



Year End Report 2008

Michigan After-School Partnership



Co-Chaired by:

The Michigan Department of Education
The Michigan Department of Human Services
The Michigan Department of Community Health
The Michigan Department of History, Arts and Libraries
The Michigan Department of Labor and Economic Growth



The Facts About After-School

After-School's return on investment

A research study of a major after-school program revealed that every one dollar invested in the program produced three dollars worth of benefits to youth and the general public. This figure does not include the added savings from the six-fold drop in crime by boys in the program.³ Structured experiences for youth provide excellent economic returns in that after-school programs can reduce child care, crime and welfare costs, improve school performance, increase compensation/future taxable income earnings.

Keeps kids healthy and safe

- During the hours of 3 p.m.—6 p.m. the occurrence of juvenile crime triples. These are the hours that kids are most likely to become victims of crime. Being unsupervised after school doubles the risk that 8th graders will smoke, drink alcohol, or use drugs.²
- Providing structured experiences for youth can positively impact the public's health as nearly 40 percent of Michigan youth say they engage in an insufficient amount of physical activity; at least 10.7 percent of high school youth are overweight and 13.3 percent are at risk for becoming overweight; it is far more likely that overweight youth will be overweight as adults; and the direct and indirect costs associated with physical inactivity in Michigan in 2002 was estimated at \$8.9 billion.²

Reduces the cost of child care, welfare, and crime

- One study showed that after-school programs helped parents balance work and family life; 60 percent of parents said they missed less work and 59 percent said after-school programs supported them in keeping their job.⁴
- Seventy percent of all Michigan school-age children live in families where the sole parent or both parents work, and being unsupervised during the non-school hours puts children and youth at greater risk of truancy, performing poorly in school, depression, substance abuse, and becoming a victim of crime.²



Children spend 20 percent of their waking hours in school. How are our children spending the other 80 percent?

Some 14.3 million kindergarten through 12th graders in this country take care of themselves after the school day ends, including almost four million middle school students in grades six to eight. The parents of 15.3 million children say their children would participate if an after-school program were available.¹

In Michigan, 450,000 children are home alone after school. Nearly one-third of Michigan's children are left to care for themselves for one to five days per week. Forty-eight percent of Michigan families who do not have after-school care wish their children could attend after-school programs.²

High-Quality After-School Programs.....

- ◆ Improve student achievement
- ◆ Keep kids healthy and safe
- ◆ Reduce the cost of child care, welfare and crime

- Research indicates that children who attend high-quality, out-of-school programs have better peer relations, emotional adjustment, conflict resolution skills, grades, and conduct in school compared to their peers who are not in out-of-school-time programs.²
- Children who attend quality out-of-school-time programs spend more time in learning opportunities, academic activities, and enrichment activities and spend less time watching television than their peers.²
- Research on after-school programs reveals that participants show improvements in standardized test performance and homework completion/quality. There is also a link between after-school programs and a reduction in grade retention.⁵

**After-School Programs:
At the STEM of Learning**

As the 20th century fades into history, it takes with it the old industrial economy in which plentiful manufacturing jobs offered millions of people without a college education but also at least some expertise in the fields of science, technology, engineering and math, collectively known as STEM. In order to stay competitive in the global marketplace and provide our children with the best chance to succeed in life, we must get more students on the STEM path. Schools and communities are using the hours after school to do just that.

Combining STEM learning with the youth development expertise of afterschool professionals has the potential to revolutionize both fields by integrating each other's strengths. Afterschool programs are proven to teach the so-called "soft skills" of communication, problem solving, and teamwork, which young people need for any career. Making use of the hours after school for STEM activities gives students time to develop an interest in science, which is key to getting kids into STEM careers.⁶

As a report from the Coalition for Science After School concluded: "After-school settings are optimal for providing engaging, hands-on STEM experiences, enabling students to apply, reinforce and extend skills and concepts taught in school. And they are particularly conducive to project-based activities where a wide variety of children can participate in the design, construction, investigation, sense-making, and communication of science projects."⁷

Voters support investments in after-school



Support for after-school crosses party and ideological lines. Eighty-two percent of voters agree that there should be some type of organized activity or safe place for children and teens to go after school every day that provides opportunities for them to learn (66 percent strongly agree).¹

Sixty-three percent of Michigan voters support funding for after-school programs.

Two in three voters (65 percent) say that after-school programs "are an absolute necessity" for their community. Seventy-eight percent of Democratic women, 60 percent of Republican women and 96 percent of African American voters agree with that statement.¹

Sixty-nine percent of voters support increased funding for after-school programs even if it leads to a tax increase.¹

References

¹ Afterschool Alliance (2006). Seven in Ten Voters Want New Congress to Increase Afterschool Funding. Poll Finds. Washington, D.C.
² Michigan After-School Initiative (2003). The Michigan After-School Initiative Report. Lansing, MI.
³ Fight Crime: Invest in Kids. America's Afterschool Choice: The Prime Time for Juvenile Crime or Youth Enrichment and Achievement. 2000.
⁴ Reisner, Ellen. (2001) Building Quality and Supporting Expansion of After School Projects: Results from the TASC After School Program's Second Year. Washington, D.C.
⁵ U.S. Department of Education. 21st Century Community Learning Centers: Providing Quality Afterschool Learning Opportunities for America's Families. Sept. 2000.
⁶ Afterschool Alliance (2008). Afterschool Programs: At the STEM of learning. Washington, D.C.
⁷ Coalition for Science After School. (2004). *Science after school*. Retrieved September 2006, from <http://qt.exploratorium.edu/csas/resources.html>

HISTORY

In 2003, House Resolution No. 26 requested that the Michigan Department of Education (MDE) and the Michigan Department of Human Services (DHS) convene a task force forming the Michigan After-School Initiative (MASI). The 2003 MASI focused on actions that would strengthen the state's ability to support high-quality, affordable, out-of-school time programs and recommended policy changes in the areas of funding, interagency collaboration, capacity building, community collaboration, and evaluation.

The MASI conducted a random digital dial survey that revealed 450,000 children are home alone after school in Michigan. It also showed that nearly one-third of Michigan's children are left to care for themselves for one to five days per week.

The Michigan After-School Partnership (MASP), co-chaired by the MDE and DHS, was established by Public Act 344 of 2004 (September 29, 2004) and Public Act 351 of 2004 (September 30, 2004). Legislative appropriations facilitated the leveraging of private funding from the Charles Stewart Mott Foundation for \$225,000 and the Robert Wood Johnson Foundation for \$100,000. In 2006, the Legislature enhanced MASP through House Resolution 35 and Senate Resolution 127 to add the Departments of Community Health (DCH), History, Arts and Libraries (HAL), and the Department of Labor and Economic Growth (DLEG) as co-chairs to oversee its efforts to implement the policy recommendations and Action Plan* identified in the MASI Report of December 15, 2003.



THE MICHIGAN AFTER-SCHOOL INITIATIVE (MASI) REPORT

*MASI ACTION PLAN

- ◆ Define and implement a plan for the governance and sustainability of MASP.
- ◆ Foster regional and local partnerships at all levels.
- ◆ Promote policies and funding initiatives to allow coordination, expansion, and sustainability of local programs.
- ◆ Build broad public support for after-school programs.
- ◆ Develop the profession of after-school/youth development for providers.
- ◆ Promote accountability and quality systems.

"We are shortchanging our future by ignoring the potential of more time and more people to help our children and communities get ahead. We must maximize every opportunity to compete successfully in the international marketplace of ideas and commerce."

Richard Riley
United States Secretary of Education
1993-2001

MASP adopted the following comprehensive long term goals in May 2007:

Goal 1: Create a sustainable structure of state-wide, regional and local partnerships, particularly school/community partnerships, focused on supporting policy development at all levels.

Goal 2: Support the development and growth of state-wide policies that will secure the resources that are needed to sustain new and existing after-school programs.

Goal 3: Support state-wide systems to ensure programs are of high-quality.

AFTER-SCHOOL FUNDING

After-school programs are paid for by a mix of public funding, registration fees and private contributions. This funding mix creates both a strength and a weakness of after-school in Michigan. Diversified funding helps address young people's many different needs and encourages creativity, flexibility and collaboration with other systems. Diversity also means that each funding agency can impose its own objectives and administrative requirements. Unfortunately, funding fragmentation can also be inefficient, create confusion for providers and make it difficult for policymakers and the public to see the full picture of how the state's resources are deployed to ensure that all young people are receiving the supports they need.

At a time when Michigan is striving to dramatically improve educational opportunities for all its children and youth—especially those who are most disadvantaged—the state must invest in reforming and expanding its system for financing afterschool programs. (NYSAN Policy Brief, May 2008)

Current funding is not meeting the need: In Michigan, 21st Century Community Learning Centers (CCLC), the only federal program dedicated to after-school, provides funds for after-school programs that serve primarily Title I students. Eligible applicants include schools, community-based organizations, and public, private or faith-based organizations. A total of 52 grantees, serve 188 afterschool centers with students from 241 feeder schools. In its last competition, the 21st CCLC program awarded only 25 grants out of a total of 71 applicants. (U.S. Department of Education, 2008)

Funding System Barriers and Opportunities for Program Improvement

There are five common areas where a more coordinated state-wide strategy could enhance after-school program quality and availability:

- 1. Goals and Outcomes**
- 2. Quality Standards and Regulations**
- 3. Workforce Development**
- 4. Partnerships**
- 5. Data Collection and Administration**

Michigan needs to:

- Develop a more coordinated state-wide funding system.
- Identify administrative reforms to improve efficiency, such as alignment of standards and regulations across programs and develop common application and reporting processes.
- Provide comprehensive support for program quality improvement and workforce development.
- Encourage partnerships and operational collaboration between schools, community-based organizations and other stakeholders.
- Ensure adequate resources to deliver and sustain high-quality programs for all young people.

After-School Diverse Programming

In Michigan, a wide variety of programs and services are delivered in the hours outside of school.

- Programs serve students from kindergarten through high school.
- Programs take place in school buildings and in community-based facilities such as community centers, YMCAs, libraries, houses of worship, etc.
- Programs are offered both before and after school, and during weekends, holidays and summer breaks. Some require regular daily attendance while others allow drop-in participation.
- Many programs provide a comprehensive mix of academic, enrichment, arts and recreational programs. Some integrate specialized programs to target particular needs including health care services, youth employment support, drop-out prevention, mentoring and adult education.

MASP STRATEGIC GOALS/ACCOMPLISHMENTS- 2008

All children and youth will have access to high-quality after-school opportunities

- The launch of the MASP Web site facilitates grant alerts, resource sharing and information dissemination on sustainability planning to over 1,000 providers, a 30 percent increase over 2007. Funding workshops held at the MAC Conference in October 2008 and the Michigan After-school Summer Summit in May 2008 reached over 800 providers from across the state.
- The MASP Quality Committee in collaboration with the Department of Education made recommendations for revisions to the State Board of Education *Model Standards for Out-of-School Time Programs*, approved by the State Board of Education in August 2008. MASP and its partners endorsed the revised standards and developed a self-assessment document and recognition program to build system incentives for quality achievement.
- MASP seeded and supported the development of the new Michigan School-age Certificate, credential and core competencies as a joint effort of MI 4C Association, MASP partners, and Michigan Afterschool Association. These new certifications help to define what youth development professionals need to know to provide quality youth programming. The certificate, credential, and core competencies serve as the foundation for decisions and practices carried out by professionals in all settings and programs and help guide training, evaluation, and recognition.
- MASP actively participated and collaborated with the 2008 Michigan Drop Out Summit; College Access; and efforts focused on after-school resources with the Office of Community and Faith-Based Initiatives providing valued input, support and connections to these critical issues and the state-wide after-school community.

Cultivate champions to help advance the state after-school policy agenda

- Advocacy trainings were held throughout the state from rural Clare to urban areas such as Detroit, building local capacity to increase awareness and support for after-school.
- MASP Honored six After-School Champions at the 2008 Annual Meeting along with recognition of five businesses for their commitment to after-school.
- Partnering with the Michigan Municipal League, MASP solicited nominations for local municipal officials for recognition at the Afterschool Challenge in May 2008. Mayor George Heartwell, Grand Rapids, was nominated and accompanied by MASP to the national event in Washington, D.C.
- A Genesee County after-school provider, nominated by MASP, was selected to participate in a national After-School Ambassador program that provides advocacy training which will be shared with other providers across the state.
- Lights On activities were held in more than 115 locations throughout the state, over a 50 percent increase from 2007 events.
- The 2008 MASP Annual Meeting held March 5, 2008, was strategically linked with the Governor's Education Summit. A panel of experts and representatives from some exceptional programs in Michigan spoke on after-school in the arts, science and technology.
- A resource mapping of youth programs, conducted in June 2008, in conjunction with the Michigan Shared Youth Vision Partnership began the process to compile Economic Impact Data.
- MASP has begun working to identify and eliminate state-level barriers to funding through collaborations.



Promote Promising Practices

- Statewide surveys were conducted searching to identify promising practices and utilizing the MASP Web site for dissemination. Pilot program for the *Recharge! Energizing After-school* curriculum conducted in 60 after-school programs throughout the state to help youth become physically active and learn about good nutrition. The pilot included an evaluation of the physical activity program. MASP collaborated with the national office of Action for Healthy Kids to coordinate efforts with national evaluation and training goals.
- Collaboration was established with the After-School All Stars organization, a national organization focused on child health and wellness in after-school, to access additional private funding targeted at high-risk Detroit area after-school programs.
- MASP participated in a strategic planning session hosted by the MDE, in collaboration with the DCH, to guide the state's Coordinated School Health Program efforts over the next five years.
- 2008 professional development opportunities increased by 60 percent over 2007.
- The dissemination of evaluation/assessment tools nationally developed were and continue to be developed for use in Michigan.
- Formal links made to utilize existing sources of information/data collection to state-wide Michigan 2-1-1 efforts.
- Conducted a survey in partnership with The National Coalition for Science After-School to help improve the quality of science learning resources available to after-school programs in Michigan.
- Monthly open discussion calls were made available to the MASP network by the C.S. Mott Foundation linking MASP Partners with national resources and networking opportunities.



Building State and Local After-School Partnerships

- Efforts continued to expand the base of support and engage additional state and local level school leadership to foster and support community/school connections. The launch of the MASP website (www.miafterschool.org), quarterly newsletter, and e-mail alerts to more than 1,000 individuals and organizations in the after-school community in Michigan has increased outreach efforts by 32 percent.
- The Governor's Office invited MASP to participate in a College Access Work Group, to address strategies to increase the number of students entering and successfully completing college. MASP represented the opportunities of after-school as a strategy to achieve these goals and link MASP partners to the state-wide efforts. Links to after-school opportunities as strategies to increase college access programs will be made available at targeted community forums throughout the state.
- MASP expanded representation on the Steering Committee utilizing all regions in Michigan. Local grass-roots work strengthened active participation in community conversations hosted by MASP partners, i.e., Michigan's Children and MEA on the Drop Out crisis; Youth Shared Vision—targeting communities of high need for intervention and coordination of services; Fight Crime: Invest in Kids—prevention and intervention strategies.
- Participated in the Education Policy Action Team, to work with executive level decision makers from government, public/private sectors, school districts, health care and non-profit organizations to create a multi-year strategic policy agenda to reduce childhood obesity in Michigan.

Michigan After-School Partnership envisions that all Michigan children and youth will have the opportunity to participate in high-quality after-school programs that support their success through social, cultural, physical, and intellectual development.

“We are absolutely committed to the importance of providing before-and after-school programming for all of Michigan’s youth. Quality before and after-school programming improves academic achievement, empowers families and communities, and reduces school violence. Only together, through the support of our schools and communities in a non-partisan manner, will we succeed.”

Governor, Jennifer Granholm

2008 MASP REVENUE SOURCES



*Charles Stewart Mott Foundation
Department of Education
Department of Human Services
Department of Labor and Economic Growth
In-kind contributions from MASP Partners*



MASP PARTNERS

Officers

Chair: Lynn Heemstra, City of Grand Rapids, Office of Children, Youth and Families

Vice Chair: Jon Tomlanovich, Michigan Association of Intermediate School District Administrators

Treasurer: Barbara Blanchard, Parent Teacher Student Association

Secretary: Judi Brown Clarke, Michigan State University

Bridges to the Future– Genesee County	Michigan Association of Intermediate School Administrators
City of Grand Rapids–Our Community’s Children	Michigan Association of School Boards
Early Childhood Investment Corporation	Michigan Association of United Ways
Fight Crime: Invest in Kids Michigan	Michigan’s Children
Governor’s Council for Physical Fitness	Michigan Community Coordinated Child Care Association
Governor’s Office	Michigan Federation for Children and Families
High/Scope Educational Research Foundation	Michigan Municipal League
Junior Achievement	Michigan Parent-Teacher Student Association
Mayor’s Time–Detroit	Michigan Recreation and Parks Association
Michigan AFL-CIO	Michigan State University
Michigan AfterSchool Association	Michigan State University Extension
Michigan Association for the Education of Young Children	The Saginaw Chippewa Indian Tribe
Michigan Association of Community and Adult Education	State Alliance of YMCAs
Michigan Association of Counties	School-Community Health Alliance of Michigan
Michigan Association of Elementary and Middle School Principals	United Way of Genesee County
	The Village Initiative

