

Report to the Legislature on After-School and Out-of-School Time Grants: FY20

Through state budget line item 7061-9611, After-School and Out-of-School Time Grants provide funds to 152 school districts and community based organizations to enhance quality and increase access to after-school and out-of-school time programming for more than 25,000 students, and to provide training and technical assistance to approximately 1,000 out-of-school time educators.

January 2020

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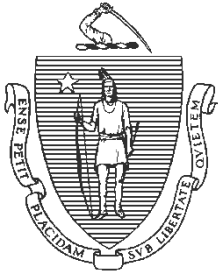
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Jeffrey C. Riley
Commissioner

January 10, 2020

Dear Members of the General Court:

I am pleased to submit this Report to the Legislature: *After-School and Out-of-School Time (ASOST) Grants: FY20*, pursuant to [Chapter 41 of the Acts of 2019](#), line item [7061-9611](#) which is for:

“...grants or subsidies for after-school and out-of-school programs; provided, that preference shall be given to after-school proposals developed collaboratively and that support quality enhancements and increased access to after-school and summer learning programs by public and non-public schools and private community-based programs...”

and also stipulates:

“provided further, that not later than September 30, 2019, the department of elementary and secondary education shall select the grant recipients and shall report on the preliminary results of said grants not later than January 10, 2020 to the secretary of administration and finance, the joint committee on education and the house and senate committees on ways and means; ”

Out-of-school time (OST) programs include offerings that occur during after-school hours as well as other out-of-school time hours (such as summer, before school, weekends, or vacations). These programs can provide students with various enrichment opportunities that support their learning and development. High quality OST programs complement a child’s school day experiences, support social and emotional development, strengthen family involvement and engagement, and help build school-community partnerships. As a result, grants funded through this line item assist schools and community-based organizations in enhancing the quality of and increasing access to OST programs that provide comprehensive enrichment opportunities and holistic support services that foster engagement and learning by promoting students’ academic, physical, emotional, and civic development during the school year and summer months. These efforts help further the themes outlined in my [Our Way Forward](#) report, including but not limited to Holistic Support and Enrichment and Deeper Learning; and they also contribute to the Department’s [strategic priorities](#) including but not limited to supporting social-emotional learning, health, and safety.

In fiscal year 2019-2020 (FY20), approximately \$5.8 million was awarded, through both a competitive and continuation grant process, to 152 grantees to support quality enhancements,

statewide and regional professional development, and increased access to out-of-school time programs across the Commonwealth. The grants help meet local communities' prioritized needs around out-of-school time programming. The grant funds support varied programs, services, training and technical assistance that reflect the mixed-delivery system for OST programming in the Commonwealth.

More than 25,000 students and 1,000 educators are projected to be served through school year and/or summer programs that receive grant funding in FY20 in all regions across the state. These grant programs are a critical component of a coordinated effort to develop a quality system of OST services that meets the needs of children and families across the Commonwealth, while also assisting in our efforts to address opportunity gaps and prepare students for college and career. I am happy to address any questions that you may have regarding this report.

Sincerely,

Jeffrey C. Riley
Commissioner of Elementary and Secondary Education

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Introduction

The Department of Elementary and Secondary Education (Department) respectfully submits this Report to the Legislature: *After-School and Out-of-School Time (ASOST) Grants: FY20*, pursuant to [Chapter 41 of the Acts of 2019](#), line item [7061-9611](#):

“...shall report on the preliminary results of said grants not later than January 10, 2020 to the secretary of administration and finance, the house and senate chairs of the joint committee on education and the chairs of the house and senate committees on ways and means....”

Out-of-school time (OST) programs include offerings that occur during after-school hours as well as other out-of-school time hours (such as summer, before school, weekends, or vacations). These programs can provide students with various enrichment opportunities that support their learning and development. High quality OST programs complement a child’s school day experiences, support social and emotional development, strengthen family involvement and engagement, and help build school-community partnerships. As a result, grants funded through this line item assist schools and community-based organizations in enhancing the quality of and increasing access to OST programs that provide comprehensive enrichment opportunities and holistic support services that foster engagement and learning by promoting students’ academic, physical, emotional, and civic development during the school year and summer months.

In the fiscal year 2019-2020 (FY20) budget, the state appropriated \$5.8 million for the Department to provide quality supports and enhancements for, as well as to increase access to, OST programs across the Commonwealth. Allowable uses of funds include, but are not limited to, the following:

- Comprehensive academic and non-academic programming;
- Engaging and innovative hands-on programming that builds core academic knowledge and skills as well as social and emotional competencies;
- Programs that improve the health of students, including physical activities, athletics, nutrition and health education, and exercise;
- Art, theater, and music programs developed in collaboration with the Massachusetts Cultural Council, local cultural councils, or cultural organizations in the Commonwealth funded by the Massachusetts Cultural Council;
- Other enrichment activities that will help to close opportunity gaps;
- Partnership development;
- Participation of students with disabilities and English Language Learners in inclusive settings;
- Family engagement activities;
- Statewide, regional or local professional development; and
- Community service and service-learning (SL) programs.

Grant Awards 2019-2020

There was one competitive and one continuation grant program funded with this line item in FY20. Both are detailed separately below.

Increased Access to Quality After-school & Summer Learning Competitive Grant

In FY20, the Department awarded \$3.4 million in funds through a new competitive grant with the purpose of increasing access to quality after-school and summer learning programs. The Department received 121 proposals (for 152 sites) requesting nearly \$8.2 million. Fifty-six (56) proposals for 62 sites were selected for funding with grant awards ranging from \$24,000 to \$190,000. Pending state budget appropriation and meeting grant requirements, these programs may also be eligible for continued funding in FY21 and FY22. Sixteen (16) of the sites funded are for new start up programs and 46 will increase access at existing programs. See Appendix B for a list of grantees as well as the [online posting](#).

Massachusetts public school districts, non-public schools, and public and private community-based organizations were eligible to apply for funding. Those recommended for funding most closely met the criteria outlined in the [Funding Opportunity RFP documents](#). Programs funded for FY20 will serve more than 10,000 students in grades K-12, including providing access to approximately 3,100 students not previously served by these programs.

The priorities for funding were the following:

1. Supports the creation of new after-school and summer programs and/or existing programs to serve more students most underserved (including but not limited to students designated as economically disadvantaged, English language learners, special education, in foster care and living in rural areas);
2. Offers engaging and innovative hands-on programming that builds core academic knowledge and skills, as well as social and emotional competencies;
3. Offers enrichment activities that will help to close opportunity gaps;
4. Creates a culturally responsive and welcoming environment; and
5. Partners with schools and/or community-based organizations.

After-School and Out-of-School-Time (ASOST-Q) Quality Enhancements Continuation Grant

In FY20, the Department also awarded \$2.4 million in funds to 97 organizations through a continuation grant with the purpose of supporting quality enhancements and professional development. The grants were competitively awarded in FY19 for a two-year grant period (pending appropriation and meeting grant requirements). In FY19, the Department received 133 proposals requesting nearly \$3.4 million. Ninety-nine (99) proposals were selected for funding with grant awards ranging from \$12,375 to \$30,000. Of the 99 funded in FY19, ninety-seven (97) re-applied and were awarded to receive continuation funding in FY20. See Appendix C for a list of grantees as well as the [online posting](#).

Massachusetts public school districts, non-public schools, and public and private community-based organizations with existing out-of-school time programs were eligible to apply for funding. Overall, programs funded for FY20 are expected to serve more than 15,000 students in grades K-12 and 1,000 educators.

Each applicant proposed grant activities in one of following categories and Table A below outlines the number of applicants funded in each:

- Category A - Quality Enhancements:** To support activities that enhance one or more of the quality criteria areas outlined in the [*Guidelines for Quality Enhancements in After-School and Out-of-School Time*](#) developed in collaboration with the Department of Early Education and Care (EEC) (see Appendix A): comprehensive academic/non-academic services, partnerships, serving special populations, family involvement, highly qualified staff, and evaluation systems. These criteria provide a framework for balanced, quality programming that supports the academic, physical, social, and emotional development of participants.
- Category B - Regional or Statewide Professional Development (PD):** To provide PD and networking opportunities to meet identified needs of the OST field, particularly those receiving ASOST-Q, Category A funding.

Table A: FY20 Funded ASOST-Q Categories

	# of Grantees FY20	% of Grantees FY20	Total Amount Funded FY20
Category A – Quality Enhancements	94	97%	\$2,356,894
Category B – Professional Development	3	3%	\$68,200
Totals	97	100%	\$2,425,094

Evaluation Activities

As part of the grant application, applicants were required to describe current evaluation activities in place to measure the effectiveness and impacts of their program services. Applicants were required to propose measurable outcomes for each of the quality enhancement activities that will be implemented.

In addition, in partnership with the federally-funded 21st Century Community Learning Centers (CCLC) Program, ASOST Grantees are also trained by the National Institute on Out-of-School Time (NIOST) on how to use the Assessment of Program Practices Observation Tool (APT-O). All grantees are required to use this tool to inform program improvement as well as inform an overall evaluation of ASOST activities.

Summary

The Department coordinates the ASOST grant program in collaboration with programs in other state agencies and other organizations in the OST field. In addition, the Department continues to identify opportunities for coordination between the ASOST grant programs and other Department initiatives that support expanded learning opportunities, including but not limited to the federally funded 21st Century Community Learning Centers (CCLC) program. Professional development and networking opportunities provided through the Department, as appropriate, will continue to be offered to ASOST grantees to support their work.

The ASOST grant programs, along with the other Department initiatives, are critical components of an integrated system that meets the OST needs of children and families across the Commonwealth while also assisting in our efforts to prepare students for success after high school and beyond.

Appendix A: Guidelines for Quality Enhancements in After-School and Out-of-School Time Programs

The following quality enhancement criteria have been established by the Department of Elementary and Secondary Education (Department) and the Department of Early Education and Care (EEC) to guide collaborative statewide system-building efforts for after-school and out-of-school time services that will help students in the Commonwealth to be productive and contributing citizens. Programs applying for funds must demonstrate their implementation of these quality criteria.

1. **Comprehensive academic and non-academic services** – Programs provide a balance of academic and non-academic services, with a focus on one or more of the Department's curriculum frameworks (including those on the Arts, Comprehensive Health, and English Language Proficiency Benchmarks and Outcomes for English Language Learners). The combination of academic and non-academic services is coordinated through local partnerships that include the schools and the after-school and out-of-school time programs. The continuum provides meaningful and engaging connections for the student from school day to after-school and out-of-school time. Comprehensive academic and non-academic services include making the link between a student's academic success and their overall development, including their healthy social-emotional development.
2. **Partnerships among school, community-based programs, and families** – Programs work collaboratively to build on community strengths to deliver effective services that provide continuity for students between the school-day and after-school programs. Local connections exist between programs supported by local, state, and federal funds that allow for collaboration, program coordination, and continuity of services. The local connections may include but are not limited to Memoranda of Understanding, agreements with the local schools, and use of the EEC school-age wait list when enrolling students.

In addition, programs work collaboratively to provide families with choice and access to effective and affordable after-school and out-of-school time services that meet the needs of the student and the family. Community support for these efforts can be demonstrated in a number of ways, including but not limited to matching funds, donations, or volunteer services.

3. **Serving Special Populations** –
 - a. *Students with Disabilities* – Programs serve and support students with disabilities so that they may participate in after-school and out-of-school time programs and activities with their same-aged non-disabled peers.
 - b. *English Language Learners* – Programs serve and support students who are English language learners in after-school and out-of-school time programs that provide them opportunities to practice and develop their English language skills with proficient English speaking peers while developing other skills and knowledge.
4. **Family Involvement** – Programs provide many and varied opportunities for families to be involved in their child's after-school program, regardless of program setting (school, community-based organization) and schedule, including but not limited to: parent orientation; new parent mentoring programs; communication systems where information and feedback are

shared with families as well as received from families; parenting education; continuing education; ESL support; advisory committees; etc.

5. **Highly Qualified Staff** – Programs hire staff with high academic qualifications and experience. Programs have staff available with training or education that addresses working with English language learners and/or students with disabilities. Programs collaborate to provide professional development opportunities that include public school, non-public school, and community-based organization staff. Professional development plans address topics and issues related to strengthening the quality of after-school and out-of-school time programs, including but not limited to training on the Department's curriculum frameworks, leadership and partnership development, and working with a diverse student population.
6. **Evaluation System** – Programs have designed and implemented a comprehensive evaluation system that assesses the effect of all of its programs and services. Programmatic and student-level outcomes are realistic and aligned with the goals and structure of the program. Evaluation data collected through this system are used to inform program improvements.

Appendix B: Increased Access to Quality After-School and Summer Learning Programs Competitive Grantees, FY20

Note: Sites funded as new start up programs are indicated with an asterisk and the site name, if different from the recipient name, is listed in italics.

GRANTEES
African Community Education Program (Worcester) – <i>Irving Street</i>
Barnstable Public Schools – <i>Barnstable Community Innovation*</i>
Boston Public Schools – <i>Excel High School/High School Redesign Initiative*</i>
Boys & Girls Club of Boston – <i>Tierney Learning Center & Orchard Gardens</i>
Boys & Girls Club of Woburn
Breakthrough Greater Boston (Somerville) – <i>Somerville Campus</i>
Brookview House (Dorchester) – <i>Hansborough Street*</i>
Building Bridges through Music (Lynn)
Buzzards Bay Coalition (New Bedford) – <i>Onset Bay Center*</i>
Cambridge Camping
CitySprouts (Cambridge) – <i>Henderson Inclusion (Upper Campus)</i>
Clark YMCA (Winchendon)
Collaborative for Educational Services (West Springfield) – <i>Memorial Elementary</i>
East End House (Cambridge) – <i>Putnam Avenue Upper</i>
Everett Public Schools – <i>Keverian & Parlin</i>
Fall River Public Schools - <i>Doran Community & Greene Elementary</i>
For Kids Only (Chelsea) – <i>Kelly Elementary</i>
Friends of the Rafael Hernandez (Boston) – <i>Rafael Hernandez</i>
Girls Inc of Lynn
Girls Inc of the Valley (Holyoke) – <i>Summer @ the Bay*</i>
Greater Lawrence Technical High School (Andover)
Groundwork Lawrence – <i>Green Team</i>
Haverhill Public Schools – <i>Tilton Upper School*</i>
Holyoke Public Schools - <i>Donahue</i>
Homework House (Holyoke) - <i>Churchill</i>
House of Peace & Education (HOPE) (Gardner)
Immigrant Family Services Institute (Roslindale) – <i>PLUS Afterschool and Summer</i>
LEAP for Education – <i>Marshall Middle* (Lynn) & Collins Middle (Salem)</i>
Lee Public Schools – <i>Lee Elementary</i>
Lowell Public Schools – <i>Reilly Elementary* & Pyne Arts*</i>
Merrimack Valley YMCA (Lawrence) – <i>Lawrence YMCA</i>
Mystic Learning Center (Somerville)
Nauset Public Schools (Orleans) – <i>Nauset Regional Middle*</i>
New American Association of MA (Somerville) – <i>New American Center Youth Program</i>
New Bedford Public Schools – <i>Gomes Elementary</i>
North Adams Public Schools – <i>Brayton Elementary</i>
North Brookfield Youth Center – <i>North Brookfield Elementary*</i>
Project Coach (New North Citizens Council) (Springfield) – <i>Boland Elementary*</i>
Quaboag Regional – <i>West Brookfield Elementary*</i>
Rainbow Child Development Center (Worcester)
Ralph C Mahar Regional (Orange) – <i>Ralph C Mahar Regional High*</i>
Raw Art Works (Lynn)

GRANTEES
South Shore STARS (Randolph) – <i>Youth in Motion</i>
Springfield Jewish Community Center
Steps to Success (Brookline) – <i>Pierce/Lawrence</i>
The Community Group (Lawrence) – <i>Leahy*</i>
The Possible Project (Cambridge)
Treehouse Foundation (Easthampton)*
Triton Public Schools (Salisbury) – <i>Middle School</i>
Wareham Public Schools – <i>Minor Forest & Middle School</i>
Winthrop Public Schools – <i>Cummings Elementary</i>
Worcester Public Schools – <i>North High School</i>
Worthington School District – <i>RH Conwell Elementary</i>
YMCA of Greater Boston – <i>Channing Elementary School</i>
YMCA of Metro North (Lynn) – <i>Lynn YMCA</i>
YMCA of the North Shore (Salem) – <i>Salem YMCA</i>

Appendix C: Quality Enhancements in After-School and Out-of-School Time (ASOST-Q) Continuation Grantees, FY20

Note: The Category B – Regional or Statewide Professional Development recipients are indicated in the list below in italics and with an asterisk.

GRANTEES
African Community Education (Worcester)
Artists For Humanity (Boston)
Artspace Community Arts Center (String for Kids) (Greenfield)
Attleboro Public Schools
Barnstable Public Schools
Berkshire Arts Charter (BART)
Berkshire Hills Regional School District
Berkshire South Regional Community Center
Boston Chinatown Neighborhood Center
Boston Public Health Commission (BAHEC)
Boys & Girls Club of Boston
Boys & Girls Club of Greater Holyoke
Boys & Girls Club of Greater Salem
Boys & Girls Club of Greater Westfield
Boys & Girls Club of Medford & Somerville
Boys & Girls Club of MetroWest (Marlborough)
Breakthrough Greater Boston
Brockton Public Schools
Brookview House, Inc. (Dorchester)
Building Bridges Through Music, Inc. (Lynn)
Cambridge Camping Association
Cambridge Health Alliance
Cambridge Housing Authority
Cambridge School Volunteers Inc.
Child Care of the Berkshires
CitySprouts (Cambridge)
Clark YMCA (Winchendon)
Collaborative for Educational Services (Northampton)
Community Art Center (Cambridge)
E inc (Boston)
East End House (Cambridge)
Ellis Memorial and Eldredge House, Inc. (Boston)
Everett Public Schools
EVKids, Inc. (Dorchester)
Family & Children's Service (Lynn)
Family Health Center of Worcester, Inc.
Family Service Association (Fall River)
Family Services of Merrimack Valley
For Kids Only (Salem)
Framingham Public Schools
Friends of the Hernandez (Roxbury)
Girl Scouts Eastern MA

GRANTEES
Girls Inc. of Holyoke
Girls Inc. of Lynn
Groundwork Lawrence
Homework House Inc. (Holyoke)
Housing Families (Malden)
<i>Imagine That (Lawrence)* – providing PD statewide</i>
IS183 Art School of the Berkshires
Jackson Mann Community Center (Allston)
Josiah Quincy Orchestra Program (Boston)
LEAP for Education (Salem)
Lena Park Community Development Corporation (Dorchester)
Little People's College (Fairhaven)
Lowell Community Charter Public
LUK Crisis Center, Inc (Fitchburg)
Margaret Fuller Neighborhood House (Cambridge)
Martin Luther King Jr. Family Services (Springfield)
<i>Mass Mentors (Holyoke)* - providing PD statewide</i>
<i>Massachusetts Afterschool Partnership (Boston)* - providing PD statewide</i>
Massachusetts Audubon Society (Drumlin Farm) (Lincoln)
Massachusetts College of Art and Design – Artward Bound (Boston)
MetroWest YMCA (Framingham)
Mothers for Justice and Equality, Inc. (Roxbury)
Mystic Learning Center (Somerville)
New American Center of Massachusetts (Lynn)
New Bedford Art Museum (artWorks!)
New Bedford Parks, Recreation & Beaches
North Adams Public Schools
North Brookfield Youth Center
Pathways for Children (Gloucester)
Phillips Brook House Association (Cambridge)
Rainbow Child Development Center (Worcester)
Robbins Children's Programs, Inc. (Attleboro)
School on Wheels of Massachusetts (East Bridgewater)
Sociedad Latina (Roxbury)
South Shore STARS (Weymouth)
Springfield Day Nursery d/b/a Square One (Springfield)
Springfield Jewish Community Center
Squash Busters (Lawrence)
Steps to Success (Brookline)
The Care Center (Holyoke)
The Childrens Center of Faith United Methodist Church (Methuen)
The Community Group (Lawrence)
Triton Regional School District
United South End Settlements (USES) (Boston)
Upham's Corner Community Center (Bird Street) (Dorchester)
Valley Opportunity Council at Montgomery Street (Chicopee)
Wareham Public Schools

GRANTEES
West End House (Allston)
Worcester State Foundation (Latino Education Institute at WSU)
YMCA Metro North (Peabody)
YMCA Northshore (Salem)
YWCA Central MA (Worcester)
YWCA Malden
YWCA Southeastern MA – YWKids School Age Program (New Bedford)

Appendix D: Chapter 41 of the Acts of 2019

[7061-9611](#) After-School and Out-of-School Grants

“For grants or subsidies for after-school and out-of-school programs; provided, that preference shall be given to after-school proposals developed collaboratively and that support quality enhancements and increased access to after-school and summer learning programs by public and non-public schools and private community-based programs; provided further, that the department of elementary and secondary education shall fund only those applications which contain accountability systems and measurable outcomes, under guidelines to be determined by the department in consultation with the department of early education and care; provided further, that applicants shall detail funds received from all public sources for existing after-school and out-of-school programs and the types of programs and students served by the funds; provided further, that funds shall be expended for services that actively include children with disabilities in after-school programs that also serve non-disabled children and services that include children for whom English is a second language, and children identified as economically disadvantaged; provided further, that the department of elementary and secondary education shall consult with the executive office of health and human services and the department of early education and care to maximize the provision of wrap-around services and to coordinate programs and services for children and youths during after-school and out-of-school time programs; provided further, that not later than September 30, 2019, the department of elementary and secondary education shall select the grant recipients and shall report on the preliminary results of said grants not later than January 10, 2020 to the secretary of administration and finance, the joint committee on education and the house and senate committees on ways and means; provided further, that for the purpose of this item, appropriated funds may be expended for programs or activities during the summer months; provided further, that funds shall be expended to convene regional networks to work with the department of elementary and secondary education and the department of early education and care to support the implementation of school and community partnerships....”

Note that the additional text in the line item refers to targeted funds. See the link in the line-item above for details.