



Massachusetts Department of
**ELEMENTARY & SECONDARY
EDUCATION**

Report to the Legislature:

After-School and Out-of-School Time Quality Grant

7061-9611
March 2010

Massachusetts Department of Elementary and Secondary Education
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Mitchell D. Chester, Ed.D.
Commissioner

March 2010

Dear Members of the General Court:

I am pleased to submit this Report to the Legislature: *After-School and Out-of-School Time Quality Grant*, pursuant to Chapter 27 of the Acts of 2009, 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....”

Children and youth benefit from a variety of experiences that will support their success in school and in other aspects of their lives. High quality after-school programs can complement a child's school day experiences and provide another venue where students can learn the critical skills they need to grow physically, socially, emotionally, and academically in order to become productive and contributing citizens.

The FY10 \$2 million appropriation was granted to 65 grantees to provide quality supports and enhancements for after-school and out-of-school time (ASOST) programs across the Commonwealth, a \$3.6 million decrease from the FY09 budget. The budget language includes broad priorities that allow programs the flexibility to use the funds in ways that meet their community's needs outside of the school day. The varied programs, services, and technical assistance being offered through this line item give local communities and programs the opportunity to enhance the quality of services that children and youth receive across the Commonwealth, as well as to provide access to these services to an increased number of students.

In all, 10,362 students are either in programs benefiting from this grant or projected to be in grant-funded programs this summer. This represents a nearly 47 percent decrease from the 19,544 students served in FY09. Included in the 10,362 students, approximately 1,925 are students with disabilities and 1,697 students are English language learners. Tables A and B provide the breakdown of all participating students served by age and grade.

While the Department continued to fund all 65 grantees in FY10, the budget decrease meant that grant amounts were significantly reduced. This not only resulted in a reduction in the number of children and youth served but also the breadth and depth of services offered. For example, programs that offered school year and summer services in FY09 changed to only offer services during the school year or during the summer. Other programs reduced or eliminated certain quality enhancement initiatives designed to improve the overall quality of program design, instruction, and delivery of services.

The Department coordinates the ASOST grant program in collaboration with programs in other state agencies, such as the Department of Early Education and Care and the Department of Public Health, and other organizations in the ASOST field, such as MAP and the United Way. In addition, the Department looks forward to continuing its work with legislative leaders serving on the Special Legislative Commission on After-School and Out-of-School Time to align the work of this program with the recommendations presented in the Commission's report entitled *Our Common Wealth: Building a Future for Our Children and Youth*.

Continued coordination of these programs is critical to the development of a system that meets the needs of children and families who require ASOST services across the Commonwealth. I am happy to address any questions that you may have.

Sincerely,

Mitchell D. Chester, Ed.D.
Commissioner of Elementary and Secondary Education

**After-School and Out-of-School Time Quality Grant
Mid-Year Progress Report to the Legislature**

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I. Introduction to Line Item 7061-9611

The Department of Elementary and Secondary Education (Department) respectfully submits this Report to the Legislature: *After-School and Out-of-School Time Quality Grant*, pursuant to Chapter 27 of the Acts of 2009, line item 7061-9611 which states:

“ 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 the department 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 type of students served by said funds; provided further, that funds may be directed to increase comprehensive after-school and out-of-school time programming to school age children and youth during the school year and the summer, including but not limited to 21st century community learning centers programs; provided further, that funds from this item may be used for a variety of activities, including but not limited to: (1) academic tutoring and homework centers where content is linked to and based on the curriculum guidelines promulgated by said department, (2) programs which improve the health of students, including physical activities, athletics, nutrition and health education, and exercise, (3) 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, (4) enrichment activities not otherwise provided during the school day, (5) advanced study for the gifted and talented, and (6) community service programs; 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 where English is a second language...”

Children and youth benefit from a variety of experiences that will support their success in school and in other aspects of their lives. High quality after-school programs can complement a child’s school day experiences and provide another venue where students can learn the critical skills they need to grow physically, socially, emotionally, and academically in order to become productive and contributing citizens.

In the FY10 budget, the state appropriated \$2 million for the Department to provide quality supports and enhancements for after-school and out-of-school time (ASOST) programs across the Commonwealth, a \$3.6 million decrease from the FY09 budget. The budget language includes broad priorities that allow programs the flexibility to use the funds in ways that meet their community’s needs outside of the school day. The parameters for fund use include, but are not limited to:

- 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; and
- Community service programs.

The budget language also requires the Department to allocate at least \$100,000 in services for students with disabilities and for those who are English language learners to allow them to participate in inclusive ASOST programming with their peers.

II. Continuation Grant Process

The budget language required that the Department award the funds by September 30, 2009. As part of the FY09 competitive grant process, the Department included the possibility of renewed funding for grantees pending state budget appropriation as well as achievement of yearly programmatic benchmarks. Although the FY10 budget allocation represented a 64 percent decrease from its FY09 funding level, the Department moved forward with the continuation grant process, awarding funds to the 65 FY09 grantees. The grant recipients determined how the reduction would affect the number of services offered, the frequency and intensity of services offered, or both.

Review of the grant applications continued to prioritize initiatives and activities that:

- Support programs that demonstrate strong and innovative implementation of the quality enhancement criteria developed by the Department, the Department of Early Education and Care (EEC), and the Massachusetts Afterschool Partnership (MAP)(see Attachment A);
- Address barriers to student participation; and
- Increase comprehensive after-school and out-of-school time programming to children and youth during the school year and summer, including through federally funded 21st Century Community Learning Centers (CCLC).

III. Summary of Use of Funding

Due to the broad scope of services outlined in the line item language, grantees had the flexibility to use these funds in a variety of ways to meet the local needs of after-school and out-of-school time programs. These activities and services include, but are not limited to:

Type of Activity/Service	Examples of Activities/Services
Partnership Development	<ol style="list-style-type: none"> 1. Grantees use funds to align curriculum efforts between after-school programs and school systems in ways that strengthen continuity of programming for students while also strengthening partnerships between schools and after-school programs. 2. Professional development through partnerships between public schools and after-school programs is another focus of this grant. For example, some grantees have had the opportunity to design and offer joint professional development with staff from the public schools and after-school programs. 3. Grantees have developed extensive partnerships with schools and other after-school programs as well as with many different community-based organizations in order to enable them to maximize use of community resources and local expertise.
Quality Enhancement	<ol style="list-style-type: none"> 1. Many after-school grantees have focused on the content area of science and the environment to enhance children's learning about nature. 2. In some cases, funds are used to support the quality of inclusive practices to provide appropriate supports for students with disabilities to participate in after-school programs with their same-aged, non-disabled peers, as well as for students who are English language learners to participate in programs with their English-proficient peers. 3. Several grantees have focused their efforts around supporting children and youth's overall healthy development, including their social and emotional development. For example, some grantees have added social skills programs and other services that strengthen children and youth's social-emotional development.
Service Expansion	<ol style="list-style-type: none"> 1. Little expansion occurred as the funding was not sufficient to sustain all activities started in fiscal year 2009.
Program Development	<ol style="list-style-type: none"> 1. Funds are used to continue supporting after-school and out-of-school time programs that were created in communities where programs did not exist or did not exist in sufficient numbers to meet the demand prior to fiscal year 2009. 2. Several grantees that, prior to the grant, only operated after-school programs during the school year use the funds to expand their program to include a summer component. Grantees determined whether to support the school year component or the summer component in fiscal year 2010.

MAP receives a \$10,000 grant from the Department to provide professional development to the After-School and Out-of-School Time Quality grantees. At least two professional development opportunities will be offered to grantees this spring and/or summer based on topics that were identified through the continuation grant applications.

The varied programs, services, and technical assistance being offered through this line item give local communities and programs the opportunity to enhance the quality of services that children and youth receive across the Commonwealth, as well as to provide access to these services to an increased number of students. The following section reports data on the extent to which these services benefit children and youth in kindergarten through grade 12.

IV. Summary of Mid-Year Progress Report¹

Based on mid-year reporting data from the grantees, 40 grantees provide their services during the school year. Five grantees will use grant funds to design or enhance summer programs and 18 grantees are using funds to support both school year and summer programming for students.

In all, 10,362 students are either in programs benefiting from this grant or projected to be in grant-funded programs this summer. This represents a nearly 47 percent decrease from the 19,544 students served in FY09. Included in the 10,362 students, approximately 1,925 are students with disabilities and 1,697 students are English language learners. Tables A and B provide the breakdown of all participating students served by age and grade.

Table A: Children served by Age

5 yrs	6	7	8	9	10	11	12	13	14	15	16	17	18
460	813	849	837	951	1082	1079	1089	798	642	597	556	364	245

Table B: Children served by Grade

Kindergarten	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th	10 th	11 th	12 th
589	883	808	950	1026	1129	1157	1079	749	512	547	562	371

Services and enhancements focus primarily on elementary and middle school age students. However, the overall number of students served at the high school level has grown by over 26 times since the inception of the grant, up from 76 youth in FY07 to 1,992 youth in FY10. These data reflect a growing need to ensure that older youth also have access to after-school and out-of-school time services.

While the Department continued to fund all 65 grantees in FY10, the budget decrease meant that grant amounts were significantly reduced. This not only resulted in a reduction in the number of children and youth served but also the breadth and depth of services offered. For example, programs that offered school year and summer services in FY09 changed to only offer services during the school year or during the summer. Other programs reduced or eliminated certain quality enhancement initiatives designed to improve the overall quality of program design, instruction, and delivery of services.

An end of year report will be provided by the grantees in the fall of 2010 to provide the Department with final numbers on all children and youth served by the grant.

¹ Data presented in this section are based on 63 out of 65 grantees reporting as of February 12, 2010.

V. Evaluation Activities

As part of the Request for Proposal, applicants were required to develop an evaluation component for their program or service. Applicants were asked to outline the primary goals of the program or enhancement and design the evaluation to identify outcomes or results that would indicate whether the goals have been met or progress has been made in moving toward achieving the goals. For grantees that receive federal 21st Century Community Learning Center funds, outcome data from the Survey of After-School Youth Outcomes (SAYO) and the After-School Program Practices Tool (APT) will serve as the evaluation of their After-School and Out-of School Time Quality Grant initiatives.

As part of the end of year report, grantees will be asked to submit their evaluation reports to the Department in the fall of 2010. At that time, the Department will summarize the evaluation results to determine whether and to what extent the ASOST Quality Grant was successful in helping grantees achieve or make progress toward their goals.

VI. Conclusion

The Department intends to coordinate the ASOST grant program in collaboration with programs in other state agencies, such as the Department of Early Education and Care and the Department of Public Health, and other organizations in the ASOST field, such as MAP and the United Way. As of November 2008, the Department re-organized its ASOST grant program so that it is now located in the same center as the federal 21st Century Community Learning Center grant program. This has allowed for continued and expanded coordination between these two programs. In addition, the Department looks forward to continuing its work with the legislative leaders serving on the Special Legislative Commission on After-School and Out-of-School Time to align the work of this program with the recommendations presented in the Commission's report entitled *Our Common Wealth: Building a Future for Our Children and Youth*.

Properly coordinating these programs is critical to the development of a system that meets the needs of children and families who require ASOST services across the Commonwealth.

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 and EEC to guide collaborative and statewide system-building efforts for after-school and out-of-school time services that will help students and youth in the Commonwealth be productive and contributing citizens.

- 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 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 between 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 high quality 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 or 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 impact 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: After-School and Out-of-School Time Programs Grantees

Program	Amount
Action for Boston Community Development (ABCD)	\$46,032
African Community Education (ACE) Program	\$55,172
Berkshire Arts & Technology Charter Public School	\$18,057
Bird Street Community Center	\$27,747
Boston Children's Museum	\$39,277
Boston Chinatown Neighborhood Center	\$37,117
Boston Public Schools (in partnership with UMASS)	\$12,886
Boys & Girls Club of Greater Holyoke	\$27,747
Boys & Girls Club of Greater Westfield	\$15,595
Brockton Public Schools	\$55,172
Brookview House, Inc.	\$55,172
Building Educated Leaders for Life (Holland)	\$12,096
Building Educated Leaders for Life (Mattahunt)	\$12,096
Cambridge Public Schools	\$27,747
Cape Ann YMCA	\$27,746
Child Development and Education, Inc.	\$55,164
Citizen Schools (Boston)	\$27,370
Codman Square Health Center	\$27,747
Community Teamwork, Inc.	\$55,172
Ellis Memorial & Eldredge House	\$37,524
Fall River Public Schools	\$40,545
Fitchburg Public Schools	\$27,747
For Kids Only Afterschool, Inc.	\$27,747
Friends of Rafael Hernandez School, Inc.	\$27,677
Girls Inc. of Lynn	\$18,923
Girls LEAP	\$12,706
Greater Lynn YMCA	\$14,546
Greenwood Shalom Outreach Community, Inc.	\$55,172
Hampshire Educational Collaborative	\$37,524
Haverhill Public Schools	\$37,524
Hull Public Schools	\$34,585
Joint Committee for Children's Health Care in Everett	\$37,524
Justice Resource Institute Inc.	\$28,224
Kent/Charlestown Community Centers	\$22,262
Lawrence Public Schools	\$37,524
Lunenburg Public Schools	\$14,418
Martin Luther King Jr. Community Center	\$46,246
Mass Audubon Society (Boston Nature Center)	\$45,032
North Adams Public Schools	\$37,524
North Brookfield Youth Center	\$27,747
North Shore Community Action Programs	\$19,483
Northshore Education Consortium (Northshore Recovery High School)	\$24,584
NorthStar Learning Centers	\$34,390
Orange Public Schools	\$30,206
Phillips Brooks House Association, Inc.	\$16,456
Quincy Public Schools	\$26,650
Roslindale Community School Council, Inc.	\$27,746
Sociedad Latina	\$55,172
South Boston Neighborhood House	\$18,240
South Shore Day Care Services	\$27,747
Southeastern Regional School District	\$27,747
Springfield Public School	\$51,001

Springfield Vietnamese American Civic Association	\$18,971
St. Paul Catholic Schools Consortium	\$28,224
The Arc of East Middlesex	\$27,747
The City School	\$25,919
The Community Adolescent Resource & Education (Care) Center	\$31,404
The Environmental Learning and Action Center	\$18,923
Trinity Boston Foundation	\$13,934
Triton Regional School District	\$18,605
United Way of Pioneer Valley	\$28,224
Waltham Public Schools	\$15,680
West End House Boys & Girls Club of Allston-Brighton	\$43,698
Winthrop Public Schools	\$17,893
YMCA of Greater Boston's East Boston Branch	\$37,524
STATE TOTAL	\$2,000,000

Appendix C: Chapter 27 of the Acts of 2009

7061-9611.. 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 the department 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 type of students served by said funds; provided further, that funds may be directed to increase comprehensive after-school and out-of-school time programming to school age children and youth during the school year and the summer, including but not limited to 21st century community learning centers programs; provided further, that funds from this item may be used for a variety of activities, including but not limited to: (1) academic tutoring and homework centers where content is linked to and based on the curriculum guidelines promulgated by said department, (2) programs which improve the health of students, including physical activities, athletics, nutrition and health education, and exercise, (3) 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, (4) enrichment activities not otherwise provided during the school day, (5) advanced study for the gifted and talented, and (6) community service programs; 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 where English is a second language, including but not limited to: increased per-child reimbursement rates, additional staff, technical assistance, training, and transportation; provided further, that the department of elementary and secondary education shall consult 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 shall select grant recipients not later than September 30, 2009, and shall report on the preliminary results of said grants not later than February 15, 2010, 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 through August 31, 2010, to allow for implementation of said programs during the summer months; and provided further, 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-community partnerships and to submit a report by October 15, 2009, to the general court and the administration making recommendations on how to enhance school-community partnerships and positive outcomes for children and youth through funding as provided in this item..... \$2,000,000

