PARTNERSHIPS FOR STUDENT SUCCESS
Providing Youth with Quality Programs Through the FY2013 Quality Enhancements in After School and Out of School Grant
LINE ITEM 7061-9611
ASOST LINE ITEM 7061-9611 AT A GLANCE

The After School and Out of School Time (ASOST) Quality Enhancement Grant line item 7061-9611 is an innovative and effective grant program that provides high quality expanded learning opportunities (ELOs) before school, after school and during the summer months to students across the state of Massachusetts.

Public school districts, non-public schools, or community based organizations (CBOs) with existing out of school time programs are eligible to apply for up to $25,000 in funding to implement quality enhancements, reduce barriers to participation, and expand programming into the summer months.

This report details the opportunities in ASOST around the Commonwealth and what the legislature can do to help close the achievement gap and provide healthy, quality, academic afterschool environments for our youth.

ASOST-Q HELPS MASSACHUSETTS YOUTH MOST IN NEED

The ASOST Quality Grant is the only state-funded program dedicated to increasing high quality learning opportunities for children and youth before school, afterschool, and during the summer. The ASOST Quality Grant program represents an essential component of the Commonwealth’s innovative education agenda and complements the tools and strategies of the Achievement Gap Act of 2010 that support student success and have made Massachusetts a national leader in education.

ASOST programming complements in-class learning, promotes students success, and fosters habits of mind as well as the healthy social and emotional development of the children and youth they serve. Through sustained legislative commitment and investment in the ASOST Grant, Massachusetts will continue to boast the very best outcomes for children and youth in the country.

HERE I’VE LEARNED THAT EDUCATION IS THE KEY. AND WHEN YOU HAVE THE KEY, THEY CAN’T LOCK YOU OUT.

— Oscar, age 18, Participant in ASOST Funded Program
ASOST: QUALITY MATTERS

ASOST Grantees are guided by an established set of quality enhancement criteria for high quality after-school and out-of-school time programming that was jointly developed by the Department of Elementary and Secondary Education and the Department of Early Education and Care. These criteria were established 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. In order to receive funding through the program, Grantees must demonstrate their strong implementation of the following criteria:

**QUALITY STANDARDS**

- **School/Community Partnerships**
- **Highly Qualified Staff**
- **Family Engagement**
- **Comprehensive Academic and Non Academic Services**
- **Evaluation Systems**
- **Serving Special Populations**

**COMPREHENSIVE AND ALIGNED EVALUATION TO ENSURE QUALITY**

This year, 58 of the 68 ASOST grantees used the Assessment of Program Practices Tool (APT-O) which guides observations of program practices, helps define and communicate desirable program practices, stimulates discussion regarding program strengths and areas needing improvement, guides the creation of program improvement goals and gauges progress in reaching those goals.

The Department utilized the APT-O in an effort to coordinate evaluation measures across existing and related funding sources and/or initiatives in Massachusetts. In year one of the comprehensive evaluation system, Line Item 7061-9611 is demonstrating **positive results** towards impacting quality.
High income families are spending 10x the amount of money on out of school time enrichment activities than their low-income peers, almost $9,000 a year. ASOST gives Massachusetts families in need a quality source of enrichment for youth, no matter the income level. ASOST opportunities provide children and youth a safe place to grow academically, socially and emotionally, providing a balance many families cannot afford without these low cost programs.

ASOST WORKS

ASOST CLOSES OPPORTUNITY AND ACHIEVEMENT GAPS

The achievement gap is the disparity in education enrichment between low income and high income families. Lack of access to quality affordable services leads to Massachusetts youth underperforming in schools, threatening the future of the Commonwealth’s academic core.

The culminating effects of social and emotional well being, increased student interest, increased student performance, and quality standards all come together to create a cycle of positive influence leading to the closing of the achievement gap. Through summer, afterschool, and out-of-school time programs, Massachusetts youth have been given an opportunity to enter into the cycle.


MONEY SPENT ON AFTERSCHOOL ENRICHMENT BY INCOME

FAMILIES NEED EXPANDED LEARNING OPPORTUNITIES

$300 BILLION worth of productivity is lost in the United States due to parents’ lack of afterschool care

9 IN 10 PARENTS agree that there should be some sort of educational afterschool program in their community

274,176 children and youth are alone and unsupervised in the hours after school in MA.

ASOST CURES YOUTH VIOLENCE, OBESITY RATES, BETTER WORK HABITS


7061-9611: QUALITY ENHANCEMENTS IN AFTER SCHOOL AND OUT-OF-SCHOOL TIME GRANT
LEGISLATIVE SUPPORT IS CRITICAL

By 2018, 70% of all occupations in 2018 will require some form of post secondary education. Learning opportunities that occur before school, after school, and during the summer months bolster a students’ college and career readiness and are critical to Massachusetts’s future workforce. Programs funded by the ASOST Grant enable children and youth to discover new career pathways.

As federal funds decline, applications for the ASOST report rise so it is imperative children and youth continue to receive increased support on the state level.

FEDERAL SUPPORT DECLINING

21ST CCLC - MA

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<td>16.4</td>
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<tr>
<td>FY2013</td>
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Some ASOST Grantees saw an increase in 6th grade MCAS math scores of 20%.

ASOST Grantees saw an increase in verbal communication, problem solving, STEM competencies, and learning skills.

With new funds, Grantees were able to hire highly trained staff for longer, leading to better overall quality of programs.

"MORE AND MORE PARENTS ARE WORKING, BUT AFTERSCHOOL AND OTHER PROGRAMS’ FUNDING IS GETTING CUT FOR MORE THAN A MILLION OF OUR KIDS. ASK A MILLION PARENTS WHAT IT IS LIKE TO TRY TO HOLD DOWN A JOB WHEN THE AFTERSCHOOL PROGRAM CLOSES ITS DOORS."

– Sen. Elizabeth Warren

26% OF MASS YOUTH SPEND 8 HOURS A DAY UNSUPERVISED

ONLY 1.4 MILLION WAS AWARDED

36% OF YOUTH WOULD PARTICIPATE IN OST PROGRAMS IF IT WERE AVAILABLE IN THEIR COMMUNITY

IN FY2013, OVER $3.8 MILLION WAS REQUESTED BY AFTERSCHOOL PROGRAMS

THE DIFFERENCE IN MONEY ALONE HAS POTENTIAL TO SERVE 20,000 MORE YOUTH

7061-9611: QUALITY ENHANCEMENTS IN AFTER SCHOOL AND OUT-OF-SCHOOL TIME GRANT
AFRICA N COMMUNITY EDUCATION—WORCESTER

ACE provides academic, cultural and social support to African refugee and immigrant youth in Worcester, helping children ages 10-to-19 transition into Worcester Public Schools, succeed academically and prepare for their future.

Worcester has welcomed an influx of African refugees and immigrants over the past decade, including many children with significant educational gaps. ACE helps these children catch up to grade level, graduate high school and prepare for college and careers through participating in their After School Program and Saturday Program.

During the FY2013 academic school year, ACE’s students participated in resume writing; explored their career aptitude; attended workshops on job interviews, employer expectations, and financial literacy; and gained up-close snapshots of potential career paths through interactive discussions with community members about their jobs.

ACE actively connects all seniors to local college and career readiness resources, such as Bottom Line, and ACE staff check in regularly to ensure that students complete and submit their applications. Since it’s founding in 2006 with ASOST Funding, 86% of ACE high school students have enrolled in college, a majority of whom are first generation college students. For those students who do not choose college, ACE helps them to enroll in a career training program.

“I AM THANKFUL FOR BEING IN ACE. I ENJOY COMING HERE EVERY SATURDAY KNOWING THAT PEOPLE HERE CARE ABOUT ME AND WHAT I’M GOING TO BE IN THE FUTURE.”
— Assata Kamara, ACE student

“STUDENTS ARE OFTEN SURPRISED BY THEIR AMOUNT OF INDEPENDENCE COUPLED WITH RESPONSIBILITY ONCE THEY GRADUATE FROM HIGH SCHOOL. I AM IMPRESSED WITH THEIR MOTIVATION AND ENTHUSIASM!”
— Lucie Castaldo, IS183 Faculty Artist

IS 183—STOCKBRIDGE

IS183 is a non-profit community art school encouraging people of all ages, means and skill levels to enrich their lives through hands-on experience in the visual arts.

IS183 after-school programs provide opportunities for students to experiment, take risks, creatively problem-solve, and explore new material; skills that are necessary for future college and career success.

Students in all IS183 after-school programs have opportunities to explain their work and discuss the work of their classmates through individual and group critiques, written artist statements, and classroom discussion. Students also have the opportunity to work collaboratively on projects; working together to solve problems and compromise to accomplish a common goal as well as learning to use advanced materials and technology.
RAW ARTS–LYNN

Rooted in art therapy, with groups led by master’s-level art therapists and/or teaching artists, RAW employs the arts as a powerful tool to deeply engage at-risk youth and help them access a better future. RAW’s continuum culminates with Project Launch, a mentor-based career planning and college access program.

By age 24, 75% of students from top income families earn a college degree. In comparison, less than 9% of students from low or extremely low-income families reach the same pinnacle. RAW saw this firsthand, and in 2000 “Project Launch” was established to support RAW teens with their college and career goals. In Project Launch, RAW’s high school seniors are matched one-on-one with an adult mentor who helps them navigate the college and financial aid application process and explore their goals for career development.

GIVE US TIME, WE THINK THAT WE KNOW EVERYTHING AND CAN DO EVERYTHING ON OUR OWN. BUT WE REALLY NEED A HELPING HAND. AND I WANT TO THANK YOU.

– RAW Arts Student

GIVE US TIME, WE THINK THAT WE KNOW EVERYTHING AND CAN DO EVERYTHING ON OUR OWN. BUT WE REALLY NEED A HELPING HAND. AND I WANT TO THANK YOU.

– RAW Arts Student

MARKMAN CHILDREN’S PROGRAMS–ATTLEBOROUGH

Inquiry and discovery based, hands-on, minds-on learning is part of the program philosophy for Markman Children’s Programs (MCP). They have partnered with several local businesses to ensure their students are on the right track for college and career readiness. Markman has partnered with Attleboro Public Schools to support learning skills across all areas. They have partnered with Harbor One Bank which provides a series of workshops for MCP children on “Savings Make Cents”, exposing children to financial planning and banking careers.

Markman’s summer out of school time program implements a STEM curriculum with webbed supports for literacy, dramatic play and other related activities, as well as “Careers in the Community” component. This program encourages children to investigate what education and training is needed for various Jobs in STEM fields as well as field trips to local businesses and visits from professionals in the community.

YOUNG CHILDREN SHOULD BE EXPOSED TO SCIENCE AND MATH CONTENTS AND MAKE CONNECTIONS TO TECHNOLOGY AND ENGINEERING IN ORDER TO BUILD A FOUNDATION FOR FUTURE LEARNING.

– Dianne Bardsley, Chief Executive Officer, Markman Children’s Programs, Inc.

7061-9611: QUALITY ENHANCEMENTS IN AFTER SCHOOL AND OUT-OF-SCHOOL TIME GRANT
2013 ASOST GRANTEES & SCHOOL/COMMUNITY PARTNERS

BOSTON REGION

Action for Boston Community Development - Boston Public Schools Department of Educational Options
Alliance for Inclusion and Prevention - BPS: Lila G. Frederick Pilot Middle School
Boston Chinatown Neighborhood Center - BPS: Josiah Quincy Elementary School
Boys and Girls Clubs of Boston - BPS: James F. Condon Elementary School
Breakthrough Greater Boston - Cambridge Public School District, TechBoston Academy
Doc Wayne Athletic League, Inc. - Germaine Lawrence, The Key Program, Roxbury Youth Works
DotWell - Eliot School of Fine and Applied Arts, BPS: Oliver W. Holmes Elementary, Joseph Lee Elementary, Lee Academy Pilot School
Ellis Memorial - BPS: Blackstone Elementary, Josiah Quincy Elementary, Orchard Gardens K-8
Hennigan Community Center - BPS: Hennigan Elementary School
John P. Holland Community Council - BPS: John P Holland Elementary School
Massachusetts Society for the Prevention of Cruelty to Children - Boston College PULSE Program, BPS: Bates Elementary, Boston Latin Academy, Conley Elementary, Curley K-8, Edison K-8, Irving Middle, Mason Elementary, McKinley Elementary, Ohrenberger School, Young Achievers K-8
MathPOWER - Northeastern University Center for Community Service, Northeastern University Center for STEM Education, Dudley Street Neighborhood Initiative, Roxbury Presbyterian Church Social Impact Center, Program in Education, Afterschool, and Resiliency (PEAR), Massachusetts Promise Fellowship, Boston After School and Beyond, BPS: Dearborn Middle School
Mattapan Community Centers, Inc. - Gallivan Community Center - "e" inc., Sylvan Learning Center, Boston Public Schools
Owenberger Community School Council - Owenberger Community Center, BPS: Owenberger School
Roslin Community Center and Council - The Eliot School of Applied and Fine Arts, "e" inc., Michele Brooks-Local Artist
Sociedad Latina - BPS: Maurice J. Tobin K-8 School, Mission Grammar School, Mission Main Community Center
Upham's Corner Community Center - BPS: Roger Clap Innovation School, Orchard Gardens K-8, William Monroe Trotter School
YMCA Greater Boston - Boston Public Schools, North Shore Community College, Northeastern University

YOUTH AND FAMILY ENRICHMENT SERVICES

Youth and Family Enrichment Services - Haitian Multi-Service Center, H. American Public Health Initiative, Center for Community Health, Education, and Research, Association of H. Women in Boston, Boston Centers for Youth & Families, Boston H. American Parent’s Association, Boston Medical Center, BPS: Newcomers Academy, Mildred Ave. K-8 School

CENTRAL REGION

African Community Education (ACE) Program - Worcester Public Schools, Catholic Charities, East African Community Outreach, Worcester Community Action Council, Liberian Association of Worcester, Seven Hills Global Outreach, Fairbridge International and Cultural Exchange Through Soccer and Edward M. Kennedy Health Center, Assumption College, Clark University, Holy Cross, University of Massachusetts Medical School, Massachusetts College of Pharmacy and Health Sciences, Worcester State University, Worcester Polytechnic Institute
Family Health Center of Worcester, Inc. - YMCA, Assumption College, Worcester Community Connections, South High Community School
L.U.K. Crisis Center, Inc. - Leominster Public Schools
North Brookfield Youth Center - North Brookfield Public Schools, Long View Farms, Hannaford Supermarkets, Massachusetts Council on Compulsive Gambling, Valley View School, First Congregational Church, Christ Memorial Episcopal
Rainbow Child Development Center - Catch the Science Bug
Webster Public Schools - Webster Middle School
YWCA of Central MA - Worcester Public Schools: Roosevelt School

GREATER BOSTON REGION

Boys & Girls Clubs of Middlesex County - Cambridge Public Schools, Community Arts Center, Margaret Fuller Neighborhood House, Tutoring Plus, The Agenda for Children
Cambridge School Volunteers - CPS: Cambridge Rindge & Latin School
Everett Public Schools - For Kids Only Afterschool, City of Everett, Joint Committee for Children’s Health Care in Everett
Housing Families, Inc. - Malden Public Schools, Housing Corporation of Arlington, Horizons for Homeless Children, Lesley University, Associated Grant Makers of Massachusetts, United Way, Boston Cares, Bunker Hill Community College, Salem State College, Middlesex Community College, Cambridge College, Barrios Music Harmony School, Byrne’s Tang Soo DO Karate Studio
Malden Public Schools - Partnership for Community Schools in Malden, Malden Access Television, Mystic River Watershed Collaborative, Bread of Life, Atria Maplewood Place
MetroWest YMCA, Inc. - Framingham Public School District, Framingham Public Library, Danforth Museum and School of Art, Performing Arts Center of MetroWest
Mystic Learning Center - Somerville Public Schools, Tufts University

7061-9611: QUALITY ENHANCEMENTS IN AFTER SCHOOL AND OUT-OF-SCHOOL TIME GRANT
2013 ASOST GRANTEES & SCHOOL/COMMUNITY PARTNERS

Phillips Brook House Association - Boston Public Schools, Cambridge Public Schools, SUP: Boston Centers for Youth and Families, Mayor’s Summer Youth Employment Program, Associated Grant Makers, Black Ministerial Alliance, Boston Afterschool & Beyond, Cambridge Department of Human Services (Baby UI), Cambridge Public Health Department, Community Cousins, Harvard COOP, Harvard Public School Programming & Professional Development; Camps: BRYE: Bird Street Community Center; CHAD: Chinese Consolidated Benevolent Association; CYEP: Cambridge Health Alliance; FIO: Franklin Field/Hill Tenant Task Forces; Keylatch: Blackstone Community Center; MHSP: Sociedad Latina; NAYEP: North American Indian Center of Boston; RY: United Residents in Academy Homes; RYSE: Newcomers Academy; and SBOS: Mary Ellen McCormack Task Force

Prospect Hill Academy Charter School - Prospect Hill Academy Charter School, BOSTnet (Build the Out of school Time Network)

YWCA Malden Center for Women and Families - Malden Public Schools: Ferryway School

NORTHEAST REGION

Cape Ann YMCA - East Gloucester Elementary, Veterans Memorial Elementary, Rockport Elementary, Open Door Food Pantry, Addison Gilbert Hospital/Lahey Health Community Day Care of Lawrence, Inc. - Lawrence Public Schools: Arlington Elementary, Arlington Middle, Wetherbee Schools

Community Teamwork, Inc. - Lowell Public Schools, Lowell Parks & Recreation, Lowell Alliance for Families, Merrimack Valley Trauma Services, Massachusetts Audubon

Family Service, Inc. - Lawrence Public Schools: Wetherbee Middle School, Guilmette Middle School, Parthum Middle School, Henry K Oliver Middle School, Health & Human Services HS, Humanities & Leadership Development HS, Math, Science & Technology HS, Performing & Fine Arts HS, Business Management & Finance HS, International HS, Greater Lawrence Vocational Technical HS

For Kids Only Afterschool (Peabody) - Peabody Public Schools

Girls Incorporated of Lynn - Lynn Public Schools, Northeastern University’s Marine Science Center

Merrimack Valley YMCA - Merrimack College, Lawrence Public Schools

Raw Art Works, Inc. - Lynn Public Schools, Montserrat College of Art, Massachusetts College of Art, Lesley University, ACCESS Boston, Educational Opportunity Center at North Shore Community College, Institute for Contemporary Art

Russian Community Association of Massachusetts - Lynn Public Schools, Congolese Development Center

SOUTHEAST REGION

Artworks! Partners for the Arts and Community - New Bedford Public Schools, New Bedford Whaling National Park, City of New Bedford

Brockton Day Nursery - Brockton Public Schools, Bridgewater State University, Stonehill College

Brockton Public Schools - Brockton HS, Goddard Alternative School, Down Town Business Association, Connecting Activities, South Bay Mental Health

Little People's College - Information Unavailable

Markman Children's Programs, Inc. - Attleboro Public Schools, Sensata Technologies

Nauset Youth Alliance - Nauset Public Schools: Eddy Elementary and Stony Brook Elementary

New Bedford Public Schools - North Star Learning Centers, New Bedford Public Schools PTO

School on Wheels of Massachusetts - Brockton Public Schools: Dr. William Arnone Community Elementary School, Get on B.A.S.E. (Building After School Excellence), Coaching for Change

South Shore Stars - Randolph HS

Southeastern Regional Technical School - Coaching For Change, Inc., Fisher College

WESTERN REGION

Boys and Girls Club of Greater Holyoke - Boys and Girls Club of Greater Holyoke, NEARI Jumpstart, YMCA of Holyoke, Girls Inc. of Holyoke, Enchanted Circle Theater


Holyoke Public Schools - Holyoke Boys & Girls Club, Girls Inc. of Holyoke, Next Level Adventures, Inc., School Sprouts, Hampshire College, Mount Holyoke College, Smith College, Amherst College, the University of Massachusetts

IS183, Art School of the Berkshires - Word x Word Spoken Word Festival, Nutrition Center, Pittsfield Public Schools: Morningside Community School, Conte Community School

Springfield Day Nursery Corp. (Square One) - Massachusetts Career Development Institute (MCDI), Springfield Public Schools: Frederick Harris School, Summer Avenue School, Daniel B. Brunton School, Mary M. Lynch School

The Collaborative for Educational Services - West Springfield: Philip G. Coburn Elementary School; Palmer: Converse Middle School; Easthampton: Maple Elementary School, White Brook Middle School

Youth Action Coalition - Ware Junior/Senior HS, The Literacy Project-Ware, Quabog Valley CDC, Valley Human Services, Everywoman’s Center, Ware Domestic Violence Task Force, The Collaborative for Educational Services

7061-9611: QUALITY ENHANCEMENTS IN AFTER SCHOOL AND OUT-OF-SCHOOL TIME GRANT
The following recommendations are based on information gathered from communities across the state through Massachusetts’s AfterSchool Partnership’s regional and statewide networks, interviews with grantees and ASOST grantee reports. The goal of these recommendations is to enhance school-community partnerships and positive outcomes for children and youth.

I. CONTINUED AND INCREASED INVESTMENT

The ASOST grant has proven to be an effective strategy for closing the achievement gap that impacts the Commonwealth’s most vulnerable students. Line Item 7061-9611 is cost effective and highly efficient. It is a direct service grant with very low administration costs and all grantees are required to secure and leverage 20% of their total grant award in matching funds. In this year’s budget, it is recommended that the ASOST grant be increased to address quality enhancements as well as to support the start-up of new ASOST programs to address and increase access to high quality programs as it did in the wake of the 2007 Special Legislative Commission on After School and Out of School Time. Currently, only 18% of Massachusetts’ children and youth have access to high quality ASOST learning opportunities.

II. SUPPORT COLLEGE AND CAREER READINESS STRATEGIES

70% of Massachusetts’ workforce will require some kind of post secondary education by the year 2018. Expanded learning opportunities (ELOs) that occur before school, after school and during the summer months play a critical role in building interest in college and careers and strengthen the job readiness skills of Massachusetts youth. The ASOST grant supports the Commonwealth’s cradle to career agenda and is developing skilled, prepared and qualified workers that the Commonwealth is expected to need. It is recommended that Legislature continue to invest in college and career readiness afterschool and summer programs including but not limited to: digital literacy programs, financial literacy programs, school/curriculum frameworks-aligned afterschool and summer programs, and mentoring and job shadowing programs.

III. SUPPORT TECHNICAL ASSISTANCE TO STRENGTHEN SCHOOL/COMMUNITY PARTNERSHIPS

ASOST grantees represent a wide variety of schools and CBOs with diverse geographic and demographic needs. In past years, the grant program included funding 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.” ASOST Grantees have found regional networking and technical assistance through the Massachusetts Afterschool Partnership (MAP) to be essential to accessing research, enhancing programming and strengthening partnerships. We recommend the inclusion of language in the FY2015 budget that identifies MAP as the provider of these regional networking opportunities and the organization that prepares a report for the Massachusetts Legislature on these networking and technical assistance opportunities.

IV. SUPPORT, STRENGTHEN AND INCENTIVIZE DATA SHARING BETWEEN SCHOOLS AND COMMUNITY BASED ORGANIZATIONS

The effectiveness of an afterschool and out of school system depends on a community’s ability to access reliable information about the student participation, student achievement, program quality, specific student needs, program availability and existing programming gaps. Ongoing data collection ensures that the community leaders can measure system effectiveness, monitor program gaps, inform future improvement and reallocate funds and resources as needed. We recommend that he Department of Elementary and Secondary Education encourage and incentivize greater communication and data sharing between schools and community-based organizations.

V. PRIORITIZE SUMMER LEARNING, ADDRESS THE ACHIEVEMENT GAP

Summer learning loss is one of the largest contributors to the persistent achievement gap across the United States. It can also be stemmed by leveraging high quality ELOs during the summer months. We recommend continued investment in Line Item 7061-9611 to address summer learning loss and support the academic needs of Massachusetts students during their summer months.
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 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 type of students served by the funds; provided further, that funds from this item may be used for a variety of activities, including but not limited to: (a) academic tutoring and homework centers where content is linked to and based on the curriculum guidelines promulgated by said department; (b) programs which improve the health of students, including physical activities, athletics, nutrition and health education and exercise; (c) 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; (d) enrichment activities not otherwise provided during the school day; (e) advanced study for the gifted and talented; and (f) 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; provided further, that funds shall be expended for services that include children where English is a second language; provided further, that the department of elementary and secondary education shall consult with the executive office of health and human services and the department of early education and care to maximize the provision of wrap-around services and to coordinate programs and services for children and youth during after-school and out of school time programs; provided further, that the department shall select grant recipients not later than September 30, 2013; provided further, that for the purpose of this item, appropriated funds may be expended through August 31, 2014 to allow for implementation of said programs during the summer months; and 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-community partnerships.

—$1,410,000

ABOUT MAP

The Massachusetts Afterschool Partnership (MAP) is a key leader in promoting the role of afterschool programs to meet important, academic, social and economic needs, including providing support for children and youth's educational success and helping working families with school-aged children. MAP is composed of diverse stakeholders in the education, afterschool, out of school time, summer and youth program fields. MAP’s work improves the lives of young people by increasing resources for children’s programming, developing policy that supports children, families and afterschool programs, involves local grassroots networks, improves education, and strengthens strategic public-private partnerships.

“I GAINED A BETTER UNDERSTANDING OF WHERE THE THINKING ABOUT ASOST IS AT THE STATE LEVEL. I LIKE WHERE THINGS AREヘADED!”

— Director, SomerPromise (Somerville Ma.)

“THE ASOST AND MAP FOLKS ARE SO RELATABLE AND GET WHAT WE DO.”

— Youth Program Director, South Shore Stars (Randolph, Ma.)
Through sustained legislative commitment and investment, Massachusetts continues to boast the very best outcomes for children in the country. The following is a report to the Legislature that highlights the impacts and benefits of the After School and Out of School Time (ASOST) Quality Enhancement Grant (Line Item 7061-9611) and provides recommendations to ensure that children, youth and families have access to the resources and opportunities necessary for 21st century success.

For providing children and youth with the skills they need to be college and career ready, for supporting the development of strong and healthy communities, for supporting economic growth, and for keeping kids safe, the answer is simple:

AFTERSCHOOL WORKS!