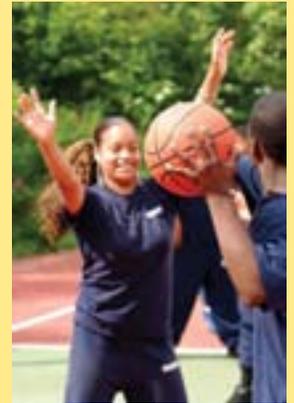
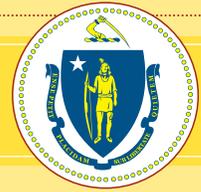


**THE MASSACHUSETTS SPECIAL COMMISSION ON
AFTER SCHOOL AND OUT OF SCHOOL TIME**

*Senator Thomas McGee
Representative Marie St. Fleur
Co-Chairs*



Our Common Wealth: Building a Future for Our Children and Youth

*The Report of the Massachusetts Special Commission
on After School and Out of School Time
November 2007*

The Massachusetts Special Commission on After School and Out of School Time was created by the Massachusetts Legislature to help define what is needed to support the healthy development of children and youth in and out of school.

Table of Contents

Letter from the Co-Chairs	3
The Opportunity and The Vision	4
The Special Commission's Work	9
Findings and Recommendations	13
Acknowledgments	40
Appendices	44



*Top:
Conte Community School Connected for Success Program
Pittsfield, MA*

*Above from right to left:
Senator Thomas McGee, Special Commission Co-Chair
Representative Marie St. Fleur, Special Commission Co-Chair
Representative Alice Wolf and Representative Patricia Haddad
Special Commission Dartmouth Public Hearing, July 19, 2007*

*Above left:
Gregg Neighborhood House, Lynn, MA
Program Site Visit – September 20, 2007*

*Photos from front cover:
Left center: Boys and Girls Club of Worcester
Worcester, MA*

*Upper right:
Town of Barnstable Recreation Department Afterschool Program
Horace Mann Charter School, Marston Mills, MA
Program Site Visit – September 11, 2007*

*Lower right:
Roxbury Preparatory Charter School Enrichment Program
Roxbury, MA*

Letter from the Co-Chairs

Dear Friends,

When we began this project as Co-Chairs of the Massachusetts Special Commission on After School and Out of School Time, we looked forward to learning more about what afterschool and out-of-school time programs mean in the lives of young people and their families across the state.

Over the course of the last six months, what we have heard and seen has truly amazed and humbled us. We have traveled hundreds of miles, convened ten public hearings, visited ten different afterschool programs, guided three work groups, and chaired five meetings of the full 36 member Commission. Nearly 500 people came from all walks of life to talk to us about why they care so deeply about this issue.

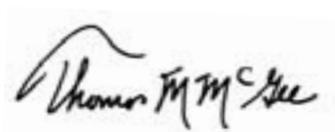
We encountered several themes that resonated across the state: children and youth describing their participation in afterschool and out-of-school time programs as life changing; dedicated and talented staff struggling to stay in the field on low salaries and uncertain career paths; innovative programs confronting unstable and inadequate funding; and transportation, in particular, presenting significant challenges for families and providers in getting young people to programs.

Finally, the most important and consistent theme that emerged from our work was the power of building relationships. The ability of staff to build positive, caring and consistent relationships with the young people in their charge makes all the difference in their lives. As one program director in Worcester said: “Our job is not to do programs or activities but help kids become responsible adults.”

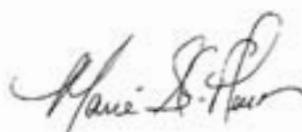
We agree and believe this task before us is monumentally important. We must ensure that all of the Commonwealth’s young people have appealing opportunities to engage in positive relationships with adults and their peers, and to learn and develop their potential during the non-school hours. What we offer here is a blueprint to guide us in crafting wise and strategic investments to that end.

We know that a prosperous and hopeful future for the state depends largely on how we prepare the next generation for adulthood. When we invest in and support the healthy development of our young people, we are safeguarding our society by helping our children and youth become productive, responsible, and invested community members. We invite you to join us in this all-important endeavor.

Sincerely,



Senator Thomas M. McGee, Chair
Labor and Workforce Development Committee
Co-Chair



Representative Marie P. St. Fleur, Vice-Chair
House Committee on Ways and Means
Co-Chair

The Opportunity and The Vision

"Afterschool is about learning, helping and understanding."

— Gabriella, 8th Grader, St. Patrick's School
Boston Public Hearing
September 25, 2007

Why Afterschool and Out-of-School Time Programs Matter

There is a special meaning behind the word Commonwealth, a word we use to describe Massachusetts. Commonwealth dates from the 15th century and means "common well-being." It was first used in a political context to describe a community governed for the common good, rather than for the benefit of a small privileged group. John Adams described the idea of the common good in drafting the Massachusetts Constitution:

"The whole people covenants with each citizen, and each citizen with the whole people, that all shall be governed by certain laws for the common good."

Our identity as a Commonwealth resonates powerfully when we turn our attention to the next generation. We have a common responsibility to foster the health and well-being of our children and youth -- our next generation of leaders and citizens. If we can ensure that Massachusetts' children and youth have access to the experiences, opportunities and supports that research and experience has proven is needed for them to be productive and engaged members of our society, our Commonwealth will survive and flourish. If we ignore or refuse this obligation, we risk our own future prosperity and security.

New Research Emphasizes What Young People Need to Succeed

The Massachusetts Special Commission on After School and Out of School Time (Special Commission) considered the challenge of preparing our young people to take on their future roles as leaders, citizens, and engaged members of our community. We looked to groundbreaking and recent research that provides us with significant information about exactly what young people need to succeed. Once we understand what this research tells us, we can see that afterschool and out-of-school time programs play a critical role in helping young people transition successfully to adulthood.



Roxbury Preparatory Charter School Enrichment Program
Roxbury, Massachusetts

New Science on Brain Development

We know from research about how important the early childhood years are for brain development. We have learned that the same research applies to children and youth as they get older. In fact, the architecture of the brain continues to develop in major ways until young people reach the age of 24.¹ Among the important cognitive functions solidifying during this life stage are the capacities for planning, decision making, and foreseeing consequences. The extent to which young people develop these and other competencies is highly dependent on the quality of the relationships they have with caring adults.

How We Think, Feel and Interact are Linked

Research has proved that how we think, feel and interact (cognitive, emotional, and social capabilities) are inextricably intertwined throughout one's life. Success in the classroom cannot be separated in any way from the complex developmental process that young people are experiencing in every facet of their lives. Young people develop most fully when they are in settings where their parents, teachers and program leaders pay attention to their social and emotional needs as well as their literacy and cognitive skill development.²

The Opportunity and The Vision

The National Research Council provides this framework of what youth need to successfully transition to adulthood:

The National Research Council reports that youth need:³

1. PHYSICAL DEVELOPMENT

- Good health habits
- Good health risk management skills

2. INTELLECTUAL DEVELOPMENT

- Knowledge of essential life skills
- Knowledge of essential vocational skills
- School success
- Rational habits of mind – critical thinking and reasoning skills
- In-depth knowledge of more than one culture
- Good decision-making skills
- Knowledge of skills needed to navigate through multiple cultural contexts

3. PSYCHOLOGICAL AND EMOTIONAL DEVELOPMENT

- Good mental health, including positive self-regard
- Good emotional self-regulation skills
- Good coping skills
- Good conflict resolution skills
- Mastery motivation and positive achievement motivation
- Confidence in one's personal efficacy
- "Planfulness"—planning for the future and future life events
- Sense of personal autonomy and responsibility for self
- Optimism coupled with realism
- Coherent and positive personal and social identity
- Prosocial and culturally sensitive values
- Spirituality or a sense of a "larger" purpose in life
- Strong moral character
- A commitment to good use of time

4. SOCIAL DEVELOPMENT

- Connectedness – perceived good relationships and trust with parents, peers, and some other adults
- Sense of social place and integration – being connected and valued by larger social networks
- Attachment to prosocial and conventional institutions, such as school, church, and nonschool youth programs
- Ability to navigate in multiple cultural contexts
- Commitment to civic engagement

While all young people do not need this complete list of assets to be successful, having more of these abilities is better than having less of them. Research reveals that when young people have more of these skills, it provides them with a richer and resilient environment to overcome challenges and succeed.

Why Afterschool and Out-of-School Time Programs are Critical to How Children and Youth Grow

When we juxtapose what the research tells us youth need with what we know high quality afterschool and out-of-school time programs provide, we find a near perfect match.

Afterschool and out-of-school time programs provide positive settings for young people to build the abilities they need to become successful adults. Unlike at home or in school, children and youth in these programs are more often making independent choices about how and with whom they spend their time and what they will be doing. Within a safe environment that encourages risk-taking, they are practicing the social, cognitive and other skills they will need to become successful adults.

Perhaps most importantly, high quality afterschool and out-of-school time programs are all about relationships: the common denominator for rich developmental experiences. Research from a range of disciplines – including education, youth development, resiliency, and the impact of afterschool and out-of-school time programs – emphasizes the importance of relationships with caring adults and peers as a young person continues to grow and develop.⁴

By offering opportunities to develop skills in leadership, teamwork, perseverance, creative problem solving, project management, and conflict resolution, afterschool and out-of-school time programs help young people become well-rounded adults.



*Conte Community School Connected for Success Program
Pittsfield, MA*

High quality afterschool and out-of-school time programs have the following eight key features, according to the National Research Council.⁵

- **PHYSICAL AND PSYCHOLOGICAL SAFETY**, which includes safe and health-promoting facilities and practices that increase safe peer group interaction and decrease unsafe or confrontational peer interactions.
- **APPROPRIATE STRUCTURE** such as limit setting, clear and consistent rules and expectations, firm-enough control, continuity and predictability, clear boundaries, and age appropriate monitoring.
- **SUPPORTIVE RELATIONSHIPS** that offer warmth, closeness, connectedness, good communication, caring, support, guidance, secure attachment, and responsiveness.
- **OPPORTUNITIES TO BELONG AND FEEL INCLUDED**, regardless of one's gender, ethnicity, sexual orientation, or disabilities; social inclusion, social engagement, and integration; opportunities for socio-cultural identity formation; and support for cultural and bi-cultural competence.
- **POSITIVE SOCIAL NORMS**, which includes rules for behavior, expectations, injunctions, ways of doing things, values and morals, and obligations for service.
- **SUPPORT FOR EFFICACY AND MENTORING** that includes youth-based, empowerment practices that support autonomy, making a real difference in one's community, and being taken seriously; practices that include enabling, responsibility granting, and meaningful challenge; and practices that focus on improvement rather than on relative current performance levels
- **OPPORTUNITIES FOR SKILL BUILDING** to learn physical, intellectual, psychological, emotional, and social skills; exposure to intentional learning experiences; opportunities to learn cultural literacy, media literacy, communication skills, and good habits of mind; preparation for adult employment; and opportunities to develop social and cultural capital.
- **INTEGRATION OF FAMILY**, school, and community efforts to maximize coordination among family, school, and community.

Understanding more about how children and youth develop strengthens the case for ensuring that all young people have access to high quality developmentally appropriate afterschool and out-of-school time experiences. But even before we knew anything about how young people's minds are impacted by these experiences, many of us have seen the children and youth in our own lives flourish through participating in afterschool and out-of-school time programs. We are familiar with studies over the past 10-15 years that have provided evidence of the specific positive outcomes young people in programs can achieve when participating in high quality non-school opportunities. Examples indicate that afterschool and out-of-school time programs:⁶

- **POSITIVELY IMPACT IN-SCHOOL ACADEMIC LEARNING.** Positive academic outcomes associated with participation include better attitudes toward school and higher educational aspirations; higher school attendance and less tardiness; less disciplinary action (e.g., suspension); better performance in school, as measured by achievement test scores and grades; greater on-time promotion; improved homework completion; and engagement in learning.
- **IMPROVE YOUTH SOCIAL AND DEVELOPMENTAL OUTCOMES.** Social and leadership skills, self-esteem and self-concept, initiative and a host of other outcomes are increased. Across a number of studies, outcomes associated with participation in high quality programs include decreased behavioral problems; improved social and communication skills and/or relationships with others (peers, parents, and/or teachers); increased community involvement and broadened world view; increased self-confidence and self-esteem; and improved feelings and attitudes toward self and school.
- **CONTRIBUTE TO HEALTHY LIFESTYLES AND INCREASED KNOWLEDGE ABOUT NUTRITION AND EXERCISE.** Specific outcomes associated with participation in high quality programs include better food choices, increased physical activity, and increased knowledge of nutrition and health practices.
- **PROVIDE A BRIDGE BETWEEN YOUTH AND THEIR COMMUNITIES THROUGH INCREASED CIVIC AND COMMUNITY ENGAGEMENT.** Specific outcomes associated with participation in high quality programs which promote community engagement include: increased problem solving and conflict resolution skills; increased civic engagement; and increased awareness of community and world issues through attending to media coverage of important events.
- **PROVIDE YOUTH WITH OPPORTUNITIES TO LEARN AND PRACTICE THE SKILLS THEY NEED TO SUCCEED IN THE NEW ECONOMY.** The Partnership for 21st Century Skills notes that in order to thrive in the world today, young people need higher-end skills, such as the ability to communicate

The Opportunity and The Vision

effectively beyond their peer groups, analyze complex information from multiple sources, write or present well-reasoned arguments, and develop solutions to interdisciplinary problems. High quality youth development programs integrate this type of skill building into their ongoing activities.

The positive effects last a lifetime and benefit communities too: adults who as young people participate in afterschool and out-of-school time activities are more likely to: be employed, be active members of their communities, trust their parents, be in stable relationships, and be happy.⁷

We are fortunate that in Massachusetts, there is a long history of public and private support for a variety of afterschool and out-of-school time programs, including those provided by community and faith-based organizations, municipal parks and recreation departments, libraries, arts and cultural institutions, intramural sports leagues, and schools. Out of the nearly 1.3 million children and youth ages 5-19⁸ in Massachusetts, thousands are involved in a rich variety of activities helping them develop their minds, build their social, emotional and cognitive skills, and boost their resiliency to cope with the impact of the daily stresses in their lives.

Yet far too many – an estimated 80% – of our children and youth are not accessing these opportunities for learning and development. From the ten public hearings held over the past six months, hundreds of parents, youth, providers and public officials spoke about their needs, hopes and priorities for young people in Massachusetts. Children and youth from every region of the state lack transportation or the financial resources to attend programs. Families need more and better choices for their children and youth. More programs need to serve middle and high school students, and the afterschool and out-of-school time workforce must be strengthened through improved professional development and compensation strategies. Parents are doing the best they can, given their limited resources and available program choices, but much more is needed. Without better and more diverse financing, and a state-wide commitment to strengthen, leverage and coordinate existing efforts, these challenges will remain as barriers for too many of our children and youth.

The challenge before us is to determine how, in an environment with limited resources and competing priorities, we can strengthen the existing system of afterschool and out-of-school time opportunities to support the healthy development of Massachusetts' future generation of leaders and citizens.



*Girls Incorporated of Lynn's Teen Health Ambassadors
Lynn, MA*

"This is really important to a lot of people where I come from.....in the time that I have been there ...all the adults want to do something more for the youth..."

*— Shelly, Age 16, Peer Leader
Pittsfield Public Hearing, May 1, 2007*



*South Shore Day Care Services
E. Weymouth, MA*

The Opportunity and The Vision



*MetroWest YMCA High Flight Community Outreach Program
Hopkinton, MA*

Vision

The Special Commission's vision for the Commonwealth of Massachusetts is a state where children and youth are challenged and engaged, where families have quality afterschool and out-of-school time choices for their children, and where communities work together, in a public and private partnership, to offer enriching developmental opportunities for young people, regardless of their socio-economic or education status. In order to ensure that each child and adolescent reaches his or her full potential, the Commonwealth must leverage all the available human and financial capital from the federal, state, municipal and private and non-profit sectors to build a future for our children and youth. This effort is only possible with public and private partnerships and collaborations occurring at the local, regional and state level.

Our vision calls for strengthening, coordinating and leveraging an afterschool and out-of-school time system that:

- Ensures families can choose from a diverse range of public and private programs to expand their children's learning opportunities and support their cognitive, social, emotional, moral, cultural, civic, and physical development.
- Coordinates and leverages early childhood, after-school and out-of-school time, youth development and school and community and faith-based programs to provide a continuum of high quality learning experiences for children and youth 0-18 (22 for children with special needs).

- Expands access for underserved populations, including low-income, special needs, English Language Learners (ELL), GLBT (Gay, Lesbian Bisexual and Transgender Youth), children and youth in foster or residential care, and homeless children and older youth.
- Enhances existing statewide, regional and local infrastructures to support programs through: coordinated and aligned funding streams; professional development and workforce initiatives; quality standards; data collection and evaluation; and building public awareness and support for afterschool and out-of-school time programs.
- Continuously improves program quality by sustaining existing quality programs and investing in the afterschool and out-of-school time workforce.
- Preserves local flexibility and control while achieving high statewide standards for afterschool and out-of-school time programs and staff quality, and child and youth outcomes.
- Leverages public and private funding that reflects the true cost of providing quality afterschool and out-of-school time programs and the need for operational support at the program level.
- Accesses increased, sustainable funding from private and public sources to meet demand and improve the quality of afterschool and out-of-school time programs.

We must make wise and strategic public and private investments of our time and resources. When we do, then together, we can ensure that children and youth in Massachusetts have access to quality opportunities and supports today that will shape them into adults who will strengthen our communities and our Commonwealth tomorrow.

The Special Commission's Work

"I love the program; it changed me so much."

— Corrina, Student, Maurice A. Donahue Elementary School
Springfield Public Hearing
April 10, 2007

The Massachusetts Legislature created the Special Commission on After School and Out of School Time (Special Commission) to better understand the impact of afterschool and out-of-school time programs in the daily lives of the nearly 1.3 million children and youth who live here. Launched in March 2007, this 36 member commission – representing legislators, community and faith-based after-school and out-of-school time providers, public and private schools, teachers, school officials, state agencies, child care organizations, advocacy, and parent-teacher organizations – was asked “to study and recommend how to ‘define and’ better coordinate, expand, finance and improve accessible, affordable, and quality out-of-school time programming for school age children in all settings in Massachusetts.”⁹ The Special Commission was funded by the Massachusetts Legislature with a matching grant from the Nellie Mae Education Foundation and in-kind administrative support from The Boston Foundation.

The Special Commission retained the services of The Kunnusta Group, which worked with an array of expert consultants to organize the public hearings, conduct afterschool and out-of-school time program site visits, facilitate the Special Commission's three working groups and prepare the final report.

Public Hearings

The Special Commission's first public hearing, in Springfield, was convened in April 2007. The Special Commission held additional hearings in Pittsfield, Worcester, Framingham, Quincy, Dartmouth, Barnstable, Lawrence, Lynn and Boston. Nearly 500 people from all walks of life attended the hearings: children, youth, parents, afterschool and out-of-school time providers, police officers, librarians, parks and recreation directors, municipal officials, teachers, college presidents, school superintendents, business leaders, artists and other community leaders. They provided powerful and riveting testimony about the importance and transformative power of afterschool and out-of-school time programs in their own lives and the lives of the children and youth in their communities. They offered

creative ideas for how a sustainable system of afterschool and out-of-school time programs is critical to helping children and youth develop into caring, productive, engaged, successful adults. Their testimony profoundly influenced the findings and recommendations of the Special Commission.

Program Site Visits

Special Commission members visited 10 programs across the state that served children and youth of different ages using diverse approaches. These site visits, along with the public hearing testimony, combined to give Special Commission members an authentic portrayal of the after-school and out-of-school time field in the Commonwealth. The programs visited by the Special Commission have been highlighted in this report to demonstrate the breadth and depth of afterschool and out-of-school time programming throughout the state.

Work Groups

The Special Commission created three work groups: Information and Access, Quality, Workforce and Professional Development, and Sustainability. Each of the work groups studied the issues extensively to help inform and guide the Special Commission's recommendations.



*From left, Donna Traynham, Frederick Metters, Senator Thomas McGee, Jess Torres and Deborah Kneeland
Barnstable Public Hearing – September 11, 2007*

PROGRAM SITE VISIT: MAY 1, 2007

Silvio O. Conte Community School

"If I was not here, I would be sleeping."

Marcal, 5th grader and Connected for Success Program Participant



"We are like a family here."

— Donna Baker, Co-Director, Connected for Success

FAST FACTS

- 173 out of 440 Conte Elementary School students participate in program
- 79% of students who participate are eligible for free or reduced lunch
- Hours of operation: 3:10 pm to 5:20 pm, Tuesday through Friday
- Summer programming for the month of July is offered.
- 20 students are on a waiting list
- 142 students participating in program show 17% improvement in English Language Arts and writing skills
- Program funded by the 21st Century Learning Centers federal grant and by the Massachusetts Department of Education's ASOST grant

Source: *Connected for Success After School Program, 2007*

PROGRAM OVERVIEW

The Connected for Success Program is provided to 173 out of the 440 students who attend the Silvio O. Conte Community School in grades 1 through 5. Using an effective combination of academic and social enrichment programming, Connected for Success uses an array of project-based learning techniques to teach children math, reading, and science. A range of arts and cultural programming is also offered. All programs have certified teachers, two paraprofessionals or an assistant teacher. The Conte Community School operates with open classrooms which fosters natural collaboration between and among teachers and the students.

The Connected for Success Program has fostered community partnerships with the Berkshire Museum, the Berkshire Theater Company, the Center for Ecological Studies and Youth Alive. These and other community organizations come in and provide arts, cultural and other programming to students to expose them to and new ideas and experiences that they would not otherwise have.

Two students in each of grades 3, 4, and 5 comprise the Connected for Success Youth Council. Voted onto the Council by their peers, they help identify and select activities for the program.

BEST PRACTICES

Filming of recycling public service announcements, participation in Local ROBOTICS challenge, building cars for a solar car derby, measuring and graphing speeds of baseball pitches. Using cooking and gardening to promote science and literacy. Providing bucket drumming and theater for social enrichment.

**Silvio O. Conte
Community School**
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**Connected for Success
After School Program**
Donna Baker and
Eric K. Lamoureux, Co-Directors
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The Special Commission's Work

"I love going to the Dunbar Community Center. I can get help with my homework, participate in workshops, go places and take part in college tours. We went to MIT. I have different opportunities to make something of myself."

— Lauren, High School Student
Springfield Public Hearing
April 10, 2007

Research

The Special Commission collected data from a wide range of state agencies, and selected state-wide afterschool and out-of-school time providers such as the Boys and Girls Clubs and the YMCA's. It also gathered data from the Parents Alliance for Catholic Education (PACE) to better understand the types of afterschool and out-of-school time activities being offered in the state's Catholic schools. This research contributed to a deeper understanding about the complexion of the Commonwealth's afterschool and out-of-school time field.

In addition to its own research, the Special Commission also worked with leading experts on afterschool and out-of-school time such as The Finance Project and prominent researchers in the field who authored issue briefs for the Special Commission on seven different topics such as:

- Defining the universe of afterschool and out-of-school time
- Why quality afterschool and out-of-school time programs matter
- How sports, arts and cultural programs positively impact children and youth in their non-school hours
- Identifying and addressing access barriers
- Using the summer to continue learning
- Engaging older youth

The Special Commission analyzed and integrated all the information generated from these four fact-finding methods to issue its findings and to develop recommendations.



*Boys and Girls Club of Worcester
Worcester, MA*

PROGRAM SITE VISIT: MAY 8, 2007

Boys and Girls Club of Worcester

"... I am so grateful that the Boys and Girls Club opened its arms to me. I feel like everyone at the club is my family,"

Theresa Pickens, President of the Worcester High School Sophomore Committee and 10 year participant of the Boys and Girls Club of Worcester



"The majority of kids who come here have a lot to lose; we try to change that."

— Ron Hadorn, Executive Director, Boys and Girls Club of Worcester.

FAST FACTS

- Serves over 6,000 children and youth ages 5 through 18 in six locations in Worcester, Fitchburg and Leominster
- 83% are economically disadvantaged; 55% come from single parent homes
- 93% of children and youth do not go to any other agency for afterschool programs
- 82% do not have a computer in their own home
- Serves 320 children and youth daily in new \$9M main club house on Tainter Street
- Serves 52 children ages 5-13 through their licensed school age program funded by EEC
- Hours of operation in main clubhouse: 2:30 pm - 9:00 pm Monday through Friday
- Summer programming from 8:30 am to 8:00 pm is also offered
- Could serve an additional 180 children and youth per day with additional resources
- Raises \$1.7 million annually to support their programs
- Charges \$10 a year per child and youth; membership is free for foster children, children of police officers, firefighters and armed service men and women.
- Costs \$400 per year per child to offer services to children and youth

Source: Boys and Girls Club of Worcester, 2007

PROGRAM OVERVIEW

The Boys and Girls Club of Worcester was formed in 1889. They operate six clubs in the greater Worcester area and northern Worcester County. Their new and main club house is located at 65 Tainter Street. Featured as the centerpiece of a reclaimed neighborhood, it is near 83 new affordable housing units in Worcester. The Club serves over 6,000 children annually in their six clubs. Their new Clubhouse serves 320 children and youth daily through a variety of drop-in programs such as the Teen Center where youth can check out lap-outs and do their homework using the Club's WiFi Network. Children and youth also learn to swim in their college sized swimming pool; grow through participation in the learning center, maintain Big Brother/Big Sister relationships, play ball in "Little Fenway"; play basketball in their gym; and learn to box.

Designed by youth at the Club, they also have access to a state of the art recording studio where they can record their own music. Arts and dance classes are also offered each day.

BEST PRACTICES

Family style dinners are offered three nights a week for Club members. College students from the nine colleges in Greater Worcester are utilized as volunteers and mentors. Boxing and fitness classes are supported by police officers of the Worcester Police Gang Unit.

Boys and Girls Club of Worcester

Ron Hadorn, Executive Director
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<http://www.bgcworcester.org>

Findings and Recommendations

“We talk a lot about issues that don’t mean a hill of beans, but afterschool is one issue that we know through our research and through talking to educators, that makes a huge difference in a young person’s life.”

— Mayor Thomas M. Menino, City of Boston
Boston Public Hearing
September 25, 2007

FINDINGS

What is Afterschool and Out-of-School Time? An Overview

The Special Commission defined “afterschool” and “out-of-school time” as any activity that stimulates learning, provides a safe place and operates in licensed or unlicensed settings, formal or informal environments, including schools, community and faith-based organizations, drop-in programs, youth centers, intramural sports leagues, libraries, and parks and recreation facilities, among others. These activities occur before and after school, during the weekends, summer and school vacations for children and youth ages five through nineteen. The Special Commission also recognizes that children and youth with special needs deserve support until they reach their early 20’s due to the unique nature of how they learn and grow.

What We Learned about Afterschool and Out-of-School Time in Massachusetts

In the last several months, the Special Commission gathered information about afterschool and out-of-school time programs in Massachusetts through public hearings, program site visits, work groups, external data gathering and research.

As Special Commission members traversed the state, nearly 500 people attended 10 public hearings to talk about their needs, hopes and aspirations for the young people in their communities. Overwhelmingly, people hope that the Commission’s work will result in a strengthened statewide afterschool network that more effectively and efficiently enables young people to access the positive developmental opportunities they need to transition successfully to adulthood.

The public testimony also echoed what Special Commission members learned as they visited 10 afterschool and out-of-school time programs across the state. Serving different ages with diverse approaches, the programs seen by the Commission

have a singular purpose: ensuring the children and youth in their charge receive what they need to realize their full potential. Keeping these critical themes in mind, Special Commission members divided into three work groups to study and make recommendations about distinct but interconnected topics:

1) INFORMATION AND ACCESS WORK GROUP – The Information and Access Work Group studied what is needed to help families obtain the right information at the right time to choose the right program for their children. They also worked on identifying and understanding the wide range of barriers – from transportation to other administrative, socio-demographic and even philosophical factors – that prevent children and youth from participating in afterschool and out-of-school time programs.

2) QUALITY, WORKFORCE AND PROFESSIONAL DEVELOPMENT WORK GROUP – The Quality, Workforce and Professional Development Work Group identified the critical relationship between staff quality, program quality and positive youth outcomes. They provided a sequence of research-based activities that will address how to strengthen the state’s afterschool and out-of-school time workforce, improve program quality, and achieve desired child/youth outcomes.

3) SUSTAINABILITY WORK GROUP – The Sustainability Work Group reviewed the complex realm of federal, state, local and private financing and how those four streams could be increased, better aligned, and leveraged to support high quality afterschool and out-of-school time programs for the Commonwealth’s children and youth.

This section reflects the integration of everything we learned and provides a summary of our key findings and priority recommendations. We hope it does justice to what we heard and saw and will inspire action from everyone who cares about creating a brighter future for our children and youth. The Special Commission’s more detailed findings and additional recommendations can be found in the Special Commission’s full report.

A Closer Look at the State’s Role and Investments in Afterschool and Out-of-School Time

There are nearly 1.3 million school-aged children ages 5 -19¹⁰ in Massachusetts. Survey research indicates that about 20% of school-age children (5-14 yrs) in Massachusetts participate in afterschool and out-of-school time activities: more

Findings and Recommendations

Summary Table of State Agency Funding for Afterschool and Out-of-School Time Programs (FY06 and 07)

	FY06 Funding in Millions	FY07 Funding in Millions	Number of communities, school districts or grantees receiving funding***	Number of youth served (FY06 where available)
SUPPORTS**				
EEC-Quality Set-Aside and Earmarks †	14.25	16.83	n/a	n/a
EEC-License Plate Grants	0*	0.29	55	n/a
EEC-Mental Health and Behavioral Grants	0.62	2.39	26	n/a
DPH-Mass. Youth Against Tobacco Mini Grants	0.11	0.18	14	n/a
SUBTOTAL	14.98	19.69		-
OCCASIONAL/SHORT-TERM				
DOE-Academic Support	7.9	7.9	204	6,245
DOE-Supplemental Education Services	11.3	15.4	75	6,430
DOE-Carol M. White Physical Education	0.75	1.18	9	n/a
DOE-Gifted and Talented Summer Program	0	0.16	20	n/a
DSS-Summer Camps	0.46	0.46	Statewide	n/a
DET-Workforce Investment Act Youth Funds	15.7	15.8	Statewide	4,030
DPH-Teen Pregnancy Prevention	1.22	2.54	22	n/a
Mass. Cultural Council - YouthReach Initiative	0.37	0.47	38	1,606
Mass. Service Alliance	0.9	0.9	n/a	n/a
SUBTOTAL	38.6	44.81		
CORE				
EEC-Subsidies	76.6	84	Statewide	17,226
DOE-ASOST Quality Grants	0	0.95	48	n/a
DOE-21st Century Community Learning Centers	16.86	16.4	39	24,426
DOE-Education for Homeless Children and Youth	0.75	0.76	21	9,000
EOHS-Youth at Risk Matching Grants	3.6	5.7	17	n/a
Safe and Drug Free Schools	1.28	1.28	5	n/a
Extended Learning Time	0	6.1	8	4,693
DPH-Shannon Grants	0	10.98	15	n/a
DMR-Family Support Services	4.65	4.65	NA	2,222
SUBTOTAL	103.74	130.82		
TOTAL	157.32	195.32		57,567

† Does not include funding known to serve children younger than school-age. * The License Plate Grant program was not used for quality improvement prior to FY07, according to EEC. **All programs are categorized based on mandated, encouraged, or allowable use of funds. Not all funds available are currently used for ASOST purposes. ***Numbers of communities reached (in the table) represents the recipients of identified funds. Each recipient may serve children and youth outside the community as well.

Percentage of School Age Population Served with State Funding (FY06 and 07)

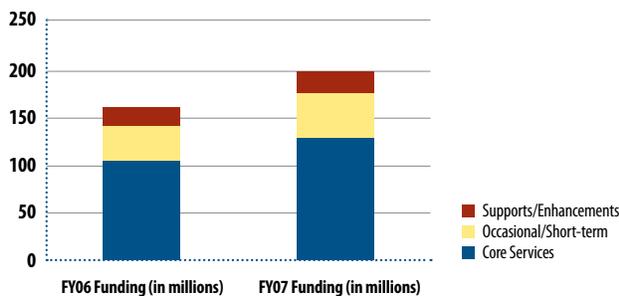
	Number	%
School age population [^]	1,300,000	—
Estimated to be served by public & private funding	260,000	20.0%
Served by public funding in FY06	57,567	4.5%
Funding per participant in FY06 based on 57,567 figure	\$2,733	—
Served by public funding in FY07*	71,472	5.5%

[^]U.S. Census, 2000. 1, 277, 845 total school-age population ages 5-19 (862, 108 ages 5-14; 415, 737 ages 15-19)

*Based on \$195 million figure & assuming per participant spending remained at FY 06's \$2,700 figure

Findings and Recommendations

Afterschool and Out-of-School Time State Funding (FY06-07)



than 250,000 youth across the state.¹¹ The total is probably higher when activities for older children, and specialty and occasional programs are included. In FY06, the Commonwealth had a total of \$157.32 million in funding available to support school-aged child care and afterschool and out-of-school time programs. This included \$93.5 million in core funding that can **only** be used for afterschool and out-of-school time programs and another \$63 million in funding that can be used for afterschool and out-of-school time activities, but also for other purposes. Virtually all of the core funding and much of the other funding comes from the federal government. The state's FY06 investment in afterschool and out-of-school time resulted in programming for approximately 58,000 children and youth, or about a quarter of the estimated total population.¹²

The total available funding from the state grew 24% in FY07 to \$195 million. A portion of the growth was in core funding, but most of it was in other areas such as:

- \$7.4 million for the Department of Early Care and Education's program to provide support for income-eligible children ages 5-13 to attend after-school, out-of-school time and summer programs;
- \$950,000 for the Afterschool and Out-of-School Time (ASOST) Grant Program at the Department of Education (DOE);
- \$6.1 million increase for the DOE's School Re-Design: Expanded Learning Time Initiative (ELT) Grant Program;
- \$10.98 million for the Executive Office of Public Safety's Senator Charles E. Shannon, Jr. Community Safety Initiative (Shannon Grants); and
- \$2.1 million increase for the Executive Office of Health and Human Services Youth At-Risk Matching Grant Program.¹³

When data was last collected on the state's afterschool and out-of-school time investments, (both core and other funding), the available funding totaled \$149.12 million.¹⁴ The \$157.32 million available in FY06 represented a 6% increase from

the FY01 total while the \$195.32 million available in FY07 represented an increase of 31%. Most of the new additional revenue reflected increases in federal funding flowing to the state.

While we have some reliable data on state funded programs, there is currently no ongoing way to measure demand for publicly and privately funded after-school and out-of-school time programs statewide. Many public and private schools also operate afterschool or out-of-school time programs, though no comprehensive information about these programs is currently available.

According to the Special Commission's analysis, up to 18 different state agencies provide funding for afterschool and out-of-school time programs in some form. However, because many of the state programs that are sometimes used to support afterschool and out-of-school time activities can also be used for other purposes, it is difficult to determine exactly how much is going to these afterschool activities or to describe in detail how the funds that go to them are used.

The core support for afterschool and out-of-school time services in the Commonwealth comes from the Massachusetts Department of Early Education and Care (DEEC) and the Massachusetts Department of Education (DOE). Together they provided \$93.5 million in funding for afterschool in FY06. Their combined funding represented 59% of the total state funding available in FY06 and they operate the only state programs that focus entirely on afterschool and out-of-school time activities. In FY06, DEEC provided \$76.6 million and served 17,226 low-income or at-risk children between the ages of 5-13.¹⁵ In general DEEC's support is means tested and available only to subsidize children from families who make less than 50% of the state median income.

DEEC's vouchers and contracts are for programs that are at least four days a week. Nearly 7,000 school-aged children ages 5-13 are now waiting for DEEC support for after-school services.¹⁶ To clear the existing waiting list DEEC would have to increase the subsidized slots it supports by nearly 30%. The existing waitlist is limited to eligible families with children under the age of 13, and probably understates the demand for these subsidies as many families may elect not to join the lists when they learn that the wait may be long.

The DOE administers a variety of programs that impact children and youth in their non-school hours, but the primary two efforts they oversee are the federally funded 21st Century Community Learning Center (21st CCLC) grant program and the state's Afterschool and Out-of-school Time (ASOST) grant program. In FY06, the DOE provided \$16.8 million to 39 school districts spanning 191 different program sites.

PROGRAM SITE VISIT: MAY 29, 2007

MetroWest YMCA's High Flight Program

"[High Flight] helps to build tolerance and understanding – you get along with people that you don't normally get along with."

Shawn, 13 year old male, High Flight program participant



"Our job is to make sure these kids everyday go home in better shape than when they arrived."

— Joe Hattabaugh, Director, High Flight Program

FAST FACTS

- Serves 100 different youth ages 12 to 18 years old in each 5 sessions per year
- Each session is 10 weeks; generally 50% are boys and 50% are girls in program
- Hours of operation: 2:30 PM to 5:30 PM Monday through Friday; special programs offered
- Works with the most at-risk youth where they have failed at other programs
- 12 youth present at the time of the Special Commission's site visit that were a typical representation of the High Flight participants. Of these 12 youth:
 - Eight have had or do have a parent incarcerated
 - Four have been in foster care
 - One had been in a secure treatment facility
 - Ten have been prescribed medications for depression, anxiety, bipolar or ADD/ADHD
 - Three had an active CHINS through the juvenile court system
- \$170,000 needed annually to operate program; \$30,000 provided by the United Way and they fundraise the rest

Source: MetroWest YMCA High Flight Program, 2007

PROGRAM OVERVIEW

High Flight is an adventure-based program designed to develop self-confidence and social skills in teenagers. While enjoying the challenge and adventure of exciting wilderness activities as a group, the participants learn the importance of teamwork, trust, and concern for others. High Flight uses wilderness environments as its "classroom," and experiential activities as the tools for learning essential life skills. Participants engage in high and low ropes courses elements, rock climbing, map and compass work, backpacking, camping, canoeing, mountaineering, and other physical endeavors as well as group problem-solving activities.

BEST PRACTICES

Using previous students of High Flight as instructors in future sessions. Leverages adventure-based programming to teach the importance of transferable skills such as proper clothing, nutrition, and hygiene. Staff engages in 80% of case management and 20% of program delivery to ensure youth get the supports they need to be successful both in and out of the High Flight Program.

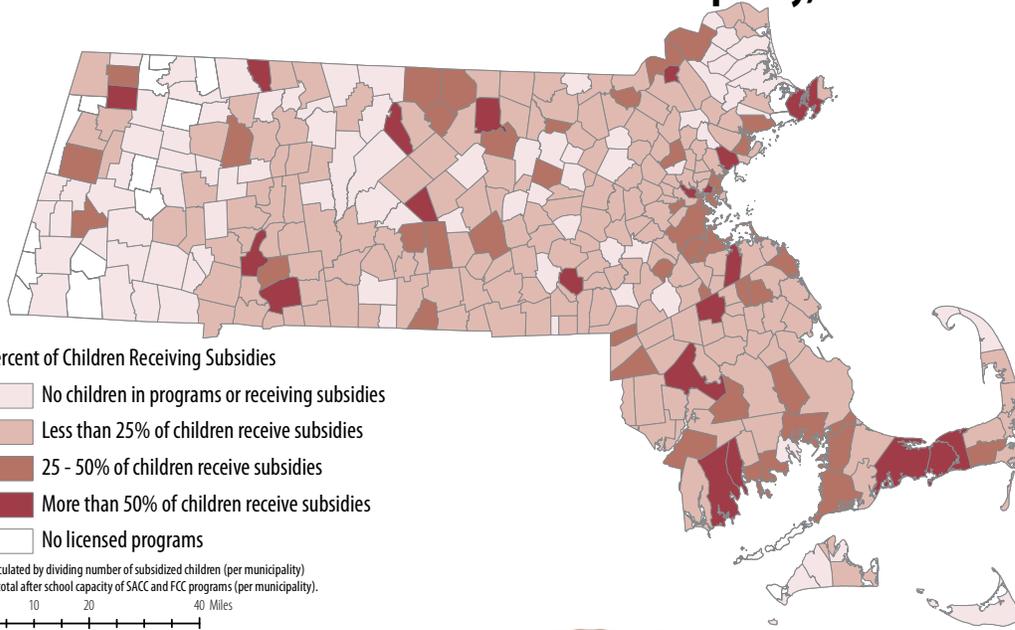
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High Flight Program

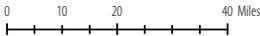
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Children Receiving EEC Subsidies, as Percent of Licensed After School Capacity, 2005



- Percent of Children Receiving Subsidies
- No children in programs or receiving subsidies
 - Less than 25% of children receive subsidies
 - 25 - 50% of children receive subsidies
 - More than 50% of children receive subsidies
 - No licensed programs

Calculated by dividing number of subsidized children (per municipality) by total after school capacity of SACC and FCC programs (per municipality).



THE MASSACHUSETTS SPECIAL COMMISSION ON
AFTER SCHOOL AND OUT OF SCHOOL TIME

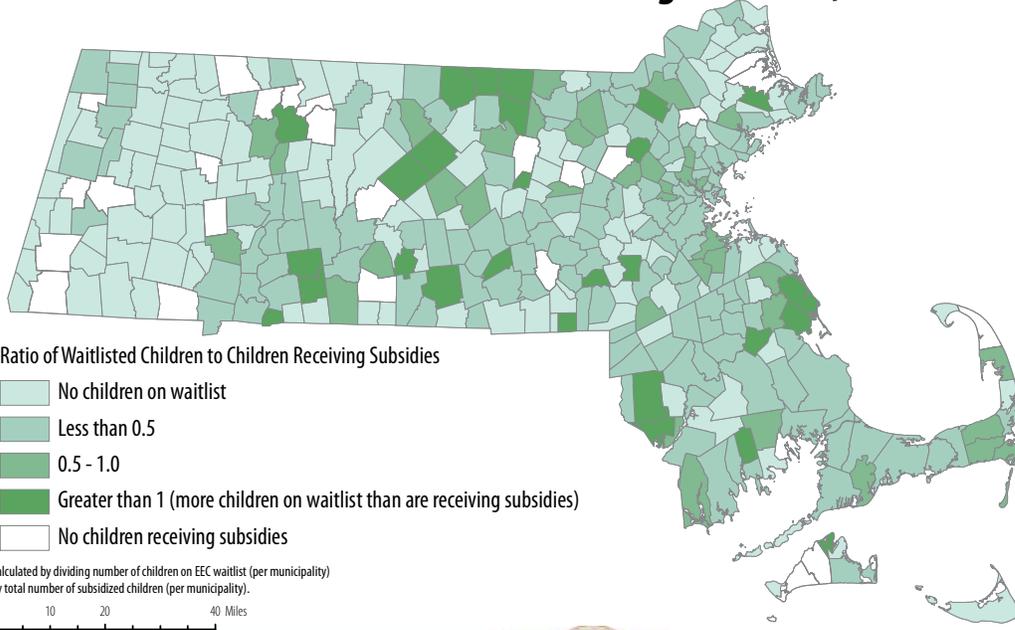
Senator Thomas McGee
Representative Marie St. Fleur
Co-Chairs



Prepared by Metropolitan Area Planning Council
November 2007
Source: Massachusetts Department of Early Education and Care

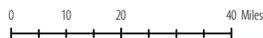


Waitlist for EEC After School Subsidies versus Number of Children Receiving Subsidies, 2005



- Ratio of Waitlisted Children to Children Receiving Subsidies
- No children on waitlist
 - Less than 0.5
 - 0.5 - 1.0
 - Greater than 1 (more children on waitlist than are receiving subsidies)
 - No children receiving subsidies

Calculated by dividing number of children on EEC waitlist (per municipality) by total number of subsidized children (per municipality).



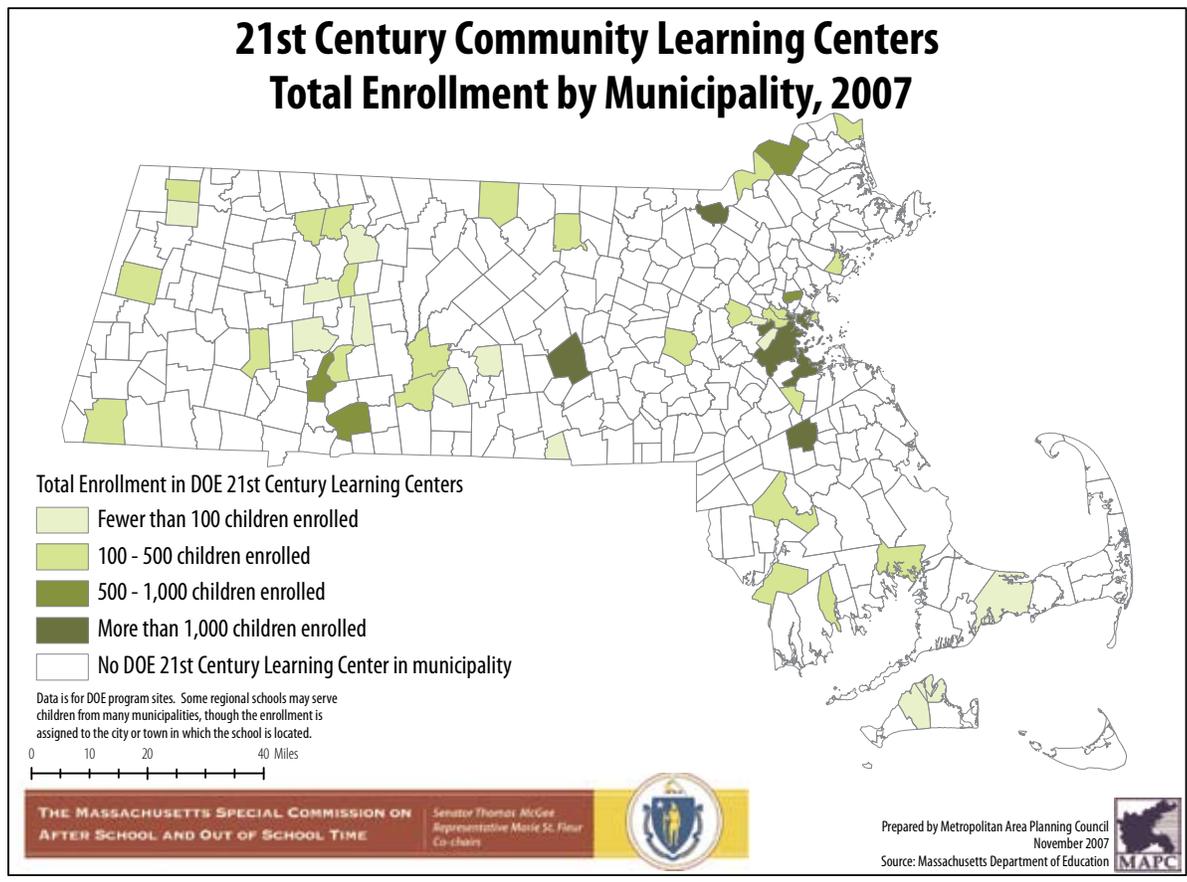
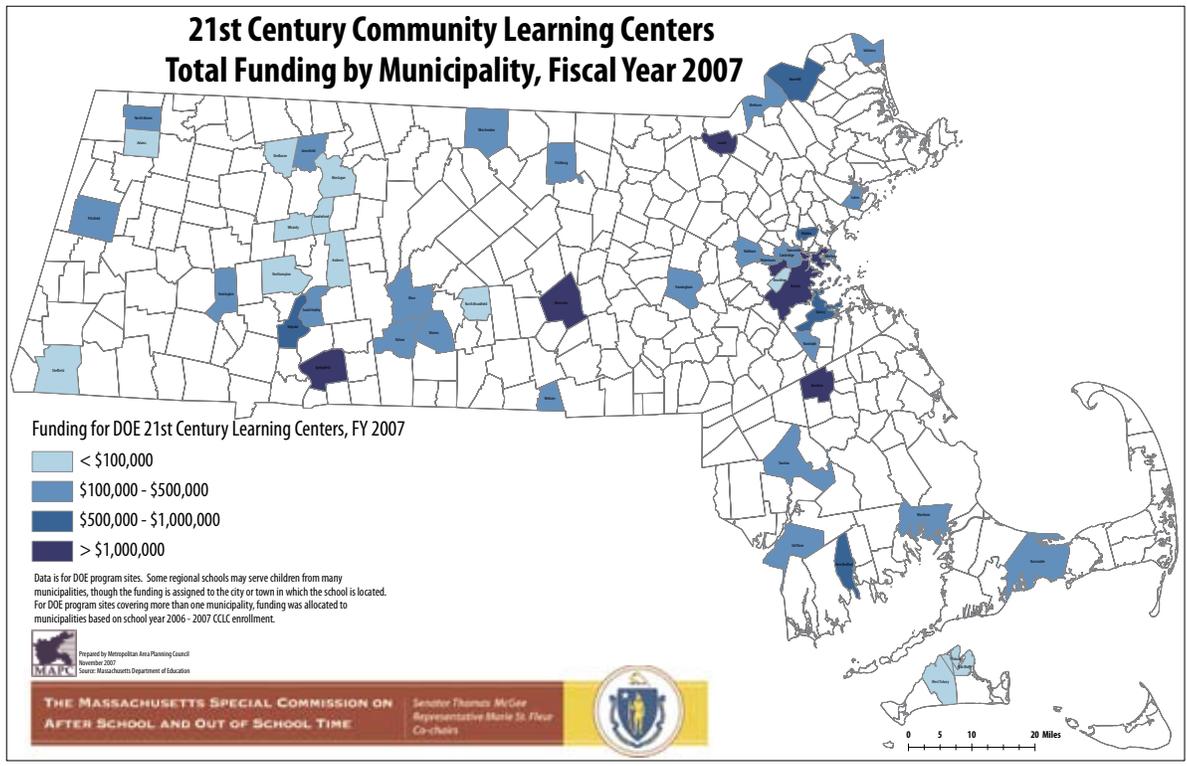
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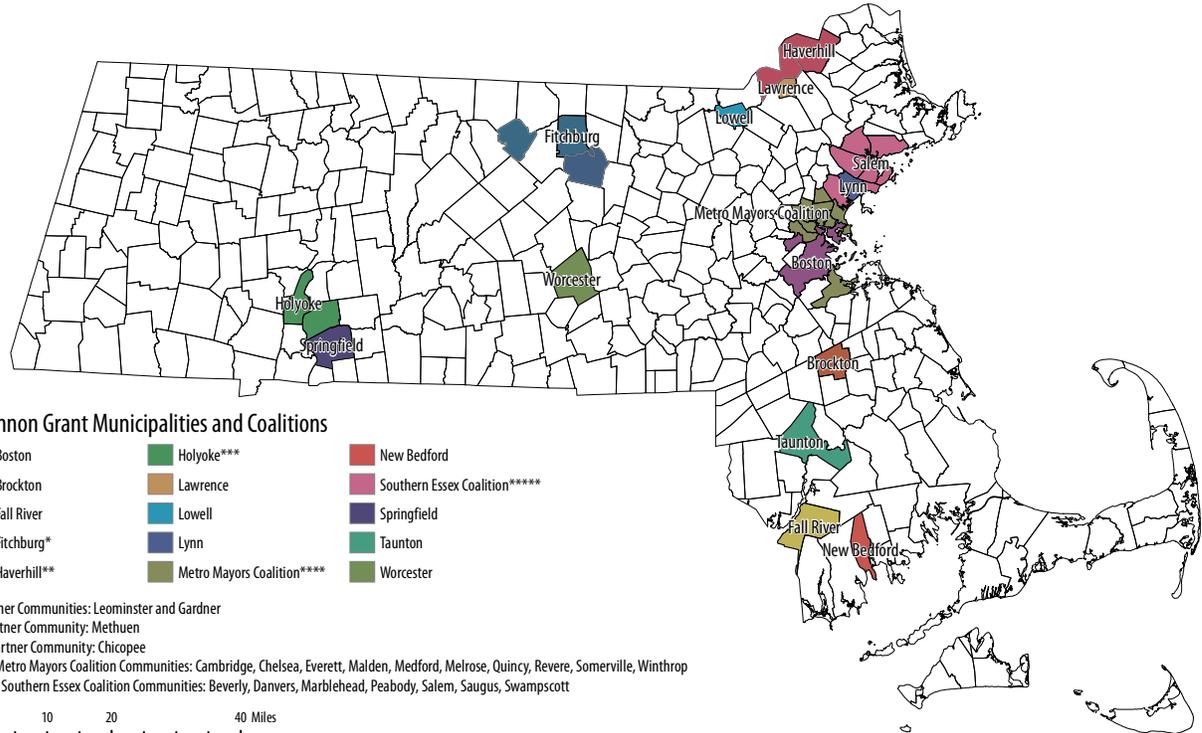


Prepared by Metropolitan Area Planning Council
November 2007
Source: Massachusetts Department of Early Education and Care





Shannon Grant Municipalities and Coalitions, Fiscal Year 2006



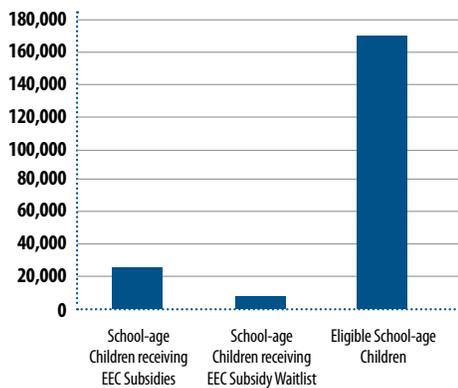
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Prepared by Metropolitan Area Planning Council
November 2007
Source: Executive Office of Public Safety

Findings and Recommendations

EEC Subsidy Supply and Demand August 2007



These programs served a total of 24,426 children and youth; of which 757 were youth ages 14-19. Of those, 20,504 were served during the academic year and 5,978 were served in the summer months.¹⁷

The DOE's ASOST Grant Program was established in FY07. With \$950,000, they were able to serve 3,740 children and youth; 779 of whom are children and youth with disabilities and 562 were English Language Learners.¹⁸

Funding from both of these sources provide critical support to school-based afterschool and out-of-school time programs, but ordinarily this funding has to be pooled with funding from other sources to make programs possible.

Other state agencies provide important afterschool and out-of-school time funding but their grantmaking is focused primarily on the mission of their departments rather than specifically on afterschool and out-of-school time activities. Examples include the Massachusetts Department of Public Health, the Massachusetts Cultural Council, the Massachusetts Department of Mental



From left to right: Senator Thomas McGee and Senator Susan Tucker
Special Commission Lawrence Public Hearing, September 18, 2007

Retardation, the Massachusetts Department of Social Services, the Massachusetts Service Alliance, the Massachusetts Executive Office of Public Safety, and the Massachusetts Executive Office of Labor and Workforce Development among others.

A selected listing of public agencies and their afterschool and out-of-school time grant programs, with funding amounts, can be found on page 14.

Maximizing Federal Revenue for Afterschool and Out-of-School Time Programs in Massachusetts

The Special Commission found that Massachusetts could do more to maximize existing federal funding streams to support afterschool and out-of-school time programs in the Commonwealth. Research conducted by The Finance Project reveal the following:

- More data to determine how the **100 federal funding streams** that support after school and out-of-school time can be better leveraged in Massachusetts.
- More data to determine whether Massachusetts is **maximizing federal block grants**.
- An analysis of barriers that prevent community based programs from accessing reimbursement through the **afterschool meals and snacks program** (currently serving only 8% of eligible MA youth) and the **Summer Food Service Program**.
- Strategies to increase the number of students who participate in the **School Breakfast Program** as Massachusetts ranked 23rd when compared to other states.
- Further study to determine if Massachusetts is maximizing **Medicaid** funds for health or mental health services that are offered during afterschool and out-of-school time.
- Focused attention to fully leverage **federal discretionary grant programs**.¹⁹

Other Critical Partners: Municipal Government, Private and the Non-Profit Sectors

Municipal Governments

The Special Commission found a variety of municipal partners that promote afterschool and out-of-school time programming. Public libraries, local arts councils and municipal parks and recreation departments provide, support and fund a variety of afterschool and out-of-school time opportunities for the children and youth who live in their communities. Representatives of these three municipal systems attended multiple public hearings to talk about their offerings and their desire to collaborate with other partners to enhance their services to children and youth in their non-school hours.

Findings and Recommendations



*Gregg Neighborhood House, Lynn MA
Program Site Visit – September 20, 2007*

Resources at the local level include the following:

Public Libraries²⁰

- **370 Public Libraries** and 111 branch libraries exist in 348 cities and towns. There are 343 children’s librarians and 66 young adult librarians statewide.
- 63,538 programs for children and young adults were held with a **total attendance of 1,430,536**
- 42 libraries have **homework centers**
- 347 held **summer reading programs**

Local Arts Councils²¹

- **329 Local Arts Councils** exist in the state (some of these are regional); all capable of supporting afterschool and out-of-school time programming

Municipal Parks and Recreation Departments²²

- **351 municipal recreation and park departments** exist; one in every city and town in the Commonwealth
- Depending on the size of their city or town, the parks and recreation department can serve dozens or thousands of children and youth annually.²³

The Importance of Private Investment

The private sector is a critical partner in strengthening the Commonwealth’s afterschool and out-of-school time system. Through community foundations, United Ways, and corporate and philanthropic foundations, afterschool and out-of-school time programs receive significant support. The Special Commission found this to be particularly true for programs that serve older youth.

A more comprehensive analysis of private investment in this area would likely yield tens of millions of dollars as Massachusetts has 4,463 foundations with assets of \$11.6 billion.²⁴ The 17 community foundations around the state and the 15 United Ways, also support afterschool and out-of-school time programs though many other foundations and corporations also make significant contributions. Individual donors also represent a key source of support for many programs. For example, they accounted for \$3.3 billion of charitable giving in Massachusetts in 2002.²⁵

The Special Commission recommends additional exploration on how the public and private sector can work more closely together to spur additional investments in the afterschool and out-of-school time field.

Non-Profit Entities and Private Schools

Massachusetts is home to 37,159 non-profit organizations.²⁶ A significant number of these non-profit organizations provide quality afterschool and out-of-school time programs to the Commonwealth’s children and youth. Private schools also provide afterschool and out-of-school time opportunities for their students. Unfortunately there is no comprehensive information about the number or character of non-profit programs, though there is good data on parts of the field, such as programs that are licensed or are funded by particular state programs. While many non-profit afterschool and out-of-school time programs receive some support from the state or local government, most depend quite significantly on parent fees and private contributions. Since uniform data is not available, the information we did collect provides a snapshot of the valuable role non-profit organizations and private schools play in the lives of children and youth. We found:

- **41 Boys and Girls Clubs** statewide served **184,404** children and youth.²⁷
- **100 chartered YMCAs** collectively served **266,441** children and youth; **98,609** are youth ages 12-17²⁸
- YMCAs have **3,392** DEEC subsidized slots and have **124** sites in public schools²⁹
- **90% of the state’s surveyed Catholic schools** provide some type of afterschool and out-of-school time program serving an estimated **11,434** students³⁰

Additional information provided by the YMCAs of Massachusetts, the Massachusetts Alliance of Boys and Girls Clubs, and the Parents Alliance for Catholic Education (PACE) can be found in Appendix L.

PROGRAM SITE VISIT: JUNE 7, 2007

South Shore Day Care Services Atlantic Afterschool Center

"We run the Center so it feels as close to going home as it could possibly be."

Peg Kelly, Atlantic Afterschool Center Director



PROGRAM OVERVIEW

The Atlantic Afterschool Center is one of nine school age centers South Shore Day Care Services (SSDCS) operates. Serving 800 children ages 2 months to 15 years annually in all their programs, the Atlantic Afterschool Center serves 65 children in Kindergarten through 5th grade. Three years at their current location, which is a church in North Quincy, they run a variety of project-based learning clubs that combines academics and social enrichment in a range of engaging activities. One example of such a club is the Science Club, funded for the second year with a grant from the United Way of Massachusetts Bay and Merrimack Valley; students are engaged in activities aimed at getting kids to be excited about science.

SSDCS has long-term staff that has forged deep relationships with their students. In one example, one of the students they had in the first grade now works as a financial planner and serves on their Board of Directors.

BEST PRACTICES

Strong partnerships with area schools where relationships with teachers for each student in their afterschool program are formed. All afterschool center staff train together to maximize professional development opportunities. An on-staff social worker meets weekly with all center staff to address issues. Low ratios. Family support component. Ongoing program evaluation. Research based tool to measure youth outcomes. Individualized planning for children with special needs. Individual homework plans.

FAST FACTS

- One of nine school age centers SSDCS operates
- Serves 65 children K-5th grade afterschool and vacation days care
- Open 44 weeks a year
- Hours of operation: 2:30 pm – 6 :00 pm; 7:30 am – 6 PM on vacation days
- Operates South Shore Day Camp for 8 weeks 7:30 am – 6:00 pm
- 85% are economically disadvantaged
- Children come from ten different schools; SSDCS provides transportation from the school to program
- Majority of funding comes from DEEC contracts and vouchers; also funding from the United Way of Massachusetts Bay, and parent tuition

Source: South Shore Day Care Services, 2007

South Shore Day Care Services

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RECOMMENDATIONS**A Historic Opportunity: Creating a Unified Network to Support Children and Youth in Afterschool and Out-of-School Time**

There are many commendable and exciting efforts that exist at local, regional and state levels to support children and youth when they are not in school. We heard dozens of inspiring examples at the public hearings so it is clear there is a real passion to help children and youth realize their full potential. We also learned that families as well as providers of afterschool and out-of-school time programs invest an inordinate amount of their time trying to find out what programs exist and where they are located; dealing with confusing and multiple overlapping public and private funding, reporting and licensing requirements; negotiating relationships with schools and other community partners to provide services; and dealing with the arduous and expensive task of transporting children and youth to and from programs.

Most importantly, the fact that the afterschool and out-of-school time field is under-resourced means programs cannot subsidize the participation of all of the low-income children and youth who want to attend; nor can they train or compensate staff at a level that would improve quality across the board. In some places in the state, afterschool and out-of-school time programs simply do not exist at all.

Despite this hive of activity, there are no unifying principles or uniform methods that the Commonwealth collectively uses to support the afterschool and out-of-school time field. Since the field is under-resourced, the challenge we have before us how to more creatively and effectively identify, align, and coordinate all the different pieces so both parents and providers can focus on what they do best – making sure children and youth get what they need to flourish.

The Commonwealth has a historic opportunity. We can leverage all our political, social and financial capital to help create a future of our children and youth by improving, enhancing and creating new experiences for them to learn and grow. To accomplish this, the Special Commission proposes creating a more unified and coordinated response at the state, regional and local level to support children and youth in their non-school hours that focuses on five key elements.

Enhancing Afterschool and Out-of-School Time Statewide

Influenced by the research of Billie Young, the Special Commission identified five key elements that are crucial to building a comprehensive, and effective statewide afterschool and out-of-school time network.

INCREASING PUBLIC AWARENESS. The general public in Massachusetts does not understand the value and impact of quality afterschool and out-of-school time experiences for children and youth. To facilitate this understanding, a public education campaign is needed to increase public awareness. This will lead to stronger support from a variety of constituencies including politicians, schools, voters, and funders. It is important that public awareness efforts emphasize that high quality afterschool and out-of-school time opportunities provide critical developmental experiences that young people need to successfully transition to adulthood.

PROVIDING INFORMATION AND INCREASING ACCESS. Data drives decision-making and policy. Families need an easier and better way to choose afterschool programs for their children. The afterschool and out-of-school time field needs more information about supply, demand, barriers to access, and the impact of afterschool and out-of-school time programs on children and youth. The field also needs a strategy and an Information and Technology (IT) system for generating, analyzing and sharing this critical data. Better data should lead to innovative strategies to address inequities in access among age groups, races, cultures, socioeconomic status, gender, special needs, and linguistic minorities.

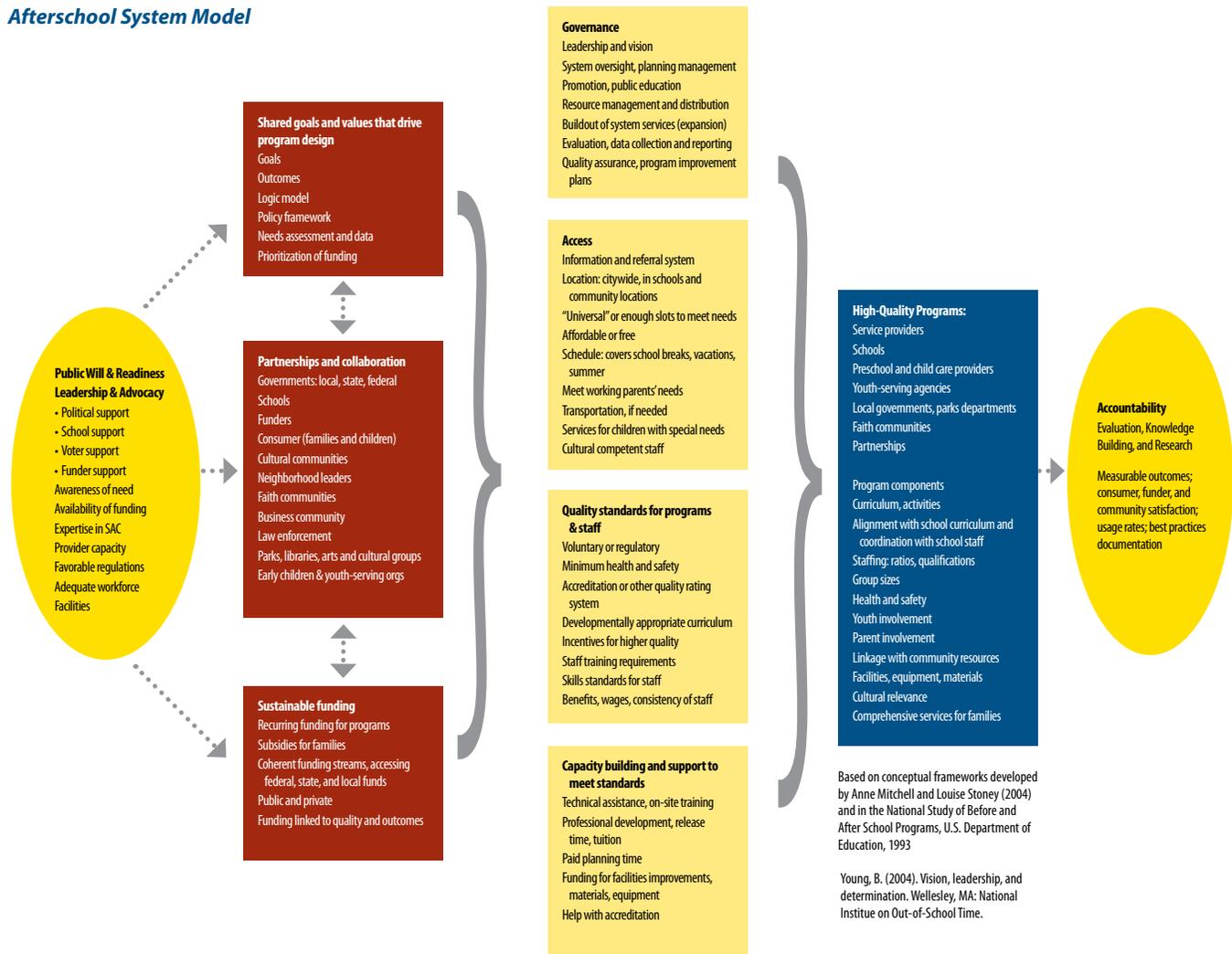
PROMOTING QUALITY PROGRAMS AND A QUALITY WORKFORCE. Quality remains at the core of providing afterschool and out-of-school time programs. Without quality, children and youth will not experience the positive developmental opportunities that are so important to their successful growth. Because so much depends on the quality of the relationships that staff create with children and youth, staff are the most important driver of program quality. To build quality, the field needs new strategies for professional development, increasing compensation, reducing turnover, and supporting emerging leaders. The field also needs a uniform set of program standards to measure quality that are linked to sustainable funding and positive youth outcomes.

FOSTERING PARTNERSHIPS AND COLLABORATIONS. Partnerships are critical to the afterschool and out-of-school time field. Leaders from municipal and state government, schools, the funding community, youth, parents, cultural institutions, neighborhoods, community and faith-based organizations, the private sector, law enforcement, parks, libraries, and other entities can add important input and value to how children and youth develop in afterschool and out-of-school time programs and contribute resources to the effort.

SUSTAINING THE EFFORT. Without increased investment and better coordination and leveraging of existing funding, it will not be possible to ensure that the Commonwealth's children and youth have access to positive developmental experiences during their non-school hours.

Findings and Recommendations

Afterschool System Model



The Special Commission has organized its primary findings and priority recommendations in each of these five categories with more detailed findings and recommendations spanning a five-year period in the Special Commission's full report.

1. Increasing Public Awareness

WHAT IS IT?

Afterschool and out-of-school time programs mean different things to different people. To help the public better understand the diversity and value of this field, an education campaign is needed to more deeply explain how participation in quality afterschool and out-of-school time programs helps prepare young people for their futures. Sharing research-based information in the public domain will increase public awareness and support for afterschool and out-of-school time programs.

WHY IT IS IMPORTANT

Children and youth need guidance to become productive and caring adults. Afterschool and out-of-school time

programs provide opportunities for them to learn and grow while practicing skills that will prepare them for the 21st Century. Increased public understanding of the critical role that afterschool and out-of-school time programs can play as children and youth mature is essential to ensure they are well-prepared to become responsible adults and citizens.

KEY FINDINGS

The Special Commission learned that there is not a unified voice or understanding about the value and importance of quality afterschool and out-of-school time programs in the lives of Massachusetts' children and youth. Increased public awareness and a shared vision about what children, youth and families require in non-school hours is needed. In an era of competing priorities, the public also needs to understand that building upon the investments made in early care and education is a wise choice as children and youth continue to grow and develop. Learning more about the physical, emotional, and cognitive development of children and youth is essential

PROGRAM SITE VISIT: JULY 19, 2007

Northstar Learning Center Afterschool Program at Sgt. William Carney Academy

“What I like best is getting to choose what I want to learn about. Then I go on the Internet, read a book, or interview people about it.” Joshua, age 10



“Gun violence in New Bedford discourages many parents from letting their kids go outside. Afterschool programs offer a safe and enriching alternative to staying at home.”

— **Bob French, Director of Policy and Program Development, Northstar Learning Centers**

FAST FACTS

- Serves 65 students grades 1-5; over 25% of their students have special needs
- Serves 150 students with their summer programming from 8 am – 12 Noon, 5 days per week for 5 weeks; it operated 8 hours per day during the previous summer – prior to funding cuts
- School-year hours of operation: 2:30 pm -5:30 pm Monday through Thursday
- Funded by the federal 21st Century Community Learning Centers grant

Source: Northstar Learning Centers and Sgt. William Carney Academy Afterschool Program, 2007

PROGRAM OVERVIEW

Located in a low-income, high-violence neighborhood in New Bedford, the Sgt. William Carney Academy serves as a haven for elementary school students after school. The afterschool program has forged strong working relationships with a variety of community-based organizations that provide special activities that enhance the core program. These different offerings are highly coordinated and provide a comprehensive range of academic and social enrichment experiences for participating students. A community partner that uses the arts to promote youth development, Brick by Brick engages fourth and fifth graders in creating, preparing, and presenting dramatic, music, and dance pieces that represent their interests and concerns. Student learning in this arts-based program dovetails with the Massachusetts Curriculum Frameworks in the arts. Access to a computer lab enables students to become computer literate, receive academic instruction, and conduct Internet research. Homework and tutoring sessions are an integral part of the program.

BEST PRACTICES

Work closely with teachers of children with special needs to review and implement IEPs. Afterschool program reinforces what is taught during the school day, boosting the chances of low-achieving students to achieve success. Offers family literacy nights that not only offer families a glimpse of what their children experienced in the program, but also suggest how parents and primary caregivers can support their children's learning outside of school.

Sgt. William Carney Academy Afterschool Program

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Northstar Learning Centers

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Findings and Recommendations

to creating and implementing a public education campaign. Efforts should include:

- Understanding, educating, promoting and publicizing that children and youth need high quality opportunities to spur their successful trajectory to adulthood. This link – and the role that afterschool and out-of-school time programs can play in this process – is not yet widely known or appreciated.
- Ensuring that there is widespread understanding by the residents of the Commonwealth that nearly 80% of the state’s children and youth need better access to critical opportunities for healthy development in their non-school hours.
- Participating in the conversation about school reform as there is a growing consensus around that “schools can’t do it alone,” and what children and young people do in their non-school time is as critically important to their growth and development.

PRIORITY RECOMMENDATION

- Create a public education campaign, supported by the public and private sector, to better leverage, coordinate and increase the necessary financial and human capital to improve learning and developmental opportunities for all children and youth in the Commonwealth.

*“While being here my life has been different...
I’m confident and I’ve made lifelong friends....”*

*— Sharlene Fernandez, Teen Health Ambassador, Girls Inc,
Lynn Public Hearing
September 20, 2007*



*The Northstar Learning Center program at the Sgt. William Carney Academy
New Bedford, MA
Program Site Visit – July 19, 2007*

“By improving our lives, we are improving our communities.”

*— Wislian, Junior High School Peer Educator
Lynn Public Hearing
September 20, 2007*

2. Providing Information and Increasing Access

WHAT IS IT?

Information refers to both the data the field, funders and policymakers need to address gaps and make necessary program improvements and the information families and young people need to choose the right programs. Access refers to ensuring that children and young people are accessing high quality programs equitably, without disparities resulting from economic, racial/ethnic/linguistic, geographic, special needs, GLBT (Gay, Lesbian, Bisexual or Transgendered) or other identities.

WHY IT IS IMPORTANT

No matter the subject at hand, good information is required to make good decisions. A policymaker may ask questions about how existing afterschool and out-of-school time programs are funded, staffed and used by children, youth and families, to help guide future policy and funding decisions. A provider wants to know what funding may be available, what licensing requirements apply, and what trainings are offered for staff members. A parent or young person might want to know which programs are close by, the experience teachers have, the activities on the schedule, and how much the program costs. Without ready access to this information, the policymaker, provider, parent and young person are all prevented from making good decisions.

Many different factors prevent young people and their families from taking advantage of afterschool and out-of-school time programming, or discourage consistent participation. To expand access and increase participation, we need to better understand the complex interplay among non-school hours, location, transportation, program hours and focus, and the needs and interests of potential participants (including cultural and linguistic barriers and special needs). Building a better picture of the field for policymakers would produce a baseline of data that would also enrich the information about programs that could be made available to parents, children and youth to assist them in finding the activities that best meet their needs.

Findings and Recommendations

KEY FINDINGS

Access

- Nearly 1.3 million school-aged children ages 5 - 19 live in Massachusetts.³¹ Survey research indicates that about 20% of school-age children (5-14 yrs) in Massachusetts participate in afterschool and out-of-school time activities: more than 250,000 children and youth across the state.³²
- Cost is a significant obstacle that limits access to programs and reduces participation. This becomes even more difficult with the expense of full-day summer programs.
- Location and transportation to programs are major obstacles to access statewide.
- Approximately 7,000 school-aged children ages 5 through 13 are waiting for subsidized and income-tested afterschool and out-of-school time programs through the Massachusetts Department of Early Education and Care (DEEC).³³
- Children age out of subsidized care at the end of their 13th year, per federal regulation, a particularly vulnerable time for a young person's growth and development. (Note: If a child is in a program and they turn 13, DEEC allows them to stay until the program year ends)
- Many parents do not know how to access information about available licensed programs and information about many license-exempt programs through the Child Care Resource and Referral System.
- Many children of working poor parents are not eligible for subsidized slots, and families cannot afford to pay program fees.
- Children and youth with special needs, those who are homeless or in foster care, GLBT (Gay, Lesbian, Bisexual and Transgendered) youth, and youth of linguistic, ethnic and racial minority groups, find that the design and staffing of many existing afterschool and out-of-school time programs cannot readily accommodate their unique needs.
- Children and youth in rural areas face particularly great challenges because of the scarcity of programs and the difficulty of transportation.

Information

- No comprehensive statewide afterschool and out-of-school time data collection system exists, or is there a coordinating body that uses the data to create a plan for needed services. There is no ongoing way to measure supply of or demand for programs statewide, nor is there a way to analyze gaps in service by age, by time of day, or by neighborhood.
- Up to 18 state agencies provide some type of afterschool and out-of-school time services to children and youth ages 5 -19, with no ongoing statewide strategy for collecting and reporting their data.



*Lynn Public Hearing - September 20, 2007
North Shore Community College*

- Gaps in information are particularly great for programs serving 14-18 year-olds because those programs are generally neither regulated nor funded by the state.
- Relatively little centralized information is available on all kinds of license-exempt programs, including school-run programs, sports programs and leagues, arts and cultural activities, academic support and enrichment programs, drop-in programs (like those operated by YMCAs and Boys and Girls Clubs), and occasional programs (like the Boy Scouts and Girl Scouts).

PRIORITY RECOMMENDATIONS

- Increase access to afterschool and out-of-school time programs for underserved populations, particularly low-income children and youth, older youth, and special populations including children and youth with special needs, those who are homeless or in foster care, GLBT (Gay, Lesbian, Bisexual and Transgendered) youth, and youth who are members of linguistic, ethnic and racial minority groups by leveraging, maximizing, and increasing federal, state, local and private revenue streams.
- Promote the increased use of all existing and appropriate public facilities, including school buildings, for afterschool and out-of-school time programs.
- Inventory, study and analyze existing transportation systems across the state to determine how they can be better utilized to transport children and youth to and from afterschool and out-of-school time programs in urban, suburban and rural areas.
- Build off of existing efforts to create a high-quality web-based Information and Technology (IT) system to provide ongoing information to policymakers, providers, and consumers including providing numbers of children and youth served, offering a quality rating system, advertising professional and workforce development training opportunities, providing information about available grant

Findings and Recommendations

opportunities and offering a consumer friendly searchable database of licensed and license-exempt programs by city and town throughout the Commonwealth.

3. Promoting Quality Programs and a Quality Workforce

WHAT IS IT?

Research has defined what a “quality” afterschool and out-of-school time program looks like across a wide range of settings – academic support, sports and recreation, enrichment, mentorships, and art intensives. Overall, a high quality program exhibits good practice in each of these areas:³⁴

- Efficient organizational management and policies
- Physical and psychological safety
- Supportive relationships
- Appropriate structure: group sizes and student: teacher ratios
- Staff qualifications
- Staff engagement with youth
- Youth engagement in program
- Activities are learning-oriented with skill-building opportunities
- Connections with school
- Family engagement
- Community partnerships
- Assessment, evaluation and accountability
- Quality of indoor and outdoor space

The key to high quality programs is staff quality. The Massachusetts Afterschool Research Study (MARS) found that staff with the right skills and competencies conducted higher quality programs that led to better outcomes for youth.

WHY IT IS IMPORTANT

Children and youth who participate in quality afterschool and out-of-school time programs increase their academic and cognitive skills, increase their social and emotional development, have better physical skills, and heightened exposure and appreciation for arts, culture and civic involvement. They also

“I’ve been doing this job for 30 years. I’ve worked in many different types of programs. The single most important thing is qualified staff. We have to make sure we provide alternatives for training and pay them what they are worth. If you don’t have quality staff, you don’t have a quality program.”

— Tony Poti, Executive Director
Boys & Girls Club of Webster and Dudley
Worcester Public Hearing
May 8, 2007

have fun in the afternoons and summers by learning, playing and regenerating their minds and bodies. Like in any other profession, afterschool and out-of-school time programs need to be staffed by well qualified and adequately compensated staff, with time and supports to work on quality enhancement if children and youth are to receive optimum benefit.

According to the Harvard Family Research Project, when a set of leading experts in the afterschool and out-of-school time field was asked to identify the single most important ingredient for creating and sustaining quality improvement systems in out-of-school time, five of the eight respondents named staff recruitment, training, and development.³⁵

KEY FINDINGS

If Massachusetts young people are to achieve the benefits we expect from afterschool and out-of-school time programs, it is essential to address the multiple issues confronting the afterschool and out-of-school time workforce. Although there is a lack of data about workforce numbers, educational experiences and compensation levels; program leaders report that it is difficult to maintain program quality with a workforce that is underpaid and not eligible for benefits and when many leave their jobs after only one year. We also know that program and agency level director jobs are extremely challenging without proper training requiring a range of skills from program development to personnel management to fundraising.

The Special Commission found that the afterschool and out-of-school time workforce needs attention at every level. Specific supports for continuous improvement efforts in programs are important. Among the Special Commission’s findings are:

- Wages are too low, hours are too few and at odd times of day to retain quality staff.
- Staff turnover is very high; with some programs experiencing up to 50% turnover annually.
- Current professional development offerings are too expensive for many staff and not available to meet their scheduling needs.
- Certificate or degree programs are lacking for the field.
- Many staff are not well versed in child and youth development or behavior management and lack skills to work effectively with children and youth with special needs.
- The workforce is not as diverse ethnically and linguistically as the children and youth in programs they serve.
- Increased and enhanced funding and supports are needed to enhance program quality and provide higher quality activities with embedded learning, positive relationships with staff and parent engagement.

PROGRAM SITE VISIT: SEPTEMBER 11, 2007

Barnstable Recreation Department Afterschool Program at the Horace Mann Charter School

"I like the after school volleyball program... the games are fun and the coaches are great role models."

Holly Wilson, Grade 6, Horace Mann Charter School Afterschool Volleyball Program



"We are trying to build the best community we can, one child at a time."

— Patti Machado, Assistant Director of Recreation,
Town of Barnstable

FAST FACTS

- Serves over 500 children and youth annually ages 5 through 18 in Barnstable County
- Programs are fee based (\$3/day for 3 hours) but no child is turned away for lack of money
- Hours of operation: 2:30 pm – 5:00 pm for programs in schools; other places open until 8 PM (such as the skateboard park) and on week-ends
- 65% are economically disadvantaged; provide free lunches in the summer for youth each day
- Building a \$24 million facility for youth to open in September 2008
- Recipient of 2007 All American City Award due, in part, to commitment to youth

Source: *Town of Barnstable Parks and Recreation Program, 2007*

PROGRAM OVERVIEW

As a municipality, the town of Barnstable operates an array of afterschool and summer programming for its children and youth. In fact, the town is so committed to serving its young people that it has dedicated \$24 million to open a new youth recreation facility by the fall of 2008. Only \$4.5 million came from state and federal sources. The remaining \$18.5 million comes from the town to make sure their young people have safe and engaging activities to do when they are not in school. The new facility will have a teen center (designed by youth), two Olympic size skating rinks, a gymnasium, and a suspended walking track. The Police Department will have a sub-station there.

While the new facility is being built, the Town is currently using its existing skating rink, its skateboard park, ball fields and other resources to offer recreation and other programming after school. Current offerings include: volleyball and lacrosse; an adventure-based program that includes hiking, kayaking and fishing; and babysitting certification classes.

BEST PRACTICES

Strong community commitment to children and youth. High level collaboration and decision-making between town departments. Cultivation of cohesive community infrastructures. Separate Youth Commission meets regularly with town officials to provide input about their needs.

The Barnstable Horace Mann Charter School

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Barnstable Recreation Afterschool Program

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PROGRAM SITE VISIT: SEPTEMBER 18, 2007

United Teen Equality Center (UTEC)

“Before UTEC, I was in a gang. I got knifed, I got jumped and felt I had to fight back.

Now I know there is a different way...”

Young man involved in UTEC Streetworker Program’s peacemaking process



“Given the many challenge facing young people today, investment in youth programs that work with teenagers, specifically older youth, is at a critically important stage.”

— Gregg Croteau, Executive Director, UTEC

FAST FACTS

- Serves over 150 teens and young adults ages 13 to 23 daily with 1,500 served annually
- Has three street workers but could use 10 to meet the need
- 80% are economically disadvantaged; 65% come from single parent homes
- Hours of operation: 2:30-8pm for drop-in and programming, Monday through Friday; week-ends for events and field trips
- Summer programming from end of June to the end of August is also offered
- Launched a \$6 million capital campaign to purchase and renovate their building
- Services are free
- Lack of jobs for teens huge unmet need - Lowell had 1000 summer jobs in the past but now only has 100

Source: UTEC, 2007

PROGRAM OVERVIEW

Anchored by the concepts of peace, positivity and empowerment, the United Teen Equality Center (UTEC) strives to be “by teens, for teens.” It has offered a safe haven for teens and young adults ages 13 to 23 since 1999 when it was created to address and prevent gang violence in the city of Lowell. Since then, UTEC has grown in its size and scope. In 2006, it purchased a former church as its new home, where they have 20,000 square feet where they operate an array of youth programming that is firmly rooted in the belief that youth are assets, not detriments to the community.

In addition to a strong street worker component, they offer other engaging activities to interest teens such as a computer lab and a state of the art recording facility. They are also renovating the gym in their new facility where basketball and exercise equipment will be made available. Through their culinary and farming program, each Wednesday night and during the holidays, they prepare suppers where 50-60 teens and young adults show up – some of them homeless.

BEST PRACTICES

Youth in visible positions of leadership and decision-making both at the program and board level. Uses a youth development approach to build skills and a portfolio of experiences for each teen in the program. Works closely with the Lowell Police Department to defuse gang violence. Offers micro enterprise opportunities for youth in their Fresh Foods and Culinary Arts Program. Provides an alternate school in partnership with the Lowell Public School system. Manages an intensive gang violence prevention program, Peace Circle, and Peace Summit process where gang leaders have to commit to non-violence. Coordinates a statewide youth coalition known as Teens Leading The Way.

United Teen Equality Center (UTEC)

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Findings and Recommendations



*Town of Barnstable Recreation Department Afterschool Program
Horace Mann Charter School, Marston Mills, MA
Program Site Visit – September 11, 2007*

- Strong community partnerships are needed to achieve successful outcomes for children and youth.
- An increased array of experiences such as recreation, physical activity, health and wellness, arts and culture, time for problem-solving and critical thinking, college and career preparation and leadership development are needed to allow children and youth to realize their full potential.

PRIORITY RECOMMENDATIONS

- Establish a professional development fund which will provide stipends to the afterschool and out-of-school time workforce to participate in approved professional development activities and strengthen their core competencies.
- Provide supports to afterschool and out-of-school time leaders such as director support groups, leadership coaching, professional development opportunities focused on supervision and coaching, administration and fiscal management, and curriculum development.
- Develop and support a set of regional technical assistance centers by coordinating efforts among existing public and private regional and local partners. The centers would provide a range of professional development and continuous quality improvement supports to the field.
- Explore systemic solutions to increasing the compensation and benefits of the afterschool and out-of-school time workforce at all levels. Work in concert with the Department of Early Education and Care (DEEC) Workforce Task Force to align solutions for programs and staff serving ages 5-14 with the early childhood workforce. Promote alignment and link-ages with staff and programs serving older youth, recognizing the unique nature of the workforce that serves their needs.
- For all programs serving children and youth ages 5-19, formalize and implement a system where staff work toward

common core competencies and program measures and achieve quality standards. Ensure that programs are designed to intentionally achieve realistic child and youth outcomes.

4. Fostering Partnerships and Collaborations

WHAT IS IT?

Research reveals that children and youth need diverse and stimulating experiences to flourish. Since no one organization alone can meet the developmental needs of young people, collaboration is necessary to ensure the optimal future of children and youth in the Commonwealth. This process of coming together and figuring out the ideas, political and social capital and resources needed to support young people is imperative if we are to create and sustain a network of quality afterschool and out-of-school time opportunities for children, youth and families in the Commonwealth.

WHY IT IS IMPORTANT

Fostering public and private partnerships and collaborations on a state, regional and local level is key to maximizing resources on behalf of the Commonwealth's children and youth. Effective partnerships and collaborations can lead to comprehensive approaches that meet the developmental needs of children and youth, share the responsibility among a variety of key stakeholders, and increase the chances of sustainable afterschool and out-of-school time programming.

KEY FINDINGS

- Increased public and private collaborations among school systems, families, and afterschool and out-of-school time programs are needed to ensure that everyone is working together in a consistent and coordinated way to assist children and youth in reaching their potential.
- Communities who had successful public and private partnerships were able to achieve more comprehensive and sustained investments. The role of the corporate sector to support after-school and out-of-school time programs, although significant, should be expanded.
- Allies such as libraries, law enforcement agencies, parks and recreation departments, local arts councils and other cultural institutions are eager to collaborate with school and community-based afterschool programs to extend afterschool and out-of-school time learning opportunities to children and youth.

"We need to find incentives for local partners to collaborate."

*— Kathleen Schatzberg, President, Cape Cod Community College
Barnstable Public Hearing
September 11, 2007*

Findings and Recommendations

PRIORITY RECOMMENDATIONS

- Create public and private partnerships at the state, regional and local levels where representatives from a variety of disciplines – such as public health, public safety, libraries, arts and cultural institutions, business, parks and recreation departments, workforce development, human services and schools – come together to strategically plan and leverage their funding and other resources for children and youth.
- Explore amending Chapter 70 language to include incentives for schools to collaborate with community-based afterschool programs as an element of the Chapter 70 formula.
- Strengthen existing legislative language to require schools and community-based organizations to collaborate when planning new or implementing existing afterschool and out-of-school time school-based programs.
- Explore the pivotal role afterschool and out-of-school time programs have in a young person's education, with the Governor's Office and other key state agencies, to ensure it is included in the development of education reform and policy initiatives.
- Promote and encourage mechanisms to increase linkages between schools, afterschool and out-of-school time programs to ensure children and youth receive essential mental health and other community services.

5. Sustaining the Effort

WHAT IS IT?

Sustaining quality afterschool and out-of-school time programs clearly requires funding, but funding alone is not enough. Achieving sustainability requires sustaining relationships and making important policy changes through a careful planning process that involves multiple stakeholders.

One key part of sustainability is “capacity building” for programs. By capacity building we are referring to investments in infrastructure that enable providers to run higher quality, more efficient and effective programming. Examples of capacity building investments include: facility improvements, equipment and supply upgrades, professional development, management training and support, organizational development and strategic planning, basic operational funding, and resources for evaluation.

“While on the grounds of the afterschool program with my daughter Madison, I saw her and a child run toward each other and hug...my daughter had met this girl at another afterschool program...what a pivotal moment in a my life as a parent to see my child make a positive connection with another person that I had no part of...”

— Robyn Sterling Hodges, Parent
Framingham Public Hearing
May 29, 2007

WHY IT IS IMPORTANT

Increased and sustainable funding is key for programs to maintain the long-term relationships between staff and participants that are proven to make a significant difference in the lives of children and youth. Cyclical and short-term funding destabilizes programs and contributes to high turnover. Quality staff move on to other fields with higher pay, benefits and career paths. Additional funds are then spent on new staff training, start-up costs, and not on quality improvement and increasing access which our research revealed is critically important to the future of our children and youth.

KEY FINDINGS

Lack of Funding

- Makes it difficult to consistently serve children and youth, both during the school year and over the summer months.
- Removes children from the system in their 13th year, at a time when they urgently need support.
- Does not adequately address needs of older youth and other special populations (e.g. special needs, youth in foster care, GLBT youth).
- Makes it difficult for rural areas and other communities to get support because they are not eligible for or do not easily meet existing funding guidelines or criteria due to their size and other demographics.
- Prevents programs from providing transportation.

Financing

- Coordinated funding strategies that includes federal, state, private and local resources are needed at all levels of government.
- Multiple funding streams to provide options and different models for children, youth, and families need to be further explored.
- Community-based organizations need better access to existing public and private funding streams.
- Lack of multi-year funding cycles prevent community based organizations from developing high quality and stable after-school and out-of-school time programs.

PROGRAM SITE VISIT: SEPTEMBER 20, 2007

Gregg Neighborhood House

"I love Gregg House because I do fun things like play in the computer, science, and art rooms."

Latrel Yancy, 7 years old



"Afterschool is just as important in the lives of children as public school. They spend just as much time here so kids should have the best you have to offer them."

— Kelly O'Connor, Director, Gregg Neighborhood House

FAST FACTS

- Serves 280 children ages 5 through 13
- Has grown from 114 to 280 children in the last five years
- Has 70 protective slots funded by the Massachusetts Department of Social Services (DSS)
- Hours of operation: 1:30 pm – 6:00 pm, M-F and all day during school vacations and summer
- 94% of the children are eligible for free or reduced lunch
- 85% of children are from single parent families with 4 or more children
- Has 300 children on a waiting list for services
- Primarily funded by EEC's vouchers and contracts, DSS contract and parent fees
- Bought their building five years ago – the former site of the Lynn Charter School

Source: Gregg Neighborhood House, 2007

PROGRAM OVERVIEW

The Gregg Neighborhood House, located in the former site of the Lynn Charter School, is a four story building. Each floor is organized into age appropriate learning and activity centers such as Science, Arts, and Math. They offer homework labs, computer labs, science and CSI labs, an in-house cinema with their own popcorn, music lab, dance and theater classes and recreation such as soccer and other games. Each club lasts for 8 weeks and children can choose from 15 different types of learning activities. They have a kitchen on the premises where a snack is provided afterschool and cooking classes are held. An outdoor recreation area is also available behind the facility where the children can play safely in a supervised setting. Children in their programs help design the various learning and activity clubs they enjoy.

The children attend full time in the summer from 7:30-5:00 pm. The children continue participating in thematic based programming, field trips and completing their summer reading.

BEST PRACTICES

Opportunity for seamless service delivery since they provide infant/toddler as well as pre-school programs. It is not unusual for them to have children with them for 13 years. Longevity of staff; many have been there for over 10 years or more. The center provides transportation to the site from the school which makes it easier for parents to pick them up at the end of the day.

Gregg Neighborhood House

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PROGRAM SITE VISIT: SEPTEMBER 20, 2007

Girls Incorporated of Lynn

“Being a Teen Health Ambassador means that I have the power to make a difference in at least one person’s life and by doing just that I know I’ve done my job right.”

Samantha Soto



“We strongly believe that girls need gender specific programming and space to address their unique needs. They are in coed settings 99% of the time and programming like ours allows them to further increase their confidence to learn and do things they did not think were possible for them.”
— Pat Driscoll, Executive Director, Girls Inc. of Lynn

FAST FACTS

- Served 2,227 young people in 2006; 1,512 girls 6 to 18 and 715 boys in a variety of settings throughout Lynn
- 72% of the girls they serve come from households that earn less than \$25,000
- 70% of the girls they serve come from single parent homes
- Serves 152 girls ages 6-12 from 1:45 pm to 5:30 pm in the school months
- Serves 200 girls ages 13-15 in their middle school program
- Serves 200 girls ages 16 – 18 in their high school program & reaches over 1,000 through outreach programs led by teen peer leaders
- Summer programming from 7:30 am to 5:30 pm is also offered
- Could serve an additional 50 girls per day with additional resources

Source: Girls Incorporated of Lynn, 2007

PROGRAM OVERVIEW

“To inspire girls to be strong, smart and bold by building girls’ capacity for responsible and confident adulthood, economic independence and personal fulfillment” is the heart of Girls Inc. of Lynn’s mission. They provide a range of girls-only programming for girls ages 6 to 18 that is developmentally and age appropriate. Most of the girls they serve are of color with the majority being Latina (48%) and African American (24%). Caucasian girls comprise 15% of their program and the remaining are Asian (4%) or Multicultural (8%); 1% defined themselves as other.

Girls Inc. of Lynn offers a variety of different programs geared to the changing needs of girls as they enter middle and high school. Programs such as Teen Health Ambassadors train girls as peer leaders to work with their peers about making positive life choices, engaging in healthy relationships and learning skills to prevent teen pregnancy, AIDS/HIV, and substance use. Girls Inc. also offers girls opportunities for academic enrichment and career exploration and encourages girls to pursue college as a means to provide economically for themselves as they grow older.

BEST PRACTICES

Providing gender specific programming that enables girls to experience and learn things they thought not available to them. Forges successful community partnerships in the city of Lynn. Successfully raises money from a variety of resources to sustain their efforts.

Girls Incorporated of Lynn

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Findings and Recommendations

Capacity Building

- At least three regional and local systems exist that could be enhanced to help deliver a range of capacity building services to afterschool and out-of-school time program providers. They are:
 1. The 14 Child Care Resource and Referral agencies located in all six regions of the state;
 2. The Massachusetts Afterschool Partnership's six regional networks; and
 3. The Department of Public Health's Centers for Healthy Communities.
- Current systems are compatible in philosophy but no formal or informal agreements exist between them on how they could implement a range of capacity building services to support the state's afterschool and out-of-school time field.
- Current state capacity – building services are delivered generally independently of each other, driven by either grant program demands, grantee requests and federal, state, or municipal funding guidelines.
- Demand for capacity building services currently outstrips availability.

PRIORITY RECOMMENDATIONS

- Explore new revenue streams at federal, state, municipal and private levels to increase access and quality of afterschool and out-of-school time programs.
- Create public and private partnerships to leverage and increase sustainable funding to meet demand for quality afterschool, out-of-school time and summer programs for children ages 5-19 (up to 22 years for special needs children and youth), with particular emphasis on supporting children eligible for subsidized slots, programs for older youth, summer programming, and access for special populations.
- Maximize federal dollars coming to Massachusetts to support afterschool and out-of-school time programs.
- Explore ways to institute multi-year funding cycles and competitive priorities for existing programs across state agencies, enabling providers to strengthen and sustain their programs.

"It is important to have culturally meaningful programming. Culturally including race, socio-economic status. It is critical that the leadership of youth agencies understands this. It is challenging to have this conversation. We are continuing to have it."

— Keisha Latulippe, Willis Center
Worcester Public Hearing
May 8, 2007



Conte Community School Connected for Success Program
Pittsfield, MA

- Create centralized on-line listing of federal, state, local and private funding opportunities.
- Have state agencies pool resources and provide technical assistance to reduce and remove the administrative barriers community-based organizations face when applying for funds.

Unifying all the Pieces: Call for a Statewide Afterschool and Out-of-School Time Public/Private Coordinating Council

After analyzing our findings from the public hearing process, work group deliberations and external research, the Commission believes the Commonwealth must act decisively to improve and increase the access of children and youth to positive developmental opportunities in their non-school hours. We must create flexible and responsive networks and policies that increase and better align, leverage and coordinate existing resources at the state, regional and local levels.

To spur the level of cooperation and collaboration that is necessary to achieve dramatic improvements, the Special Commission recommends the creation of a statewide Afterschool and Out-of-School Time Public/Private Coordinating Council.

Comprised of diverse stakeholders who are leaders in their organizations and their fields, the proposed Afterschool and Out-of-school Time Public/Private Coordinating Council would include state and municipal representatives from public safety, arts, libraries, parks and recreation departments, workforce development, higher education as well as leaders from public and private schools, community and faith-based afterschool and out-of-school time programs, youth representatives,

Findings and Recommendations

private funders and business – all whom have a stake and role in creating future opportunities for the Commonwealth's children and youth.

The Afterschool and Out-of-School Time Public/Private Coordinating Council will be charged with implementing the Commission's recommendations in the five key areas:

- Building public awareness;
- Providing information and increasing access;
- Improving quality and supporting the workforce;
- Fostering partnerships and collaborations; and
- Sustaining the effort

The Afterschool and Out-of-School Time Public/Private Coordinating Council would bring sustained attention to the afterschool and out-of-school time field and become a key player in ensuring the Commonwealth fully accepts its obligation to prepare our children and youth for successful adulthood.



*Boys and Girls Club of Worcester
Worcester, MA*



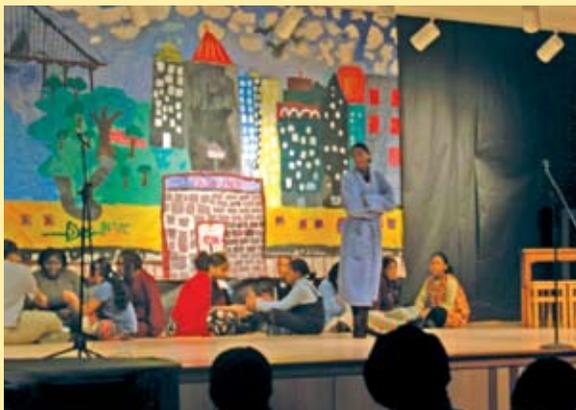
*MetroWest YMCA High Flight Community Outreach Program
Hopkinton, MA*

PROGRAM SITE VISIT: SEPTEMBER 25, 2007

Roxbury Preparatory Charter School Enrichment Program

"... Overall, these Enrichment classes have been extremely helpful in terms of my knowledge... they help me express and learn new talents."

Bria Gadsden, 8th Grade Student, Roxbury Prep Charter School, 13 years old



"Unfortunately, most out of school time activities are considered 'extras' by many schools and communities. However, we feel that they are an essential component of a child's education and help us accomplish our mission of preparing students to enter, succeed in, and graduate from college."

— Josh Phillips, Co-Director, Roxbury Prep Charter School

FAST FACTS

- Serves 200 students in the 6-8th grades; currently, all the students are students of color
- 75% of the student body live in Dorchester, Mattapan and Roxbury; the remainder are from other neighborhoods in Boston
- 68% are eligible for free or reduced lunch
- School in session from 7:45 am – 3:15 pm Monday – Thursday; 7:45 am – 1:20 pm on Friday; the enrichment activities are offered from 3:15 pm to 4:15 pm Monday – Thursday
- Adding an additional 1 hour of enrichment programming costs up to \$60,000 annually
- On the 2007 8th grade MCAS math test, they had the highest test scores in the state
- For the 4th consecutive year, has been the highest performing urban middle school in Massachusetts

Source: Roxbury Preparatory Charter School, 2007

PROGRAM OVERVIEW

Roxbury Preparatory Charter School, a public school that serves grades 6-8, prepares its students to enter, succeed in, and graduate from college. Roxbury Prep is founded on the philosophy that all students are entitled to and can succeed in college preparatory programs when: 1) the curriculum is rigorous, engaging, and well-planned; 2) the school emphasizes student character, community responsibility, and exposure to life's possibilities; and 3) a community network supports student academic, social, and physical well-being. Roxbury Prep helps students gain admission to outstanding public and private college preparatory high schools.

Roxbury Prep provides a range of enrichment activities as part of their school day. Offering 14 different classes, students have the opportunity to choose three enrichment electives during the year including Chinese language instruction, percussion, knitting, chess, art, dance, Tae Kwan Do, sewing, basketball, girls' running club, and soccer among others. Teachers at Roxbury Prep and outside professionals teach the enrichment classes based on their interest and expertise in these and other subjects.

Roxbury Preparatory Charter School Enrichment Program

Joshua Phillips, Co-Director

120 Fisher Avenue

Roxbury, MA 02120

P 617. 566.2361

E jphillips@roxburyprep.org

<http://www.roxburyprep.org>

Conclusion

If the public hearing process taught us anything, it is that residents of the Commonwealth have faith in their government and in themselves. Hundreds of people waited for hours to talk to us because they care so deeply about providing the children and youth in their lives and in their communities with the opportunities they need to reach their full potential. They understand how afterschool and out-of-school time programs provide young people with the positive relationships and experiences they need to develop into engaged and successful adults. They expect that their government will listen and take action to make it easier for their children, youth, and families to access the quality afterschool and out-of-school time experiences that will encourage and spur their future growth.

We have listened to these hundreds of voices, discussed, debated and analyzed the issues in our work groups, and together reached consensus on these recommendations to improve afterschool and out-of-school time programs across the state. We consider the release of our report to be the end of a new beginning. We look forward to continuing to work with all those we met on this journey to ensure that our children and youth reach their full potential as future members and leaders of our communities.



*Boys and Girls Club of Worcester
Worcester, MA*

Appendices

Acknowledgments	40
A. Special Commission Legislative Language	44
B. About the Special Commission	46
C. List of Special Commission Members	50
D. List of Special Commission Work Groups and its Members	51
E. Special Commission’s Complete Findings and Recommendations	52
F. Work Group Frameworks and Recommendations	70
G. Summary of Ten Public Hearings	90
H. Themes by Individual Public Hearing	92
I. Case Studies	103
J. Profiles of Legislative Districts	107
K. Issue Briefs	109
L. Charts, Survey Results and Tables	141
M. Bibliography and Resources	156
N. References	158

Acknowledgments

Our jobs as Co-Chairs of Massachusetts Special Commission on After School and Out of School Time would have been impossible without the significant contributions of many individuals. In ways, both large and small, their participation made it feasible for us to do our work with integrity, commitment and passion.

First, we dedicate this report to the hundreds of people who came, listened and testified at our 10 public hearings. People waited patiently for hours to talk to us about why they care about this issue so deeply; our gratitude to them and to the service they provide to the young people of the Commonwealth is heartfelt. The names of everyone who signed in at the public hearings are an integral part of the final report and we thank you.

Second, we salute our hard-working staff, Jess Torres and Vanessa Fazio. With skill and grace, they have helped support us and this complex endeavor in a myriad of unseen but essential ways. Any future successes of the Special Commission's work will be due, in no small part, to their efforts.

Members of the Special Commission worked hard and diligently over the last several months to help us determine the best ways to prepare the children and youth of Massachusetts for their futures. We thank: Senator Robert Antonioni, Michael P. Cahill, Erik Champy, Maryellen Coffey, Joan Connolly, Dr. Deborah Dancy, Edward Doherty, Margaret Donnelly, Sally Fogerty, Joseph Gillis, Jr., Laurie Glassman, Gwynn Hughes, Donna Jasak, Deborah Kneeland, Representative Stephen LeDuc, Ben Lummis, Ed Madaus, Berna Mann, Maureen Marshal, Kathleen McDermott, Frederick Metters, Ann Nunes, Susan O'Connor, Senator Robert O'Leary, Lisa Silverman Pickard, Commissioner Ann Reale, Representative Pam Richardson, Gerry Ruane, Lourdes Sariol, Sharon Scott-Chandler, Harold Sparrow, Senator Karen Spilka, Carole Thomson, and Representative Alice Wolf. We also thank Fran Barrett, Michael Bennett, Phil Baimas, Donna Avery-Cohen, Erin Craft, Kathleen Hart, Amy Kershaw, Swapnil Maniar, Cathy O'Connor, Karyl Resnick, and Donna Traynham for their involvement in the Special Commission's work.

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Members from the local community access television stations are to be recognized for their help and professionalism in taping our public hearings. They are: Boston Neighborhood News, LynnCam TV, Framingham Public Access TV and New Bedford Cable Access TV. Cambridge Music is thanked for their generous donation of a sound system for some of our public hearings.

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We also appreciated the additional financial resources for the Special Commission's report release events in Boston and in Springfield that was secured by the Massachusetts Afterschool Partnership.

Colleagues within the State House are to be thanked for providing key logistical and administrative services to ensure the smooth operation of the Special Commission's work. Their help did not go unnoticed. They are: Court Officers – Ray Amaru, Richard Buividas, Michael Izzo and Casimir "Chip" Zigulis; House and Senate Business Offices – Patty Foley and Mike Memmolo; Mattie Miles in the Speaker's Office for help with scheduling; and Suzzette Waters for her help with the Boston report release event.

Finally we thank the team of professionals who worked tirelessly and with zeal to help us study, research, support, guide and analyze all that we saw and heard to improve afterschool and out-of-school time opportunities for the young people of the Commonwealth. Led by Debra McLaughlin they are: Beth Beard, Diane Benjamin, Judy Caplan, Janelle Cousino, Jane Feinberg, Dr. Julia Gittleman, Dr. Georgia Hall, Feiya Huang, Simon Islam, Barbara Langford, Robert LaVallee, Christanne Lind, Priscilla Little, Julie Mallozzi, Gretchen MacKilligan, Carol Maglitta, Dr. Beth Miller, John Moukad, David Newman, Heidi Moyer, Tim Reardon, Rich Rosenthal, Magali Ruiz, William Scheufele, Marjorie Stockford, Christine Johnson-Staub, Amanda Szekely, Samuel Thomasson, Sally Tortorella, Don Turner, Susan Tracy, and Kathleen Traphagen.

We hope all our combined efforts will lead to more positive opportunities for our children and youth of the Commonwealth.



Senator Thomas M. McGee, Chair
Labor and Workforce Development Committee
Co-Chair



Representative Marie P. St. Fleur, Vice-Chair
House Committee on Ways and Means
Co-Chair

We Would Like to Thank...

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Note: We regret if we have inadvertently overlooked anyone who came to any of the public hearings and we were not able to capture your name for the public record.

... for coming to the Public Hearings – your attendance and testimony profoundly impacted our work.

After School and Out of School Time Commission
Final FY 2006 State Budget Language under "Joint Legislative Expenses"
July 2005

1 9700-0100 For a special commission on after school and out of school time; provided, that funds
2 shall be expended from this item for consultants, facilitators, research assistance, and the
3 purchase of needed services for said commission; provided further, that said working
4 group on after school and out-of-school time shall undertake a study and make
5 recommendations on how to better coordinate, expand, finance, and improve accessible,
6 affordable, quality out-of-school time programming for school age children in all
7 settings; provided further, that said working group shall consist of: 1 member appointed
8 by the speaker of the house of representatives, 1 member appointed by the senate
9 president, the chairs of the house and senate committees on ways and means or their
10 designees, the house and senate chairs of the joint committee on education or their
11 designees, the house and senate chairs of the joint committee on children and families or
12 their designees, the commissioner of the department of early education and care, the
13 commissioner of the department of education, the commissioner of the department of
14 public health, 1 member chosen by each of the following organizations: Massachusetts
15 2020; the United Way of Massachusetts Bay; the Massachusetts Association of School
16 Committees; the Massachusetts Association of School Superintendents; the
17 Massachusetts Association of Elementary School Principals; the Massachusetts
18 Association of Regional Schools; the Massachusetts Teachers Association; the
19 Massachusetts Federation of Teachers; the Massachusetts Parent-Teacher Association;
20 the Massachusetts Association of Day Care Agencies; the Massachusetts Independent
21 Child Care Organization; the Massachusetts School-Age Coalition; the Massachusetts
22 Community Action Program; the Massachusetts Child Care Resource and Referral
23 Agencies Network; the YMCAs of Massachusetts; Parents Alliance for Catholic
24 Education; Parents United for Child Care; or its successor organization; 1 person chosen
25 by the co-chairs who shall be a representative of family child care; 1 member who shall
26 be chosen by the co-chairs who shall be a representative of non-public schools; and no
27 fewer than 6 representatives selected by the Massachusetts Afterschool Partnership, with
28 consideration of the broad constituency of out of school time, including providers,
29 educators, parents of school-age children, advocates for school-age children's services,
30 business, community and religious leaders, representatives of higher education, law
31 enforcement officials, philanthropic leaders, and individuals with knowledge and
32 experience in the fields of out-of-school time; provided further, that the senate president
33 and speaker of the house shall appoint the co-chairs of the working group; provided
34 further, that the chairs of the working group may expend funds from this item for
35 services the chairs find necessary to conduct the study and to support the timely
36 completion of its report; provided further, that the working group shall consider settings
37 including, but not limited to, public and private out-of-school time programs located in
38 schools and in community-based organizations and programs in non-public schools;
39 provided further, that in carrying out its study, the working group shall advise the general

After School and Out of School Time Commission
Final FY 2006 State Budget Language under "Joint Legislative Expenses"
July 2005

1 court, the department of early education and care, the department 1 of education and other
2 administrative agencies who work with school age children to ensure that there is a
3 continuity of services for children as they grow and develop and to avoid duplication of
4 effort as these agencies continue to make administrative and programmatic
5 improvements; provided further, that in carrying out its study, the working group shall
6 evaluate different age populations served by before school, after school and out-of
7 school time programs and identify ways to best support their needs; provided further,
8 that the working group shall review existing data on the effectiveness of out-of-school
9 time programming in the commonwealth; provided further, that in carrying out its study,
10 the working group shall hold no fewer than 9 hearings Western Massachusetts, in, at
11 minimum, the following regions of the commonwealth: Central Massachusetts;
12 Metrowest; Southeastern Massachusetts; the Cape and Islands; the Merrimac Valley; the
13 North Shore; the South Shore; and Greater Boston; provided further, that the working
14 group shall solicit testimony from staff interested stakeholders including, but not
15 limited to, the following: of after school and out-of-school time programs; parents of
16 school-age children; advocates for school-age children's services; business; community
17 and religious leaders; representatives of higher education; law enforcement officials;
18 philanthropic leaders; and individuals with knowledge and experience in the field of out
19 of-school time; provided further, that the commission shall make recommendations to:
20 (1) coordinate, integrate, and streamline publicly funded out-of-school time
21 administration and functions; (2) coordinate resources and policies regarding public
22 funding streams for school age children; (3) strengthen consumer education; (4) create an
23 effective data collection system to support the necessary functions of a consolidated
24 system; (4) establish the appropriate balance between funding for direct provision of
25 service, for quality enhancement, and for administration; and (5) ensure the creation of a
26 workforce system to support education, training and compensation of the out-of-school
27 time workforce; provided further, that the working group shall submit a report containing
28 its recommendations to the governor, the secretary of administration and finance, the
29 house and senate committees on ways and means, the joint committee on education and
30 the joint committee on children and families not later than December 15, 2005; provided
31 further, that the joint committee on education and the joint committee on children and
32 families shall review the recommendations of the working group on after school and out
33 of-school time; and provided further, that the committees shall make recommendations
34 not later than February 1, 2006 to the general court, along with any legislative or
35 budgetary recommendations necessary to best support accessible, affordable, quality out
36 of-school time programming for school age children.....\$100,000
37

Background

The Massachusetts Special Commission on After School and Out of School Time (Special Commission) was formed by the Massachusetts State Legislature “to study and recommend how to’ define and ‘better coordinate, expand, finance and improve accessible, affordable, and quality out-of-school time programming for school age children in all settings in Massachusetts.”¹

Senator Thomas M. McGee, Chair of the Labor and Workforce Development Committee and Marie St. Fleur, Vice-Chair of the of the House Committee on Ways and Means were appointed as Co-Chairs of the Special Commission by the Senate President and the Speaker of the House. Appointments were made to the 36 member Special Commission as outlined in the legislation. Members were convened on March 22, 2007 to launch the Special Commission’s work. A list of Special Commission members can be found in **Appendix C**.

Special Commission’s Vision

As children and youth are the cornerstone of a civil society, the Massachusetts Special Commission on After School and Out of School Time envisions embracing public/private partnerships to help create and strengthen a system that promotes a continuum of care to nurture and support their healthy development and learning when they are in and out of school.

Special Commission Meetings

The Co-Chairs convened the Special Commission five times since it was launched in the spring of 2007. All meetings were held at the State House. They met on:

March 22, 2007

Launch meeting of Special Commission to review vision, mission, goals and set-up work groups.

May 9, 2007

Overview of salient afterschool research provided by Dr. Beth Miller of Miller-Midzik Research Associates and Priscilla Little of the Harvard Family Research Project.

Commissioner Ann Reale of the Massachusetts Department of Early Education and Care (DEEC) and Carole Thomson, Associate Commissioner, Karen Vigue, Donna Traynham, and Karyl Resnick all from the Massachusetts Department of Education (DOE) provided Commission members an overview of their afterschool and out-of-school time programming and funding.

September 5, 2007

Announcement of \$100,000 grant to the Special Commission from the Nellie Mae Education Foundation by Nick Donahue, President and CEO.

Overview of the School Re-Design: Expanded Learning Time (ELT) Initiative and a discussion of its impact on the afterschool field.

Interim Commissioner Jeffrey Nellhaus, Lise Zeig of the Massachusetts Department of Education and Chris Gabrieli and Jennifer Davis of Massachusetts 2020 presented. ELT grantees Wendy Zinn of the Greater Boston YMCA, Joan Connolly, former Superintendent of the Malden Public Schools, and Andrew Dunn of the Worcester Art Museum gave accounts of their experiences implementing the ELT Initiative in their communities.

October 30, 2007

Meeting to review and provide feedback on preliminary findings and recommendations for the report.

October 31, 2007

Final meeting to sign off on the findings and recommendations for the report.

¹Massachusetts State Budget Language, 9700-0100, FY06.

Ten Public Hearings

The Special Commission held ten public hearings across the Commonwealth as follows:

Springfield – April 10

Springfield Technical Community College

Pittsfield – May 1

Ralph J. Froio Senior Center

Worcester – May 8

Massachusetts College of Pharmacy and Health Sciences

Framingham – May 29

Cameron Middle School

Quincy – June 7

Quincy City Hall

Dartmouth – July 19

University of Massachusetts-Dartmouth

Barnstable – September 11

Barnstable Town Hall

Lawrence – September 18

Northern Essex Community College

Lynn – September 20

North Shore Community College

Boston – September 25

Josiah Quincy Elementary School

A total of 470 people attended based on who signed in; others may have attended that did not register.

Ten Program Site Visits

The Special Commission visited ten afterschool programs across the Commonwealth as follows:

Pittsfield – May 1

Silvio O. Conte Community School

Worcester – May 8

Boys and Girls Club of Worcester

Framingham – May 29

MetroWest YMCA High Flight Program

Quincy – June 7

South Shore Day Care Services
Atlantic Afterschool Center

Dartmouth – July 19

NorthStar Learning Center at
Sgt. William Carney Academy

Barnstable – September 11

Barnstable's Recreation Department
Afterschool Program at Horace Mann
Charter School

Lawrence – September 18

United Teen Equality Center (UTEC)

Lynn – September 20

Gregg Neighborhood House

Lynn – September 20

Girls Incorporated of Lynn

Boston – September 25

Roxbury Preparatory Charter School
Enrichment Program

Commission Work Groups

The Special Commission established three work groups to help facilitate its work and adopted these overarching principles to help guide its efforts:

- To study each issue in-depth drawing upon the expertise, resources and information from Commission members, invited guests and public hearings;
- To identify and promote coordination and leveraging of existing resources to support the state's afterschool system; and
- To foster public/private partnerships to strengthen a system that promotes a continuum of care to support healthy child and youth development in and out of school.

The three work groups were:

1) INFORMATION AND ACCESS

- To evaluate the different age populations served by before school, after school and out-of-school time programs in terms of access.
- To review existing data on effectiveness of out-of-school time programming in the Commonwealth.
- To make recommendations for and review the final report.

The Information and Access Work Group met six times on:

- May 24, 2007
- July 12, 2007
- August 28, 2007
- September 26, 2007
- October 15, 2007
- October 25, 2007

2) QUALITY, WORKFORCE AND PROFESSIONAL DEVELOPMENT

- To evaluate the different age populations served by before school, after school and out-of-school time programs in terms of quality.
- To help support the creation of a workforce system to bolster the education, training and compensation of the out-of-school time workforce.
- To make recommendations for and review the final report.

The Quality, Workforce and Professional Development Work Group meet five times and had once meeting by conference call on:

- May 23, 2007
- July 16, 2007
- August 10, 2007
- September 18, 2007
- October 10, 2007
- October 24, 2007 (conference call)

3) SUSTAINABILITY

- To analyze how afterschool programs are currently financed.
- To promote efficiencies through increased integration and coordination of publicly funded afterschool programs.
- To spur the development of state public/private partnerships to support the afterschool system.
- To make recommendations for and review the final report.

The Sustainability Work Group met six times and representatives of the Massachusetts Department of Early Education and Care, the Massachusetts Department of Education, and the Massachusetts Department of Public Health met once on:

- May 24, 2007
- July 9, 2007
- August 6, 2007
- August 20, 2007 (State agency meeting)
- September 24, 2007
- October 15, 2007
- October 25, 2007

The Work Group's efforts formed the foundation for the Special Commission's recommendations. More detailed information about the findings and the recommendations can be found in Appendix E. A list of each Work Group and its members can be found in Appendix D.

Report Release Events

The Special Commission held two events to release its final report with findings and recommendations on:

- **November 13, 2007**
North End Youth Center, Springfield, Massachusetts
- **November 15, 2007**
The State House, Nurses Hall, Boston, Massachusetts

Funding

The Massachusetts Special Commission on After School and Out of School Time received \$100,000 from the Massachusetts Legislature for its work. This was matched by a grant of \$100,000 from the Nellie Mae Education Foundation. The Boston Foundation provided in-kind administrative support for the Nellie Mae Education Foundation grant. The Massachusetts Afterschool Partnership secured additional funding for the Special Commission's report release events in Springfield and Boston.

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*South Shore Day Care Services
East Weymouth, MA*

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Representative Marie P. St. Fleur, Co-Chair

Senator Robert Antonioni, Worcester & Middlesex

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The Special Commission's Work Groups were comprised of its members and are listed below by group. At times there were guests who were invited as experts to help provide additional information and insights to help each work group complete its charge.

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What is Afterschool and Out-of-School Time? An Overview

The Special Commission defined “afterschool” and “out-of-school time” as any activity that stimulates learning, provides a safe place and operates in licensed or unlicensed settings, formal or informal environments, including schools, community and faith-based organizations, drop-in programs, youth centers, intramural sports leagues, libraries, and parks and recreation facilities, among others. These activities occur before and after school, during the weekends, summer and school vacations for children and youth ages five through nineteen. The Special Commission also recognizes that children and youth with special needs deserve support until they reach their early 20’s due to the unique nature of how they learn and grow.

What We Learned about Afterschool and Out-of-School Time in Massachusetts

In the last several months, the Special Commission gathered information about afterschool and out-of-school time programs in Massachusetts through public hearings, program site visits, work groups, external data gathering and research.

As Special Commission members traversed the state, nearly 500 people attended 10 public hearings to talk about their needs, hopes and aspirations for the young people in their communities. Overwhelmingly, people hope that the Commission’s work will result in a strengthened statewide afterschool network that more effectively and efficiently enables young people to access the positive developmental opportunities they need to transition successfully to adulthood.

The public testimony also echoed what Special Commission members learned as they visited 10 afterschool and out-of-school time programs across the state. Serving different ages

with diverse approaches, the programs seen by the Commission have a singular purpose: ensuring the children and youth in their charge receive what they need to realize their full potential. Keeping these critical themes in mind, Special Commission members divided into three work groups to study and make recommendations about distinct but interconnected topics:

1) INFORMATION AND ACCESS WORK GROUP – The Information and Access Work Group studied what is needed to help families obtain the right information at the right time to choose the right program for their children. They also worked on identifying and understanding the wide range of barriers – from transportation to other administrative, socio-demographic and even philosophical factors – that prevent children and youth from participating in afterschool and out-of-school time programs.

2) QUALITY, WORKFORCE AND PROFESSIONAL DEVELOPMENT WORK GROUP – The Quality, Workforce and Professional Development Work Group identified the critical relationship between staff quality, program quality and positive youth outcomes. They provided a sequence of research-based activities that will address how to strengthen the state’s afterschool and out-of-school time workforce, improve program quality, and achieve desired child/youth outcomes.

3) SUSTAINABILITY WORK GROUP – The Sustainability Work Group reviewed the complex realm of federal, state, local and private financing and how those four streams could be increased, better aligned, and leveraged to support high quality afterschool and out-of-school time programs for the Commonwealth’s children and youth.

This section reflects the integration of everything we learned and provides a summary of our key findings and priority recommendations. We hope it does justice to what we heard and saw and will inspire action from everyone who cares about creating a brighter future for our children and youth. The Special Commission’s more detailed findings and additional recommendations can be found in the Special Commission’s full report.

A Closer Look at the State’s Role and Investments in Afterschool and Out-of-School Time

There are nearly 1.3 million school-aged children ages 5-19³⁶ in Massachusetts. Survey research indicates that about 20% of school-age children (5-14 yrs) in Massachusetts participate in afterschool and out-of-school time activities: more than 250,000 youth across the state.³⁷ The total is probably higher when activities for older children, and specialty and occasional programs are included. In FY06, the Commonwealth had a total of \$157.32 million in funding available to support school-aged child care and afterschool and out-of-school time programs. This included \$93.5 million in core funding that can **only** be used for afterschool and out-of-school time programs

and another \$63 million in funding that can be used for afterschool and out-of-school time activities, but also for other purposes. Virtually all of the core funding and much of the other funding comes from the federal government. The state's FY06 investment in afterschool and out-of-school time resulted in programming for approximately 58,000 children and youth, or about a quarter of the estimated total population.³⁸

The total available funding from the state grew 24% in FY07 to \$195 million. A portion of the growth was in core funding, but most of it was in other areas such as:

- \$7.4 million for the Department of Early Care and Education's program to provide support for income-eligible children ages 5-13 to attend after-school, out-of-school time and summer programs;
- \$950,000 for the Afterschool and Out-of-School Time (ASOST) Grant Program at the Department of Education (DOE);
- \$6.1 million increase for the DOE's School Re-Design: Expanded Learning Time Initiative (ELT) Grant Program;
- \$10.98 million for the Executive Office of Public Safety's Senator Charles E. Shannon, Jr. Community Safety Initiative (Shannon Grants); and
- \$2.1 million increase for the Executive Office of Health and Human Services Youth At-Risk Matching Grant Program.³⁹

When data was last collected on the state's afterschool and out-of-school time investments, (both core and other funding), the available funding totaled \$149.12 million.⁴⁰ The \$157.32 million available in FY06 represented a 6% increase from the FY01 total while the \$195.32 million available in FY07 represented an increase of 31%. Most of the new additional revenue reflected increases in federal funding flowing to the state.

While we have some reliable data on state funded programs, there is currently no ongoing way to measure demand for publicly and privately funded after-school and out-of-school time programs statewide. Many public and private schools also operate afterschool or out-of-school time programs, though no comprehensive information about these programs is currently available.

According to the Special Commission's analysis, up to 18 different state agencies provide funding for afterschool and out-of-school time programs in some form. However, because many of the state programs that are sometimes used to support afterschool and out-of-school time activities can also be used for other purposes, it is difficult to determine exactly how much is going to these afterschool activities or to describe in detail how the funds that go to them are used.

The core support for afterschool and out-of-school time services in the Commonwealth comes from the Massachusetts Department of Early Education and Care (DEEC) and the Massachusetts Department of Education (DOE). Together they provided \$93.5 million in funding for afterschool in FY06. Their combined funding represented 59% of the total state funding available in FY06 and they operate the only state programs that focus entirely on afterschool and out-of-school time activities. In FY06, DEEC provided \$76.6 million and served 17,226 low-income or at-risk children between the ages of 5-13.⁴¹ In general DEEC's support is means tested and available only to subsidize children from families who make less than 50% of the state median income. DEEC's vouchers and contracts are for programs that are at least four days a week. Nearly 7,000 school-aged children ages 5-13 are now waiting for DEEC support for after-school services.⁴² To clear the existing waiting list DEEC would have to increase the subsidized slots it supports by nearly 30%. The existing waitlist is limited to eligible families with children under the age of 13, and probably understates the demand for these subsidies as many families may elect not to join the lists when they learn that the wait may be long.

The DOE administers a variety of programs that impact children and youth in their non-school hours, but the primary two efforts they oversee are the federally funded 21st Century Community Learning Center (21st CCLC) grant program and the state's Afterschool and Out-of-school Time (ASOST) grant program. In FY06, the DOE provided \$16.8 million to 39 school districts spanning 191 different program sites. These programs served a total of 24,426 children and youth; of which 757 were youth ages 14-19. Of those, 20,504 were served during the academic year and 5,978 were served in the summer months.⁴³

The DOE's ASOST Grant Program was established in FY06. With \$950,000, they were able to serve 3,740 children and youth; 779 of whom are children and youth with disabilities and 562 were English Language Learners.⁴⁴

Funding from both of these sources provide critical support to school-based afterschool and out-of-school time programs, but ordinarily this funding has to be pooled with funding from other sources to make programs possible.

Other state agencies provide important afterschool and out-of-school time funding but their grantmaking is focused primarily on the mission of their departments rather than specifically on afterschool and out-of-school time activities. Examples include the Massachusetts Department of Public Health, the Massachusetts Cultural Council, the Massachusetts Department of Mental Retardation, the Massachusetts Department of Social Services, the Massachusetts Service Alliance, the Massachusetts Executive

Office of Public Safety, and the Massachusetts Executive Office of Labor and Workforce Development among others.

A complete listing of public agencies and their afterschool and out-of-school time grant programs can be found in the Special Commission's full report.

Maximizing Federal Revenue for Afterschool and Out-of-School Time Programs

On behalf of the Special Commission, the Massachusetts Department of Early Education and Care (DEEC) requested technical assistance from The Finance Project through the national Afterschool Investments Project to determine how Massachusetts was utilizing existing federal funding streams to support afterschool and out-of-school time programs. The Finance Project is a nationally respected research and policy think tank that studies how the nation's afterschool and out-of-school time programs and activities can be sustained at a systems-wide level.

Based on a "funding map" exercise The Finance Project conducted with data collected by the Special Commission, they found that Massachusetts could do more to maximize existing federal funding streams to support afterschool and out-of-school time programs in the Commonwealth. In particular, The Finance Project recommended:⁴⁵

- A further study of the 100 federal funding streams that support after school and out-of-school time and determine how Massachusetts can better take advantage of those funding streams.
- To collect more data on how Massachusetts is maximizing federal block grants such as the Community Development Block Grant (CDBG), the Social Services Block Grant (SSBG), and the Food and Nutrition Grant Program.
- To better utilize the Child and Adult Care Food Program (CACFP) and the Federal School Lunch Program for reimbursement for afterschool meals and snacks. The Finance Project found that in October 2006, Massachusetts accessed CACFP reimbursement for afterschool meals and snacks for 11,500 students. For this same time period, the state accessed reimbursement for afterschool snacks for over 18,500 students. Since 230,000 students statewide receive free and reduced lunches, Massachusetts should improve their efforts to maximize existing federal revenue for these important programs.
- To increase the number of students who participate in the School Breakfast Program. Massachusetts ranked 23rd when compared to other states in a study conducted by the Food Research and Action Center (FRAC). In FY06, over 100,000 students received free and reduced price breakfasts in comparison with over 230,000 students receiving free and reduced price lunches. The eligibility levels are the same for

both programs so Massachusetts can do more to promote participation in this program since research has consistently linked better academic performance for students when they eat breakfast.

- To increase participation in the Summer Food Service Program. FRAC's research indicates that Massachusetts is ranked 16th in maximizing federal funding for this program. In July 2006, over 45,000 students participated when compared to the over 230,000 who receive free and reduced price lunches.
- A further study if Massachusetts is further maximizing Medicaid funds for health or mental health services that are offered during afterschool and out-of-school time.
- To support efforts, such as DEEC's, who works closely with a consulting firm to make sure it is fully maximizing the federal Child Care Development Funds and Transitional Assistance for Needy Families (TANF) funds, to encourage other state agencies to fully maximize all federal funding available to them.

In addition to the more fully leveraging the federal government's entitlement grant programs as outlined above, The Finance Project also identified a number of federal discretionary grant programs that Massachusetts could more fully explore in support afterschool and out-of-school time programs. Among them are:

- Carol M. White Grants – Massachusetts received only 4 grants in FY07 from the United States Department of Education. The Finance Project's analysis revealed that smaller states such as Oklahoma and South Dakota accessed more of these grants.
- Americorps – Massachusetts appears to be fully utilizing federal funding for this program receiving \$8.6M in FY07.
- Learn and Serve America – Massachusetts currently receives \$1.7M in grants to schools, community-based organizations and higher education institutions. Further study is recommended to see if Massachusetts is fully utilizing this grant opportunity.
- GEAR UP – A program that helps middle school students prepare for college, Massachusetts has not received any federal funding for this program since 2005. The state could encourage local entities to apply for this funding source.
- Safe Schools/Healthy Students – Massachusetts received no funds for this grants in FY07 although Pittsfield and Boston received grants in FY06 and in FY05 respectively.

The Finance Project also offered more detailed recommendations to further maximize federal revenue streams for further consideration. These can be found in the Sustainability section of this Appendix.

Other Critical Partners: Municipal Government, Private and the Non-Profit Sectors

Municipal Governments

The Special Commission found a variety of municipal partners that promote afterschool and out-of-school time programming. Public libraries, local arts councils and municipal parks and recreation departments provide, support and fund a variety of afterschool and out-of-school time opportunities for the children and youth who live in their communities. Representatives of these three municipal systems attended multiple public hearings to talk about their offerings and their desire to collaborate with other partners to enhance their services to children and youth in their non-school hours.

Resources at the local level include the following:

Public Libraries⁴⁶

- **370 Public Libraries** and 111 branch libraries exist in 348 cities and towns. There are 343 children's librarians and 66 young adult librarians statewide.
- 63,538 programs for children and young adults were held with a **total attendance of 1,430,536**
- 42 libraries have **homework centers**
- 347 held **summer reading programs**

Local Arts Councils⁴⁷

- **329 Local Arts Councils** exist in the state (some of these are regional); all capable of supporting afterschool and out-of-school time programming

Municipal Parks and Recreation Departments⁴⁸

- **351 municipal recreation and park departments** exist; one in every city and town in the Commonwealth
- Depending on the size of their city or town, the parks and recreation department can serve dozens or thousands of children and youth annually.⁴⁹

The Importance of Private Investment

The private sector is a critical partner in strengthening the Commonwealth's afterschool and out-of-school time system. Through community foundations, United Ways, and corporate and philanthropic foundations, afterschool and out-of-school time programs receive significant support. The Special Commission found this to be particularly true for programs that serve older youth.

A more comprehensive analysis of private investment in this area would likely yield tens of millions of dollars as Massachusetts has 4,463 foundations with assets of \$11.6 billion.¹⁹ The 17 community foundations around the state and the 15 United Ways, also support afterschool and out-of-school time programs though many other foundations and corporations also make significant contributions. Individual donors also represent a key source of support for many programs. For example, they accounted for \$3.3 billion of charitable giving in Massachusetts in 2002.⁵¹

The Special Commission recommends additional exploration on how the public and private sector can work more closely together to spur additional investments in the afterschool and out-of-school time field.

Non-Profit Entities and Private Schools

Massachusetts is home to 37,159 non-profit organizations.⁵² A significant number of these non-profit organizations provide quality afterschool and out-of-school time programs to the Commonwealth's children and youth. Private schools also provide afterschool and out-of-school time opportunities for their students. Unfortunately there is no comprehensive information about the number or character of non-profit programs, though there is good data on parts of the field, such as programs that are licensed or are funded by particular state programs. While many non-profit afterschool and out-of-school time programs receive some support from the state or local government, most depend quite significantly on parent fees and private contributions. Since uniform data is not available, the information we did collect provides a snapshot of the valuable role non-profit organizations and private schools play in the lives of children and youth. We found:

- **41 Boys and Girls Clubs** statewide served **184,404** children and youth.⁵³
- **100 chartered YMCAs** collectively served **266,441** children and youth; **98,609** are youth ages 12-17⁵⁴
- YMCAs have **3,392** DEEC subsidized slots and have **124** sites in public schools⁵⁵
- **90% of the state's surveyed Catholic schools** provide some type of afterschool and out-of-school time program serving an estimated **11,434** students⁵⁶

EXPANDED FINDINGS AND RECOMMENDATIONS**A Historic Opportunity: Creating a Unified Network to Support Children and Youth in Afterschool and Out-of-School Time**

There are many commendable and exciting efforts that exist at local, regional and state levels to support children and youth when they are not in school. We heard dozens of inspiring examples at the public hearings so it is clear there is a real passion to help children and youth realize their full potential. We also learned that families as well as providers of afterschool and out-of-school time programs invest an inordinate amount of their time trying to find out what programs exist and where they are located; dealing with confusing and multiple overlapping public and private funding, reporting and licensing requirements; negotiating relationships with schools and other community partners to provide services; and dealing with the arduous and expensive task of transporting children and youth to and from programs.

Most importantly, the fact that the afterschool and out-of-school time field is under-resourced means programs cannot subsidize the participation of all of the low-income children and youth who want to attend; nor can they train or compensate staff at a level that would improve quality across the board. In some places in the state, afterschool and out-of-school time programs simply do not exist at all.

Despite this hive of activity, there are no unifying principles or uniform methods that the Commonwealth collectively uses to support the afterschool and out-of-school time field. Since the field is under-resourced, the challenge we have before us how to more creatively and effectively identify, align, and coordinate all the different pieces so both parents and providers can focus on what they do best – making sure children and youth get what they need to flourish.

The Commonwealth has a historic opportunity. We can leverage all our political, social and financial capital to help create a future of our children and youth by improving, enhancing and creating new experiences for them to learn and grow. To accomplish this, the Special Commission proposes creating a more unified and coordinated response at the state, regional and local level to support children and youth in their non school hours that focuses on five key elements.

Enhancing Afterschool and Out-of-School Time Statewide

The Special Commission identified five key elements that are crucial to building a comprehensive, effective and efficient afterschool and out-of-school time network.

INCREASING PUBLIC AWARENESS. The general public in Massachusetts does not understand the value and impact of

quality afterschool and out-of-school time experiences for children and youth. To facilitate this understanding, a public education campaign is needed to increase public awareness. This will lead to stronger support from a variety of constituencies including politicians, schools, voters, and funders. It is important that public awareness efforts emphasize that high quality afterschool and out-of-school time opportunities provide critical developmental experiences that young people need to successfully transition to adulthood.

PROVIDING INFORMATION AND INCREASING ACCESS. Data drives decision-making and policy. Families need an easier and better way to choose afterschool programs for their children. The afterschool and out-of-school time field needs more information about supply, demand, barriers to access, and the impact of afterschool and out-of-school time programs on children and youth. The field also needs a strategy and an Information and Technology (IT) system for generating, analyzing and sharing this critical data. Better data should lead to innovative strategies to address inequities in access among age groups, races, cultures, socioeconomic status, gender, special needs, and linguistic minorities.

PROMOTING QUALITY PROGRAMS AND A QUALITY WORKFORCE. Quality remains at the core of providing afterschool and out-of-school time programs. Without quality, children and youth will not experience the positive developmental opportunities that are so important to their successful growth. Because so much depends on the quality of the relationships that staff create with children and youth, staff are the most important driver of program quality. To build quality, the field needs new strategies for professional development, increasing compensation, reducing turnover, and supporting emerging leaders. The field also needs a uniform set of program standards to measure quality that are linked to sustainable funding and positive youth outcomes.

FOSTERING PARTNERSHIPS AND COLLABORATIONS. Partnerships are critical to the afterschool and out-of-school time field. Leaders from municipal and state government, schools, the funding community, youth, parents, cultural institutions, neighborhoods, community and faith-based organizations, the private sector, law enforcement, parks, libraries, and other entities can add important input and value to how children and youth develop in afterschool and out-of-school time programs and contribute resources to the effort.

SUSTAINING THE EFFORT: Without increased investment and better coordination and leveraging of existing funding, it will not be possible to ensure that the Commonwealth's children and youth have access to positive developmental experiences during their non-school hours.

The Special Commission has organized its primary findings and priority recommendations in each of these five categories with more detailed findings and recommendations spanning a five-year period in the Special Commissions full report.

1. Increasing Public Awareness

WHAT IS IT?

Afterschool and out-of-school time programs mean different things to different people. To help the public better understand the diversity and value of this field, an education campaign is needed to more deeply explain how participation in quality afterschool and out-of-school time programs helps prepare young people for their futures. Sharing research-based information in the public domain will increase public awareness and support for afterschool and out-of-school time programs.

WHY IT IS IMPORTANT

Children and youth need guidance to become productive and caring adults. Afterschool and out-of-school time programs provide opportunities for them to learn and grow while practicing skills that will prepare them for the 21st Century. Increased public understanding of the critical role that afterschool and out-of-school time programs can play as children and youth mature is essential to ensure they are well-prepared to become responsible adults and citizens.

KEY FINDINGS

The Special Commission learned that there is not a unified voice or understanding about the value and importance of quality afterschool and out-of-school time programs in the lives of Massachusetts' children and youth. Increased public awareness and a shared vision about what children, youth and families require in non-school hours is needed. In an era of competing priorities, the public also needs to understand that building upon the investments made in early care and education is a wise choice as children and youth continue to grow and develop. Learning more about the physical, emotional, and cognitive development of children and youth is essential to creating and implementing a public education campaign. Efforts should include:

- Understanding, educating, promoting and publicizing that children and youth need high quality opportunities to spur their successful trajectory to adulthood. This link – and the role that afterschool and out-of-school time programs can play in this process – is not yet widely known or appreciated.
- Ensuring that there is widespread understanding by the residents of the Commonwealth that nearly 80% of the state's children and youth need better access to critical opportunities for healthy development in their non-school hours.

- Participating in the conversation about school reform as there is a growing consensus around that “schools can't do it alone,” and what children and young people do in their non-school time is as critically important to their growth and development.

PRIORITY RECOMMENDATION

- Create a public education campaign, supported by the public and private sector, to better leverage, coordinate and increase the necessary financial and human capital to improve learning and developmental opportunities for all children and youth in the Commonwealth.

ADDITIONAL RECOMMENDATIONS

Within the First Year

- Increase public understanding that youth benefit most as they transition to adulthood when they have high quality developmental experiences.
- Build public understanding of the critical role that afterschool and out-of-school time programs play in ensuring that youth access developmental opportunities: especially the role of positive relationships in a young person's development.
- Inform public that the majority of the Commonwealth's children and youth are not currently accessing these critical developmental opportunities.
- Ensure the public awareness campaign illustrates the relationship between staff quality, program quality, and desired youth outcomes.

One to Three Years

- Continue first year activities and strengthen and refine public awareness campaign to focus on what a high quality after-school and out-of-school program looks like, what the role of public and private investment is in strengthening these opportunities for youth and how increased public and private investment can be better leveraged and coordinated.

Three to Five Years

- Continue to maintain visibility and focus the public's attention on the important role of afterschool and out-of-school time activities in young people's lives through a set of communication strategies that are sequenced and build upon each other.

2. Providing Information and Increasing Access

WHAT IS IT?

Information refers to both the data the field, funders and policymakers need to address gaps and make necessary program improvements and the information families and young people need to choose the right programs. Access refers to ensuring that children and young people are accessing high quality programs

equitably, without disparities resulting from economic, racial/ethnic/linguistic, geographic, special needs, GLBT (Gay, Lesbian, Bisexual or Transgendered) or other identities.

WHY IT IS IMPORTANT

No matter the subject at hand, good information is required to make good decisions. A policymaker may ask questions about how existing afterschool and out-of-school time programs are funded, staffed and used by children, youth and families, to help guide future policy and funding decisions. A provider wants to know what funding may be available, what licensing requirements apply, and what trainings are offered for staff members. A parent or young person might want to know which programs are close by, the experience teachers have, the activities on the schedule, and how much the program costs. Without ready access to this information, the policymaker, provider, parent and young person are all prevented from making good decisions.

Many different factors prevent young people and their families from taking advantage of afterschool and out-of-school time programming, or discourage consistent participation. To expand access and increase participation, we need to better understand the complex interplay among non-school hours, location, transportation, program hours and focus, and the needs and interests of potential participants (including cultural and linguistic barriers and special needs). Building a better picture of the field for policymakers would produce a baseline of data that would also enrich the information about programs that could be made available to parents, children and youth to assist them in finding the activities that best meet their needs.

KEY FINDINGS

Access

- Nearly 1.3 million school-aged children ages 5 -19 live in Massachusetts.⁵⁷ Survey research indicates that about 20% of school-age children (5-14 yrs) in Massachusetts participate in afterschool and out-of-school time activities: more than 200,000 children and youth across the state.⁵⁸
- Cost is a significant obstacle that limits access to programs and reduces participation. This becomes even more difficult with the expense of full-day summer programs.
- Location and transportation to programs are major obstacles to access statewide.
- Approximately 7,000 school-aged children ages 5 through 13 are waiting for subsidized and income-tested afterschool and out-of-school time programs through the Massachusetts Department of Early Education and Care (DEEC).⁵⁹
- Children age out of subsidized care at the end of their 13th year, a particularly vulnerable time for a young person's growth and development. (Note: If a child is in a program and they turn 13, DEEC allows them to stay until the program year ends)

- Many parents do not know how to access information about available licensed programs and information about many license-exempt programs through the Child Care Resource and Referral System.
- Many children of working poor parents are not eligible for subsidized slots, and families cannot afford to pay program fees.
- Children and youth with special needs, those who are homeless or in foster care, GLBT (Gay, Lesbian, Bisexual and Transgendered) youth, and youth of linguistic, ethnic and racial minority groups, find that the design and staffing of many existing afterschool and out-of-school time programs cannot readily accommodate their unique needs.
- Children and youth in rural areas face particularly great challenges because of the scarcity of programs and the difficulty of transportation.

Information

- No comprehensive statewide afterschool and out-of-school time data collection system exists, or is there a coordinating body that uses the data to create a plan for needed services. There is no ongoing way to measure supply of or demand for programs statewide, nor is there a way to analyze gaps in service by age, by time of day, or by neighborhood.
- Up to 18 state agencies provide some type of afterschool and out-of-school time services to children and youth ages 5 -19, with no ongoing statewide strategy for collecting and reporting their data.
- Gaps in information are particularly great for programs serving 14-18 year-olds because those programs are generally neither regulated nor funded by the state.
- Relatively little centralized information is available on all kinds of license-exempt programs, including school-run programs, sports programs and leagues, arts and cultural activities, academic support and enrichment programs, drop-in programs (like those operated by YMCAs and Boys and Girls Clubs), and occasional programs (like the Boy Scouts and Girl Scouts).

EXPANDED FINDINGS – ACCESS

The term “access” encompasses a wide range of administrative, socio-demographic, and even philosophical factors that may allow or prevent children and youth from participating in out of school time programs. While the most recognizable barrier to access for families is income, others, including transportation, availability of programs, cultural competence, and services for youth with special needs, are prevalent and combine to create a complex challenge to ensuring all children and youth have access to the developmental opportunities that will assist them in growing up to be productive, engaged members of their communities.

Federal and state policy has historically focused most intently on providing financial assistance to families to help them pay for licensed out of school time programs. Other state investments have helped to expand capacity of a broader variety of programs, targeting specific populations and needs. No one policy can magically overcome the many barriers to high quality out of school time for the Commonwealth's youth, but the Special Commission through its public hearings, analysis of existing data and work meetings, surfaced the following findings, that point to a variety of possible strategies:

Affordability

Although the Commonwealth uses federal and state dollars to ease the cost of out-of-school time programs for some families, the shortage of grants, contracted slots and vouchers, for all communities prevents eligible families from placing their children and youth in afterschool programs, even when open capacity exists in area programs.

Federal regulations require that state subsidy dollars be given to families meeting specific, and quite narrow, eligibility requirements. In some cases, children actually lose eligibility for assistance based on criteria applied to their parents (e.g. current employment status, income fluctuations, etc.). Changes in parent eligibility status can be disruptive to the stability and effectiveness of the child's out of school time experience. Although some regulatory changes (e.g. annual eligibility determination) have sought to address this barrier, more can be done.

Federal regulations also dictate the loss of subsidy eligibility when a child turns 13. In some cases children lose their eligibility mid-school year, or lose access to summer programs just when they reach the challenging early teen years. The Massachusetts Department of Early Care and Education (DEEC) has addressed this if a child turns 13 in the middle of a program but after the age of 14, they have to seek other afterschool and out-of-school time programs.

Income eligibility for state subsidies for afterschool programs is limited to families earning 50% of the State Median Income (SMI) to enter, and up to 85% of the SMI to continue in the program with the subsidy. While even this population is underserved, as illustrated by the long waiting list for subsidies, this targeted eligibility means that many families who are working poor are completely ineligible.

As youth get older, their out-of-school time needs become more varied and difficult to assess. As a result, in the Commonwealth their needs go largely unmet.

Rural areas face acute challenges in developing and sustaining programs due to lack of transportation, inconsistent local funding and administrative requirements where their geographic size can make them ineligible for some state grant funded programs.

Information

Information is the first gateway to access for families. Unfortunately afterschool and out-of-school time program information is not readily or easily available to parents either in print form, on the web and particularly in different languages. Because program information comes from a variety of public and private entities, ensuring that families have access to information about the programs that are right for them is a challenge. Information is particularly scarce and hard to find on programs for older youth and alternative type programs (including ones that are drop-in or occasional programs). Even where fairly good information is available, such as the regional Child Care Resource and Referral System funded by the Department of Early Education and Care (DEEC), parents may not know how to access it.

Other Access Barriers

In each of its regional hearings, the Commission heard that a lack of transportation across the Commonwealth is a universal barrier that prevents children, youth and families from accessing afterschool and out-of-school time programs in urban, suburban and rural settings. Programs that are able to provide transportation or that are located in close proximity to or within a safe travel route to and from schools and homes by public transportation or foot are better able to meet the needs of working families and youth who are under driving age.

Limited access to appropriate facilities either in schools or in other community-based settings prevent full participation in afterschool programs.

There is more demand for afterschool and out-of-school time programs than there are services available. For example, there are currently 6,848 (August 2007) children between the ages of 5 and 14 on the waitlist for DEEC subsidies, the best indicator of demand for out of school time currently available. But the DEEC waitlist is limited to those families with children under the age of 14 seeking income-tested state subsidies, and may be under represented as many families decline to leave their name after learning that the wait may be long. In addition, there are many families looking for afterschool and out-of-school time programs in the Commonwealth's communities, that are unable to find programs that meet their children's and their needs and that have openings. Even families who are able to find afterschool and out-of-school time programs during the school year sometimes face particularly difficult challenges in the summer, particularly since many programs close when school gets out. Although many communitybased providers and recreation departments have summer offerings, there is an inadequate supply of year-round and summer programming.

Children cannot attend programs on days parents do not work.

Linguistic challenges, new immigrant status and other cultural barriers prevent full participation.

Special populations such as special needs, foster care and GLBT (Gay, Lesbian, Bisexual and Transgendered) youth find that the design of many existing afterschool and out-of-school time programs does not readily accommodate their unique needs.

EXPANDED FINDINGS – INFORMATION

The good news in the Commonwealth is that there are a variety of public funding streams and programs providing different types of core services, supports, and enhancements to children and youth during afterschool and out-of-school time. Indeed, many programs that provide supports and enhancements during non-school hours are not viewed by their administering agency as part of the out of school time system, and in many cases are focused on very specific, targeted, and even time-limited missions. In some cases, implementation during non-school hours is an allowable or encouraged use of funds, but is neither mandated nor tracked. This multi-faceted approach presents challenges in developing a comprehensive understanding, based on data, of how children and youth are impacted by public dollars during their non-school hours. In trying to develop a comprehensive snapshot of the current funding, supply, demand, and utilization of out of school time programs, the Special Commission found:

State agencies that see after-school and out of school time services as part of their missions, primarily the Departments of Early Education and Care (DEEC), Education (DOE), and Public Health (DPH), are more likely to keep data on the supply, demand, and the specific uses that are made of their funds. Even so, each of these agencies collects different information.

Funding streams flow to and from a variety of state and federal agencies, and frequently have inconsistent reporting and data collection requirements. As a result, no comprehensive statewide afterschool public or private data collection system exists that can provide real-time information on how children and youth spend their time when they are not in school.

The most consistent data the Commonwealth has on demand for afterschool and out-of-school time programs is the DEEC's statewide waitlist for subsidies, and to some degree the information that can be gathered by the response to any state agency's Request for Proposals when out of school time funding is released (e.g. Executive Office of Public Safety's Shannon grants, Department of Public Health's violence prevention grants, and Department of Education's Afterschool and Out-of-School Time grants). The DEEC waitlist is limited to families with children under 14 seeking income-restricted state subsidies,

and may be under-representative as many families decline to leave their name after learning that the wait may be long. There is currently no ongoing way to measure demand for publicly and privately funded out of school time programs statewide.

The gap in information is particularly great for programs for programs that serve the 14-18 age range because those programs are generally neither regulated nor funded by the state.

Because there is no public funding or other incentives to require or encourage reporting from occasional, informal, or enrichment types of programs there is no centralized information on these for programs. The activities that fall under this category include sports programs and leagues arts and cultural activities, many academic support and enrichment programs, Boy Scouts and Girl Scouts; and volunteer and service type programs.

Similarly, a lack of state regulatory control and incentives for license-exempt programs means there is little centralized information for drop-in programs such as some YMCA teen and drop-in centers, Boys and Girls Clubs, and similar organizations.

There are at least 18 state agencies responsible for providing some type of services to children and youth ages 5 through 18, with no ongoing statewide strategy for collecting and reporting out data.

Because of the various missions and purposes for afterschool and out-of-school time funding previously described, state agencies use different terms to describe afterschool services, especially since some sources of funding can also be used during school time. As a result, it is difficult to evaluate the full state investment in non-school hours and its impact.

The last known public baseline data documenting state investments in afterschool and out-of-school time was done in 2001 using 1999 data.

PRIORITY RECOMMENDATIONS

- Increase access to afterschool and out-of-school time programs for underserved populations, particularly low-income children and youth, older youth, and special populations including children and youth with special needs, those who are homeless or in foster care, GLBT (Gay, Lesbian, Bisexual and Transgendered) youth, and youth who are members of linguistic, ethnic and racial minority groups by leveraging, maximizing, and increasing federal, state, local and private revenue streams.

- Promote the increased use of all existing and appropriate public facilities, including school buildings, for afterschool and out-of-school time programs.
- Inventory, study and analyze existing transportation systems across the state to determine how they can be better utilized to transport children and youth to and from afterschool and out-of-school time programs in urban, suburban and rural areas.
- Build off of existing efforts to create a high-quality web-based Information and Technology (IT) system to provide ongoing information to policymakers, providers, and consumers including providing numbers of children and youth served, offering a quality rating system, advertising professional and workforce development training opportunities, providing information about available grant opportunities and offering a consumer friendly searchable database of licensed and license-exempt programs by city and town throughout the Commonwealth.

ADDITIONAL RECOMMENDATIONS – ACCESS***Within First Year***

- Increase access to afterschool, out-of-school time and summer programs for all children and youth with a particular emphasis on for low-income, middle and high school youth.
- Create a multi-sector task force of afterschool and out-of-school time and transportation professionals to study and develop recommendations on the transportation issue for urban, suburban and rural areas.
- Encourage public schools to utilize the alternative drop-off for students to increase access to afterschool and out-of-school time programs.
- Encourage public funders to make alternative drop off transportation arrangements a condition of grant funding for future RFP's.
- Gather specific data on how programs could better accommodate underserved population groups – including youth with special needs, youth in foster care, GLBT youth, homeless youth, and youth who are members of linguistic, ethnic or racial minority groups.
- Support existing efforts and design trainings and interventions to increase access.
- Develop incentives to encourage license exempt and youth programs to register at regional level with CCRA's.
- Review the existing licensing and regulatory data of DEEC to identify elements that might be used as part of longer term strategy.
- Expand current DEEC on-line workforce registry to encompass workforce within the whole out of school time field.

- Review existing licensing and regulatory data on programs at DEEC to understand historical characteristics of programs.
- Address other access barriers such as different licensing requirements by state agency.

One to Three Years

- Increase opportunities for low-income, special needs, English language learners and older youth to participate in quality programs.
- Ensure more low income children and youth have access to high quality summer programming to enhance learning potential and close the achievement gap.
- Increase capacity of existing regional and local infrastructures such as the CCR&R's, the Centers for Healthy Communities and the MAP Regional Networks to share available information that currently inform parents, children and youth about their options for out of school time programming
- Provide incentives to schools to keep their buildings open longer to provide access to afterschool programs.
- Keep 13 year olds in programs through the summer of their 13th year.
- Inventory various transportation systems across the state that could be better utilized to transport children/youth from school to their afterschool and out-of-school time program including public schools and Senior Councils on Aging.
- Study issues around facilities.
- Identify strategies to increase financial support for families to access out of school time services
- Increase the availability of municipal and school buildings to improve out of school time access and capacity
- Have state agencies pool resources and provide technical assistance to reduce and remove the administrative barriers
- Require coordination between state and regional entities to collect data
- Understand the impact of afterschool and out-of- school time programs upon children and youth in Massachusetts
- Expand DEEC On-Line Workforce registry to include programs that are currently license exempt and those that serve older youth

Three to Five Years

- Promote data sharing between community-based afterschool and out-of school time programs and schools
- Continually evaluate of the impact that afterschool and out-of-school time programs have on the development of children and youth

- Build off the proposed DEEC comprehensive IT system when it is implemented, to provide ongoing data on how children and youth spend their time out of school ages 5 through 18, and identify quality elements of programs.

ADDITIONAL RECOMMENDATIONS – INFORMATION***Within the First Year***

- Expand the use of the Child Care Resource and Referral System’s NACCRAware software, and possibly the use of the Department of Early Education and Care’s (DEEC) Workforce Registry to collect data about afterschool and out-of-school time programs in the Commonwealth.
- Encourage license exempt and youth programs to register at regional level with CCRA’s.
- Require coordination between state and regional entities to collect data
- Review and collect information and research about the outcomes of children and youth who participate in high quality out of school time programs.

One to Three Years

- Build off of DEEC’s completed IT feasibility study for a high-quality web-based IT system that will provide ongoing information to providers and consumers of services including providing numbers of children and youth served, offering a quality rating system, advertising professional and work-force development training opportunities, and offering a searchable data-base of licensed and license exempt programs by city and town throughout the Commonwealth.
- Provide incentives to encourage community-based organizations, private schools and other entities to enter additional data into a system with quality control measures.
- Expand on the DOE and DEEC’s efforts to offer providers online access to updates on their licensing process, eligible grants, and waiting list information.
- Develop mechanisms that address the complex legal issues around confidentiality connected with allowing state agencies and private providers to make appropriate use of the Education Department’s SASID number system and the tracking across agencies and programs that that could make possible.
- Use improved and collaborative data collection, evaluation and other public and private information systems to understand and improve the impact of out of school time programs on children and youth.
- Increase support for information systems that currently inform parents, children and youth about their options for out of school time programming.

Three to Five Years

- Continually evaluate of the impact that afterschool and out-of-school time programs have on the development of children and youth.

3. Promoting Quality Programs and a Quality Workforce**PROMOTING QUALITY PROGRAMS*****What is it?***

Research has defined what a “quality” afterschool and out-of-school time program looks like across a wide range of settings – academic support, sports and recreation, enrichment, mentorships, and art intensives. Overall, a high quality program exhibits good practice in each of these areas:²⁹

- Efficient organizational management and policies
- Physical and psychological safety
- Supportive relationships
- Appropriate structure: group sizes and student: teacher ratios
- Staff qualifications
- Staff engagement with youth
- Youth engagement in program
- Activities are learning-oriented with skill-building opportunities
- Connections with school
- Family engagement
- Community partnerships
- Assessment, evaluation and accountability
- Quality of indoor and outdoor space

The key to high quality programs is staff quality. The Massachusetts Afterschool Research Study (MARS) found that staff with the right skills and competencies conducted higher quality programs that led to better outcomes for youth.

WHY IT IS IMPORTANT

We hope for young people to gain many things from their participation in quality afterschool and out-of-school time programs: academic and cognitive skills, social/emotional development, physical skills and development, exposure and appreciation for culture and civic involvement. We also want our children to have fun in the afternoons and summers -- learning, playing and regenerating their minds and bodies for continued successful development. In order for any of this to take place, the program must be of high quality. High quality programs are ones that exhibit good practices in each of the areas noted above. Programs that aren’t high quality won’t achieve these outcomes for youth, and in some cases, may be dangerous or destructive environments that have negative, rather than positive effects on youth.

EXPANDED KEY FINDINGS

Over the past years the expansion of the afterschool and youth development fields has focused attention on the components of program quality. Practitioners have asked for tools that can help their programs improve and policy makers are always seeking to insure that resources go to programs that are likely to have an impact. In general, strong programs offer environments that are safe and supportive, employ staff that effectively interact with youth, and actively stress youth engagement. The Special Commission repeatedly heard that afterschool programs and schools need to forge greater connections. This not only includes active partnerships about how to best serve struggling students but also a willingness to share space and resources. The goal of these stronger relations is not that afterschool programs begin to mirror classrooms; but rather, that through a menu of engaging enrichment activities they support learning and motivate young people to succeed in school. Another recurrent theme was that the needs of older youth and adolescents for programs that engage them in meaningful activity during the out-of-school hours are great. Many parents testified that afterschool and out-of-school time programs provide an easy avenue for them to become more engaged in their children's learning.

The Special Commission found that the afterschool and out-of-school time workforce needs attention at every level. Specific supports for continuous improvement efforts in programs are important. Among the Special Commission's findings are:

- Wages are too low, hours are too few and at odd times of day to retain quality staff.
- Staff turnover is very high; with some programs experiencing up to 50% turnover annually.
- Current professional development offerings are too expensive for many staff and not available to meet their scheduling needs.
- Certificate or degree programs are lacking for the field.
- Many staff are not well versed in child and youth development or behavior management and lack skills to work effectively with children and youth with special needs.
- The workforce is not as diverse ethnically and linguistically as the children and youth in programs they serve.
- Increased and enhanced funding and supports are needed to enhance program quality and provide higher quality activities with embedded learning, positive relationships with staff and parent engagement.
- Strong community partnerships are needed to achieve successful outcomes for children and youth.
- An increased array of experiences such as recreation, physical activity, health and wellness, arts and culture, time for problem-solving and critical thinking, college and career

preparation and leadership development are needed to allow children and youth to realize their full potential.

- Desire for higher quality activities with imbedded learning.
- Need ways for afterschool and out-of-school time staff to better integrate planning with school officials.
- Continuum with indicators for children and youth ages 5-18 desirable.
- Increase successful outcomes with children and youth by fostering positive relationships with adults and strong community partnerships.
- Need for more physical space development.
- Need to develop more middle and high school targeted programs as antecedents to violence.
- Increase diverse and creative array of services such as recreation, arts and culture, and leadership development.
- Provide offer food and nutrition information to meet the critical health and development needs of low-income program participants.
- Promote parent engagement in program models.

PRIORITY RECOMMENDATIONS

- Establish a professional development fund which will provide stipends to the afterschool and out-of-school time workforce to participate in approved professional development activities and strengthen their core competencies.
- Provide supports to afterschool and out-of-school time leaders such as director support groups, leadership coaching, professional development opportunities focused on supervision and coaching, administration and fiscal management, and curriculum development.
- Develop and support a set of regional technical assistance centers by coordinating efforts among existing public and private regional and local partners. The centers would provide a range of professional development and continuous quality improvement supports to the field.
- Explore systemic solutions to increasing the compensation and benefits of the afterschool and out-of-school time workforce at all levels. Work in concert with the Department of Early Education and Care (DEEC) Workforce Task Force to align solutions for programs and staff serving ages 5-14 with the early childhood workforce. Promote alignment and linkages with staff and programs serving older youth, recognizing the unique nature of the workforce that serves their needs.
- For all programs serving children and youth ages 5-19, formalize and implement a system where staff work toward common core competencies and program measures and achieve quality standards. Ensure that programs are designed to intentionally achieve realistic child and youth outcomes.

ADDITIONAL RECOMMENDATIONS –QUALITY***Within First Year***

- Develop policies that require/urge all programs to adopt the following standards, which were supported by the MARS study: 1) Staff/Participant Relationships – The program promotes consistent, caring, and respectful relationships between staff and participants and between participants and their peers. 2) Engaging Activities – The program provides a variety of engaging age-appropriate offerings designed to promote learning, physical activity, and life-skill development that participants can choose from. 3) Strong Partnerships – The program establishes strong partnerships with schools, families and community organizations.
- Invest in a public/private funded public awareness campaign, which illustrates the relationship between staff quality, program quality, and desired youth outcomes.

Within 1-3 Years

- Build off of existing local and regional efforts to support a set of regional technical assistance centers by coordinating efforts among MAP regions, Child Care Resource & Referral agencies, the Centers for Healthy Communities and other existing infrastructure supports.
- Promote and encourage mechanisms to increase linkages between schools and afterschool and out-of-school time programs to ensure children and youth receive essential mental health and other community services.
- Encourage schools to connect with afterschool providers by making them aware of the school’s curriculum, and jointly explore ways afterschool programs can enhance and not duplicate learning experiences.
- Increase youth voice and youth involvement by engaging older youth in the discussion of program quality, advocacy, and public awareness.
- To assist programs in understanding what effective practice looks like, identify a menu of research based and validated quality assessment tools and encourage programs to use one annually.
- Address key workforce issues – increased compensation, benefits, and full-time employment – that lead to the retention of staff.
- Encourage afterschool and out-of-school time programs to secure memorandum of understanding with partnering schools.
- Require regional networks to involve youth in decision-making and convene youth annually to discuss program quality.

Within 3-5 years

- Link and private public funding to quality standards and child/youth outcomes by requiring funding be set aside in all afterschool and youth development grant funds for quality improvement.
- Establish a youth ambassador program.

PROMOTING A QUALITY WORKFORCE***What is it?***

Improving program quality by addressing the multiple issues confronting the afterschool and out-of-school time workforce is critical if we expect afterschool and out-of-school time programs to have a positive impact on children and youth. Although we wish we knew more specifics about the afterschool and out-of-school time workforce in the Commonwealth, what we do know is that teachers and group leaders – the ones with our children most of the time – are paid very little and turn over a lot. We also know that program and agency level director jobs are extremely difficult, require a range of skills from program development to personnel management to fundraising, and can be very isolating. This is a workforce that needs support on every level. A comprehensive professional development system is needed that provides staff at all levels with a variety of accessible, high quality education and training options aligned with their needs. New resources and creative solutions are needed to tackle persistent issues like lack of health insurance and low pay. Career paths need to be more clearly articulated for those in the field so they can see where they are heading and how to get there.

Why it is important

Undoubtedly, staff are the most important determinant of program quality. The Massachusetts Afterschool Research Study found that staff with the right skills and competencies conducted higher quality programs that led to better outcomes for youth.

Other research has confirmed the importance of positive staff-child relationships for youth outcomes. According to the Harvard Family Research Project, when a set of leading experts in the out-of-school time field was asked to identify the single most important ingredient for creating and sustaining quality improvement systems in OST, five of the eight respondents articulated issues of staff recruitment, training, and development (Little, 2004).

EXPANDED FINDINGS – WORKFORCE

While research continues to underscore the critical role staff play in every aspect of program operation, the reality is that many programs are staffed by part-time staff who view afterschool and out-of-school work as something to do until something better presents itself. The field has a huge turnover problem and many programs find it impossible to recruit a skilled workforce. The commission repeatedly heard that current working conditions contribute to the retention problem. While ameliorating working conditions will do much to improve workforce quality, it will not do it all. A significant proportion of staff needs further education and professional development. The field needs to

develop a pathway for practitioners to master the competencies required for optimal job performance. Professional development opportunities need to be accessible and in formats that address diverse learning styles. As more programs are being asked to support academic achievement, partnerships with schools will help afterschool educators assist struggling students. Among the findings of the Special Commission are:

Among the findings of the Special Commission are:

- Wages are too low and hours are too few and at odd times of day to retain quality staff.
- Staff turnover is very high.
- Certificate or degree program programs are lacking for the field as a whole.
- Current professional development offerings are too expensive for many staff and not available to meet their scheduling needs.
- Staff are not well versed in child/youth development and behavior management.
- Not enough staff are available to address children and youth with special needs.
- Afterschool staff may not be able to help with certain types of homework especially math homework.
- Workforce needs to be as diverse (ethnically and linguistically) as the children and youth in programs they serve.

ADDITIONAL RECOMMENDATIONS – WORKFORCE

Within the First Year

- Work in concert with the DEEC Workforce Task Force, explore systemic solutions to increasing the compensation and benefits of the workforce at all levels.
- Explore options for creating full time positions, providing health care benefits, and targeting increases in DEEC reimbursement rates and/or other grant funding to increasing wages for staff.
- Build off of existing local regional technical assistance centers, encouraging partnerships between Massachusetts Afterschool Partnership regional networks, Child Care Resource and Referral Agencies, and other existing intermediaries. Regional infrastructure should focus on: 1) Supports for afterschool leaders including director support groups, innovative ways to increase the number of full-time jobs for leaders, and college courses on supervision, program management, and curriculum. 2) Increased training opportunities, especially on continuous improvement learning communities and staff training on building relationships with youth, engagement in program activities, supporting youth with special needs,

behavioral, and mental health issues, and second language learners. 3) Help in data collection and regional planning 4) Increasing partnerships between programs, schools, and community organizations.

- Conduct annual survey of practitioner needs.

Within 1-3 Years

- Involve public/private funders and providers to endorse a common set of program quality standards which were supported by the MARS study:
- Staff/Participant Relationships – The program promotes consistent, caring, and respectful relationships between staff and participants and between participants and their peers.
- Engaging Activities – The program provides a variety of engaging age-appropriate offerings designed to promote learning, physical activity, and life-skill development that participants can choose from.
- Strong Partnerships – The program establishes strong partnerships with schools, families and community organizations.
- Provide programs with a menu of research based and validated quality assessment tools. Provide program staff with training in how to use the toolkit, encouraging them to start by focusing on staff relationships with youth.
- Provide specific training/TA on critical issues: behavioral/mental health needs, serving youth with special needs, meeting the needs of a racially, linguistically, and culturally diverse group of children and youth, and respond to a multiplicity of learning styles.
- Support the work of the DEEC Workforce Development Taskforce, stressing the importance of addressing issues particular to practitioners working with school age and older youth.
- Conduct survey to determine which programs serve older youth; who comprises the workforce, and what are their qualifications and professional development needs.
- Develop training for program staff on how to encourage youth voice and leadership in programs.

Within 3-5 years

- Coordinate across state agencies to provide staff working with older youth access to professional development opportunities.
- Develop trainings that better address the continuum of care between ages 5 and 18 and actively reach out to youth workers.
- Adopt a career lattice with recommended salary levels.

- Link public and private funding to quality standards and child/youth outcomes. Implement comprehensive use of outcome measurement tools across the field by providing intensive technical assistance for programs in becoming intentional about achieving specific outcomes that fit their program.
- Create and implement a quality rating system which includes tiered reimbursement.
- Develop a continuum of services and supports so that afterschool programs can adequately address the social and emotional needs of the children and youth served. Establish a system of mental health consultation supports learning from existing models (BostNET, DEEC).
- Engage the higher education community to improve professional development of the field. Promote articulation between two and four year institutions.
- Create a culture that welcomes, respects and takes pride in diversity; holding itself and others accountable and encourages open, honest feedback.
- To work successfully with a diverse workforce, provide information in multiple ways: mentoring, coaching, technical assistance, on-line courses, workshops, and peer learning circles.

4. Fostering Partnerships and Collaborations

WHAT IS IT?

Research reveals that children and youth need diverse and stimulating experiences to flourish. Since no one organization alone can meet the developmental needs of young people, collaboration is necessary to ensure the optimal future of children and youth in the Commonwealth. This process of coming together and figuring out the ideas, political and social capital and resources needed to support young people is imperative if we are to create and sustain a network of quality afterschool and out-of-school time opportunities for children, youth and families.

WHY IT IS IMPORTANT

Fostering public and private partnerships and collaborations on a state, regional and local level is key to maximizing resources on behalf of the Commonwealth's children and youth. Effective partnerships and collaborations can lead to comprehensive approaches that meet the developmental needs of children and youth, share the responsibility among a variety of key stakeholders, and increase the chances of sustainable afterschool and out-of-school time programming.

EXPANDED KEY FINDINGS

The Special Commission found a variety of allies and supporters of afterschool programs statewide who are eager to collaborate on state, regional and local levels to increase access to afterschool programs for elementary, middle and high school students. In

particular, those include the state's vast network of libraries, local police and District Attorney's offices, community colleges, state and local arts councils, cultural institutions, and municipally operated parks and recreation departments. Each of these systems either fund or operate a range of afterschool programming or provide professional training opportunities for the afterschool field.

There were stunning examples of what could be accomplished with federal, state and local entities work together. For example, in the Town of Barnstable, they have raised \$24 million dollars to build a new youth center; \$18.5 million of which has been committed by their town government because the school officials, government leaders and other stakeholders have come together to support a youth-designed center that will give them a safe place to go while learning new skills.

In addition to identifying parties who are interested in coming to the table through the Special Commission's public hearing process, we also learned that there is an increased desire of community-based organizations to work more closely with schools. There is a deep recognition that schools alone cannot carry the responsibility of supporting the positive development of children and youth.

As a result, the Special Commission found that:

- Schools and community-based afterschool programs often operate separately from each other even though they are working with the same children and youth in their communities. This results in missed opportunities to build a young person's development, work more closely with the parents and to achieve higher educational and other social outcomes.
- Increased collaborations with school systems within communities are needed to ensure that afterschool programming builds upon a young person's educational experience.
- The role of the corporate sector to support community partnerships and collaborations could be expanded particularly if schools and community-based organizations are working more closely together on behalf of their youth.
- Unlikely allies such as the Massachusetts libraries, police departments and District Attorney's offices, parks and recreation departments, local arts councils and other cultural institutions are eager to collaborate with schools and community-based afterschool programs to extend afterschool learning opportunities to children and youth.
- Increased public and private collaborations among school systems, families, and afterschool and out-of-school time programs are needed to ensure that everyone is working together in a consistent and coordinated way to assist children and youth in reaching their potential.

- Communities who had successful public/private partnerships were able to achieve more comprehensive and sustained investments. The role of the corporate sector to support afterschool and out-of-school time programs, although significant, should be expanded.

PRIORITY RECOMMENDATIONS

- Create public/private partnerships at the state, regional and local levels where representatives from a variety of disciplines – such as public health, public safety, libraries, arts and cultural institutions, business, parks and recreation departments, workforce development, human services and schools – come together to strategically plan and leverage their funding and other resources for children and youth.
- Explore amending Chapter 70 language to include incentives for schools to collaborate with community-based afterschool programs as an element of the Chapter 70 formula.
- Strengthen existing legislative language to require schools and community-based organizations to collaborate when planning new or implementing existing afterschool and out-of-school time school-based programs.
- Explore the pivotal role afterschool and out-of-school time programs have in a young person's education, with the Governor's Office and other key state agencies to ensure it is included in the development of education reform and policy initiatives.
- Promote and encourage mechanisms to increase linkages between schools, afterschool and out-of-school time programs to ensure children and youth receive essential mental health and other community services.

One to Three Years

- Urge DEEC to preserve full vouchers for students and families participating in programs such as the DOE's ELT program where their hours would be impacted.
- Create incentives for schools and community-based afterschool programs to build better collaborations across silos to better serve children and youth more efficiently.
- Work with the Massachusetts Association of Parks and Recreation Departments, the Massachusetts Cultural Council, the Massachusetts Executive Office of Public Safety, Massachusetts Association of District Attorneys and the Massachusetts Library Association, the Massachusetts Cooperative Extension (4-H), among others to determine the best ways these groups can work in collaboration at a state, regional and local level to support afterschool programming for children and youth.
- Provide seed grants to foster creative and collaborative, out of the box thinking, to sustain after school programs.

- Increase linkages to arts, cultural, civic, sports, recreation, and other resources for out-of-school time programs.
- Identify ways to encourage school administrators to see out of school time as an opportunity for learning initiatives.

Three to Five Years

- Continue to promote incentives for public and private partners to collaborate.
- Evaluate impact of collaborations.

5. Sustaining the Effort**WHAT IS IT?**

Sustaining quality afterschool and out-of-school time programs clearly requires funding, but funding alone is not enough. Achieving sustainability requires sustaining relationships and making important policy changes through a careful planning process that involves multiple stakeholders.

One key part of sustainability is “capacity building” for programs. By capacity building we are referring to investments in infrastructure that enable providers to run higher quality, more efficient and effective programming. Examples of capacity building investments include: facility improvements, equipment and supply upgrades, professional development, management training and support, organizational development and strategic planning, basic operational funding, and resources for evaluation.

WHY IT IS IMPORTANT

Increased and sustainable funding is key for programs to maintain the long-term relationships between staff and participants that are proven to make a significant difference in the lives of children and youth. Cyclical and short-term funding destabilizes programs and contributes to high turnover. Quality staff move on to other fields with higher pay, benefits and career paths. Additional funds are then spent on new staff training, start-up costs, and not on quality improvement and increasing access which our research revealed is critically important to the future of our children and youth.

KEY FINDINGS**Lack of Funding**

- Makes it difficult to consistently serve children and youth, both during the school year and over the summer months.
- Removes children from the system in their 13th year, at a time when they urgently need support.
- Does not adequately address needs of older youth and other special populations (e.g. special needs, youth in foster care, GLBT youth).

- Makes it difficult for rural areas and other communities to get support because they are not eligible for or do not easily meet existing funding guidelines or criteria due to their size and other demographics.
- Prevents programs from providing transportation.

Financing

- Coordinated funding strategies that includes federal, state, private and local resources are needed at all levels of government.
- Multiple funding streams to provide options and different models for children, youth, and families need to be further explored.
- Community-based organizations need better access to existing public and private funding streams.
- Lack of multi-year funding cycles prevent community based organizations from developing high quality and stable after-school and out-of-school time programs.

Capacity Building

- At least three regional and local systems exist that could be enhanced to help deliver a range of capacity building services to afterschool and out-of-school time program providers. They are:
 1. The 14 Child Care Resource and Referral agencies located in all six regions of the state;
 2. The Massachusetts Afterschool Partnership's six regional networks; and
 3. The Department of Public Health's Centers for Healthy Communities.
- Current systems are compatible in philosophy but no formal or informal agreements exist between them on how they could implement a range of capacity building services to support the state's afterschool and out-of-school time field.
- Current state capacity – building services are delivered generally independently of each other, driven by either grant program demands, grantee requests and federal, state, or municipal funding guidelines.
- Demand for capacity building services currently outstrips availability.

PRIORITY RECOMMENDATIONS

- Explore new revenue streams at federal, state, municipal and private levels to increase access and quality of afterschool and out-of-school time programs.
- Create public/private partnerships to leverage and increase sustainable funding to meet demand for quality afterschool, out-of-school time and summer programs for children ages 5-19 (up to 22 years for special needs children and youth), with particular emphasis on supporting children eligible for

subsidized slots, programs for older youth, summer programming, and access for special populations.

- Maximize federal dollars coming to Massachusetts to support afterschool and out-of-school time programs.
- Explore ways to institute multi-year funding cycles and competitive priorities for existing programs across state agencies, enabling providers to strengthen and sustain their programs.
- Create centralized on-line listing of federal, state, local and private funding opportunities.

THE FINANCE PROJECT RECOMMENDATIONS

The Finance Project also recommended the Commonwealth considering the following areas when developing strategies to study these issues further. They are:

- To better understand the challenges that programs face, programs could be surveyed about their awareness of various federal and state funding sources, as well as their perceived barriers to access. Surveys could inform new information campaigns or state policy changes to help program access public funds.
- State leaders might analyze whether or note there are any existing promising examples of coordination between state agencies supporting afterschool and out-of-school time programs.
- Gathering additional research on funding trends may be useful.
- Working with the existing state agencies that fund after-school and out-of-school time to create a funding outlook to determine if they expect funding to increase, remain stable or decrease in coming years; this increased understanding could help inform future decision-making about how best to use the state's public resources.
- Other suggestions The Finance Project recommended the Commonwealth include are: 1) creating economies of scale; 2) streamlining administrative and management practices; 3) creating more flexibility in categorical funding; and 4) offering state funding that leverages the support of the private sector including the development of a private-sector advisory board.

OTHER RECOMMENDATIONS***Within First Year***

- Leverage and enhance sustainable funding to meet demand for quality afterschool and summer programs for children ages K-13 and for older youth ages 14-19.
- Leverage all federal, state, local and private resources together consistently and effectively.

- Utilize surveys such as DOE's fall survey of community-based programs in schools to better understand local support of afterschool programs.
- Increase community-based agency and municipal awareness of federal discretionary and entitlement grants.
- Increase awareness of existing public and private afterschool and summer funding opportunities.
- Re-engineer existing public revenue streams to reduce administrative burden on programs and ensure that the needs of children and youth are prioritized across state agencies.
- Build off of, enhance and leverage existing regional infrastructures (Resources & Referrals, MAP Regional Networks and Centers for Healthy Communities) and other existing infrastructure supports for planning, public awareness, data collection, linking professional development and quality improvement.
- Develop options for sharing best practices across technical assistance centers.
- Strengthen programs' ability to plan and achieve sustainability.

One to Three Years

- Link sustainable funding to quality standards and child and youth outcomes that all state agencies use when allocating afterschool and out-of-school time funding.
- Research and identify source(s) of new state and local dedicated revenues to support sustainability for afterschool and summer programs.
- Align RFP funding and reporting cycles and determine what can be done in the short-term while IT system is being developed.
- Promote strategies to leverage existing community resources.
- Maximize sustainability opportunities by prioritizing existing quality programs for public funding across state agencies.
- Have state agencies pool resources and provide technical assistance to reduce and remove the administrative barriers community-based organizations face when applying for funds.

Three to Five Years

- Continue to maximize all federal, state, local and private sources of funding for afterschool and out-of-school time programs.
- Provide ways to promote public and private partnerships at all levels to support the ongoing development of children and youth in their non-school hours.

Unifying all the Pieces: Call for a Statewide Afterschool and Out-of-School Time Public/Private Coordinating Council

After analyzing our findings from the public hearing process, work group deliberations and external research, the Special Commission believes the Commonwealth must act decisively to improve and increase the access of children and youth to positive developmental opportunities in their non-school hours. We must create flexible and responsive networks and policies that increase and better align, leverage and coordinate existing resources at the state, regional and local levels.

To spur the level of cooperation and collaboration that is necessary to achieve dramatic improvements, the Special Commission recommends the creation of a statewide Afterschool and Out-of-School Time Public/Private Coordinating Council.

Comprised of diverse stakeholders who are leaders in their organizations and their fields, the proposed Afterschool and Out-of-school Time Public/Private Coordinating Council would include state and municipal representatives from public safety, arts, libraries, parks and recreation departments, workforce development, higher education as well as leaders from public and private schools, community and faith-based afterschool and out-of-school time programs, youth representatives, private funders and business – all whom have a stake and role in creating future opportunities for the Commonwealth's children and youth.

The Afterschool and Out-of-School Time Public/Private Coordinating Council will be charged with implementing the Commission's recommendations in the five key areas:

- Building public awareness;
- Providing information and increasing access;
- Improving quality and supporting the workforce;
- Fostering partnerships and collaborations; and
- Sustaining the effort

The Afterschool and Out-of-School Time Public/Private Coordinating Council would bring sustained attention to the afterschool and out-of-school time field and become a key player in ensuring the Commonwealth fully accepts its obligation to prepare our children and youth for successful adulthood.

The Special Commission thanks the following members of the **Information and Access Work Group** for their time and thoughtful input into this process.

Fran Barrett, Department of Early Education and Care

Michael Cahill, YMCAs of Massachusetts

Maryellen Coffey and **Michael Bennett**, BOSTNet

Laurie Glassman, Child Care Choices of Boston

Neil Maniar, Department of Public Health

Rick Metters, Massachusetts Alliance of Boys and Girls Clubs

Rep. Pam Richardson

Sharon Scott-Chandler, Boston ABCD

Donna Traynham, Department of Education

Information and Access Work Group Framework and Recommendations Executive Summary

Members of the Information and Access Work Group met six times to discuss how these two areas interact and influence each other. Throughout its meetings, the Work Group tackled:

- Improving and building off of existing data collection efforts
- Documenting the impact of afterschool and out of school time
- Identifying supply and demand for afterschool and out-of-school time programs
- Educating the parents, caregivers and other consumers about afterschool and out-of-school time programs
- Building the public will
- Identifying and overcoming barriers to accessing afterschool and out-of-school time programs
- Increasing participation in afterschool and out-of-school time programs

Broadly, the recommendations emerging from the Work Group fell under three goal categories:

COMPREHENSIVE AND COORDINATED DATA SYSTEM: The Work Group agreed there is a need to build off existing and planned efforts for a comprehensive web-based data collection system that collects and maintains information on the Commonwealth's afterschool and out-of-school time field to better understand the impact upon children, youth and families.

IMPROVING ACCESS: The Work Group's recommended objectives revolve around identifying the need for all types of afterschool and out-of-school time programs, the barriers to accessing them and increasing participation, and the successful strategies for overcoming those barriers.

BUILDING AWARENESS: To sustain the gains realized from better understanding and improving access to the afterschool and out-of-school time field, the Work Group developed a set of recommended objectives focused on building on existing public and private infrastructure to increase public awareness, and public will to support a permanent and effective afterschool and out-of-school time system.

The objectives and activities that follow fit within these three goal categories, and provide detailed recommendations for activities that will move the field and the Commonwealth to meet each of them.

Information and Access Framework as part of the Proposed Massachusetts Afterschool and Out of School Time System

Overarching Principles:

The Massachusetts Afterschool and Out of School Time system will:

- Ensure that children and families can choose from a diverse range of programs that expand students' learning opportunities and support their cognitive, social, emotional, moral, cultural, civic, and physical development.
- Coordinate and leverage early childhood, after-school, youth development and school and community-based programs to provide a continuum of high quality learning experiences for children and youth 0-18 and up to 22 for individuals with special needs.
- Expand access for underserved populations, including low-income, special needs, and older youth.
- Build a statewide and regional infrastructure to support programs through: coordinated and aligned funding streams; professional development and workforce initiatives; quality standards; data collection and evaluation; and building public awareness and support for out of school time programs.
- Continuously improve program quality by sustaining existing quality programs and investing in the out of school time workforce.
- Preserve local flexibility and control while achieving high statewide standards for program and staff quality, and child and youth outcomes.
- Provide funding that reflects the true cost of quality and the need for operational support at the program level.
- Access increased, sustainable funding from private and public sources to meet demand and improve program quality.

Information & Access Framework

GOAL 1: Use improved collaborative data collection, evaluation and other public and private information systems to understand and improve the impact of out-of-school time programs on children and youth.

SHORT TERM

Objectives	Activities	Outcome(s)
1a. Review and collect information and research about the outcomes of children and youth who participate in high quality out of school time programs.	Identify existing studies Identify gaps in knowledge Collect additional information where necessary Create a series of key findings (i.e. “sound bites”) for the field to use in describing its impact to the general public.	Have an understanding of the literature and current knowledge base related to child and youth development in relation to out of school time program models.
1b. Review the existing licensing and regulatory data of EEC to identify elements that might be used as part of longer term strategy for educating consumers about program options	Review ECC regulatory compliance data on programs Strategize about use of information for longer term consumer education	Better understanding of the historical characteristics of licensed programs and increased ability to use some elements of the information to inform consumers
1c. Identify capacity of state system to serve children and youth	Inventory state agencies to find out about capacity to serve children and youth out of school time Identify common data elements across state agencies such as name,city/town,etc.	Number of state publicly funded slots/spaces that can serve children and youth statewide
1d. Identify demand for out of school time programs across the state	Survey parents and youth statewide every other year Hold focus groups for targeted populations	Percentage of parents and youth interested in out of school time programs Increased understanding of barriers facing children and youth
1e. Expand current EEC on-line workforce registry to encompass workforce within the out of school time field	Make changes to registry to include staff of licensed out of school time programs serving school-age children Make annual updating and registration of workforce mandatory for licensed programs. Provide the additional resources needed to make this expansion possible and sustainable	Improved information about the out of school time workforce in licensed settings.
1f. Encourage license exempt and youth programs to register at regional level with CCRA’s	Promote the availability of regional CCRA’s to programs that may not be aware of their function Educate programs about benefits of being registered on NACCRAware Provide the additional resources needed to do broader outreach to programs and to allow CCRA’s to deal with the increases in their registries that result	More complete program information available at the regional level
1g. Identify key barriers to data sharing between community based out of school time programs and schools	Work with DOE, EEC, and associations of community based programs to surface barriers to data sharing Identify successful examples of data sharing between community based programs and schools	Identified barriers to address prior to providing incentives for data sharing
1h. Require schools to engage community-based organizations as part of their planning and coordination efforts for all new and existing efforts such as ELT, etc.	Define the term community partner Specify community-partner role in the procurement	Increased alignment and sharing of data on participation, need, etc.

Information & Access Framework

GOAL 1: Use improved collaborative data collection, evaluation and other public and private information systems to understand and improve the impact of out-of-school time programs on children and youth.

MEDIUM TERM

Objectives	Activities	Outcome(s)
1i. Understand the impact of out of school time programs upon children and youth in Massachusetts.	<p>Identify program models and practices that effectively work to meet children's and youth's needs in out of school time settings</p> <p>Identify gaps in understanding and plan for future research and evaluation</p> <p>Utilize EEC's quality rating system (currently under development) and other tools to measure quality to help parents and other care givers make informed choices</p>	<p>Increased attendance and participation in out of school time programs for children and youth</p> <p>Identification of models that help assess best ways for children and youth to spend their time out of school time</p>
1j. Expand EEC On-Line Workforce registry to include programs that are currently license exempt and those that serve older youth	<p>Make changes to on-line directory to encompass license exempt school-age and youth development programs</p> <p>Align data collection elements among sectors of out of school time programs, and add additional program elements</p> <p>Provide incentives for license exempt and youth programs to encourage staff registration</p> <p>Update database annually</p> <p>Provide the additional resources needed to make this expansion possible and sustainable</p>	<p>More comprehensive understanding of out of school time workforce</p>
1k. Have state agencies pool resources and provide technical assistance to reduce and remove the administrative barriers community-based organizations face when applying for funds	<p>Develop joint outcomes, monitoring, expectations for grantees to adhere to and have every public/private funder of out of school time programs use them</p> <p>Create common data reporting form</p> <p>Create data interface where providers can access grant funding they are eligible for by completing a single application</p>	<p>Decreased administrative, data collection and reporting to multiple out of school time funders using different standards, forms and expectations</p> <p>Increased staff time and funding used to promote quality out of school time programs</p>
1l. Require coordination between state and regional entities to collect data	<p>Build off the current 14 R&R agencies and 6 MAP Regional Networks to collect and disseminate data to increase their capacity to collect school age data</p> <p>Pilot approach in three communities to test idea in urban, suburban and rural communities and provide enough resources to CCR&R's and MAP for this purpose</p> <p>Work with NACCRAware software to add additional fields to collect data about the out of school time field as part of pilot</p> <p>Hold parent focus groups as part of the pilot</p> <p>Review lessons learned from Maine's Local Councils</p>	<p>Increased understanding of how children and youth access community-based out of school time programs</p> <p>Increased information about the barriers to access</p>
1m. Develop strategies for overcoming barriers to data sharing between community-based out of school time programs and schools	<p>Building on models identified in the short term, define strategy options for overcoming barriers</p> <p>Promote successful strategies and models of data sharing to all school districts</p> <p>Provide technical assistance in overcoming barriers to data sharing</p>	<p>Increased data sharing between public schools and community-based out of school time programs</p>

Information & Access Framework

GOAL 1: Use improved collaborative data collection, evaluation and other public and private information systems to understand and improve the impact of out-of-school time programs on children and youth.

MEDIUM TERM

Objectives	Activities	Outcome(s)
1n. Promote data sharing between community-based out of school time programs and schools	Create incentives that allow community-based organizations and schools to collaborate and share data	Improved student outcomes
1o. Continually evaluate of the impact that out-of-school time programs have on the development of children and youth.	Develop an ongoing plan for evaluations of publicly funded programs and use this information to adapt programs to best practice.	A system of continually improving out of school time programs that have a positive impact on children and youth.
1p. Build off the proposed EEC comprehensive IT system when it is implemented, to provide ongoing data on how children and youth spend their time out of school ages 5 through 18, and quality elements of programs	Identify how other state agencies can participate in EEC's comprehensive IT system Provide interactive access to license exempt and youth serving providers to include information on their programs in the system Provide incentives to child and youth serving agencies to register on system, including access to information on funding, professional development opportunities and other resources. Consider holding data summit of relevant state agencies	A comprehensive interactive IT system that provides ongoing information about the supply and demand for out of school time programs across the state for children and youth ages 5 through 18; up to 22 (SNP)
1q. Create public/private partnership to coordinate and share data and information	Quarterly meetings to develop MOA's and other mechanisms to work together to share information on demand and supply	Increased alignment between public and private entities re: policies and practices to collect and share information

Information & Access Framework

Goal 2: Identify the key barriers to access, affordability and capacity of out-of-school time programs and the most effective strategies to address those barriers and increase availability and participation.

SHORT TERM

2a. Identify strategies to increase financial support for families to access out of school time services	Quantify the need for additional state subsidies and other financial support Identify the capacity of programs to accept additional subsidies and financial support and expand services Identify alternative strategies to reduce costs to programs and increase financial access for children and youth	Increased availability of state subsidized out of school time services
2b. Create a task force to assess facilities issues	Identify strategies and funding streams to help programs, including the availability of public school buildings and other capital resources	Increased & improved use of facilities to increase access
2c. Create a task force to study and develop recommendations on the transportation issue	Identify models such as the City of Providence (RI) After School Zones to maximize transportation opportunities	Increased use of school buildings and existing resources to remove transportation barriers

Information & Access Framework

GOAL 2: Identify the key barriers to access, affordability and capacity of out-of-school time programs and the most effective strategies to address those barriers and increase availability and participation.

MEDIUM TERM

Objectives	Activities	Outcome(s)
2d. Identify additional barriers that prevent children and youth from participating in out of school time programs, including those with special needs and language barriers	<p>Survey public and private, community-based providers about barriers they face serving children and youth</p> <p>Survey parents and youth about the barriers they face when accessing out of school time programs statewide</p> <p>Create cross-agency protocol to address children and youth with special needs and language barriers to improve access to existing out of school time programs</p> <p>Provide technical assistance and professional development to out of school time staff on how to address children and youth with special needs and language barriers</p>	<p>Identified barriers among and across state agencies</p> <p>Identified barriers from consumers of out of school time services</p> <p>Increased access to out of school time programs for all children</p>
2e. Identify specific barriers faced by working families (e.g. hours of service)	<p>Survey parents and youth about the barriers they face when accessing out of school time programs statewide, and analyze specific demographic and socioeconomic cohorts.</p> <p>Survey or interview major employers for trends among employees and expressed needs related to out of school time programs.</p>	Better understanding of economic impact of program availability as well as needs of working families.
2f. Use any data collected by state agencies and private entities to help address barriers	Share data and information through state and regional hubs, virtual and otherwise, to increase access to out of school time programming	Increased access to out of school time programming
2g. Increase the availability of municipal and school buildings to improve out of school time access and capacity	<p>Promote planning and coordination among municipalities, school districts, and community based providers to overcome barriers to public building utilization</p> <p>Identify and replicate successful models in</p>	Increased access to and availability of out of school time programming

Information & Access Framework

GOAL 3: Build on and utilize the existing out-of-school time, community-based, and public infrastructure to improve communication, collaboration, public awareness and support for a sustainable out-of-school time system.

SHORT TERM

3a. Develop and/or leverage regional infrastructure for planning, public awareness, data collection, linking professional development and quality improvement	Identify existing regional efforts such as MAP, CCR&R's, Centers for Healthy Communities and determine what else is needed to deliver set of activities and services to strengthen field	Increased coordination and alignment between existing and emerging delivery systems to strengthen providers in the out of school time field
3b. Increase support for information systems, include the statewide systems that currently inform parents, children and youth about their options for out of school time programming.	<p>Evaluate and maximize the effectiveness of existing child care resource and referral agencies.</p> <p>Strengthen partnerships between school districts and community based organizations to improve the flow of information to children, youth and families</p>	<p>Better informed families</p> <p>Families able to make more effective and appropriate out of school time choices</p> <p>Youth are more aware of out of school time options</p>

Information & Access Framework

GOAL 3: Build on and utilize the existing out-of-school time, community-based, and public infrastructure to improve communication, collaboration, public awareness and support for a sustainable out-of-school time system.

MEDIUM TERM

Objectives	Activities	Outcome(s)
<p>3c. Through state and regional networks, reframe child/youth development in the public eye by moving away from crime prevention, time on task and child care and toward:</p> <ul style="list-style-type: none"> • supporting the future of our children and youth by supporting their positive development • healthy future of children and youth is also the engine of our economy • mitigating the toxic stress of poverty and trauma on brain architecture • why children need relationships, mentoring, coaching 	<p>Identify and work with research-based messaging strategies to create a standard set of messages to promote and communicate about positive impact of out of school time and summer programming on children and youth.</p> <p>Create legislative profiles.</p> <p>Involve youth in disseminating the message through contests, etc.</p> <p>Identify mechanisms such as PSAs, blogs, websites, other print materials as well as delivery systems that work best to promote message</p>	<p>Increased awareness understanding and support about the value and importance of out of school time with policymakers and public</p> <p>Increased youth involvement</p>
<p>3d. Identify ways to encourage school administrators to see out of school time as an opportunity for learning initiatives</p>	<p>Create incentives for local schools to partners with community-based organizations to promote collaboration in terms of sharing data, etc.</p>	<p>Increased alignment between school and out of school time programs to improve student outcomes</p>
<p>3e. Require schools to engage community-based organizations as part of their planning and coordination efforts for all new and existing efforts such as ELT, etc.</p>	<p>Define the term community partner</p> <p>Specify community-partner role in the decision-making process</p>	<p>Maximization of public and private resources that support student learning outcomes</p>
<p>3f. Address the barriers to increase data sharing and access among community based agencies</p>	<p>Analyze and prioritize barriers and create task forces as needed to address barriers such as ad hoc task forces to more immediately deal with known barriers (facilities and transportation)</p>	<p>Identified solutions to address barriers</p>
<p>3g. Build off EEC's comprehensive IT system to create web-based data entry for private entities (see 1q.)</p>	<p>Provide common data platform for private agencies to use to input data</p>	<p>Increased and reliable data from private sector on out of school time usage</p>

The Special Commission thanks the following members of the **Quality, Workforce and Professional Development Work Group** for their time and thoughtful input into this process.

- **Phil Baimas** and **Kathleen Hart**, Massachusetts Department of Early Education and Care
- **Erik Champy**, Massachusetts Parent Teachers Association
- **Dr. Deborah Dancy**, Massachusetts Elementary School Principals Association
- **Margaret Donnelly**, Northfield Mt. Hermon School
- **Donna Jasak**, Massachusetts School-Aged Coalition
- **Ed Madaus**, Guild of St. Agnes
- **Berna Mann**, Parents Alliance for Catholic Education
- **Susan O'Connor**, WestMOST
- **Lisa Pickard**, United Way of Massachusetts Bay and Merrimack Valley
- **Karyl Resnick**, Massachusetts Department of Education
- **Kate Roper**, Massachusetts Department of Public Health

Quality, Workforce and Professional Development Work Group Framework and Recommendations

Executive Summary

The following framework has guided the Quality, Workforce and Professional Development Work Group in organizing and making recommendations. This framework shows the continuum of key components for a high quality system leading to positive youth outcomes and is research-driven. The Massachusetts Afterschool Research Study found a high correlation between key indicators within these components. Staff with the right skills and competencies conducted higher quality programs that led to better outcomes for youth. This simple diagram grounds our work and serves as the foundation for building a comprehensive system under each component that leads to positive youth outcomes.



Over the course of its five meetings and one conference call, Work Group members developed recommendations that came out of the following goal areas:

STAFF AND WORKFORCE QUALITY: The Work Group agreed that enhancing the skills and capacities of the afterschool and out-of-school time work force was needed to better understand and meet the needs of children and youth.

PROGRAM QUALITY: It will be necessary to provide incentives and accountability measures for program quality to ensure that children and youth are receiving the best experience when they are in an afterschool and out-of-school time program.

CHILD AND YOUTH OUTCOMES: To ensure that children and youth receive the supports they need to become responsible adults, it will be important to promote an understanding of child and youth outcomes that advance their healthy development.

Quality, Workforce and Professional Development Framework as part of the Proposed Massachusetts Afterschool and Out of School Time System

Overarching Principles:

The Massachusetts Afterschool and Out of School Time system will:

- Ensure that children and families can choose from a diverse range of programs that expand students’ learning opportunities and support their cognitive, social, emotional, moral, cultural, civic, and physical development.
- Coordinate and leverage early childhood, after-school, youth development and school and community-based programs to provide a continuum of high quality learning experiences for children and youth 0-18 and up to 22 for individuals with special needs.
- Expand access for underserved populations, including low-income, special needs, and older youth.
- Build a statewide and regional infrastructure to support programs through: coordinated and aligned funding streams; professional development and workforce initiatives; quality standards; data collection and evaluation; and building public awareness and support for out of school time programs.
- Continuously improve program quality by sustaining existing quality programs and investing in the out of school time workforce.
- Preserve local flexibility and control while achieving high statewide standards for program and staff quality, and child and youth outcomes.
- Provide funding that reflects the true cost of quality and the need for operational support at the program level.
- Access increased, sustainable funding from private and public sources to meet demand and improve program quality.

The following framework has guided the Quality, Workforce and Professional Development Work Group in organizing and making recommendations. This framework shows the continuum of key components for a high quality system leading to positive youth outcomes. This framework is research-driven. The Massachusetts Afterschool Research Study found a high correlation between key indicators within these components. Staff with the right skills and competencies conducted higher quality programs that led to better outcomes for youth. This simple diagram grounds our work and serves as the foundation for building a comprehensive system under each component that leads to positive youth outcomes. The detailed objectives and activities that follow are sequenced that will allow these three components to work effectively to promote high quality programs and a well-trained workforce.

The following chart unpacks the overall components of a highly functioning system. Many of these same components are being studied by the EEC Workforce Development Task Force and will need to be closely coordinated with recommendations from this Commission.

Implementation of the proposed system will be the result of a developmental process phased in over time with provider input.

The proposed system will provide developmental and relationship-based supports to enhance staff and program quality. Endorsement & coordination is necessary among all state agencies, private funders, providers, researchers & stakeholders. The chart below provides a general orientation and defines the components.

With an agreed upon framework, this serves as our foundation for building the system. Below are the recommendations for a phased in system with short/priority (within one year), mid (one to three years), and long (3-5 years) term objectives/activities under each foundational component.



A formal process is necessary to engage state agencies, private funders, providers, researchers, and other stakeholders to work towards agreement on definitions, indicators and the building of a system that comprises all the critical components of a highly functioning system.

Staff and Workforce Quality

GOAL: Enhance the workforce’s skills level and capacity to understand and meet the needs of children/youth

Objectives	Activities ²	Outcome(s)
<p>Lay foundation for the creation of comprehensive professional development system that stresses what staff need to know to support children and youth.</p>	<p>Agree to common core knowledge areas, competencies, and indicators (M)</p> <p>Insure that key components (agency grant applications, EEC regulations, and other state requirements) of the afterschool system reflect accepted best practice.(M)</p> <p>Support the work of the EEC Workforce Development Taskforce and stress the importance of addressing issues particular to practitioners working with school age and older youth. (M)</p> <p>Implement orientation (Welcome to the Profession) module for all new staff – available on-line and in face-to-face-trainings (M)</p> <p>Establish online practitioner registry to document and measure career accomplishments (post education, training and credential information, track employment, etc.) (M)</p> <p>Include adoption of career lattice with recommended salary levels (L)</p> <p>Develop mechanisms to ensure continuous improvement systems for professional development including measures that assess 1) participant satisfaction with the PD event, 2) degree to which participant has learned the information and practices presented in the PD event, 3) practitioners transfer knowledge gained from PD event into practice, and 4) participation in the PD events results in positive developmental outcomes for program participants. Institute feedback mechanisms so that adjustments can be made on a continuous basis to professional development initiatives. (M) (moved from old M4)</p> <p>Establish on-line resource of professional development database 1)information about what constitutes best practice; 2) curriculum resources; 3) calendar and listings of professional development opportunities ; 4) trainers registry 5) a) information about a scholarships and incentives b) certificates, CEU, credentials and degrees c) other resources (expand Achieve Boston) (L)</p>	<p>Increase participation of practitioners in PD experiences</p> <p>Increased proficiency in quality PD practices that positively impact children and youth in afterschool settings</p> <p>Increased access for afterschool practitioners to PD opportunities</p> <p>Increased alignment in professional development opportunities</p>
<p>Build regional infrastructure to improve access and outreach for professional development opportunities.</p>	<p>Establish regional technical assistance centers through an RFP process, encouraging partnerships between MAP regional networks, CRR’s, and other existing infrastructure supports (M)</p> <p>Establish directors support group in the regions. Provide information and experiences that foster leadership skills (M)</p> <p>Conduct annual survey of practitioner needs (M)</p> <p>Develop options for sharing best practices across TA centers (L)</p>	<p>Increased access for afterschool practitioners to PD opportunities</p> <p>PD opportunities responsive to practitioner needs.</p>

²Many of these activities also are being addressed by the EEC Workforce Taskforce. Where possible we have deferred to this group’s timeline.

Staff and Workforce Quality

GOAL: Enhance the workforce’s skills level and capacity to understand and meet the needs of children/youth

Objectives	Activities ²	Outcome(s)
<p>Better support staff by addressing key workforce issues and increase access to professional development opportunities.</p>	<p>Establish a professional development fund which will provide stipends to afterschool staff and youth development staff for participating in approved professional development activities. (S)</p> <p>Explore options for creating full time positions (M)</p> <p>Study options for providing health care benefits to all practitioners (M)</p> <p>Recommend that any future increases in reimbursement dollars be targeted toward increasing wages for staff (M)</p> <p>Expand usage of EEC matriculation dollars so that more AS practitioners can use them. (M)</p> <p>Provide scholarship dollars for professional development opportunities (M)</p> <p>Provide training and college courses for program leaders (M)</p> <p>Develop substitute pool to fill in for staff attending professional development events. (M)</p> <p>Require programs to have weekly staff meetings to allow time for staff to collaboratively reflect, discuss, and share strategies and difficulties in implementing new practices. (M)</p> <p>Assist individuals in developing personal career plans. (M)</p> <p>Explore feasibility of federal loan forgiveness program for afterschool practitioners (L)</p> <p>Consult with EEC about option for licensed programs to incorporate two professional development days into work calendar (L)</p> <p>Increase dollars allocated for professional development fund (L)</p>	<p>Decrease barriers to participation in PD offerings</p> <p>Better working conditions for practitioners.</p> <p>Increased retention of staff in the field</p>
<p>Increase professional development opportunities for youth workers</p>	<p>Conduct survey to determine which programs serve older youth; who comprises the workforce – their qualifications and PD needs (M)</p> <p>Coordinate across state agencies to provide staff working with older youth access to professional development opportunities (M)</p> <p>Develop trainings that better address the continuum of care between ages 5 and 18 and actively outreach youth workers. (M)</p>	<p>Increased participation of youth workers in afterschool professional development events.</p> <p>Better understanding of the needs of staff that work with older youth</p>
<p>Engage the higher education community to increase linkages between the field and higher ed institutions</p>	<p>Promote articulation between two and four year institutions. (L)</p> <p>Explore opportunities for pre-service students in education, social work, and other fields could get credit for field work in afterschool programs. (M)</p> <p>Work with higher ed to enhance access to credentialing programs (L)</p> <p>Create CEU mechanism for ASOST and define criteria for eligible trainings. (M)</p>	<p>Better coordination between offerings of higher ed and the needs of the field</p> <p>Expansion of use of credentials</p>
<p>Create a culture that welcomes, respects and takes pride in diversity; holding itself and others accountable and encourage open, honest feedback.</p>	<p>Training should be designed to meet the needs of a racially, linguistically, and culturally diverse group of practitioners and respond to a multiplicity of learning styles. (S)</p> <p>Increase pool of trainers to include representatives of diverse ethnic and cultural groups (M)</p> <p>Provide information in multiple ways; explore mentoring, coaching, technical assistance, on-line courses, workshops, peer learning circles, etc. (L)</p>	<p>Professional development activities that are more respectful of cultural differences and multiple learning styles.</p>

Staff and Workforce Quality

GOAL: Enhance the workforce’s skills level and capacity to understand and meet the needs of children/youth

Objectives	Activities ²	Outcome(s)
Link professional development opportunities to identified needs of the field	<p>Work with program leaders to improve staff performance management systems that link assessment of core competencies to professional development needs. Analyze assessment data for common needs (L)</p> <p>Share ways program leaders can provide follow-up support to training participants to increase the effectiveness of training. (M)</p> <p>Hold meetings with representatives of training groups to share ideas and develop new ways to network information and collaborate in training (M)</p>	New and/or improved professional development opportunities designed to meet practitioner need

Program Quality

Provide incentives and accountability measures for program quality

Have age appropriate program quality standards to help guide the transition of children moving through the system.	<p>1) To initiate a process whereby programs can begin to measure progress across various domains, all programs adopt the following standards which were supported by the MARS study. (S)</p> <ul style="list-style-type: none"> • Staff/Participant Relationships – The program promotes consistent, caring, and respectful relationships between staff and participants and between participants and their peers. • Engaging Activities – The program provides a variety of engaging age-appropriate offerings designed to promote learning, physical activity, and life-skill development that participants can choose from. • Strong Partnerships – The program establishes strong partnerships with schools, families and community organizations <p>Involve public/private funders and providers (EEC, DOE, DPH, UW, foundations) to endorse a common set of program quality standards. (M)</p> <p>Encourage coordination among various licensing entities and major grant funders (M)</p> <p>Establish process for resolving any contradictions between EEC, DOE and DPH licensing regulations (M)</p>	<p>Aligned program quality standards between and among private and public entities</p> <p>Establishment of a common set of quality standards for all programs.</p>
Use quality assessment tools to inform a program’s continuous improvement efforts.	<p>Identify a menu of research based and validated quality assessment tools and encourage programs to use one annually (S)</p> <p>Include research based and validated youth and family surveys in these self-assessment tools (S)</p> <p>Require all programs, regardless of funding source, to evaluate effectiveness and compliance to quality standards. (M)</p> <p>Link program assessment to program goals and desired outcomes to encourage a model of continuous improvement (M)</p> <p>Implement requirement for use of program self- assessment using menu of tools (M)</p>	<p>More programs engaged in continuous improvement efforts.</p> <p>More programs using researched based assessment tools.</p> <p>Development of common language re: quality</p>

Program Quality

GOAL: Provide incentives and accountability measures for program quality

Objectives	Activities ²	Outcome(s)
Build regional infrastructure on quality improvement. Improve access to high quality support materials	<p>Support programs in their use of quality assessment tools by: (M)</p> <ul style="list-style-type: none"> • Provide resources and technical assistance on selecting appropriate assessment tools • Provide group purchase, staff implementation training, technology etc. • Provide assistance on interpreting data gathered from assessments • Provide assistance on how to use data for continuous improvement • Start at basic level with child development, observation and recording <p>Establish public/private quality improvement fund so programs can implement the quality improvements strategies they have identified. (M)</p> <p>Identify/train professionals that can assess program quality and provide independent feedback to the program. (L)</p>	Staff skilled in using program assessment tools
Link public funding to quality standards and child/youth outcomes	<p>Require funding be set aside in all afterschool and youth development grant funds for quality improvement. (S)</p> <p>Review cost of quality studies and review reimbursement rates to insure public and private funders are funding true cost of care with steady-stream, sustainable fund. (M)</p> <p>Research the link between tiered reimbursement and quality programs. (M)</p> <p>Create and implement a quality rating system which includes tiered reimbursement. (M)</p> <p>Develop additional incentive system for recognition of experience and increased education. (S)</p>	Increased program quality
Increase youth voice & youth involvement	<p>Engage older youth in the discussion of program quality, advocacy, and public awareness. (S)</p> <p>Require regional networks to involve youth in decision-making and convene youth annually to discuss program quality. (S)</p> <p>Develop training for program staff on how to encourage youth voice and leadership in programs. (M)</p> <p>Establish a youth ambassador program. (L)</p>	<p>Programs better able to reflect the needs of youth</p> <p>Stronger youth participation in programs</p>

Youth Outcomes

GOAL: Promote an understanding of child and youth outcomes that advance healthy development. Encourage programs to incorporate a focus on child and youth outcomes.

Objectives	Activities ²	Outcome(s)
Provide education and awareness of new framework and interconnection of three components. Help providers and public understand and value how staff quality and quality improvement efforts will ultimately lead to youth outcomes.	<p>Develop a public awareness campaign which illustrates the relationship between staff quality, program quality, and desired youth outcomes. (S)</p> <p>Conduct education and awareness campaign and trainings to roll out new state framework and phase in process. (S)</p> <p>Develop public awareness campaign to understand the value of afterschool programs and know what quality programs look like. (S)</p>	<p>Increased public support for program quality</p> <p>Parents better able to assess the quality of their child's afterschool program.</p>
Programs incorporate using outcome measurement tools to track their accomplishments on selected child and youth outcomes – beginning with relationship	<p>Begin with implementation of tool to track relationships (s)</p> <p>Require short pre-post survey (short research-based construct) to measure on relationship outcomes, as way to begin to use outcomes measurement tools, since this is most universal and critical outcome for youth (M)</p>	<p>Programs better able to achieve selected outcomes.</p> <p>Increased program comfort with measuring outcomes.</p>
Strengthen linkages w schools to improve youth outcomes	<p>Invite afterschool staff to sit on school teams & School staff to sit on AS teams/boards (S)</p> <p>Encourage schools to connect with afterschool providers making them aware of the school's curriculum and jointly explore ways afterschool programs can enhance (not duplicate) learning experiences. (S)</p> <p>Encourage afterschool programs to secure memorandum of understanding with partnering schools (M)</p> <p>Provide training on homework assistance with special attention to math help. (S)</p> <p>Secure funding to support regional networks and CBOs to work on better coordination/connections between CBOs, schools, mental health services and other community supports(M)</p> <p>Provide schools & afterschools resources of best practices & tools to improve connections i.e. UW's Connecting Schools and Afterschools(M)</p> <p>Provide resources to districts and/or schools for the establishment of a full-time liaison with responsibility for coordinating and linking school services with afterschool providers, mental health services and other community supports.(M)</p>	<p>Better partnerships between afterschool programs, schools, and community services.</p>

Youth Outcomes

GOAL: Promote an understanding of child and youth outcomes that advance healthy development. Encourage programs to incorporate a focus on child and youth outcomes.

Objectives	Activities ²	Outcome(s)
<p>Develop a continuum of services and supports so that afterschool programs can adequately address the social and emotional needs of the children and youth served.</p>	<p>Work in partnership with schools to provide access to information and services of mental health providers (S)</p> <p>Strengthen linkages with community based mental health services (S)</p> <p>Work with other providers to offer needed services for special education students in afterschool programs (S)</p> <p>Provide specific training/TA on behavioral/mental health needs, serving youth with special needs, summer programs and other topics that were frequently mentioned in Commission hearings. (S)</p> <p>Establish a system of mental health consultation supports learning from existing models (BostNET, EEC) (M)</p> <ul style="list-style-type: none"> • Collect data to understand issue • Share protocols for dealing with behavior/mental health issues • Create referral listing by region • Site –based observation, assessment and consultation by mental health professional • Identify environmental changes that would lead to better services for special needs participants • Specialized training for staff <p>Increased funding for therapeutic afterschool programs (L)</p>	<p>Better partnerships between afterschool programs, schools, and community services.</p>
<p>Help agencies become intentional about achieving specific outcomes that fit their program</p>	<p>Implement usage of outcomes measurement tools from menu (previously an objective)(L)</p> <ul style="list-style-type: none"> • Provide resources and technical assistance on selecting appropriate outcomes tools • Provide group purchase, staff implementation training, technology etc. • Provide assistance on interpreting data gathered from assessments. • Provide assistance on how to use data for continuous improvement <p>Provide training for agencies to determine what outcomes they are trying to achieve from the menu of youth outcomes (L)</p>	<p>Programs report that they are more comfortable using outcome measurement tools.</p> <p>Increase in the number of programs using outcome measurement tools.</p>

The Special Commission thanks the following members of the **Sustainability Work Group** for their time and thoughtful input into this process.

- **Edward Doherty**, American Federation of Teachers – MA
- **Sally Fogerty**, Massachusetts Department of Public Health
- **Joseph Gillis Jr.**, Massachusetts Association of School Committees
- **Gwynn Hughes**, Massachusetts Afterschool Partnership (MAP)
- **Deborah Kneeland**, Massachusetts Associated Day Care Agencies (MADCA)
- **Ben Lummis**, Massachusetts 2020
- **Kathleen McDermott**, Massachusetts Communities Action Programs (MCAP)
- **Ann Reale and Amy Kershaw**, Massachusetts Department of Early Education and Care
- **Gerry Ruane**, Massachusetts Teachers Association
- **Harold Sparrow**, Black Ministerial Alliance
- **Carole Thomson**, Massachusetts Department of Education
- **Representative Alice Wolf**, 25th Middlesex District

Sustainability Work Group Framework and Recommendations

Executive Summary

Members of the Sustainability Work Group met to review and discuss the complex realm of afterschool financing and how it can be sustained to support the afterschool and out-of-school time field in Massachusetts. In addition to its six meetings, representatives from the Massachusetts Departments of Early Education and Care, Education and Public Health met to identify the ways they would work together to maximize their afterschool resources. The Finance Project on behalf of Afterschool Investments, at the request of the Massachusetts Department of Early Education and Care on behalf of the Special Commission, also analyzed how Massachusetts was utilizing federal funding streams and what other local revenue options existed that could be explored to support afterschool and out-of-school time programs.

As a result of these collective efforts, the Work Group recommends further study of a variety of options to maximize and leverage federal, state, municipal and private revenue sources. The Finance Project's initial research in this area will provide baseline information to initiate this effort.

The Work Group identified short-term and mid-term recommendations in five goal areas that focused on:

LEVERAGING AND INCREASING SUSTAINABLE FUNDING. The Work Group agreed there is a need to thoroughly examine how Massachusetts was leveraging existing federal and state funding streams and to make sure it was also maximizing all the possible federal revenue it could for afterschool. The Finance Project began to map those federal funding streams for the Special Commission but additional work in this area is needed.

ENHANCING AND BUILDING OFF OF EXISTING STATE AND REGIONAL INFRASTRUCTURE TO SUPPORT LOCAL AFTERSCHOOL AND OUT-OF-SCHOOL TIME PROGRAMS. There are a number of existing municipal and other local systems that would like to collaborate to make sure children and youth are getting what they need afterschool. For example, municipal parks and recreation departments, public libraries, local arts councils are just a few examples. In addition, they are multiple regional and local efforts that provide technical assistance and support for the state's afterschool providers. There is an opportunity to better coordinate and align their efforts to support planning, public awareness, data collection, professional development and quality improvements to the afterschool field.

BUILDING PUBLIC AWARENESS AND SUPPORT OF AFTERSCHOOL PROGRAMS. Having the broader public understand why afterschool programs are a critical part of the development of young people is essential. Work Group members discussed the importance of creating a public will campaign.

INCREASING OPPORTUNITIES FOR LOW-INCOME, SPECIAL NEEDS AND ENGLISH LANGUAGE LEARNERS AND OLDER YOUTH TO PARTICIPATE IN QUALITY PROGRAMS. While it was acknowledged that every young person in the Commonwealth deserves access to high quality afterschool experiences, increasing the ability for low-income and other special populations to participate in these programs surfaced as a high priority for Work Group members. Participation in afterschool programs is one tool that can help level the playing field for these underserved populations and help close the achievement gap and other barriers.

INCREASING ACCESS TO SUMMER PROGRAMS FOR LOW-INCOME AND OLDER YOUTH. Recent and compelling research reveals how much learning is lost over the summer and how over time, this is compounded for low-income youth. For older youth, having access to summer employment and other positive experiences helps them practice the skills they need to become productive

and caring adults. Work Group members discussed how critically important the summer is and should not be overlooked when one evaluates how young people should be spending their time when they are not in school.

The objectives and activities that follow fit within these five goal categories, and provide detailed recommendations for activities that will move the field and the Commonwealth to meet each of them.

Sustainability Framework: Part of the Proposed Statewide Afterschool and Out of School Time System

Overarching Principles:

The proposed Massachusetts After School and Out of School Time System will:

- Ensure that children and families can choose from a diverse range of programs that expand students' learning opportunities and support their cognitive, social, emotional, moral, cultural, civic, and physical development.
- Coordinate and leverage early childhood, after-school, youth development and school and community-based programs to provide a continuum of high quality learning experiences for children and youth 0-18 {up to 22 for youth w/special needs}.
- Expand access for underserved populations, including low-income, special needs, older youth and non-English speakers.
- Build upon the existing statewide and regional infrastructure to support local programs through: coordinated and aligned funding streams; professional development and workforce initiatives; quality standards; data collection and evaluation; and building public awareness and support for afterschool programs.
- Continuously improve program quality by sustaining existing quality programs and investing in the afterschool workforce.
- Preserve local flexibility and control while achieving high statewide standards for program and staff quality, and child and youth outcomes.
- Provide funding that reflects the true cost of quality and the need for operational support at the program level.
- Access increased, sustainable funding from private and public sources to meet demand and improve program quality.
- Will use its public funding to support afterschool and expanded day programs that meet standards to support, particularly underserved children and youth, to help them meet their full potential.



*Photos from South Shore Day Care Services
East Weymouth, MA*

GOAL 1: Leverage and increase sustainable funding to meet demand for high quality afterschool and summer programs

SHORT TERM (WITHIN ONE YEAR)

Objective	Activity	Outcome
<p>1a. Maximize federal dollars coming to Massachusetts.</p>	<p>Build off of The Finance Project’s initial efforts to analyze all federal entitlement, block grant and discretionary funding sources and recommendations for MA on how to maximize each source. Particular attention to Medicaid and Title IV-E, foster care, Summer Food Service Program, Afterschool Meals and Snack Program, Learn and Serve America, GEAR UP, and Safe Schools/Healthy Students grants among others. Blueprint for how MA can ensure it is maximizing external revenue to support out-of-school time programs.</p>	<p>Increased federal grants and reimbursement to MA for out-of-school time programs.</p>
<p>1b. Maximize sustainability opportunities by prioritizing existing quality programs for public funding across state agencies.</p>	<p>Explore ways to institute multi-year funding cycles and competitive priorities for existing programs across state agencies, providing improved opportunities for providers to strengthen and sustain their work.</p>	<p>Strong statewide network of high quality out-of-school time programs with stable infrastructure.</p>
<p>1c. Increase program and municipal awareness of federal discretionary and entitlement grants. Increase awareness of existing public and private afterschool and summer funding opportunities.</p>	<p>Create centralized on-line listing of federal, state, local and private funding opportunities.</p>	<p>More money coming to Massachusetts to support afterschool programs. Increased awareness of available funding streams for afterschool providers.</p>
<p>1d. Provide incentives and support to school systems to collaborate with community based afterschool programs.</p>	<p>Explore amending Chapter 70 language to include incentives for schools to collaborate with community-based afterschool programs as an element of the Chapter 70 formula. Strengthen collaboration language between schools and community-based organizations in existing out-of-school line items and procurements such ASOST, ELT, Violence Prevention, Shannon Grant, and others. EEC to preserve full vouchers for students and families participating in ELT programs.</p>	<p>Chapter 70 formula amended. Language drafted for ASOST, ELT, Violence Prevention and Shannon Grant line items</p>
<p>1e. Re-engineer existing public revenue streams to reduce administrative burden on programs and ensure that the needs of children and youth are prioritized across agencies.</p> <p>Grant programs to explore coordination possibilities are:</p> <p>DEEC vouchers and contracts for school age child care</p> <p>DOE 21st Century</p> <p>DOE ASOST</p> <p>DOE ELT</p> <p>EOHHS Youth Development</p> <p>Grants</p> <p>DPH Adolescent Prevention</p> <p>Grants</p> <p>EOPS Shannon Grants</p> <p>Massachusetts Cultural Council Youth Reach Grants</p> <p>Massachusetts Service Alliance Grants</p> <p>Others?</p>	<p>Explore options for pooling funding, accepting common applications & establishing common reporting requirements, aligning program RFP cycles, agreeing on reasonable “cost per child” for a variety of program models to guide budget requirements, providing long term funding when possible, using common quality & outcome measures, ensuring that program requirements are not in conflict with each other.</p> <p>Explore other pooled funding models such as how Wyoming was able to pool 21CCLC, Safe and Drug-Free Schools funding, a federal SAMHSA grant and state tobacco dollars to provide a single grant program supporting youth programs operated by community collaboratives. Explore pros/cons/challenges and determine whether this makes sense for MA.</p> <p>Research the administrative and federal barriers to pooling funding streams and how to overcome them.</p> <p>Explore how state agencies can work together to develop a common IT system, building off of DEEC’s proposed IT system, which will provide ongoing information to providers and consumers of services including providing numbers of children and youth served, offering a quality rating system, advertising professional and work-force development training opportunities, and offering a searchable data-base of afterschool programs by city and town throughout the Commonwealth.</p> <p><i>continued on next page</i></p>	<p>Increased savings and time invested in increasing quality of afterschool programs.</p> <p>Increased flexibility on how MA can use existing federal and state resources to meet identified gaps.</p> <p>Removal of barriers to increase access to afterschool programs.</p> <p>Real time information about the supply and demand of afterschool programs including the identification of gaps in services to help prioritize funding; increased information on the needs of the afterschool workforce and how they can be better supported through professional development activities.</p> <p>Agreement on “cost per child” that will help determine how quality out-of-school time programs can be financed.</p>

GOAL 1: Leverage and increase sustainable funding to meet demand for high quality afterschool and summer programs *continued*

SHORT TERM (WITHIN ONE YEAR)

Objective	Activity	Outcome
	<p>This system will also be the backbone of a continuity of care approach that will emphasize seamless access to services for families. Through the IT system, there will be “no wrong door” for any child or youth seeking services and that all the back-room administrative work would be kept invisible to the child/youth/family who wants to avail themselves of afterschool opportunities.</p> <p>Cost per child for different program models should be researched (DEEC is doing this for school age) and this cost used as guidelines for budget requirements across agencies. Cost should reflect true cost of operation and allocate resources to capacity building/infrastructure, operating costs.</p> <p>EEC, DOE and DPH to adopt common quality standards and expected child/youth outcomes for out-of-school time programs. Increased, coordinated and aligned funding for the state’s afterschool and summer programs.</p> <p>Decreased administrative burden on the state’s afterschool and summer providers.</p>	
<p>1f. Link funding to quality standards and child/youth outcomes</p>	<p>Across public & private entities, adopt a continuum of quality standards & desired child/youth outcomes aligned w/positive child/youth development practice.</p> <p>Support programs to meet the standards through training and technical assistance with focus and resources at the program level.</p>	<p>Aligned quality standards across public and private funders to increase quality of out-of-school time programs.</p> <p>Increased quality of out-of-school time programs.</p> <p>Improved youth outcomes.</p> <p>Increased accountability for programs who receive public funding.</p>
<p>1g. Identify source(s) of new dedicated revenue to support sustainability for afterschool and summer programs</p>	<p>More research is needed but among the ideas are:</p> <ul style="list-style-type: none"> • Law similar to CPA • Statewide Ballot Initiative • Per child/youth funding formula for afterschool • Increased tax on gasoline, alcohol, cigarettes, coffee • Reduced lottery payouts and money devoted to afterschool • Portion of gambling revenues • Guaranteed percentage of tobacco settlement • Corporate tax breaks for support of afterschool [like Texas] • Mechanisms to encourage municipal match of state funding [like the former DSS 4P Program where every private dollar was matched by three state dollars] <p>Set a goal of how many more children/youth the state would like to serve over a set period of time. Lay out how the state will get there using data and other system components”</p>	<p>Increased revenue to support out-of-school time programs at federal, state, municipal and private levels.</p> <p>Increased out-of-school time opportunities for low-income children and youth</p>
<p>MID TERM 3-5 YEARS</p>		
<p>1h. Leverage increased private investment in afterschool programs.</p>	<p>Create mechanisms for private match of public funding.</p> <p>Hold joint Legislative/ Gubernatorial summit of private funders and public sector leaders, with needs, strategies, with resulting action plans.</p> <p>Secure 50% at least private match for increase in funding to support middle and high school age youth.</p> <p>Create ongoing forums for public and private funders to collaborate.</p>	<p>Increased private sector investment in funding afterschool programs.</p> <p>Increased private sector leadership, involvement and support of out-of-school time programs.</p>

GOAL 2: Enhance and build off of existing state and regional infrastructure(s) to support local out-of-school time programs.

SHORT TERM (WITHIN ONE YEAR)

Objective	Activity	Outcome
2a. Explore ways to best enhance existing regional and local infrastructure(s) for planning, public awareness, data collection, linking professional development and quality improvement.	<p>Enhance regional and local infrastructures.</p> <p>Foster coordination of state and local partnerships at a local level.</p>	Increased quality and stability of out-of-school time programs serving low-income youth.
2b. Adopt statewide quality standards/outcomes and support regional efforts to help programs meet them.	Identify research-based tools through UWMB's toolfind.org and Harvard Family Research Project's database.	Increased quality of state's afterschool and summer programs serving low-income children and youth.
2c. Strengthen programs' ability to plan/achieve sustainability.	Enhance local and regional infrastructures provide training and TA on grant writing, fundraising, and sustainability planning.	<p>More funding coming to Massachusetts.</p> <p>Increased quality and stability of out-of-school time programs serving low-income youth.</p>
2d. Create a task force to study and develop recommendations on the transportation issue.	<p>Inventory various transportation systems across the state that could be better utilized to transport youth from school to their out-of-school time program including public schools and Senior Councils on Aging.</p> <p>Encourage public schools to utilize the alternative drop-off for students to increase out-of-school time access.</p> <p>Address other access barriers such as different licensing requirements by state agencies.</p> <p>Consider making alternative drop off transportation arrangements a condition of grant funding for future RFP's.</p> <p>Identify other models from which to learn more about how transportation barriers were addressed.</p>	Identification and removal of transportation barriers that prevent participation in out-of-school time programs in urban, rural and suburban communities.
MID TERM 3-5 YEARS		
2e. Increase linkages to arts, cultural, civic, sports, recreation, and other resources for out-of-school time programs.	Create new partnerships and collaboratives for local programs by working with groups such as the Massachusetts Association of Parks and Recreation Departments, the Massachusetts library system, the Massachusetts Department of Conservation re: recreation facilities and other institutions (museums, et al).	Increased access to afterschool programs and activities by youth with institutions that provide project-based learning opportunities.
2f. Create a task force to study issues around facilities	<p>Identify strategies and funding streams to help identify barriers and help programs overcome them. Explore expertise of Child Care Capital Investment Fund. Research how to make better use of school buildings and libraries statewide.</p> <p>Create incentives to encourage public schools act as "community schools" to open and expand their hours.</p> <p>Work with School Building Authority to address the need for afterschool space in the formula for space reimbursement.</p>	Improved physical environments to provide quality afterschool and summer programs.
2g. Create a permanent, searchable web-based database of programs across the state serving children and youth ages 5-18.	<p>Build off DEEC's proposed IT system and take lessons learned from other efforts such as the Boston Navigator</p> <p>Strengthen information and referral capacity either by funding the CCR&R agencies to develop out-of-school time expertise.</p> <p>Increased access to supply and demand data.</p>	Increased awareness of out-of-school time programs by parents, other caregivers and referral agencies.

GOAL 3: Build public awareness and support for after-school programs

SHORT TERM (WITHIN ONE YEAR)

Objective	Activity	Outcome
<p>3a. Through state, regional and local networks, reframe child/youth development in the public eye by moving away from crime prevention, time on task and child care and toward:</p> <ul style="list-style-type: none"> • supporting the future of our children and youth by supporting their positive development • healthy future of children and youth is also the engine of our economy • mitigating the toxic stress of poverty and trauma on brain architecture • why children need relationships, mentoring, coaching. 	<p>Use existing state, regional and local networks to identify and work with research-based messaging strategies to create a standard set of messages to promote and communicate about positive impact of afterschool and summer programming on children and youth.</p> <p>Create legislative profiles.</p> <p>Involve youth in disseminating the message through contests, etc.</p> <p>Identify mechanisms such as PSAs, blogs, websites, other print materials as well as delivery systems that work best to promote message.</p> <p>Develop long-term plan to build public will.</p>	<p>Increased awareness understanding and support about the value and importance of afterschool with policymakers and public.</p> <p>Increased youth involvement.</p>

GOAL 4: Increase opportunities for low-income, special needs, English language learners and older youth to participate in quality programs.

SHORT TERM (WITHIN ONE YEAR)

Objective	Activity	Outcome
<p>4a. Increase access for middle and high school youth in out-of-school and summer programming</p>	<p>Re-engineer, leverage and maximize existing funding streams to sustain or expand programs serving middle and high school youth in: youth violence prevention, Shannon Grants, ASOST and/or</p>	<p>Increased number of low-income youth participating in quality afterschool and summer programs</p>
<p>4b. Increase access for low income youth to out of school and summer programming</p>	<p>Re-engineer, leverage and maximize existing funding streams</p>	<p>Increased number of low-income children and youth participating in quality afterschool and summer programs</p>
<p>4c. Keep 13 year olds in programs through the summer of their 13th year.</p>	<p>Allow EEC vouchers to serve children through the summer of their 13th year.</p>	<p>Increased continuity of care for children in the EEC system.</p>
<p>4d. Identify supply/demand issues for special needs, older youth, and summer programming</p>	<p>Review and prioritize needs for access of special populations based on statewide data collection efforts with existing or new funding</p>	<p>Increased access to afterschool and summer opportunities for special needs and older youth</p>

GOAL 5: Increase access to summer programs.

SHORT TERM (WITHIN ONE YEAR)

Objective	Activity	Outcome
<p>5a. Ensure more low income children and youth have access to high quality summer programming to enhance learning potential and close the achievement gap</p>	<p>Identify new resources to support summer programming. Explore ways to leverage school and other current funding to increase numbers of children and youth served in programs.</p>	<p>Increased access to summer programs.</p> <p>Decreased gaps in “summer loss of learning”</p>

MID TERM 3-5 YEARS

<p>5b. Create a plan for system building to increase access to summer programs</p>	<p>Map current sources of funding and access.</p> <p>Research regional capacity needs.</p> <p>Design quality supports, including training and TA for summer programs.</p> <p>Increase linkages between CBOs and schools.</p> <p>Increase public/private support.</p>	<p>Increased access to summer programs.</p> <p>Decreased gap in “summer loss of learning”.</p> <p>Increased coordination between CBOs and schools.</p> <p>Increased public/private support of summer programs.</p>
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The Special Commission held ten public hearings across the Commonwealth between April 10 and September 25, 2007. Nearly 500 people attended. In addition to oral testimony, the public was invited to submit written testimony to the Commission. All of the testimony was carefully transcribed, reviewed and analyzed for the key themes, which fell into the following five categories.

Access

- Lack of transportation a problem both in urban and rural settings
- Consider eligibility of children vs. eligibility of parents.
- Loss of subsidies when children turn 13.
- Income eligibility for vouchers is too restrictive and as a result, working poor are ineligible.
- Needs of older youth unmet; outreach to older youth too expensive.
- More year round and summer programming needed.
- More demand than supply.
- Children cannot attend programs on days parents do not work.
- Lack of programs for special populations such as special needs, foster care and gay and lesbian youth.
- Lack of programs in rural areas.
- Linguistic challenges, new immigrant status and other cultural barriers exist that prevent full participation.
- Lack of funding prevents programs from operating at full capacity when capacity exists.

Quality

- Desire for higher quality activities with imbedded learning.
- Need ways for ASOST staff to better integrate planning with school officials.
- Continuum with indicators for children and youth ages 5-18 desirable.
- Successful outcomes with children and youth are rooted in positive relationships with adults and strong community partnerships.
- Need for more physical space development.
- Need to develop more middle and high school targeted programs as antecedents to violence.
- Programs should offer diverse and creative array of services such as recreation, arts and culture, and leadership development.
- Program should offer food and nutrition information to meet the critical health and development needs of low-income program participants.
- It is critical to have parent engagement in program models.

Workforce and Professional Development

- Wages too low and hours too few and at odd times of day to retain quality staff; turnover of staff is high as result.
- Certificate or degree program needed.
- Current professional development offerings are too expensive for many staff and not available to meet their scheduling needs.
- Need staff well versed in child/youth development and behavior management.
- Not enough staff to address children and youth with special needs.
- Staff may not be able to help with homework especially math homework.
- Workforce needs to be as diverse (ethnically and linguistically) as the children and youth in programs they serve.

Information

- Lack of infrastructure to better coordinate existing and emerging efforts within communities, regions, and across the Commonwealth.
- Program information needs to be more readily available to parents.
- Parents surveyed want 5-day-a-week programs.
- Data and information gathered through evaluation should reflect the overall experience of program participants and not simply rely on test scores.

Sustainability

Lack of Funding...

- Makes it difficult to consistently serve children and youth, both during the school year and over the summer months.
- Removes children from the system when they turn 13 at a time when they need support the most.
- Does not address needs of older youth and other special populations (e.g. special needs, youth in foster care, gay and lesbian youth).
- Makes it difficult for rural areas and other communities to get support because they are not eligible for or do not easily meet existing funding guidelines or criteria due to their size and other demographics.
- Prevents programs from providing transportation.

Financing

- Improve understanding of the financial limits of vouchers.
- Need coordinated funding strategy that includes federal, state, private and local resources.
- Need multiple funding streams to provide options/different models for children, youth, and families.
- Make it easier for community-based organizations to gain access to existing public funding streams.
- Offer multi-year funding cycles to develop quality programs.

Systems

- Need to have a systems perspective to address the institutional issues of poverty and racism, which prevent after school efforts from being sustained at state, regional and local levels.

Public/Private Partnerships

- Lack of public/private partnerships to support sector.
- Need for increased collaborations with school systems within communities.
- Opportunity to build better collaborations across silos to better serve children and youth more efficiently.
- Encourage expanded role of the corporate sector in funding opportunities.
- Provide seed grants to foster creative and collaborative, out of the box thinking, to sustain after school programs.
- Fund programs at regional and local levels –another opportunity to see how dollars can be spent leveraging other existing community resources.

Springfield Public Hearing – April 10, 2007

Access

- Critical issue, many programs don't have adequate funds for transportation and the kids can't participate as a result
- Huge issue for when children turn 13, they lose their subsidy and there are no programs they can afford to attend.
- Barriers for working parents are enormous
- Parents are afraid they don't qualify for subsidies
- Linguistic issues are obstacles to participation
- Less than 20% of children 5-18 are in summer programs in Springfield and Holyoke
- Large waitlist to school year programs too

Quality

- Violence among teens is huge issue; programs can support teens during these risky years
- Programs have shown higher gains with low-income children and youth
- Need to improve program coordination to cut down on administrative time
- Need to get youth involved earlier, in middle schools years
- Need more summer programs, achievement gap widens in the summer
- Need flexible models of programming to meet the needs of individuals and communities
- Need extended hours for community centers
- Need to provide food: low-income children and youth are hungry after school

Workforce

- Providers struggle to hold on to trained staff
- Challenge to recruit qualified staff
- Need to work on building staff development and support system
- Programs lose staff due to low wages
- High ratio of staff is a key factor in accelerated gains

Funding and Sustainability

- Need scholarship funding
- Need state funds to support teen programs
- Dependable (consistent) funding
- Need a coordinated funding strategy that combines federal, state and local funds
- Need to build on 21st century success and not de-fund them to fund ELT
- Loss of funds to summer programs has been a big issue

Coordination and Collaboration

- School districts and community-based organizations should partner to address changes in the educational structure.
- While school-community partnership is central to the ELT model, it is not always considered when implementing the model
- Can lead to serious challenges for the community-based programs who must accommodate a new school schedule, staff schedule, and use of vouchers

Pittsfield Public Hearing – May 1, 2007

Access

- Need help from local school districts to pay for transportation
- Concerns about children aging out of subsidies when they turn 12
- Vouchers don't cover wide enough income levels, the working poor are disqualified
- Services for special needs children are lacking
- Demand is there for Saturday programming but lack of funding prevents it from happening
- One-third of Conte Community student population turns over in one year; makes it difficult to provide necessary learning supports for children
- Exploring ELT as another option to engage children and their families
- Used to be a lot more community resources for children and youth (parks, etc.); now there is far less. As a result, kids hanging out on the street more
- Library programs for children and youth underutilized
- Create more transportation networks

Quality

- Sites are limited due to lack of adequate and quality physical spaces
- Hard to maintain quality when pay is average \$7.50 - \$10.00 per hour; "great hearts" but improved education and training is desirable
- Local prison got renovated over local high school which is in need of renovation – why was that?

Workforce

- Critical need to retain quality staff to provide quality resources to youth they serve
- There is a need to provide better wages and benefits, often too costly for programs to provide
- Concerns about high turnover of staff, particularly with part-time staff
- New staff require constant training
- It is very difficult to attract quality staff
- Lack of benefits available to attract and retain staff
- Need more youthworkers and streetworkers

Sustainability/Funding

- It is critical that funding levels are maintained
- There is a lack of consistent funding for transportation, technology, and system improvements
- A lack of funding means fewer children are served than are eligible
- There is a need for funding to support creative, start-up programs
- Funding fluctuates too much to have reliable and consistent programming

Coordination and Collaboration

- Look at models where funding is allocated more regionally and locally – they know best how to invest resources to meet needs
- All these issues are inter-related – should encourage more collaborations to leverage funding This can also avoid duplication of services
- Track progress of funding locally

Worcester Public Hearing – May 8, 2007

Access

- Need to focus on 13-14 year olds and high school age, gap exists in programs serving middle school age youth, these teens are too young to be left at home alone
- Need to focus on teen program and job development funding
- Programs should serve youth through adolescence and not stop in middle school
- Need to create neighborhood focused after school programming, as lack of transportation is such a big issue, and there is not public transportation near them

Quality

- Shouldn't just look at academic outcomes
- Programs are not "one size fits all"
- Rural communities have as many problems as other communities
- Nutrition/food is an important issue for many kids, eating health is expensive
- Programs must go to where the youth are and must address their most pressing issues
- Rural communities fall through the crack, very hard to start an after school program there
- Could serve many more children with more available slots
- Communities need flexibility to offer innovative programs
- Local control is needed, communities designing what the children in their region need
- Factors that cause crime caused by youth are poverty and racism
- Communication with parents who don't speak English is a barrier

Workforce

- High turnover is staff is a key concern; most of the staff is part-time
- Professional development programs are too expensive for most staff and the classes are held during the day so the schedule doesn't work either
- A key issue is getting qualified staff. Quality staff leads to a quality program

Funding and Sustainability

- They get turned down for funding due to their program size and size of the community
- They are told they don't get funded because the need is greater in other areas, they are too rural and not poor enough, and they don't have the right demographics
- Funding for teen programs is limited
- They can't fund themselves without state support
- Services are being cut, 50% of programs were operating in 2001 are gone
- Sustainability is a key issue
- Need more 21st century funding
- Community programs are not eligible for certain funds because they are not a government agency or school department. State needs to see community-based organizations as legitimate providers

Coordination and Collaboration

- Need to encourage partnerships with community groups and police
- Need more infrastructure to help them know more about what is occurring in their communities
- Need to find a way to break down the barriers between community providers and school districts
- Need to encourage more collaboration among community groups

Framingham Public Hearing – May 29, 2007

Access

- Waitlist are long, some parents are waiting for years
- Working parents make too much to qualify for subsidies but can't afford to pay for slots either
- Transportation is a huge issue
- Need to get high-risk youth who do not have money and don't know about after school programs to get involved with programs
- Trying to target youth 12-16 years old
- Being able to connect with elementary students when they move to middle school is also a challenge
- At-risk students need to earn money, in order for them to participate in after school program, they need to be paid
- Often targeted students can't participate in after school programs because they have to work to support themselves and their families
- Diversity of region is a challenge

Quality

- Need to design and fund elementary after school programs targeting childhood obesity
- Focus on physical activity and nutrition
- Customizing services for high-risk youth and getting them to in after school programs and summer programs
- Academics are an important component of reducing the achievement gap
- For middle school programs key is relationships between students and staff in small group settings
- Need to encourage evaluation build into program design
- Parent involvement is a critical aspect of success
- Programs need to have role models who look like participating children and youth
- Need to offer flexibility and a mixed system of care
- Need to give middle school students the chance to find their passions and those passions are what give them the confidence to succeed

Funding and Sustainability

- Funding only support programs to serve 15% of possible participants
- Sustaining funding is a big issue, need to find more grants and many programs can't do that
- Only able to support 15-20% of middle school population, the region needs both ELT and after school funding
- Need to have funding streams for both ELT and ASOST because the 2 are addressing different needs
- Need to have 5 year funding cycles to establish quality programs
- Should consider having matching funds from private companies to encourage corporate giving to after school programs

Collaborations and Partnerships

- Developing partnerships and collaborations are key
- Collaboration needs to happen; an example is working with the court system
- Need to let school districts be creative to develop public and private school partnerships
- Need to support programs that reach large number of kids in the summer
- Need to encourage partnerships and collaboration
- Need to involve infrastructure service organizations in collaborative after school program activities
- Coordination is an ongoing challenge
- Issue of sustainability of programs is of concern for the future of school-community partnerships
- Public-private partnership that understand the importance of after-school programs for youth

Quincy Public Hearing – June 7, 2007

Access

- Adults with limited English, language limitations
- Program struggle with outreach to parents because of diverse backgrounds of families' linguistic issues
- Marketing is difficult due to range of languages of parents
- Large % of families in poverty, 75% of the population is at risk due to socio-economic status (Brockton)
- 13 and 14 year olds slip out of the system
- They could serve more kids if they had transportation, huge barrier
- Trying to work with Public Transit system around transportation needs
- Parents find a financial constraint in paying tuition and often ask programs for financial assistance
- Long waiting lists
- Challenges parents need to overcome to access quality after school care: lack of funding for vouchers, long waitlists

Quality

- Communities need to develop a plan for communication that includes parent participation, schools and after school programs.
- Critical issue is the personal connections teens make with staff
- Need programs that offer a safe place away from violence on streets and in children's homes
- Critical to have good parent engagement
- Need to raise the level of performance proficiency

Workforce

- Continual challenge to attract talented program personnel
- Need workshops made available for staff who work in programs around behavioral issues of children
- Retaining staff presents challenges: hours of program leads to high turnover
- Provide support for more workforce development college – level programs to encourage people to enter the field

Funding and Sustainability

- Need to maximize funding to avoid duplication of efforts at the state-level

Coordination and Collaboration

- Need systemic involvement overtime through collaborations
- Collaborations can sometimes overcome barriers

Dartmouth Public Hearing – July 19, 2007

Access

- Need to look at affordability
- Cost and transportation are key barriers to participating in programs.
- Once a child becomes 13 their slot is eliminated
- Major concern regarding availability of transportation
- Huge issue of transportation since it is not available for certain areas of New Bedford, and with public transportation ending at 6:00 ending, most parents can transport their kids home – big barrier
- Need money for transportation

Quality

- Highest rate of aggravated assaults for kids under 18 is in school areas, with spike in violence between 3:00 and 5:00 when kids are out of school. After school time is a prime time for juvenile crime
- Important to consider what kids are interested in, when planning programming
- Middle school students don't want a structured program; they want a safe place to hang out
- Youth can find life long mentors and supportive teachers in after school settings
- Statistic: 600 children and youth floating around who have not graduated from a specific high school in the area
- After school programming is an antecedent of violence
- For New Bedford youth, most kids become tuned out in middle school, so we need earlier interventions

Workforce

- Quality is an issue and professional development is an issue
- Need quality staff to run quality programs
- Need to find way to increase professionalism and sustainability among programs.

Coordination and Collaboration

- Need for increased collaboration with schools system and need help figuring out how to do this.
- Increased collaboration will be helpful to parents
- Collaboration with school is key; program has survived 4 different superintendents, w/o collaboration they would not have survived.
- We need partnerships and collaborations



Dartmouth Public Hearing - July 19, 2007



*Barnstable Public Hearing - September 11, 2007
Hyannis, MA*

Barnstable Public Hearing – September 11, 2007

Access

- Transportation is a significant challenge, as all 7 villages need to get children to their program
- Effort is made to try to work with schools around transportation issue
- Access to programming is limited due to financial strain on low-income families
- Families won't come forward due to shame of low-income status and their children lose out on programming as a result
- Loss of program access due to age. Many programs end by 8th grade
- Money is wasted on transportation that could be otherwise used to support low-income children's access to after-school program slots
- Resolving the transportation issue would solve a lot of other problems too
- School-based programs alleviate the need for transportation
- Important to make sure funding remains for middle school programs

Quality

- Importance of recreation-based programs for children, especially important for children who are failing in academics
When children feel successful in an area, it will manifest in other areas
- Need more than academics in programs
- Arts and culture need to be integrated into OST programming
- All programs should include the following: a safe and healthy place; an asset-based outlook; fostering social skills; youth-driven; high expectations; run by professionals; consistency
- Need for more non-traditional programming. Programs can be strengthened by collaborations that allow for these types of diverse program options

Workforce

- Staff often have additional jobs, which makes retention difficult
- We want to attract quality staff but we can only keep them here with increased funding
- Too expensive to use teachers from the school system due to union and overtime issues, rely on volunteers

Funding and Sustainability

- Concern that because of budget cuts, money will be taken away from children 5-12
- More collaborations will encourage funders to fund our programs
- Funding needs to increase in order to increase sustainability
- Don't take funds away from programs that are working

Information and Knowledge

- Key for information to be available to parents, need to use existing resources and focus on what works within their community
- Important to find out how to get information to parents

Coordination and Collaborations

- Key type of partnerships involving working with schools
- 21st century grant enables them to collaborate widely in their community
- Their Youth Commission included many collaborations and it is important to support these types of collaborations
- Their town government has established mechanisms that force collaboration
- Need to find incentives for partners to collaborate

Lawrence Public Hearing – September 18, 2007

Access

- There are no dollars for transportation, finding transportation is a serious issue
- There isn't curriculum for outreach in Spanish
- Need for latch key programming
- Need to focus more on middle school because they are the most at-risk
- We need a teen center for 12-18 year olds where they can feel safe and supported

Quality

- Need to connect resources and augment partnerships to bring about more quality programs

Workforce

- We need to pay our staff better in order to have sustainability
- Staff represents the demographics of the community, very important

Funding and Sustainability

- We need more funding to serve more kids
- Funding has been a challenge and it is difficult to apply for funding with such a small staff

Coordination and Collaborations

- Collaborating with police department, the city, community groups against violence, fire dept., others, all help to make program work
- Partnering with the schools is key
- Important to partner with parents- key to success



*From left to right: Senator Thomas McGee and Senator Susan Tucker
Special Commission Lawrence Public Hearing, September 18, 2007*

Lynn Public Hearing – September 20, 2007

Access

- Elementary school kids are going home alone because we have nothing to offer them
- There are serious transportation issues in the city
- The cost of sending youth to after school is unaffordable for many of our families
- Programs transport some kids but it is not available for younger children
- Middle school kids need programming but we can't find the funding for creating the partnerships we need
- Community has a lack of programming for 7-8th graders
- Funding doesn't cover children over 13
- After school programs are very important to new immigrants
- There is one space for every 7 to 8 income eligible students
- Family childcare providers are the after school programs for many families.
- In the area of transportation, EEC has made a difference
- Other state agencies reimburse providers for transportation but EEC is the lowest (Medicaid rate is \$30 while EEC is \$9, can some of those \$ be re-allocated to be more fair?)
- ELT does away with transportation issue by having seamless day between school and after school
- One idea is to create a hierarchy of transportation need so those children who need it most will get first access

Quality

- Parents need programs that provide safety, a peace of mind and a happy learning environment
- Quality programs strive to be inclusive, show empathy, address parents needs and concerns, work towards academic success
- Need for gender specific programming
- Parents rely on safe programs, may not be able to drive so require program to have transportation
- Kids rely on programs to provide arts, creativity, sports, that they otherwise wouldn't get

Workforce

- Professionals who work in OST need to work in quality programs
- Need to provide adequate workforce development training
- Need benefits for the workforce and better salaries
- The way to build a fulltime workforce out of half day programs is to partner with the schools, have staff working in the schools during the day before the school day ends (as they do in Cambridge, funded by UWMB)
- Staff is our greatest asset, it is critical that they have knowledge of languages from our local community
- Positive staff retention due to their quality staff training, democratic program model, planning time, retirement plans and vacations
- Quality training is needed; there are insufficient requirements in the field of OST at this time
- CBO staff need workforce training, school-sited staff need to even higher quality staff

Funding and Sustainability

- All communities are trying to get the same grants so there is high competition, we can't take funds from an already tight school budget
- Need funding on a larger scale
- Should there be a separate OST line item with the state's budget?
- Can't get state help because it's targeted for elementary school age kids
- Funding is imperative, students in there school systems wouldn't be where they are today without program funding
- Sustained funding enables us to provide consistent services
- Of their \$945,000 organizational budget only 3% come from state and federal funding, rest is private foundation support
- Direct correlation between lack of funding and failing students/troubled youth
- Inconsistency of funding is difficult; kids are waiting to find out if the program will still exist year to year
- A challenge they face is the different pots of money that are not collaborating in a way that allows them to support the whole child

Coordination and Collaborations

- It is critical for programs to make connections with the schools
- We need to help cities and towns create partnerships
- Collaborating with providers and schools, meeting on a monthly basis, were key elements for making partnerships work
Through collaboration, Lowell Public Schools provide transportation for specific programs
- It is challenging to partner with the local school system, hard to build trust and program sharing; school teachers think the only way to reach kids effectively is through the school day



*Lynn Public Hearing - September 20, 2007
North Shore Community College*

Boston Public Hearing – September 25, 2007

Access

- Difficult for special need children to access programs
- Need to focus on middle school children, not enough places for these children to go
- Parents tend to pay for young children but find it more difficult to afford program for older kids
- Affordability is key for working parents
- Necessary to integrate special needs students into regular programming
- Need to focus on the needs of teens
- Need culturally appropriate outreach to at-risk youth
- Transportation barriers prevents OST participation
- Should encourage the MBTA to extend discount for students so they can use public transportation during evenings and weekends

Quality

- Need for more arts in programs
- Should focus on what works and what programs are available to do the work that is needed
- Concern for equity and excellence by public schools
- Need to focus on facilities and improve them for children, physical environment provides the foundation for quality programs
- Family engagement, including communication and coordination, is important
- Effective teen programs must offer participants meaningful paid work experience

Workforce

- Key factor for a great teen program is the quality of the staff
- Need to build the workforce through partnerships
- Need to pay staff to keep quality in essential middle school programs
- Need to expand scholarships for staff to enroll in higher education including certificate and credential programs
- Need for mental health and behavioral health trainings for staff

Funding and Sustainability

- Need increased funding so state departments (such as MCC) can increase their funding to OST programs
- Need private and public funding
- Programs are required to constantly change strategies to get funding, in order to stay competitive for grants
- Significant challenge to find additional resources to create sustainability
- Investment in state funding will leverage more support
- Need more funding for middle school programming
- Need for long-term, stable funding
- Need for state public agencies to work together to offer teen programs with a positive youth development strategy

Information

- Sharing information and resources need to be built into the state-wide OST system
- Evaluation methods should reflect the growth and happiness experiences by program participants, not simply results of MCAS tests
- Need to adopt a results-based accountability framework

Partnerships and Collaborations

- Many schools do not have the means to connect children to appropriate services
- Should encourage support for and strengthening of city-state partnerships

Introduction

In 2001 the Commonwealth Coordinating Committee to Support Family, School and Community Collaboration, staffed by the Massachusetts Executive Office of Human Services, developed a report entitled “Out-of-School Time in Massachusetts: Exploring the Commonwealth’s Role.” In this report three different communities (Framingham, Brockton, North Quabbin) were selected as representative of different types of communities, in terms of their geographic location, type (rural, suburban and urban) and population size (small, medium and large). For this report, key informants were identified in these same three communities, and asked what changes have occurred in the out-of-school landscape since 2001. Below are these comparisons.

Overall Funding Changes Since 2001

For all three communities, the loss of funds from 2001 to 2007 represented a significant change in their out-of-school landscape. In particular, since 2001:

- The loss of the Massachusetts Department of Education (DOE) School-Linked Services Grant (\$1.3 million, ended in 2002) impacted both North Quabbin and Framingham, which had utilized these funds to pay for project coordination to build community partnerships and networks.
- The reduction or loss of ASOST – is this 21st CCLC \$ grants over the 6 year time period impacted all three communities.
- Overall insecurity of consistent funding streams made program planning and program expansion extremely difficult for all three communities.

Updated Case Study on Framingham

DATA COMPARISON: 2001 VERSUS 2007

	2001	2007
Population	64,989	64,762 (2006 Census)
Population Density	2,587 per square miles	2,587 per square miles
Public School Population by Grade		
K-3	2763	2596
4-6	2041	1908
7-9	1690	1753
10-12	1169	1577
Total	7663	8085
Selected School Populations		
Special Education	16.4%	19.9%
Limited English Proficient	14.4%	14.7%
Eligible for Free/Reduced Price Lunch	25.1%	25.8%

Key Informant: Dawn Mendelsohn, Framingham, Public Schools, Director of Community Resource Development

In 2007 the Framingham Public Schools continue to operate after school programs in all eight elementary schools. School-based after school programs are opened to outside vendors who compete to be selected as the site-based after school provider. Individual schools issue RFPs every three years and the school

councils have control over the choice that is made. Most of the elementary schools have selected the YMCA as their preferred provider, as they are local and schools feel comfortable with their familiarity with the community. In 2007 the Metro West YMCA received \$26,358 for ASOST in 6 Framingham elementary schools (compared with \$87,400 ASOST grant in 2001).

Since 2001 Framingham has experienced four key changes that have influenced their out- of school service environment.

Expansion of Early Care Network

Similar to the well-integrated out-of-school time networking that occurred previously, in recent years the local early childcare providers have become more cohesive, due in large part to Community Partnerships for Children (CPC) grant from DOE. There now exists in Framingham a network of early childcare providers (much like the after school providers at the elementary level) who meet regularly and share information and resources such as staff training. This network largely serves children in pre-school through first grade and has become a feeder system for the school-age OST service provider network. Through the Community Partnership for Children grant Framingham received \$703,615 in 2007.

Use of 21st Century Grant in Middle Schools

As a result of a growing awareness of the lack of support available for middle school students during out-of-school-time, the Framingham Public Schools (FPS) decided to use its 21st Century funding of \$350,000 to offer services to middle school students. In 2008 Framingham’s 21st Century Community Learning Centers (CCLC) will be located in all three of Framingham’s District middle schools. This will be the second year that all three middle schools are using the same program design. Programs include a snack, homework assistance and enrichment club choices offered in three semester blocks. Enrichment activities weave social and emotional development, problem solving, and mathematics into the programming. The mathematics focus is in support of the school district goal of improved math performance. These programs serve about 15% of middle school population totaling 350 children annually.

Increase in Community Network Building

Since 2001 there has been an increase in community-wide involvement and collaboration for after school services. Key partners in these collaborations include The United Way/Tri-County, The Boys & Girls Club of Metrowest, the Framingham Police Department, The Framingham Housing Authority, The MetroWest YMCA, The Danforth Museum, and number of local colleges.

These partners share resources and support Framingham’s children collectively and more effectively today than they did 7 years ago. The 21st Century funds were the catalyst for this change. As the schools

worked to develop the new program, staff asked key community organizations “How can we best serve children in Framingham and how can we work together?” As FPS got involved in serving middle school-age children, local organizations began working together more collectively to create a cohesive program. For example, programs that became official subcontractors of the middle school program and offered services on their sites were able to access transportation services through the program.

Increased Public School Support Based on Data

Since 2001 FPS school administrators have become more aware of the benefits of out-of-school-time programs for children including their social and emotional developmental, the value of the peer-to-peer interaction, the value of the child and adult relationships, and finally, the impact on children’s academic performance. School administrators better understand that in order to level the playing field for the kids who need support, OST makes a huge and positive difference in their lives. In the past administrators felt that after school programs were a nice “extra” but in the past few years they see out-of-school-time as necessary for many children, especially low-income and new English-language learners to be successful.

The perspective change occurred as a result of concrete proof that OST makes a difference for children, by accessing data gathered through the 21st Century grant. This data demonstrated how when comparing similar groups of low-income children or children who are new English language learners, the program made a significant difference for participating children. This evidence shifted the thinking of the FPS and community partners about OST. The 21st Century grant gave them funds to hire an outside evaluator and gather a significant amount of required data. Through this process program staff learned how to use and share data, and as a result of this effort, FPS has become more enthusiastic partners in the provision of after school care.

Updated Case Study on North Quabbin

DATA COMPARISON: 2001 VERSUS 2007 FOR ATHOL

	2001	2007
Population (for Athol, most populated town in North Quabbin)	11,451	11,661
Population Density	341 per square miles	351 per square miles
Public School population by Grade for Athol-Royalston School District		
K-3	692	556
4-6	514	465
7-9	587	493
10-12	423	401
Total	2216	1954
Selected School Populations		
Special Education	15.5%	21.7%
Limited English Proficient	0%	1.5%
Eligible for Free/Reduced Price Lunch	23.2%	39.3%

Key Informants: Rebecca Bialecki (North Quabbin Community Coalition), Rachel Stoler (Community Coalition for Teens), Val LaBelle (Dial Self), Tim Cohen-Mitchell (YES).

When compared with the 2001 out-of-school-time system in the North Quabbin, many of the same challenges exist for this region. Significant funding cuts have directly resulted in to loss of services. A number of programs mentioned in the 2001 case study no longer exist due to funding loss (the Heavenly Scoop program in Athol that received ASOST funds closed after one season due to funding cuts) or exists with support from private dollars since public funds were unavailable (the Youth Reach program at the YMCA has continued and grown but no longer receives funds from the Mass Cultural Council as it did in 2001).

The Orange Schools continues to seek annual grants to support after school programming and this has grown in small increments. The school system received \$26,000 from the ASOST in FY 2007 but did not receive funding in 2008.

Since 2001 changes in the OST systems in the North Quabbin area include ongoing challenges with a few areas of growth.

Pre-employment Opportunities for Teens

There are fewer opportunities for programs to offer pre-employment or employment slots for youth in the region. As a result of a dramatic loss of funding by the Department of Workforce Development, there is a decrease in the number of programs that provide support for summer jobs. Without adequate funds to cover the cost of salaries, most local employers are unwilling to hire teens. Most of the state-funded pre-employment activities exist in the regional technical high schools and a small program operated by the Community Action Youth Programs in Greenfield called Youth Works.

Another organization providing pre-employment and employment opportunities for youth in the region is the Young Entrepreneurs Society (YES). Among their diverse array of programs is the Learn-2-Earn program, which offers skill training for youth ages 16-21 to become employed and succeed at their place of employment. The 8-week program covers:

- Workplace skills and work ethics
- Basic skills for retail operations
- Financial planning and management
- Workplace communication skills
- Career development and transition into the workplace

An other innovative program operated by YES is the Odd Job Squad which helps teens to gain employment experience and earn money by working odd jobs in their communities. The opportunities range from art lessons and pet-sitting to moving and yard work. Since 1998, the Odd Job Squad has helped hundreds of area teens to “learn to earn.”

Teen Pregnancy Prevention Services

Funds continue to exist for the Teen Pregnancy Prevention services, although the funds require earmarking, which is a tenuous funding situation that is difficult for programs to rely on consistently. These state funds are generally distributed based on teen pregnancy and birth rate, but since the North Quabbin communities have small population, the numbers don't put them into the high-risk category of funding.

At-Risk and Homeless Youth

One program that had expanded is the Dial Self Program, as the needs of at-risk teens in the region have grown significantly. A recently conducted survey found a high percentage of homeless youth in the region. In response, there has been a growth in services for teens, as demonstrated by the Dial Self Programs securing significant federal funding (\$2 million) for an additional site in downtown Orange to serve youth at risk of homelessness with outreach and housing supports. In addition they have a new TeenLine Satellite Office in the North Quabbin that opened in February, 2007. Services include:

Outreach

- Regular outreach in schools – North Quabbin school outreach to started in April 2007
- Street outreach in warmer weather in both Franklin County and North Quabbin regions
- Developing peer outreach program

Clinical Services

- Free short and long term therapeutic serves available to North Quabbin teens
- Free family mediation services available
- Referrals available through DIAL/SELF TeenLine

Intensive Case Management

Ongoing work with youth regarding finding employment, a doctor, applying for health insurance, substance abuse help, etc.

Updated Case Study on Brockton

DATA COMPARISON: 2001 VERSUS 2007

	2001	2007
Population	92,788	94,191 (2006 Census)
Population Density	4,322 per square mile	4,393 per square mile
Public School Population by Grade		
K-3	5855	4755
4-6	4116	3544
7-9	3611	3921
10-12	2762	3080
Total	16,344	15,612
Selected School Populations		
Special Education	14.4%	13.6%
Limited English Proficient	7.3%	12.7%
Eligible for Free/Reduced Price Lunch	39.3%	68.1%

Key Informants: Patty McGrath (Get on B.A.S.E.), Barbara Duffy (MY TURN), Kathy Smith (Brockton Public Schools)

Since 2001 Brockton Schools have experienced a number of funding changes. Brockton Schools ASOST funding has gone from \$130,000 in 2001 to zero in 2006, \$26,000 in 2007, and now \$50,000 in FY 2008. Brockton School's 21st Century funding has undergone growth and then cuts over the 6 year time period going from \$252,000 in 2003 up to \$1.27 million in 2006 and then back down to \$884, 500 in FY 2008. As can be seen below, a number of sources of funds have changes over the 6 years time period.

SOURCE OF AFTERSCHOOL FUNDS IN BROCKTON

	FY 2001	FY 2008
Local School Budget	\$333,540	\$782,661
21st Century Community Learning Centers Grant	N/A	\$884,500
Targeted Cities	\$180,000	0
Academic Support Grant (DOE)	\$300,000	0
ASOST Grant (DOE)	\$130,000	\$50,000
School Building Rental Revenues	\$345,204	0
Mayor's Budget	\$50,000	0
Total	\$1,338,744	\$1,717,161

In response to these changes, several new school-based models have emerged involving partnerships between community-based organizations and individual schools (one recent example is a new Boys & Girls Club and West Junior High Community Service program). In addition, a number of new programs have emerged that targeted the growing number of new immigrants you residing in Brockton.

In 2007 Brockton continues to seek effective and creative opportunities for system building and development of community-wide responses to the diverse and growing needs of children and youth. Below are examples of several ongoing and expanding community efforts.

Mayors After School Taskforce

As was mentioned in the 2001 report, in 1994 the Mayor created the Mayor's Task Force on Afterschool Programs to strengthen the local after school infrastructure and it now includes a broad membership of program providers, parents, law enforcement personnel, school personnel and other invested in afterschool programming. The Task Force currently focuses on professional development and sustainability and has completed their own Brockton Program Standards, which were adapted from leading national and state standards, and also revised the Individual Professional Development Plan. Brockton is a City of Promise under the America's Promise program, and the Task Force is the site for the Safe Places Promise.

Brockton After Dark

Created 2003, the Brockton After Dark Program exists to reduce serious incidents of violence among youth in Brockton during the summer months. The program provides safe, structured, evening activities drawing on the resources of the city's churches, public recreational facilities, youth organizations, and other groups committed to curtail the escalation of violence and homicide. Activities include organized basketball and soccer leagues along with performing and visual art activities. Any youth between the ages of 13 and 18, boys and girls, who live in identified high crime areas, are eligible for the program. No one is turned away.

During the school year, an after-school program is provided, which focuses on academic tutoring and the performing arts. A team of Brockton High School students serves as mentors to younger teens at the North Junior High School in Brockton. The Safe Spaces Youth Council members serve as mentors/tutors for a two-hour block after school once a week. Brockton After Dark is a highly successful program and demonstrates that a highly accessible program that is free and available in multiple locations can reach many youth (750-900 estimated) and help prevent violence during the summer months.

Shannon Grant

The city of Brockton received \$367,000 from the Executive Office of Public Safety for its Shannon Program. This program provide a Youth Services Clearinghouse for the purpose of increasing access to resources and providing pro-social role modeling, support and encouragement to Brockton youth and their families who are affected by youth violence and at high risk of gang involvement. In addition, services include outreach to at-risk and gang-involved youth to connect them to Shannon Partner services including substance abuse support groups (provided by Latin American Health Institute), family therapy and coping strategies (provided by BAMSI-Brockton Area Multi-Service Inc.); school to work/drop-out prevention, GED/job readiness, and case management/employment assistance (provided by MY TURN).

Get On B.A.S.E

Get on B.A.S.E., a local after school intermediary organization, was founded in 1999 in Brockton. Funded by the Sheehan Family Foundation with additional funding from other public and private funding sources, Get on B.A.S.E. assists programs in assessing and improving the quality of their programs as well as providing scholarships funds for children of lower income families to programs in its Partners in Access and Quality Initiative. Get on B.A.S.E., in partnership with a committee of the Brockton Mayor's Task Force on After School programs, initiated a training series for after school staff on Social Emotional Learning in

2006. The series, now in its second year, has incorporated an after school and school communication pilot program to put in place more coordinated supports for children and youth. Get on B.A.S.E. works closely with the America's Promise Program in both Brockton and Plymouth, and serves as the Regional Liaison to Southeastern Massachusetts for MAP. BAMSI, a statewide human services organization based in Brockton, is the fiscal agent for Get on B.A.S.E.

Get on B.A.S.E has as a key strategy making OST programming accessible to families via scholarships. Its Scholarship Fund's flexible nature is key. In particular, the Scholarship Fund reaches smaller, community based providers. The Scholarship Fund is not as widely used by schools-based OST programs despite the fact that these programs are at times under-subscribed.

My Turn, Inc.

MY TURN's mission is to help youth develop goals, skills and the confidence needed to transition successfully into post-secondary education or training and the world of work. The organization serve 2000 youth ages 14-21 per year. My Turn's 3 core programs are:

- **CONNECTING TO COLLEGE HERO AND STEP**, prepares first-generation college-bound students for successful transitions into higher education.
- **SCHOOL-TO-WORK**, equips high school students who chose to enter a career immediately following or shortly after graduating from high school with the skills and confidence needed to succeed in the work place.
- **WORKFORCE DEVELOPMENT FOR OUT-OF-SCHOOL YOUTH** serves 16–21 year olds who have dropped out of school and need direction and guidance to complete their education, enter a job training or college program, and obtain a job.

Their state funding includes:

- Mass DOE \$125,000 (some of which is passed through via other intermediaries)
- From Shannon Grant (Executive Office of Public Safety) \$230,000.
- In addition MY TURN receives \$100,000 from Brockton Public Schools for in-school and after school programs.

Profiles of selected afterschool programs by legislative district can be found on the Special Commission's website at www.massafterschoolcomm.org.



*Dartmouth Public Hearing
July 19, 2007, UMass-Dartmouth*

Senator	Berkshire, Hampshire, and Franklin	Benjamin B. Downing (D)	J-1
Senator	First Bristol and Plymouth	Joan M. Menard (D)	J-4
Senator	Second Bristol and Plymouth	Mark C. Montigny (D)	J-6
Senator	First Plymouth and Bristol	Marc R. Pacheco (D)	J-8
Senator	Cape and Islands	Robert O'Leary (D)	J-10
Senator	Third Essex and Middlesex	Thomas M. McGee (D)	J-12
Senator	Second Essex	Frederick E. Berry (D)	J-14
Senator	First Essex	Steven A. Baddour (D)	J-16
Senator	First Essex and Middlesex	Bruce E. Tarr (R)	J-18
Senator	Second Essex and Middlesex	Susan C. Tucker (D)	J-20
Senator	Hampshire and Franklin	Stanley C. Rosenberg (D)	J-22
Senator	Hampden	Stephen J. Buoniconti (D)	J-25
Senator	First Hampden and Hampshire	Gale D. Candaras (D)	J-27
Senator	Second Hampden and Hampshire	Michael R. Knapik (R)	J-29
Senator	First Middlesex	Steven C. Panagiotakos (D)	J-31
Senator	Second Middlesex	Patricia D. Jehlen (D)	J-33
Senator	Middlesex and Essex	Richard R. Tisei (R)	J-35
Senator	Fourth Middlesex	VACANT	J-37
Senator	Third Middlesex	Susan Fargo (D)	J-39
Senator	First Middlesex and Norfolk	Cynthia Stone Creem (D)	J-41
Senator	Second Middlesex and Norfolk	Karen E. Spilka (D)	J-42
Senator	Second Suffolk and Middlesex	Steven Tolman (D)	J-44
Senator	Middlesex and Worcester	Pamela P. Resor (D)	J-46
Senator	Norfolk and Plymouth	Michael W. Morrissey (D)	J-48
Senator	Bristol and Norfolk	James E. Timilty (D)	J-50
Senator	Norfolk, Bristol, and Middlesex	Scott P. Brown (R)	J-52
Senator	Plymouth and Norfolk	Robert L. Hedlund (R)	J-54
Senator	Second Plymouth and Bristol	Robert S. Creedon, Jr. (D)	J-56
Senator	Plymouth and Barnstable	Therese Murray (D)	J-58
Senator	First Suffolk	John A. Hart Jr. (D)	J-60
Senator	Second Suffolk	Dianne Wilkerson (D)	J-61
Senator	Middlesex, Suffolk, and Essex	Anthony D. Galluccio (D)	J-62
Senator	First Suffolk and Middlesex	Anthony W. Petrucci (D)	J-64
Senator	Suffolk and Norfolk	Marian Walsh (D)	J-66
Senator	Norfolk, Bristol, and Plymouth	Brian A. Joyce (D)	J-68
Senator	First Worcester	Harriette L. Chandler (D)	J-70
Senator	Worcester, Hampden, Hampshire, Franklin	Stephen M. Brewer (D)	J-72
Senator	Second Worcester	Edward M. Augustus, Jr. (D)	J-75
Senator	Worcester and Middlesex	Robert A. Antonioni (D)	J-77
Senator	Worcester and Norfolk	Richard T. Moore (D)	J-79

Representative	1st Barnstable	Cleon H. Turner (D)	J-81
Representative	2nd Barnstable	Demitrius J. Atsalis (D)	J-82
Representative	3rd Barnstable	Matthew C. Patrick (D)	J-83
Representative	4th Barnstable	Sarah K. Peake (D)	J-85
Representative	5th Barnstable	Jeffrey Davis Perry (R)	J-87
Representative	Barnstable, Dukes and Nantucket	Eric Turkington (D)	J-89
Representative	1st Berkshire	Daniel E. Bosley (D)	J-91
Representative	2nd Berkshire	Denis E. Guyer (D)	J-93
Representative	3rd Berkshire	Christopher N. Speranzo (D)	J-95
Representative	4th Berkshire	William 'Smitty' Pignatelli (R)	J-96
Representative	1st Bristol	Fred "Jay" Barrows (R)	J-98
Representative	2nd Bristol	John A. Lepper (R)	J-99
Representative	3rd Bristol	James H. Fagan (D)	J-100
Representative	4th Bristol	Steven J. D'Amico (D)	J-101
Representative	5th Bristol	Patricia A. Haddad (D)	J-103
Representative	6th Bristol	David B. Sullivan (D)	J-105
Representative	7th Bristol	Robert Correia (D)	J-107
Representative	8th Bristol	Michael J. Rodrigues (D)	J-108
Representative	9th Bristol	John F. Quinn (D)	J-109
Representative	10th Bristol	William M. Straus (D)	J-111
Representative	11th Bristol	Robert M. Koczera (D)	J-113
Representative	12th Bristol	Stephen R. Canessa (D)	J-114
Representative	13th Bristol	Antonio F.D. Cabral (D)	J-116
Representative	14th Bristol	Elizabeth A. Poirier (R)	J-117
Representative	1st Essex	Michael A. Costello (D)	J-118
Representative	2nd Essex	Harriett L. Stanley (D)	J-119
Representative	3rd Essex	Brian S. Dempsey (D)	J-121
Representative	4th Essex	Bradford R. Hill (R)	J-122
Representative	5th Essex	Anthony J. Verga (D)	J-124
Representative	6th Essex	Mary E. Grant (D)	J-125
Representative	7th Essex	John D. Keenan (D)	J-126
Representative	8th Essex	Douglas W. Petersen (D)	J-127
Representative	9th Essex	Mark V. Falzone (D)	J-128
Representative	10th Essex	Robert F. Fennell (D)	J-130
Representative	11th Essex	Steven Myles Walsh (D)	J-131
Representative	12th Essex	Joyce A. Spiliotis (D)	J-132
Representative	13th Essex	Theodore C. Speliotis (D)	J-133
Representative	14th Essex	David M. Torrisi (D)	J-134
Representative	15th Essex	Linda Dean Campbell (D)	J-135
Representative	16th Essex	William Lantigua (D)	J-136
Representative	17th Essex	Barry R. Finegold (D)	J-137
Representative	18th Essex	Barbara A. L'Italiani (D)	J-138
Representative	1st Franklin	Stephen Kulik (D)	J-140
Representative	2nd Franklin	Christopher J. Donelan (D)	J-142
Representative	1st Hampden	Todd M. Smola (R)	J-144
Representative	2nd Hampden	Mary S. Rogeness (R)	J-146
Representative	3rd Hampden	Rosemary Sandlin (D)	J-148
Representative	4th Hampden	Donald F. Humason Jr. (R)	J-149
Representative	5th Hampden	Michael F. Kane (D)	J-150
Representative	6th Hampden	James T. Welch (D)	J-151
Representative	7th Hampden	Thomas M. Petrolati (D)	J-152
Representative	8th Hampden	Joseph F. Wagner (D)	J-154
Representative	9th Hampden	Sean Curran (D)	J-155
Representative	10th Hampden	Cheryl A. Coakley-Rivera	J-156
Representative	11th Hampden	Benjamin Swan (D)	J-157
Representative	12th Hampden	Angelo J. Puppolo, Jr. (D)	J-158
Representative	1st Hampshire	Peter V. Kocot (D)	J-159
Representative	2nd Hampshire	John W. Scibak (D)	J-161
Representative	3rd Hampshire	Ellen Story (D)	J-162
Representative	1st Middlesex	Robert S. Hargraves (R)	J-163
Representative	2nd Middlesex	Geoffrey D. Hall (D)	J-165
Representative	3rd Middlesex	Patricia A. Walrath (D)	J-166
Representative	4th Middlesex	Stephen P. LeDuc (D)	J-168
Representative	5th Middlesex	David P. Linsky (D)	J-169

Appendices | J. Profiles of Legislative Districts

Representative	6th Middlesex	Pam Richardson (D)	J-170
Representative	7th Middlesex	Tom Sannicandro (D)	J-171
Representative	8th Middlesex	Paul J.P. Loscocco (R)	J-172
Representative	9th Middlesex	Thomas M. Stanley (D)	J-174
Representative	10th Middlesex	Peter J. Koutoujian (D)	J-175
Representative	11th Middlesex	Kay Khan (D)	J-176
Representative	12th Middlesex	Ruth B. Balsler (D)	J-177
Representative	13th Middlesex	Thomas P. Conroy (R)	J-178
Representative	14th Middlesex	Cory Atkins (D)	J-179
Representative	15th Middlesex	Jay R. Kaufman (D)	J-180
Representative	16th Middlesex	Thomas A. Golden, Jr. (D)	J-181
Representative	17th Middlesex	David M. Nangle (D)	J-182
Representative	18th Middlesex	Kevin J. Murphy (D)	J-183
Representative	19th Middlesex	James R. Miceli (D)	J-184
Representative	20th Middlesex	Bradley H. Jones, Jr. (R)	J-185
Representative	21st Middlesex	Charles A. Murphy (D)	J-187
Representative	22nd Middlesex	William G. Greene Jr. (D)	J-188
Representative	23rd Middlesex	J. James Marzilli Jr. (D)	J-189
Representative	24th Middlesex	William N. Brownsberger (D)	J-190
Representative	25th Middlesex	Alice K. Wolf (D)	J-191
Representative	26th Middlesex	Timothy J. Toomey Jr. (D)	J-192
Representative	27th Middlesex	Denise Provost (D)	J-193
Representative	28th Middlesex	Stephen Stat Smith (D)	J-194
Representative	29th Middlesex	Rachel Kaprielian (D)	J-195
Representative	30th Middlesex	Patrick Natale (D)	J-196
Representative	31st Middlesex	Paul C. Casey (D)	J-197
Representative	32nd Middlesex	Michael E. Festa (D)	J-198
Representative	33rd Middlesex	Christopher G. Fallon (D)	J-199
Representative	34th Middlesex	Carl M. Sciortino, Jr. (D)	J-200
Representative	35th Middlesex	Paul J. Donato (D)	J-201
Representative	36th Middlesex	Colleen M. Garry (D)	J-202
Representative	37th Middlesex	James B. Eldridge (D)	J-203
Representative	1st Norfolk	Bruce J. Ayers (D)	J-205
Representative	2nd Norfolk	A. Stephen Tobin (D)	J-206
Representative	3rd Norfolk	Ronald Mariano (D)	J-207
Representative	4th Norfolk	James M. Murphy (D)	J-208
Representative	5th Norfolk	Joseph R. Driscoll, Jr. (D)	J-209
Representative	6th Norfolk	William C. Galvin (D)	J-210
Representative	7th Norfolk	Walter F. Timilty (D)	J-211
Representative	8th Norfolk	Louis L. Kafka (D)	J-212
Representative	9th Norfolk	Richard J. Ross (R)	J-214
Representative	10th Norfolk	James E. Vallee (D)	J-216
Representative	11th Norfolk	Paul McMurtry (D)	J-217
Representative	12th Norfolk	John H. Rogers (D)	J-218
Representative	13th Norfolk	Lida E. Harkins (D)	J-219
Representative	14th Norfolk	Alice Hanlon Peisch (D)	J-221
Representative	15th Norfolk	Frank I. Smizik (D)	J-223
Representative	1st Plymouth	Viriato Manuel deMacedo (R)	J-224
Representative	2nd Plymouth	Susan Williams Gifford (R)	J-225
Representative	3rd Plymouth	Garrett J. Bradley (D)	J-226
Representative	4th Plymouth	Frank M. Hynes (D)	J-228
Representative	5th Plymouth	Robert J. Nyman (D)	J-229
Representative	6th Plymouth	Daniel K. Webster (R)	J-230
Representative	7th Plymouth	Allen J. McCarthy (D)	J-232
Representative	8th Plymouth	David L. Flynn (D)	J-233
Representative	9th Plymouth	Thomas P. Kennedy (D)	J-234
Representative	10th Plymouth	Christine E. Canavan (D)	J-235
Representative	11th Plymouth	Geraldine Creedon (D)	J-236
Representative	12th Plymouth	Thomas J. Calter, III (D)	J-237
Representative	1st Suffolk	Anthony Petrucci (D)	J-239
Representative	2nd Suffolk	Eugene L. O'Flaherty (D)	J-240
Representative	3rd Suffolk	Salvatore F. DiMasi (D)	J-241
Representative	4th Suffolk	Brian P. Wallace (D)	J-242
Representative	5th Suffolk	Marie P. St. Fleur (D)	J-243
Representative	6th Suffolk	Wille Mae Allen (D)	J-244
Representative	7th Suffolk	Gloria L. Fox (D)	J-245
Representative	8th Suffolk	Martha Marty Walz (D)	J-246
Representative	9th Suffolk	Byron Rushing (D)	J-247
Representative	10th Suffolk	Michael F. Rush (D)	J-248
Representative	11th Suffolk	Elizabeth A. Malia (D)	J-249
Representative	12th Suffolk	Linda Dorcena-Forry (D)	J-250
Representative	13th Suffolk	Martin J. Walsh (D)	J-251
Representative	14th Suffolk	Angelo M. Scaccia (D)	J-252

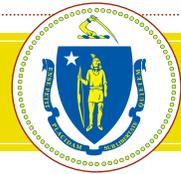
Representative	15th Suffolk	Jeffrey Sanchez (D)	J-253
Representative	16th Suffolk	Kathi-Anne Reinstein (D)	J-254
Representative	17th Suffolk	Kevin G. Honan (D)	J-255
Representative	18th Suffolk	Michael J. Moran (D)	J-256
Representative	19th Suffolk	Robert A. DeLeo (D)	J-257
Representative	1st Worcester	Lewis G. Evangelidis (R)	J-258
Representative	2nd Worcester	Robert L. Rice Jr. (D)	J-260
Representative	3rd Worcester	Stephen L. Dinatale (D)	J-262
Representative	4th Worcester	Jennifer L. Flanagan (D)	J-263
Representative	5th Worcester	Anne M Gobi (D)	J-265
Representative	6th Worcester	Geraldo Alicea (D)	J-267
Representative	7th Worcester	Paul K. Frost (R)	J-269
Representative	8th Worcester	Paul Kujawski (D)	J-271
Representative	9th Worcester	George N. Peterson Jr. (R)	J-273
Representative	10th Worcester	John V. Fernandes (D)	J-274
Representative	11th Worcester	Karyn E. Polito (R)	J-275
Representative	12th Worcester	Harold P. Naughton, Jr. (D)	J-276
Representative	13th Worcester	Robert P. Spellane (D)	J-278
Representative	14th Worcester	James J. O'Day (D)	J-279
Representative	15th Worcester	Vincent A. Pedone (D)	J-280
Representative	16th Worcester	John P. Fresolo (D)	J-281
Representative	17th Worcester	John J. Binienda (D)	J-282
Representative	18th Worcester	Jennifer M. Callahan (D)	J-283



*Boys and Girls Club of Worcester
Worcester, MA*

THE MASSACHUSETTS SPECIAL COMMISSION ON
AFTER SCHOOL AND OUT OF SCHOOL TIME

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Co-Chairs



FALL 2007
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Movement Matters: Promoting Health and Well-Being Afterschool

Beth Beard, M.Ed., National Network Co-Director, Impact Brokers

Where Did All the Activity Go?

When left to their own devices most children and youth do not get enough exercise. This belief was implicit by requiring students to take physical education courses in public schools as early as the 1800's. Unfortunately by the end of the 20th century schools had begun to struggle considerably in meeting this obligation. Increasing demands to have more classroom time for students compounded by decreasing federal, state and local support for physical education activities have regulated ongoing physical activity to the sidelines.

In 1996 the Massachusetts Board of Education repealed regulations that had mandated the minimum annual hours of instruction for physical education. As a result, participation dropped from 80% to less than 60% in a decade. During that time the number of students who were either overweight or at risk of being overweight rose significantly and now stands at more than 1 in 4. Despite current Massachusetts law mandating that "physical education shall be taught as a required subject in all grades for all students" (MGL Chapter 71, Section 3), according to the 2005 Massachusetts Youth Risk Behavior Survey, more than one third of high school students attended physical education classes less than one day per week and over half of seniors did not participate at all.

Today, the average child spends almost as much time in front of the television, playing video games, listening to music or using a computer as is spent in the classroom—almost 5.5 hours each day. More than 3 in 5 children ages 9-13 do not participate in any organized physical activity outside of school hours, and 1 in 5 do not engage in any at all.¹ Severely overweight children also miss more school due to weight-related illnesses—an average of one day per month—exactng physical, educational, and economic costs both inside and outside the classroom. Clearly, our schools cannot carry the burden alone of making sure children and youth get the physical exercise they need to be healthy and productive.

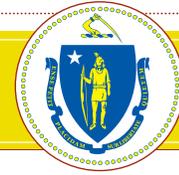
Perhaps more troubling—the trends towards obesity and inactivity have surprisingly deep roots—16% of Massachusetts children between the ages of 2 and 5 who participate in the Women Infants and Children (WIC) program are overweight.² If a girl does not participate in sports by the time she is 10, there is only a 10 percent chance she will participate when she is 25.³ And while various public health agencies and the Center for Disease Control have made the obesity crisis one of its chief concerns, the primary strategies and funding priorities used to fight this "battle of the bulge" have almost completely excluded youth sports and physical education programming.

"Sedentary lifestyles cause serious health problems, lower self-esteem, lead to social and psychological problems and contribute to poor academic performance. If this pattern continues into adulthood, <as it does for the vast majority of young people>, it will lead to an unprecedented

Today, the average child spends almost as much time in front of the television, playing video games, listening to music or using a computer as is spent in the classroom—almost 5.5 hours each day

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rate of premature death and disability, diminished workplace productivity and serious financial repercussions for families, insurers, healthcare providers and our society.”⁴

The effects of such inactivity in Massachusetts are telling:

- Public school trends continue to move towards decreasing time for physical activity, recess and lunch in an effort to meet the new Student Learning Time Regulations.⁵
- After school programs are under similar pressure to forgo sports in favor of more “serious” developmental supports like tutoring and homework help.
- A higher percentage of high school students describe themselves as overweight (31%) and a larger number report they are trying to lose weight (46%) compared with the national average.
- Overweight and obesity cost Massachusetts an estimated \$1.8 billion in 2003.
- Unless the numbers decrease, obesity and overweight will soon pass smoking as the number one cause of death in the state.⁶

The Potential and Power of Recreation, Physical Activity and Sports After School

In spite of these alarming trends, a wealth of unrealized opportunity exists. Due to the decline in physical education in schools and countless hours spent in front of the TV, after-school sports and recreation are the only opportunity many children and youth have for regular physical activity.

More than 38 million American youth participate in organized sports. After-school and summer programs offer thousands of additional opportunities to promote physical activity through clubs, classes, and recreational pursuits like outdoor education and community service programs. Youth sports and recreation also attract far more adult volunteers than most other types of programs—there are at least 2.5 million volunteer coaches in the U.S. alone.⁷

After school physical activities are ideal for developing the kinds of assets that help young people thrive in adolescence, and for giving them a “practice field” in a supervised setting for their roles as professionals and citizens in adulthood by:

- Developing powerful networks of social relationships with peers and caring adults;
- Offering the near-term prospect of healthier minds and bodies by promoting academic success, appreciation of health and fitness, and the values of fair play, integrity and commitment;
- Affording cumulative benefits associated with lifelong physical activity by reducing the risk of cardiovascular disease, promoting healthy weight, and building healthy bones, muscles and joints; and by
- Providing a gateway into the world of work, select professional and social networks, civic engagement, higher-education and scholarships, and even fame and fortune.

Unfortunately the dominant delivery vehicle for after school youth sports in this country—volunteer run and managed community programs—rarely have the capacity and support needed to realize this potential and deliver on the promise of child/youth development and physical health. The vast majority of youth coaches, most estimates say as high as 90%, have no formal

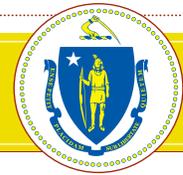
Resource:

[Boston Youth Sports Initiative Website](#)

This website includes hundreds of pages and links relevant for Massachusetts programs, from key research and a funding database to resources for program development and volunteer support. Listings for youth sport jobs, events and trainings are updated weekly and can be sent electronically through periodic e-blasts and a monthly newsletter.

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education in coaching techniques, first aid, injury prevention, or emergency care.⁸ Many operate as lone wolves without support networks, resources or oversight. For those that are part of larger leagues, the dedicated administrators running them do so with shoestring budgets while juggling full-time jobs and families.

Sports and recreation programs also have difficulty finding the funding and resources needed to purchase safety equipment, find adequate transportation, or maintain facilities. The organizational structure of community sports leagues also mirrors the wider world of competitive and professional sports, magnifying the existing barriers for girls and women, urban youth, people of color and those with disabilities.

Expanding the Playing Field: The Positive Impact of Physical Activity

A strong national consensus is emerging around the role out of school time can play in supporting the healthy development of children and youth. The Secretaries of Education and Health and Human Services, Former U.S. Surgeons General C. Everett Koop and David Satcher, The American Academy of Pediatrics, The National Coalition for Promoting Physical Activity, and The National Association of Elementary School Principals all have recommended physical activity during after school hours as part of their plans.⁹ After school programs are also playing an increasing role in combating obesity by supporting schools to meet national requirements of the 2006 School Wellness Policy. For example, The Boston Public Schools Wellness Policy encourages schools to meet physical education and wellness requirements through after school programming.¹⁰

The evidence from research is just as clear—supporting after school sports and recreation is an investment in lifelong health for young people and communities that provides long last benefits such as:

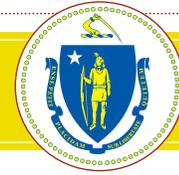
- Children and youth who are involved in physical activities fare better in school, have higher social skills, are more team oriented, are healthier as determined by fitness standards and are more active participants in making their communities a better place.¹¹
- Massachusetts students who are achieving academically are more likely to get regular vigorous exercise, be enrolled in a physical education class, and have a healthy weigh.¹²
- More than four out of five executive businesswomen played sports growing up—and the vast majority say lessons learned on the playing field have contributed to their success in business.¹³
- Sports and physical recreation participation shapes civic behavior later in life (i.e. in one study children who played on sports teams were almost twice as likely to volunteer as an adult).¹⁴
- For every \$1.00 invested in physical activity, \$3.20 in medical expenses can be saved.¹⁵

Simply stated, the power of physical activity, recreation and sport is unquestionable, the enjoyment of these activities are timeless and the potential to transform children and youth through this physical health medium during out of school time is vast. Fully realized, the positive intentional practice of sport and recreation-based learning and development can do nothing short of developing a generation of solid, decent, well-rounded young people who will one day in the not too distant future become the future workers and citizens who will ensure that Massachusetts and the nation continue to prosper in the 21st century.

Promising Practice:
Shape Up Somerville is a community-based project focused on improving physical activity and healthy eating options for public school children in grades 1-3 that has been successful in reducing weight gain in children at risk for obesity. The after school nutrition and physical activity curriculum, HEAT (Healthy Eating, Active Time), has been implemented in more than 120 programs throughout the country. To learn more: [Shape Up Somerville Project.](#)

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Related Resources

- ¹ <http://pubs.cas.psu.edu/freepubs/pdfs/ui349.pdf>
- ² Massachusetts Public Health Web 2002 http://www.mphaweb.org/resources/health_children_jan_02.pdf
- ³ Linda Bunker, University of Virginia, 1989
- ⁴ Thomson Medstat, Childhood Obesity: Costs, Treatment Patterns, Co-morbidities, Disparities in Care, 2006
- ⁵ Massachusetts Public Health Web 2002 http://www.mphaweb.org/resources/health_children_jan_02.pdf
- ⁶ State of Massachusetts Office of Health and Human Services, State Outlook, www.mass.gov, 08.22.07
- ⁷ Team Up for Youth, Youth Sports Promote youth and Community Health, 2004
- ⁸ Seefeldt, 1992.
- ⁹ Daniel Perkins, Parents: Making Youth Sports a Positive Experience, Pennsylvania State University, 2000
- ¹⁰ <http://boston.k12.ma.us/dept/NEWdocs/FNS-5.pdf>
- ¹¹ Daniel Perkins, Parents: Making Youth Sports a Positive Experience, Pennsylvania State University, 2000
- ¹² <http://www.doe.mass.edu/cnp/hprograms/yrbs>
- ¹³ Game Face: A Survey on Sports in the Lives of Women Business Executives, Feb. 2002
- ¹⁴ Sherri Torjman, Culture and Recreation: Links to Well Being, Caledon Institute of Social Policy, 2004
- ¹⁵ World Health Day 2002 Information- CDC, National Center for Chronic Disease Prevention and Health Promotion

About the Author

Beth Beard is an independent consultant with 15 years of experience in nonprofit management, large-scale capacity building, organizational development, research, and evaluation. Beth is currently working with a variety of local and national nonprofits on capacity building in community development, organizational change, public/private partnerships, and communities of practice design. She holds an M.Ed. in Counseling Psychology, Marriage and Family Therapy and a B.A. in Philosophy and Psychology from the University of Massachusetts at Boston.

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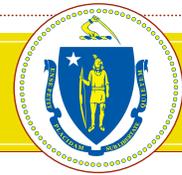
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Learning in 3D: Arts and Cultural Programming in Afterschool

Julia Gittleman, Ph.D., Mendelsohn, Gittleman & Associates, LLC

Why Arts & Culture In Afterschool Are Important

Arts and cultural after-school programming provides children and youth with an opportunity for expression and inquiry. Participation in the arts: stimulates imagination and creativity; celebrates individuality while building self-esteem; reinforces academic principles and skills; increases problem-solving skills and techniques; encourages a sense of joy, which leads to engagement in learning; and prepares young adults for entering the workforce and increases their chances to compete better in a global economy.

Massachusetts is fortunate to have a wealth of arts and culture after-school program offerings. Support for these programs has the potential to increase the reach of arts programs and, in turn, positively impact learning and youth development.

Research has shown substantial evidence linking participation in arts and cultural education to academic achievement and positive development especially among low-income students (Catterall 1997; Darby 1994).

For example:

- Lower income students who are highly involved in arts narrow the academic achievement gap with higher income students.
- High arts involved, low-income students close the drop out gap with high-income, less arts-involved students. (Fiske, 1999).
- Nearly 40% of low-income, high arts-involved students scored in the top 50% in math and language but
- Less than 24 % of their low arts-involved peers scored in the top 50% on the same standardized test (Fiske, 1999).

Young people who participate in the arts for at least three hours on three days each week for at least one full year are: four times more likely to be recognized for academic achievement; three times more likely to win an award for school attendance; and four times more likely to win an award for writing an essay or a poem (Heath, 1998).

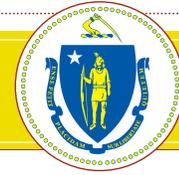
Students involved in after-school activities at arts organizations also have shown greater use of complex language than their peers in activities through community-service or sports organizations as indicated by Fiske's research below.

“Generalized patterns emerged among youth participating in after-school arts groups: a five-fold increase in use of if-then statements, scenario building followed by what-if questions, and how-about prompts, more than a two-fold increase in use of mental state verbs (consider, understand, etc.), a doubling in the number of modal verbs (could, might, etc.)” (Fiske, 1999)

“Research has shown substantial evidence linking participation in arts and cultural education to academic achievement and positive development especially among low-income students”

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Finally, youth participating in arts after school programs develop skills that are important for workers in the new “economy of ideas.” Research links arts education with economic realities, asserting that “young people who learn the rigors of planning and production in the arts will be valuable employees in the idea-driven workplace of the future.” The Secretary’s Commission on Achieving Necessary Skills (SCANS) was established by the Secretary of Labor in 1990 with the goal of encouraging a high-performance economy characterized by high-skill, high-wage employment. It identified critical skills that employees need in order to succeed in the workforce and in their life. In addition to literacy and computation skill, the commission stated that workers need the ability to work on teams, solve complex problems in systems and understand and use technology. These are many of the same skills youth gain through their participation in arts after school programs.

Best Practices

Research about best practices in the area of arts and cultural education draws both on broader understandings of youth development and of quality programming. This research highlights a number of particular characteristics of successful programs. These programs:

- Recognize that art is a vehicle that can be used to engage children and youth in activities that will increase their self-esteem;
- Make the delivery of the program a collaborative effort among the artist, social service provider, teacher, agency staff, children, youth, and family;
- Recognize and involve the community in which the youth live;
- Provide a safe haven for children and youth;
- Use age-appropriate curriculum that is essential in developing appropriate activities;
- Emphasize dynamic teaching tactics such as hands-on learning, apprentice relationships, and the use of technology;
- Culminate in a public performance or exhibition in an effort to build participants’ self-esteem through public recognition;
- Have high standards and opportunities to succeed;
- Offer sustained engagement, and
- Provide opportunities for active and reflective learning.

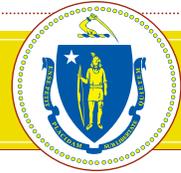
Art-based after school programs especially for teens can help to engage young people with their future and help them re-engage with their schools, despite the challenging education environments many of them face.

In this context, the importance of arts and cultural after-school opportunities becomes clear, as does the requirement of expertise in both arts content and youth development to effectively implement high-impact arts and cultural learning experiences.

“..youth participating in arts after school programs develop skills that are important for workers in the new “economy of ideas.” The Secretary’s Commission on Achieving Necessary Skills (SCANS)

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The State of Arts and Cultural Afterschool Programming in Massachusetts

Hundreds of organizations across the state provide arts and cultural afterschool programming to children ages 5-18. These programs take place in a range of institutions from larger, multi-service organizations, such as Boys & Girls Clubs and YMCAs, to specialized arts organizations such as community music centers and local museums. While an array of programs exist, the statewide landscape presents critical challenges and opportunities to reach the full potential of arts and cultural opportunities in Massachusetts. These challenges and opportunities include:

A lack of understanding of the importance of arts in after school programming. It is not widely understood that after school art programs reinforces and unleashes the potential in youth. As a result, greater attention is given to programs that focus directly on academic achievement and improving test scores, while arts programs are overlooked and under appreciated by a number of key constituency groups including parents and funders.

Inadequate funding, both public and private, to support arts-based after school programs. At the state level the ongoing challenge of insufficient funds to support arts and cultural after school programming remains. When funding sources do emerge, there is a lack of time allotted for adequate planning to develop effective collaboration between arts organizations and after school providers. As a result, there are lots of effective arts after school programs that do not survive due to lack of funding. In addition, it is difficult to find support for arts-based after school programs outside of the Boston area, as several of the major private funders in the after school arena restrict their funding to the Boston area, and most corporate funders are also located in the Boston region.

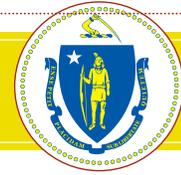
Recognition of Massachusetts as a leader in arts after school programming, due in large part to the depth and breadth of the cultural institutions in the state. Other states around the country look to Massachusetts as a state with a unique availability of cultural resources. The state has had a disproportionately large number of Coming Up Taller Awards, an award that recognizes exemplary arts after school programs. Under the leadership of the Massachusetts Cultural Council (MCC) the state can take advantage of this opportunity, as MCC has a proven track record of stewardship of after-school funds through its Youth Reach Program. State leadership should maximize these resources to increase the availability of arts after-school opportunities across the state.

Arts and cultural programming can be a powerful tool to help young people make sense of the challenges they face. Meaningful experiences in the arts and humanities can help foster positive growth that is essential to becoming a successful adult. There is an important opportunity for Massachusetts to recognize the importance of arts in after school programming and to increase the state's commitment to making these opportunities available to more youth around the state.

"It is not widely understood that after school art programs reinforces and unleashes the potential in youth."

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<http://www.massculturalcouncil.org/programs/youthreach.html>

America For the Arts: YouthARTS
<http://www.americansforthearts.org/YouthARTS>

About the Author

Julia Gittleman, Ph.D. is a Principal of Mendelsohn, Gittleman & Associates, a small consulting firm that specializes in best practice research, program evaluation and strategic planning. Before forming MGA with Tom Mendelsohn, Julia began her career as a direct service provider, and then spent more than a decade designing and managing human service programs. At Crittenton Hastings House she held a number of positions over eleven years, most recently as the Chief Program Officer/Vice President of Programs. Julia has a doctorate in social policy from the Heller School at Brandeis University where her research concentrated on welfare, substance abuse and family policy.

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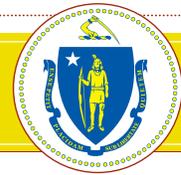
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Making the Case: Quality Afterschool Programs Matter

Georgia Hall, PhD, Diane Gruber, MA, National Institute on Out-of-School Time
Wellesley Centers for Women, Wellesley College

Program Quality – The Key to Positive Outcomes

There is broad agreement that afterschool programs can play a significant role in supporting the development of young people. But to do so it is critical that the program be of high quality. A high quality afterschool program can have strong positive effects on children’s academic, social, and emotional lives and this can be especially true for at-risk youth. Some research suggests that what students do during the out-of-school time hours has as much bearing on their success as what they do during the school day.¹

Child and adolescent development unfolds in dramatic and predictable ways. Development is influenced by family, community, and the support and guidance available. In order for children and youth to succeed and sustain a positive and healthy trajectory through adolescence and young adulthood, they need support across a range of developmental outcomes. These five domains can be summarized as cognitive/academic; vocational; physical; social/emotional; and civic/cultural development.² Afterschool programs can be one of the important contributing settings to providing the critical experiences and relationships in these domains that keep children and youth on a positive and healthy path to adulthood.

There is growing recognition that participation in high-quality afterschool programs is associated with better grades, work habits, task persistence, and social skills; and that benefits appear to intensify as children and adolescents continue their involvement over a succession of years.³ Recent reviews of afterschool program evaluations done on well-run and effective afterschool programs showed that participation in quality afterschool programs improved youths’ feelings of self-confidence, self-esteem, attitude towards school, school grades, achievement test scores, and reduced problem behaviors.⁴ Some of the most desirable features of learning environments—such as intrinsic motivation, flexibility, and multiple learning arrangements—are characteristics of quality afterschool programs.⁵ These findings point to the vital importance of investment in afterschool programs and the benefits of participation in high quality programs.

“Afterschool programs can be one of the important contributing settings to providing experiences and relationships that keep children and youth on a positive and healthy path to adulthood.”

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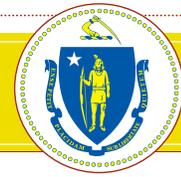
³ Vandell, D., Reisner, E., Pierce, K., Brown, B., Lee, D., Bolt, D., & Pechman, E. (2006). The study of promising after-school programs: Examination of longer term outcomes after two years of program experiences. Madison, WI: University of Wisconsin – Madison.

⁴ Durlak, J., & Weissberg, R. (2007). The impact of after-school programs that promote personal and social skills. Chicago, IL: Collaborative for Academic, Social, and Emotional Learning. In the Durlak and Weissberg study quality programs were identified as those that used evidence-based training approaches to promote personal and social skills. These approaches to skill development are sequential, active, focused, and explicit (SAFE).

⁵ Hall, G., Yohalem, N., Tolman, J., & Wilson, A. (2002). How afterschool programs can most effectively promote positive youth development as a support to academic achievement. White Paper commissioned by the Boston After-School for All Partnership. Boston, MA: After-School for All Partnership. Also available from www.wcwonline.org.

**THE MASSACHUSETTS SPECIAL COMMISSION ON
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Senator Thomas McGee
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**FALL 2007
ISSUE BRIEF**

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What Makes a Quality Program?

In recent years, close study of the afterschool field has begun to define what is needed for a young person to have a quality experience during the out-of-school time program hours. Quality afterschool programs incorporate what is commonly referred to as a youth development approach. This approach focuses on what children and youth need as they mature into responsible and caring adults. The National Collaboration for Youth Members defines the youth development approach as an engagement strategy which prepares children and youth “to meet the challenges of adolescence and adulthood through a coordinated, progressive series of activities and experiences which help them to become socially, morally, emotionally, physically and cognitively competent”. High quality programs strive to incorporate a positive youth development approach into their programs by incorporating program features that maximize positive and healthy development. These program features align with the key features of positive developmental settings established by the National Research Council and Institute of Medicine: (1) Physical and Psychological Safety; (2) Appropriate Structure; (3) Supportive Relationships; (4) Opportunities to Belong; (5) Positive Social Norms; and (6) Support for Efficacy and Matterring.

Features of afterschool programs such as staffing, leadership, communication, planning, physical and financial resources, family and school relations, and programming can vary in quality and collectively contribute to the delivery of experiences to children and youth. Findings from the Massachusetts Afterschool Research Study (MARS) showed that program quality across the state of Massachusetts is uneven unrelated to geographic location, auspices, or program mission. Several recent studies including MARS, have shed light on the association between program features and high quality program experiences. From these studies we can summarize that the following program characteristics and features cut across all high quality programs and are the non-negotiables of program quality:

- More highly educated and highly paid staff.
- More highly educated program directors.
- Lower staff turnover.
- Smaller group sizes for activities and lower staff/child ratios.
- Good connections with schools such as understanding of school objectives, and good relationships with principals and teachers.
- Continuous program evaluation of progress and effectiveness.

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⁶National Collaboration for Youth Members at www.collab4youth.org.

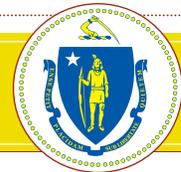
⁷National Research Council and Institute of Medicine. (2002). Community programs to promote youth development. Jacquelynne Eccles and Jennifer Appleton Gootman (Eds.). Washington, DC: National Academy Press.

⁸Intercultural Center for Research in Education and National Institute on Out-of-School Time. (2005). Pathways to success for youth: What counts in after-school. Boston, MA: United Way of Massachusetts Bay. The Massachusetts Afterschool Research Study (MARS) was a comprehensive state-wide study of 78 afterschool programs designed to examine the links between afterschool program features and youth outcomes.

⁹Hammond, C., & Reimer, M. (2006). Essential elements of quality after-school programs. Clemson, SC: National Dropout Prevention Center/Network. Vandell, D., Reisner, E., Pierce, K., Brown, B., Lee, D., Bolt, D., & Pechman, E. (2006). The study of promising after-school programs: Examination of longer term outcomes after two years of program experiences. Madison, WI: University of Wisconsin – Madison.

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- Use a variety of content delivery strategies such as engaging activities, opportunities for cognitive growth, and opportunities for child and youth autonomy.
- Have established clear goals.

Ensuring Program Quality Through the Use of Standards

Guidelines for establishing quality and measurement tools to assess program effectiveness do exist. Researchers assert that the “field is reaching consensus on a set of core practices, and has developed instruments that measure these practices.” Various states, municipalities and individual organizations have crafted standards to address program quality, build staff capacities, and ensure accountability. One well known example of quality standards are those developed in 1998 by the National Afterschool Association (formerly NSACA). These standards outline the best practices in out-of-school time programs for supporting and enhancing the overall development of children and youth ages 5-14 years. In almost all cases, standards address key areas such as environment, staff relationships, programming, and youth engagement.

Many programs use observational tools and other forms of program assessment to gather important information about how the program is doing and to identify areas of strength and areas for improvement. Researchers at the Forum for Youth Investment (2007) provide detailed information about seven tools that can be used to measure quality program practices and facilitate program improvement in the out-of-school time field. The assessment process can be done by the program or outside observers. In Massachusetts, 21st Century Community Learning Center programs utilize the Assessing Afterschool Program Practices Tool to measure program quality and practices.

Investing in Quality

In order to provide children and youth with the experiences they require to become productive citizens, a rich variety of high quality programs are needed to effectively meet the range of consumer preferences and provide expected child and youth outcomes. Today not all children and youth have access to high quality programs, and existing programs need better resources and incentives to reach and maintain quality. Polling data by Public Agenda found that parents in poorer families and those from minority backgrounds are far more dissatisfied than others with the quality of afterschool program options.

It is essential that current efforts to support children and youth during the out-of-school time hours emphasize program quality. The quality of an afterschool program is critical to reaching outcomes that are proven to be good for children and youth. The challenge facing the policy makers in Massachusetts is how to stimulate, support, and sustain program improvement towards the achievement of the agreed upon quality standards and practices. Increasing the state’s capacity to support high quality programs necessitates creating a comprehensive and sustainable

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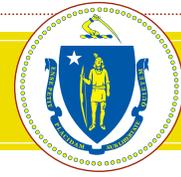
¹⁰Granger, R., Durlak, J., Yohalem, N., & Reisner, E. (2007, pg. 11). Improving after-school program quality. New York, NY: William T. Grant Foundation.

¹¹Wallace Foundation. (2005). Quality that lasts. A Discussion Paper for The Wallace Foundation Symposium on Out-of-School Time Learning, Washington, DC.

¹²Duffett, A., Johnson, J., Farkas, S., Kung, S., & Ott, A. (2004). All work and no play? Listening to what kids and parents really want from out-of-school time. New York, NY: Public Agenda.

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infrastructure that could bring together systemic features such as cross-agency approaches for serving children and youth ages 0-22, and investments in professional development strategies and continuous program improvement. Now is a critical moment for the state to assess its commitment to building the quality of afterschool program opportunities in the state, and strategically examine the related challenges and opportunities.

Related Resources

- A New Day for Learning. A Report from the Time, Learning, and Afterschool Task Force. January 2007. C.S. Mott Foundation.
- Essential Elements of Quality After-School Programs. Cathy Hammond and Mary Reimer. January 2006. Communities in Schools.
- Family Involvement in Middle and High School Students' Education. Harvard Family Research Project. No. 3. Spring 2007.
- Links to Learning. A Curriculum Planning Guide for After-School Programs. National Institute on Out-of-School Time. 2005. School-Age Notes.
- Measuring Youth Program Quality: A Guide to Assessment Tools. Nicole Yohalem and Alicia Wilson-Ahlstrom. March 2007. Forum for Youth Investment.
- Moving Towards Success: Framework for After-School Programs. May 2005. C.S. Mott Foundation.
- The NAA Standards for Quality School-Age Care. 1998. School-Age Notes.

About the Author

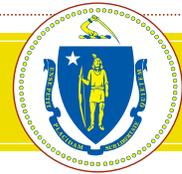
Georgia Hall is Senior Research Scientist and Diane Gruber is Research Associate at the National Institute on Out-of-School Time at the Wellesley Centers for Women at Wellesley College. The Centers are home to an interdisciplinary community of scholars and theorists engaged in action, research, theory building, publication, and training.

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Back to the Future: Engaging Older Youth

*Georgia Hall, PhD, Diane Gruber, MA, National Institute on Out-of-School Time
Wellesley Centers for Women, Wellesley College*

How older youth spend their time during the out-of-school time hours is a primary issue for parents, youth development and education professionals, and policy-makers. Late adolescence has been “noted as particularly important for setting the stage for continued development through the life span as individuals begin to make choices and engage in a variety of activities that are influential on the rest of their lives” (Zarrett & Eccles, 2006, pg. 13). Research shows that juvenile crime rates almost triple between the hours of 3:00 p.m. and 6:00 p.m., and as many as 50% of teens experiment with cigarettes and/or alcohol and are more likely to use drugs during these hours (Fight Crime: Invest in Kids, 2006). Participation in high-quality afterschool programs has been shown to decrease juvenile crime rates and involvement in risky behaviors (National Youth Violence Prevention Resource Center, 2002). Research suggests that teens are less likely to engage in risky behaviors when they are engaged in pro-social behaviors and participating in activities in environments where they feel respected and supported. It seems evident that participation in high-quality afterschool programs can be as beneficial to youth ages 13-17 as it is for traditional school-age participants.

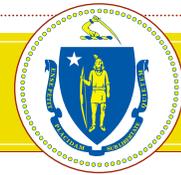
Although over 6 million children are enrolled in afterschool programs, only 8% are teens in grades 9-12 (Afterschool Alliance, 2006). Findings from a three-city study, showed only half of 16- to 17-year-olds and one-third of 18- to 19-year-olds reported being engaged constructively after school (Sipe, Ma, & Gambone, 1998). Program participation drops off in middle school, ostensibly because older youth are not interested in formal afterschool programs (Forum for Youth Investment, 2003). However, many youth would actually prefer to participate in structured activities should they be available. Nationally, more than half of teens wish there were more community or neighborhood-based programs available after school, and two-thirds of those surveyed said they would participate in such programs if they were available (Penn, Schoen & Berland Associates, 2001).

There have been significant investments in Massachusetts, both public and private, in out-of-school time programs that seek to improve outcomes for youth. However, most of these investments focused on the needs of younger children. Funding sources have tended to adhere to a philosophy that investments are most worthwhile when made at the earliest possible intervention level. So, funding for out-of-school time programs is skewed more towards younger school-age and middle school youth with the expectation that positive impacts are more likely and visible. Afterschool has also been framed in the public eye as a support to working parents (Forum for Youth Investment, 2003). The apparent need for parent support diminishes as youth age and are considered capable of caring for themselves. The high school itself has historically been seen as a source of multiple and diverse afterschool opportunities including sports teams, music groups, arts, etc. However, budget shortfalls have decimated high school extracurricular activities or in many cases attached participation fees that eliminate participation for many lower income youth.

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“Programs for high school age youth are most successful when youth-workers are creative, well-trained, skilled at building relationships, and can make long-term commitments to programs.”

There is strong consensus among afterschool leaders regarding components of effective high school age youth programs. Programs for older youth cannot be the same as elementary and middle school programs. The characteristics and capabilities of the youthworker are paramount to program success, and programs for high school age youth are most successful when youthworkers are creative, well-trained, skilled at building relationships, and can make long-term commitments to programs.

Finding and retaining the right staff is critical to helping youth participants develop and sustain an interest in program participation. Many programs strive to engage young people initially on a social level through interactions with staff. Once engaged, the programs then offer teens high-yield learning opportunities such as computer and music technology.

In general, programs appear to be most successful in reaching high school age youth and sustaining their interest when:

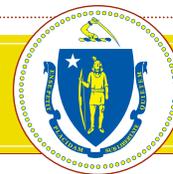
- Older youth feel a sense of independence as part of participation in the program, particularly financial independence through earning wages or a stipend.
- Youth voices are listened to and incorporated in decision-making.
- Programs offer employable skills, such as office work skills, and include preparation for or direct connection to job training and employment.
- Youth have opportunity to interact with community and business leaders.
- Schools and principals are active partners.
- Participation includes receiving assistance in navigating the post-high school experience.
- Youth are introduced to the world outside their local neighborhood (Hall, Israel, & Short, 2004).

A number of studies have been conducted to collect direct input from teens about their interests in the content and structure of afterschool program opportunities. During focus groups conducted in Boston, teens indicated ten program characteristics that were most important to them. Teens commented, “It is important to me that my afterschool program...”

- Is fun.
- Teaches new skills.
- Has caring teachers/group leaders.
- Makes me feel safe.
- Is open during hours that fit my schedule.
- Let’s me meet new people.
- Has some of my friends who attend.
- Has young people who work there.
- Has different people than at school.
- Teaches me how to get along with others (Innovation by Design and Center for Teen Empowerment, 2002).

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Today's older youth want to have a sense of control in how they spend their time, and they "exhibit a strong need for individuality and self-expression" (Fox, 2004a). Older youth seek programs that can help develop their interests, expand current skills, and teach new ways to adapt the skills they have into real-world activities. For many teens being a part of something that is meaningful and "demonstrates their growing sense of responsibility" is essential (Fox, 2004b). Throughout the research and literature the most salient program feature mentioned by older youth is the presence of supportive relationships which contribute to youth feeling free to be themselves and accepted for who they are. Initially, new and exciting activities may draw them to an afterschool program, but ultimately the relationships they develop are what keep them engaged. (Barr, Birmingham, Fornal, Klein, & Piha, 2006).

Findings from the The After School Corporation's multi-year evaluation of their high school afterschool programs showed that teens who were highly engaged in the afterschool program activities attributed program success to three main program characteristics: (1) high-quality staff/peer interactions; (2) self-directed activities where teens could gain leadership; and (3) projects and activities that provided opportunities for social and interpersonal growth (Birmingham & White, 2005).

The Partnership for 21st Century Skills notes that in order to thrive in the world today, young people need higher-end skills, such as the ability to communicate effectively beyond their peer groups, analyze complex information from multiple sources, write or present well-reasoned arguments, and develop solutions to interdisciplinary problems (Partnership for 21st Century Skills, n.d.). Older youth must be on a path of preparation towards spending their adult lives in a multi-tasking, multi-faceted, technology-driven, diverse workforce environment, and they must be equipped to do so (Partnership for 21st Century Skills, 2004). Considering the current challenges facing the public education system and disparity in student achievement levels, "the nonschool hours are an underused tool in supporting older youth in their transition to adulthood" (Yohalem, Wilson-Ahlstrom, Ferber, & Gaines, 2006).

Public policy related to meeting the needs of older youth during the out-of-school time hours must be aligned with the developmental needs of older youth and include strategies to support financial incentives, school credit, alternative pathways to credentials, participation flexibility, and sustained funding (Yohalem et al., 2006). Local investment and policy priorities should focus on increasing the capacity, scope, and effectiveness of older youth serving organizations by supporting: (1) partnerships between high schools and community organizations; (2) increasing opportunities for youth voice and contribution; (3) establishing a formal structure for staff development, professional recognition, and training; and (4) developing and organizing technical assistance to match the specific needs of programs (Hall et al., 2004).

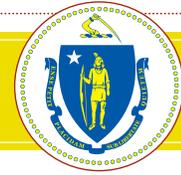
The state should continue to build upon funding initiatives such as the new grant program at the Department of Public Health (Prevention of Youth Violence Through Promotion of Positive Youth Development) which recognizes the critical need for a positive youth development approach at the cornerstone of youth supports and services.

Efforts to train and support youth development workers must be continued and expanded. The

"Throughout the research and literature the most salient program feature mentioned by older youth is the presence of supportive relationships which contribute to youth feeling free to be themselves and accepted for who they are."

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BEST Initiative, a project of the Medical Foundation, is one of 15 BEST sites around the country. BEST offers a Youth Worker Certificate Program, providing training in the youth development approach and the basic competencies of youth work. Over 300 youth workers in the Boston area have completed the BEST Training Certificate Program, including workers from residential programs, afterschool programs, health programs, peer leadership programs, and traditional recreational and multi-service programs.

The School Age Youth Development credential (SAYD) for youth development and afterschool professionals, sponsored by Achieve Boston, was launched in January 2007. SAYD is a competency-based credential which includes a three-part sequence of college coursework, community-based training, and direct field experience. With the implementation of the SAYD credential, Achieve Boston hopes to improve the overall quality of afterschool and youth programs by ensuring that program staff at all levels have access to comprehensive educational opportunities that enable them to strengthen their skills, develop their knowledge base, and advance along their chosen career path.

There is truly hard work ahead to develop and bring together sufficient quantity of high quality out-of-school time opportunities for older youth. Recognition that we are at a significant juncture of unmet needs and stretched resources, should serve as a critical motivator and guidepost to continuously push forward towards a coordinated, inclusive, and informed funding and policy strategy for serving older youth in Massachusetts.

“Efforts to train and support youth development workers must be continued and expanded.”

Program Profiles

United Teen Equality Center (UTECE), Lowell

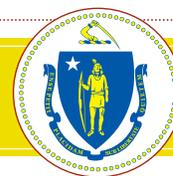
United Teen Equality Center (UTECE) in Lowell was established in 1999 and provides a safe and multicultural place of belonging for Lowell’s young people ages 13-23, particularly those most often overlooked and labeled as “at-risk.” UTECE has a balanced approach to youthwork and frames itself as a “by teens, for teens” safe-haven, youth development programming, and youth organizing center. Over 1000 young people participate in the opportunities and activities offered through the four main centers of programming: Streetwork, Youth Development, The Open School, and Youth Organizing. Activities include intervention services, enrichment classes, GED and employment preparation, and training to create systemic change in the Lowell community. UTECE is a private/public/community partnership that has successfully reached out to young people using a youth development approach and creates opportunities to best support them in becoming agents of social change and organizers in the community. www.utec-lowell.org

The Holyoke Youth Commission, Holyoke

The Holyoke Youth Commission is sponsored and supported by the Holyoke Youth Task Force of the Holyoke Mayor’s Office. The Commission which is made up of about 20 youths ages 13-21 meets weekly at City Hall Annex and regularly with the Mayor. Youth participate from a variety of afterschool groups, middle schools, and high schools and reflect the economic and racial diversity of Holyoke. Accomplishments of the Youth Commission include organizing Youth Summits, managing a mini-grants competition for local youth groups, organizing a

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Co-Chairs



**FALL 2007
ISSUE BRIEF**

speak-out on racism, and starting up the Youth Commission Recreation Basketball League.
www.youthtaskforce.org/holyokeyouthcommision.html

Roca, Chelsea

Roca began in 1988 and is human development and community building organization committed to serving the most disenfranchised and disengaged young people ages 14-24 in the communities of Chelsea, Revere, and East Boston. Roca means “rock” in Spanish and represents Roca’s belief that we can “be the change.” Roca connects over 600 young people into educational, employment, and life skills programming every year to help them re-engage in society. Roca serves an additional 450 young people and parents through education and training, and provides one-time outreach and education to 20,000 community members. Roca believes that by promoting values such as belonging, generosity, competence, and independence, young people can become self-sufficient and live out of harm’s way. Activities and supports offered at Roca include: literacy and MCAS preparation, peacemaking circles, employment training, community organizing, and community collaboration initiatives.
www.rocainc.org

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Related Resources

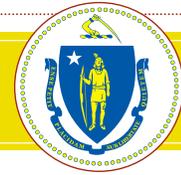
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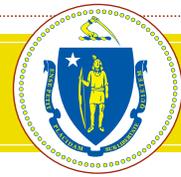
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ISSUE BRIEF
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THE MASSACHUSETTS SPECIAL COMMISSION ON
AFTER SCHOOL AND OUT OF SCHOOL TIME

Senator Thomas McGee
Representative Marie St. Fleur
Co-Chairs



FALL 2007
ISSUE BRIEF

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These briefs were made possible through a generous grant by the Nellie Mae Education Foundation.

Access to Afterschool Programs: Overcoming the Barriers to Getting Youth “in the Door”

Priscilla Little, Harvard Family Research Project, Harvard University

Introduction

Afterschool programs can keep children and youth safe, support working families, improve academic achievement, and promote the civic and social development of young people (for more information, see *The Realm of Afterschool* in this series). Indeed, according to recent polling data of afterschool care arrangements for children in kindergarten through twelfth grade, 6.5 million children are enrolled in after school programs nationwide and therefore are poised to reap the benefits of program participation.¹ However, an estimated 14.3 million children and youth K-12 that still care for themselves in the non-school hours,² thus not experiencing the unique opportunities that afterschool programs provide for learning, development, and safety. In Massachusetts alone, an estimated 5,700 school-age children ages 5-13 that are waiting for afterschool services.³ Further, there are discrepancies in access to programs that impede equitable participation across youth of diverse backgrounds. Public Agenda reports that program participation varies widely between low- and higher-income children, as well as between minority and non-minority children. Low-income and minority parents are considerably less likely to report that it is easy to find programs that are affordable, run by trustworthy adults, conveniently located, of high quality, and/or interesting to their child.⁴

So, while there is evidence that children and youth enrolled in afterschool programs are poised to reap their benefits, there is also evidence that many children and youth who would benefit from participation in an afterschool program are not doing so, and that low attendance is the norm in many afterschool programs. Why?⁵

First and foremost, many children and youth who would benefit most from program participation are not even getting in the door. This issue brief provides an overview of six common access barriers: affordability; the need to “hang out”; transportation; poor program quality; work; and, family factors. It concludes with a set of policy recommendations for improving access, particularly for disadvantaged children and youth. Unless otherwise cited, information regarding the research referenced in this brief can be found in the Related Resources section.

Six Access Barriers

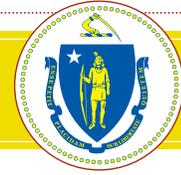
Participation in afterschool activities reveals a consistent pattern of “winners and losers” with significant demographic differences in activity participation across a range of non-school supports including sports, school clubs, and school-based and community-based after school programs.⁶ Highlights from analyses of two nationally representative data sets reveal that children and youth whose families have higher income and more education are the “winners,” and their less-advantaged peers are the “losers.”

“6.5 million children are enrolled in after school programs nationwide and therefore are poised to reap the benefits of program participation.¹¹ However, an estimated 14.3 million children still care for themselves in the non-school hours.”

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Specifically, children and youth whose families have higher incomes and more education:

- are more likely to participate in afterschool activities
- do so with greater frequency during the week
- participate in a greater number of different activities within a week, or a month
- are more likely to participate in enrichment programs, while their disadvantaged peers are more likely to participate in tutoring programs, thus not reaping the benefits associated with enrichment experiences.

Why are children and youth from lower-income and less-educated families consistently less likely to participate in a range of potentially beneficial activities and settings, including both school-based activities and community-based groups? Below are some of the common reasons that children and youth do not participate in afterschool programs.⁷ The first four barriers cut across age groups; the last two are particularly relevant to older youth.

(1) Affordability. As described above, children and youth from higher income families appear to participate in virtually all non-school programs and activities more than children and youth from lower income families. This suggests a continued need to target non-school resources to disadvantaged children and youth, who are far less likely to participate in activities such as lessons, sports, and clubs. Given the evidence (cited above) of unmet demand for affordable afterschool programs there exists a clear need to expend resources and recruitment efforts toward that population.

(2) A desire to relax and hang out with friends after school. As the school day has become more demanding for students, and as districts, states, and the federal government have raised achievement standards and made schools accountable to meet those standards, now, more than ever, children and youth need “down time.” While some afterschool programs can and do incorporate “down time” into their programming, many children and youth perceive afterschool to be an extension of school and shy away from attending programs. Programs that offer time to “hang out,” particularly those in a community-based rather than school-base setting, may have the best chance to attract and retain youth, particularly as they get older.

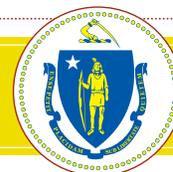
(3) Transportation and safety. Transportation is a key barrier to program participation. Programs struggle to provide safe transportation for students for a number of reasons: transportation costs, distance from school to afterschool, and lack of public transportation, particularly in rural areas. A related barrier is safety – many parents do not feel that their children can travel safely to and from their afterschool programs, particularly in low-income neighborhoods where resources are scarce and crime is high. Some programs have overcome these barriers by attaining transportation vouchers from local bus companies; developing a “buddy system” for older youth to escort younger children; and by targeting services to the children and youth in the particular neighborhood in which the program is situated.

(4) Poor quality programs. Many youth “try out” afterschool programs, but become bored with them. The adage that children and youth “vote with their feet” is completely true and when

“Participation in after-school activities reveals a consistent pattern of “winners and losers” with significant demographic differences in activity participation across a range of non-school supports.”

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word gets out that a program is “no good,” then enrollment drops. Three key messages regarding program quality need to be conveyed to families and their children and youth: (1) the program will keep children and youth physically and psychologically safe; (2) staff are caring and committed to developing positive youth-adult relationships; (3) the program will engage children and youth in a range of age-appropriate enrichment activities that will support learning and development. (For a more complete discussion of program quality, see Making the Case for Quality.)

(5) Work. Teen employment is a reality for many low-income families who rely on that income for the entire family. Approximately 40% of 16 and 17 year olds work during the school year, and one-quarter of these work 20 or more hours a week. In general, a reasonable amount of paid work does not seem to negatively affect teens’ school-related outcomes, but it reduces the time they have to spend on other activities like participation in afterschool programs. High school afterschool programs, then, must compete with jobs for teens’ time. Some programs for older youth employ an apprenticeship model and offer stipends for participation in internships. Others offer them financial incentives for their participation in OST programs.

(6) Family factors and responsibilities. Adolescents with less enriching home environments are the least likely to participate in afterschool activities, suggesting that recruiting youth into afterschool programs is more complicated than just getting them to sign up; it sometimes involves working with families to help them understand the value of participating in nonschool supports for learning. Further, family responsibilities such as chores or caring for siblings interfere with participation in afterschool programs. When parents in disadvantaged families work, adolescents often need to take care of their younger siblings during the after school hours. For example, in some evaluations of welfare-to-work programs, the only group of adolescents who experienced gains in participation in formal after school activities were those without younger siblings. This indicates that when parents get paid employment, many adolescents can no longer participate in after school programs because they need to take care of their younger siblings. Some programs have overcome this barrier by accepting the younger siblings of teens into a program, while maintaining developmentally appropriate programming for the older youth.

“When parents in disadvantaged families work, adolescents often need to take care of their younger siblings during the after school hours, this limiting their ability to participate in after-school programs.”

Considerations for Improving Access to Afterschool Programs

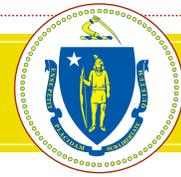
Inequity in access to nonschool supports, such as afterschool programs and activities, can limit opportunities for some youth to engage in positive development experiences, and thus perpetuate chronic achievement gaps, especially for low-income and ethnic minority youth.¹⁰ Moving forward, it is imperative that afterschool program leaders and policymakers alike seriously examine the growing evidence base that disadvantaged youth are less likely to participate in afterschool programs and activities than their more advantaged peers. Below are some policy considerations for improving access.

(1) Understanding who participates, and why, will inform our understanding of access issues.

Understanding the predictors of participation in the State is critical in order to better target services to those who need it the most. Of particular importance is getting a handle on existing statewide wait lists such as from the Massachusetts Department of Early Care and Education and map those against available slots. Continuing to encourage programs to conduct needs assessments,

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including capturing the voices of children and youth and what they say is important to them, is essential to ensure equity in access to programs, especially for under-served and at-risk children and youth.

(2) Afterschool program leaders need to ramp up their efforts to attract and sustain disadvantaged children and youth in general, and pay particular attention to specific ethnic groups and special needs populations. Traditional methods of recruitment do not work well for some children, youth and their families, and program leaders and youth practitioners may need to conduct more tailored and targeted recruitment efforts to reach those who are least likely to participate. Further, recruitment and retention challenges exists across a wide range of activities, including recreation programs, school-based activities, and sports. No single type of afterschool program is “off the hook” from needing to address these challenges.

(3) Participation in programs is inextricably linked to program quality. Any statewide policy effort to improve access and participation must incorporate attention to supporting and improving program quality. This includes promoting the use of statewide quality assessment tools, supporting an integrated professional development system, and providing incentives for quality improvement efforts.

(4) Decision makers need to take a systemic view of participation. Afterschool programs are not the only places where children and youth learn and grow in their non-school hours. To fully understand participation and its impacts on learning and development, it must be examined in the context of where else children and youth are spending their time—in families, in schools, and in other community-based organizations. Only when there is a systemic understanding of, and partnership among, the full array of complementary supports for youth and their families, can participation in afterschool programs truly be understood. This is especially true for children and youth with special needs and English language learners. All this means understanding and making available many options for children and youth in the non-school hours, including afterschool programs and expanded learning time, to best accommodate their developmental needs.

“Three key messages regarding program quality need to be conveyed to families and their children and youth: (1) the program will keep children and youth physically and psychologically safe; (2) staff are caring and committed to developing positive youth-adult relationships; (3) the program will engage children and youth in a range of age-appropriate enrichment activities that will support learning and development.”

Related Resources

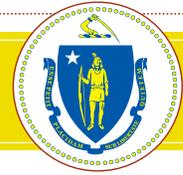
Information regarding the research referenced in this brief can be found in the following resources:

Moving Beyond the Barriers: Attracting and Sustaining Youth Participation in Out-of-School Time Programs. (Written by Priscilla Little and Sherri Lauver, 2004). This brief culls information from several implementation and impact evaluations of out-of-school time programs to develop a set of promising strategies to attract and sustain youth participation in the programs. Available on the web at: <http://www.gse.harvard.edu/hfrp/projects/afterschool/resources/issuebrief6.html>

What are Kids Getting Into These Days?: Demographic Differences in Youth OST Activity Participation. (Written by Harvard Family Research Project (HFRP) staff, 2006). HFRP used national data to examine the many factors and contexts in children's lives that predict participation. This research brief distills findings about demographic characteristics of youth participants includes implications for practitioners, policymakers, and researchers. Available on the web at: <http://www.gse.harvard.edu/hfrp/content/projects/afterschool/resources/demographic.pdf>

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Participation in Youth Programs: Enrollment, Attendance, and Engagement. This issue of *New Directions in Youth Development* (No. 105, May 2005), edited by Harvard Family Research Project staff, proposes that to fully understand, and then intervene to improve participation in out-of-school (OST) programs, issues of access, enrollment, and engagement must be considered, and in the context of program quality. Chapters provide research-based strategies on how to increase participation, and how to define, measure, and study it, drawing from the latest developmental research and evaluation literature. Available for ordering at: <http://www.wiley.com/WileyCDA/WileyTitle/productCd-0787980536.html>

¹ Afterschool Alliance. (2004). *America After 3 PM: A Household Survey on Afterschool in America. America After 3 PM Executive Summary*. Retrieved November 16th, 2004 from http://www.afterschoolalliance.org/press_archives/america_3pm/Executive_Summary.pdf.

² Afterschool Alliance, 2004.

³ Massachusetts Special Commission Progress Report. August 2007.

⁴ Duffett, A. & Johnson, J. (2004). *All work and no play?*. New York City, NY: Public Agenda.

⁵ Lauver, S., Little, P., And Weiss, H. (2004). *Moving beyond the barriers: Attracting and sustaining youth participation in out-of-school time programs*. Harvard Family Research Project: Cambridge, MA. <http://www.gse.harvard.edu/hfrp/projects/afterschool/resources/issuebrief6.html>

⁶ This information is based on research conducted by the Harvard Family Research Project on the contextual predictors of participation in out-of-school time. For a complete description of the study and its methodology, visit the HFRP website at: http://www.gse.harvard.edu/hfrp/projects/ost_participation.html

⁷ This set of barriers is based on research conducted by the Harvard Family Research Project. For a full description of the research methodology visit our website at [HFRP.org](http://www.hfrp.org).

⁸ Lerman, R. I. (2000). *Are teens in low-income and welfare families working too much?* Washington, DC: The Urban Institute. Available at www.urban.org/url.cfm?ID=309708.

Rothstein, D. S. (2001). Youth employment during school: Results from two longitudinal surveys. *Monthly Labor Review*, 124(8), 25–58. Available at www.bls.gov/opub/mlr/2001/08/art4exc.htm.

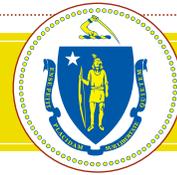
⁹ Gennetian, L. A., Duncan, G. J., Knox, V. W., Vargas, W. G., Clark-Kauffman, E., & London, A. S. (2002). *How welfare and work policies for parents affect adolescents: A synthesis of research*. New York: Manpower Demonstration Research Corporation. Available at www.mdrc.org/publications/69/overview.html.

¹⁰ Gordon, E., Brigdlall, B., and Meroe, S.A (Eds.). (2005). *Supplementary education: The hidden curriculum of high academic achievement*. New York, NY: Littlefield Publishers.

¹¹ Afterschool Alliance. (2004). *America After 3 PM: A Household Survey on Afterschool in America. America After 3 PM Executive Summary*. Retrieved November 16th, 2004 from http://www.afterschoolalliance.org/press_archives/america_3pm/Executive_Summary.pdf.

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About the Author

Priscilla Little is Associate Director of the Harvard Family Research Project (HFRP) at the Harvard Graduate School of Education (HGSE); is the project manager of HFRP's out-of-school time work; and is a part-time lecturer at HGSE. She is a national expert on research and evaluation of out-of-school time programs and how they can complement in-school learning and development. In addition to her out-of-school time research, Little is also well-versed in issues of early childhood, pre-K, and family involvement, currently evaluating a universal Pre-K initiative in California, conducting a cluster evaluation for Atlantic Philanthropies' integrated learning cluster, and working on a cross-project team to provide technical assistance to the Parental Information Resource Centers. This cross-disciplinary work gives Little a unique perspective on the importance of integrating a range of school and non-school components to support learning and development.

Issue Briefs in This Series:

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*Movement Matters: Promoting Health and Well-Being Afterschool
by Beth Beard*

ISSUE BRIEF

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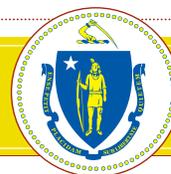
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The Realm of Afterschool... A World of Diversity

Priscilla Little, Harvard Family Research Project, Harvard University

Introduction

Growing public awareness that afterschool program participation can benefit all children and youth in their communities, as well as relieve parental concerns about safety, coupled with the increasing realization that schools alone are insufficient to close our nation's achievement gaps, all together shine the spotlight on afterschool as a place to support and complement learning and development. But what is afterschool and what are the potential benefits of participating in afterschool programs?

This working brief on the *Realm of Afterschool* provides a working definition of afterschool and highlights current research on its potential benefits to children and youth.

What...

Afterschool is the general term used to describe an array of safe, structured programs that provide children and youth with a range of supervised activities intentionally designed to encourage learning and development outside of the typical school day. The terms “school-age care,” “out-of-school time,” and “expanded learning opportunities” are sometimes used interchangeably with the term “afterschool.” Afterschool programs can support working families by keeping children and youth engaged and safe while parents work.

Afterschool as we know it today has grown out of three inter-related traditions of school-age child care, youth development, and school-based afterschool programs. These three traditions carry critical concepts in afterschool—safety, positive youth development, and academic enrichment and support. These converging traditions are responsible for a diverse range of afterschool program goals such as improved self-image and self confidence, improved academic performance, and improved engagement in learning.

Given the broad range of program goals, it follows that activities offered in afterschool programs across Massachusetts vary widely. They include academic enrichment, tutoring, mentoring, homework help, arts (music, theater, and drama), technology, science, reading, math, civic engagement and involvement, and activities to support and promote healthy social/emotional development. (Other briefs in this series examine programs that specifically focus on arts and on sports.)

Where...

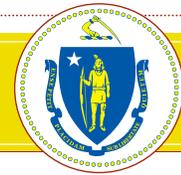
Afterschool programs occur in a variety of settings: schools, museums, libraries, parks districts, faith-based organizations, youth service agencies, county health agencies, and community-based organizations.

“Afterschool is the general term used to describe an array of safe, structured programs that provide children and youth with a range of supervised activities intentionally designed to encourage learning and development outside of the typical school day.”

¹ See, for example, Harvard Family Research Project. (2006). Building and evaluating out-of-school time connections. *The Evaluation Exchange*, 12(1-2). Cambridge, MA: Harvard Family Research Project. <www.gse.harvard.edu/hfrp/eval/issue33/index.html>

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When...

Afterschool programs occur before and after school, on the weekends, during school holidays, and in the summer. With the exception of weekend, holiday, and summer programming, most afterschool programs run for approximately 2-3 hours per day, 4-5 days per week. It is important to note that participation in afterschool programs is less consistent, with many students attending only 2-3 days per week on average. (Other briefs in this series examine participation more closely, and explore summer programming.)

Who...

Afterschool programs are designed for students in kindergarten through high school. Many programs serve a broad range of students, while others are targeted to specific age groups. (One brief in this series spotlights the issues of afterschool for older youth.)

Why...

Decades of research and evaluation studies, both from Massachusetts and the rest of the nation, as well as from large-scale, rigorously conducted syntheses looking across many research and evaluation studies, confirm that students who participate in afterschool programs can reap a host of positive benefits in a number of areas—academic, social/emotional, prevention, health and wellness, and community engagement. Below are highlights from key research studies.

Academic

Afterschool programs are in a unique position to support in-school academic learning, and are poised to do so without replicating the school day. Dozens of studies of afterschool programs point to the opportunity they afford children and youth to learn and practice new skills through hands-on, experientially-based learning. Quality afterschool programs that offer direct academic support such as tutoring and homework help, do so in an environment that fosters inquiry, critical thinking, and engagement in learning.

While it is true that many afterschool programs can support academic learning, this does not equate to holding programs accountable for moving the needle on academic performance measures such as standardized tests and grades. Across research and evaluation studies, academic impact is defined broadly to include a range of outcomes, not simply improvements on standardized testing and grades. Positive outcomes associated with participation include better attitudes toward school and higher educational aspirations; higher school attendance and less tardiness; less disciplinary action (e.g., suspension); better performance in school, as measured by achievement test scores and grades; greater on-time promotion; improved homework completion; and engagement in learning.

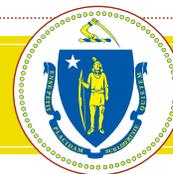
Social/emotional

Beyond academics, numerous afterschool programs are focused on improving youth social and developmental outcomes, such as social skills, self-esteem and self-concept, initiative and leadership skills, and a host of other outcomes. Here again, high-quality experimental research demonstrates significant improvements for children and youth on a variety of developmental outcomes.

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Across a number of studies, potential outcomes associated with participation include decreased behavioral problems; improved social and communication skills and/or relationships with others (peers, parents, and/or teachers); increased community involvement and broadened world view; increased self-confidence and self-esteem; development of initiative; and improved feelings and attitudes toward self and school.

Prevention

The hours from three to six o'clock present at least two potential hazards to a young person's development. First, those hours are associated with the peak time for juvenile crime and juvenile victimization; second, during those hours, teens are more likely to be having sex. At a minimum, then, participation in an afterschool program gets children and youth off the streets and under supervision, and potentially prevents some risky behaviors.

Specific positive outcomes associated with participation in afterschool programs include avoidance of drug and alcohol use; decreases in delinquency and violent behavior; and, increased knowledge of safe-sex and avoidance of sexual activity.

Health and Wellness

Afterschool programs are viewed as one of many places that can tackle the growing problem of obesity among our Nation's children and youth. Startling new statistics reveal that by 2010 almost 50% of America's children will be obese; further, almost two-thirds of American children get little or no physical activity. Can afterschool programs promise to reduce body mass index (the common measure for obesity)? Probably not, although some evaluations have demonstrated improvements on this measure. As with impacting academic achievement test scores, it takes more than a few hours a week of afterschool participation to move the needle on significant markers of change. But can afterschool programs contribute to healthy lifestyles and increased knowledge about nutrition and exercise? Absolutely.

Specific outcomes associated with participation in afterschool programs include better food choices, increased physical activity, and increased knowledge of nutrition and health practices.

Community Engagement

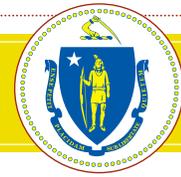
Afterschool programs are in a unique position to provide a bridge between children and youth and their communities. Engagement takes different forms: connecting afterschool program participants to local community-based organizations for community service projects such as neighborhood clean-up day; conducting a community asset-mapping activity to identify community strengths and areas where youth could focus their efforts on improving the community; working in cross-age programs with elderly or preschool neighborhood residents. Regardless of the specific community engagement effort, opportunities to get involved help to establish a spirit of civic engagement and lifelong sense of responsibility for one's community.

Specific outcomes associated with participation in afterschool programs which intentionally promote community engagement include: increased problem solving and conflict resolution skills; increased civic engagement; and increased awareness of community and world issues through attending to media coverage of important events.

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But What Does it Take?

While it is true that afterschool programs have the potential to impact a range of positive learning and developmental outcomes, the reality is that some do not. At least three factors contribute to the overall success of a program's ability to impact student outcomes—(1) access to and sustained participation in the program; (2) program quality, including intentional, explicit programming delivered by well-prepared staff; and (3) the relationship between the program and the other places where students are learning, such as schools, their families, and other community institutions. Other briefs in this series address some of these important topics (like program quality, and bridging school and afterschool), and how they relate to our ultimate goal of promoting afterschool as a means of improving the lives and the future of children and youth in the Commonwealth.

Related Resources

Information referenced in this brief can be found at:

Afterschool Alliance. (2006). *Active hours afterschool: Childhood obesity prevention and afterschool programs*. Washington, DC: Author. http://www.afterschoolalliance.org/issue_briefs/issue_obesity_24.pdf

Harvard Family Research Project. *Out-of-School Time Research and Evaluation Database*. Provides accessible information about research and evaluation work on both large and small OST programs to support the development of high quality evaluations and programs. <http://www.gse.harvard.edu/hfrp/projects/afterschool/evaldatabase.html>

Wimer, C. and Little, P. (in press). *After School Program Research and Evaluation: What We've Learned and Where We Need to Go*. A review of afterschool research and evaluation since 2003, spotlighting what we have learned about what works in afterschool.

Harvard Family Research Project. (2007). *Research Updates: Highlights from the HFRP Out-of-School Time Database*. These short briefs synthesize the latest information posted on the HFRP OST research and evaluation database web site, providing a quick way to stay on top of the latest OST research. <http://www.gse.harvard.edu/hfrp/projects/afterschool/resources/index.html#updates>

About the Author

Priscilla Little is Associate Director of the Harvard Family Research Project (HFRP) at the Harvard Graduate School of Education (HGSE); is the project manager of HFRP's out-of-school time work; and is a part-time lecturer at HGSE. She is a national expert on research and evaluation of out-of-school time programs and how they can complement in-school learning and development. In addition to her out-of-school time research, Little is also well-versed in issues of early childhood, pre-K, and family involvement, currently evaluating a universal Pre-K initiative in California, conducting a cluster evaluation for Atlantic Philanthropies' integrated learning cluster, and working on a cross-project team to provide technical assistance to the Parental Information Resource Centers. This cross-disciplinary work gives Little a unique perspective on the importance of integrating a range of school and non-school components to support learning and development.

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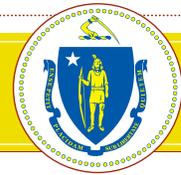
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ISSUE BRIEF

The Potential of Summer: Closing the Achievement Gap
by Dr. Beth Miller

THE MASSACHUSETTS SPECIAL COMMISSION ON
AFTER SCHOOL AND OUT OF SCHOOL TIME

Senator Thomas McGee
Representative Marie St. Fleur
Co-Chairs



FALL 2007
ISSUE BRIEF

The Massachusetts Special Commission on After School and Out of School Time has been created by the Massachusetts Legislature to help define what is needed to support the healthy development of children and youth in and out of school.

These briefs were made possible through a generous grant by the Nellie Mae Education Foundation.

The Potential of Summer: Closing the Achievement Gap¹

Beth M. Miller, Ph.D., Miller-Midzik Research Associates

In the public imagination, summer remains a time of relaxation, outdoor fun, camp songs, and vacations. However, research paints a very different picture of the summer months, as a time when some children have access to enriching experiences, while for others the resource “faucet” is turned off. This “opportunity gap” is directly related to the widening test-score achievement gap evident during the school year. In fact, for children from poor economic backgrounds, summer is a season of risks to health, development and learning.

The research on summer learning loss points to some surprising findings:

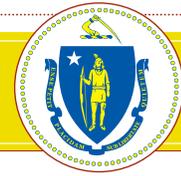
- **All children learn at similar rates during the school year, despite different social and school conditions.** Research on seasonal learning demonstrates that even struggling schools provide support for children’s educational achievement, and children are able to benefit from these experiences. On the other hand, for many children, summer is a time devoid of learning experiences.
- **All children experience summer learning loss in math skills.** A meta-analysis of existing studies by Cooper and his colleagues (see Resources) found that, on average, children lose about 2.6 months of grade-level equivalency in math skills over the summer.
- **Middle class children continue to build skills in literacy over the summer, while low-income children lose reading skills.** In the same study, Cooper found that children from middle-income families stayed even or gained in reading skills, while their low-income peers lost skills, resulting in an average gap of 3 months of learning between middle and lower class children each summer. Many other studies, stretching over the past hundred years, have similar results.
- **As summer learning losses accumulate over the school years, low-income students fall further and further behind.** In one major study, the gap in reading skills between children from poor families and those from affluent families grew from two months at the beginning of first grade to nearly two years by the end of fifth grade.
- **The accumulated skills losses due to lack of summer opportunities has long-lasting results for low-income students.** A recent extension of the Beginning School Study (see Alexander, Entwisle, and Olson, 2007, in Resources section) found that summer learning losses in the first five years of schooling were directly linked to whether students attended college preparatory classes, graduated high school, or attended four-year colleges. In fact, the impact of summer learning loss on long-term performance was twice as great as that of the preschool achievement gap.

“Learning is not just about retaining information: learning to think, solve problems, analyze information and situations, innovate, communicate, and work well with diverse individuals are all key skills needed in a global economy. The informal learning environments of many summer programs can be prime contexts for the development of these twenty-first-century skills for all young people.”

¹ This issue brief is based on the report: *The Learning Season: The Untapped Power of Summer to Advance Student Achievements*, commissioned by the Nellie Mae Education Foundation and available at www.nmedfn.org

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- **Children who do not have constructive opportunities during the summer are more likely to engage in risky behavior and have poorer physical health.** Decades of research indicates that children left on their own or in the care of siblings are more likely to become involved in substance abuse, truancy, and other risky behaviors. More recent research has found that children are more likely to become obese during the summer months, and the growing field of neuroscience points to the important brain development caused by regular exercise.

The research on summer learning loss points to the fact that enriching learning experiences make a difference year-round. Summer is key to creating educational equity as well as building healthy minds and bodies. At the same time, in an era of increasing global competition, all children need to achieve high standards, and not only in the oft-tested areas of math and reading. Learning is not just about retaining information: learning to think, solve problems, analyze information and situations, innovate, communicate, and work well with diverse individuals are all key skills needed in a global economy. The informal learning environments of many summer programs can be prime contexts for the development of these twenty-first-century skills for all young people.

Why Do Some Children Continue to Learn Over the Summer?

According to the “faucet theory,” children in both affluent and lower-income communities benefit during the school year, when learning resources are “turned on” for all children. But during the summer the public faucet is turned off, and the flow of resources to a child depends on what his or her parents can provide. While all families want the best for their children, there are significant differences between the resources that different families and communities can offer.

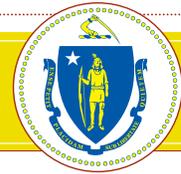
Middle class children, who typically maintain their reading skills over the summer, are involved in a wide variety of enriching opportunities with their families, relatives, and communities, including camp, vacation, and extracurricular activities. This fact suggests that remedial instruction in a school setting (e.g., summer school) is not required in order to maintain reading skills or to narrow the achievement gap.

Further research is needed to help us better understand how summer experiences support academic success, but existing knowledge from fields as diverse as neuroscience, cognitive development, and resiliency research suggest that there are multiple mechanisms for children’s summer learning, including: broadening children’s horizons and building background knowledge; building strong, caring relationships between children and adults; developing children’s positive cultural, ethnic, gender, and personal identities; providing engaging learning activities that give youth a chance to practice skills and make meaning of their knowledge; and building motivation through successful learning experiences in the arts, sports, or other areas. Such experiences add up to greater engagement in learning, during the summer and carrying over to the school year.

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What Can Be Done?

Given wide disparities in resources, families alone cannot close the summer opportunity gap. Communities, with public support, must take responsibility for providing opportunities for educational, enriching experiences for all children during the summer months.

Furthermore, there is growing evidence that well-designed, intentional summer programs can minimize loss of basic skills. Programs can provide the enriching experiences that lead to long-term increases in school attainment and achievement by building resiliency, initiative, and engagement in learning.

Recent research highlights the success of a “hybrid” approach to reducing summer learning loss that combine some typical aspects of both summer school and summer camp (see Borman et. al., and Chaplin and Cappizzano in Resources section). These programs embed intentional academic content into engaging, fun activities, delivered by trained staff in a context of close relationships and positive social dynamics.

Conclusion

While schools have a powerful impact on student development and learning, they cannot do it alone. For years we have known the powerful influence of family and community experiences on academic outcomes. It has been estimated that an 18-year-old has spent about 13 percent of his or her waking hours in school. If we care as a society about reducing the persistent economic and racial achievement gaps, about healthy development, and about world-class skills for all young people, then summer presents an exciting and potentially fruitful avenue for investment.

“...there is growing evidence that well-designed, intentional summer programs can minimize loss of basic skills. Programs can provide the enriching experiences that lead to long-term increases in school attainment and achievement by building resiliency, initiative, and engagement in learning.”

Resources

Alexander, K. L., Entwisle, D. R., & Olson, L. S. (2007). Lasting consequences of the summer learning gap. *American Sociological Review*, 72, 167-180.

Borman, G. D., Overman, L. T., Fairchild, R., Boulay, M., & Kaplan, J. (2004). Can a multiyear summer program prevent the accumulation of summer learning losses? In G. D. Borman & M. Boulay (Eds.), *Summer Learning: Research, Policies, and Programs* (pp. 233-254). Mahwah, New Jersey: Lawrence Erlbaum Associates.

Center for Summer Learning. Information, research, and resources at <http://www.summerlearning.org/>.

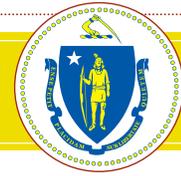
Chaplin, D., & Cappizzano, J. (2006). *Impacts Of A Summer Learning Program: A Random Assignment Study of Building Educated Leaders for Life (BELL)*. Washington, DC: The Urban Institute.

Cooper, H., Nye, B., Charlton, K., Lindsay, J., & Greathouse, S. (1996). The effects of summer vacation on achievement test scores: A narrative and meta-analytic review. *Review of Educational Research*, 66(3), 227-268.

Miller, B. M. (2007). *The Learning Season: The Untapped Power of Summer to Advance Student Achievement*. Braintree, MA: Nellie Mae Education Foundation. Available at www.nmedfn.org

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About the Author

Beth M. Miller, Ph.D., has been conducting research and policy analysis for over two decades. She is currently President of Miller-Midzik Research Associates (MMRA) and Senior Research Advisor, National Institute on Out-of-School Time (NIOST), Center for Research on Women, Wellesley College. Recent projects include: Co-Principal Investigator of the Massachusetts Afterschool Research Study (MARS); evaluations of the National Science Foundation-funded Mixing in Math Initiative and Boston’s Literacy Coaching Initiative; and development, in collaboration with NIOST and the Massachusetts Department of Education, of the Afterschool Program Assessment System. Dr. Miller is the author of two commissioned reports for the Nellie Mae Education Foundation: *Critical Hours: Afterschool Programs and Educational Success* and *The Learning Season: The Untapped Power of Summer to Advance Student Achievement*.

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Federal Funding Supporting Afterschool and Out-of-School Time Programs in Massachusetts

Funding Source	Type	State Agency	Support for Afterschool	Types of programs	Funding process	FY07 Funding	Funding Stability	Impact of Budget Cuts 05-06	Parent Fees
Child Care and Development Block Grant	Block/ Formula Grant	DEEC	61,300,000 vouchers and 33,800,000 contracted slots for child care. Funding also available to quality improvement.	Licensed afterschool programs serving consistent population. M-F, 2-6 and full-days in summer.	Contracts, vouchers (through R&Rs) and some quality grants	\$84 million for school-age care	Recent increase: FY06: \$76.6 M		Sliding scale for families receiving subsidies
21st Century Community Learning Centers	Block/ Formula Grant	DOE	Grants support comprehensive afterschool programs.	School-OST partnerships	RFPs and continuation grants	\$16.4 million	Recent decline: FY06: \$16.9 M FY05: \$18.7 M FY01: \$8.1 M	Funding cuts between FY05 and FY06 affected 3,499 children in the state.	n/a
Title I Supplemental Services	Block/ Formula Grant	DOE	Academic and support services that are provided before or after regular school hours.	Coordination of Massachusetts' SES program, as required under the federal No Child Left Behind Act of 2001. See www.doe.mass.edu/ses for program details.	Districts required to offer SES must set-aside an amount equivalent to up to 20 percent of their federal Title I funds for this purpose.	n/a	Recent increase: FY06: \$11.3 M FY05: \$6.8 M	n/a	n/a
McKinney-Vento Homeless Education Grant	Block/ Formula Grant	DOE	Supports before- and after-school programs, mentoring, and summer programs for homeless children and youth, and services and assistance to attract, engage, and retain homeless students, including unaccompanied youth, in these programs.	Programs beyond the school day	Competitive grants	\$759,000 available. DOE used approx \$187,500 for OST.	Recent decline: FY06: \$750,000 FY05: \$750,000	Approximately 2000 children	n/a
Federal NCLB/ Javitz	n/a	DOE	Supported summer programs for gifted/talented children in previous years.	n/a	RFP	\$156,285 (not used for afterschool)	n/a	n/a	n/a
Carol M. White Physical Education	Discretionary Grants	Grants awarded to local grantees				\$1,181,903	Recent increase: FY06: 746,165 FY05: 371,871	n/a	n/a

Source: The Finance Project on behalf of Afterschool Investments, prepared at the request of the Massachusetts Department of Early Education and Care on behalf of the Massachusetts Special Commission on After School and Out of School Time, using data collected from the Special Commission, October 2007.

Federal Funding Supporting Afterschool and Out-of-School Time Programs in Massachusetts

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Safe and Drug-Free Schools	Block/Formula Grant	Executive Office of Public Safety	Funds research-based, proven-effective programs and activities that create safe, disciplined and drug-free learning environments	Funding for research-based, proven-effective programs and activities that create safe, disciplined and drug-free learning environments.	Competitive grants and contracts with LEAs and CBOs, law enforcement & other entities with priority for underserved children. Special consideration for grantees with comprehensive approach to community issues (mental health, violence prevention, drug prevention)	\$1,276,600	Recent decline: FY06: \$1.28 M FY05: \$1.62 M	n/a	n/a
Title I WIA	Block/ Formula	EO Labor & Workforce Development	Use of 30% of WIA for WIA youth programs	Programs that offer Occupational Skills, Job Training, Access to Higher Education and Basic Skills in Literacy and Numeracy.	Title I WIA youth funding is allocated through formula funding that takes into account key indicators such as the unemployment rate and number of youth in poverty	\$15.8 M	Recent increase: FY06: \$15.7 M FY05: \$14 M	n/a	n/a
Title V Delinquency Prevention	Block/Formula Grant	EO Public Safety	n/a	n/a	n/a	\$75,250	Declined from \$260,000 in 2001		
Byrne Formula Grant	Block/Formula Grant	EO Public Safety	n/a	n/a	n/a	\$6,328,251			
Americorps	Discretionary Grants	Mass. Service Alliance	1200 Americorps members in Mass, many in OST programs	n/a	n/a	n/a	n/a	n/a	n/a

Summary Table of Principal Commonwealth Funding of Afterschool and Out-of-School Time (FY2001 unless indicated)

State Agency	Program	Funding
Dept. of Education	ASOST	\$ 5,070,000 plus (\$6,000,000 earmarked)
	Academic Support	\$40,000,000 **
Dept. of Housing and Community Development	Special Projects	\$ 85,000 *
Dept. of Mental Health	After-school Day Treatment	\$4,750,000
Dept. of Mental Retardation	Out-of-School Contracts	\$ 470,000 ****
Dept. of Social Services	Summer Camps	\$ 550,000
	School & Community Support Program	\$ 950,000 *****
Dept. of Transitional Assistance	Young Parents Program ***	\$4,200,000
Dept. of Youth Services	Day Reporting Centers	\$1,000,000 ***
Exec. Office of Health and Human Services	Targeted Cities	\$3,000,000
Youth Development Grants		\$1,000,000
Exec. Office of Public Safety	Cops and Kids	\$ 189,000
	Title V	\$ 260,000 (both from federal grants)
Office of Child Care Services	Vouchers	\$61,300,000 *
	Contracted Slots	\$22,800,000 *
	SACC Program Quality Funding	n/a
TOTAL		\$145,624,000*****

Fiscal Year 2000; ** not all for out-of-school time; *estimated pro-rated share of \$6.2 M to Day Reporting Centers; ****serves those aged 14-21, *****usage of flexible family support allocations per family choice can make this amount higher *****funding comes from DOE to DSS for this program *****excludes \$6M in earmarked funds at DOE*

Summary Table of Other State Agency Funding for Afterschool and Out-of-School Time Programs (FY2001 unless indicated)

State Agency	Program	Funding
Massachusetts Cultural Council	Youth Reach Initiative	\$800,000
Massachusetts Service Alliance	After-School Grants	\$2,700,000
Child Care Capital Investment Fund	Grants and Loans for Capital Improvements for After School Programs	n/a

Source: Josiah H. Brown And Corinne M. Herlihy, Out-Of-School Time In Massachusetts: Exploring The Commonwealth's Role, A Report for the Executive Office of Health and Human Services and the Commonwealth Coordinating Committee to Support Family, School and Community Collaboration, 2001.

Federally Funded 21st Century Community Learning Centers Grants – Awarded through the MA Department of Education FY06-07

		FY06	FY07
Total 21st CCLS Amt. Awarded:		\$ 16,782,267	\$ 16,362,710
Total Number Students Served (approximate):		24,400	22,000
Grant Recipient	Cohort Award(s) Received	FY03 Cohort (yr4/5) + FY04 Cohort (yr3/5) + FY05 Cohort (yr2/5)	FY03 Cohort (yr5/5) + FY04 Cohort (yr4/5) + FY05 Cohort (yr3/5)
Adams-Cheshire	FY03	\$ 81,000	\$ 78,975
Barnstable Public Schools	FY04	\$ 117,000	\$ 114,075
Boston Public Schools	FY03,04,05	\$ 2,182,500	\$ 2,127,938
Brockton Public Schools	FY03,04,05	\$ 1,099,800	\$ 1,072,305
Brookline Public Schools	FY05	\$ 89,833	\$ 87,587
Cambridge Public Schools	FY03,04	\$ 247,500	\$ 241,313
Fall River Public Schools	FY03	\$ 270,000	\$ 263,250
Fitchburg Public Schools	FY04,05	\$ 414,000	\$ 403,650
Framingham Public Schools	FY04,05	\$ 360,000	\$ 351,000
Frontier Regional	FY05	\$ 90,000	\$ 87,750
Hampshire Educational Collaborative	FY03,04,05	\$ 742,500	\$ 723,938
Haverhill Public Schools	FY03,04,05	\$ 679,500	\$ 662,513
Holyoke Public Schools	FY03,04,05	\$ 976,500	\$ 952,088
Lowell Public Schools	FY03,04,05	\$ 1,102,500	\$ 1,074,938
Malden Public Schools	FY03,04,05	\$ 716,355	\$ 698,446
Martha's Vineyard Public Schools	FY05	\$ 171,000	\$ 166,725
Methuen Public Schools	FY04,05	\$ 269,100	\$ 262,373
Mohawk Trail Regional	FY04	\$ 90,000	\$ 87,750
Neighborhood House Charter School	FY03	\$ 90,000	\$ 87,750
New Bedford Public Schools	FY04,05	\$ 567,000	\$ 552,825
North Adams Public Schools	FY05	\$ 179,267	\$ 174,786
North Brookfield Public Schools	FY04	\$ 90,000	\$ 87,750
Pittsfield Public Schools	FY03	\$ 117,000	\$ 114,075
Quaboag Public Schools	FY05	\$ 141,267	\$ 137,735
Quincy Public Schools	FY03,04,05	\$ 659,250	\$ 642,769
South Shore Daycare (Randolph)	FY04,05	\$ 288,000	\$ 280,800
Salem Public Schools	FY05	\$ 251,100	\$ 244,823
Somerville Public Schools	FY04,05	\$ 436,500	\$ 425,588
Springfield Public Schools	FY03,05	\$ 1,305,000	\$ 1,272,375
Taunton Public Schools	FY05	\$ 269,100	\$ 262,373
Triton Regional	FY03,05	\$ 194,400	\$ 189,540
Waltham Public Schools	FY05	\$ 111,600	\$ 108,810
Ware Public Schools	FY03,04	\$ 279,000	\$ 272,025
Wareham Public Schools	FY03,05	\$ 180,000	\$ 175,500
Watertown Public Schools	FY04	\$ 112,500	\$ 109,688
Webster Public Schools	FY05	\$ 133,695	\$ 130,353
Winchendon Public Schools	FY05	\$ 180,000	\$ 175,500
Winthrop Public Schools	FY04	\$ 171,000	\$ 166,725
Worcester Public Schools	FY03,05	\$ 1,327,500	\$ 1,294,313

Appendices | L. Charts, Survey Results and Tables

Department of Education After-School and Out-of-School Time Quality Grant Recipients FY08 (Fund Code: 530)

RECIPIENT	AMOUNT
Action for Boston Community Development, Inc. (Boston) Boston Public Schools; Hull Lifesaving; Cushing House; Mass Mentors	\$50,000
African Community Education (ACE) Program (Worcester) 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
Boston Chinatown Neighborhood Center Boston Public Schools: Josiah Quincy Elementary School	50,000
Boston Public Schools, Solomon Lewenberg Middle School Center for Health Development, Inc.	50,000
Boys and Girls Club of Greater Holyoke Holyoke Public Schools; Girls, Inc. of Holyoke; Holyoke YMCA; Near/Jumpstart; Enchanted Circle Theater; Community Music School of Springfield	32,313
Brockton Public Schools Brockton Area Retarded Citizens; Old Colony YMCA; Mayor's After-School Taskforce; Stonehill College; Communities for School Success	50,000
Brookview House (Boston) Boston Public Schools; Lesley University; Suffolk University; Milton Academy	39,702
Build the Out-of-School Time Network (BOSTnet) (Boston) YMCA of Greater Boston; Cambridge Agenda for Children; For Kids Only	50,000
Building Educated Leaders for Life (BELL) (Boston) Boston Public Schools	50,000
Cambridge Public Schools 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	40,000
Child Development and Education, Inc. (Malden) Lawrence Public Schools	50,000
Catholic Education Center - St. Joseph - St. Therese School (Fall River) New Bedford Public Schools; NorthStar Learning Centers	36,352
Community Teamwork, Inc. (Lowell) Lowell Public Schools	50,000
Doctor Franklin Perkins School (Lancaster) Fitchburg Public Schools; LUK Mentoring Program, Inc.	30,464
Ellis Memorial and Eldredge House (Boston) Boston Public Schools: Blackstone Community School, Boston Renaissance School, Hurley Elementary School	50,000
Fall River Public Schools St. Anne's Hospital; TJ's Music Store; On Stage Dance Academy; Tavares Karate Studio	50,000
Fitchburg Public Schools 21st CCLC Program; Boys and Girls Club of Fitchburg; Montachusett Regional YMCA; LUK Mentoring Program, Inc.	40,000
For Kids Only Afterschool, Inc. (Salem) Peabody Public Schools; Massachusetts Audubon Society	36,352
Friends of Rafael Hernandez School (Boston) Boston Public Schools: Rafael Hernandez School; Brookside Community Health Center	50,000
Girls, Inc. of Lynn Lynn Public Schools: Pickering Middle School, Breed Middle School	39,247
Hampshire Educational Collaborative (Northampton) Greenfield Public Schools; Gill-Montague Regional School District (Turners Falls); Gateway Regional School District (Huntington)	50,000
Hattie B. Cooper Community Center (Boston) Boston Public Schools: Blackstone School, Hurley School, Josiah Quincy Elementary School; Tony's Transportation	10,925
Haverhill Public Schools Haverhill YMCA; Haverhill Historical Society; Occasion True Martial Arts	50,000
Hull Public Schools Hull Public Library; Hull Lifesaving Museum; South Shore Conservatory; South Bay Mental Health	39,382

Appendices | L. Charts, Survey Results and Tables

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RECIPIENT	AMOUNT
Joint Committee for Children's Health Care in Everett Everett Public Schools; For Kids Only	50,000
Justice Resource Institute (Boston) Department-approved Special Education Schools: KEY Program; Germaine Lawrence; Wayside; Youth, Inc.	32,501
Lawrence Public Schools UMASS Lowell - Nutrition Program; Family Service, Inc; Health and Education Services; South Bay; Greater Lawrence Family Health Center	50,000
Lynn Economic Opportunity, Inc. Raw Art Works	21,000
Malden Public Schools Partnerships for Community Schools in Malden; YWCA	38,826
North Adams Public Schools Northern Berkshire Creative Arts; REACH Community Health Foundation; Child Care of the Berkshires	35,000
North Brookfield Youth Center North Brookfield Public Schools; Longview Farms Studio; North Brookfield Cultural Council; North Brookfield Police Department	30,000
North River Collaborative (Rockland) Abington Public Schools; Whitman-Hanson Public Schools; East Bridgewater Public Schools; West Bridgewater Public Schools; Department of Mental Health	39,584
Northampton Public Schools 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	50,000
Northshore Education Consortium - Northshore Recovery High School (Beverly) North Shore YMCA; Improbable Players; Raw Art Works; Workforce Investment Board	33,404
Partners for Youth with Disabilities, Inc. (Springfield) Child and Family Service of Pioneer Valley, Inc./Disability Resource Program	36,352
Prospect Hill Academy Charter Public School (Somerville) Children's Museum	10,000
Quabog Regional School District (Warren and West Brookfield) 21st CCLC Program	38,840
Sociedad Latina (Boston) Boston Public Schools: Mission Hill School, Maurice J. Tobin School	50,000
Somerville Public Schools Elizabeth Peabody House; Mystic Learning Center	50,000
Springfield Public Schools Springfield 21st CCLC Program: Springfield Department of Parks and Recreation	50,000
Springfield Vietnamese American Civic Association Springfield Public Schools: Sumner Elementary School, Forest Park Middle School, Washington Street Elementary School; Massachusetts Career Development Institute	39,584
St. Paul Catholic Schools Consortium (Worcester) Boys and Girls Club of North Central Massachusetts; Fitchburg State College	36,352
Triton Regional School District (Byfield) Harlequyn Theatre; Boys and Girls Club	32,313
Waltham Public Schools 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.	36,352
Wareham Early Childhood Education and Development Wareham Public Schools; Wareham Council on Aging; Onset Bay Association; Wareham Free Library	37,419
Winthrop Public Schools Massachusetts General Hospital Reading Professional; Winthrop Public Library; Communities Against Substance Abuse	34,979
YMCA of Greater Boston - Guild (Boston) Boston Public Schools: Curtis Guild Elementary School	50,000
YMCA of Greater Springfield (Springfield) Chicopee Public Schools; Springfield Public Schools; Wilbraham/Monson Public Schools; Springfield College; Baystate Children's Hospital Weight Management Clinic	36,275
TOTAL STATE FUNDS	\$1,950,000

Department of Education After-School and Out-of-School Time Quality Grant Recipients FY07 (Fund Code: 530)

RECIPIENT	AMOUNT
Adams-Cheshire Regional School District (Youth, Inc.)	\$26,358
Benjamin Banneker Charter Public School (Cambridge Health Alliance)	8,895
Black Ministerial Alliance of Greater Boston (10 member after-school organizations)	26,358
Boston Ballet Center for Dance Education (Children's Hospital)	9,900
Boston Learning Center (Cleveland Middle School; Cleveland Community Center)	32,948
Boys & Girls Club of Greater Holyoke, Inc. (Holyoke Public Schools; Girls, Inc.; Holyoke YMCA)	26,358
Brockton Public Schools (Brockton Area Retarded Citizens; Old Colony Y Big Sister/Big Brother Program)	26,358
Brookview House, Inc., Dorchester (Boston Public Schools: Noonan Business Academy, John Winthrop Elementary School, Orchard Gardens, and Solomon Lewenberg Middle School; Milton Academy; University of Massachusetts - Boston; Lesley University)	26,351
Cambridge Public Schools (Leading for Quality Collaborative of 40 after-school programs)	26,358
Chelsea Public Schools (Centro Latino de Chelsea)	26,358
Child Development and Education, Inc. (Lawrence Public Schools)	26,358
Diocese of Fall River (St. Joseph-St. Therese, New Bedford; The Catholic Education Center; Our Lady of Mount Caramel; North Star Learning Center; W.H.A.L.E.; Brick by Brick Theatre Group; Mad Scientist; Yoga Fitness)	26,358
Fall River Public Schools (Battleship Massachusetts; Narrow Center for the Arts; Marine Museum; Lincoln Park Carousel; On Stage Dance Academy and Theater)	32,948
Fitchburg Public Schools (Twin Cities Community Development Corporation; Boys & Girls Club of Fitchburg; LUK, Inc.; Junior Achievement of North Central Massachusetts; Montachusett Opportunity Council; Fitchburg YMCA; Cleghorn Neighborhood Center)	30,590
Greenwood Shalom After School Program, Boston (Grace Renaissance Academic Studies Program; Boston Public Schools: Orchard Gardens School)	10,000
Hampshire Educational Collaborative (7 middle schools; Community Music School of Springfield; The Northwestern District Attorney's Office)	26,358
Haverhill Public Schools (YMCA of the North Shore)	26,259
Jackson/Mann Community School and Council, Inc. (Jackson Mann Elementary School)	26,358
La Alianza Hispana, Boston (Lilla G. Frederick Middle School)	12,500
Martha's Vineyard Regional School District (YMCA; Wampanoag Tribe of Aquinnah)	26,358
Maynard Public Schools (ArtSpace; Maynard Arts Council Acme Theatre)	16,474
Metro West YMCA (6 Framingham Public Schools elementary schools)	26,358
North Adams Public Schools (Northern Berkshire YMCA; Northern Berkshire Creative Arts; Inkberry; Reach Community Health Foundation)	26,358
North River Collaborative (Abington Public Schools; East Bridgewater Public Schools; West Bridgewater Public Schools; Whitman-Hanson Regional School District)	26,358
North Shore Education Consortium (North Shore Recovery High School; Beverly YMCA; North Shore Workforce Investment Board)	23,058
Orange Public Schools (Orange-Athol YMCA; Seeds of Solidarity)	26,358
Pittsfield Public Schools - Conte Elementary School (Center for Ecological Technology; Berkshire Theater Festival; Robotics Challenge; Youth Alive)	13,483
Quincy Public Schools (South Shore YMCA)	32,948
Revere Public Schools (26 Revere After School Partnership members)	26,358
South Shore Day Care Services (Randolph Public Schools, JFK Extended Day; Randolph Arts Council)	23,063
Springfield Department of Parks, Buildings and Recreation Management (Springfield Public Schools)	30,486
Springfield Vietnamese American Civic Association (Springfield Public Schools; University of Massachusetts - Amherst)	15,815
St. Paul Catholic Schools Consortium (Boys & Girls Club of North Central Massachusetts; Fitchburg State College)	26,358
Triton Regional School District, Newbury, Rowley and Salisbury (Harlequyn Theatre; Charache School of Karate; Yellow School for the Arts; Boys & Girls Club)	26,358
University of Massachusetts - Institute for Learning and Teaching (Boston Public Schools)	22,425
Winthrop Public Schools (Massachusetts General Hospital)	26,358
Worcester Comprehensive Child Care Services, Inc. (Great Brook Valley Family Health Center)	23,393
Worcester Public Schools (St. Agnes Guild)	32,948
YMCA of Greater Boston (Boston Public Schools: Curtis Guild School)	24,714
TOTAL STATE FUNDS	\$950,000

YMCA Licensed Capacity and Subsidized Slots (2007)

YMCA	Lic. Capacity	DEEC-subsidized currently enrolled	Total current enrollment	Total served per year	# of Sites	Sites in Public Schools
Athol	n/a	n/a	n/a	n/a	n/a	n/a
Attleboro	0	0	0	0	0	0
Becket	n/a	n/a	n/a	n/a	n/a	n/a
Boston	2978	744	2438	2900	48	31
Cambridge	52	0	50	150	1	0
Cape Cod	88	47	69	100	2	0
Danvers	90	18	78	135	1	0
Greenfield	80	15	50	100	1	0
Hampshire Regional	156	37	107	150	5	5
Hockomock	615	37	436	741	13	8
Holyoke	286	152	237	385	5	4
Lowell	190	58	185	275	4	2
Lynn	328	104	286	400	3	0
Malden	210	163	186	189	1	0
Martha's Vineyard	n/a	n/a	n/a	n/a	n/a	n/a
Melrose	265	23	216	400	2	0
Merrimack Valley	368	158	337	580	8	3
Metro West	375	37	348	400	7	6
Montachusett	130	100	104	130	2	0
North Shore	798	246	879	1460	17	12
Northern Berkshire	n/a	n/a	n/a	n/a	n/a	n/a
Old Colony	1588	446	1736	2500	39	34
Pittsfield	n/a	n/a	n/a	n/a	n/a	n/a
Somerville	n/a	n/a	n/a	n/a	n/a	n/a
Southcoast	442	235	269	410	10	5
South Shore (Quincy Br.)	169	97	150	210	3	2
Springfield	929	448	678	800	16	0
Tri Community	52	25	52	65	1	0
West Suburban	60	5	50	100	1	0
Westfield	400	55	330	350	8	8
Winchendon	n/a	n/a	n/a	n/a	n/a	n/a
Worcester	413	142	332	485	7	4
TOTALS	11062	3392	9603	13415	205	124

Massachusetts Alliance of Boys and Girls Club Locations and Number of Youth Served (2006)

Year	Global ID	Member Organizations of the Massachusetts Alliance of Boys & Girls Clubs	City	Total Operating Expenses	Registered Members	Community Outreach	Total Youth Served	Units	Extensions	
2006	10021	Arlington Boys & Girls Club	Arlington		6,525	5,497	12,022	1	2	
2006	10022	Boys & Girls Club of Greater Billerica	Billerica		3,650	10,917	14,567	2	6	
2006	10023	West End House Boys & Girls Club of Allston-Brighton	Boston		1,129	341	1,470	2	0	
2006	10024	Blackstone Valley Boys & Girls Club	Blackstone		1,229	506	1,735	2	0	
2006	10025	Boys & Girls Clubs of Boston	Boston		8,104	5,373	13,477	5	4	
2006	10026	Boys & Girls Club of Brockton	Brockton		1,980	1,107	3,087	2	1	
2006	10027	Chicopee Boys & Girls Club	Chicopee		1,336	5,239	6,575	3	1	
2006	10028	Colonel Daniel Marr Boys & Girls Club of Dorchester	Dorchester		3,851	2,835	6,686	3	0	
2006	10029	Boys & Girls Club of Webster-Dudley	Dudley		1,922	2,178	4,100	2	0	
2006	10030	Salesian Boys & Girls Club, Inc.	East Boston		779	396	1,175	2	0	
2006	10031	Martha's Vineyard Boys & Girls Club	Edgartown		609	680	1,289	1	0	
2006	10032	Hanscom Air Force Base Youth Center	Hanscom AFB					1	0	
2006	10033	Thomas Chew Memorial Boys & Girls Club	Fall River		2,143	3,640	5,783	1	0	
2006	10034	Haverhill Boys Club	Haverhill		668	25	693	1	0	
2006	10035	Boys & Girls Club of Greater Holyoke	Holyoke		4,929	4,350	9,279	8	3	
2006	10037	Lawrence Boys & Girls Club	Lawrence		2,882	1,234	4,116	4	0	
2006	10038	Boys & Girls Club of Greater Lowell	Lowell		4,548	1,631	6,179	3	1	
2006	10039	Ludlow Boys Club & Girls Club Corporation	Ludlow		1,987	4,990	6,977	1	1	
2006	10040	Boys & Girls Club of Lynn	Lynn		2,358	4,447	6,805	1	0	
2006	10041	Boys & Girls Clubs of MetroWest	Marlborough		5,025	5,295	10,320	4	3	
2006	10042	Boys & Girls Club of Assabet Valley	Maynard		757	613	1,370	1	0	
2006	10043	Nantucket Boys & Girls Club, Inc.	Nantucket		589	826	1,415	1	0	
2006	10044	Boys & Girls Club of Greater New Bedford, Inc.	New Bedford		809	974	1,783	1	0	
2006	10045	John M. Barry Boys & Girls Club of Newton	Newton		1,050	1,346	2,396	1	0	
2006	10046	Boys & Girls Club of Pittsfield	Pittsfield					1	0	
2006	10047	The Boys & Girls Club of Plymouth, Inc.	Plymouth		573	743	1,316	1	0	
2006	10048	Boys & Girls Club of Greater Salem	Salem		878	982	1,860	1	0	
2006	10049	Boys & Girls Clubs of Middlesex County	Somerville		4,584	5,009	9,593	4	0	
2006	10050	Family Center Boys Club	Springfield		897	728	1,625	3	1	
2006	10051	Springfield Boys & Girls Club	Springfield		2,528	612	3,140	2	0	
2006	10052	Boys Club of Stoneham	Stoneham		652	1,444	2,096	1	0	
2006	10053	Boys & Girls Club of Taunton	Taunton		1,461	3,444	4,905	1	0	
2006	10054	Waltham Boys & Girls Club	Waltham		819	793	1,612	2	0	
2006	10055	Watertown Boys & Girls Club	Watertown		742	725	1,467	1	0	
2006	10056	Boys & Girls Club of Greater Westfield	Westfield		1,992	4,464	6,456	2	0	
2006	10057	West Springfield Boys Club & Girls Club	West Springfield		1,318	911	2,229	1	0	
2006	10058	Boys & Girls Clubs of Woburn	Woburn		2,666	4,484	7,150	2	2	
2006	10059	Boys & Girls Club of Worcester	Worcester		4,523	7,960	12,483	6	0	
2006	10904	Boys & Girls Club of Cape Cod	Mashpee		810	1,142	1,952	1	0	
2006	14440	Boys & Girls Club of Lower Merrimack Valley	Salisbury		1,087	847	1,934	1	0	
2006	24928	Boys & Girls Club of Marshfield, Inc.	Marshfield		934	353	1,287	1	0	
MASSACHUSETTS ALLIANCE OF B&G CLUBS TOTAL					\$51,302,856	85,323	99,081	184,404	84	25

Massachusetts Alliance of Boys and Girls Clubs, Club Site Location Data (2006)

RSD	Global ID	Organization Name	Key City	Unit ID	Site Name	Location City	Loc Zip1	Loc Zip2	Club Site Location (Primary)
Hurley	10021	Arlington Boys & Girls Club	Arlington	11368	Kids Care at Thompson School	Arlington	02474	6527	School
Hurley	10021	Arlington Boys & Girls Club	Arlington	11494	Arlington Boys & Girls Club, Inc.	Arlington	02474	6586	Traditional
Hurley	10021	Arlington Boys & Girls Club	Arlington	26425	Menotomy Extension	Arlington	02474		Public Housing
Hurley	10022	Boys & Girls Club of Greater Billerica	Billerica	11369	Parker School Boys & Girls Club	Billerica	01821		School
Hurley	10022	Boys & Girls Club of Greater Billerica	Billerica	11370	Hajjar School Boys & Girls Club	North Billerica	01862		School
Hurley	10022	Boys & Girls Club of Greater Billerica	Billerica	11371	Vining School Boys & Girls Club	Billerica	01821		School
Hurley	10022	Boys & Girls Club of Greater Billerica	Billerica	11373	Ditson School Boys & Girls Club	Billerica	01821		School
Hurley	10022	Boys & Girls Club of Greater Billerica	Billerica	11495	Boys & Girls Club of Greater Billerica, Inc.	Billerica	01821	2698	Traditional
Hurley	10022	Boys & Girls Club of Greater Billerica	Billerica	11609	Kennedy School Boys & Girls Club	Billerica	01821		School
Hurley	10022	Boys & Girls Club of Greater Billerica	Billerica	13612	Teen Center	Billerica	01821	2698	Traditional
Hurley	10022	Boys & Girls Club of Greater Billerica	Billerica	13618	Dutile School Boys & Girls Club	North Billerica	01862		School
Hurley	10023	West End House Boys & Girls Club of Allston-Brighton	Boston	11372	The Commonwealth Unit	Brighton	02135		Public Housing
Hurley	10023	West End House Boys & Girls Club of Allston-Brighton	Boston	11496	West End House Boys & Girls Club	Boston	02134		Traditional
Ross	10024	Blackstone Valley Boys & Girls Club	Blackstone	11497	Blackstone Valley Boys & Girls Club	Blackstone	01504		Traditional
Ross	10024	Blackstone Valley Boys & Girls Club	Blackstone	24388	BVBGC Teen Center	Blackstone	01504		Traditional
Staron	10025	Boys & Girls Clubs of Boston	Boston	11374	Blue Hill Clubhouse	Dorchester Center	02124		Traditional
Staron	10025	Boys & Girls Clubs of Boston	Boston	11375	Charlestown Clubhouse	Charlestown	02129	3030	Traditional
Staron	10025	Boys & Girls Clubs of Boston	Boston	11376	Roxbury Clubhouse	Roxbury	02119	3206	Traditional
Staron	10025	Boys & Girls Clubs of Boston	Boston	11377	South Boston Clubhouse	South Boston	02127	2635	Traditional
Staron	10025	Boys & Girls Clubs of Boston	Boston	11613	Chelsea Clubhouse	Chelsea	02150		Traditional
Staron	10025	Boys & Girls Clubs of Boston	Boston	26564	Mattahunt Elementary School CLC	Mattapan	02126		School
Staron	10025	Boys & Girls Clubs of Boston	Boston	26565	Bates Elementary School Community Learning Center	Roslindale	02131		School
Staron	10025	Boys & Girls Clubs of Boston	Boston	26567	King Middle School Community Learning Center	Dorchester	02121		School
Staron	10025	Boys & Girls Clubs of Boston	Boston	27241	Dearborn Middle School	Roxbury	02119		School
Hurley	10026	Boys & Girls Club of Brockton	Brockton	11498	The Boys & Girls Club of Brockton, Inc.	Brockton	02301	4321	Traditional
Hurley	10026	Boys & Girls Club of Brockton	Brockton	25034	Roosevelt Heights	Brockton	02301		Public Housing
Hurley	10026	Boys & Girls Club of Brockton	Brockton	25446	Crescent Court Extension	Brockton	02302		Public Housing
Basehart	10027	Chicopee Boys & Girls Club	Chicopee	11378	Chicopee Village Club	Chicopee	01013		Public Housing
Basehart	10027	Chicopee Boys & Girls Club	Chicopee	11499	Boys & Girls Club of Chicopee	Chicopee	01013	1879	Public Housing
Basehart	10027	Chicopee Boys & Girls Club	Chicopee	13407	Club West Unit	Chicopee	01013		Public Housing
Basehart	10027	Chicopee Boys & Girls Club	Chicopee	26933	Senecal Housing Club	Chicopee	01013		Public Housing
Hurley	10028	Colonel Daniel Marr Boys & Girls Club of Dorchester	Dorchester	11500	The Colonel Daniel Marr Boys & Girls Club of Dorchester, Inc.	Dorchester	02125	1537	Traditional
Hurley	10028	Colonel Daniel Marr Boys & Girls Club of Dorchester	Dorchester	13620	Paul R. McLaughlin Youth Center	Dorchester	02125	1537	Traditional
Hurley	10028	Colonel Daniel Marr Boys & Girls Club of Dorchester	Dorchester	25816	Walter Denney Youth Center at Harbor Point	Dorchester	02125		Public Housing
Basehart	10029	Boys & Girls Club of Webster-Dudley	Dudley	11501	Boys & Girls Club of Webster-Dudley, Inc.	Dudley	01571	3201	Traditional
Basehart	10029	Boys & Girls Club of Webster-Dudley	Dudley	25817	Southbridge Unit	Southbridge	01550		Traditional
Hurley	10030	Salesian Boys & Girls Club, Inc.	East Boston	11379	Orient Heights Unit	East Boston	02128		Charter School
Hurley	10030	Salesian Boys & Girls Club, Inc.	East Boston	11502	Salesian Boys & Girls Club	East Boston	02128	3058	Church
Hurley	10031	Martha's Vineyard Boys & Girls Club	Edgartown	11503	Martha's Vineyard Boys & Girls Club, Inc.	Edgartown	02539		Traditional
Schwab	10032	Hanscom Air Force Base Youth Center							

Massachusetts Alliance of Boys and Girls Clubs, Club Site Location Data (2006)

RSD	Global ID	Organization Name	Key City	Unit ID	Site Name	Location City	Loc Zip1	Loc Zip2	Club Site Location (Primary)
Hurley	10033	Thomas Chew Memorial Boys & Girls Club	Fall River	11505	Thomas Chew Memorial Boys Club, Inc.	Fall River	02723	1203	Traditional
Hurley	10034	Haverhill Boys Club	Haverhill	11506	Haverhill Boys Club, Inc.	Haverhill	01830	6103	Traditional
Basehart	10035	Boys & Girls Club of Greater Holyoke	Holyoke	11380	Beaudoin Village Unit	Holyoke	01040		Public Housing
Basehart	10035	Boys & Girls Club of Greater Holyoke	Holyoke	11382	Toepfert Unit	Holyoke	01040		Public Housing
Basehart	10035	Boys & Girls Club of Greater Holyoke	Holyoke	11507	Boys & Girls Club of Greater Holyoke, Inc.	Holyoke	01040	5218	Traditional
Basehart	10035	Boys & Girls Club of Greater Holyoke	Holyoke	11610	Donahue Unit at Whiting Farms	Holyoke	01040		School
Basehart	10035	Boys & Girls Club of Greater Holyoke	Holyoke	14315	John J. Lynch Middle School	Holyoke	01040		School
Basehart	10035	Boys & Girls Club of Greater Holyoke	Holyoke	24383	William R. Peck Middle School	Holyoke	01040		School
Basehart	10035	Boys & Girls Club of Greater Holyoke	Holyoke	25032	Churchill Homes Unit	Holyoke	01040		Public Housing
Basehart	10035	Boys & Girls Club of Greater Holyoke	Holyoke	25033	Lyman Terrace Unit	Holyoke	01040		Public Housing
Basehart	10035	Boys & Girls Club of Greater Holyoke	Holyoke	26426	E. N. White School	Holyoke	01041		School
Basehart	10035	Boys & Girls Club of Greater Holyoke	Holyoke	26427	Dr. Marcella R. Kelly School	Holyoke	01040		School
Basehart	10035	Boys & Girls Club of Greater Holyoke	Holyoke	26428	Lt. Clayre P. Sullivan School Extension	Holyoke	01040		School
Hurley	10037	Lawrence Boys & Girls Club	Lawrence	11383	Beacon St. Club	Lawrence	01841		Public Housing
Hurley	10037	Lawrence Boys & Girls Club	Lawrence	11384	Anna Marie Cronin	Lawrence	01841	4722	Public Housing
Hurley	10037	Lawrence Boys & Girls Club	Lawrence	14282	Lawrence	Lawrence	01841	4722	Public Housing
Hurley	10037	Lawrence Boys & Girls Club	Lawrence	25310	Essex Street Unit	Lawrence	01841		Public Housing
Hurley	10038	Boys & Girls Club of Greater Lowell	Lowell	11509	Boys & Girls Club of Greater Lowell	Lowell	01851	1410	Traditional
Hurley	10038	Boys & Girls Club of Greater Lowell	Lowell	13614	North Common Unit	Lowell	01854		Public Housing
Hurley	10038	Boys & Girls Club of Greater Lowell	Lowell	26407	Boys & Girls Club of Greater Lowell, Inc. the Flanagan Unit	Lowell	01851		Public Housing
Hurley	10038	Boys & Girls Club of Greater Lowell	Lowell	27472	Boys & Girls Club of Greater Lowell, Inc., Centralville Extension	Lowell	01850		School
Hurley	10039	Ludlow Boys Club & Girls Club Corp.	Ludlow	11510	Ludlow Boys Club & Girls Club, Inc.	Ludlow	01056	3403	Traditional
Hurley	10039	Ludlow Boys Club & Girls Club Corp	Ludlow	26465	Baird Middle School Recreational Program	Ludlow	01056		School
Hurley	10040	Boys & Girls Club of Lynn	Lynn	11511	Boys & Girls Club of Lynn, Inc.	Lynn	01902	4311	Traditional
Hurley	10041	Boys & Girls Clubs of MetroWest	Marlborough	11386	Countryside Village Extension	Marlboro	01752		Public Housing
Hurley	10041	Boys & Girls Clubs of MetroWest	Marlborough	11387	Richer School Extension	Marlboro	01752		School
Hurley	10041	Boys & Girls Clubs of MetroWest	Marlborough	11512	Boys & Girls Clubs of Metro West Inc.	Marlborough	01752	1101	Traditional
Hurley	10041	Boys & Girls Clubs of MetroWest	Marlborough	13381	Framingham/Concord Street Boys & Girls Club	Framingham	01701		Charter School
Hurley	10041	Boys & Girls Clubs of MetroWest	Marlborough	14231	Framingham Unit	Framingham	01701		Traditional
Hurley	10041	Boys & Girls Clubs of MetroWest	Marlborough	14293	Boys & Girls Club of Hudson	Hudson	01749	2105	Traditional
Hurley	10041	Boys & Girls Clubs of MetroWest	Marlborough	24971	Hudson/Church Street Extension	Hudson	01749		School
Hurley	10042	Boys & Girls Club of Assabet Valley	Maynard	11513	Boys & Girls Club of Assabet Valley	Maynard	01754	2006	Traditional
Hurley	10043	Nantucket Boys & Girls Club, Inc.	Nantucket	11514	Boys & Girls Club of Nantucket, Inc.	Nantucket	02554	3951	Traditional
Hurley	10044	Boys & Girls Club of Greater New Bedford, Inc.	New Bedford	11515	Boys Club of Greater New Bedford	New Bedford	02740	4026	Traditional
Hurley	10045	John M. Barry Boys & Girls Club of Newton	Newton	11516	John M. Barry Boys & Girls Club of Newton	Newton	02460	1349	Traditional
Hurley	10046	Boys & Girls Club of Pittsfield							
Hurley	10047	The Boys & Girls Club of Plymouth, Inc.	Plymouth	11518	Boys & Girls Club of Plymouth	Plymouth	02360	3308	Traditional
Hurley	10048	Boys & Girls Club of Greater Salem	Salem	11519	Boys & Girls Club of Greater Salem, Inc.	Salem	01970	3709	Church
Basehart	10049	Boys & Girls Clubs of Middlesex County	Somerville	11388	Mystic Unit	Somerville	02145		Public Housing
Basehart	10049	Boys & Girls Clubs of Middlesex County	Somerville	11389	Blessing of the Bay Unit	Somerville	02145		Public Housing

Massachusetts Alliance of Boys and Girls Clubs, Club Site Location Data (2006)

RSD	Global ID	Organization Name	Key City	Unit ID	Site Name	Location City	Loc Zip1	Loc Zip2	Club Site Location (Primary)
Basehart	10049	Boys & Girls Clubs of Middlesex County	Somerville	11616	Washington St. Clubhouse	Somerville	02143		Traditional
Basehart	10049	Boys & Girls Clubs of Middlesex County	Somerville	13615	Gene Mack Clubhouse	Medford	02155		Traditional
Basehart	10050	Family Center Boys Club	Springfield	11289	Robinson Gardens Boys & Girls Club	Springfield	01109		Public Housing
Basehart	10050	Family Center Boys Club	Springfield	11521	Family Center Boys Club	Springfield	01109	2430	Traditional
Basehart	10050	Family Center Boys Club	Springfield	13260	Pine James Boys & Girls Club	Springfield	01105		Public Housing
Basehart	10050	Family Center Boys Club	Springfield	24975	Frank H. Freedman	Springfield	01118		School
Basehart	10051	Springfield Boys & Girls Club	Springfield	11522	Springfield Boys & Girls Club	Springfield	01104	2306	Traditional
Basehart	10051	Springfield Boys & Girls Club	Springfield	13261	Indian Orchard Boys & Girls Club	Indian Orchard	01151		School
Hurley	10052	Boys Club of Stoneham	Stoneham	11523	Boys Club of Stoneham, Inc.	Stoneham	02180	1813	Traditional
Hurley	10053	Boys & Girls Club of Taunton	Taunton	11524	Boys & Girls Club of Taunton Incorporated	Taunton	02780	3248	Traditional
Hurley	10054	Waltham Boys & Girls Club	Waltham	11525	Waltham Boys & Girls Club, Inc.	Waltham	02451	4498	Traditional
Hurley	10054	Waltham Boys & Girls Club	Waltham	13617	Waltham Boys & Girls Club Teen Center	Waltham	02451		Traditional
Hurley	10055	Watertown Boys & Girls Club	Watertown	11526	Watertown Boys & Girls Club, Inc.	Watertown	02472	4345	Traditional
Basehart	10056	Boys & Girls Club of Greater Westfield	Westfield	13337	Boys & Girls Club of Southwick	Southwick	01077		Traditional
Basehart	10056	Boys & Girls Club of Greater Westfield	Westfield	14283	Boys & Girls Club of Greater Westfield	Westfield	01085	3627	Traditional
Basehart	10057	West Springfield Boys Club & Girls Club	West Springfield	11527	West Springfield Boys Club & Girls Club, Inc	West Springfield	01089	3954	Traditional
Hurley	10058	Boys & Girls Clubs of Woburn	Woburn	11528	Boys & Girls Clubs of Woburn, Inc.	Woburn	01801	2395	Traditional
Hurley	10058	Boys & Girls Clubs of Woburn	Woburn	26934	Shamrock School	Woburn	01801		School
Hurley	10058	Boys & Girls Clubs of Woburn	Woburn	27470	Hurld Elementary School	Woburn	01801		School
Hurley	10058	Boys & Girls Clubs of Woburn	Woburn	27471	Linscott-Rumford Elementary School	Woburn	01801		School
Hurley	10059	Boys & Girls Club of Worcester	Worcester	11291	Great Brook Valley Clubhouse	Worcester	01605	3544	Public Housing
Hurley	10059	Boys & Girls Club of Worcester	Worcester	11292	Boys & Girls Club of Worcester	Worcester	01610	2520	Traditional
Hurley	10059	Boys & Girls Club of Worcester	Worcester	24978	Leominster Clubhouse	Leominster	01453		Traditional
Hurley	10059	Boys & Girls Club of Worcester	Worcester	25381	Plumley Village Clubhouse	Worcester	01608	1009	Traditional
Hurley	10059	Boys & Girls Club of Worcester	Worcester	26047	Great Brook Valley Gymnasium Unit	Worcester	01605	3512	Public Housing
Hurley	10059	Boys & Girls Club of Worcester	Worcester	27027	Fitchburg Clubhouse	Fitchburg	01453	6313	College
Hurley	10904	Boys & Girls Club of Cape Cod	Mashpee	14151	Boys & Girls Club of Cape Cod	Mashpee	02649		Traditional
Hurley	14440	Boys & Girls Club of Lower Merrimack Valley	Salisbury	24908	Boys & Girls Club of the Lower Merrimack Valley	Salisbury	01952		Public Housing
Hurley	24928	Boys & Girls Club of Marshfield, Inc.	Marshfield	26134	Boys & Girls Club of Marshfield, Inc.	Marshfield	02050		Traditional

Before and After School Program Survey Results (2007)

Parents Alliance for Catholic Education PACE Before and After School Program Survey Results

Number of Schools	Number of Schools Responding	Percent of Schools Responding	Number of Schools Offering Programs	Percent of Responding Schools Offering Programs	Extrapolated Number of Schools Offering Programs
219	124	57%	108	87%	191

Total Number of Students Served by Reporting Schools				Extrapolated to Estimated Total Served		
Program	AY 05/06	AY 06/07	AY 07/08	AY 05/06	AY 06/07	AY 07/08
After-School	5,917	6,206	6,512	10,450	10,961	11,501
Before-School	1,157	1,236	1,397	2,043	2,183	2,467
Summer	860	952	1,073	1,519	1,681	1,895
December Vacation	0	16	16	0	28	28
February Vacation	386	425	435	682	751	768
April Vacation	350	374	374	618	661	661

Total Number of Students Served by Grade Group				Extrapolated to Estimated Total Served		
Grade Group	AY 05/06	AY 06/07	AY 07/08	AY 05/06	AY 06/07	AY 07/08
Pre-S to 4th Grades	3,753	3,864	4,029	6,628	6,824	7,116
5th through 8th Grades	1,903	1,970	2,079	3,361	3,479	3,672
9th through 12th Grades	818	868	860	1,445	1,533	1,519
Total Estimated Students Served Per Year				11,434	11,837	12,306

Growth in Number of Students Served Year to Year			
Program	05/06 to 06/07	06/07 to 07/08	05/06 to 07/08
After-School	5%	5%	10%
Before-School	7%	13%	21%
Summer	11%	13%	25%
December Vacation	N/A	0%	N/A
February Vacation	10%	2%	13%
April Vacation	7%	0%	7%

Average Number of Hours Per Day			
Program	AY 05/06	AY 06/07	AY 07/08
After-School	2 hrs 45 min	2 hrs 50 min	3 hrs 5 min
Before-School	50 min	55 min	1 hour
Summer	3 hrs 30 min	3 hrs 50 min	4 hours
December Vacation	0	9 hours	9 hours
February Vacation	5 hours	9 hours	9 hours
April Vacation	1 hr 45 min	8 hrs 20 min	8 hrs 20 min
Average Number of Hours Per Week			
Program	AY 05/06	AY 06/07	AY 07/08
After-School	13 hrs 30 min	14 hrs 10 min	15 hrs 10 min
Before-School	4 hrs 20 min	4 hrs 30 min	5 hours
Summer	16 hrs 50 min	18 hrs 50 min	21 hrs 35 min
December Vacation	0	38 hours	38 hours
February Vacation	25 hrs 30 min	41 hrs 50 min	41 hrs 50 min
April Vacation	8 hrs 20 min	36 hrs 5 min	38 hrs 50 min

Before and After School Program Survey Results (2007)

Parents Alliance for Catholic Education PACE Before and After School Program Survey Results

Number of Programs Offering Homework Assistance			
Program	AY 05/06	AY 06/07	AY 07/08
After-School	88	95	100
Before-School	17	16	18
Summer	6	6	7
Vacations	1	4	6

Number of Programs Offering Formal Tutoring			
Program	AY 05/06	AY 06/07	AY 07/08
After-School	26	28	32
Before-School	4	3	3
Summer	16	15	16
Vacations	1	1	1

Number of Programs Offering Organized Sports			
Program	AY 05/06	AY 06/07	AY 07/08
After-School	35	38	42
Before-School	1	1	1
Summer	10	12	12
Vacations	3	5	5

Number of Programs Offering Arts and Crafts			
Program	AY 05/06	AY 06/07	AY 07/08
After-School	73	79	82
Before-School	12	12	12
Summer	13	15	17
Vacations	2	4	4

Number of Programs Offering Music and Drama			
Program	AY 05/06	AY 06/07	AY 07/08
After-School	29	34	36
Before-School	3	3	3
Summer	6	8	9
Vacations	3	3	3

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“ A couple of years ago I was visited by a former student who had been in our program since kindergarten.... On the day she graduated from school where she got a scholarship to attend Fitchburg State college, she presented me with a yearbook. The inscription under her picture read, ‘Thanks to M for always showing up for me! I’ve never been so honored in my entire life.’”

— Michelle McDonald, Staff
South Shore Day Care Services
Quincy Public Hearing, July 19, 2007



Top:
Roxbury Preparatory Charter School Enrichment Program
Roxbury, MA

Above:
South Shore Day Care Services
East Weymouth, MA

Above left:
Gregg Neighborhood House, Lynn, MA
Program Site Visit – September 20, 2007

**Our Common Wealth: Building a
Future for Our Children and Youth**

*The Report of the Massachusetts Special Commission on
After School and Out of School Time
November 2007*

This report was prepared by Debra McLaughlin with Dr. Julia Gittleman and Kathleen Traphagen. Judy Caplan, John Moukad and Christine Johnson-Staub also contributed to this report.

The report was designed by Carol Maglitta of One Visual Mind.

**THE MASSACHUSETTS SPECIAL COMMISSION ON
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