

Grantee Blueprint

21 CCLC, MOCAL, SAC

2026-27

Missouri AfterSchool Network

Grantees,

The MO Afterschool Grantee Blueprint serves as a guide to the training, technical assistance, data collection, evaluation, and other resources offered to 21st Century Community Learning Center (21st CCLC), Missouri Comprehensive Afterschool Learning (MOCAL), and School Age Community (SAC) grantees 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.

21st CCLC, MOCAL, and SAC grantees are responsible for providing quality afterschool programs to children, youth, and families. Recognizing that there is always room for growth, the afterschool grants encourage continuous quality improvement through the Assess-Plan-Improve (API) Cycle. The Afterschool Regional Educators (AREs) provide training, technical assistance, and coaching to guide and support program directors, site directors, and other staff through the Continuous Quality Improvement Cycle.

If you have questions or ideas for additional topics to be included, please let us know. We welcome your feedback and hope that you find the Missouri Afterschool Grantee Blueprint useful!

The MASN Team

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01

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 levels 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 support 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, Missouri Comprehensive Afterschool Learning (MOCAL) grantees, and School Age Community (SAC) grantees across the state. The MASN Afterschool Regional Educators (AREs) provide coaching and technical assistance through multiple visits with program directors and site directors during the school year. The AREs and other MASN team members also offer various 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 and lead efforts related to policy, partnerships, and quality for all afterschool programs. All afterschool professionals and partners are invited to participate in statewide committees that serve as leadership groups for areas including STEM, Quality, Policy and Advocacy, and Public 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 ARE for Mid-Missouri
- Kay Lewis, ARE for Eastern Missouri and Family Engagement Lead
- Richard Irwin, STEM Educator
- 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
- Rayanna Dalton, ARE Consultant for Southeast Missouri
- Cassie Huckstep-Spangler, ARE Consultant for Northeast Missouri
- Donna Stallings, ARE Consultant for Central Missouri
- Tammy Gillespie, PQA Consultant

Partnerships Team

- Mark Cowsert, Associate Director of Partnerships
- Aaron Banks, Youth Workforce Initiatives Coordinator

Policy Team

- Natalie Hampton, Associate Director of Policy
- Cassie Hackett, Policy and YDC Support Specialist
- Cody Jenkins, Policy Coordinator
- Deborah Taylor, Policy Consultant

Data Team

- Jason Patrie, Data and Evaluation Coordinator
- Alicia Pierro, Data Collection Coordinator
- Wayne Mayfield, Evaluation Consultant
- Valerie Scott, MADS Consultant
- Brenda Cowell, Database and Reporting Consultant

Communications Team

- Megan Sauls, Strategic Communications Coordinator
- Fifer Matteson, Communications Intern
- Kristyn Brownell, Communications Consultant

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. Additionally as of the 2024-25 school year, the Afterschool Programs section oversees the Missouri Comprehensive Afterschool Learning (MOCAL) grant funded by the state. Occasionally, the DESE Afterschool Programs section administers other state funding for afterschool initiatives such as the Urban Gun Violence Prevention grants.

Nita M. Lowey 21st Century Community Learning Center (21st CCLC) Grant

The Nita M. Lowey 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 K-12 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).

21st CCLC programs support:

- Academic programming that 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 by the program

School Age Community (SAC) Grant

The Department of Elementary and Secondary Education (DESE) receives School Age Community (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 ages 5 –12 (children must be 12 or under at the time of annual enrollment). 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 parents during non-school days.

Missouri Comprehensive Afterschool Learning (MOCAL)

Starting with the 2024-25 school year, the Missouri legislature allocated state funds to afterschool that 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 programming that 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 by the program

Meet the DESE-Afterschool Programs Team:

- Cindy Heislen, Program Coordinator
- Jimmy Reed, Program Specialist
- Patrice Speed, Program Specialist
- Tammy Schaben, Program Specialist

Office of Childhood (OOC)

On January 28, 2021, Governor Mike Parson and the DESE, Health and Senior Services, and Social Services announced nearly all early childhood, afterschool, and child care programs across state government would be consolidated in a single Office of Childhood (OOC). This transition to one office allowed 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 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.

In Missouri, afterschool programs are required to be licensed, unless exempt per RSMo 210.211. Exempt from Licensure grantees should complete the Program Evaluation Questionnaire to receive a determination of exemption from the OOC.

Meet others in the Office of Childhood:

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

DESE-Afterschool Programs is part of the Quality Programs section of the Office of Childhood.



THE OFFICE OF CHILDHOOD

The Problem

Missouri's early care and education programs were delivered by multiple state agencies. This resulted in confusion, duplication of effort, administrative barriers for providers, and inconsistent access to and quality of services for children and families.

This fragmentation ultimately results in diminished outcomes for Missouri's youngest children.



The Office of Childhood went into effect August 28, 2021

Learn more about the Office of Childhood
dese.mo.gov/childhood
earlyconnections.mo.gov

The Solution

Create a single office to coordinate home visiting, early intervention, child care, preschool, and afterschool programs.

The Office of Childhood aims to make it easier for families to find the information and services they need, and make it easier for professionals serving young children to access training and technical assistance to improve the quality of care and education.



THE OFFICE OF CHILDHOOD

Unified Vision

In its first year, the Office of Childhood has brought coherence and a unified vision to the childhood system. For the first time in state's history, Missouri has a single, unified, and data-driven vision for childhood programs.

Its vision is to ensure children are safe, healthy, and successful learners who are prepared to enter school ready to learn.

The Office of Childhood celebrated one year on August 28, 2022



Learn more about the Office of Childhood at
dese.mo.gov/childhood
earlyconnections.mo.gov

Big Goals

To achieve the state's vision, we will:

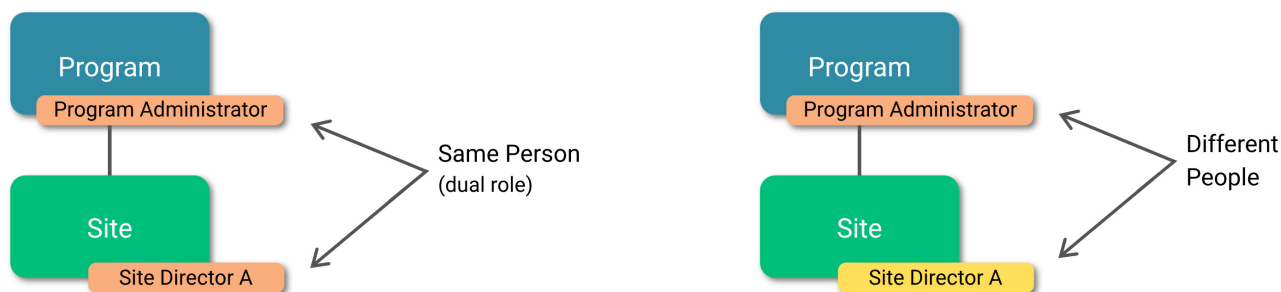
- 1 Expand access to high-quality programs and services
- 2 Improve the quality of programs and services
- 3 Strengthen community leadership
- 4 Modernize systems and improve operations

Grantees

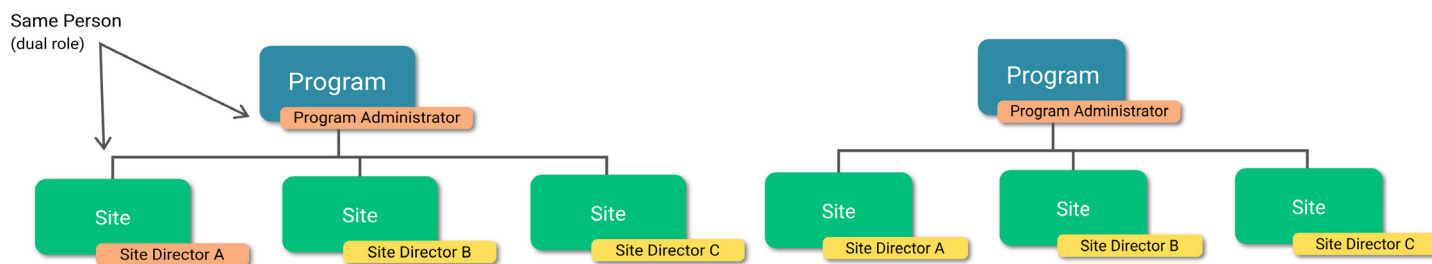
21st CCLC, MOCAL, and SAC grantees vary widely across the state.

- Types: There are a variety of entities that can administer afterschool grants. Grantees can be community-based organizations, school districts, faith-based organizations, or private school-age child care businesses.
- Structure: Some grantees have a single site, while others serve 20+ sites across multiple school districts.
- Leadership: While it is recommended that grantees have a dedicated full-time grant director/program administrator, some programs are administered by school district personnel who add afterschool administration as an “extra duty” and others manage the grant program as a multi-person team.
- Staff: The direct service staff working in the afterschool programs also have a wide range of education, experience, and other roles in and outside the program.

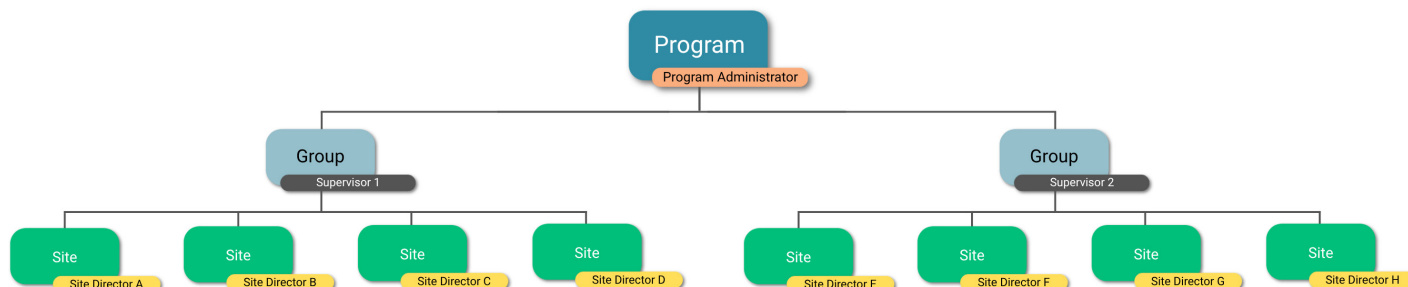
Single Site Examples



Multi Site Examples



Large Multi Site Example



Afterschool System Roles

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

Program Director/Program Administrator

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

Site Director/Site Coordinator

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 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 by providing training and technical assistance while facilitating the Quality Improvement Cycle.

DESE Program Specialist

Each grantee has an assigned DESE Program Specialist to oversee 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 grant directors, answer grant management questions, and monitor grant compliance.

PQA Assessor

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

External Evaluator

21st CCLC and MOCAL Only – All 21st CCLC and MOCAL 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

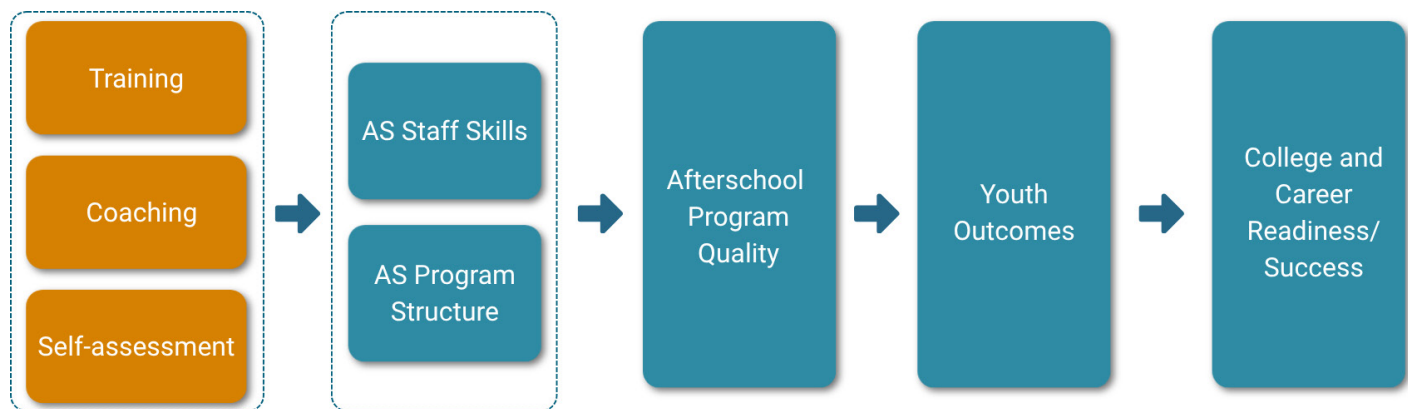
MASN’s data team supports the grantees and DESE-Afterschool Programs in the collection, analysis, reporting, and use of a variety of data for quality improvement, grant compliance, and external evaluation purposes.

	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 MADS attendance, annual surveys, additional verification documentation, DESSA, etc.	x	x						
Support program and site staff as they collect data.	x			x				x
Assign PQA Observers to conduct onsite observations.								x
Schedule and 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			

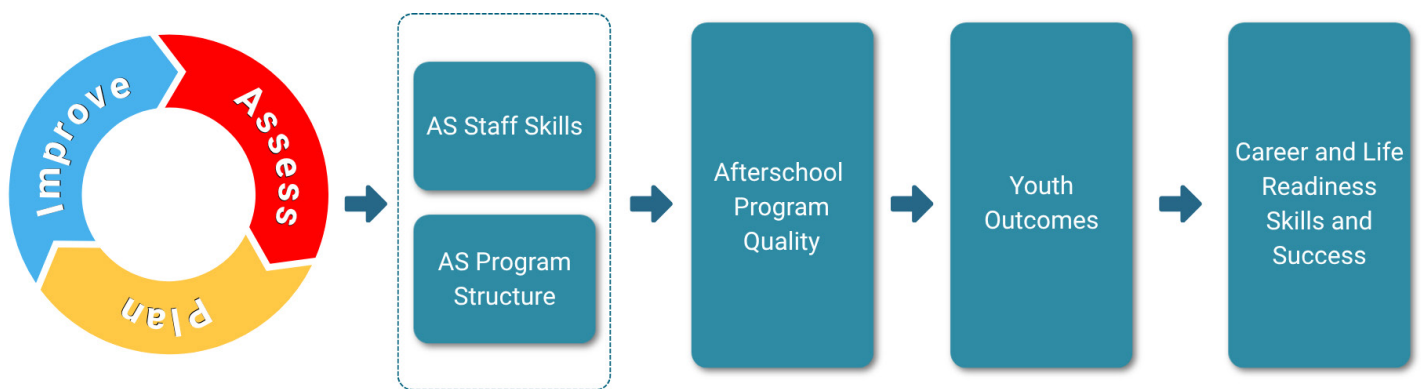
02

Quality Improvement Cycle

In 2012, Missouri adopted a simplified logic model showing that inputs such as training, coaching, and other supports lead to improvements in staff skills and program structure. These improvements impact the overall program quality, which has been shown by many research studies to improve youth outcomes and prepare youth for successful futures.

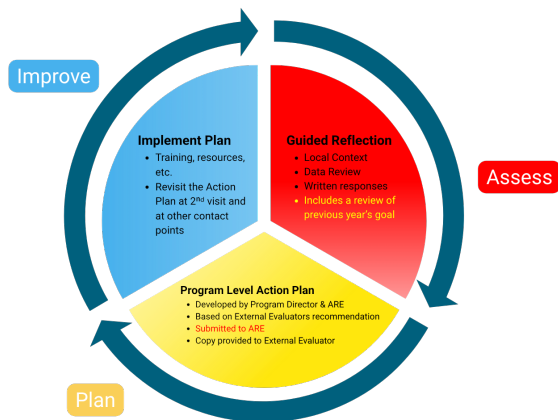


Over the past decade, the inputs were shaped into the Continuous Quality Improvement Cycle, also known as the Assess-Plan-Improve (API) Cycle.



Missouri’s afterschool grantees work through the API Cycle at both the site and the grantee administration levels.

Grantee Level Cycle of improvement



Site Level Cycle of Quality Improvement



Teaching to the Test

While the phrase “teaching to the test” has not always had positive connotations, having a well-designed framework and offering support to meet the expectations can be an effective way to improve program quality and youth outcomes.

Missouri’s quality improvement cycle includes technical assistance visits, external assessment, quality action plans, and all the other resources included in this document. These have been piloted, implemented, and refined over a twenty-year period. Recent modifications have focused on allowing the program director and their ARE to have more flexibility to determine the specific needs, plans, resources, trainings, etc. appropriate to the specific program and/or site(s).

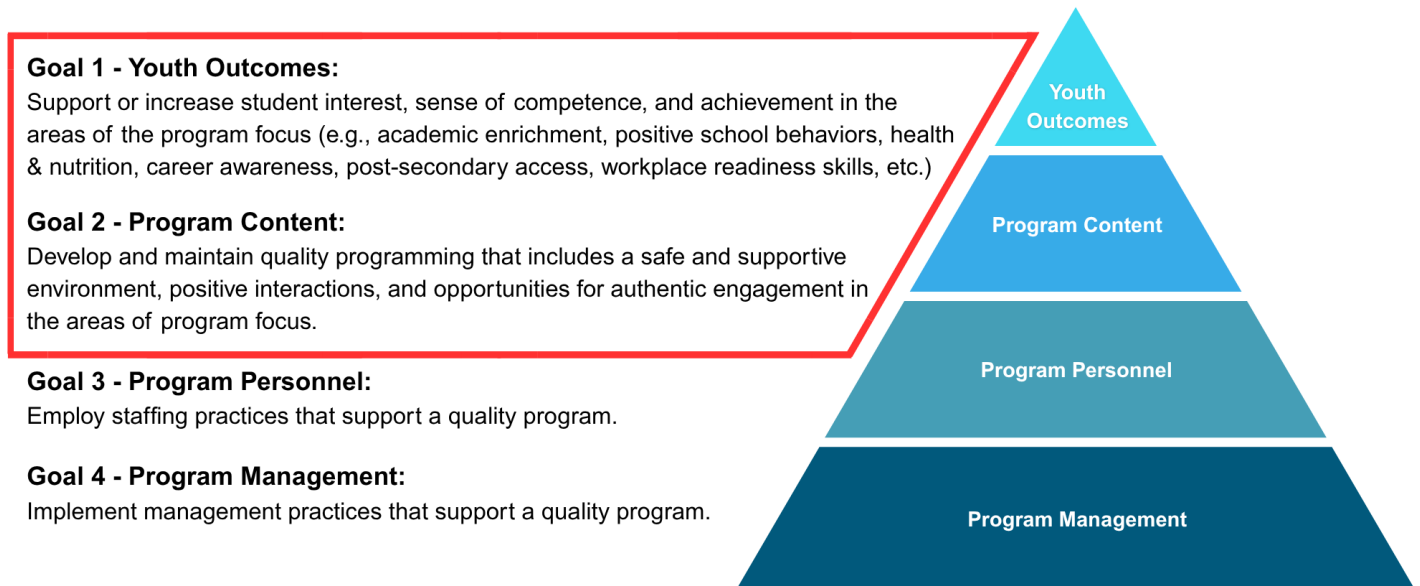
At its simplest, the API Cycle could include a conversation (“How’s it going with...”), a plan for making a change (“let’s try...”), and an action (attending a training, trying a new strategy, etc.). Throughout the year, program directors and AREs will engage in many informal API Cycles, along with a more formal API Cycle focused on meeting grant goals at the program and site levels (see next page for goals, Section 3 for coaching, and Section 9 for a timeline).

Goals, Objectives, and “the Rubric”

The Missouri AfterSchool Network (MASN) led a multi-year workgroup to revise the statewide Afterschool Evaluation Framework for 2023–2028 which outlines the goals, objectives, and rubrics that grantees and their AREs work toward in the quality improvement cycle.

The 2023–2028 Afterschool Evaluation Framework is designed to allow funders and programs flexibility to choose which goals and objectives are appropriate for evaluating their programs. This decision is based on the purpose of the funding and the focus of the program.

2023-2028 Afterschool Program Quality Goals



Goal 1: Youth Outcomes

Support or increase student interest, sense of competence, and achievement in the areas of the program focus (e.g., academic, social & emotional, health & nutrition, career awareness, post-secondary access, personal and life skills, commitment to learning, etc.).

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.

Goal 3: Program Personnel

Employ staffing practices that support a quality program.

Goal 4: Program Management

Implement management practices that support a quality program.

Since the 21st CCLC, MOCAL, and SAC grant guidelines and monitoring processes cover items in Goals 3 and 4, DESE Afterschool Programs has selected Goals 1 and 2 for use by the grantees. Specifically, all grantees are responsible for working towards Goal 1 Objectives 1.1–1.4 and Goal 2 Objectives 2.1–2.4.

Goal 1: Youth Outcomes (required)

Support or increase student interest, sense of competence and achievement in the areas of the program focus (e.g., academic, social & emotional, health & nutrition, career awareness, post-secondary access, personal and life skills, commitment to learning, etc.).

1.1 Program will score satisfactory or above on the Program Attendance rubric

1.2 Program will score satisfactory or above on the Academic Outcomes rubric

1.3 Program will score satisfactory or above on the Positive School Behaviors rubric

1.4 Program will score satisfactory or above on the Family Engagement rubric

Goal 2: Program Content (required)

Develop and maintain quality programming that includes a safe and supportive environment, positive interactions, and opportunities for authentic engagement in the areas of programming.

2.1 Program (site) will score satisfactory or above on the Observed/Reported Program Quality rubric

2.2 Program (site) will score satisfactory or above on the Academic Enrichment rubric

2.3 Program (site) will score satisfactory or above on the Broad Array rubric

2.4 Program (site) will score satisfactory or above on the Family Engagement rubric

Each objective references a rubric that includes three or more items that will be used to calculate the rubric score. The rubric framework allows grantees to have one or more items within an objective score “less than satisfactory” as long as there are a sufficient number of items that are “more than satisfactory” or “advanced” to produce an overall score of “satisfactory or above” for the objective. The 2023–2028 rubrics are in the DESE Afterschool Portal in the Policies/Procedures section.

03

Technical Assistance and Coaching

There is a team of 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 inperson visits, phone calls, and email communication. Together, the programs and their AREs celebrate their 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 QAP will 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 QAP will be based on needs identified while discussing the Program Visit Discussion Prompts. If you are a returning grantee, the Program Level QAP will be based on the results of your external evaluation. Program Administrators should set aside at least 3 hours for each program visit.

Site Visits

During the site visits (twice per year), site directors and AREs 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 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 should occur within a week of the observation and may take place in-person, virtually, or by phone).

Discussion Prompts

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

Quality Action Plans (QAPs)

The QAP 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. QAPs will be created at both the program and site level (for each site).

Program Level Quality Action Plan

During the Program Visits, AREs will work with the program director and other leaders to identify (and then update) Program Level QAPs. Once 21st CCLC and MOCAL grantees have completed the external evaluation's Guided Reflection documentation with the external evaluator, they will create at least one action plan based on the data and recommendations included in that document. The external evaluator, program director, and ARE will each retain a copy of the completed Program Level QAP to facilitate follow-up and ensure completion.

Site Level Quality Action Plan

Each site will create a Site Level QAP that is based on PQA scores, survey reports, grant compliance issues, and/or the site visit discussions with their ARE. 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. The program director, site director, and ARE will each retain a copy of the completed Site Level QAP to facilitate follow-up and ensure completion.



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: _____

SMART Statement: (What does success look like? Specific and Supportive; Measureable and Meaningful; Attainable and Actionable; Realistic and Relevant; Time-Bound and Teachable)				
DATA SOURCE: 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: _____			
PROGRESS CHECKS: (When will you check in to be sure you're on track to meet your goal, or to make adjustments to your plan?)				
LEAD STAFF: Who is the primary person responsible for ensuring that the plan is followed?				
ACTION STEPS: (What needs to happen?)	RESULTS: (When this step is completed, what will be done?)	LEADER: (Who will be responsible?)	RESOURCES: (What is needed for success?)	TIMELINE: (When will this step be completed?)

04

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 and MOCAL 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 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 these processes, and answer any questions you might have about the data reports.

Grantee Access Tool *Extraordinaire* (GATE) Link

The GATE Link is used to update key personnel, request annual quality survey links, select external evaluators, report educational outreach to policymakers, and to request support for communications and educational outreach. The GATE Link is a Qualtrics survey personalized to each grant and is the access point to other surveys throughout the year.

Key Personnel/Change of Key Personnel

Key grant personnel include the program director/grant contact and a designated site director at each site. The GATE Link can be used throughout the year to update DESE-Afterschool Programs and MASN about key personnel changes. Emails will automatically be sent to DESE-Afterschool Programs, the ARE, and other MASN staff as needed.

AQS Requester Tool

The annual Afterschool Quality Survey (AQS) process includes requesting electronic links and younger youth paper surveys. When the time comes, program directors will use the GATE Link to access the AQS requester tool. The option to start the AQS requester tool will not be available until late January, when it is time for the program director to confirm site-level contact information and request surveys.

External Evaluation Tools

Depending on the timeline of the evaluation cycle, program directors will see different options related to the evaluation tools including, but not limited to, accessing a link to the previous year’s Guided Reflection, selecting the current year’s evaluator (April), and viewing the current year’s Local Context data.

Educational Outreach Reporting

Grantees can use the GATE Link to inform DESE-Afterschool Programs and MASN about educational

outreach activities completed, including communication with elected officials, site visits, etc. Knowing of your interactions with policymakers helps the Policy Team follow-up and connect with your elected officials.

Request for Services/Support

The GATE Link will also have options to request services or supports from the MASN Team, such as help planning for or contacting a legislator, or assistance modifying communication assets to fit your program. The links in the GATE Link will take you to a more detailed survey to capture your interest so that we can follow-up and provide support.

Missouri Afterschool Data System (MADS)

The Missouri Afterschool Data System (MADS), formerly known as 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. MADS was developed by DESE-Afterschool Programs to meet the needs of state and federal reporting associated with 21st CCLC and SAC funded afterschool programs. MADS is also used for MOCAL reporting.

The primary purpose of MADS is serving as a child management time and attendance system to track the participation of youth in these grant funded programs. Additionally, the MADS 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 provides 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 MADS platform is a requirement of the 21st CCLC, MOCAL, and SAC grants with reporting deadlines throughout the year and ongoing monitoring by MASN and DESE Afterschool Program's staff and consultants. The list of due dates is available on the DESE Afterschool Portal.

Afterschool Quality Surveys (AQS)

A large part of the quality and evaluation data used in the Assess-Plan-Improve Cycle comes from the AQS. Participation in the survey is a requirement of the SAC, MOCAL, 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: 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, youth development, academic efficacy and supports, and overall opinions about the program. These surveys are linked via ID numbers to the site and child-level data from the MADS system and DESSA social-emotional tool.

Family Surveys

The family surveys are provided to programs in electronic format, with the ability to be translated into a wide variety of languages within the Qualtrics system. The family surveys seek to poll parents and guardians about aspects of program quality and impacts of the program on their child(ren). The family survey also asks demographic questions regarding family economic and education indicators, which have 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 perspectives 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 Riverside Insights, 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 of the strengths of youth served by programs at a statewide level and measures the impact of participation in 21st CCLC, MOCAL, and 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 if 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, including setting up sites and local administrators and populating youth from the MADS system. Individual site and program administrators are responsible for setting up the educators 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 analyses 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. Additionally, the school-day teacher perspective is utilized as an item on the evaluations of 21st CCLC and MOCAL grants. 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. In the event that the afterschool staff for a given child is also the school-day teacher, only one spring assessment needs to be completed.

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 more specifically the areas of social development in which a child may be struggling. Riverside Insights has also developed self-assessment tools for middle and high school students, along with one for adult staff working with children and youth. More information about the DESSA can be found at <https://RiversideInsights.com/>.

Additional Document Verification

All grantees are required to submit various documents reflecting curriculum, scheduling, and engagement with families, etc., as required by the 21st CCLC and MOCAL external evaluation process and the SAC quality improvement reporting.

The most up-to-date version of the rubric can be found in the Policies/Procedures section of the DESE Afterschool Portal. See Section 7–Evaluation and Monitoring for more information about the Afterschool Evaluation Framework.

An early 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). The following chart includes a list of rubric items that require additional documentation to be submitted for verification.

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	English Language Arts (ELA) High Impact Targeted Academic Experience	One, two, or three intentional targeted ELA interventions, such as high impact tutoring, that have consistent, trained instructors that meet regularly and frequently with an individual or small group of students to work on specific knowledge or skills to meet a particular academic need.

2.2.f	Math High Impact Targeted Academic Experience	One, two, or three intentional targeted math interventions, such as high impact tutoring, that have consistent, trained instructors that meet regularly and frequently with an individual or small group of students to work on specific knowledge or skills to meet a particular academic need.
2.3.a	Social and Emotional Learning	Documentation of two, three, or four SEL activities.
2.3.b	Weekly Schedule-Exposure to a Variety of Topics	Weekly schedule includes academic support and at least two, three, 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 or 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, two, or three family enrichment activities for youth and their families to participate in together.
2.4.f	Educational Development for Adult Family Members of Students Served	Documentation of one or two educational development opportunities 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 training. The PQA assesses the 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 specialists hold master's level degrees in education, are Missouri 4-H Youth Specialists, or are University of Missouri Human Environmental Sciences Human Development Specialists. 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 inter-rater reliability test. Yearly refresher training is 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 QAP. Based on the site's QAP, they will select one of the ten Youth Work Methods trainings. Programs may select to have additional PQA observations using the SEL PQA, STEM PQA, or the regular PQA. This may be beneficial for those wanting to have a pre-/post-observation in the same school year.

Cancellation Policy

We ask that you try to limit cancelling 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 consistency in data collection, the grantee will be required to complete an afternoon PQA observation. However, if a program wishes to have an additional observation of their morning program, that can be arranged with advanced notice.

Feedback and Appeals

Any appeals/concerns should be sent to the Associate Director of Quality overseeing the PQA process.

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 before access to the self-assessment data entry will be provided. The PQA Basics 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 to each program/site.

Step 2: The assessor will contact the program to schedule a mutually agreeable time for the observation.

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:

- Verification of the age groups served by the site to confirm the use of the School Age PQA (K–6) or Youth PQA (4–12).
- Discuss the 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 the building, where to meet, etc.
- The site director should inform the relevant staff about the PQA observation. We do not want to surprise anyone.

Observation

Step 1: The assessor should arrive at least 15 minutes before 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 2½ to 3 hours.
- For older youth programs, the assessor will observe 2-3 full offerings, depending on the schedule for the day, staying for approximately 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 dialogue between the assessor and staff takes place during the observation. Also, administrators who are not normally on site 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 scheduled.

Step 2: The PQA coordinator will send the program contact person and their ARE a copy of the PQA report. This report will be used at a Planning with Data session where each site will create a Quality Action Plan. (See section 5.)



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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 Quality Committee have worked with partners across the state to ensure that a variety of approved clock-hour training are offered. These trainings range from two-hour sessions for individual programs to conference sessions to multi-session/multi-day events. Attendance records from all approved sessions are entered into the Missouri Professional Development System (MOPD System).

Planning With Data (PWD)

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

The PWD session is scheduled with the ARE after a program receives its PQA results. Sessions typically last two and a half hours, and content includes information about the PQA process and how to analyze and interpret PQA and survey reports. Participants engage in creating a site-specific QAP.

The objectives tied to the Planning with Data training 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 scores. The Youth Work Methods (YWM) trainings have been proven effective for raising the level of quality at the point of service (on-site with youth). Site-level staff are required to attend at least one two-hour YWM training yearly. The site team, along with the ARE, will identify YWM trainings that fit with the Site-Level QAPs and that are appropriate for the staff. A list of the YWM trainings can be found at forumfyi.org/weikartcenter/workshops/.

YWM trainings can be completed online in the CypherWorx platform, scheduled with your ARE, or, in some cases, program staff may be certified YWM trainers for their staff.

Virtual PD

MASN will offer virtual professional development throughout the year. These training sessions will be 1.5 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 2026-27, the virtual professional development series will be provided by Kids Included Together (KIT). Session topics will be: Including Students with Disabilities, Building Trust with Families, Having a “Bag of Tricks” for Transition Times, and “Turning Down the Heat on Behavior”. Grantees that have completed most YWM trainings can build the virtual PD series into their Site Level QAP instead of repeating YWM trainings.

Site Director Orientation Training (SDOT)

This course collection helps prepare site directors for their role in afterschool programs by covering a variety of topics designed to help them work with students, families, and school partners, as well as 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 can choose to do so to experience what their site directors are completing. (Note: This requirement is optional for site directors who have met the OOC Director Requirements.)

Required Statewide Conference Options

Grantees are required to attend at least one of the following statewide conferences where a DESE Update and/or grant-appropriate training content are presented. Grantees are encouraged to bring additional staff - and strongly encouraged to bring site directors - to MOSAC so that program staff can connect with and learn from peers from around the state. Due to limited capacity, only program directors and administrators may attend the Afterschool Leadership Conference.

MOSAC

The Missouri School Age Conference (MOSAC) is the only conference in Missouri designed specifically for all afterschool professionals. The event takes place annually in the fall to bring together professionals from across the state for high-quality professional development and networking opportunities. Information about MOSAC is available at mosac.org.

Afterschool Leadership Conference (ALC)

MASN and the Kansas Enrichment Network (KEN) 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 is available at afterschoolleadership.org.

MOSAC Minis

MOSAC Minis provide high quality, conference style professional development across the state that are planned by local committees and supported by MASN’s infrastructure. Each event offers ~5 clock hours of training tailored to the needs and wants of local afterschool professionals in that community or region. 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.

Southwest Afterschool Professionals (SWAP) Conference

The Southwest Afterschool Professionals (SWAP) Conference will be held each fall in the southwest region of Missouri. A local planning committee organizes a one day conference focused on topics that are relevant to direct service. Watch the Afterschool Pipeline for more details!

Active Learning Institute

Since 2022, MASN has “sponsored” ALI as a regional MOSAC Mini. The ALI has been held in St. Louis for many years. A local committee plans the ALI with funding support from MOSAC profits. More information can be found in the Afterschool Pipeline.

GAP Conference

The Gathering Afterschool Professionals (GAP) Conference takes place in the Kansas City area. This MOSAC 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 Afterschool Pipeline.

Other Optional Conferences and Trainings

Midwest STEM Conference

MASN and the Kummer Center for STEM Education co-host the annual Midwest STEM Conference in the summer on the campus of Missouri S&T. This conference is an opportunity for afterschool program staff and school day educators to engage in a deep dive on STEM education. The Midwest STEM Conference 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 plan workshops for afterschool professionals. In the 2024-25 school year, the grant and continuation report guidance documents were 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. (Note: Clock hour credit is no longer available unless managed by the MAACCE planning committee.)

Beyond the Bell (BTB) Toolkit Training

This training opportunity is geared toward 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 (AIR)) and covers topics such as program design, staffing, communications, records management, program quality improvement, and everything it takes to run a high-quality program.

CypherWorx Online On-demand Training

Access to school-age/afterschool-specific training is available through the CypherWorx platform. Training is offered in an asynchronous, online on-demand format and can be completed on a computer, tablet, or mobile device. A selection of training and course collections has 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) offer an opportunity for afterschool program staff to engage in topical deep dives through multiple connections with a cohort of peers from the afterschool field.

STEM PLC

The goal of the STEM Peer Learning Community (PLC) is to equip afterschool educators with the tools to facilitate effective learning in STEM. The PLC focuses on expanding content through STEM Playlists and enhancing delivery through Reflective Coaching. Afterschool educators who participate receive 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 Youth Leadership, VentureLab, and Young Entrepreneur Institute (YEI).

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 new applicants annually and provides training, peer networking opportunities, mentorship, and a stipend. Ambassadors receive coaching from an advocate with 20+ years of experience in political campaigns encompassing policy/advocacy work.

Young Professionals PLC

MASN will facilitate monthly calls from December through May for afterschool professionals who are age 35 and under. These calls will be opportunities for networking, professional development, and long term thinking about working in the field of afterschool. The PLC will kick off with a session at the Missouri School Age Conference (MOSAC) in November 2026.

Leadership Learning Series PLC

Great afterschool programs are built by strong, well-supported leaders with practical, people-centered management skills. The Leadership Learning Series is a 10-month journey designed to help afterschool leaders build confidence, deepen their skill sets, and lead with clarity, care, and intention. Through interactive workshops, peer coaching, in-person connection, and real-time practice, participants will strengthen their ability to communicate effectively, navigate challenges, support their teams, and build trust-centered program cultures.

Opportunities to Present

There are multiple pathways for individuals to offer training 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 statewide 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 before 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 Brad Lademann at lademannb@missouri.edu to express interest in participating in a Weikart Youth Work Methods Train the Trainer session.

National Conferences

The National Afterschool Association (NAA) Convention, Beyond School Hours Conference, and 21st CCLC Summer Institute accept Requests For Presentations (RFPs) from across the country to provide breakout sessions on topics relevant to afterschool. For more information, you can visit www.naaweb.org/convention and www.beyondschoolhours.org/about-beyond-school-hours, or watch for information about the 21st CCLC Summer Symposium in the Grantee Newsletter.

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).

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Resources

MASN strives to provide 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, CypherWorx training access, the Afterschool Pipeline newsletter, and other email Listservs.

Monthly Meetings

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

Pipeline LIVE! Afterschool Director Update

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

This webinar is designed to provide the field with updates about MASN's work, upcoming training and conferences, funding opportunities, advocacy and policy for afterschool, and other topics relevant to the afterschool world. Held on the third Tuesday of each month, these meetings typically last 1–1.5 hours. The first ~45 minutes focus on topics of interest to all afterschool programs and the remaining time focuses on content specific to 21st CCLC, MOCAL, and SAC grantees. The webinars are recorded and the links are sent in the following Afterschool Pipeline newsletter.

Director Networking Calls

Connect with fellow directors from across Missouri during our monthly networking calls on the first Wednesday of each month. These open forum sessions offer a space to ask questions, exchange ideas, share successes, and collaborate on common challenges. Whether you're looking for advice, resources, or new perspectives, you'll leave with valuable insights and connections.

On-site Services

STEM Mobile Lab

The STEM Mobile Lab transports an afterschool-designed lab of hands-on STEM activities to afterschool programs across the state. The lab is driven by a MASN STEM Educator, who brings supplies and equipment needed for selected activities, and also leads professional development for afterschool staff. This on-site learning lab is available by registration for 3–5 consecutive days (up to ~10 hours) of afterschool programming and/or special events. For more information about the STEM Mobile Lab, visit moafterschool.org/stemlab/.

E-Newsletters

MASN has several email newsletters that program staff and partners can sign up to receive. Sign-ups are processed through the MASN website at moafterschool.org/sign-up-for-our-newsletter/.

Afterschool Pipeline

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

STEM Newsletter

The monthly STEM Newsletter contains information about trainings, grant opportunities, activities, and curriculum at the state and national level for STEM initiatives. National information comes from the STEM Next Opportunity Fund.

Grantee Newsletter

A MASN newsletter sent to DESE grantees several times per year, containing grantee-specific information from DESE and/or MASN.

Afterschool Advocate

The Afterschool Advocate is a policy-focused newsletter sent on an as-needed basis to inform afterschool professionals and supporters of state and national policy efforts.

@po.missouri.edu

MASN uses the @po.missouri.edu email server to send emails to targeted groups that may or may not be subscribed to MASN's other newsletters.

DESE Office of Childhood (OOC)

OOC sends out emails announcing updates along with a monthly newsletter. Sign up for email updates at earlyconnections.mo.gov.

Websites

MASN

The website moafterschool.org contains information about MASN, the Afterschool Committees, a Resource Library, and other services specific to the 21st CCLC, MOCAL, and SAC grantees.

DESE-Afterschool Programs

The DESE-Afterschool Programs website contains information about 21st CCLC and SAC applications, awarded programs, tiered monitoring, and links to MADS and the DESE Afterschool Portal. Go to dese.mo.gov and 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 at portal.kidscarecenter.com/public/Landing.aspx.

Missouri Afterschool Data System (MADS)

The Missouri Afterschool Data System (MADS), formerly known as Kids Care Center (KCC), has been renamed to reflect larger changes made specifically for Missouri. The 21st CCLC, MOCAL, and SAC grantees are required to enter student-level attendance and grade data into MADS. ([mo.kidscarecenter.com/ KCC/secure/login.aspx](http://mo.kidscarecenter.com/KCC/secure/login.aspx))

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/ require a login, which is available to all grantees along with the DESSA-Mini tools.

MOSAC

Use the MOSAC website to find information on conference sessions, keynote speakers, lodging, and event location. MOSAC.org houses the nomination form for the Celebration of Afterschool, as well as past Celebration of Afterschool information and conference booklets.

Afterschool Leadership Conference (ALC)

Find details about the Afterschool Leadership Conference, such as keynote speakers, sessions, and area information (e.g. lodging and location specifics) at afterschoolleadership.org.

Scholarships and Grants

Youth Development Credential (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 more information, visit moafterschool.org/quality/ydc scholarship/.

Entrepreneurship Grant

The Entrepreneurship Grant offer afterschool programs targeted funding to launch student entrepreneurship projects. Grant funds may be used for supplies, materials, equipment, or other project-related expenses. In the early spring find additional details, including the application timeline, in the Afterschool Pipeline.

Partner in Possibility (PiP) Grant

The PiP Grant provides funding to local communities seeking to build partnerships with afterschool programs related to the broad umbrella of workforce development. Partnerships should focus on one or more of the following workforce development areas: Career awareness, post-secondary planning, STEM, entrepreneurship education, and/or service learning. Information will be in the Afterschool Pipeline in early spring.

Opportunities for Youth

Student Leadership Summits

The Middle School and High School Leadership Summits are designed to support afterschool programs as they engage students in planning their futures. These career-focused events and corresponding curricula are offered free of charge to all out-of-school time programs. While the middle school and high school summits take place on the same day at the same college campus, the students participate in separate age-appropriate experiences for each group.

The High School Student Leadership Summit, presented by 220 Youth Leadership, helps students create an “unrealistic” 10-year vision for their life. Students connect with peers to envision their future before touring the college campus.

The Middle School Student Leadership Summit is presented by VentureLab to launch their Career Exploration and Innovation Curriculum. Students grow their entrepreneurial mindsets and skillsets while exploring a career path that’s uniquely their own.

Missouri Manufacturing Academy

The Manufacturing Academy allows middle school afterschool youth to learn about career opportunities available in the manufacturing field. Students experience hands-on, afterschool learning as well as a field trip to Missouri S&T, Ozarks Technical Community College (OTC), and manufacturing facilities.

Youth Advocacy Summit

Youth 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 builds confidence and cultivates 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 \$500 in value. The top finishers compete in a national competition for additional cash prizes. Participating programs can also win up to \$600.

Voice of Youth (VOY)

Voice Of the Youth (VOY) is a statewide council of afterschool students who promote opportunities for school-age youth through afterschool and summer learning programs. They are paid for their work and meet virtually, year-round, every-other Wednesday night to plan actions and the annual Youth Advocacy Summit.

Gateway to Futures (G2F)

Gateway to Futures (G2F) helps under-resourced 8th - 12th grade students in afterschool start saving for their future. Students complete a MASN sponsored Personal Finance course, open a 529 account with support from MOST 529 staff, and earn \$100 deposit.

07

Evaluation and Monitoring

21st CCLC and MOCAL External Evaluation

As outlined in the 21st CCLC application and continuation reports, each 21st CCLC and MOCAL grantee must undergo an annual external evaluation submitted to DESE-Afterschool Programs. The external evaluation assesses the grantee's progress toward achieving their goals of providing high-quality opportunities for academic programming, a broad array of enrichment, and family engagement. 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 or MOCAL grantee's responsibility to select a certified evaluator from the approved list of individuals completing the certification process. The list of certified evaluators will typically be posted to the DESE Afterschool Portal in March or April. Grantees will use the GATE link to indicate their selection, which will trigger the Local Context data entry link to both the evaluator and program director. The 21st CCLC and MOCAL grantees may not use grant funds for any additional evaluators/evaluations.

The Local Context and Guided Reflection documents are the products completed by the certified external evaluator. They include specific questions about the statewide goals and objectives and guide the certified evaluators and program director through a conversation that provides both with a deeper understanding of the data and its relationship to the local context. Grants with multiple sites will submit one report that summarizes the data and trends for all sites in the grant. Programs with more than one 21st CCLC or MOCAL cohort will have an evaluation for each grant.

Local Context Sections

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

Guided Reflection Sections

1. Review of Data Reports
2. Status of Current Year's Objectives
3. Longitudinal Progress
4. Evaluation Summary

The external evaluator meets with the program director at least twice during the evaluation cycle. During the first meeting, they discuss Local Context and progress since the previous evaluation. The Local Context interview is a part of the qualitative data that will later be used in the Guided Reflection. During this interview, the program director, site directors, and external evaluator discuss factors relating to youth, families, staff, and community for both the youth outcomes and the program quality. This information is submitted in Qualtrics for review by the program director. Later in the fall, the grant and site-level data reports are sent to the external evaluators, and they begin to compile the qualitative and quantitative data into a comprehensive report about the grantee called the Guided Reflection. At the final meeting, the evaluator and program director discuss the findings and have the opportunity to add additional contextual information to the Guided Reflection document before submitting it to DESE Afterschool Programs by data entering it into the Guided Reflection survey in Qualtrics.

The final component of the Guided Reflection document is a 21st CCLC/MOCAL 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 the 21st CCLC and MOCAL 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. 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, MOCAL, and SAC Grant Monitoring

On an annual basis, the DESE-Afterschool Program 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, phone, and on-site monitoring. See the DESE Afterschool Portal for additional monitoring information.

Documenting Licensing Status

All 21st CCLC, MOCAL, and SAC grantees are required to document the licensing status of each site. Most grantees are either licensable or exempt from licensure. Licensed grantees should submit a copy of the site license(s) with their application, continuation report, or as soon as received by OOC. Exempt from Licensure grantees should complete the Program Evaluation Questionnaire (PEQ) for each site indicating which of the allowed exemptions applies to the site(s) per RSMo 210.211. After OOC review, a letter with a DVN (Department Vendor Number) will be sent to the program documenting the exemption status.

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 monitoring process (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 Objectives	Use in Tiered Monitoring
Schedules	2.3.b – Weekly Schedule-Exposure to a Variety of Topics – Weekly schedule includes academic programming and at least (two, three, 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 (Satisfactory)/three (More Than Satisfactory) different activities per day for each age group (excluding snack/meal) 2.3.d – Choice of Activities – Daily or weekly schedule allows youth the opportunity to choose at least one activity throughout the week OR evidence that youth “select” a class/ group/club to sign up for at least quarterly (Satisfactory); Youth have opportunities at least twice a week to choose from the site’s broad array of enrichment activities (see list in 2.3.b) (More Than Satisfactory)	A-1 – Program is providing the number of hours per week and number of days per week of programming as described in the original grant application (or approved amendments) and meets the state requirement. E-1 (21st CCLC/MOCAL) and E-2 (SAC) – Comprehensive schedule that reflects all specific activities offered (just listing ‘enrichment activities’ is not acceptable; must also be able to demonstrate math, reading and science activities are provided as well).
Family Engagement Events	2.4.e – Family & Child Academic Enrichment Opportunities – Documentation of one (Satisfactory), two (More Than Satisfactory), or three (Advanced) family engagement opportunities 2.4.f – Educational Development for Adult Family Members of Students Served – Documentation of one (Satisfactory) or two (More Than Satisfactory) educational development opportunities for families of students served; Documentation that at least one of the two family educational development opportunities was planned based on a recent family needs assessment or family survey (Advanced)	D-4 (21st CCLC/MOCAL) – Offers families of students served opportunities for active and meaningful engagement in their children’s education, including opportunities for literacy and related educational development. Grant dollars do not support any community-wide services. D-4 (SAC) and D-5 (21st CCLC/MOCAL) – Program encourages family and parent engagement in the program (e.g., family nights, volunteering, etc.).

08

Educational Outreach

What is Educational Outreach to Elected Officials?

Policy makers invest funds in federally and state funded afterschool programs like 21st CCLC, MOCAL and SAC. Afterschool program leaders have a responsibility to educate elected officials about their investments in your programs, including how those funds are being used to benefit youth and families in their legislative districts. Educational outreach means telling policymakers about how you are using the funds. Without consistent educational outreach, those funds will lose support from elected officials and will eventually cease to exist.

Expectations of Grantees

Grantees should contact policymakers on a local, state, and federal level, at least once a year. This can take many forms, such as presenting to your local school board, meeting with your legislators at the state capitol, inviting your Member of Congress to visit your afterschool program, or sending letters from youth and parents to a legislator. MASN can help you connect with policymakers; whether you're learning who they are, reaching out, planning a Capitol visit, preparing a presentation, or inviting them to your program. For assistance, please use your grant's GATE Link or contact Natalie Hampton at HamptonN@missouri.edu.

Lobbying vs. Not Lobbying

If you receive federal or state funds, there are some restrictions on lobbying, but they are easy to comply with. Lobbying is just a specific type of advocacy that includes an ask for funding or for a yes/no vote. There are two easy ways to comply:

1. Your right to lobby is constitutionally protected as free speech. However, if you receive federal funding you would need to lobby on your own time, using your own resources. That could mean making a call to a policymaker on your lunch hour with your personal cell phone or taking time off to go to the Capitol.
2. To avoid lobbying, you can do EVERYTHING but make a direct ask to a policymaker to fund/not fund or vote for/against something, for example: "I work for ____ afterschool program in ____ community. We do amazing work, including ____ to help ____# of youth learn and grow. We are funded through ____ grant." Since you did not directly ask the policymaker to continue or increase the funding, this is NOT lobbying.

Priorities for Grantees in 2026–27

21st CCLC

The 21st CCLC funding is appropriated by Congress each year. Even if the president “zeros out” 21st CCLC funding, Congress can choose to add it back in. That is why it is important for your U.S. Representative and U.S. Senators to know about your program. Here are some suggestions:

- Apply to become a MASN Afterschool Ambassador.
- Invite federal and state policymakers to visit your program.
- Send elected officials information about your program.
- When the U.S. Congress is recessed, attend events where you can talk to your U.S. Representatives about your program.

MOCAL

MOCAL funding is state level funding that mirrors the 21st CCLC program. This state funding allows more 21st CCLC applicants to receive funding. Since this funding is relatively new, it is important for MOCAL programs to help educate state level representatives and senators about the importance of MOCAL funding. Suggestions include:

- Participate in an afterschool advocacy day at the Capitol or coordinate to meet a MASN policy staff member at the Capitol during the legislative session (January-May).
- Invite state policymakers to visit your program for Lights On Afterschool.
- Invite elected officials to attend a family engagement night or to read to youth as part of a literacy program.

SAC

We are fortunate that the SAC funding from the Child Care Development Fund (CCDF) has been consistent and stable for more than 30 years, but the policies around school age child care have changed over time as Congress has updated the Child Care and Development Block Grant (CCDBG) legislation. SAC grantees are encouraged to do educational outreach so that their elected officials understand the importance of school age child care. We encourage you to:

- Coordinate with MASN to meet with state legislators at the capitol during the legislative session (January-May).
- Invite federal and state policymakers to visit your program.
- Participate in the Kids Win Missouri Child Care Coalition meetings.
- Send elected officials information about your program.

Educational Outreach Resources

MASN has developed several resources to assist grantees with educational outreach to elected officials. If you would like additional materials, or to personalize any of the materials mentioned below, please use your program's GATE Link or email Megan Sauls at MSaulsWilson@missouri.edu.

Program Spotlight Stories

Telling the story of afterschool is an important part of educating elected officials about the impact of afterschool programs. MASN can help to coordinate or produce a program feature or spotlight story. The stories can feature staff, students, program initiatives, program partnerships, family programming, and community involvement. Stories may be in the form of blog posts, one-pagers, social media decks, or videos depending on the content and needs of the program. To request assistance telling your program's story, please use your program's GATE Link or contact Megan Sauls at MSaulsWilson@missouri.edu.

Letters to the Editor

Newspapers are *very* effective for sharing an issue with your community. MASN has examples of letters to the editor and letters to community business leaders. Grantees can work with MASN to develop customized content for their community.

Public Service Announcements (PSAs)

Grantees should highlight the impact of afterschool in their community through 15 or 30 second public service announcements. MASN has example PSAs, best practices and tips, and the Missouri Broadcasters Association contacts for all member stations. PSAs are a low lift, high impact communications practice to amplify the voice of afterschool to local families, local businesses, and community leaders.

Social Media Assets

MASN has a robust library of social media assets grantees can utilize on their social media platforms. Grantees will find social cards covering the statistical impact of grant funding, the need for afterschool in Missouri, and grantee quotes. Reach out to the MASN to develop customized social media assets, including editable templates, for your program.

09

Timelines

The Continuous Quality Improvement Cycle spans the entire program year with technical assistance support from the program's ARE available all year long. There are resources on the MASN website and DESE Afterschool Portal to help grantees keep track of their quality improvement cycle, due dates, and/or other opportunities: the Date List, the Afterschool Grantee Timeline, and MADS due dates.

Date List

The Date List attempts to put all training, technical assistance, data collection, and evaluation dates in one place. The list also includes the DESE fiscal and monitoring dates.

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.

Missouri Afterschool Data System (MADS) Due Dates

Each year, DESE-Afterschool Programs posts a document in the DESE Afterschool Portal reminding grantees of the "due dates" specific to data entering information in MADS.

10

Get Involved and Other Information

Afterschool Leadership Team

The Afterschool Leadership Team serves as the guiding body for Missouri's statewide afterschool system. It is composed of afterschool professionals who lead standing committees, as well as representatives from state agencies, regional intermediaries, and key organizational partners such as the Missouri Chamber of Commerce and No Kid Hungry.

The Afterschool Leadership Team plays a central role in advancing and strengthening the afterschool field across the state. It oversees four standing committees, open to all afterschool professionals and partners: Public Policy and Advocacy, STEM, Quality and Professional Development, and Public Awareness.

In addition, members contribute to various taskforces and work groups, including the MOSAC Planning Committee, ensuring afterschool efforts align with broader statewide goals.

Afterschool Committees

The Afterschool Leadership Team convenes standing committees in the areas of Policy and Advocacy, STEM, Quality, 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 has a MASN staff member serving as committee liaison.

MOSAC Planning Committee

The MOSAC Planning Committee meets regularly from April–November each year. Any afterschool professional or partner may volunteer to serve on the MOSAC Planning Committee.

Actively involved members receive a complimentary MOSAC registration and hotel room Thursday night for event set-up.

Afterschool Ambassadors

The Policy and Advocacy 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 policymakers.

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 MOSAC Minis.

Lights On Afterschool (LOA)

Lights On Afterschool is a nationwide celebration of afterschool. The Afterschool Alliance and the Policy and Advocacy Committee provide information and resources to plan local Lights On Afterschool events. Check the Afterschool Pipeline in September and early October for LOA assets for your program to share on social media.

Missouri Fund IRL Coalition

Missouri AfterSchool Network is the campaign organizer for Missouri's Fund IRL Coalition. Nationally, advocates, including the Children's Funding Project are calling on state attorneys general to join lawsuits against social media companies for harming youth by purposefully making their products addictive, then profiting off of preventable harm to youth. Furthermore, this coalition seeks to ensure that the funding from those lawsuit payouts is used to fund in-real-life, positive youth development opportunities so that youth can develop the in-real-life social skills that social media has replaced.

11

Terms and Acronyms

21st CCLC - 21st Century Community Learning Centers	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. State education agencies distribute the funds to local school districts or community-based organizations in partnership with the school districts to operate 21st CCLC programs.
Academic Programming	All 21st CCLC and MOCAL grantees are required to provide academic programming that is based on student needs and is aligned with school day learning. 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.
Accreditation	Accreditation is a process that 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 achieved high performance standards of excellence.
ACF - Administration for Children and Families	Child care, including school-age child care, is an area covered by ACF at the federal level.
Afterschool	The term afterschool is used for both before- and afterschool programming. The afterschool system also includes summer before- and after-summer school programming and full day summer enrichment programming. Many programs start as early as 6 a.m. and typically end at 6 p.m. or later.
Afterschool Alliance	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.

ALC - Afterschool Leadership Conference	MASN and the Kansas Enrichment Network (KEN) co-host a bistate 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 ALC will be included in the Afterschool Pipeline.
ALI - Active Learning Institute	Since 2022, MASN has “sponsored” ALI as a regional PDI Mini. The event has been held in St. Louis for many years. More information about the fall and spring ALIs will be in the Pipeline.
API Cycle - The Assess-Plan-Improve Cycle	A Continuous Quality Improvement Cycle where afterschool programs review information, set goals, and implement changes.
AQS - Afterschool Quality Survey	The annual AQS includes youth, family, staff, and school administrator surveys used for evaluation and quality improvement.
ARCHS - Area Resources for Community and Human Services	A Community Partnership that manages grant funds for local afterschool programs in the St. Louis area.
ARE - Afterschool Regional Educator	“Coaches” for 21st CCLC, MOCAL, and SAC grantees, AREs provide training and technical assistance, including help with grant compliance and quality improvement. They complete program and site visits, PWD meetings, and YWM trainings.
Assessor vs. Evaluator	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 and MOCAL program directors to complete the Local Context and Guided Reflection documents.
ATAP - Afterschool Technical Assistance Program	Through Child Care Development Funds provided by the Office of Childhood, MASN offers FREE afterschool technical assistance for all afterschool programs. Programs may request one-on-one support for their program in the areas of administration and programming, licensing and child care subsidy, quality improvement, and more!
Broad Array	All grantees are required to offer a broad array of enriching opportunities. These can include service learning, STEM, career awareness, recreation, healthy living, etc.
BTB - Beyond the Bell	Beyond the Bell (BTB) is for organizations interested in starting an afterschool program. It introduces resources presented in the Beyond the Bell Toolkit by the American Institutes for Research (AIR).
CAP - Corrective Action Plan	DESE may assign a CAP to a grantee if there is a need based on monitoring results.
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 postsecondary education and training such as 2-year colleges, 4-year universities, certificate programs, trade schools, apprenticeships, and more.

CBO - Community Based Organization	A community-based program is administered by an entity other than a school district. The staff at the program are not paid as school district employees. A CBO may operate their afterschool program in a school building or in a building outside of the school.
CCDBG - Child Care and Development Block Grant Act	CCDBG of 2014 reauthorized the law governing the Child Care and Development Fund (CCDF) program.
CCDF - Child Care Development Fund	The CCDF 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 OOC. Every three years, states must submit a CCDF State Plan indicating how the funds will be spent.
CCR - College and Career Readiness	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.
Communications Assets	Refers to individual communication materials such as social media decks, stories, one-pagers, video clips, photos, Public Service Announcements (PSAs), and more. Assets may be general or tailored to a specific program, event, or topic.
CypherWorx/MASN Learning Management System (LMS)	Access to school-age/afterschool-specific training is available in the MASN LMS through the CypherWorx platform. Training is in an asynchronous online on-demand format and can be completed on a computer, tablet, or smartphone. A selection of courses has been approved for Missouri Clock Hours. Access to the CypherWorx system is available at no cost through MASN.
Data Collection	The ongoing collection of information about grantees that includes, but is not limited to, Missouri Afterschool Data System (MADS), annual surveys, DESSA, verification documentation, DESE Core Data, PQAs, etc.
DESE - Department of Elementary and Secondary Education	Missouri's Department of Elementary and Secondary Education
DESE-Afterschool Program	The unit within Missouri's DESE that manages the 21st CCLC, MOCAL, and SAC funding.
DESE Afterschool Portal	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.

DESSA - Devereaux Student Strengths Assessment	The Devereux Student Strengths Assessment is a social and emotional tool available through Riverside Insights. The DESSA-mini is used as a pre/post tool by 21st CCLC, MOCAL, and SAC grantees, and the full DESSA is available for optional use by the program.
DVN - Department Vendor Number	A Department Vendor Number (DVN) is assigned to all licensed and license-exempt programs. Programs that are exempt from licensure (e.g., school districts) receive a DVN when they complete the Program Evaluation Questionnaire (PEQ). 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.
ECE - Early Childhood Education	Early Childhood Education – Typically early childhood initiatives are for the children, families, and staff of programs serving 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.
Educational Outreach	Educational outreach helps to spread awareness of the importance of afterschool. Grantees are expected to regularly share information with elected officials so that they are aware of the afterschool programs in the communities they represent.
ELA - English Language Arts	English Language Arts; a comprehensive term that encompasses reading, writing, speaking, listening, and language skill
ESSA - Every Student Succeeds Act	The Every Student Succeeds Act (ESSA) is the national education law (formerly called No Child Left Behind) that authorizes education programs. ESSA is designed to ensure that all students have an opportunity to a fair and equitable high-quality education and to close educational achievement. Title IV-Part B authorizes the 21st CCLC program.
eSTEAM	Entrepreneurship, Science, Engineering, Arts/Agriculture, and Math.
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 210.278. 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.
External Evaluator	A certified External Evaluator will work with each 21st CCLC and MOCAL 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.

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.
Family Engagement	All 21st CCLC and MOCAL programs are required to have two types of family engagement: 1) family academic 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.
GAP - Gathering Afterschool Professionals	The Gathering Afterschool Professionals (GAP) Conference is held in the Kansas City area. This MOSAC 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 GAP Conference will be in the Afterschool Pipeline.
GATE/GATE Link - Grantee Access Tool *Extraordinaire*	The Grantee Access Tool *Extraordinaire* (GATE) Link should be used to update key personnel, request annual survey links, select external evaluators, record educational outreach, and many other things throughout the year. Each grantee will have a link that includes the specific sites within that cohort.
Guided Reflection	The Guided Reflection is synonymous with the local, external evaluation report. The external evaluator completes the Guided Reflection based on their analysis of the qualitative (Local Context) and quantitative data. An executive summary is part of the Guided Reflection document, and the executive summary is intended for public distribution by the grantee.
Journalism vs. Strategic Communications	Journalism is objective reporting intended to inform the public, while strategic communications is purposeful messaging designed to promote, persuade, or inspire action. In short, journalism informs, while strategic communications influences.
KCC - Kids Care Center	Kids Care Center is now know as Missouri Afterschool Data System (MADS).
LEA - Local Education Agency	The Local Education Agency – Another term used for school districts.

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).
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.
LOA - Lights On Afterschool	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 and their role in keeping kid's safe, helping working families, and inspiring learning.
LINC - Local Investment Commission	A Community Partnership that operates 40+ afterschool sites in the Kansas City area.
Listserv	A Listserv is an email system that allows cross-communication between a group of people. Within a Listserv, an email is sent to one email address, which then distributes the message to each personal email within a list.
Local Context	The Local Context is the qualitative portion of the local, external evaluation. The external evaluator, program director, and site directors meet to discuss the youth, families, staff, and community as they relate to the goals of improving youth outcomes and improving program content.
MAACCE - Missouri Association of Adult Continuing and Community Education	The MAACCE conference includes workshops focused on adult basic education and community education. MAACCE is an affiliate of the national COABE (Council on Adult Basic Education) association. As of 2025, MAACCE does not meet the state afterschool conference requirement.
MADS - Missouri Afterschool Data System	Formerly known as Kids Care Center (KCC). All 21st CCLC, MOCAL, and SAC grantees enter student-level attendance and grade data into MADS.
MASN - Missouri AfterSchool Network	The Missouri AfterSchool Network builds partnerships and systems across the state that improve, support, and sustain high quality afterschool programs.
Media Kit	A ready-to-use packet containing background information, photos, logos, and facts to help media or partners share your story accurately.

Media Training	Coaching to prepare spokespeople to clearly, confidently, and consistently share key messages with the media.
MOARC - Missouri Afterschool Resource Center	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), Missouri Comprehensive Afterschool Learning (MOCAL), and School Age Community (SAC) grantees.
MOCAL - Missouri Comprehensive Afterschool Learning	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.
Monitoring	On an annual basis, the DESE-Afterschool Program 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 which grantees to monitor. Types of monitoring include self-assessment, phone, and on-site. See the DESE Afterschool Portal for additional monitoring information.
MOPD ID - Missouri Professional Development Identification Number	The Missouri Professional Development Identification Number (MOPD ID) was developed to facilitate individuals' participation in Missouri's Professional Development System. This personal identifier is managed by the Office of Childhood in the MOPD System (www.mopds.org).
MOSAC - Missouri School Age Conference	MOSAC is the only conference in Missouri designed specifically for all afterschool professionals. Held annually in the fall, MOSAC brings together professionals from across the state for high-quality professional development and networking opportunities. Information about MOSAC can be found at mosac.org .
MOSAC2 - Missouri School Age Care Coalition	From 1993-2015, MOSAC2 was the professional association for Missouri's afterschool professionals. Previously known as the Missouri School Age Care Coalition, MOSAC2 was a standalone 501c3 organization with the mission "to support and unify professionals in providing quality out of school programs". In 2015, MOSAC2'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.
MOSAC Mini	A MASN-sponsored one day professional development conference providing approved clock hour training.

NAA - 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.
Newsletters	MASN distributes the Afterschool Pipeline on a bi-weekly basis, the STEM Newsletter monthly, and the DESE Grantee Newsletter and Afterschool Advocate on an as needed basis. Sign-up for the newsletters is available on the MASN website.
OCC - Office of Child Care	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).
OOC - Office of Childhood	On January 28, 2021, Governor Mike Parson and the Departments of Elementary and Secondary Education (DESE), Health and Senior Services (DHSS), and Social Services (DSS) 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.
OST - Out-of-School Time	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.
PDI - Professional Development Institute	Professional Development Institute – Until the merger, the Missouri School Age Conference (MOSAC) was known as the Missouri School Age Community Coalition (MOSAC2) PDI.
PEQ - Program Evaluation Questionnaire	The PEQ 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.
PLC - Peer Learning Community	Peer Learning Communities are opportunities for afterschool program staff to engage in topical deep dives through multiple months of trainings and meetings with peers across the state.
PQA - Program Quality Assessment	The PQA 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.
Program Director/Program 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.
PWD - Planning With Data	A training to support site staff as they review their PQA and other data to create Site Level Quality Action Plans.

QAP - Quality Action Plan	A Quality Action Plan focuses the grantee or site on at least one specific area targeted for improvement. 21st CCLC, MOCAL, 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.
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.
RFP - Request for Proposal	A Request for Proposal (RFP) is a formal document that outlines the requirements and expectations for an event. It is used to recruit presenters for our conferences, with interested parties filling out a RFP to present.
Risk Assessment	On an annual basis, the DESE-Afterschool Program 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 which grantees to monitor. Types of monitoring include self-assessment, phone, and on-site. See the DESE Afterschool Portal for additional monitoring information.
SAC - School Age Community	School Age Community Grants – The SAC grants are managed by DESE-Afterschool Programs. SAC grant funding comes from CCDF.
School-Based Programs	A school-based afterschool program is administered by the school district. The staff at the program are school district employees.
SDOT - Site Director Orientation Training	The SDOT is an asynchronous training designed to give site directors a strong foundation for leading an afterschool program site, covering topics such as staff management, communication, youth behavior, and more. All site directors/site coordinators must complete the Site Director Orientation Training available through the CypherWorx platform within 90 days of starting the program or within 90 days of starting their employment as a site director/site coordinator. Access to the CypherWorx system is available at no cost through MASN. (7 clock hours available.)
SEA - State Education Agency	Missouri's State Education Agency is DESE.
SEL - 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.
Sharepoint	Organizations use Microsoft SharePoint to create websites to store, organize, share, and access information from any device. The DESE Afterschool Portal is a Sharepoint site that grantees should visit regularly.

Site	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.
Site Director/Site Facilitator	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.
Site Staff	Site staff work directly with the children and youth. Other terms commonly used include group leaders and youth workers.
STEAM	Science, Technology, Engineering, Arts/Agriculture, and Math.
STEM	Science, Technology, Engineering, and Math.
Strategic Communications vs. Journalism	Journalism is objective reporting intended to inform the public, while strategic communications is purposeful messaging designed to promote, persuade, or inspire action. In short, journalism informs, while strategic communications influences.
Subsidy/State Pay	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.
Summer Enrichment	Refers to the summer programming offered to students that is different from the public school's summer school.
Super Survey	The informal term used for the Grantee Access Tool Extraordinaire (GATE) link. The GATE link should be used to update key personnel, request annual survey links, select external evaluators, record educational outreach, and many other things throughout the year.
SWAP - Southwest Afterschool Professionals	The Southwest Afterschool Professionals (SWAP) conference will be held in the fall semester focused on topics relevant to direct service staff. MOSAC profits pay for most SWAP expenses, but conference planners may choose to charge a registration fee to cover event-specific swag (e.g., SWAP t-shirts). More information about the SWAP conference will be in the Pipeline.
Targeted Academic Experiences (Also known as: Targeted Academic Strategies/ High Impact Academic Experiences/Academic Interventions)	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.

The Family and Community Trust	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.
USED - United States Education Department	The Nita M. Lowey 21st CCLC program is administered by USED.
Weikart	The Weikart Center for Youth Program Quality and Ready by 21 are initiatives within The Forum for Youth Investment.
YDC - Youth Development Credential	A renewable credential providing 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.
YDP - Youth Development Professionals	A broad term for all afterschool and out-of-school time (OST) employees.
YWI - Youth Workforce Initiatives	Content areas such as Career Awareness and Post-Secondary Access (CAPSA) and Youth Entrepreneurship have been combined into Youth Workforce Initiatives. MASN offers a variety of supports for programs related to YWI.
YWM Trainings- Youth Work Methods Trainings	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 & Reflection, Building Community, Active Learning, Cooperative Learning, Ask-Listen-Encourage, Homework Help, and Reframing Conflict.

The Missouri AfterSchool Network builds systems to:

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

