantees must promptly disclose any potential or actual conflicts to the WDE in writing. Non-compliance or failure to report conflicts immediately may lead to frozen drawdowns, corrective action, or grant termination.

Professional Development

Continuous staff development is a foundational requirement for cultivating high-quality, safe afterschool learning environments. ESEA Section 4204(b)(2)(J)

- **Onboarding and Fiscal Training:** WDE provides targeted technical assistance, required fiscal training, and program quality onboarding for new administrative staff during Year 1 of the grant cycle.
- **Mandatory Coordinator Commitments:** The local Project Coordinator must participate in WDE-sponsored 21st CCLC Community of Practice (CoP) as an essential component of the program's continuous quality work.

- **Paid Time and Effort Allocations:** Subgrant budgets must allocate paid time for staff to complete local onboarding, professional development, and safety training.

Private School and Tribal Consultation

Private School Consultation

Public school districts and subgrantees receiving 21st CCLC funds must conduct direct outreach and consultation with nonpublic schools and individual homeschooled families located within their geographic service area to invite their participation in federally funded activities. ESEA Section 8501

Applicants must engage in direct, documented consultation with private school officials and homeschooled representatives prior to making decisions that impact student participation opportunities. This timely and meaningful consultation must cover the identification of student needs, proposed service delivery, timing outside of school hours, and program assessment.

Subgrantees must complete and keep signed Affirmation of Consultation forms on file, uploading verification to eGMS during the application process.

Tribal Consultation

American Indian tribes and tribal organizations are fully authorized eligible entities under the 21st CCLC federal statute. To promote equitable access, respect local autonomy, and ensure compliance with federal consultation requirements (ESEA Section 8538), applicants targeting schools on or adjacent to the Wind River Indian Reservation must conduct intentional, timely consultation with tribal education authorities and native stakeholders. Program designs should incorporate culturally responsive frameworks and can leverage coordination with the WDE Native American Liaison to ensure deep alignment with tribal youth development goals.

Sustainability

Federal 21st CCLC funds are intended to act as seed capital to establish high-impact centers, not as a permanent, indefinite funding mechanism for local organizations (ESEA § 4203(a)(8)(B) and § 4204(b)(2)(K)). To ensure long-term viability, all applicants must design and articulate a detailed, written sustainability plan within eGMS that demonstrates how center services will continue after the grant funding period concludes. Subgrantees are expected to actively cultivate alternative sources of local, state, federal, or private financial support through deep community integration and proactive advocacy.

A central component of this strategy relies on the strategic role of the local Advisory Council. Every program is required to establish a diverse council composed of parents, students, school day leaders, and business partners. A core, documented responsibility of this group is to champion the program, nurture community partnerships, and actively build local financial capacity to sustain center operations over the long term.

Section 3: Application Questions and Process

Electronic Submission Protocols (eGMS)

All applications must be submitted using the online **WDE Grants Management System**. Prior to final transmittal, applicants must execute the built-in system "consistency check" under the Submit tab to resolve outstanding errors. The system requires local sign-off from the organization's CEO, CFO, or Superintendent before transmitting to the state.

Consensus Scoring Rubric Architecture

Applications are scored by an independent panel of vetted external experts using a 200+ point scale. Following independent evaluations, reviewer teams participate in facilitated consensus sessions to resolve discrepancies using explicit evidence from the narrative. Final recommendations are sent to the Superintendent of Public Instruction for approval. During this final approval phase, the WDE ensures that subgrant funds are distributed equitably among geographic areas within the state, including both urban and rural communities.

Application Architecture Flow

1. Population & Needs Assessment (25 Points)
2. Organizational Capacity (25 Points)
3. Program Implementation Planner (40 Points)
4. Partnerships, Collaboration, & Advisory Council (20 Points)
5. Family Engagement Plan (10 Points)
6. Evaluation & Continuous Improvement (20 Points)
7. Sustainability Plan (10 Points)
8. Budget & Cost Effectiveness (50 Points)

Detailed Application Section Criteria & Rubric Breakdown

1. Population & Needs Assessment (25 Points)

Applicants must provide a comprehensive, data-driven narrative detailing local community needs, target student demographics, and out-of-school gaps.

- **Objective Local Data & Assessment (10 Points):** Detail objective academic assessment data, free/reduced-price lunch metrics, and community risk factors justifying the need for before/afterschool and summer programming.
- **Target Population & School Selection (5 Points):** Clearly define target schools (identifying CSI/TSI or Title I Schoolwide status) and describe student enrollment, socioeconomic profiles, English learner, and special education demographics.
- R**ecruitment & Retention Strategy (5 Points):** Outline specific, actionable plans to recruit and retain students at risk of academic failure, chronic absenteeism, or behavioral challenges. Include a specific narrative detailing how the transportation needs of participating students will be addressed to remove barriers to regular attendance.
- **Equitable Access & Community Outreach (5 Points):** Describe plans for providing timely notice to the community, conducting private school consultations, and ensuring equitable participation for nonpublic and homeschooled students within the service area. Additionally, detail your ongoing communication plan, describing how information about the center's general operations will be disseminated to the community in a manner that is understandable and accessible.

2. Organizational Capacity (25 Points)

Applicants must demonstrate robust governance structures, experienced leadership, and the organizational infrastructure necessary to manage complex federal subgrants.

- **Key Administrative Staffing & Coordination (5 Points):** Detail the qualifications and role of the mandatory Project Coordinator (minimum 0.625 FTE / 25 hours per week), outlining responsibilities across fiscal management, site operations, and state reporting.
- S**taffing, Ratios, & Professional Development (10 Points):** Describe recruitment, hiring standards, background checks, and competitive compensation for frontline staff. If the applicant plans to use volunteers, describe how appropriately qualified persons will be encouraged and used to serve as volunteers. Detail required onboarding, background checks, safety training, and continuous professional development plans for all staff and volunteer personnel.
- I**nclusion & Individualized Supports (5 Points):** Detail specific plans and budget allocations to ensure meaningful access for students with disabilities (IEPs/504s), including dedicated funding for 1:1 paraprofessionals, tailored behavioral supports, and specialized accommodations.
- F**iscal Management Experience & Governance (5 Points):** Provide evidence of the applicant organization's history in managing local, state, or federal grant funds, internal control systems, and audit compliance readiness.

3. Program Implementation Planner (PIP) & Instructional Design (40 Points)

Applicants must detail a well-rounded, evidence-based instructional design and operational calendar that directly targets identified student achievement gaps using the principles of effectiveness.

- **Program Alignment & Principles of Effectiveness (15 Points):** Describe how the program integrates stakeholder input, evidence-based instructional strategies, aligned performance measures, and periodic evaluation to ensure program effectiveness, equity, and continuous quality improvement.
- **Logic Model (10 Points):** Complete and attach the logic model matrix mapping inputs, evidence-based interventions, output measures, and intended student outcomes.
- **Evidence-Based Activities & S.A.F.E. Framework (10 Points):** Describe academic enrichment, tutoring, STEM, literacy (Science of Reading), and well-rounded youth development activities built on research-backed models incorporating Sequenced, Active, Focused, and Explicit (S.A.F.E.) elements. Proposals must explicitly articulate how daily activities foster peer-to-peer collaboration, authentic adult mentorship, and active student leadership opportunities, ensuring students develop interpersonal competencies and social connection through face-to-face, experiential learning.
- **Standards Alignment & School-Day Integration (5 Points):** Demonstrate explicit alignment with Wyoming Content and Performance Standards and local school district curricula through structured collaborative planning with host school educators.

4. Partnerships, Collaboration, & Advisory Council (20 Points)

Applicants must demonstrate deep, co-equal community partnerships and active stakeholder engagement to ensure program success and resource alignment.

- **Joint LEA & Community Partner Collaboration (10 Points):** Upload a fully executed MOU between the LEA and partnering community-based organization(s) detailing co-equal roles, shared responsibilities, and resource contributions.
- **Coordination & Braiding of Resources (5 Points):** Describe how federal 21st CCLC funds will be braided with local, state, and federal resources to augment services while maintaining strict compliance with supplement, not supplant requirements.

- **Local Advisory Council Structure (5 Points):** Outline the composition, meeting schedule, and governing role of a local Advisory Council consisting of parents, school leaders, students, and community partners.

5. Family Engagement Plan (10 Points)
Applicants must describe a comprehensive strategy for actively engaging families and providing meaningful adult educational opportunities.

- **Dual-Capacity Family Engagement Matrix (5 Points):** Detail an actionable plan utilizing the Dual-Capacity Framework to build the four core capacities (Capabilities, Connections, Cognition, and Confidence) for both staff and families while directly addressing identified barriers.
- **Communication & Ongoing Engagement Strategies (5 Points):** Detail accessible two-way communication channels, active family involvement mechanisms, and regular feedback collection strategies to continuously align services with family needs.

6. Evaluation & Continuous Improvement (20 Points)
Applicants must outline robust data collection, privacy, and continuous program quality evaluation frameworks.

- **Data Privacy, Data-Sharing MOUs & EZReports Data Management (10 Points):** Confirm protocols for maintaining Family Educational Rights and Privacy Act (FERPA) compliance, upload a signed Data Sharing MOU with the target school district for obtaining student records and required school-day PPOs, and detail operational procedures for logging daily attendance, staffing, and activities.
- **Local Program Quality Evaluation, Continuous Improvement & New Grantee Onboarding (10 Points):** Describe the annual local evaluation process, stakeholder feedback collection, and methods for utilizing data to drive continuous program quality improvements.

7. Sustainability Plan (10 Points)
Applicants must present a proactive strategy to maintain center operations beyond the federal subgrant period.

- **Long-Term Sustainability Framework (5 Points):** Provide a written strategy detailing how center services, community partnerships, and instructional models will be sustained after 21st CCLC grant funding concludes.
- **Capacity Building & Diverse Funding Cultivation (5 Points):** Describe specific plans for the Advisory Council and leadership team to source diverse local, regional, private, or alternative public funding streams over the project lifecycle.

8. Budget & Cost Effectiveness (50 Points)
Applicants must present a detailed, realistic, and compliant financial plan that maximizes student impact while adhering to federal and state fiscal directives.

- **Budget Narrative & Itemization (20 Points):** Provide a comprehensive, itemized line-item budget in eGMS covering personnel, fringe benefits, instructional supplies, equipment, contracted services, and transportation.
- **Cost Effectiveness & Per-Pupil Expenditure (10 Points):** Demonstrate reasonable and necessary cost efficiency, aligning with Wyoming's historical average per-pupil expenditure of $1,000 to $1,800 per regular attendee annually.
- **Mandatory Fiscal Line Items & Indirect Costs (10 Points):** Budget required funds for Project Coordinator travel to mandatory meetings and apply an officially approved state-negotiated indirect cost rate where applicable.

- **Allowable Costs & Non-Supplanting Assurance (10 Points):** Demonstrate strict compliance with EDGAR and Uniform Grant Guidance (2 CFR 200), ensuring zero unallowable costs (e.g., permanent capital construction, grant writing fees, entertainment) and verifying that funds supplement rather than supplant mandatory school day obligations.

Opportunity for Hearing and Appeal Process

An applicant whose application is recommended for disapproval may request a hearing before the Superintendent of Public Instruction as head of the WDE or designee. All appeals will be handled in accordance with the Wyoming Administrative Procedure Act, W.S. 16-3-101 through 16-3-115, Section 425 of the General Education Provisions Act (GEPA), and 34 CFR § 76.401.

Grounds for Appeal

A written appeal and request for a hearing may only be filed if the eligible entity believes that the WDE violated a state or federal statute, rule, regulation, or guideline by disapproving or failing to approve an application. Appeals are strictly limited to these grounds. Appeals based on a disagreement with the professional judgment of the independent peer reviewers will not be considered.

Filing Requirements

Formal written notification requesting such a hearing must be submitted within thirty (30) calendar days of receipt of the notice that the application is recommended for disapproval. The full and complete written appeal must include: An original signature of the authorized agent who signed the application. A citation to the specific state or federal statute, rule, regulation, or guideline that the WDE allegedly violated. A full description of the issue in dispute, the facts on which the complaint is based, and the remedy sought. If the applicant is or represents a school district, authorization to seek a hearing must come directly from the district's governing board.

Submission Process

An original copy of the appeal must be delivered or sent by certified mail to:

Superintendent of Public Instruction
Wyoming Department of Education
122 West 25th Street, Suite E200
Cheyenne, Wyoming 82002-0206

An electronic copy of the appeal must simultaneously be emailed to the 21st CCLC Program Consultant.

Hearing and Ruling Timeline

The WDE will conduct a hearing before an appeals panel within 30 days of the receipt of a valid written request for a hearing. The WDE will notify the applicant of the hearing date at least 10 days prior to the hearing. No later than 10 days after the hearing, the WDE will issue a final written ruling, which will include the findings of fact and reasons for the ruling.

Section 4: Appendices

The following external forms and planning documents are required components of a compliant proposal. Applicable templates must be downloaded from the eGMS platform, completed with ink or validated electronic signatures, and uploaded as PDF files under their respective application tabs.

Appendix A: Entity Certification and SAM Registration

A current PDF download of the organization's Entity Certification extracted directly from the federal System for Award Management (SAM.gov), proving an active Unique Entity Identifier (UEI) and clean standing.

- **Get Started** with Registration and the Unique Entity ID.
- **eGMS Instructions** for Submitting SAM ID Verification.

Appendix B: Joint Application Memorandum of Understanding (MOU)

A signed MOU executed by the school district fiscal lead and partnering CBO/external entities. The text must clearly delineate shared compliance burdens, explicit data-sharing rules for state assessment tracking, joint resource management strategies, and a clear operational outline of how state formula instructional funds will be coordinated alongside federal 21st CCLC funds to provide a holistic program.

- Template needs uploaded in resources.

Appendix C: Physical Safety Checklist Assurance

The standardized WDE Safety Checklist Assurance form, signed and dated by the facility manager, verifying structural compliance, emergency protocol mapping, and student transportation safety baselines.

Appendix D: Private School Consultation Matrix

If private or nonpublic school entities operate within the applicant's targeted geographic footprint, the applicant must upload this or a local program designed form with all requirements and signatures to document timely consultation, collaborative design, and the calculation of equitable services.

Section 5: Resources

The following is a list of resources that may provide additional information regarding out of school programming and federal grants management.

- The nation's leading voice for afterschool, the **Afterschool Alliance** is an organization dedicated to raising awareness of the importance of afterschool programs and advocating for more afterschool investments.
- The **National Afterschool Association** exists to inspire, connect, and equip those who work on behalf of children and youth during out-of-school time.
- **Beyond the Bell** is a suite of professional development services, products, and practical tools designed to help afterschool program leaders and staff members create and sustain high-quality, effective afterschool and expanded learning programs.
- **Education Department General Administrative Regulations** (EDGAR) and Other Applicable Grant Regulations.
- **Uniform Administrative Requirements**, Cost Principles, and Audit Requirements for Federal Awards.

- **Foundations, Inc.** is a nonprofit, 501(c)(3) organization committed to improving educational experiences for America's children and youth—throughout the day, everywhere they learn. Partnering with education and community leaders, Foundations supports those who enhance the lives and prospects of our most vulnerable children.
- **National Institute for Out-of-School Time** (NIOST) Mission is to ensure that all children, youth, and families have access to high quality programs, activities and opportunities.
- **Wyoming Enrichment Network** (WYEN) strengthens the people, programs, and partnerships that help young people explore their
  interests, develop new skills, and find meaningful paths to adulthood.
- **21st CCLC National Technical Assistance Center** (NTAC) is the premier place for out-of-school time professionals to learn, receive resources, and engage with peers and experts.