



Report to the Legislature on After-School and Out-of-School Time Grants: FY2025

Through state budget line item 7061-9611, After-School and Out-of-School Time (ASOST) Grants will provide funds to seven intermediaries to subgrant out funding to an estimated 250 community-based and district run programs impacting approximately 25,000 students.

February 2025

This document was prepared by the Massachusetts Department of Elementary and Secondary Education

Russell D. Johnston, Acting Commissioner

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February 2025

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: FY2025*, pursuant to [Chapter 140 of the Acts of 2024](#), 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, the department of elementary and secondary education shall report on the preliminary results of said grants not later than January 10, 2025 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). 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 [Educational Vision \(EdVision\)](#), particularly but not limited to, strategic objective #1 (cultivate systems to support the whole student).

In the fiscal year 2024-2025 (FY2025), approximately \$7.2 million was awarded, through a competitive grant process, to seven intermediaries to subgrant funding to an estimated 250 subgrantees to support quality enhancements, statewide and regional professional



development, and increased access to out-of-school time programs across the Commonwealth. The subgrants 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 25,000 students are projected to be served through school year and/or summer programs that receive grant funding in FY2025 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 close opportunity gaps and prepare students for college and career. I am happy to address any questions that you may have regarding this report.

Sincerely,

A handwritten signature in blue ink, reading "Russell Johnston".

Russell D. Johnston,
Acting 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: FY2024*, pursuant to [Chapter 140 of the Acts of 2024](#), line item [7061-9611](#):

“...shall report on the preliminary results of said grants not later than January 10, 2025 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). These programs can provide students with various enrichment opportunities that support their learning and development. High-quality ASOST programs complement a student’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 2024-2025 (FY2025) budget, the state appropriated \$7.2 million after earmarks (\$8.6 million, including earmarks) 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:

- 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;
- 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 2024-2025

In FY2025, the Department awarded nearly \$7.2 million in funds through a competitive grant with the purpose of funding several regional or statewide non-profit entities with the ability to subgrant and provide wraparound support to ASOST programs run by community-based organizations or school districts. The overall goal of the grant is to thereby provide subgrants and support to ASOST programs, which will strengthen the quality of and increase access to learning and enrichment programming that improve academic, college, and career readiness and social-emotional outcomes for youth.

Eligible applicants for this grant included Massachusetts based non-profit organizations that demonstrated substantial experience working with and providing training and technical assistance to ASOST programs as well as demonstrated they can meet all federal funding requirements and fiscally manage a high volume of subgrants.

See Appendix B for a list of grantees.

Massachusetts public school districts, non-public schools, and public and private community-based organizations operating out-of-school time programs are all eligible to apply for the subgrant funding. Overall, it is estimated that the seven intermediaries will award out funding to an estimated 250 subgrantees across all regions of the state impacting approximately 25,000 students.

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 also asked 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 subgrantees are also trained by the National Institute on Out-of-School Time (NIOS) on how to use the [Assessment of Program Practices Observation Tool \(APT-O\)](#). Various subgrantees use this tool to inform program improvement and provide an overall evaluation of ASOST activities. The APT tool helps measure positive program climate, supportive staff and youth relationships, supportive peer relationships, program practices that support youth's individual interests, and opportunities for autonomy and leadership in addition to other important programmatic areas.

Summary

The Department coordinates the ASOST grant program in collaboration with programs in other state agencies and other organizations in the ASOST field. The partnership with the seven intermediaries awarded the funding has helped to strengthen this collaborative work regionally across the state.

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 21st Century Community Learning Centers (CCLC) programs. 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 important components of an integrated system that meets the ASOST needs of children and families across the Commonwealth, which are critical to the work of supporting the whole child noted in the [Educational Vision](#) and preparing 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**
 - 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 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 and 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: After-School and Out-of-School Time Subgrant (ASOST-S) Competitive Grant Program FY2025

RECIPIENTS
Alliance of Massachusetts YMCAs, Inc (Statewide)
Boston After School & Beyond (Boston)
Massachusetts Afterschool Partnership (Southeast/Western)
Massachusetts Alliance Boys & Girls Clubs (Statewide)
Springfield Empowerment Zone (Springfield)
United Way of Central MA (Central)
United Way of Massachusetts Bay & Merrimack County (Greater Boston/Northeast)

Appendix C: Chapter 140 of the Acts of 2024

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 nonpublic 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 nondisabled children, and services that include children for whom English is a second language and children identified as low-income; 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 programs; provided further, that not later than September 30, 2024, 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, 2025 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 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; provided further, that funds shall be expended for the continued operation of a pilot data-sharing program designed to provide school districts with funds to partner with local community-based organizations and share identifiable student data to the extent allowed by law; provided further, that not less than \$15,000 shall be expended for the YWCA Central Massachusetts, Inc. for youth swimming lessons as part of summer programming for children who identify as low income, as well as necessary infrastructure to comply with Christian's Law; provided further, that not less than \$150,000 shall be expended to the Associação Caboverdiana de Brockton, Inc/The Immigrant Assistance Center of Greater Brockton for employment positions for at-risk youth within their YEP! We Can summer program; provided further, that not less than \$25,000 shall be expended to Steps to Success to provide academic and personal support for low-income students from 4th grad to college graduation; provided further, than not less than \$50,000 shall be expended for the Girls Design Academy in the city of New Bedford department of community services; provided further, that not less than \$150,000 shall be expended for the Boston Debate League, Incorporated for its after-school debate league program; provided further, that not less than \$35,000 shall be expended for the tutoring and mentoring program Homework House Inc. provides in collaboration with the Holyoke public schools; provided further, that not less than \$100,000 shall be expended to Boston Partners for Education to support school programing needs; provided further, that not less than \$300,000 shall be expended for the Recreation Worcester program in the city of Worcester; provided further, that not less than \$75,000 shall be expended to the Old Colony YMCA to provide free summer swimming lessons at the Lawrence Cosgrove Pool for children of low income families in Brockton; provided

further, that not less than \$50,000 shall be expended to the town of Stoneham for extra-curricular programs; provided further, that not less than \$125,000 shall be expended for the Junior Achievement of Greater Boston, Inc.; provided further, that not less than \$250,000 shall be expended as a grant to the Crystal Springs school in the town of Freetown to support programs and services for children, adolescents and young adults with developmental disabilities; and provided further, that not later than June 30, 2025, the grantee shall submit a report to the house and senate committees on ways and means on the effects of the pilot program on students participating in the programs partnered with the school districts....”