



# Afterschool Grantee Blueprint



Missouri AfterSchool Network  
Partnerships. Policy. Quality.





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Grantees,

The MO Afterschool Grantees Blueprint is meant to be a guide to the training, technical assistance, data collection, evaluation, and other resources provided to 21st Century Community Learning Center (CCLC) and School Age Community (SAC) grantees provided by the Missouri AfterSchool Network (MASN). We hope that this document will help you to see the full picture of the continuous quality improvement cycle that guides MASN’s support of the grantees.

Both 21st CCLC and SAC grantees are responsible for providing quality afterschool programs to youth and families. Recognizing that there is always room for growth, both grants encourage continuous quality improvement through the Assess-Plan-Improve cycle. The Afterschool Regional Educators (AREs) are “coaches” that help guide and support program directors, site directors, and other staff through the continuous quality improvement cycle.

If you have questions about the information, or have ideas for additional topics to be included, please reach out to the Associate Director of Quality, the Missouri Afterschool Resource Center Coordinator, or an ARE in your area.

We hope that you find the Missouri Afterschool Grantees Blueprint useful!

The MASN Team



## Section 1

# Roles for Organizations, Programs, and Individuals

### Missouri AfterSchool Network (MASN)

(pronounced: /may' sin/)

The Missouri AfterSchool Network (MASN) builds partnerships and systems across the state that improve, support, and sustain high-quality afterschool programs. Our vision is that all school-age children and youth in Missouri have access to high quality, sustainable afterschool programs.

#### **MASN's goals are to:**

- Foster partnerships at the local, state, and national level to support afterschool professionals and programs.
- Develop public support and garner resources to advance and sustain afterschool programs.
- Ensure quality by providing professional development, technical assistance, and other supports to afterschool professionals and programs, while working to elevate the profession.

MASN provides coaching, training, and technical assistance for the Department of Elementary and Secondary Education (DESE) Nita M. Lowey 21st Century Community Learning Center (21st CCLC) grantees and School Age Community (SAC) grantees across the state. The MASN Afterschool Regional Educators (AREs) provide the coaching and technical assistance through multiple visits with program directors and site directors during the school year. The AREs also provide multiple trainings for program staff throughout the school year.

In addition to working with grantee programs, MASN is funded by the Charles S. Mott Foundation to convene all afterschool programs and lead efforts related to policy, partnerships, and quality. All afterschool professionals and partners can be part of statewide committees which function as leadership groups for the areas of STEM, Quality and Professional Development, and Public Policy and Awareness. MASN also provides professional development to all afterschool providers through the annual MOSAC event, Peer Learning Communities (PLCs), virtual professional development, and statewide symposiums.

## Meet the MASN Team:

- Terri Foulkes, Executive Director
- Quality Team
  - Brad Lademann, Associate Director of Quality and ARE for Mid-Missouri
  - Ashlee Liska, Associate Director of Quality and ARE for Southwest Missouri
  - Beth Rasa-Edwards, Associate Director of Quality and ARE for West Central Missouri
  - Clint Darr, Missouri Afterschool Resource Center Coordinator and Afterschool Regional Educator (ARE) for Mid-Missouri
  - Kay Lewis, Afterschool Regional Educator (ARE) for Eastern Missouri and Family Engagement Lead
  - Richard Irwin, STEM Educator
  - Cassie Hackett, YDC Support Specialist
  - Sheryl Godsy, ARE Consultant for Western Missouri
  - Sandra Pratt, ARE Consultant for Southwest Missouri
  - Lynna Lawson, ARE Consultant for South Central Missouri
  - Ronda Chesney, ARE Consultant for Northwest Missouri
  - Mary Bauwens ARE Consultant for Southeast Missouri
- Partnerships Team
  - Mark Cowser, Associate Director of Partnerships
  - Aaron Banks, Career Awareness and Post-Secondary Access Coordinator
- Policy Team
  - Natalie Hampton, Associate Director of Policy
  - Deborah Taylor, Policy Consultant
  - Cody Jenkins, Policy Intern
- Data Team
  - Jason Patrie, Data and Evaluation Coordinator
  - Alicia Pierro, Data Collection Coordinator
  - Wayne Mayfield, Evaluation Consultant
- Communications Team
  - Megan Wilson, Strategic Communications Coordinator
  - Kristyn Brownell, Communications Consultant
  - Cristal Sanchez, Communications Intern

## **Department of Elementary and Secondary Education (DESE)**

(pronounced: /des' ee/)

### **Afterschool Programs**

The Afterschool Programs section of DESE is responsible for overseeing two competitive federally funded afterschool programs at the state level, the Nita M. Lowey 21st Century Community Learning Center (21st CCLC) grant and the School Age Community (SAC) grant. Occasionally, the Afterschool Programs section also administers other state funding for afterschool initiatives such as the Urban Gun Violence Prevention grants.

#### Nita M. Lowey 21st Century Community Learning Center Grant

The Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) initiative is the only federal funding source dedicated exclusively to supporting local afterschool, before-school, and summer learning programs. The program serves nearly 2 million youth across the country through grants awarded by state education agencies. Each state receives funds based on its share of Title I funding for low-income students. Grants support local schools and community-based organizations that provide afterschool and summer learning programs to students attending high-poverty, low-performing schools. 21st CCLC was reauthorized in 2015 as part of the Every Student Succeeds Act (ESSA).

21<sup>st</sup> CCLC programs support:

- Academic enrichment activities that can help students meet state and local achievement standards.
- A broad array of additional enrichment services designed to reinforce and complement the regular academic program, such as: drug and violence prevention programs, career and technical programs, counseling programs, art programs, music programs, Science, Technology, Engineering, and Math (STEM) programs, and physical activity and nutrition education programs.
- Literacy and related educational development services to the families of children who are served in the program

#### School Age Community (SAC) Grant

The Department of Elementary and Secondary Education (DESE) receives SAC grant funding from the Child Care Development Fund (CCDF) that originates from the federal Health and Human Services agency. SAC programs are school-based or school-linked programs that offer services to children from ages 5 through 12 (children must be 12 or less at the time of annual enrollment), unless targeted students are under supervision of the court in which case the SAC grantee may serve students to the age of 19. SAC programs can be provided to children enrolled during non-school hours, after their daily class sessions, or during other non-school hours (i.e., breaks, holidays, or weekends). Additionally, SAC programs should help meet the needs of working parent(s) during non-school days.

## Meet the DESE-Afterschool Programs Team:

- Cindy Heislen, Program Coordinator
- Jimmy Reed, Program Assistant
- Patrice Speed, Program Assistant

## Office of Childhood (OOC)

On January 28, 2021, Governor Mike Parson and the Departments of Elementary and Secondary Education (DESE), Health and Senior Services, and Social Services announced nearly all early childhood, afterschool, and child care programs across state government will be consolidated in a single Office of Childhood. This transition to one office allows the work across state government to become more streamlined and effective. The Afterschool Programs section is a part of the new Office of Childhood.

This office ensures that children and families across the state have better access to more consistent, quality programs and services. DESE houses the new office, which provides a comprehensive approach, including all programs related to child care, home visiting, early learning, afterschool, and early intervention. Ensuring Missouri's children are safe, healthy, and successful learners is the cornerstone of this initiative.

The Office of Childhood administers many aspects of the state's childhood system including the new MOPD System which includes the state's registry system and training calendar with an integrated learning management system. OOC also oversees licensing, subsidy, and the Quality Assurance Report pilots.

## Meet others in the Office of Childhood:

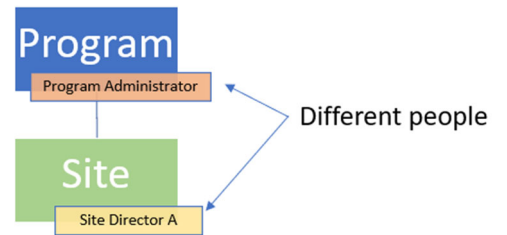
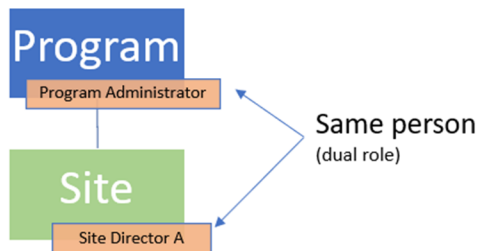
- Pam Thomas, Assistant Commissioner
- Lisa Ivy, Office Administrator
- Nancy Scherer, Office Administrator
- Stephanie Chandler, Quality Program Manager
- DESE Afterschool Programs Team (see above)
- And other Office of Childhood Teams (Early Childhood, Home Visiting, etc.)



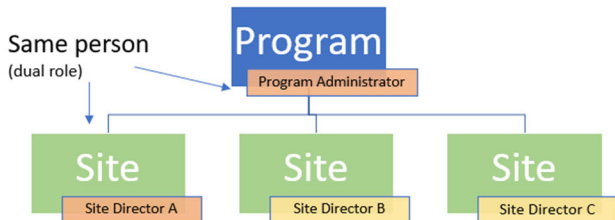
## Grantees

SAC and 21st CCLC grantees vary widely across the state. Some grantees have a single site, while others serve 20+ sites across multiple school districts. While it is recommended that grantees have a dedicated full-time grant director/program administrator, some programs are administered by school district personnel adding afterschool administration as an “extra duty”, while others manage the grant program as a multi-person team. The direct service staff working in the afterschool programs also have a wide range of education, experience, and other roles.

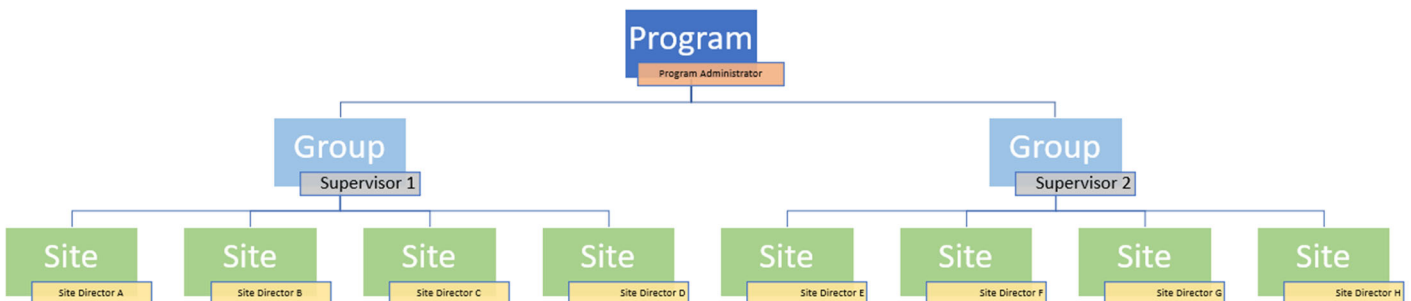
### Single Site Examples



### Multi Site Examples



### Large Multi Site Example





## **Afterschool System Roles**

Although the field has a lot of variation, MASN tries to use these terms consistently when working with the DESE-Afterschool Programs grantees:

Program Director/Administrator – The individual responsible for the overall afterschool program administration. This is the person that DESE and MASN communicate with about the overall grant operation at the program/grantee level.

Site Director – The individual responsible for a specific afterschool site. This person oversees the site staff and activities on a daily basis. This person is onsite when children and youth are present. The site director role and the program director role are sometimes filled by the same person in single site afterschool programs.

Site Staff – The individuals responsible for leading activities with children and youth. Although there may be other titles or roles within a specific program, the term site staff is used globally for staff leading the activities with children and youth at a particular site.

ARE – Each grantee works with an Afterschool Regional Educator (ARE). The ARE is a “coach” to the program and site directors. AREs help support the success of the program and facilitate the Quality Improvement Cycle.

DESE Program Specialist – Each grantee has an assigned DESE Program Specialist to oversee the grant administration and ensure compliance. DESE Program Specialists are experts in the fiscal and administrative aspects of the grants. They provide training and support to the grant directors, answer grant management questions, and use a Tiered Monitoring System to monitor grant compliance.

PQA Observer – Once per year, a Program Quality Assessment (PQA) observer will visit each site to conduct an onsite observation. The PQA observers meet the training and reliability criteria set forth by the Weikart Center for Youth Development.

External Evaluator – (21st CCLC Only) – All 21st CCLC grantees are required to complete an annual external evaluation. Program directors select a certified external evaluator who has completed the required training to complete the Guided Reflection document with grantees.

MASN Data Team – MASN’s data team supports the grantees and DESE-Afterschool Programs in the collection, analysis, reporting, and use of a variety of data for quality improvement, grant compliance, and external evaluation purposes.

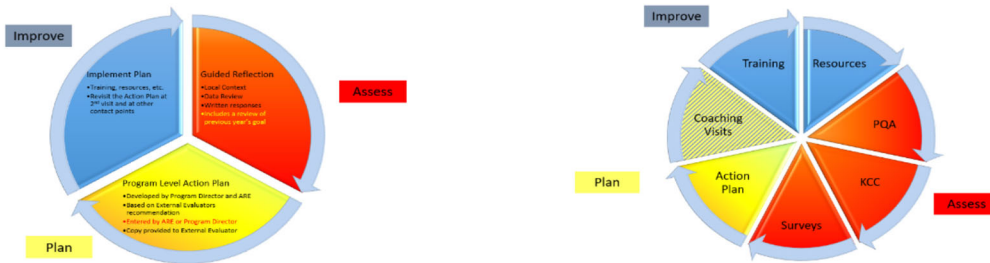
	Program Director	Site Director	Site Staff	ARE	DESE Program Specialist	PQA Observer	External Evaluator	MASN Data Team
Oversee and coordinate overall grant and site level academic support, broad array, and family engagement activities.	x							
Support the program director and site director in building the skills, knowledge, and abilities of center staff and stakeholders.				x				
Participate fully in the continuous quality improvement cycle.	x	x	x	x				
Attend technical assistance visits.	x	x		x				
Participate in training to improve skills and practice.	x	x	x					
Coordinate the statewide data collection process.								x
Complete data collection including monthly KCC attendance, annual surveys, addition verification documentation, DESSA, etc.	x	x						
Support program and site staff as they collect data.	x			x				x
Schedule PQA Observers to conduct onsite observations.	x	x				x		x
Conduct on-site quality observations.						x		
Participate in the development of a Quality Action Plan by identifying improvement needs and challenges.	x	x	x	x				
Generate quantitative data reports for use in quality action planning and External Evaluations.								x
Complete the Guided Reflection Document and support the program's understanding of the data.							x	
Inform, review, approve, and disseminate local annual evaluation reports.	x							
Monitor grant compliance.					x			

## Section 2

### Quality Improvement Cycle

Missouri uses the Assess-Plan-Improve framework developed by the Weikart Center for Youth Development at both the site and grantee administration levels.

Grantee Level Cycle of Improvement      Site Level Cycle of Quality Improvement



Both SAC and 21st CCLC grantees work toward the same broad goals: 1) improving youth outcomes and 2) improving program quality.

**Goal 1 – Youth Outcomes – Support or increase student interest, sense of competence, and achievement in the areas of the program focus (e.g., academic enrichment, positive school behaviors, health & nutrition, career awareness, post-secondary access, workplace readiness skills, etc.)**

Afterschool programs offer programming that support the student’s development of life readiness skills including positive school behaviors (e.g., regular attendance), personal and social skills (e.g., time management, teamwork, critical thinking), and commitment to learning (e.g., initiative, homework completion, study skills). Afterschool programs also provide a full range of academic support including homework help, tutoring, academic enrichment, and comprehensive integrated units directly tied to the state standards. They provide activities that complement rather than replicate the school day.

**Goal 2 – Program Content – Develop and maintain quality programming that includes a safe and supportive environment, positive interactions, and opportunities for authentic engagement in the areas of programming.**

Research shows that high quality afterschool programs help close the achievement gap and reduce the likelihood of youth participating in risk-taking behaviors. Grant recipients participate in an ongoing quality improvement process that includes the point-of-service experience of youth, school day linkages, offering a broad array of activities, and family engagement opportunities.



## Section 3

### **Technical Assistance**

In one word, we like to define it as coaching! There is a team of Afterschool Regional Educators (AREs) around the state of Missouri who connect with local programs, primarily grant recipients, to discuss their individual grant goals and what program quality looks like. This partnership is based on virtual and in-person visits, phone calls, and e-mail communication. Together, the programs and their AREs celebrate the afterschool program successes, while constantly striving to improve program quality based on best practices.

#### **Program Visits**

During the program visits (twice per year), the Program Director/Administrator and the ARE will use the Program Visit Discussion Prompts as a guide to cover more than 30 topics relevant to the grant. During the first program visit, a Program Level Action Plan will also be created (or updated), highlighting a few areas that will be worked on over the year. If you are a new grantee, the Program Level Action Plan will be based on needs identified on the Program Visit Discussion Checklist. If you are a returning grantee, the Program Level Action Plan will be based on the results of your external evaluation. Program Administrators should set aside at least three (3) hours for each program visit. One program visit per year can be done virtually.

#### **Site Visits**

During the site visits (once per year for SAC, twice per year for 21st CCLC), the site director and the ARE will use the Site Visit Discussion Prompts as a guide to cover approximately 15 topics relevant to the site operation. The Program Director/Administrator is not required to attend the site visit, but may choose to attend. During the site visit, the ARE will also conduct an observation of the activities of the site and provide the site director with feedback about the observation. Site Directors should set aside at least 1 hour for the discussion, 90 minutes for the observation, and 30 minutes for the feedback about the observation (the feedback may take place over the phone within a week of the observation).

#### **Discussion Prompts**

The purpose of the Program Visit and Site Visit Discussion Prompts is to provide a guide for the conversation between the ARE and a Program Director/Administrator or Site Director. The document contains discussion questions which address grant deliverables and other information relevant to providing a quality afterschool program.

#### **Quality Action Plans**

The Quality Action Plan provides a pathway for growth in specific areas of the program identified through the Guided Reflection document, PQA observation results, and various survey data. The action plan lays out details about how the improvement will be achieved including resources needed, persons responsible, and a timeline for completion.

Program Level Quality Action Plan

During the Program Visits, the ARE will work with the program director and other leaders to identify (and then update) program level quality action plans. Once you have completed the external evaluation’s Guided Reflection documentation with your external evaluator, you will create at least one action plan based on the data and recommendations included in that document.

Site Level Quality Action Plan

Each site will have an action plan that is based on PQA scores, survey reports, grant compliance issues, and/or the site visit discussions with the AREs. At least one outcome measure will be developed during the Planning with Data session which includes site staff members in the development of the action plan.



Quality Action Plan

Grantee: \_\_\_\_\_ Site: \_\_\_\_\_ QAP is for the ...  Program  Site Date: \_\_\_\_\_

Statewide Goal (see other side): 1. Academic \_\_\_\_ 2. Program Quality \_\_\_\_ 3. Youth Outcomes \_\_\_\_ Objective (see other side): \_\_\_\_\_

Plan created by: \_\_\_\_\_ ARE Name: \_\_\_\_\_

<b>SMART Statement:</b> <i>(What does success look like? Specific and Supportive; Measureable and Meaningful; Attainable and Actionable; Realistic and Relevant; Time-Bound and Teachable)</i>				
<b>DATA SOURCE:</b> Choose one source from the block to the right.		PQA Scale or Item: _____ Guided Reflection: _____ Survey Results: _____ School Data: _____ Youth Measure (DESSA): _____ PV/SV Discussion Checklist: _____ Other: _____		
<b>PROGRESS CHECKS:</b> <i>(When will you check in to be sure you’re on track to meet your goal, or to make adjustments to your plan?)</i>				
<b>LEAD STAFF:</b> <i>Who is the primary person responsible for ensuring that the plan is followed?</i>				
<b>ACTION STEPS:</b> <i>(What needs to happen?)</i>	<b>RESULTS:</b> <i>(When this step is completed, what will be done?)</i>	<b>LEADER:</b> <i>(Who will be responsible?)</i>	<b>RESOURCES:</b> <i>(What is needed for success?)</i>	<b>TIMELINE:</b> <i>(When will this step be completed?)</i>



## Section 4

### **Data Collection**

MASN and DESE collect a variety of data throughout the year that is used for quality improvement, grant compliance, federal and state reporting, and external evaluation (21st CCLC only), including youth outcomes and program quality indicators. The data is used to support individual sites as they set “point of service” quality action plans, for program/grant implementation, and for system level reporting. MASN’s Data Team is available to provide more information about the data collection requirements, support program directors/ administrators and/or staff assigned to collect data through the processes and answer any questions you might have about the data reports.

#### **Kids Care Center**

Kids Care Center (KCC) is a time and attendance platform that records youth participation and outcomes. This platform is provided by the DESE-Afterschool Programs section. Support and training for use of this platform is provided by the Missouri AfterSchool Network (MASN). KCC was developed by DESE-Afterschool Programs to fill the needs of state and federal reporting associated with 21st Century Community Learning Center grants (21st CCLC) and School-Age Community (SAC) funded afterschool programs.

The primary purpose of the KCC system is to be a child management time and attendance system to track participation of youth in these funded programs. Additionally, the KCC system provides DESE with other information about programming at sites such as schedules, activity types, staff composition, program demographics, and child level academic outcomes (grades in math, science, and reading). This information helps to provide an overall view of the programming at a site, the dosage and nature of programming in which youth are participating, and a measurement of academic impact.

Use of the KCC platform is a requirement of the 21st CCLC and SAC grants with reporting deadlines throughout the year and ongoing monitoring by MASN and DESE staff. The list of due dates is available on the DESE Afterschool Portal.

#### **Annual Surveys**

A large part of the quality and evaluation data used in the Assess-Plan-Improve process comes from the Annual Afterschool Survey. Participation in the survey is a requirement of the SAC and 21st CCLC grants. The annual survey process is administered by the MASN Data Team. This annual survey process takes place from mid-February through the end of March. During this six-week window, programs are provided with surveys to gather perspectives and opinions from the varied stakeholders surrounding an afterschool program, including youth, families, staff, and school administrators.

### Youth Surveys

The youth surveys have two versions split between Younger Youth (K-2) and Older Youth (3-12). The older youth survey is completed through an electronic survey link; while the younger youth survey is provided as a paper tool with happy through sad faces for the children to complete. The youth tools seek to gather information relating to youth perspectives on program quality, SEL development, academic efficacies and supports, and overall opinions about the program. These surveys are linked via ID numbers to the site and child level data from the KCC system and DESSA social emotional assessments.

### Family Surveys

The family surveys are provided to programs in both electronic and paper formats. The electronic link allows for families to select from a wide variety of language translations. The family surveys seek to poll parents and guardians about aspects of program quality, value, and impacts of the program on their child(ren). The family survey also asks demographic questions regarding family economic and education indicators which has been used by grantees in other grant applications and reports. All family surveys are anonymous and only identified as far as the site the child is attending.

### Staff Surveys


Staff surveys, completed by both site staff and site directors, ask questions covering program quality, staff support, staff opinions of the program, school day linkages, and more. This tool provides a rich perspective on program quality and is used heavily in the quality improvement process.

### School Administrator Survey

The school administrator tool is the shortest of the survey tools and is meant to be completed by principals or other administrators from the schools served by an afterschool site. Often this will just be the principal of the school that is operating the site. However, there are many community-based programs or districts with sites that serve youth from multiple schools. This tool focuses on the perspective of the school partners about how the afterschool program has served the youth and the levels of cooperation and coordination between the afterschool program and the school day system.

### **Devereux Student Strengths Assessment (DESSA)**

The DESSA platform, available from Aperture Education, includes a scientifically validated assessment tool that is meant to help programs identify youth who may be struggling and allow for targeted interventions or curriculum selection. Additionally, the DESSA tool helps provide an overall view about the strengths of youth served by programs at a state-wide level and measures the impact of participation in 21 CCLC or SAC programs. In addition to the assessment tools, this platform also provides programs with a fully developed strengths-based curriculum library that is available to programs should they need to find curriculum or lesson plans.



The DESSA-Mini screener is an 8-question tool that is completed for each student by an educator who has been regularly interacting with that child. MASN is responsible for administering the platform to include setting up sites and local administrators, and populating youth from the KCC system. Individual site and program administrators are responsible for setting up educators who they choose to complete the assessments and assigning youth to be assessed.

Grantees are required to complete three DESSA-Mini screeners throughout the grant year. The first assessment is completed in the fall (October – mid-November) by afterschool staff. This assessment serves as a Time 1 measurement, as well as helping to inform individual sites about the needs of their specific youth. All results and analysis of the assessments are available immediately to local administrators.

The second and third DESSA-Mini screeners are completed in the spring (April), but by two different sets of educators. The first of these is the Time 2 assessment completed by afterschool staff similar to the fall assessment. This assessment helps to measure the overall impact that afterschool programs have on youth development at a statewide level.

The other DESSA-Mini screener during the same spring window is completed by the school day teachers who work with the participating youth in the school day environment. These school day assessments help provide additional data about the strengths of the youth, while also serving to provide DESE-Afterschool Programs with an aggregate measurement of impact from the school day perspective that is required for state and federal reporting. To accomplish this, the School Day Teacher Assessment tool includes the DESSA-Mini as well as a few additional questions relating to the school day performance of the child.

Although not required, the platform also provides access to the full 72-item DESSA tool, which is a longer and more robust assessment tool to help identify in what areas of social development a child may be struggling. Aperture has also developed self-assessment tools for middle and high school students, and adult staff working with children and youth. More information about the DESSA can be found at <https://apertureed.com/>.

### **Document Verification**

Twice a year, various documents reflecting curriculum, scheduling, and engagement with families can be submitted as part of the 21st CCLC external evaluation process and the SAC quality improvement reporting. This information is reviewed and included in the grantee data reports generated in the summer following the grant year.

An optional submission window is in December, and all documentation is due by the end of the May/June submission window (depending on the end of the program year). See Section 7 – Evaluation and Monitoring for more information about the Afterschool Evaluation Framework. The chart on the next page includes a list of rubric items that requiring additional documentation to be submitted for verification.



1.2.e	Experience-Participation in targeted academic experiences - ELA	Percentage of students participating in targeted ELA high impact, targeted academic experiences
1.2.f	Experience-Participation in targeted academic experiences - Math	Percentage of students participating in targeted Math high impact, targeted academic experiences
1.4.a	Experience-Family Engagement Event	Percentage of youth participating with family members in a family engagement event
2.2.a	Activity Leaders-Academic Enrichment	Documentation that the program orients staff to its focus on academic enrichment (staff meetings, staff handbooks, orientation training, etc.) (Satisfactory); Program provides its staff with higher level ongoing training and support in academic enrichment (More Than Satisfactory); Staff implementing high impact, targeted academic experiences receive mentoring or other advanced professional supports (e.g., PLCs, special curriculum training, etc.) (Advanced)
2.2.d	Family Connection-Academic Enrichment	Staff provide families information regarding upcoming academic enrichment activities, inviting families to participate when feasible (Satisfactory); Staff host a family engagement event specific to the students' academic enrichment focus (More Than Satisfactory); Families are provided at home activity suggestions related to academic enrichment in order to extend the learning and make links that will carry over to the home (Advanced)
2.2.e	ELA High Impact Targeted Academic Experience	One-three intentional, high impact, targeted ELA academic experience based on student academic needs
2.2.f	Math High Impact Targeted Academic Experience	One-three intentional, high impact, targeted math academic experience based on student academic needs
2.3.a	Social and Emotional Learning	Documentation of two-four SEL activities
2.3.b	Weekly Schedule-Exposure to a Variety of Topics	Weekly schedule includes academic support and at least two-four of the broad array areas: health and wellness, recreation/fitness, fine or performing arts, college and career readiness, social and emotional learning, service learning, and life skills education
2.3.c	Daily Schedule-Variety of Activities Each Day	Daily schedule has at least two-three different activities per day for each age group (excluding snack/meal)
2.3.d	Choice of Activities	Schedule allows youth the opportunity to choose activities ranging from quarterly to daily.
2.4.a	Activity Leaders-Family Engagement Activities	The program orients new staff to its family engagement framework, strategies, and policies (staff meetings, staff handbooks, orientation training, etc.) (Satisfactory); Staff implementing family engagement activities have training on specific family engagement skills (planning family engagement events, communicating with families) (More Than Satisfactory); The program supports the skills of individual staff members responsible for implementing family engagement activities (self-assessments, PD plans, extra training, etc.) (Advanced)

2.4.b	Quality Improvement Cycle-Family Engagement Activities	Develop a Quality Action Plan (QAP) for how to improve Family Engagement (Satisfactory); Complete self or external assessment about Family Engagement (More Than Satisfactory); Documentation of implementing prior year's QAP in Family Engagement (Advanced)
2.4.e	Family & Child Academic Enrichment	Documentation of one-three family engagement opportunity
2.4.f	Educational Development for Adult Family Members of Students Served	Documentation of one-two educational development opportunity for families of students served, and documentation that one was planned based on family needs assessment or family survey results (Advanced)

**Data from DESE-Office of Data System Management**

Data is requested from DESE at the child and district levels including academic, school day attendance, and school suspension. These provide additional youth level outcome measures as well as the context of the district in which the program is operating.

**Program Quality Assessment (PQA)**

The Program Quality Assessment (PQA) is a validated, evidence-based instrument developed by the David P. Weikart Center for Youth Development that is designed to evaluate the quality of youth programs, identify staff training needs, and provide targeted youth work methods trainings. The PQA assesses program in four broad areas: safe environment, supportive environment, interactions, and engagement.

Evidence is gathered through observations and interviews by an outside, trained assessor. Many of the PQA assessors are Missouri 4-H Youth Specialists or University of Missouri Human Environmental Sciences Human Development Specialists, who all hold master’s level or higher degrees in education, human development, social work, child development or related fields. Some assessors are retired afterschool program leaders who complete PQA observations on a consulting basis. All assessors attend an intensive multi-day training with Weikart Center expert trainers and pass an interrater reliability test. Yearly refresher trainings are required of all PQA assessors.

The assessor will use the observation notes and interview data to create an overall program quality profile score. Site specific PQA reports will be used by site staff during the Planning with Data session to create a Site Level Quality Action Plans (QAP). Based on the site’s QAP, they will select one of the ten Youth Work Methods trainings.

Cancellation Policy

We ask that you try to limit canceling the PQA observation to emergencies and major program schedule changes only. The PQA assessors are not to cancel on the day of the PQA observation, unless an unforeseen illness or family emergency arises.

### Mandated Reporters

PQA assessors are considered mandated reporters and have a responsibility to report any evidence of suspected child abuse and neglect to the Missouri Department of Social Services.

### Optional Morning Observation

For the purposes of consistency in data collection, the grantee will be required to do an afternoon PQA observation. However, if a program wishes to have their morning program assessed, that can be arranged with advanced notice.

### Feedback and Appeals

Any appeals/concerns should be sent to the PQA coordinator.

### Self-assessment

Self-assessment is a team-driven process that provides directors and site staff with instruments to evaluate, discuss, and develop a shared understanding of the quality of their program. The PQA can be used as a self-assessment, but it is required that at least one staff member go through the PQA Basics Workshop. This workshop helps prepare participants to understand the tool and scoring procedures.

### Overview of Process

The PQA observation process involves three parts: Pre-Observation, Observation, and Post-Observation.

#### *Pre-Observation/Scheduling*

- Step 1: PQA assessors will be assigned by the PQA coordinator. The assessor will contact the program to schedule a mutually agreeable time for the observation.
- Step 2: An email with PQA date and assessor information will be sent to the program director, assessor, and PQA coordinator so that all parties have the details.
- Step 3: Within 1-3 business days before the external PQA observation, the site will receive a call or e-mail from the PQA assessor to discuss the following:
- The site director should inform the relevant staff about the PQA observation. We do not want to surprise anyone.
  - Verification of the age groups served by the program to confirm use of the School Age PQA (K-6) or Youth PQA (4-12).
  - Discuss date and time of the program offerings and the general program schedule.
  - Initial questions such as how many staff, education levels, etc.
  - Discuss housekeeping items such as parking, entry into building, where to meet, etc.

### *Observation*

- Step 1: The assessor should arrive at least 15 minutes prior to the program start time and check in with the main office or site director. The assessor will introduce him/herself to the program staff.
- Step 2: The assessor will observe the program in its entirety.
- For younger youth programs, the School Age PQA Walk-through Method calls for observing the start of the program through to either the end of the program, or 2 ½ to 3 hours.
  - For older youth programs, the assessor will observe 1-2 full offerings, depending on the particular schedule for the day, and stay for at least 2 hours.
  - No assessment should be less than 2 hours or more than 3.5 hours.
- Step 3: The assessor will take objective observational notes of the program activities that describe observable behavior, language, and materials. In order to get an accurate assessment and for the assessor to take observation notes based on his/her training, it is important that minimal dialog between the assessor and staff takes place during the observation. Also, administrators who are not normally onsite should not be present during the observation.
- Step 4: The assessor will ask any follow-up questions after the observation has been completed.

### *Post-Observation*

- Step 1: The assessor will enter the data collected during the observation into the Weikart Center Scores Reporter System within 10 business days. If the report has not been entered by the assessor within 20 business days, another observation will be conducted.
- Step 2: The PQA coordinator will send the contact person and their ARE a copy of the PQA report.



## Section 5

### Training and Professional Development

To consistently provide quality afterschool programming, those currently working in the field need ongoing professional development. MASN's staff and the MASN Quality and Professional Development Committee have worked with partners across the state to ensure that a variety of approved clock-hour trainings are offered. These trainings range from two-hour sessions for individual programs to conference sessions to multi-session/multi-day workshops. Attendance from all approved sessions are entered into the Missouri Professional Development System (MOPD System).

#### **Planning With Data (PWD)**

Planning with Data sessions provide an opportunity for site teams to review PQA and survey data. AREs facilitate a process by which the site teams will become familiar with the data, review their site's data, and create at least one Site Level Quality Action Plan during the meeting.

#### Advanced Planning With Data (APWD)

In the fall of a program's second grant year, site teams will attend a five and a half hour training together to go through a Review, Reveal, Refine, and Realize process of learning about using data to set improvement goals. Participants will become change agents in their professional learning communities. Participants will be able to reveal their program's current strengths and areas for improvement by accurately reading data, refine program goals within a broader change initiative, and create a plan to realize the program goals through a sustained professional learning community.

#### Mini-Planning With Data (MPWD)

Mini Planning With Data, a two and a half hour training session, occurs every year following the initial APWD. The MPWD is scheduled with the ARE after a program receives its PQA results. This session includes information about the PQA process and how to analyze and interpret PQA and survey reports. Participants engage in creating a site-specific quality action plan.

The objectives tied to both the APWD and the MPWD are as follows:

- REVIEW and reflect on the work of the afterschool program, as well as review the PQA basics and the Weikart pyramid of program quality.
- REVEAL their program's current strengths and areas for improvement by accurately reading data.
- REFINE their program's goals within a broader change initiative.
- Create a plan to REALIZE the program's goals through a detailed Site Level Quality Action Plan.

## **Youth Work Methods (YWM) Training**

The Weikart Center has developed a series of hands-on trainings for staff members that directly relate to the PQA assessment scores. The Youth Work Methods (YWM) Trainings have been proven very effective for raising the level of quality at the point of service (on site with youth). Site level staff will be required to attend at least one 2-hour YWM training yearly. The site team, along with the ARE, will identify Youth Work Methods Trainings that fit with the Site Level Quality Action Plans and that are appropriate to the staff. A list of the Youth Work Methods Trainings can be found at [www.forumfyi.org/weikartcenter/workshops/](http://www.forumfyi.org/weikartcenter/workshops/).

YWM trainings can be completed online in the Cypherworx platform (after February 2024), scheduled with your ARE, or in some cases, program staff may be certified YWM trainers.

## **Virtual PD**

MASN will offer virtual PD throughout the year. These training sessions will be ~2 hours with topics focused on increasing knowledge and raising the skill level of direct service staff as they work to create a quality afterschool environment for their students. Program directors and site directors are also welcome to attend.

During 2023-24, MASN will contract with the Partners in Education and Resilience (PEAR) for their Building Belonging series. Grantees that have completed most Youth Work Methods trainings can build the PEAR trainings into their site level QAP instead of repeating YWM trainings.

## **MOSAC**

The Missouri School Age Conference (MOSAC) is the largest and only conference in Missouri designed specifically for after school professionals. The event is held annually in the fall to bring together professionals from across the state for high-quality professional development and networking opportunities. Information about MOSAC can be found at [www.mosac2.org](http://www.mosac2.org).

## **STEM Symposium**

MASN hosts an annual, one-day STEM Symposium in the spring. This symposium serves as an opportunity for afterschool program staff to engage in a deep dive, through multiple STEM sessions. The STEM Symposium offers sessions on STEM topics and resources as well as sessions on how to teach effective STEM lessons. The STEM Symposium is held in-person at Missouri S&T.

## **Other Statewide and Regional Conferences and Trainings**

### MAACCE

The Missouri Association for Adult Continuing and Community Education (MAACCE) Conference is held at the Lake of the Ozarks. There is a volunteer led afterschool category that helps to plan workshops for afterschool professionals.

### Active Learning Institute

The Active Learning Institute has been held in St. Louis for many years. Since 2022, MASN has “sponsored” the ALI as a regional PDI Mini. A local committee plans the ALIs with funding support from the profits of the annual MOSAC conference. In 2023-24, the ALI planning committee plans to hold two ALIs – one in the fall and the second in the spring. For information about the ALI, please contact Kay Lewis, ARE for Eastern Missouri, at [LewisKC@missouri.edu](mailto:LewisKC@missouri.edu).

### Other MOSAC Minis

Prior to Covid, the MASN Professional Development Committee worked with local programs to offer regional trainings through the Professional Development Institute (PDI) Mini Conference series. Each MOSAC Mini event offers ~5 clock hours of training for attendees that are catered to the needs and wants of local afterschool professionals in that community or region. MOSAC Minis are financially supported from profits from MOSAC. If you are interested in planning or hosting a MOSAC Mini in your region, please reach out to the ARE for your region or contact Brad Lademann at [lademannb@missouri.edu](mailto:lademannb@missouri.edu).

### Beyond the Bell (BTB) Toolkit Training

This training opportunity is geared towards organizations looking to start an afterschool program from the ground up. The course introduces the resources presented in the Beyond the Bell Toolkit (by the American Institutes for Research) and covers topics such as program design, staffing, communications, records management, program quality improvement, and everything it takes to run a great program.

### **Peer Learning Communities (PLC)**

The Peer Learning Communities (PLC) will be an opportunity for afterschool program staff to engage in topical deep dives through multiple meetings with a cohort of peers from the afterschool field. PLC topics include Policy and Advocacy (Ambassador Program), Career Awareness and Post-Secondary Access (CAPSA), Entrepreneurship for Students, and STEM.

### STEM PLC

The goal of the STEM Peer Learning Community (PLC), supported by a grant to MASN from the Million Girls Moonshot (MGM) initiative, is to equip afterschool educators with the tools to facilitate effective learning in STEM. The PLC will focus on expanding content through STEM Playlists and enhancing delivery through Reflective Coaching. Afterschool educators who participate in the program will experience personalized professional development to deepen skills, access STEM Playlists to implement with youth, receive 1:1 coaching in STEM education principles, and build relationships with peers who are doing similar work.

### CAPSA PLC

The Career Awareness and Post-Secondary Access (CAPSA) Peer Learning Community provides support and resources to middle school and high school afterschool programs engaging in college and career readiness/career awareness and post-secondary access activities. This PLC includes support from 220 Leadership, a training and technical assistance

partner, as well as access to statewide resources through state agencies related to college readiness and career awareness.

### Entrepreneurship PLC

The Entrepreneurship in Afterschool Peer Learning Community (PLC) provides support and resources to afterschool programs engaging in entrepreneurship education. This PLC includes support from Young Entrepreneur Institute and Venture Lab as well as introductions to state and regional entrepreneurship resources.

### Ambassador PLC

The Afterschool Ambassadors program empowers up-and-coming leaders in the field of afterschool to confidently and effectively advocate for afterschool access for all Missouri children. Ambassadors build relationships with federal, state and local elected officials through in-person meetings, program visits, phone calls, emails and social media. MASN chooses 8-10 new applicants annually and provides training, peer networking opportunities and mentorship.

### **Site Director Orientation Training**

This course collection will help prepare site directors for their role in afterschool programs by covering a variety of topics that are designed to help them work with students, families, and school partners, along with supervising and managing site staff.

### **Opportunities to Present**

There are multiple pathways for individuals to offer trainings and professional development to their peers and colleagues, whether at the program and site level or statewide.

### MOSAC

The annual Missouri School Age Conference (MOSAC) offers the best opportunity for program staff to present a professional development session on a state wide level. It is helpful for afterschool staff to listen and learn from others in the field from across Missouri. MOSAC accepts Requests For Proposals (RFPs) months prior to the conference and then selects presenters and sessions based on this submission process.

### Youth Work Methods Trainings

Program staff can become certified as a Youth Work Methods (YWM) Trainer and provide YWM trainings to their staff, making it easier to schedule YWM trainings when the trainer is part of the program staff. Contact MASN for more information on Weikart Youth Work Methods Train the Trainer sessions.

### National Conferences

The National Afterschool Association (NAA) Convention, Beyond School Hours Conference accept Requests For Proposals (RFPs) from across the country to provide breakout sessions on topics relevant to afterschool. For more information, you can visit [www.naaweb.org/convention](http://www.naaweb.org/convention) and [www.beyondschoolhours.org/about-beyond-school-hours](http://www.beyondschoolhours.org/about-beyond-school-hours).





## Section 6

### Resources

The Missouri AfterSchool Network strives to provide a suite of resources for all afterschool programs in Missouri regardless of their status as a DESE grant recipient. Resources include monthly director's meetings, the MASN website, access to the CypherWorx training platform, the Pipeline newsletter, and other e-mail listservs.

#### Monthly Meetings

Each month during the school year, MASN holds a virtual meeting for all afterschool program directors in Missouri, followed by another meeting specifically for the 21st CCLC and SAC program directors. At these meetings MASN provides updates about the work of the Network, upcoming training opportunities and conferences, information about funding opportunities, information about advocacy and policy around afterschool, and any other topics relevant to the afterschool world. These meetings are typically 1-1.5 hours in length and are an easy way to stay connected with other programs and the Network, as well as stay informed about potential opportunities for programs.

#### E-Newsletters

MASN has several e-mail listservs that program staff and partners can sign up to receive. Sign-ups are processed through the MASN website at [www.moafterschool.org](http://www.moafterschool.org).

#### Afterschool Pipeline

The Afterschool Pipeline is MASN's bi-weekly newsletter that is the best way to keep up with everything related to afterschool in Missouri. The Pipeline will include information about upcoming conferences, trainings, research, funding opportunities, legislative news, calls for advocacy, and more.

#### STEM Newsletter

Coming out once a month, the STEM Newsletter contains state and national information about STEM initiatives. National information comes from the STEM Next Opportunity Fund's Million Girls Moonshot (MGM) initiative.

#### Grantee Newsletter

At least once a month following the monthly All Directors Meeting, MASN will send out a newsletter specific to the DESE grantees.

#### @po.missouri.edu

MASN uses the @po.missouri.edu e-mail server to send e-mail blasts between newsletters and to targeted groups of e-mail addresses that may or may not be on the Afterschool Pipeline or other newsletters.

### DESE Office of Childhood

DESE's Office of Childhood sends out e-mails announcing information updates and changes to the information posted on the Office of Childhood's website. Sign up for the Office of Childhood's e-mail updates at [www.earlyconnections.mo.gov](http://www.earlyconnections.mo.gov).

### **Webpages to Know**

#### MASN Website

The MASN website at [www.moafterschool.org](http://www.moafterschool.org) contains information about MASN, the Afterschool Committees, and other resources and services specific to the 21st CCLC and SAC grantees.

#### DESE Afterschool Programs Website

The DESE-Afterschool Programs website contains useful information about 21st CCLC and SAC applications, awarded programs, and tiered monitoring, along with links to Kids Care Center and the DESE Afterschool Portal. Go to [www.dese.mo.gov](http://www.dese.mo.gov), then use the A-Z tool to click on Afterschool Programs.

#### DESE Afterschool Portal

The DESE Afterschool Portal is a SharePoint site with up-to-date information and announcements from DESE-Afterschool Programs. Grantees should check the portal weekly for updates and announcements at <https://portal.kidscarecenter.com/public/Landing.aspx>.

#### Kids Care Center

The 21st CCLC and SAC grantees enter student level attendance and grades data into KCC. (<https://mo.kidscarecenter.com/KCC/secure/login.asp>)

#### DESSA Resources

The DESSA platform contains strengths-based activities for program staff to review and implement in their programming. Some resources at [www.apertureed.com/resources/](http://www.apertureed.com/resources/) require a login, which is available to all grantees along with the DESSA-Mini tools.

### **Events for Youth**

#### Career Summits

The Middle School and High School Leadership Summits are designed to energize students and get them excited to plan their future. The events and corresponding curricula are offered free of charge to all out-of-school time programs. The High School Student Leadership Summit, presented by 220 Leadership, helps students create an "unrealistic" 10-year vision for their life, then learn the science of achievement through reverse engineering, advanced goal setting, and daily productivity habits. The Middle School Student Leadership Summit is presented by VentureLab and launches their Career Exploration and Innovation curriculum which helps youth grow students' entrepreneurial mindsets and skills as they apply their passions and strengths to identify opportunities to discover, research, and innovate a career.



### Youth Advocacy Training

Youth in grades 7-12 gather in Jefferson City to learn how to tell their afterschool story to policymakers, get involved in their schools and communities, and participate actively in government. The Summit will build confidence and cultivate leadership skills through peer support, guest speakers with experience in community building, and a guided visit to the state capitol.

Youth Entrepreneurship Pitch Competition - MASN offers youth in out-of-school time programs the opportunity to participate in an annual pitch competition. Contestants create a short video pitching an idea for a business or service, independent judges rank the pitches, and youth receive prizes up to \$2,500 in value.



## Section 7

### Evaluation and Monitoring

#### 21st CCLC External Evaluation

As outlined in the 21st CCLC application and continuation reports, each 21st CCLC grantee must undergo an annual external evaluation submitted to DESE-Afterschool Programs to assess their progress toward achieving their goals of providing high-quality opportunities for academic assistance and educational enrichment. The evaluation includes the goals and objectives rubric that is located on the DESE Afterschool Portal.

MASN will provide a certification training process for external evaluators to learn about the data and the external evaluation process. It is the 21st CCLC grantee's responsibility to select a certified evaluator from the approved list of individuals completing the certification process. (Available on the DESE Afterschool Portal in March.) 21st CCLC Grantees may not use grant funds for any additional evaluators/evaluations.

The Guided Reflection document is the product completed by the certified external evaluator and includes specific questions about the statewide goals and objectives. The document guides the certified evaluators and program directors through a conversation that provides both with a deeper understanding of the data and its relationship to the local context. Programs with multiple sites will submit one report that summarizes the data and trends for all sites in the grant.

#### Guided Reflection Sections

##### Part A: Additional Data Collection by the External Evaluator

1. Grantee/Evaluator Information
2. Program Overview
3. Local Context
4. Review of Progress on Previously Selected Objectives

##### Part B: Data Charts

5. Review of Data Reports

##### Part C: Narrative Responses

6. Status of Current Year's Objectives
7. Longitudinal Progress
8. 21st Century Community Learning Center Evaluation Summary

The external evaluator meets with the program director at least twice during the evaluation cycle. During the first meeting, they discuss the local context and progress since the previous evaluation. This information is documented in Part A of the Guided Reflection document and helps to set the stage for the evaluator's review of site level data reports. Later the next fall, the site level data reports are sent to the external evaluators, and they begin to compile the local context and report data into a comprehensive report on the grantee (Part B). The evaluator shares his/her evaluation of the program with the program director in Part C of the Guided Reflection document prior to their final meeting. At the final meeting, the evaluator and program director discuss the findings and have the opportunity to add additional contextual information to Part C of the Guided Reflection document before submitting it to DESE-Afterschool Programs.

The final component of the Guided Reflection document is a 21st CCLC Evaluation Summary that can be used by the grantee to communicate the results of the evaluation to families, school day staff, administrators, partners, and the community. A template is provided in the Guided Reflection document so that information about 21st CCLC programs and their evaluations can be consistent throughout the state.

Following the completion of the Guided Reflection document, the program director meets with their ARE to develop a Grantee/Program Level Quality Action Plan based on the recommendations of the evaluator as suggested in the Guided Reflection document. During the next year, the program works to improve the identified area through the training, technical assistance, and resources provided to the grantees. The cycle continues when the evaluator revisits their recommendation and documents progress in the following year's Guided Reflection document.

### **21st CCLC and SAC Grant Monitoring**

21st CCLC and SAC grants will be required to be part of the DESE's Federal Tiered Monitoring System (TMS) process. Grantees will be put in one of three TMS cohorts and required to participate in the TMS process. On an annual basis, the DESE-Afterschool Programs staff will assess the risk associated with each grantee and assign a risk level using weighted risk factors on the Monitoring Risk Assessment Matrix. Based on this risk assessment, the DESE Afterschool Programs staff will determine grantees to be monitored. Types of monitoring include: self-assessment, on-site, phone, desk, financial and/or fiscal monitoring. See the DESE Afterschool Portal to determine which monitoring cohort group your district/entity has been placed in annually.

### **Monitoring and Document Verification Overlap and Consistency**

Some information and documentation can be used for documenting items in both the evaluation rubrics (submitted to MASN) and the Tiered Monitoring System (submitted to DESE). The chart on the next page shows which items might be usable for both processes. A

full list of the afterschool goals, objectives, and rubric items can be found on the DESE Afterschool Portal, along with a copy of the DESE Afterschool Programs Monitoring Tool.

Documentation Description	Rubric Objective	Use in Tiered Monitoring
Weekly Schedule - Exposure to a Variety of Topics	A copy of the weekly schedule should be submitted for rubric item 2.3.b.	This documentation may also be used to meet the DESE On-Site Monitoring Tool requirements in A-1 and E-1 (21st CCLC) or E-2 (SAC).
Daily Schedule - Variety of Activities Each Day	A copy of the daily schedule should be submitted for rubric item 2.3.c.	This documentation may also be used to meet the DESE On-Site Monitoring Tool requirements in A-1 and E-1 (21st CCLC) or E-2 (SAC).
Family & Child Academic Enrichment Opportunities	An event sign-in sheet can document this for rubric item 2.4.e	This documentation may also meet the DESE On-Site Monitoring Tool requirement D-5 (21st CCLC) or D-4 (SAC).
Educational Development for Adult Family Members of Students Served (21 <sup>st</sup> CCLC only)	An event sign-in sheet can document this for rubric item 2.4.f.	This documentation may also meet the DESE On-Site Monitoring Tool requirement D-4 (21st CCLC).

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## Section 8

### Timelines

The Quality Improvement Cycle spans the entire program year with technical assistance support from the program's ARE available all year long. Two resources are available on the MASN website at [www.moafterschool.org/grantees](http://www.moafterschool.org/grantees) to help grantees with keeping track of the quality improvement cycle, due dates, and/or other opportunities.

#### 2023-24 Date List

The Date List 2023-24 attempts to put all training, technical assistance, data collection, and evaluation dates in one place. We've even tried to add the DESE fiscal and monitoring dates to the list too.

#### Afterschool Grantee Timeline

Check out the Afterschool Grantee Timeline for a graphic representation of how the training, technical assistance, data collection and evaluation flow over the grant year.



## Section 9

### Get Involved and Other Information

#### **Afterschool Leadership Team**

The Afterschool Leadership Team is the governing body of the afterschool system. Comprised of afterschool professionals serving as committee chairs or co-chairs, state department representatives, and statewide and regional intermediaries and organizational partners (e.g., MO Chamber, No Kid Hungry, etc.), the Afterschool Leadership Team advances the afterschool system. The Afterschool Leadership Team has four standing committees that are open to all afterschool professionals and partners: Public Policy and Awareness, Professional Development, STEM, and Quality. The Afterschool Leadership Team also has representation on multiple taskforces and workgroups including, but not limited to the MOSAC Planning Committee, Afterschool Evaluation Revision Stakeholder Workgroup, and Afterschool Funding Campaign Committee.

#### **Afterschool Committees**

The Afterschool Leadership Team convenes standing committees in the areas of Public Policy and Awareness, Quality/Professional Development, and STEM. Any afterschool professional or partner may participate in the committee meetings and the chair and co-chair of the committees are members of the Afterschool Leadership Team. Each committee is assigned a MASN staff member as a liaison.

#### **MOSAC Planning Committee**

The MOSAC Planning Committee meets regularly from April to November each year. Any afterschool professional or partner may volunteer to serve on the MOSAC Planning Committee. Planning committee members with regular involvement receive a complementary MOSAC PDI registration and hotel room on Thursday night for set-up activities.

#### **Afterschool Ambassadors**

The Public Policy and Awareness Committee administers the Afterschool Ambassador program for a cohort of afterschool advocates each year. The Ambassadors receive training and support as they work to grow their relationships with local and state policy makers.

#### **Opportunities to Present**

There are many opportunities throughout the year for afterschool professionals and partners to share their passion, knowledge, and skills with others in the field including, but not limited to MOSAC and regional PDI Mini's.

#### **Lights On Afterschool**

Lights On Afterschool is a nationwide celebration of afterschool. The Afterschool Alliance and the Public Policy and Awareness committee provide information and resources to plan local Lights On Afterschool events.



## Section 10

### Terms and Acronyms

<b>21st CCLC</b>	The 21st Century Community Learning Centers, reauthorized in Title IV-Part B of the Every Student Succeeds Act (ESSA), funding comes from the federal US Department of Education (USED) to the state departments of education. The state education agencies then distribute the funds to local school districts or community-based organizations in partnership with the school districts to operate the 21st CCLC programs.
<b>Academic Programming</b>	All 21st CCLC grantees are required to provide academic programming that is based on student needs and aligned with the school day. Academic programming is provided at three levels, academic support includes homework help, general tutoring, and random acts of academics; academic enrichment includes intentionally planned enrichment activities that reinforce the academic concepts taught during the school day; and targeted academic experience such as high impact tutoring other high impact academic strategies based on student needs.
<b>Accreditation</b>	Accreditation is a process an afterschool program can choose to pursue. It sets the standards and verifies the quality of a program by looking at the physical, social, emotional, and intellectual environment. Accreditation provides an outside review indicating that the program has achieved high performance standards of excellence.
<b>ACF</b>	Administration for Children and Families – Child care, including school age child care, is an area covered by ACF at the federal level.
<b>Afterschool</b>	The term afterschool is used for both before- and afterschool programming. It usually refers to programs operating immediately before and after school during the school year and the summer, starting as early as 6 a.m. and typically ending at 6 p.m. or later.
<b>Afterschool Alliance</b>	The national advocacy and awareness organization for afterschool. The Afterschool Alliance coordinates Lights On Afterschool each October and works at the national level to influence policy decisions that support afterschool.
<b>ARCHS</b>	Area Resources for Community and Human Services – A Community Partnership that manages grant funds for local afterschool programs in the St. Louis area.

<b>ARE</b>	Afterschool Regional Educator – AREs are the “coaches” for the 21st CCLC and SAC grantees. They provide training and technical assistance to the grantees including help with grant compliance and quality improvement. They complete program visits, site visits, Planning with Data meetings, and Youth Work Methods trainings.
<b>Assessor vs. Evaluator</b>	The term Assessor is used for the person completing the PQA observation. The term Evaluator is used for the certified External Evaluator that meets with the 21st CCLC program director to complete the Guided Reflection document.
<b>Broad Array</b>	All grantees are required to offer a broad array of enriching opportunities. These can include service learning, SEL, STEM, career awareness, recreation, healthy living, etc.
<b>CAP</b>	Corrective Action Plan - DESE may assign a CAP to a grantee if there is a need based on monitoring results.
<b>CAPSA</b>	Career Awareness and Post-Secondary Access – MASN has received funding from the Mott Foundation to support afterschool programs as they implement programming about career awareness and access to post-secondary education and training. MASN uses CAPSA instead of College and Career Readiness (CCR) to emphasize the need to help all students access post-secondary education and training such as 2-year colleges, 4-year universities, certificate programs, trade schools, apprenticeships, etc.
<b>CBO</b>	Community Based Organization – A community-based program is administered by an entity other than a school district. The staff at the program are not school district employees. A CBO may operate the afterschool program in a school building or in a building outside of the school.
<b>CCDBG</b>	The Child Care and Development Block Grant Act of 2014 reauthorized the law governing the Child Care and Development Fund (CCDF) program.
<b>CCDF</b>	The Child Care Development Fund is the primary federal funding source for child care subsidies to help eligible low-income working families access child care and to improve the quality of child care for all children. In Missouri, these funds come from the federal Administration of Children and Families – Office of Child Care (ACF-OCC) to the DESE Office of Childhood. Every three years, states must submit a CCDF State Plan indicating how the funds will be spent.
<b>CCR</b>	College and Career Readiness – MASN uses CAPSA instead of College and Career Readiness (CCR) to emphasize the need to help all students’ access post-secondary education and training such as 2-year colleges, 4-year universities, certificate programs, trade schools, apprenticeships, etc.

<b>CCR</b>	College and Career Readiness – MASN uses CAPSA instead of College and Career Readiness (CCR) to emphasize the need to help all students' access post-secondary education and training such as 2-year colleges, 4-year universities, certificate programs, trade schools, apprenticeships, etc.
<b>Data Collection</b>	The ongoing collection of information about grantees that includes, but is not limited to, Kids Care Center, annual surveys, DESSA, verification documentation, DESE Core Data, PQAs, etc.
<b>DESE</b>	Missouri's Department of Elementary and Secondary Education
<b>DESE-Afterschool Programs</b>	The unit within Missouri's DESE that manages the 21st CCLC and SAC funding.
<b>DESE Afterschool Portal</b>	This website maintains all relevant and important information concerning the awarded/approved grants. It is the grantee's responsibility to frequently check the DESE Afterschool Portal for announcements, updates, training information, reporting forms, procedures, etc.
<b>DESSA</b>	The Devereux Student Strengths Assessment is a social and emotional tool available through Aperture Education. The DESSA-mini is used as a pre/post tool by 21st CCLC and SAC grantees, and the full DESSA is available for optional use by the program.
<b>ECE</b>	Early Childhood Education – Typically early childhood initiatives are for children birth through age 5 or kindergarten entry. Some organizations, such as the National Association for the Education of Young Children (NAEYC) include children birth through age 8.
<b>External Evaluator</b>	A certified External Evaluator will work with each 21st CCLC grantee to document their local context, review data reports, and prepare the Guided Reflection document to submit to DESE-Afterschool Programs as their required external evaluation.
<b>Evaluation</b>	Grantees participate in an ongoing quality improvement process at both the site and program level using the Assess – Plan – Improve model. A variety of data is collected that is provided back to the program in site level reports. This information is then used for both quality action plans and external evaluation.
<b>Family Engagement</b>	21st CCLC programs are required to have two types of family engagement: 1) family enrichment activities for youth and their families to participate in together, and 2) education and training opportunities for the adult family members of the youth served by the program to help advance skills that will improve their ability to support the children in the program. SAC programs are required to only have family enrichment activities.

<b>KCC</b>	Kids Care Center is the data system into which 21st CCLC and SAC grantees enter child level data.
<b>LEA</b>	The Local Education Agency – Another term used for school districts.
<b>Licensing</b>	The DESE Office of Childhood has responsibility for licensing and inspecting child care programs. It is the responsibility of each grant recipient to submit the application to determine if they are required to be licensed and to maintain a child care license if required to be licensed.
<b>Lights On Afterschool</b>	Lights On Afterschool is an annual event where more than a million people nationwide gather to shine a light on the importance of afterschool programs' role in keeping kid's safe, helping working families, and inspiring learning.
<b>LINC</b>	Local Investment Commission – A Community Partnership that operates 40+ after-school sites in the Kansas City area.
<b>MAACCE</b>	Missouri Association of Adult Continuing and Community Education – The MAACCE conference combines workshops from adult education, community education, higher education, and afterschool. MAACCE is an affiliate of the national COABE (Council on Adult Basic Education) association.
<b>MASN</b>	Missouri AfterSchool Network – The Missouri AfterSchool Network builds partnerships and systems across the state that improve, support, and sustain high quality afterschool programs.
<b>MOARC</b>	The Missouri Afterschool Resource Center, a unit of MASN, is funded by DESE-Afterschool Programs to provide training and technical assistance to DESE funded 21st Century Community Learning Center (21st CCLC) and School Age Community (SAC) grantees.
<b>MOPD ID</b>	The Missouri Professional Development Identification Number (MOPD ID) was developed to facilitate individuals' participation in Missouri's Professional Development System. This 6-digit number is managed by the Office of Childhood in the MOPD System ( <a href="http://www.mopds.org">www.mopds.org</a> ).
<b>MOSAC<sup>2</sup></b>	From 1993-2015, MOSAC <sup>2</sup> was the professional association for Missouri's afterschool professionals. Previously known as the Missouri School Age Care Coalition, MOSAC <sup>2</sup> was a stand-alone 501c3 organization with the mission "to support and unify professionals in providing quality out of school programs". In 2015, MOSAC <sup>2</sup> 's Board of Directors and MASN's Steering Committee merged to form one Missouri Afterschool Leadership Team. The merged Afterschool Leadership Team has kept the MOSAC name as the annual conference to recognize the long history of afterschool leadership and professional development in Missouri.

<b>MOSAC</b>	Missouri School Age Conference – MOSAC the only conference in Missouri designed specifically for after school professionals. The event is held annually in the fall to bring together professionals from across the state for high-quality professional development and networking opportunities. Information about MOSAC can be found at <a href="http://www.mosac2.org">www.mosac2.org</a> .
<b>NAA</b>	National Afterschool Association – NAA is the national professional association for the afterschool field. In the early days, NAA was NSACA (National School Age Care Association). NAA hosts an annual convention each year and offers ongoing professional development and resources. MOSAC attendees are automatically members of NAA.
<b>Office of Child Care (OCC)</b>	The Office of Child Care is a division within the federal Administration for Children and Families (ACF) that administers the Child Care and Development Fund (CCDF).
<b>Office of Childhood (OOC)</b>	On January 28, 2021, Governor Mike Parson and the Departments of Elementary and Secondary Education (DESE), Health and Senior Services, and Social Services announced nearly all early childhood and afterschool programs across state government will be consolidated in a single Office of Childhood. This transition to one office allows early childhood and afterschool work across state government to become more streamlined and effective.
<b>Out of School Time</b>	OST is often used interchangeably with afterschool. OST is also the name of the funding program for two of the Community Partnerships (ARCHS and LINC) to administer and operate afterschool programs.
<b>PDI</b>	Professional Development Institute – Until the merger, the Missouri School Age Conference (MOSAC) was known as the Missouri School Age Community Coalition (MOSAC <sup>2</sup> ) PDI.
<b>PLC</b>	Peer Learning Communities are opportunities for afterschool program staff to engage in topical deep dives through multiple weeks of trainings and meetings with peers across the state.
<b>PQA</b>	The Program Quality Assessment tools were created by the Weikart Center for Youth Program Quality. The PQAs are used to provide an objective measure of the quality of offerings in a wide variety of youth settings.
<b>Program Director/Administrator</b>	The person who is responsible for the afterschool program. This person may or may not be onsite while children are present. Often the program director oversees multiple sites.

<b>PWD</b>	Planning with Data – A training to support site staff as they review their PQA and other data to create Site Level Quality Action Plans.
<b>Quality Action Plan (QAP)</b>	A Quality Action Plan focuses the grantee or site on at least one specific area targeted for improvement. 21st CCLC and SAC grantees are required to have a Program Level Quality Action Plan (grantee level) and a Site Level Quality Action Plan for each site in the grant.
<b>SAC</b>	School Age Community Grants – The SAC grants are managed by DESE-Afterschool Programs. SAC grant funding comes from CCDF.
<b>School-Based Programs</b>	A school-based afterschool program is administered by the school district. The staff at the program are school district employees.
<b>SEA</b>	Our State Education Agency is DESE.
<b>SEL</b>	Social and Emotional Learning – The Collaborative for Academic, Social, and Emotional Learning (CASEL) lists five SEL competencies, which include self-awareness, self-management, social awareness, relationship skills, and responsible decision making.
<b>Site</b>	The specific location where afterschool programming takes place. This may be in a school building, church, or community center. Licensing may be required based on the location of the site and who is operating the programming.
<b>Site Director/Site Facilitator</b>	The person who is in charge at a location while children are present. At some smaller programs, the program director and site director may be the same person.
<b>Site Staff</b>	Site staff work directly with the children and youth. Other terms commonly used include group leaders and youth workers.
<b>Subsidy/State Pay</b>	A large portion of the Child Care Development Fund (CCDF) goes toward payments to providers for child care services for eligible children. The Office of Childhood administers the subsidy system.
<b>Summer Enrichment</b>	Refers to the summer programming offered to students that is different from the public school's summer school.
<b>The Family and Community Trust</b>	The Family and Community Trust supports 20 well-respected Community Partnerships across the state of Missouri. Each partnership works within their community to identify and develop solutions to overcome challenges such as homelessness, drug abuse, teen pregnancy, child abuse, afterschool care, dental care, and others. Two community partnerships, LINC and ARCHS, receive Out of School Time (OST) funding to provide afterschool programming in Kansas City and St. Louis.

<b>Tiered Monitoring System (TMS)/ Monitoring</b>	<p>As part of the DESE-wide Tiered Monitoring System process (based on a three-year cohort model), an online monitoring system has been created to provide a tiered monitoring profile for each school/entity by having one basic process and location for all federal program monitoring. DESE-Afterschool Programs staff will refer to the online Tiered Monitoring System as TMS. All DESE-Afterschool Program sub-grantees (both SAC and 21st CCLC) must comply with this process.</p> <p>Types of Monitoring:</p> <ul style="list-style-type: none"> <li>• Self-assessment: Each sub-grantee in the applicable monitoring cohort group must complete the self-assessment in the TMS. Due July 1.</li> <li>• Desk monitoring: DESE’s review of grantee data, expenditures, reporting, etc. throughout the year.</li> <li>• Phone monitoring: 10% of sub-grantees will be selected based on risk assessment results.</li> <li>• Fiscal crisis: Suspicion of financial waste, fraud, abuse and/or issues of similar nature put grantees in danger or financial stress; DESE-Afterschool Programs will send an immediate response team to review and assess next steps.</li> </ul>
<b>USED</b>	<p>United States Education Department – The Nita M. Lowey 21st CCLC program is administered by USED.</p>
<b>Weikart</b>	<p>The Weikart Center for Youth Program Quality and Ready by 21 are initiatives within The Forum for Youth Investment.</p>
<b>Youth Development Credential (YDC)</b>	<p>The Youth Development Credential (YDC) is a renewable, credential that provides an opportunity for adults working with kindergarten through 12th-grade youth to gain professional recognition by demonstrating their competence and knowledge as they work in youth serving programs. Candidates prepare a Professional Resource Portfolio and other required items.</p>
<b>Youth Development Professionals (YDP)</b>	<p>A broad term for all afterschool and out-of-school time (OST) employees.</p>
<b>Youth Work Methods Trainings</b>	<p>The Weikart Center has developed 10 research-based youth work methods trainings. Topics include Introduction to the Active Participatory Approach, Structure and Clear Limits, Youth Voice, Planning &amp; Reflection, Building Community, Active Learning, Cooperative Learning, Ask-Listen-Encourage, Homework Help, and Reframing Conflict.</p>



Missouri AfterSchool Network  
Partnerships. Policy. Quality.

The Missouri AfterSchool Network (MASN) builds systems to:

- Promote **partnerships** between afterschool programs and other stakeholders.
- Influence **policy** to increase the capacity and sustainability of programs, and
- Provide resources to programs to improve the **quality** of services to children, youth, and families.

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