



Report to the Legislature on After-School and Out-of-School Time Grants: FY2021

Through state budget line item 7061-9611, After-School and Out-of-School Time (ASOST) Grants will provide funds to an estimated 170 school districts and community based organizations to enhance quality and increase access to after-school and out-of-school time programming for more than 30,000 students, and to provide training and technical assistance to approximately 1,500 ASOST educators.

January 2021

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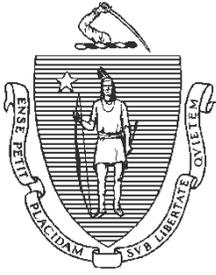
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Jeffrey C. Riley
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January 22, 2021

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: FY2021*, pursuant to [Chapter 227 of the Acts of 2020](#), line item [7011-9611](#) 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, the department of elementary and secondary education shall report on the preliminary results of said grants not later than January 11, 2021 to the secretary of administration and finance, the joint committee on education and the house and senate committees on ways and means; ”

After-school and out-of-school time (ASOST) 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). As a result of the COVID-19 pandemic, out-of-school time also includes the expansion of [Remote Learning Enrichment Centers/Programs](#) to include coverage before and after school hours. These programs can provide students with various enrichment opportunities that support their learning and development. High quality ASOST programs complement a child’s school day experiences, support social and emotional development, strengthen family involvement and engagement, and help build school-community partnerships.

Grants funded through this line item assist schools and community-based organizations in enhancing the quality of and increasing access to ASOST 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. ASOST programs have also been

critical during the COVID-19 pandemic in supporting schools and communities by shifting to also running [Remote Learning Enrichment Centers/Programs](#).

In fiscal year 2020-2021 (FY2021), approximately \$10.5 million will be awarded, through both a competitive and continuation grant process, to an estimated 170 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 ASOST programming in the Commonwealth.

More than 30,000 students and 1,500 educators are projected to be served through school year and/or summer programs that receive grant funding in FY2021 in all regions across the state. These grant programs are a critical component of a coordinated effort to develop a quality system of ASOST 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: FY2021*, pursuant to [Chapter 227 of the Acts of 2020](#), line item [7061-9611](#):

“...shall report on the preliminary results of said grants not later than January 11, 2021 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....”

After-school and out-of-school time (ASOST) 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). As a result of the COVID-19 pandemic, out-of-school time also includes the expansion of [Remote Learning Enrichment Centers/Programs](#) to include coverage before and after school hours. These programs can provide students with various enrichment opportunities that support their learning and development. High quality ASOST programs complement a child’s school day experiences, support social and emotional development, strengthen family involvement and engagement, and help build school-community partnerships. Grants funded through this line item assist schools and community-based organizations in enhancing the quality of and increasing access to ASOST 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 2020-2021 (FY2021) budget, the state appropriated \$10.5 million for the Department to provide quality supports and enhancements for, as well as to increase access to, ASOST programs across the Commonwealth. Allowable uses of funds include, but are not limited to, the following:

- COVID-19 costs needed to comply with [Department](#) or [Department of Early Education and Care \(EEC\)](#) guidance;
- Comprehensive academic, social-emotional, health/wellness and enrichment services;
- 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;

- Evaluation activities;
- Cultural responsiveness and equity activities;
- Family engagement activities; and
- Statewide, regional or local networking and professional development.

Grant Awards 2020-2021

There is one competitive and one continuation grant program funded with this line item in FY2021. Both are detailed separately below.

Increased Access to Quality After-School & Summer Learning Continuation Grant

In FY2021, the Department awarded \$3.4 million in funds through a continuation grant with the purpose of increasing access to quality after-school and summer learning programs. The grants were competitively awarded in FY20 for a two-year grant period (pending appropriation and meeting grant requirements). 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. Of the 56 funded in FY20, it is anticipated that all will re-apply and be awarded to receive continuation funding in FY2021. 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 FY2021 will serve more than 10,000 students in grades K-12.

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 Competitive Grant

In FY2021, the Department will also award approximately \$7.1 million in funds to an estimated 110 organizations through a competitive grant with the purpose of supporting quality enhancements and professional development. Due the timing of the state budget passing in

December, the funding opportunity was posted in early February, with grants competitively awarded in late February.

Massachusetts public school districts, non-public schools, and public and private community-based organizations with existing out-of-school time programs will be eligible to apply for funding. Overall, programs funded for FY2021 are expected to serve more than 20,000 students in grades K-12 and 1,500 educators.

- **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* (see Appendix A) developed in collaboration with the Department of Early Education and Care (EEC): comprehensive academic/non-academic services, partnerships, serving special populations, family involvement, highly qualified staff, evaluation systems and cultural responsiveness and equity. 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 ASOST field, particularly those receiving ASOST-Q, Category A funding.

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 ASOST 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 ASOST 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

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 enhancements in one or more of these quality criteria areas.

- 1. Comprehensive Academic, Social-Emotional, Health/Wellness and Enrichment Services** – Programs provide a balance of academic, social-emotional, health/wellness and enrichment services, with a focus on one or more of the Department's curriculum frameworks (including but not limited to those on the Arts, Comprehensive Health, and English Language Proficiency Benchmarks and Outcomes for English Language Learners). The combination of these 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, social-emotional, health/wellness and enrichment services include making the link between children's and youth's academic success and their overall 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 in a community collaborate 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**
 - 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.
 - 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 Engagement** – 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.
7. **Cultural Responsiveness and Equity** – Programs have an approach to viewing culture and identity as assets, including students' race, ethnicity, or linguistic assets, among other characteristics. See more about Building a Culturally Responsive and Diverse Workforce and Culturally Responsive Schools & Classrooms on the DESE website. Programs recruit and retain diverse staff for decision making and program implementation. Programs support staff and students' movement along a culturally responsive and sustaining continuum. Programs provide activities that are relevant and affirming to students lived experiences and are intentionally designed to promote equitable academic, social, and emotional outcomes.

Appendix B: Increased Access to Quality After-School and Summer Learning Programs Continuation Grantees, FY2021

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: Chapter 227 of the Acts of 2020

[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 December 30, 2020, 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 11, 2021 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....”