

2024-25 Updates to the Afterschool Grantee Blueprint

Throughout the document:

- Added Missouri Comprehensive Afterschool Learning (MOCAL) grant to narrative
- Corrected the name Weikart Center for Youth Program Quality

Section 1:

- Updated name of the Public Policy and Advocacy Committee and added Public Awareness Committee
- Added new consultants and staff to the Meet the MASN Team section:
 - Rayanna Dalton, ARE Consultant for Southeast Missouri
 - Tammy Gillespie, ARE Consultant for West Central Missouri
 - Cassie Huckstep-Spangler, ARE Consultant for Northeast Missouri
 - Cristal Sanchez changed from Communications Team to Policy Team
 - Megan Sauls name updated
 - Kya Nilges, Communications Assistant
 - Elizabeth Trower, Communications Intern
- Description of MOCAL grants added

Missouri Comprehensive Afterschool Learning (MOCAL)

Starting with the 2024-25 school year, the Missouri legislature allocated state funds to afterschool. The funding parallels the expectations and requirements of the 21st CCLC grants, with additional flexibility for the department to develop guidelines for planning grants and continuation grants in the future. Therefore, the MOCAL implementation grants 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

- DESE-Afterschool Programs Team titles updated:
 - Jimmy Reed, Program Specialist
 - Patrice Speed, Program Specialist

- Added a link to the DESE staff listing:

For a full list of DESE staff, visit the DESE website at <https://dese.mo.gov/media/pdf/dese-staff> or navigate to www.dese.mo.gov, hover over About, and select Staff Directory.

- Removed the statement “One program visit per year can be done virtually.”
- Clarified that at least one of the program level quality action plans for 21st CCLC and MOCAL grantees should be based on the Guided Reflection data and recommendations from their external evaluator
- Inserted updated screenshot of the Quality Action Plan. The wording of the goals changed from the 2018-23 framework to the 2023-28 framework.

Section 4:

- Removed the reference to paper family surveys and clarified that the family survey can be translated to a variety of languages within the Qualtrics system
- Removed 1.2.e and 1.2.f from chart listing items that need additional documentation verification
- Updated Feedback and Appeals section to indicate that concerns “should be sent to the Associate Director of Quality overseeing the PQA process.”
- Took out the PQA confirmation email from Pre-Observation Step 2
- Adjusted minimum PQA observation time to 1.5 hours in Observation Step 2

Section 5:

- Consolidated Advanced Planning with Data and Mini Planning with Data into one paragraph about general Planning with Data training
- Updated several sections related to training and professional development:

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 2024-25, the virtual professional development series will be provided by Aperture Education focusing on knowledge, skills, and activities that promote strong social and emotional learning in afterschool. Grantees that have completed most Youth Work Methods trainings can build the Aperture virtual professional development trainings into their site level QAP instead of repeating YWM trainings.

Site Director Orientation Training (SDOT)

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. It is a grant requirement for all site directors to complete the SDOT course collection. Program directors/administrators are not required to complete the SDOT course, but may choose to do so in order to experience what their site directors are completing.

Required Statewide Conference Options

Grantees are required to attend at least one of the following statewide conferences where a DESE Update and grant appropriate training content will be presented. Grantees are allowed to bring additional staff, and strongly encouraged to bring site directors, to MOSAC so that they can learn from and network with peers across the state. Due to limited capacity, only program directors and administrators will be able to attend the Afterschool Leadership Conference.

MOSAC

The Missouri School Age Conference (MOSAC) is the largest and only conference in Missouri designed specifically for all afterschool 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.

Afterschool Leadership Conference

MASN and the Kansas Enrichment Network (KEN) will co-host a bi-state Afterschool Leadership Conference at the Kauffman Foundation Conference Center in Kansas City bringing together afterschool program directors from both states for a small, focused professional learning and networking event. Information about the Afterschool Leadership Conference will be included in the Pipeline.

Other Optional Conferences and Trainings

STEM Symposium

MASN and the Kummer Center for STEM Education will be co-hosting this year's STEM Symposium in the summer of 2025 on the campus of Missouri S&T. This symposium serves as an opportunity for afterschool program staff and school day educators to engage in a deep dive on STEM education. The STEM Symposium offers sessions on STEM topics and resources as well as sessions on how to teach effective STEM lessons.

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. For 2024-25, the grant and continuation report guidance was updated specifying that MAACCE is no longer one of the two options for the required state conference. Grantees are still allowed to attend MAACCE, especially to network with the Adult Education and Community Education attendees about the family education components of the 21st CCLC and MOCAL grants.

Active Learning Institute

The Active Learning Institute (ALI) 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 MOSAC profits. More information about the fall and spring ALIs will be in the Pipeline.

GAP Conference

The Gathering Afterschool Professionals (GAP) Conference will be held in the spring of 2025 in the Kansas City area. This PDI Mini includes a keynote speaker and hands on workshops for site staff. MOSAC profits pay for most GAP expenses, but conference planners may choose to charge a registration fee to cover event specific swag (e.g., GAP t-shirts). More information about the spring GAP Conference will be in the Pipeline.

CypherWorx Online On-demand Training

Access to school-age/afterschool-specific training is available through the CypherWorx platform. Training is in an asynchronous, online on-demand format and can be completed on a computer, tablet, or cellular device. A selection of trainings and course collections have been approved for Missouri child care licensing clock hours. Access to the CypherWorx system is available at no cost through MASN.

STEM Mobile Lab Professional Development

STEM specific training, coaching, and mentoring are available as part of the services and support of the STEM Mobile Lab. Please see the STEM Mobile Lab description in the Resources section for more information.

Peer Learning Communities (PLCs)

The Peer Learning Communities (PLCs) are an opportunity for afterschool program staff to engage in topical deep dives through multiple meetings with a cohort of peers from the afterschool field.

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.

Youth Workforce Initiatives PLC

The Youth Workforce Initiatives PLC is a combination of the previous Career Awareness and Post-Secondary Access (CAPSA) PLC and the Youth Entrepreneurship PLC. This combined PLC provides support and resources to middle school and high school afterschool programs engaging in career awareness, post-secondary access, and youth entrepreneurship activities. This PLC includes content and support from state agencies related to college and career readiness, the state entrepreneurship ecosystem, and technical assistance partners such as 220 Leadership, Venture Lab, and Young Entrepreneur Institute (YEI).

Ambassador PLC

The Afterschool Ambassadors program empowers up-and-coming leaders in the field of afterschool policy 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.

Civic Engagement/Service Learning PLC

The Civic Engagement and Service Learning PLC will share ideas and resources for incorporating civic engagement into afterschool and summer learning programs. Civic engagement focuses on community involvement, leadership skills, and sparking interest in government. Thanks to a generous grant from the National Youth Leadership Council participants will receive expert training in service learning, a process for engaging youth.

Youth Development Credential (YDC)

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. MASN currently has funding for YDC scholarships and completion stipends (see YDC Scholarship Project in the Resources section).

Section 6:

- Clarification on the various monthly meetings:

Monthly Meetings

There are three standing Zoom sessions each month (except July) that all afterschool program directors are invited to attend.

Pipeline LIVE! Afterschool Director Update

This webinar is designed to provide the field with updates about the work of the Network, upcoming training opportunities and conferences, funding opportunities, advocacy and policy for afterschool, and any other topics relevant to the afterschool world. These meetings, held on the third Tuesday of each month, are typically 1-1.5 hours in length with the first ~45 minutes focused on topics of interest to all afterschool programs and the remaining time focused on content specific to 21st CCLC, MOCAL, and SAC grantees. The webinars are recorded and the links are sent in the next Pipeline newsletter.

The Pipeline LIVE! Afterschool Director Updates provide a monthly opportunity to ask questions and interact with the MASN staff while also being an easy way to stay informed about potential opportunities for afterschool programs.

Director Networking Calls

MASN facilitates monthly networking calls for afterschool program directors on the second Wednesday of each month. These calls are opportunities to collaborate with other program directors facing similar situations. Each call will focus on a different topic, announced in advance, so program directors can prepare questions or be ready to share experiences and expertise.

Office Hours

All afterschool program directors, staff, and partners are invited to 'drop in' to the monthly open Zoom session on the first Friday of the month. Look for the Office Hours link in the Pipeline or on the MASN website.

- Added the Manufacturing Academy to the Events for Youth section:

Manufacturing Academy

The Manufacturing Academy allows middle school afterschool students to learn about career opportunities available in the manufacturing field. The student experience includes hands-on, in class learning as well as a field trip to Missouri S&T and manufacturing facilities.

- Added a section for Onsite Services and Scholarships and Mini-grants:

Onsite Services

STEM Mobile Lab

The STEM Mobile Lab transports an afterschool-designed lab of hands-on activities featuring Science, Technology, Engineering, and Mathematics to afterschool programs across the state. The lab is driven by a MASN STEM Educator who not only brings supplies and equipment needed for selected activities, but also leads professional development for afterschool staff. This on-site learning lab is available by registration for a program-week designed to include 3-5 consecutive days up to ~10 hours of afterschool programming and/or special events. For more information about the STEM Mobile Lab, visit www.moafterschool.org/stemlab/.

Scholarships and Mini-grants

YDC Scholarship Project

The YDC Scholarship Project helps afterschool staff through the YDC process, pays for training access in CypherWorx and the associated YDC assessment fees, and rewards staff completing the YDC with a \$200 completion stipend for earning the YDC. For more information, visit <https://moafterschool.org/quality/ydc scholarship/>.

Youth Entrepreneurship Micro-grants

These micro-grants provide afterschool programs with funds that can be used to start entrepreneurship projects with their students. Funds can be used for supplies, materials, equipment, or other needs related to the student entrepreneurship projects. Information will be included in the Pipeline when micro-grant applications open.

Building Business/Community Partnerships for Afterschool Success Grant (aka Chamber Grants)

These mini-grant provides funding to local communities seeking to build partnerships with afterschool programs related to the broad umbrella of workforce development. Chamber/business – afterschool partnerships should focus on one or more of the following workforce development areas: 1) Career awareness, 2) Post-secondary planning, 3) STEM, 4) Entrepreneurship education, and/or 5) Service Learning. Information will be included in the Pipeline when micro-grant applications open.

ARPA Afterschool Enrichment Grants

The Department of Elementary and Secondary Education's finance division has provided MASN with funding to distribute to afterschool programs in the form of mini-grants. Information about mini-grants will be included in the Pipeline and on the MASN website when available.

Section 7:

- Updated text to separate the Local Context and Guided Reflection data entry into two parts

Section 8:

- Updates to the committees for 2024-25:

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 Advocacy, STEM, Quality/Professional Development, and Public Awareness. The Afterschool Leadership Team also has representation on multiple taskforces and workgroups including, but not limited to the MOSAC Planning Committee and Youth Workforce Initiatives Taskforce.

Afterschool Committees

The Afterschool Leadership Team convenes standing committees in the areas of Public Policy and Advocacy, STEM, Quality/Professional Development, and Public Awareness. 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 committee liaison.

Section 10:

- Updated some definitions:

Academic Programming	All 21st CCLC and MOCAL 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 includes intentional, focused academic interventions such as high impact tutoring and other high impact academic strategies based on student needs.
Afterschool	The term afterschool is used for both before- and afterschool programming. It usually refers to programs operating immediately before and after the school day during the school year. In a general sense, the afterschool system also includes summer before- and after-summer school programming and full day summer enrichment programming. Most programs start as early as 6 a.m. and typically end at 6 p.m. or later.
CAPSA	Career Awareness and Post-Secondary Access – 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.
Evaluation	Evaluation is the process of documenting how a program is doing related to the established goals and objectives. Missouri has a robust Afterschool Evaluation Framework that is updated every five years. This framework is applicable to a wide variety of programs, funders, and grants. The 21st CCLC and MOCAL grantees are required to have a local external evaluation assessing Goals 1 and 2, specifically objectives 1.1-1.4 and 2.1-2.4. Goals 3 and 4 of the Afterschool Evaluation Framework are not included in the grantee’s evaluation because Program Personnel and Program Management are covered in the monitoring process.
Licensing	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 Program Evaluation Questionnaire (PEQ) to the licensing section to determine if they are required to be licensed and to maintain a child care license if required to be licensed.

Program Director/Administrator	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, each with their own Site Director.
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- Added new definitions:

DVN	A Department Vendor Number (DVN) is assigned to all licensed and license-exempt programs. Programs that are exempt from licensure (e.g., school districts, BGCs) receive a DVN when they complete the Program Evaluation Questionnaire. All grantees should have a DVN to document their legal operating status and to gain access to the MOPD System where training records are maintained.
Exempt from Licensure Program	A program is exempt from licensure if they meet one of the criteria listed in RSMo 210.211. Exempt afterschool programs include programs administered by a school district and neighborhood youth development programs meeting specific criteria in RSMo 210.258. As of August 28, 2024, all programs serving only middle and high school students in sixth grade and above are exempt from licensure. Programs serving middle and high school students along with younger youth in fifth grade or below may still need to be licensed. Programs should fill out the Program Evaluation Questionnaire (PEQ) to document their exemption status.
License-Exempt Program	This regulation status is for faith based child care programs administered by a church and nursery schools that are exempt from the regular child care licensing rules (5 CSR 25-500), but still have regulations that they are required to meet (5 CSR 25-300) such as parental notification and different physical space requirements, etc.
Licensed Program	Afterschool programs that are not exempt from licensure must meet the requirements in the Licensing Rules for Group Child Care Homes and Child Care Centers (5 CSR 25-500).
MOCAL	The Missouri Comprehensive Afterschool Learning (MOCAL) grant is a state funded extension to the 21st CCLC grant, with all of the same support and requirements as the 21st CCLC program.
PEQ	The Program Evaluation Questionnaire is the form used by the Office of Childhood's licensing section to determine if a program should be licensed. If grantees are unlicensed, they should complete the PEQ so that they can receive a Department Vendor Number (DVN) and document their exemption.
Regulated Programs	Programs that are license-exempt and exempt from licensure can still sign a contract to take subsidy payments. The contract outlines the expectations and basic health and safety requirements for subsidy providers. Exempt programs that meet these requirements are considered regulated programs.
Targeted Academic Experiences	Academic interventions that meet a particular need of a student or small group of students. Targeted academic experiences such as high impact tutoring have consistent, trained instructors that meet regularly and frequently with the students to work on specific knowledge or skills.