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|   | **Report to the Legislature on After-School and Out-of-School Time Grants: FY2023** |
| Through state budget line item 7061-9611, After-School and Out-of-School Time (ASOST) Grants will provide funds to approximately 140 school districts and community based organizations to enhance quality and increase access to after-school and out-of-school time programming for more than 35,000 students, and to provide training and technical assistance to 900 ASOST educators.January 2023 |
|   Massachusetts Department of Elementary and Secondary Education75 Pleasant Street, Malden, MA 02148-4906Phone 781-338-3000 TTY: N.E.T. Relay 800-439-2370www.doe.mass.edu |
| DESE logoThis document was prepared by the Massachusetts Department of Elementary and Secondary EducationJeffrey C. RileyCommissioner **Board of Elementary and Secondary Education Members**Ms. Katherine Craven, Chair, Brookline Ms. Tricia Canavan, Springfield Mr. Matt Hills, Newton Ms. Darlene Lombos, Boston Ms. Farzana Mohamed, Newton Mr. Michael Moriarty, Holyoke Mr. Eric Plankey, Westford, Student Member Mr. Paymon Rouhanifard, Brookline Ms. Mary Ann Stewart, Lexington Dr. Patrick Tutwiler, AndoverDr. Martin West, Newton  Jeffrey C. Riley, Commissioner Secretary to the Board The Massachusetts Department of Elementary and Secondary Education, an affirmative action employer, is committed to ensuring that all of its programs and facilities are accessible to all members of the public. We do not discriminate on the basis of age, color, disability, national origin, race, religion, sex, gender identity, or sexual orientation.  Inquiries regarding the Department’s compliance with Title IX and other civil rights laws may be directed to the Human Resources Director, 75 Pleasant St., Malden, MA 02148-4906. Phone: 781-338-6105.© 2023 Massachusetts Department of Elementary and Secondary Education*Permission is hereby granted to copy any or all parts of this document for non-commercial educational purposes. Please credit the “Massachusetts Department of Elementary and Secondary Education.”**This document printed on recycled paper*Massachusetts Department of Elementary and Secondary Education75 Pleasant Street, Malden, MA 02148-4906Phone 781-338-3000 TTY: N.E.T. Relay 800-439-2370www.doe.mass.eduState Seal of Massachusetts |

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| Jeffrey C. Riley*Commissioner* |  |

January 11, 2023

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: FY2023*, pursuant to [Chapter 126 of the Acts of 2022](https://malegislature.gov/Budget/FY2023/FinalBudget), line item [7061-9611](https://budget.digital.mass.gov/summary/fy23/enacted/education/education-k-12/70619611) 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, 2023 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 [Our Way Forward](http://www.doe.mass.edu/bese/docs/fy2019/2019-06/item2.docx) report, including but not limited to Holistic Support and Enrichment and Deeper Learning; and they also contribute to the Department’s [strategic priorities](http://www.doe.mass.edu/research/StrategicPlan-Summary.pdf) including but not limited to supporting social-emotional learning, health, and safety. They also support my school year 2022-2023 [goals and objectives](https://www.doe.mass.edu/bese/docs/fy2023/2022-10/item2.docx) (#7) to accelerate learning to continue to address impacts of pandemic.

In fiscal year 2022-2023 (FY2023), approximately $10.3 million will be awarded, through a competitive grant process, to an estimated 140 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 35,000 students and 900 educators are projected to be served through school year and/or summer programs that receive grant funding in FY2023 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 continue to address impacts of COVID-19 pandemic, 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,

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: FY2023*, pursuant to [Chapter 126 of the Acts of 2022](https://malegislature.gov/Budget/FY2023/FinalBudget), line item [7061-9611](https://budget.digital.mass.gov/summary/fy23/enacted/education/education-k-12/70619611):

*“…shall report on the preliminary results of said grants not later than January 11, 2023 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 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 2022-2023 (FY2023) budget, the state appropriated $10.3 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:

* 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 2022-2023

In FY2023, the Department awarded nearly $10.3 million in funds to community-based organizations and school districts through a competitive grant with the purpose of supporting quality enhancements and professional development as well as increased access to high quality out-of-school time opportunities. The Department received 191 proposals requesting $19.2 million. One hundred and forty (140) proposal were selected for funding with grant awards ranging from $20,000 - $130,000. See Appendix B for a list of grantees as well as the [online posting](https://www.doe.mass.edu/grants/2023/awards/528-530.docx).

Massachusetts public school districts, non-public schools, and public and private community-based organizations with experience operating out-of-school time programs were eligible to apply for funding. Overall, programs funded for FY2023 are expected to serve more than 35,000 students in grades PK-12 and 900 educators.

The main priorities for this grant are to improve the quality of and access to ASOST programs and services by:

* Supporting 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*](https://www.doe.mass.edu/grants/2023/528-530/guidelines.docx) (**Category A — Quality Enhancements**);
* Increasing access to quality ASOST programs for students who have previously been underserved including but not limited to students considered as low-income, BIPOC (Black, Indigenous, People of Color), English learners, special education, migrant, experiencing homelessness, in foster care and/or living in rural areas (**Category B — Increased Access**); and
* Providing regional and statewide professional development (PD), which may include networking opportunities, for other ASOST providers (**Category C — Regional or Statewide PD/Networking**).

# 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. For example, if family engagement was chosen as a quality enhancement area, a caregiver survey may be used to determine if the added family dinner nights helped to improve the students and families connection to program and/or school.

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)](https://www.doe.mass.edu/21cclc/ta/apt.docx). All grantees are required to use this tool to inform program improvement as well as inform 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, 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. 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 American Rescue Plan – Elementary and Secondary Education Emergency Relief (ARP-ESSER) and 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 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 address impacts of the COVID-19 pandemic and 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 effortsforafter-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.

1. **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.

1. **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.
2. **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.
3. **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.
4. **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: After-School and Out-of-School Time (ASOST) Competitive Funded Grant Programs FY2023

*Statewide/regional professional development providers are indicated in the list below in italics and with an asterisk (\*)*

| **RECIPIENTS** |
| --- |
| African Community Education (Worcester) |
| Artists for Humanity (Boston) |
| Athol Area YMCA |
| Ayer Shirley Regional School District |
| Berkshire Art Center (formerly IS183 Art School) |
| Berkshire Arts and Technology Charter Public School |
| Berkshire Health Systems (Operation Better Start) (Pittsfield) |
| Berkshire Hills Regional School District |
| Berkshire South Regional Community Center |
| Bethel Institute for Community Development (BICD) (Boston) |
| Boston Chinatown Neighborhood Center |
| Boston Music Project |
| Boston Preparatory Foundation (Young Man with a Plan) |
| Boston's Higher Ground (One Bead) |
| Boys & Girls Club of Greater Holyoke |
| Boys & Girls Club of Greater Lowell |
| Boys & Girls Club of Greater Salem |
| Boys & Girls Club of Greater Westfield |
| Boys & Girls Club of Woburn |
| Boys & Girls Clubs of Dorchester |
| Breakthrough Greater Boston (Boston/Cambridge/Somerville) |
| Building Bridges Through Music (Lynn) |
| Buzzards Bay Coalition |
| Cambridge Camping Association |
| Cambridge Health Alliance |
| Cambridge Housing Authority |
| Cambridge School Volunteers |
| Camp Fire North Shore (Lynn) |
| Canton Public Schools |
| Child Care of the Berkshires (North Adams) |
| City of New Bedford (Department of Community Services) |
| CitySprouts (Boston/Cambridge) |
| Clark YMCA (Winchendon) |
| Coaching4Change (Taunton) |
| Collaborative for Educational Services (Greenfield/Palmer) |
| Communities Together (Lawrence) |
| Community Action for Safe Alternatives (CASA) (Winthrop) |
| Courageous Sailing for Youth (Boston) |
| Crossroads for Kids (Boston) |
| Digital Ready (Boston) |
| Discovering Justice (James D St Clair Court Public Education Project) |
| East End House (Cambridge) |
| Educational Divide Reform (Brockton/Chelsea) |
| Essex North Shore Agricultural & Technical School |
| EVKids (Boston) |
| Fall River Public Schools |
| Family Service Association (Fall River) |
| Family Services of the Merrimack Valley (Lawrence) |
| Farrington Memorial (Farrington Nature Linc) (Cambridge/Malden/Somerville) |
| For Kids Only Afterschool (Everett/Revere) |
| Friends of the Rafael Hernandez School (Boston) |
| Future Chefs (Boston) |
| Gateway Regional School District (Huntington) |
| Gateways to Jewish Education (Torah Academy) |
| Girl Scouts of Eastern MA (Waltham/Andover/Reading/Plymouth) |
| Girls Inc of Lynn |
| Girls Inc of the Valley (Holyoke) |
| Greater Lawrence Technical School |
| Groundwork Lawrence |
| Haverhill Public Schools |
| Health Resources in Action (The LEAH Project) (Boston/Cambridge) |
| Holyoke Public Schools |
| Homework House (Holyoke) |
| Hoops & Homework (Framingham) |
| Hoosac Valley Regional School District (Cheshire) |
| House of Peace & Education (HOPE) (Gardner) |
| Housing Families (Malden/Chelsea) |
| Innovation Academy Charter School (Tyngsborough) |
| Kids in Tech (KIT) (Lowell) |
| Latino Education Institute - Worcester State Foundation |
| LEAP for Education (Lynn/Salem) |
| Lee Public Schools |
| Lee Youth Association |
| Lowell Public Schools |
| LUK Crisis Center (Fitchburg) |
| Lunenburg Public Schools |
| Martha's Vineyard Boys & Girls Club |
| *Mass Audubon (Lowell/Statewide)\** |
| *Mass Mentoring Partnership (Statewide)\** |
| *Massachusetts Afterschool Partnership (MAP) (Statewide)\** |
| Massachusetts College of Art & Design - Artward Bound (Boston) |
| Merrimack Valley YMCA (Lawrence/Methuen/Andover) |
| MetroWest YMCA (Framingham) |
| Minuteman Regional Vocational Technical High School (Lexington) |
| Mothers for Justice & Equality (Boston) |
| Música Franklin (Greenfield/Turners Falls) |
| Mystic Learning Center (Somerville) |
| Mystic Valley YMCA (Malden/Medford) |
| Nauset Regional School District |
| New American Association of MA (Lynn/Lowell) |
| New Bedford Art Museum/ArtWorks! |
| New Bedford Public Schools |
| North Adams Public Schools |
| Norwood Public Schools |
| Old Colony YMCA (Brockton) |
| Old Sturbridge Village (Sturbridge) |
| Partners for Youth with Disabilities (Somerville) |
| Pathways for Children (Gloucester) |
| Phillips Brooks House Association (PBHA) (Boston/Cambridge) |
| Piers Park Sailing Center (Boston) |
| Positive Action Against Chemical Addiction (PAACA) (New Bedford) |
| *Project Adventure (Statewide)\** |
| Quaboag Regional School District |
| Rainbow Child Development Center (Worcester) |
| Ralph C Mahar Regional Schools |
| Raw Art Works |
| *Rehearsal for Life (Boston)\** |
| Robbins Children's Programs (Attleboro) |
| Salem Public Schools |
| School on Wheels of MA (Bridgewater) |
| Shaloh School (Boston) |
| Somerville YMCA |
| South Boston Neighborhood House |
| South Shore STARS (Randolph) |
| Sportsmen's Tennis & Enrichment Center (Boston) |
| Steps to Success (Brookline) |
| Sutton Public Schools |
| Tewksbury Public Schools |
| The Care Center (Holyoke) |
| The Community Group (Community Day Care) |
| The Performance Project (Northampton) |
| The Possible Zone (Boston) |
| Treehouse Foundation (Greenfield/Easthampton/Holyoke) |
| Triton Regional School District |
| University of Massachusetts Foundation (UMass Boston - Urban Scholars) |
| Waltham Boys & Girls Club |
| Ware Public Schools |
| Wareham Public Schools |
| West End House (Boston) |
| Whitman-Hanson Regional School District |
| Winthrop Public Schools |
| Worthington Public Schools |
| YMCA of Greater Boston |
| YMCA of Metro North (Peabody/Saugus/Lynn) |
| YMCA of the North Shore (Salem/Haverhill) |
| You're With Us (Salem/Tyngsboro) |
| Youth Development Organization (YDO) (Lawrence) |
| YouthBuild Boston |
| YWCA Central MA (Worcester) |
| YWCA Malden |

# Appendix C: Chapter 126 of the Acts of 2022

[7061-9611](https://budget.digital.mass.gov/summary/fy23/enacted/education/education-k-12/70619611) **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 for 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, 2022, 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, 2023 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; 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 later than June 30, 2023, 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; and provided further, that not less than $300,000 shall be expended for the Recreation Worcester program in the city of Worcester…”