



MO Afterschool Grantees Blueprint

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

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

Afterschool professionals and partners in non-grantee roles may find the information in this Blueprint useful in their work. School-district and community partners using the 20% set aside in ESSER III for comprehensive afterschool and/or summer enrichment may benefit from understanding the fundamentals in Section 2 about the components of a 21st CCLC program. The 21st CCLC Certified External Evaluators may appreciate reading how their role fits into the larger continuous quality improvement cycle. Afterschool partners may find the list of terms and acronyms in Section 11 helpful because we all end up using jargon even when we try to communicate clearly.

While the resources and services documented in the Blueprint are primarily for the 21st CCLC and SAC grantees, any program or partner can participate in the opportunities described in Section 10 (Get Involved). Additionally, any program throughout the state can contact MASN for advice and referrals, and the training, technical assistance, data collection, evaluation, and other resources are available for a fee from the Missouri AfterSchool Network.

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

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

The MASN Team



Section 1 – Roles for Organizations, Programs, and Individuals

Missouri AfterSchool Network (MASN) (pronounced: /may' sin/)

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.”

Our goals are to:

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

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

In addition to working with grantee programs, MASN is funded by the Charles S. Mott Foundation to convene all afterschool programs and lead efforts related to policy, partnerships, and quality. All afterschool professionals and partners can be part of statewide committees which function as leadership groups for the areas of STEM, Quality, Professional Development, and Public Policy and Awareness. MASN also provides professional development to all afterschool providers through the annual MOSAC2 Professional Development Institute (PDI), mini professional development institutes, and statewide symposiums.

Meet the MASN Team:

- Terri Foulkes, Executive Director
- Brad Lademann, Associate Director of Quality Initiatives
- Mark Cowser, Associate Director of Policy and Partnerships
- Jason Patrie, Data and Evaluation Coordinator
- Alicia Pierro, Data Coordinator
- Natalie Hampton, Policy Coordinator
- Clint Darr, Missouri Afterschool Resource Center Coordinator and Afterschool Regional Educator (ARE) for Mid-Missouri
- Kay Lewis, Afterschool Regional Educator (ARE) for Eastern Missouri and Family Engagement Lead
- Lynna J. Lawson, Afterschool Regional Educator (ARE) for South Central Missouri and STEM Lead
- Beth Rasa-Edwards, Enrichment Coordinator and ARE for West Central Missouri

- Consultant AREs include Sheryl Godsy (Western Missouri), Sandra Pratt (Southwest Missouri), and Ronda Chesney (Northwest Missouri).
- McKenzie Vaughan, VISTA
- Kristyn Brownell, Communications Consultant

Department of Elementary and Secondary Education (DESE) (pronounced: /des' ee/)

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. Federal grant competitions are periodically available.

- Nita M. Lowey 21st Century Community Learning Center Grant: The Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) initiative is the only federal funding source dedicated exclusively to supporting local afterschool, before-school, and summer learning programs. The program serves nearly 2 million youth across the country through grants awarded by state education agencies. Each state receives funds based on its share of Title I funding for low-income students. Grants support local schools and community-based organizations that provide afterschool and summer learning programs to students attending high-poverty, low-performing schools. 21st CCLC was reauthorized in 2015 as part of the Every Student Succeeds Act (ESSA). Programs support:
 - Academic enrichment activities that can help students meet state and local achievement standards.
 - A broad array of additional enrichment services designed to reinforce and complement the regular academic program, such as: drug and violence prevention programs, career and technical programs, counseling programs, art programs, music programs, STEM programs, and physical activity and nutrition education programs.
 - Literacy and related educational development services to the families of children who are served in the program.
- School Age Community Grant: The Department of Elementary and Secondary Education (DESE) receives SAC funding from the Child Care Development Fund (CCDF) Grant that originates from the Federal Health and Human Services Agency. SAC Programs are those school-based programs offering services to all children, including children with disabilities, from ages 5 through 12 (children must be 12 or less at the time of annual enrollment), unless targeted students are under supervision of the court in which case the SAC Program may serve students to the age of 19. SAC Programs can be provided to children enrolled during non-school hours, after their daily class sessions or during other non-school hours (i.e., breaks, holidays or weekends). Additionally, SAC Programs should help meet the needs of working parent(s) during non-school days.

Meet the DESE-Afterschool Programs Team:

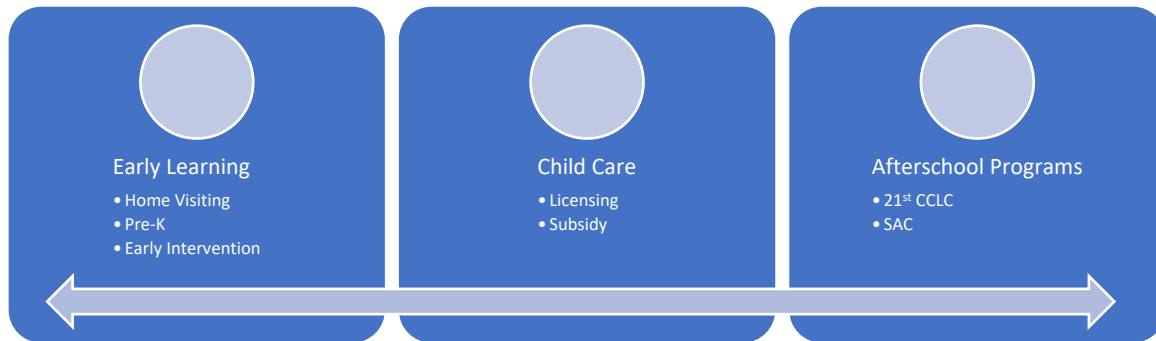
- Cindy Heislen, Program Coordinator
- Jimmy Reed, Program Assistant
- Cheryl Pickett, Program Assistant
- Kim Wolf, Grant Support

Office of Childhood

On January 28, 2021, Governor Mike Parson and the Departments of Elementary and Secondary Education (DESE), Health and Senior Services, and Social Services announced nearly all early childhood, afterschool, and child care programs across state government will be consolidated in a single Office of Childhood. Currently, each state agency provides various services for children and families. This transition to one office at the end of August 2021 will allow the work across state government to become more streamlined and effective. The Afterschool Programs section will be part of the new Office of Childhood.

This office will ensure children and families across the state have better access to more consistent, quality programs and services. DESE will house the new office, which will provide 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.



Meet others in the Office of Childhood:

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

OPEN Initiative

The OPEN (Opportunities in a Professional Education Network) Initiative is a statewide system partner that administers the state's Registry system and the MOPD Toolbox. (The Toolbox was developed by OPEN and MASN to serve as a professional development resource for early childhood, afterschool, and youth development professionals. The Toolbox provides multiple tools (resources, reports and assessments) used by individuals, programs, monitoring and funding agencies, as well as supports the use of professional development resources such as the Missouri Workshop Calendar (administered by

Child Care Aware® of Missouri) where individuals can find a variety of training opportunities across the state.) While the Registry may be optional, all licensed and registered child care programs must have staff members track their required clock-hour training in the MOPD Toolbox.

Meet the OPEN Team:

- Lisa Driskel-Hawxby, Director
- Candra Staponski
- Christi Everett

Child Care Aware® of Missouri (CCAMO)

Child Care Aware® of Missouri is a statewide system partner that administers the Missouri Workshop Calendar (MWC). All trainers who provide clock hours approved by licensing use the MWC to enter the training for approval by licensing staff. If the training is made “public” it will be visible on the MWC.

After a training has been completed, the trainer enters the attendance data into the MWC and then the data is transferred to OPEN where it is displayed on the individual and program training reports in the MOPD Toolbox.

Grantees

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

System Roles

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

- Program Director – The individual responsible for the overall afterschool program administration. This is the person that DESE and MASN communicate with at the program/grantee level.
- Site Director – The individual responsible for a specific afterschool site. This person oversees the site staff and activities on a daily basis. This person is onsite when children and youth are present. The site director role and the program director role may be filled by the same person in a single site afterschool program.
- Site Staff – The individuals responsible for leading activities with children and youth. Although there may be other titles or roles within a specific program, the term site staff is used globally for staff leading the activities with children and youth at a particular site.

- ARE – Each grantee works with an Afterschool Regional Educator (ARE). The ARE is a “coach” to the program and site directors. AREs help support the success of the program and facilitate the Quality Improvement Cycle.
- DESE Program Assistant – Each grantee has an assigned DESE Program Assistant to oversee the grant administration and ensure compliance. DESE Program Assistants are experts in the fiscal and administrative aspects of the grants. They provide training and support to the grant directors, answer grant management questions, and use a Tiered Monitoring System to monitor grant compliance.
- PQA Observer – Once per year, an PQA observer will visit each site to conduct an onsite observation. The PQA observers meet the training and reliability criteria set forth by the Weikart Center for Youth Development.
- External Evaluator – (21st CCLC Only) – All 21st CCLC grantees are required to complete an annual external evaluation. Program directors select a certified external evaluators who has completed the training to be certified 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 Assistant	PQA Observer	External Evaluator	MASN Data Team
Oversee and coordinate overall grant and site level academic support, broad array, and family engagement activities.	x							
Support the program director and site director in building the skills, knowledge, and abilities of center staff and stakeholders.				x				
Participate fully in the continuous quality improvement cycle.	x	x	x	x				
Attend technical assistance visits.	x	x		x				
Participate in training to improve skills and practice.	x	x	x					
Coordinate the statewide data collection process.								x
Complete data collection including monthly KCC attendance, annual surveys, addition verification documentation, DESSA, etc.	x	x						
Support program and site staff as they collect data.	x							
Schedule PQA Observers to conduct onsite observations.	x	x						x
Conduct on-site quality observations.						x		

Participate in the development of a Quality Action Plan by identifying improvement needs and challenges.		x	x	x				
Generate quantitative data reports for use in quality action planning and External Evaluations.								x
Complete the Guided Reflection Document and support the program's understanding of the data.							x	
Inform, review, approve, and disseminate local annual evaluation reports.	x							
Monitor grant compliance.					x			

Section 2 – Quality Improvement Cycle

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

Grantee Level Cycle of Improvement



Site Level Cycle of Quality Improvement



Both SAC and 21st CCLC grantees work toward the same three broad goals: 1) providing academic enrichment, 2) improving program quality, and 3) improving youth outcomes. Academic

Goal 1: Academic Enrichment and Efficacy

Afterschool programs provide a full range of academic support including homework help, tutoring, academic enrichment, and comprehensive integrated units directly tied to the state standards. They provide activities that complement rather than replicate the school day.

Goal 2: Program Quality

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

Goal 3: Youth Outcomes

Afterschool programs also offer non-academic benefits that support the student's development of life readiness skills including positive school behaviors (e.g., regular attendance), personal and social skills (e.g., time management, teamwork, critical thinking), and commitment to learning (e.g., initiative, homework completion, study skills).

Section 3 – Technical Assistance

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

Program Visits

During the program visit, the Program Administrator and the ARE will complete the Program Visit Discussion Checklist which covers more than 30 topics relevant to the grant. During the first program visit, a Program Level Action Plan will also be created (or updated) highlighting a few areas that will be worked on over the year. If you are a new grantee, the Program Level Action Plan will be based on needs identified on the Program Visit Discussion Checklist. If you are a returning grantee, the Program Level Action Plan will be based on the results of your external evaluation. Program Administrators should set aside at least three (3) hours for each program visit.

Site Visits

During the site visit, the site director and the ARE will complete the Site Visit Discussion Checklist which covers approximately 15 topics relevant to the site operation. The Program Administrator is not required to attend the site visit, but may choose to attend. During the site visit, the ARE will also conduct an observation of the activities of the site and provide the site director with feedback about the observation. Site Directors should set aside at least 1 hour for the discussion, 90 minutes for the observation, and 30 minutes for the feedback about the observation (the feedback may take place over the phone within a week of the observation).

Discussion Checklists

The purpose of the Program Visit and Site Visit Discussion Checklist is to provide a guide for the conversation between the ARE and a Program Director or Site Director. The checklist contains discussion questions which address grant deliverables and other information relevant to providing a quality afterschool program. A copy of the Discussion Checklist used in program and site visits is included in the Appendix.

Quality Action Plan

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

- Program level: During your Program Visits, your ARE will work with the program leader(s) to identify (and then update) program level action plans. Once you have completed the external evaluation's Guided Reflection Documentation with your external evaluator, you will create at least one action plan based on the data and recommendations included in that document.
- Site level: Each site will have an action plan that is based on PQA scores, survey reports, grant compliance issues, and the site visit discussions with the AREs. At least one outcome measure will be developed during the Planning with Data session which includes front line staff members in the development of the action plan.

Section 4 - Data Collection

Evaluation and quality reports are generated each summer to reflect the previous year's programming. These reports draw from numerous data sources and are meant to provide a holistic view of the program. Youth outcomes are measured along with other program quality indicators.

Kids Care Center:

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

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

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

Annual Surveys

A large part of the quality and evaluation data used in the Assess-Plan-Improve process comes from the Annual Afterschool Survey. This annual survey process takes place from mid-February through the end of March. During this 6-week window, programs are provided with surveys to gather perspectives and opinions from the varied stakeholders surrounding an afterschool program. Surveys are developed and provided to programs to survey youth, families, staff, and school administrators. Participation in the survey is a requirement of the SAC and 21st CCLC grants and all surveys must be completed. The annual survey process is administered by MASN.

- Youth surveys are split between Younger Youth (K-2) and Older Youth (3-12). Youth surveys are provided as electronic survey links with a paper backup option. Electronic completion is encouraged. The youth tools seek to gather information relating to youth perspectives on program quality, SEL development, academic efficacies and supports, and overall opinions about the program. These surveys are linked via ID numbers to the site and child level data from the KCC system and DESSA social emotional assessments.
- Family surveys, like youth surveys, are provided to programs as electronic links, but there are paper and Spanish language options if necessary. Parent surveys seek to poll parents about aspects of program quality, value, and impacts of the program on their child. The parent survey

also asks demographic questions regarding family economic and education indicators. All family surveys are anonymous and only identified as far as the site a child is attending.

- Staff Surveys, completed by both frontline staff and site/program leadership, 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.
- 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 program. Often this will just be the principal of the school that is operating the site. However, there are many community-based programs or districts with sites that serve youth from multiple schools. This tool focuses on the perspective of the school partners on how the afterschool program has served the youth and the levels of cooperation and coordination between the afterschool program and the school day system.

DESSA Social Emotional Assessments:

21 CCLC and SAC grantees, as part of their grant, are provided access to the DESSA Social Emotional Learning (SEL) assessment platform. This powerful assessment platform is a scientifically validated assessment tool that is meant to help programs identify youth who may be struggling with SEL development and allow for targeted interventions or SEL curriculum selection. Additionally, the assessments help provide an overall view about the SEL development of youth served by programs at a state-wide level and measure the impact of participation in 21 CCLC or SAC programs. In addition to the assessment tools, this platform also provides programs with a fully developed SEL curriculum library that is available to programs should they need to find curriculums or lesson plans.

Funded programs are required to complete 3 SEL screener tools using the DESSA-Mini. The DESSA-Mini screener is an 8-question screener that is completed for each child by an educator who has been regularly interacting with that child. MASN is responsible for administering the platform to include setting up sites and local administrators, and populating youth from the KCC system. Individual site and program administrators are responsible for setting up educators who they choose to complete the assessments and assigning youth to be assessed.

The first assessment is completed in the fall (October – mid-November) by afterschool staff. This assessment serves as a time one measurement of SEL development as well as help inform individual sites and programs about the SEL needs of their specific youth.

The second and third assessment is completed in the spring (April), but is two assessments completed by different educators. The first of these is the time 2 assessment completed by afterschool staff, similarly to the fall assessment. This assessment helps to measure the overall impact that programs have on youth SEL development at a state-wide level. The other assessment completed at the same time is an assessment 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 SEL development of the youth, but additionally serves to provide DESE-Afterschool Programs with a measurement of impact on the youth from the school day perspective that is required for state reporting. To accomplish this, the School Day Teacher Assessment includes the DESSA-Mini as well as a few additional questions relating to school day performance of a child.

Although not required, the platform also provides access to the full 72-item DESSA tool, which unlike the DESSA-Mini, is a longer and more robust assessment tool to help identify in what areas of SEL development a child may be struggling.

All results and analysis of the assessments are available immediately to local administrators, and they do not have a lag time due to reports needing to be produced or provided by MASN.

More information about the DESSA can be found at <https://apertureed.com/> and a DESSA handbook for 21st CCLC and SAC grantees, including rater resources, can be found in Appendix (X).

Verification Documentation

At the end of the school year (April and May), various documents reflecting curriculum, scheduling, and engagement with families are submitted as part of the quality tools and overall evaluation process.

Objective Item	Objective #	Description of Satisfactory
Coordination of Academic Support - Consistency of Curriculum and Content (21 st CCLC Only)	2.2.A	Written plan documenting how coordination of academic support will take place.
Documenting State Standards	2.2.B	Identify state standards for all activities in the Program Activity Plan of the grant application or continuation report (<i>minimum coding of the standards</i>).
Academic Strategies Based on Student Needs (21 st CCLC Only)	2.3.A	Documentation that at least one intentional, academic strategy based on student academic needs has been implemented.
Social and Emotional Learning Activities	2.3.B	Documentation that at least two SEL activities (individual, small group, or whole group) were implemented.
Lesson Plans	2.3.C	Evidence that lesson plans are created in advance with at least some detail (such as objectives, procedures, materials, etc.) for at least some activities each week.
Weekly Schedule - Exposure to a Variety of Topics	2.3.D	Weekly schedule includes academic support and at least two of the following additional areas: health/recreation/fitness, fine or performing arts, college and career readiness, social and emotional learning, service learning, and life skills education.
Daily Schedule - Variety of Activities Each Day	2.3.E	Daily schedule has at least two activities per day for each age group (excluding snack/meal).
Choice of Activities	2.3.F	Daily or weekly schedule allows youth the opportunity to choose at least one activity throughout the week. (Note: Evidence that youth "select" a class/group/club

		to sign up for at least quarterly can be accepted for "choice" at the satisfactory level.)
Family & Child Academic Enrichment Opportunities	2.4.A	Documentation of one family engagement opportunity with participating families in attendance.
Educational Development for Adult Family Members of Students Served (21 st CCLC Only)	2.4.B	Documentation of one educational development opportunity for families of students served with participating adult family members in attendance.
Personal and Social Skills Scale	3.2.A	At least 70% of youth indicate a medium to high level of personal and social skills on the Youth Survey OR the site level SEL plan includes information about how the site will address personal and social skills.

Data from DESE

Data is received from DESE at the child and district levels including school day attendance, school suspensions, and MAP/EOC scores. These provide additional youth level outcome measures as well as context of the district for 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 methods trainings. Evidence is gathered through observations and interviews by an outside, trained assessor. The assessor will use the observation notes and interview data to create an overall program quality profile score. This Program Profile will provide another point of data for your external evaluator and program evaluation/improvement plans.

- Why PQA? - Afterschool funding, particularly the 21st CCLC funding, is consistently at risk at the federal level. Consistent data is needed to support Missouri's use of the funds. The PQA information will be used as a part of your external evaluation to help develop a more comprehensive and consistent evaluation. The aggregate data will be used to leverage CCLC funding in Missouri!
- What does the PQA measure? - The PQA assesses the following areas: safe environment, supportive environment, interactions, and engagement.
- Who are the assessors? - The PQA project is housed at the University of Missouri Extension 4-H Center for Youth Development. Anne Reeder is the PQA Coordinator. The assessors are Missouri 4-H Youth Specialists or University of Missouri Human Environmental Sciences Human

Development Specialists, who all hold masters level or higher degrees in education, human development, social work, child development or related fields. All assessors attend an intensive multi-day training with Weikart Center trainers and pass an inter-rater reliability test. Yearly refresher trainings are required of all PQA assessors.

- Participation - Participation is a grant requirement for 21st CCLC and SAC grantees.
- Cycle and Timeline - The external PQA Observation is completed yearly between the months of September and March, followed by Planning with Data and Youth Work Methods trainings with the AREs. Summer only programs will be scheduled as appropriate.
- Overview of Process - The PQA Observation process involves three parts: Pre-Observation, Observation, and Post-Observation.

Pre-Observation

- Step 1: Work with Anne Reeder to schedule the observation date.
- Step 2: An email with PQA date and assessor information will be sent to the grantee and copied to the assigned assessor.
- Step 3: Within 1-3 business days before the external PQA observation, the grant site will receive a call/e-mail from the assigned assessor to discuss the following:
 - Ask the site director to inform the relevant staff about the PQA observation. We do not want to surprise anyone.
 - Verify age group served by the program to confirm use of School Age PQA or Youth/STEM PQA.
 - Discuss date and time of the program offerings and the general program schedule.
 - Ask initial questions such as how many staff, education levels, etc.
 - Discuss housekeeping items such as parking, entry into building, where to meet, etc.

Observation

- Step 1: The assessor should arrive at least 15 minutes prior to your program starting and check in with the main office or site director. The assessor will introduce him/herself to the program staff.
- Step 2: The assessor will observe the program in its entirety. For younger youth programs, the School Age PQA Walk-through Method calls for observing the start of the program through to either the end of the program, or 2 ½ to 3 hours. For older youth programs, the assessor will observe 1-2 full offerings, depending on the particular schedule for the day, and stay for at least 2 hours. No assessment will be less than 2 hours or more than 3 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's important that minimal dialog between the assessor and staff takes place during the observation. Also, administrators who are not normally onsite should not be present during the observation.
- Step 4: The assessor will ask any follow-up questions after the observation has been completed.

Post-Observation

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

- Cancellation Policy - It takes a lot of time and coordination to schedule one PQA observation. We ask that you try to limit cancelling the PQA observation to emergencies and major program schedule changes only. A fee of \$300 will be charged for any PQA observation/assessment that is not cancelled by 9 a.m. the day of the scheduled observation. There is no fee if the PQA observation is canceled prior to 9 a.m. on the day of PQA. The PQA Assessors are not to cancel on the day of the PQA observation, unless an unforeseen illness or family emergency arises.
- Mandated Reporters - PQA Assessors are considered mandated reporters and have a responsibility to report any evidence of suspected child abuse and neglect to the Missouri Department of Social Services.
- Optional Morning Observation - For the purposes of consistency in data collection, the 21st CCLC grantee will be required to do an afternoon PQA observation. However, if a program wishes to have their morning program assessed that can be arranged with advanced notice. If you would like a morning program observation completed, contact Anne Reeder as soon as possible.
- Feedback and Appeals - Any appeals/concerns should be sent to Anne Reeder.
- Self-assessment – Self-assessment is a team-driven process that provides directors and frontline staff with instruments to evaluate, discuss, and develop a shared understanding of the quality of their program. The PQA can be used as a self-assessment, but it is required that at least one staff member go through the PQA Basics Workshop. This workshop helps prepare participants to understand the tool and scoring. For information on how to use the PQA as a self-assessment, please contact Anne Reeder.

Section 5 - Training and Professional Development

To consistently provide quality afterschool programming, those currently working in the field need ongoing professional development. MASN's staff and the MASN Quality Committee have worked with partners across the state to ensure that a variety of DHSS approved clock-hours are offered. These trainings range from two-hour sessions for individual programs to conference sessions to multi-session/multi-day workshops. All DHSS approved sessions are posted on the Missouri Workshop Calendar.

The MASN Professional Development Committee has created a Trainer Directory for program directors to find trainers within Missouri that they may not yet be aware of. The Trainer Directory may be found in the Appendix.

Planning With Data (PWD)

Each year, Planning with Data sessions will be scheduled throughout the state for grantees to bring teams from each site to review PQA data and survey reports. AREs will facilitate a process by which the site teams will become familiar with the data, review their site's data, and create at least one goal for their Site Level Quality Action Plans.

- **Advanced Planning With Data (APWD):** In the fall of a grantee's second program year, site teams will attend a five and a half hour training together to go through a Reveal, Refine, Realize process of learning about using data to set improvement goals. Participants will become change agents in their professional learning communities. Participants will be able to reveal their program's current strengths and areas for improvement by accurately reading data, refine program goals within a broader change initiative, and create a plan to realize the program goals through a sustained professional learning community.
- **Mini-Planning With Data (MPWD):** Mini Planning With Data, a two and a half hour training session, is a follow up to the Advanced Planning With Data. MPWD occurs every year following the initial APWD . The MPWD is set up with the ARE after a program receives their PQA and Annual Survey data. This session includes information about the PQA process and how to analyze and interpret PQA and Leading Indicators reports. Participants engage in creating a site-specific quality action plan.
- The objectives tied to both the APWD and the MPWD are as follows:
 1. REVIEW and reflect on last year's site goals as well as refresh on the PQA basics and the Weikart pyramid of program quality. (MPWD Only)
 2. REVEAL their program's current strengths and areas for improvement by accurately reading data.
 3. REFINE their program's goals within a broader change initiative.
 4. Create a plan to REALIZE the program's goals through a sustained professional learning community.

Youth Work Methods (YWM) Training

The Weikart Center has developed a series of hands-on trainings for staff members that directly relate to the PQA assessment scores. The Methods Trainings have been proven very effective for raising the level of quality at the point of service (on site with youth). Site level staff will be required to attend at least one 2-hour PQA Methods Training yearly. The site team, along with the ARE, will identify Methods Trainings that fit with their Site Level Quality Action Plans and that are appropriate to the staff.

The Weikart Center for Youth Program Quality Improvement certifies trainers through their Youth Work Methods Training of Trainers and their Management Training of Trainers processes.

Statewide and Regional Conferences

- **MAACCE:** Every summer, MASN participates as a partner at the Missouri Association for Adult Continuing and Community Education (MAACCE) Conference at the Lake of the Ozarks. The afterschool category offers training opportunities for afterschool professionals from afterschool professionals, as well as other keynote and networking opportunities
- **MOSAC2:** The Missouri School-Age Community Coalition (MOSAC2) Professional Development Institute is the largest conference in Missouri designed specifically for afterschool professionals. The event is held annually in the fall to bring together professionals from throughout the state for high-quality professional development offerings and networking opportunities.
- **PDI Minis:** The MASN Professional Development Committee will convene opportunities for regional trainings through the PDI-Mini Conference series. The goal for each event will be to offer up to 5 clock hours of training for attendees, catered to the needs and wants of local afterschool professionals in that community or region.

Symposiums: MASN hosts two annual, one-day symposiums in the spring. These symposiums serve as an opportunity for afterschool program staff to engage in a deep dive, through multiple sessions, on a specific topic. The themes for the two symposiums are Career Awareness and Post-Secondary Access (CAPSA) and Science, Technology, Engineering, and Math (STEM). The CAPSA Symposium explores topics and resources around college and career readiness for students. The STEM Symposium offers sessions on STEM topics and resources as well as sessions on how to teach effective STEM lessons.

Peer Learning Community/Cohorts: In the 2021-22 school year, MASN will offer professional development through six Peer Learning Communities (PLCs). The PLCs will be an opportunity for afterschool program staff to engage in topical deep dives through multiple weeks of trainings and meetings. The PLCs for the 2021-22 school year will be around Policy and Advocacy (Ambassador Program), Career Awareness and Post-Secondary Access (CAPSA), Entrepreneurship for Students, STEM, Self-Care for Staff, and Leadership. The Leadership PLC will be part of the MOSAC2 Professional Development Institute in the fall of 2021.

Virtual PD (monthly): At the beginning of the Covid-19 pandemic, MASN began offering virtual professional development (PD) sessions on a weekly basis. Moving forward, MASN will continue to offer

virtual PD one day each month. These training sessions will be 1.25 hours (or longer) long with topics focused on increasing knowledge and raising the skill level of front-line staff as they work to create a quality afterschool environment for their students. Program directors and site directors are also welcome to attend.

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

- MOSAC2 Professional Development Institute (PDI): The annual MOSAC2 PDI 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. MOSAC2 accepts Requests For Proposals (RFPs) months prior to the conference and then selects presenters and sessions based on this submission process.
- MAACCE Conference: The annual Missouri Association of Adult Continuing and Community Education (MAACCE) conference is another statewide opportunity for program staff to present a professional development session. MAACCE is a smaller conference than MOSAC2 and has fewer afterschool related breakout sessions. MAACCE also uses the RFP system to select breakout session topics and presenters.
- Youth Work Methods Trainings: Program staff can get certified as a Youth Work Methods (YWM) Trainer and provide YWM trainings to local staff. This cuts down on the need for an ARE to travel to a program to present a YWM training. It can also make it easier to schedule YWM trainings if the trainer is part of the program staff. Contact MASN for more information on Weikart Youth Work Methods Train the Trainer sessions.
- National Conferences: There are some national conferences specifically designed for afterschool professionals. The National Afterschool Association (NAA) Convention and Beyond School Hours Conference accept Requests For Proposals (RFPs) from across the country to provide breakout sessions on topics relevant to afterschool. For more information, you can visit <https://naaweb.org/convention> or <https://beyondschoolhours.org/about-beyond-school-hours/>.

Clock hour documentation

- Missouri Workshop Calendar: Child Care Aware® of Missouri administers the web-based Missouri Workshop Calendar which features all face-to-face, online (in real time), and online on-demand training offered in Missouri for clock hours. Training descriptions, number of clock hours, location, and registration instructions are displayed for all scheduled training sessions. Participants must provide their MOPD ID to receive credit for completing clock hour training. Providers who do not need clock hours must still enter their MOPD ID in order to receive credit for the training.

Individuals and organizations wishing to provide training for DHSS/SCCR and DSS child care providers will also use the Missouri Workshop Calendar. Trainings are approved and scheduled and attendance is entered through this website. <https://www.moworkshopcalendar.org/>

- OPEN Initiative: The OPEN (Opportunities in a Professional Education Network) Initiative collaborates with partners across the state of Missouri to implement the professional development system for early childhood, school age, and youth development professionals. Workforce data collection is a key element in creating a strong professional development system, and OPEN administers the Missouri Professional Development (MOPD) Registry as part of the overall system. The MOPD Registry system streamlines professional development data collection in Missouri and is the only comprehensive data repository for industry training and education in the field. Anyone who works directly with children or youth, or who provides professional development for those professionals, is encouraged to participate. For more information, go to <https://www.openinitiative.org/>.

Other trainings

- Beyond the Bell (BTB) Toolkit Training: This training opportunity is geared towards organizations looking to start an afterschool program from the ground up. The course follows the model laid out in the *Beyond the Bell Toolkit* (produced by the American Institutes for Research) and covers topics such as program design, staffing, communications, records management, program quality improvement, and everything it takes to run a great program.

Section 6 - Resources

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

Monthly Meetings

Started during the early days of the COVID-19 closures, MASN began a series of regular public virtual meetings for afterschool program directors. Each month during the school year there is one meeting for 21 CCLC / SAC program directors, and a second for any afterschool director in Missouri. At these meetings MASN provides updates about the work of the Network, upcoming training opportunities and conferences, information about funding opportunities, information about advocacy and policy around afterschool, and any other topics relevant to the afterschool world.

These meetings are typically about 1 hour in length and are an easy way to stay connected with other programs and the Network, as well as stay informed about potential opportunities for programs.

Email Listserv

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

- Afterschool Pipeline – The Afterschool Pipeline is MASN's bi-weekly newsletter that is the best way to keep up with all things afterschool in Missouri. The Pipeline will include information about upcoming conferences, trainings, research, funding opportunities, legislative news, calls for advocacy, and more. The Pipeline is free to sign-up and available to anyone.
- STEM Newsletter – Coming out once a month, the STEM Newsletter contains state and national information about STEM initiatives. National information comes from the STEM Next Opportunity Fund's Million Girls Moonshot (MGM) initiative and the National Girls Collaborative Project (NGCP).
- Committee Newsletters – Want to keep up to date on one of the four Afterschool Committees? Each committee now has a newsletter that will provide meeting announcements and updates. Sign up for one or all on the MASN website at www.moafterschool.org.
- @po.missouri.edu – MASN uses the @po.missouri.edu e-mail server to send e-mail blasts between Newsletters and to targeted groups of e-mail addresses that may or may not be signed up for the Pipeline or other newsletters.
- DESE Office of Childhood – DESE's Office of Childhood sends out e-mails announcing information updates and changes to the Office of Childhood's website. Sign up for the Office of Childhood's e-mail updates at www.earlyconnections.mo.gov.

Webpages

- MASN Website – The MASN website at www.moafterschool.org contains information about MASN, the Afterschool Committees, and other resources and services specific to the 21st CCLC and SAC grantees. The website was recently refreshed so if you are unable to locate a specific resource that used to be on the website or think of something that would be useful to you and other program directors, please contact us to let us know.
- DESE Afterschool Programs Website – The DESE-Afterschool Programs website at <https://dese.mo.gov/quality-schools/extended-learning/afterschool-programs> contains useful information about 21st CCLC and SAC applications, awarded programs, and tiered monitoring. The website also has links to Kids Care Center and the DESE Afterschool Portal.
- DESE Afterschool Portal – The DESE Afterschool Portal is a SharePoint site with up-to-date information and announcements from DESE-Afterschool Programs. Grantees should check the portal weekly for updates and announcements. (<http://portal.kidscarecenter.com/sites/DESEPortal/default.aspx>)
- Kids Care Center – The 21st CCLC and SAC grantees enter student level attendance and grades data into KCC. (<https://mo.kidscarecenter.com/KCC/secure/login.asp>)
- DESSA Resources – The DESSA platform contains Social and Emotional Learning (SEL) activities for program staff to review and implement in their programming. Some resources are available at <https://apertureed.com/resources/> while additional resources are available after logging in to the system (contact Jason Patrie at patriej@missouri.edu for more information).

DESSA Platform

21 CCLC and SAC grantees have access to, and are required to utilize, the DESSA Social and Emotional Learning platform. However, any afterschool program who wishes to participate using the platform can gain a license through MASN as well. There is a fee associated with this access, however it is significantly cheaper than contracting directly with the owners of the platform.

Any program who opts-into using the DESSA receives support from MASN staff and will have access to the full features of the platform. This includes the DESSA-Mini, DESSA, High School Edition tools, reports, and resources library of SEL curriculums. MASN staff, in addition to supporting the platform, can help with running reports and interpreting results.

The DESSA platform contains Social and Emotional Learning (SEL) activities for program staff to review and implement in their programming. Some resources are available at <https://apertureed.com/resources/> while additional resources are available after logging in to the system (contact Jason Patrie at patriej@missouri.edu for more information).

Section 7 – Evaluation and Monitoring

21st CCLC External Evaluation

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

MASN will provide a certification training/process for external evaluators to go through to learn about the data and the external evaluation process. 21st CCLC grantees must select an external evaluator from the list of individuals completing the certification process. (Available on the DESE Afterschool Portal.) For the external evaluation, the certified evaluator will meet with the program director and key personnel to review the PQA, survey data (staff, teacher, parent, and youth), KCC data, and other selected DESE data to complete a Guided Reflection Document, a summary evaluation report highlighting strengths, gaps, and other trends.

Programs with multiple sites will submit one report that summarizes the data and trends for all sites in the grant. The list of eligible evaluators will be made available in March. It is the 21st CCLC grantee's responsibility to contract directly with the certified evaluator from the approved list. 21st CCLC Grantees may not use grant funds for any additional evaluators/evaluations.

Guided Reflection Document and Process

The Guided Reflection Document guides the work of the certified external evaluator and includes specific questions about the statewide goals and objectives. The document guides the certified evaluators and program directors through a conversation that provides both with a deeper understanding of the data and its relationship to the local context. A copy of the Guided Reflection Document is available at www.moafterschool.org/evaluation.

Guided Reflection Sections

Part A: Additional Data Collection by the External Evaluator

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

Part B: Data Charts

5. Review of Data Reports

Part C: Narrative Responses

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

The external evaluator meets face-to-face with the program director at least twice during the evaluation cycle. During the first meeting, they discuss the local context and progress since the previous evaluation. This information is documented in Part A of the Guided Reflection document and helps to set the stage for the evaluator’s review of site level data reports.

In mid-August, the site level data reports are sent to the external evaluators, and they begin to analyze the local context and report data into a comprehensive report on the grantee (Part B). The evaluator shares his/her evaluation of the program with the program director in Part C of the Guided Reflection document prior to their final meeting.


At the final meeting, the evaluator and program director discuss the findings and have the opportunity to add additional contextual information to Part C of the Guided Reflection document before submitting it to DESE-Afterschool Programs.

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

Following the completion of the Guided Reflection document, the program director meets with their coach (ARE) to develop a Grantee (Program) Level Quality Action Plan based on the recommendations of the evaluator (e.g., Objective 3.2 – program attendance) as documented in the Guided Reflection Document. During the next year, the program works to improve the identified area through the training, technical assistance, and resources provided to the grantees. The cycle continues when the evaluator revisits their recommendation and documents progress in the following year’s Guided Reflection Document.

21st CCLC and SAC Grant Monitoring

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


Quality Action Plan

Grantee: _____ Goal: _____ Objective: _____

Site: _____ GAP is for the ... Program Site

OUTCOME MEASURE: <i>(What does success look like? Specific and Supportive; Measurable and Meaningful; Attainable and Actionable, Realistic and Relevant; Time-Bound and Trackable)</i>	<input type="checkbox"/> PDA Scale or Item: _____ <input type="checkbox"/> PV or SV Discussion Checklist: _____			
MEASUREMENT: <i>(How will you measure progress?)</i>	<input type="checkbox"/> Survey Scale or Item: _____ <input type="checkbox"/> Guided Reflection/Evaluation Report: _____			
PROGRESS CHECKS: <i>(When will you check in to be sure you're on track to meet your goal, or to make adjustments to your plan?)</i> Lead Staff: <i>(Who is the primary person responsible for ensuring that the plan is followed?)</i>	<input type="checkbox"/> Youth Measure (DESSA): _____ <input type="checkbox"/> School Data: _____ <input type="checkbox"/> Kids Care Center Data: _____ <input type="checkbox"/> Other (specify): _____			
ACTION STEPS: <i>(What needs to happen?)</i>	RESULTS: <i>(When this step is completed, what will be done?)</i>	LEADER: <i>(Who will be responsible?)</i>	RESOURCES: <i>(What is needed for success?)</i>	TIMELINE: <i>(When will this step be completed?)</i>

Monitoring (DESE) and Data Collection Verification (MASN) Overlap and Consistency

Some information and documentation can be used for documenting items in both the goals and objectives rubric (to MASN) and the Tiered Monitoring System (to DESE). The chart below shows which items might be usable for both processes. A full list of the afterschool goals, objectives, and rubric items can be found on the DESE Afterschool Portal, along with a copy of the DESE Afterschool Programs Monitoring Tool.

Documentation Description	Rubric Objective	Use in Tiered Monitoring
Coordination of Academic Support - Consistency of Curriculum and Content	A written plan for coordination of academic support should be submitted for rubric item 2.2.A (satisfactory). Documentation such as agendas, notes, emails, etc. may also be submitted to show implementation of the plan (advanced).	Documentation such as agendas, minutes/notes, emails verifying program staff meetings and communication between program staff and school day teachers may also meet the DESE On-Site Monitoring Tool requirements B-1 and B-2.
Documenting State Standards	If copies of lesson plans may be used for documenting rubric item 2.2.B.	This documentation may also meet the DESE On-Site Monitoring Tool requirement E-3.
Lesson Plans	Copies of lesson plans should be submitted for rubric item 2.3.C.	This documentation may also meet the DESE On-Site Monitoring Tool requirement E-3.
Weekly Schedule - Exposure to a Variety of Topics	A copy of the weekly schedule should be submitted for rubric item 2.3.D.	This documentation may also meet the DESE On-Site Monitoring Tool requirements A-1 and E-1 (if academic enrichment and broad array activities are both reflected on the schedule.)
Daily Schedule - Variety of Activities Each Day	A copy of the daily schedule should be submitted for rubric item 2.3.E.	This documentation may also meet the DESE On-Site Monitoring Tool requirements A-1 and E-1 (if academic enrichment and broad array activities are both reflected on the schedule.)
Family & Child Academic Enrichment Opportunities	An event sign-in sheet can document this for rubric item 2.4.A	This documentation may also meet the DESE On-Site Monitoring Tool requirement D-5.
Educational Development for Adult Family Members of Students Served (21 st CCLC only)	An event sign-in sheet can document this for rubric item 2.4.B.	This documentation may also meet the DESE On-Site Monitoring Tool requirement D-4.

Section 8 – Timelines

The Quality Improvement Cycle spans the entire program year with technical assistance support from the program's ARE available all year long. Please see the Date List 2021-22 and the MO Grantee Timeline in the Grantee section of the MASN website.

Section 9 – Get Involved and Other Information

Afterschool Leadership Team – The Afterschool Leadership Team is the governing body of the afterschool system. Comprised of afterschool professionals serving as committee chairs or co-chairs, state department representatives, and statewide and regional intermediaries and organizational partners (e.g., MO Chamber, No Kid Hungry, etc.), the Afterschool Leadership Team advances the afterschool system. The Afterschool Leadership Team has four standing committees that are open to all afterschool professionals and partners: Public Policy and Awareness, Professional Development, STEM, and Quality. The Afterschool Leadership Team also has representation on multiple taskforces and workgroups including, but not limited to the MOSAC2 Planning Committee, Career Awareness and Post-Secondary Access (CAPSA) Taskforce, STEM Taskforce, Youth Entrepreneurship Taskforce, and Afterschool Funding Campaign Committee.

Quarterly Committees – There are four standing committees of the Afterschool Leadership Team which meet quarterly to advance the afterschool field: Public Policy and Awareness, Professional Development, STEM, and Quality. Any afterschool professional or partner may participate in the committee meetings and the chair and co-chair of the committees are members of the Afterschool Leadership Team. Each committee is assigned a MASN staff member as a liaison.

MOSAC2 Planning Committee – The MOSAC2 Planning Committee meets regularly from April to November each year to plan the annual MOSAC2 Professional Development Institute (PDI). Any afterschool professional or partner may volunteer to serve on the MOSAC2 Planning Committee. Planning committee members with regular involvement receive a complementary MOSAC2 PDI registration.

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

Opportunities to Present – There are many opportunities throughout the year for afterschool professionals and partners to share their passion, knowledge, and skills with others in the field including, but not limited to the MOSAC2 PDI and regional PDI Mini's

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

Section 10 – Terms and Acronyms

21st CCLC	21 st Century Community Learning Centers – Reauthorized in the Every Student Succeeds Act (ESSA) in Title IV-Part B, the Nita M. Lowey 21 st CCLC funding comes from the federal US Education Department (USED) to the state departments of education. The state education agencies then distribute the funds to local school districts or community-based organizations in partnership with the school districts to operate the 21 st CCLC programs.
Academic Support	All 21 st CCLC grantees are required to provide academic support that is based on student needs and aligned with the school day. Academic support includes homework help, tutoring, targeted interventions, and academic enrichment.
Accreditation	Accreditation is a process an afterschool program can choose to pursue. It sets the standards and verifies the quality of a program by looking at the physical, social, emotional, and intellectual environment. Accreditation provides an outside review indicating that the program has achieved high performance standards of excellence.
ACF	Administration for Children and Families – Child care is one of many areas covered by ACF at the federal level.
Afterschool	The term afterschool is used for both before- and after-school programming. It usually refers to programs operating immediately before and after school during the school year and the summer, starting as early as 6 a.m. and typically ending at 6 p.m. or later.
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.
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 – AREs are the “coaches” for the 21 st CCLC and SAC grantees. They help with grant compliance and quality improvement. They complete program visits, site visits, Planning with Data meetings, and Youth Work Methods trainings. AREs provide training and technical assistance to 21 st Century Community Learning Center (21 st CCLC) and School Age Community (SAC) grantees.
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 program director to complete the Guided Reflection document.
Broad Array	All grantees are required to offer a broad array of enriching opportunities. These can include service learning, SEL, STEM, career awareness, recreation, healthy living, etc.
CAP	Corrective Action Plan
CAPSA	Career Awareness and Post-Secondary Access – MASN has received funding from the Mott Foundation to support afterschool programs as they implement programming about career awareness and access to post-secondary education and training. MASN uses CAPSA instead of College and Career Readiness (CCR) to emphasize the need to help all students’ access post-secondary education and training such as 2-year colleges, 4-year universities, certificate programs, trade schools, apprenticeships, etc.

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 school district employees. A CBO may operate the afterschool program in a school building or in a building outside of the school.
CCDBG	The Child Care and Development Block Grant Act of 2014 reauthorized the law governing the Child Care and Development Fund (CCDF) program.
CCDF	The Child Care Development Fund is the primary federal funding source for child care subsidies to help eligible low-income working families access child care and to improve the quality of child care for all children. In Missouri, these funds come from the federal Administration of Children and Families – Office of Child Care (ACF-OCC) to the DESE Office of Childhood. Every three years, states must submit a CCDF State Plan indicating how the funds will be spent.
CCR	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.
Celebration of Afterschool	This special event, held during the annual MOSAC2 Professional Development Institute (PDI), celebrates and recognizes outstanding programs and professionals in the field for their achievements and contributions to the afterschool community.
Data Collection	The ongoing information collected about grantees that includes but is not limited to Kids Care Center, annual surveys, DESSA, verification documentation, DESE Core Data, PQAs, etc.
DESE	Missouri’s Department of Elementary and Secondary Education
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.
DESE-Afterschool Programs	The unit within Missouri’s DESE that manages the 21 st CCLC and SAC funding.
DESSA	The Devereaux Student Strengths Assessment is a social and emotional tool available through Aperture Education. The DESSA-mini is used as a pre/post tool by 21 st CCLC and SAC grantees, and the full DESSA is available for optional use by the program.
ECE	Early Childhood Education – Typically early childhood initiatives are for children birth through age 5 or kindergarten entry. Some organizations, such as the National Association for the Education of Young Children (NAEYC) include children birth through age 8.
External Evaluator	A certified External Evaluator will work with each 21 st CCLC grantee to document their local context, review PQA, survey, and other data, and prepare the Guided Reflection document to submit to DESE-Afterschool Programs as their required external evaluation.
Evaluation	Grantees participate in an ongoing quality improvement process at both the site and program level using the Assess – Plan – Improve model. A variety of data is collected that is provided back to the program in site level reports. This information is then used for both quality action plans and external evaluation.
Family Engagement	21 st CCLC programs are required to have two types of family engagement: 1) family enrichment activities for youth and their families to participate in together,

	and 2) education and training opportunities for the adult family members of the youth served by the program to help advance skills that will improve their ability to support the children in the program. SAC programs are required to have at least one family enrichment activity per year.
Front Line Staff	A general term for the site staff that work directly with the children and youth. Other terms commonly used include group leaders, site staff, and youth workers.
Grantee	The administrative level (program level) for a 21 st CCLC or SAC program. The grantee may be a school district or community-based organization (e.g., YMCA). A grantee will have one or more sites where programming takes place.
KCC	Kids Care Center is the data system into which 21 st CCLC and SAC grantees enter child level data.
LEA	The Local Education Agency – Another term used for school districts.
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 application to determine if they are required to be licensed or to maintain a child care license if required to become licensed.
Lights On Afterschool	Lights On Afterschool is an annual event where more than a million people nationwide gather to shine light on the importance of afterschool programs' 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.
MAACCE	Missouri Association of Adult Continuing and Community Education – The MAACCE conference combines workshops from adult education, community education, higher education, and afterschool. MAACCE is an affiliate of the national COABE (Council on Adult Basic Education) association. The afterschool sessions at this conference focus on topics of interest to afterschool grantees.
MASN	Missouri AfterSchool Network – The Missouri AfterSchool Network builds partnerships and systems across the state that improve, support, and sustain high quality afterschool programs.
MOARC	The Missouri Afterschool Resource Center, funded by DESE-Afterschool Programs, provides training and technical assistance to DESE funded 21st Century Community Learning Center (21st CCLC) and School Age Community (SAC) grantees. In addition to on-site technical assistance, Afterschool Regional Educators (AREs) coordinate afterschool trainings throughout the state. These trainings are open to all afterschool programs and are posted on the Missouri Workshop Calendar.
MOPD ID	The Missouri Professional Development Identification Number (MOPD ID) was developed to facilitate individuals' participation in Missouri's Professional Development System. This 6-digit number is managed by the OPEN Initiative.
MOSAC2	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 stand-alone 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 MOSAC2 name as the annual conference to recognize the long history of afterschool leadership and professional development in Missouri.
MWC	The Missouri Workshop Calendar is an on-line resource for early childhood and youth development professionals. It provides information on upcoming training

	and professional development opportunities that will also earn clock-hour credits. Clock hours are tracked by use of the Missouri Professional Development Identification Number (MOPD ID). Presenters and trainers are responsible for applying for approval for their trainings and for entering attendance so that clock hour credit will be awarded.
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.
OCC	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).
Office of Childhood	On January 28, 2021, Governor Mike Parson and the Departments of Elementary and Secondary Education (DESE), Health and Senior Services, and Social Services announced nearly all early childhood and afterschool programs across state government will be consolidated in a single Office of Childhood. Currently, each state agency provides various services for children and families. This transition to one office will allow early childhood and afterschool work across state government to become more streamlined and effective.
OPEN Initiative	The Opportunities in a Professional Education Network (OPEN) Initiative is a statewide system partner that administers the state’s Registry system and the MOPD Toolbox.
Out of School Time	OST is often used interchangeably with afterschool. OST is also the name of the funding program for the Community Partnerships, ARCHS and LINC, to administer and operate afterschool programs.
PDI	Professional Development Institute – The MOSAC2 PDI is an annual conference providing high quality education sessions for attendees with plenty of wow & pizzazz throughout. The PDI is typically held in late November. PDI attendees become ambassador members of the National Afterschool Association (NAA).
PLC	Peer Learning Communities are an opportunity for afterschool program staff to engage in topical deep dives through multiple weeks of trainings and meetings.
PQA	The Program Quality Assessment tools are available from 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	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.
PWD	Planning with Data – A training to support staff as they review their PQA and survey data and create Site Level Quality Action Plans.
Quality Action Plan (QAP)	A Quality Action Plan focuses the grantee or site on at least one specific area targeted for improvement. 21 st CCLC and SAC grantees are required to have a Program Level Quality Action Plan (grantee level) and a Site Level Quality Action Plan for each site in the grant.
SAC	School Age Community Grants – The SAC grants are managed by DESE-Afterschool Programs. SAC grants can only be awarded to school districts.
School-Based Programs	A school-based afterschool program is administered by the school district. The staff at the program are school district employees.
SEA	Our 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.
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.
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.
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 in Kansas City and St. Louis.
Tiered Monitoring System (TMS) /Monitoring	<p>As part of the DESE Tiered Monitoring System process, an on-line monitoring system has been created to provide a tiered monitoring profile (based on a three-year cohort model) for each school/entity by having one basic process and location for all federal program monitoring. DESE-Afterschool Programs staff will refer to the online Tiered Monitoring System as TMS. All DESE-Afterschool Program sub-grantees (both SAC and 21st CCLC) must comply with this process.</p> <p>Types of Monitoring:</p> <ul style="list-style-type: none"> • Self-assessment: Each sub-grantee in the applicable monitoring cohort group must complete the self-assessment in the TMS. Due July 1. • Desk monitoring: DESE's review of grantee data, expenditures, reporting, etc. throughout the year. • Phone monitoring: 10% of sub-grantees will be selected based on risk assessment results. • Fiscal crisis: Suspicion of financial waste, fraud, abuse and/or issues of similar nature put grantees in danger or financial stress; DESE-Afterschool Programs will send an immediate response team to review and assess next steps. • On-site monitoring: 10% of sub-grantees will be selected based on risk assessment results.
Toolbox	The Toolbox (or MOPD Toolbox) was developed by OPEN and enhanced by MASN to serve as a professional development resource for early childhood, afterschool, and youth development professionals. The Toolbox provides multiple tools (resources, reports, and assessments) used by individuals, programs, monitoring and funding agencies. In the Toolbox, an individual’s training hours are tracked by their MOPD ID.
USED	United States Education Department – The Nita M. Lowey 21 st 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	The Youth Development Credential (YDC) is a renewable, entry-level 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. Successful completion of the YDC shows that individuals have achieved Level 2 of the <i>Core Knowledge and Competencies for Youth Development Professionals</i> unveiled at the 2012 National Afterschool Association Convention. Candidates work with trained advisors who serve as their guide and mentor as they prepare a Professional Resource Portfolio and other required items.
Youth Development Professionals	A broad term for all afterschool and out-of-school (OST) employees.
Youth Work Methods Trainings	The Weikart Center has developed 10 research-based 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.