

## **Report to the Legislature on After-School and Out-of-School Time Quality Enhancement Grants: FY2018**

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Through state budget line item 7061-9611, the After-School and Out-of-School Time Quality Enhancement Grants provide funds to 89 school districts and community based organizations to enhance quality after-school and out-of-school time programming for more than 10,000 youth, and to provide training and technical assistance to approximately 1,000 out-of-school time educators.

January 2018

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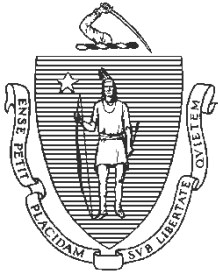
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Jeff Wulfson  
Acting Commissioner

January 2018

Dear Members of the General Court:

I am pleased to submit this Report to the Legislature: *After-School and Out-of-School Time Quality Enhancement Grants: FY2018*, pursuant to [Chapter 47 of the Acts of 2017](#), 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 by public and non-public schools and private community based programs ....”*

Out-of-school time (OST) programs provide children and youth with enriching opportunities to support their learning and development. High quality after-school programs complement a child’s school day experiences, strengthen family involvement and engagement, and support school-community partnerships. As a result, grants funded through this line item assist schools and communities in enhancing the quality of OST programs that support students’ academic, physical, social, and emotional wellness during the school year and summer months.

In fiscal year 2018 (FY2018), approximately \$1.9 million was awarded, through a continuation grant process, to 89 grantees to support quality enhancements, statewide and regional professional development, and service-learning curriculum development for out-of-school time programs across the Commonwealth. The broad language of the line-item allows the Department of Elementary and Secondary Education (Department) the flexibility to prioritize fund use in order to meet local communities’ 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 10,000 students and 1,000 educators are projected to be served through school year and/or summer programs that receive grant funding in FY2018 in all regions across the state.

This grant program is 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,

Jeff Wulfson  
Acting Commissioner of Elementary and Secondary Education

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## I. Introduction

The Department of Elementary and Secondary Education (Department) respectfully submits this Report to the Legislature: *After-School and Out-of-School Time Quality Enhancement Grants: 2018*, pursuant to [Chapter 47 of the Acts of 2017](#), line item [7061-9611](#):

*“...provided further, that the department shall select grant recipients not later than September 29, 2017 and shall report on the preliminary results of said grants not later than January 11, 2018 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 provide children and youth with enriching opportunities to further support their learning and development. High quality after-school programs complement and enhance a child’s school day experiences, strengthen family engagement, and support school-community partnerships. The After-School and Out-of-School Time Quality Enhancement (ASOST-Q) grants assist schools and community-based organizations (CBOs) in enhancing the quality of OST programs in order to provide more comprehensive services that foster students’ academic, physical, emotional, and civic development.

In the fiscal year 2017-2018 (FY2018) budget, the state appropriated \$1.9 million for the Department to provide quality supports and enhancements for OST programs across the Commonwealth. Allowable uses of funds include, but are not limited to the following:

- Academic tutoring and homework centers where content is linked to and based on the Massachusetts Curriculum Frameworks;
- 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;
- Enrichment activities not otherwise provided during the school day;
- Advanced study for the gifted and talented;
- Statewide, regional or local professional development; and
- Community service and service-learning (SL) programs, including SL curriculum development.

## II. Grant Awards 2017-2018

In FY2018, the Department awarded funds to 89 organizations through a continuation grant process. The grants were competitively awarded in FY2017 for a two-year grant period. By August 5, 2016, the Department received 142 proposals requesting nearly \$2.9 million. Ninety-three (93) proposals were selected for funding with grant awards ranging from \$8,478 to \$35,000. Of the 93 funded in FY2017, 89 re-applied and were awarded to receive continuation funding in FY2018. See Appendix B for a list of grantees.

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. Those recommended for funding most closely met the criteria outlined in the [Funding Opportunity RFP documents](#). Overall, programs funded for FY2018 are expected to serve more than 10,000 youth 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 Learning 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.
- Category C - Service-Learning (SL) Curriculum Development:** To support partnerships to develop, pilot, and document high-quality service-learning (SL) curricula that will help to decrease summer learning loss, increase students' [social and emotional learning](#) competencies and increase their understanding of academic skills and concepts.

**Table A: FY2018 Funded ASOST-Q Categories**

	# of Grantees FY2018	% of Grantees FY2018	Total Amount Funded FY2018
Category A – Quality Enhancements	76	85%	\$1,489,121
Category B – Professional Development	5	6%	\$99,008
Category C – Service-Learning Curriculum Development	8	9%	\$270,532
<b>Totals</b>	<b>89</b>	<b>100%</b>	<b>\$1,858,661</b>

### **III. 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 proposed measurable outcomes for each of the quality enhancement activities that will be implemented.

In addition, in partnership with the federally-funded 21<sup>st</sup> Century Community Learning Centers (CCLC) Program, ASOST-Q 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-Q activities.

### **IV. Summary**

The Department coordinates the ASOST-Q 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-Q grant program and other Department initiatives that support expanded learning opportunities, including but not limited to the federally funded 21<sup>st</sup> Century Community Learning Centers (CCLC) program. Professional development and networking opportunities provided through the Department, as appropriate, will continue to be offered to ASOST-Q grantees to support their work.

The ASOST-Q grant program, 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 children and youth 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 children's and youth'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: Quality Enhancements in After-School and Out-of-School Time (ASOST-Q) Grantees, FY2018

Category (A, B or C)	Grantee Name	City/Town
A	African Community Education	Worcester
A	Artists for Humanity	Boston
A	Attleboro Public Schools	Attleboro
A	Berkshire Arts and Technology Charter Public School	Adams
A	Berkshire South Regional Community Center	Great Barrington
A	Boston Chinatown Neighborhood Center, Inc. (BCNC)	Boston
A	Boston Public Schools	Boston
A	Boys & Girls Club of Greater Billerica	Billerica
A	Boys & Girls Club of Greater Holyoke	Holyoke
A	Boys & Girls Club of Greater Salem	Salem
A	Boys & Girls Club of Greater Westfield	Westfield
A	Boys & Girls Clubs of Medford and Somerville	Medford
A	Boys & Girls Clubs of Metrowest	Marlborough
A	Breakthrough Greater Boston	Cambridge
A	Brockton Day Nursery	Brockton
A	Brookview House, Inc.	Dorchester
A	Buzzards Bay Coalition	New Bedford
A	Cambridge Housing Authority	Cambridge
A	Cambridge Public Health Commission (Cambridge Health Alliance)	Malden
A	Child Care of the Berkshires, Inc.	North Adams
A	CitySprouts	Cambridge
A	Coaching4Change	Boston
A	Community Art Center	Cambridge
A	Community Day Care of Lawrence, Inc. (The Community Group)	Lawrence
A	Everett Public Schools	Everett
A	EVkids, Inc. (formerly Earthen Vessels, Inc.)	Boston
A	Fall River Public Schools	Fall River
A	Family Health Center of Worcester, Inc.	Worcester
A	Family Services of the Merrimack Valley	Lawrence
A	For Kids Only Afterschool	Salem
A	Friends of the Rafael Hernandez School, Inc.	Roxbury
A	Girls Inc of Holyoke	Holyoke

<b>Category (A, B or C)</b>	<b>Grantee Name</b>	<b>City/Town</b>
A	Girls Inc of Lynn	Lynn
A	GRASP, Inc.	Boston
A	Holyoke Public Schools	Holyoke
A	Housing Families Inc.	Malden
A	Hyde Park Municipal Building Community Center	Hyde Park
A	IS183 Art School	Stockbridge
A	Jamaica Plain Community Center (Hennigan Community Center)	Jamaica Plain
A	John P. Holland Community Council, Inc.	Dorchester
A	L.U.K. Crisis Center, Inc. (LUK)	Fitchburg
A	LEAP for Education, Inc.	Salem
A	Lena Park Community Development Corporation	Dorchester
A	Little People's College, Inc.	Fairhaven
A	Lowell Community Charter Public School	Lowell
A	Melmark New England	Andover
A	Merrimack Valley YMCA	Lawrence
A	MetroWest YMCA	Framingham
A	Mystic Learning Center, Inc.	Somerville
A	New Bedford Art Museum / ArtWorks!	New Bedford
A	Newton Public Schools	Newton
A	North Adams Public Schools	North Adams
A	North Brookfield Youth Center	North Brookfield
A	Pathways for Children, Inc.	Gloucester
A	Raw Art Works	Lynn
A	Russian Community Association of MA (New American Center)	Lynn
A	School on Wheels of Massachusetts	E.Bridgewater
A	Sociedad Latina	Roxbury
A	South Shore Stars, Inc.	Weymouth
A	Springfield Day Nursery (Square One)	Springfield
A	Springfield Jewish Community Center	Springfield
A	The Children's Center of Faith United Methodist Church	Methuen
A	The Collaborative for Educational Services	Northampton
A	The Community Adolescent Resource & Education Center	Holyoke
A	Valley Opportunity Council	Chicopee
A	Waltham Boys & Girls Club	Waltham
A	Waltham Public School	Waltham

<b>Category (A, B or C)</b>	<b>Grantee Name</b>	<b>City/Town</b>
A	Wareham Public Schools	Wareham
A	Webster Public Schools	Webster
A	West End House Boys & Girls Club	Allston
A	Westport Public Schools	Westport
A	YMCA of Greater Boston	Boston
A	YMCA Southcoast	Fall River
A	YWCA Malden	Malden
A	YWCA of Central Massachusetts	Worcester
A	YWCA Southeastern Massachusetts	New Bedford
B	Imagine That	Lawrence
B	Mass Mentoring Partnership	Boston
B	Massachusetts Afterschool Partnership	Boston
B	Massachusetts Audubon Society Inc.	Lincoln
B	Regional Employment Board of Hampden County	Springfield
C	Berkshire Hills Regional School District	Great Barrington
C	Boston Public Health Commission (Boston Area Health Education Center)	Boston
C	Brockton Public Schools	Brockton
C	East End House	Cambridge
C	Girl Scouts of Eastern Massachusetts, Inc.	Boston
C	Groundwork Lawrence, Inc.	Lawrence
C	Mothers for Justice and Equality, Inc.	Roxbury
C	Tewksbury Public Schools	Tewksbury

## Appendix C: Chapter 47 of the Acts of 2017

### [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 by public and non-public schools and private community-based programs; 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; 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 youth during after-school and out-of-school time programs; provided further, that the department of elementary and secondary education shall select grant recipients not later than September 29, 2017 and shall report on the preliminary results of said grants not later than January 11, 2018 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; 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....”