



***Report to the Legislature: After-School and Out-of-School  
Time Quality Grant Report***

Line item 7061-9611

February 2008



This document was prepared by the  
Massachusetts Department of Education  
Jeffrey Nellhaus  
Acting Commissioner of Education

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# The Commonwealth of Massachusetts Department of Education

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February 2008

Dear Members of the General Court:

I am pleased to submit *A Progress Report to the Legislature: After-School and Out-of-School Time Quality Grant*, pursuant to Chapter 61 of the Acts of 2007, 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; ...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 ... (2) programs which improve the health of students... (3) art, theater, and music programs ... (4) enrichment activities ... (5) advanced study for the gifted and talented, and (6) community service programs; provided further, that \$100,000 from this item 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 ....”*

The Department is working to coordinate this state After School and Out-of-School Time (ASOST) grant program with other such programs in state organizations, such as the Departments of Early Education and Care and Public Health, and other organizations in the ASOST field, such as the Massachusetts Afterschool Partnership and the United Way.

In FY 08 eligible applicants included public schools, non-public schools, and community-based organizations. To be eligible to apply, applicants needed to demonstrate that they were engaged in a partnership with a public school, non-public school, community-based organization, and/or an institution of higher education. While submission of a Letter of Intent to apply was optional, the Department received 128 such letters, totaling nearly \$5.5M in requests. In the end, 148 proposals were received for consideration, requesting more than \$7.7M; the budget appropriation is \$2M. Staff members from the Department of Education, Department of Early Education and Care, and Massachusetts Afterschool Partnership read the proposals and considered them against the priorities and requirements established in the Request for Proposal. The review teams worked to identify high quality proposals that would reflect a diverse group of lead agents (public schools, non public schools, and community-based programs), broad representation across the regions of the Commonwealth, and an array of services and programs.

On September 27, 2007, the Massachusetts Board of Education approved 48 grantees to receive the After-School and Out-of-School Time Quality Grant funds. In order to fund the 48 applications, most had their requested budgets reduced by a certain percentage. Appendix B provides a list of the grantees along with their partner organizations and the grant award. If more funds had been available, the Department would have recommended approving additional applications.

The Department was also represented on the Special Legislative Commission on After-School and Out-of-School Time. We seek 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*. Coordinating these programs is critical to the development of a system that meets the needs of children and families who require after-school and out-of-school time services across the Commonwealth.

If you have further inquiries, please contact Carole Thomson, Associate Commissioner, or Donna Traynham, Pre-K – 16 Specialist.

Sincerely,

Jeffrey Nellhaus  
Acting Commissioner

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

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## **I. Introduction to Line item 7061-9611**

The Department of Education respectfully submits *A Progress Report to the Legislature: After-School and Out-of-School Time Quality Grant*, pursuant to Chapter 61 of the Acts of 2007, 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 \$100,000 from this item 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 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, 2007, and shall report on the preliminary results of said grants not later than February 15, 2008, 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; and provided further, that for the purpose of this item, appropriated funds may be expended through August 31, 2008 to allow for implementation of said programs during the summer months; and provided further that \$50,000 be directed to the Massachusetts After school Partnership to convene regional networks, to work with the department of 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, 2008, 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 line item;”*

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.

As Chairman Paul Reville said in his opening remarks at the August Massachusetts Board of Education meeting, "The Commonwealth needs to provide the resources, expertise, direction and opportunities for our educators to do what is essentially a new job, educating all students to at least a level of proficiency. In addition, the work of

educating all students goes beyond the boundaries of traditional K-12 schools. Early childhood education, human and social services, expanded school time and after school and summer programming are all needed in addition to a robust Department of Education capable of providing high quality technical assistance and support to all school districts."

In the FY 2008 budget, the Massachusetts Legislature and Governor appropriated \$2M in line item 7061-9611 in the Department of Education's budget to provide quality supports and enhancements for after-school and out-of-school time programs across the Commonwealth. This represented a \$1M increase above the FY 07 budget allocation. 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:

1. Academic tutoring and homework centers where content is linked to and based on the Massachusetts Department of Education's curriculum frameworks;
2. Programs that 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.

In addition, the budget language stipulates \$50,000 for the Massachusetts Afterschool Partnership (MAP) to convene regional networks to work with the Department of Education (DOE) and the Department of Early Education and Care (EEC) to support school and after-school partnerships. 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 after-school and out-of-school time programming with their peers.

## **II. Request For Proposal Process**

The budget language required that the Department award the funds by September 30, 2007. Therefore, the Department released a Request for Proposals (RFP) on June 19, 2007. The RFP was developed collaboratively by the Department of Education, the Department of Early Education and Care, and the Massachusetts Afterschool Partnership.

In addition to the fund use established by the line item language, the Department identified additional priority considerations in the RFP. Priorities were given to applicants that proposed to provide services in high need communities as evidenced by low-income level and need for academic improvement by:

- Supporting programs that demonstrate strong and innovative implementation of the quality enhancement criteria developed by the Department, EEC, and MAP (Appendix A);
- Addressing barriers to student participation; and
- Increasing comprehensive after-school and out-of-school time programming to children and youth during the school year and summer, including through federally-funded 21<sup>st</sup> Century Community Learning Centers (CCLC).

Eligible applicants included public schools, non-public schools, and community-based organizations. To be eligible to apply, applicants needed to demonstrate that they were engaged in a partnership with a public school, non-public school, community-based organization, and/or an institution of higher education.

While submission of a Letter of Intent (LOI) to apply was optional, the Department received 128 LOIs, totaling nearly \$5.5M. In the end, 148 proposals were received for consideration, requesting more than \$7.7M. Staff members from the Department, EEC, and MAP read the proposals and considered them against the priorities and requirements established in the RFP. The review teams worked to identify high quality proposals that would reflect a diverse group of lead agents (public schools, non public schools, and community-based programs), broad representation across the regions of the Commonwealth, and an array of services and programs.

On September 27, 2007, the Massachusetts Board of Education approved 48 grantees to receive the After-School and Out-of-School Time Quality Grant funds. In order to fund the 48 applications, most had their requested budgets reduced by a certain percentage. Appendix B provides a list of the grantees along with their partner organizations and the grant award. If more funds had been available, the Department would have recommended approving additional applications.

### **III. Summary of Use of Funding**

#### **After-school and Out-of-school time programs**

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:

<b>Type of Activity/Service</b>	<b>Examples of Activities/Services</b>
Partnership Development	<ol style="list-style-type: none"> <li>1. Funds are used to provide opportunities for school-day teachers to visit/participate in after-school programs and for after-school staff to participate and observe in school-day classrooms in order to coordinate learning opportunities for students.</li> <li>2. Grantees use funds to align curriculum efforts between school systems and after-school programs in ways that strengthen continuity of</li> </ol>

Type of Activity/Service	Examples of Activities/Services
	<p>programming for students while also strengthening partnerships between schools and after-school programs.</p> <p>3. Professional development through partnerships between public schools and after-school programs is another focus of this grant. For example, some grantees have designed opportunities for public school staff and after-school staff to mentor one another in particular content areas, such as mathematics, in order to improve their expertise.</p>
Quality Enhancement	<p>1. Many after-school grantees have focused on the content area of the arts as a way to foster youth development as well as academic enrichment. For example, one grantee is using the funds, in part, to support after-school staff to work with their local school district's literacy coordinator to embed the literature being taught during the school-day into the after-school's theater, music, and film performances.</p> <p>2. In some cases, funds are used to support the quality of inclusive practices to better 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.</p> <p>3. Several grantees have focused their efforts around supporting children and youth's overall healthy development, including their social and emotional development, through professional development for after-school staff as well as trainings and workshops for parents.</p>
Service Expansion	<p>1. Other grantees have requested funds to support additional children to participate in their existing programs.</p> <p>2. Some programs use the funds to expand their program offerings to students as part of the curriculum and overall enrichment opportunities.</p> <p>3. Several grantees use their funds to cover costs, in part or in whole, associated with transporting students to the after-school program and/or home after the program day has ended so that they will have access to high</p>

Type of Activity/Service	Examples of Activities/Services
	quality programs in which they might not otherwise have been able to participate.
Program Development	<ol style="list-style-type: none"> <li>1. Funds are used to create new after-school and out-of-school time programs in communities where programs do not exist or do not exist in sufficient numbers to meet the demand.</li> <li>2. Several grantees that currently operate after-school programs during the school year applied for funds to expand their program to include a summer component.</li> </ol>

**The Massachusetts Afterschool Partnership**

The Massachusetts Afterschool Partnership receives a \$50,000 grant from the Department of Education as part of this line item. The purposes of these funds are to:

1. Convene regional networks that ensure representation of a mix of after-school and out-of-school time providers, including public schools, community-based organizations, etc.;
2. Work with the Department of Education and the Department of Early Education and Care to support the implementation of school-community partnerships; and
3. Submit a report to the Legislature by October 15, 2008 to make recommendations on how to enhance school-community partnerships and positive outcomes for children and youth through funding in line item 7061-9611.

MAP has completed several outcomes over the past five months to support the success of the second year of the After-School and Out-of-School Time Quality (ASOST) Grant and in preparation for the second legislative report due in October. These activities have included: a second series of six Regional Network meetings attended by more than 300 community participants including public school staff, community-based after-school staff, local community officials, and other interested stakeholders; a survey of the ASOST grantees to gain feedback on how to improve the ASOST grant program; monthly meetings that convene state agencies with non-public after-school stakeholders; and work with the Department of Education and the Department of Early Education and Care to build upon best practices in after-school program design.

In addition, MAP submitted its 2007 report on the ASOST grant on October 15, 2007 as required by the line item language. This report included the results of a survey conducted by MAP of the current ASOST grantees and recommendations for consideration by the legislature and the administration in further developing the ASOST grant program. The most frequently cited request from the field and grantees to improve the ASOST grant was to include multi-year grant funding. MAP's report can be found at [www.massafterschool.org](http://www.massafterschool.org).

MAP will work with the Department in the coming months to review with grantees children's progress in the programs, identify innovative strategies that are producing the best results for school-age children, and work with schools and community organizations

to incorporate these strategies in the further development of the grant program. Based on a survey of the field and the regional networks, MAP will be working with the Department to provide training for the field on how to improve connections between schools and community-based organizations in the provision of high quality after-school and extended learning opportunities.

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 Report<sup>1</sup>**

Based on mid-year reporting data from the grantees, 30 grantees provide their services during the school year. An additional six grantees will utilize their grant funds to either design or enhance summer programs and the remaining twelve are using their funds to support both school year and summer programming for students.

In all, 6,758 students are either in programs benefiting from this grant or projected to be in grant-funded programs this summer. Of that number, approximately 983 are students with disabilities and 638 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**

<b>5 years old</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>
250	602	738	893	836	832	946	659	392	184	112	108	102	104

**Table B: Children served by Grade**

<b>Kindergarten</b>	<b>1<sup>st</sup> grade</b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>	<b>5<sup>th</sup></b>	<b>6<sup>th</sup></b>	<b>7<sup>th</sup></b>	<b>8<sup>th</sup></b>	<b>9<sup>th</sup></b>	<b>10<sup>th</sup></b>	<b>11<sup>th</sup></b>	<b>12<sup>th</sup></b>
503	762	838	884	864	875	819	448	341	107	110	109	98

Services and enhancements focus primarily on elementary and middle school age students. However, the number of students served at the high school level has grown by over 5 times the number in FY 2007. These data reflect a growing need to ensure that older youth also have access to after-school and out-of-school time services.

An end of year report will be provided by the grantees in the fall of 2008 to provide the Department with final numbers on all children and youth served by the grant.

<sup>1</sup> Data presented in this section are based on 48 out of 48 grantees reporting.

## **V. Evaluation Activities**

As part of the Request for Proposal, applicants were required to develop an evaluation component for their program or service. As part of this evaluation process, applicants were asked to outline the goals that were identified as being the primary reason for creating the program or enhancement. In its design, the evaluation component is intended to identify outcomes or results that would indicate whether the goal has been met or progress has been made in moving towards the goal or goals. For grantees that receive federal 21<sup>st</sup> 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 this fall. At that time, the Department will summarize the evaluation information to determine the extent to which the After-School and Out-of-School Time Quality Grant was successful in helping grantees either achieve or make progress toward their goals.

## **VI. Conclusion**

It is the intent of the Department of Education to coordinate this state ASOST grant program with other such programs in state organizations, such as the Departments of Early Education and Care and Public Health, and other organizations in the ASOST field, such as the Massachusetts Afterschool Partnership and the United Way. In addition, the Department looks forward to continuing its work with 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 after-school and out-of-school time 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 of Education and the Department of Early Education and Care to guide collaborative statewide system-building efforts for after-school and out-of-school time services that will help students and youth in the Commonwealth to 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 Department of Education'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, 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: ASOST Grantees

**NAME OF GRANT PROGRAM:**      **After-School and Out-of-School Time Quality Grant**      **FUND CODE: 530**

This grant will assist 48 public school districts, non-public schools, and community-based organizations along with more than 160 partnering after-school and out-of-school time organizations to improve the availability and quality of after-school and out-of-school time programs for students in Kindergarten through Grade 12, including students with disabilities and students who are English language learners. Grant awards range from \$10,000 to \$50,000.

RECIPIENT	AMOUNT
<b>Action for Boston Community Development, Inc. (Boston)</b> Boston Public Schools; Hull Lifesaving; Cushing House; Mass Mentors	\$50,000
<b>African Community Education (ACE) Program (Worcester)</b> Worcester Public Schools; UMASS Medical School; Clark University; College of the Holy Cross; Liberian Association of Worcester; Fairbridge Project International; Catholic Charities; Refugee and Immigrant Assistance Center	36,482
<b>Boston Chinatown Neighborhood Center</b> Boston Public Schools: Josiah Quincy Elementary School	50,000
<b>Boston Public Schools, Solomon Lewenberg Middle School</b> Center for Health Development, Inc.	50,000
<b>Boys and Girls Club of Greater Holyoke</b> Holyoke Public Schools; Girls, Inc. of Holyoke; Holyoke YMCA; Near/Jumpstart; Enchanted Circle Theater; Community Music School of Springfield	32,313
<b>Brockton Public Schools</b> Brockton Area Retarded Citizens; Old Colony YMCA; Mayor's After-School Taskforce; Stonehill College; Communities for School Success	50,000
<b>Brookview House (Boston)</b> Boston Public Schools; Lesley University; Suffolk University; Milton Academy	39,702
<b>Build the Out-of-School Time Network (BOSTnet) (Boston)</b> YMCA of Greater Boston; Cambridge Agenda for Children; For Kids Only	50,000
<b>Building Educated Leaders for Life (BELL) (Boston)</b> Boston Public Schools	50,000

RECIPIENT	AMOUNT
<p><b>Cambridge Public Schools</b></p> <p>Afterworks at St. Peter's Episcopal Church; Cambridge Community Center; Cambridge Department of Human Services Programs - Community Schools Programs; East End House; Fletcher Maynard Academy; King Open School</p>	40,000
<p><b>Child Development and Education, Inc. (Malden)</b></p> <p>Lawrence Public Schools</p>	50,000
<p><b>Catholic Education Center - St. Joseph - St. Therese School (Fall River)</b></p> <p>New Bedford Public Schools; NorthStar Learning Centers</p>	36,352
<p><b>Community Teamwork, Inc. (Lowell)</b></p> <p>Lowell Public Schools</p>	50,000
<p><b>Doctor Franklin Perkins School (Lancaster)</b></p> <p>Fitchburg Public Schools; LUK Mentoring Program, Inc.</p>	30,464
<p><b>Ellis Memorial and Eldredge House (Boston)</b></p> <p>Boston Public Schools: Blackstone Community School, Boston Renaissance School, Hurley Elementary School</p>	50,000
<p><b>Fall River Public Schools</b></p> <p>St. Anne's Hospital; TJ's Music Store; On Stage Dance Academy; Tavares Karate Studio</p>	50,000
<p><b>Fitchburg Public Schools</b></p> <p>21<sup>st</sup> CCLC Program; Boys and Girls Club of Fitchburg; Montachusett Regional YMCA; LUK Mentoring Program, Inc.</p>	40,000
<p><b>For Kids Only Afterschool, Inc. (Salem)</b></p> <p>Peabody Public Schools; Massachusetts Audubon Society</p>	36,352
<p><b>Friends of Rafael Hernandez School (Boston)</b></p> <p>Boston Public Schools: Rafael Hernandez School; Brookside Community Health Center</p>	50,000
<p><b>Girls, Inc. of Lynn</b></p> <p>Lynn Public Schools: Pickering Middle School, Breed Middle School</p>	39,247

RECIPIENT	AMOUNT
<b>Hampshire Educational Collaborative (Northampton)</b> Greenfield Public Schools; Gill-Montague Regional School District (Turners Falls); Gateway Regional School District (Huntington)	50,000
<b>Hattie B. Cooper Community Center (Boston)</b> Boston Public Schools: Blackstone School, Hurley School, Josiah Quincy Elementary School; Tony's Transportation	10,925
<b>Haverhill Public Schools</b> Haverhill YMCA; Haverhill Historical Society; Occasion True Martial Arts	50,000
<b>Hull Public Schools</b> Hull Public Library; Hull Lifesaving Museum; South Shore Conservatory; South Bay Mental Health	39,382
<b>Joint Committee for Children's Health Care in Everett</b> Everett Public Schools; For Kids Only	50,000
<b>Justice Resource Institute (Boston)</b> Department-approved Special Education Schools: KEY Program; Germaine Lawrence; Wayside; Youth, Inc.	32,501
<b>Lawrence Public Schools</b> UMASS Lowell - Nutrition Program; Family Service, Inc; Health and Education Services; South Bay; Greater Lawrence Family Health Center	50,000
<b>Lynn Economic Opportunity, Inc.</b> Raw Art Works	21,000
<b>Malden Public Schools</b> Partnerships for Community Schools in Malden; YWCA	38,826
<b>North Adams Public Schools</b> Northern Berkshire Creative Arts; REACH Community Health Foundation; Child Care of the Berkshires	35,000
<b>North Brookfield Youth Center</b> North Brookfield Public Schools; Longview Farms Studio; North Brookfield Cultural Council; North Brookfield Police Department	30,000

RECIPIENT	AMOUNT
<p><b>North River Collaborative (Rockland)</b></p> <p>Abington Public Schools; Whitman-Hanson Public Schools; East Bridgewater Public Schools; West Bridgewater Public Schools; Department of Mental Health</p>	39,584
<p><b>Northampton Public Schools</b></p> <p>Greater Hampshire Regional YMCA; Forbes Library; Historic Northampton Museum; The Eric Carle Museum; International Language Institutes of Massachusetts; Deerfield History Museum; Lilly Library; Northampton Community Music School; Daily Hampshire Gazette; A2Z Science Store; Big Brothers/Big Sisters of Hampshire County; Enchanted Circle Theater; Hitchcock Center for the Environment; Smith College Office of Educational Outreach; Botanical Garden at Smith College; Mad Science of Western Massachusetts; Blue Moon Soup; Whole Children, Inc.; Junior Achievement; First Lego League; Barnes and Noble; Spirit of the Heart Martial Arts; Freedom Dance</p>	50,000
<p><b>Northshore Education Consortium - Northshore Recovery High School (Beverly)</b></p> <p>North Shore YMCA; Improbable Players; Raw Art Works; Workforce Investment Board</p>	33,404
<p><b>Partners for Youth with Disabilities, Inc. (Springfield)</b></p> <p>Child and Family Service of Pioneer Valley, Inc./Disability Resource Program</p>	36,352
<p><b>Prospect Hill Academy Charter Public School (Somerville)</b></p> <p>Children's Museum</p>	10,000
<p><b>Quabog Regional School District (Warren and West Brookfield)</b></p> <p>21<sup>st</sup> CCLC Program</p>	38,840
<p><b>Sociedad Latina (Boston)</b></p> <p>Boston Public Schools: Mission Hill School, Maurice J. Tobin School</p>	50,000
<p><b>Somerville Public Schools</b></p> <p>Elizabeth Peabody House; Mystic Learning Center</p>	50,000
<p><b>Springfield Public Schools</b></p> <p>Springfield 21<sup>st</sup> CCLC Program: Springfield Department of Parks and Recreation</p>	50,000

RECIPIENT	AMOUNT
<p><b>Springfield Vietnamese American Civic Association</b></p> <p>Springfield Public Schools: Sumner Elementary School, Forest Park Middle School, Washington Street Elementary School; Massachusetts Career Development Institute</p>	39,584
<p><b>St. Paul Catholic Schools Consortium (Worcester)</b></p> <p>Boys and Girls Club of North Central Massachusetts; Fitchburg State College</p>	36,352
<p><b>Triton Regional School District (Byfield)</b></p> <p>Harlequyn Theatre; Boys and Girls Club</p>	32,313
<p><b>Waltham Public Schools</b></p> <p>Waltham Partnership for Youth; Brandeis University; Bentley College; Waltham Recreation Department; Waltham Public Library; Waltham Family YMCA; Waltham Boys and Girls Club; Breaking Barriers, Inc.</p>	36,352
<p><b>Wareham Early Childhood Education and Development</b></p> <p>Wareham Public Schools; Wareham Council on Aging; Onset Bay Association; Wareham Free Library</p>	37,419
<p><b>Winthrop Public Schools</b></p> <p>Massachusetts General Hospital Reading Professional; Winthrop Public Library; Communities Against Substance Abuse</p>	34,979
<p><b>YMCA of Greater Boston - Guild (Boston)</b></p> <p>Boston Public Schools: Curtis Guild Elementary School</p>	50,000
<p><b>YMCA of Greater Springfield (Springfield)</b></p> <p>Chicopee Public Schools; Springfield Public Schools; Wilbraham/Monson Public Schools; Springfield College; Baystate Children's Hospital Weight Management Clinic</p>	36,275
<p><b>TOTAL STATE FUNDS</b></p>	<b>\$1,950,000</b>

**Appendix C: Chapter 61 of the Acts of 2007, line item 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 \$100,000 from this item 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 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, 2007, and **shall report on the preliminary results of said grants not later than February 15, 2008, 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;** and provided further, that for the purpose of this item, appropriated funds may be expended through August 31, 2008 to allow for implementation of said programs during the summer months; and provided further that \$50,000 be directed to the Massachusetts After school Partnership to convene regional networks, to work with the department of 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, 2008, 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 line item;”