



Office of
Education
Partnerships

VISION & IMPACT REPORT '26



Learning Happens Everywhere

How partnerships connect Michigan
learners, families and communities



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Letter From Leadership

August 25, 2026



Partnership is how Michigan turns a lifelong education vision into opportunity people can feel in their everyday lives.

Learning doesn't begin or end when the school bell rings – it happens everywhere. It begins with families, grows through relationships with educators and is strengthened by the experiences and opportunities children encounter every day. The people who surround children at home, in schools and throughout their communities all play an essential role in helping them build confidence, discover their interests and develop the skills they need to thrive.

Recognizing the lasting impact these relationships and experiences have on a child's future, the Michigan Department of Lifelong Education, Advancement, and Potential (MiLEAP) Office of Education Partnerships (OEP) works to strengthen connections between families, educators, schools and communities to expand learning opportunities and improve outcomes throughout the state from birth through postsecondary education.

Through its Office of Family Partnerships, OEP helps communities build trusting relationships that strengthen family engagement and ensure families have the tools, knowledge and support to be active partners in their child's education. Through Out-of-School Time and Summer Learning initiatives, OEP expands access to high-quality before-school, after-school and summer

programming, supporting children and youth as they learn new skills, explore interests, and grow academically, socially, and personally.

Across Michigan, these efforts are creating meaningful opportunities for children wherever learning takes place. A child discovering a passion through a summer program. A family feeling more connected and supported in their child's education. An educator working alongside community partners to better support students. These moments demonstrate the impact of a child's supports coming together and the difference that is possible when we work toward a shared vision of lifelong success.

By fostering collaboration, engaging partners and expanding equitable access to learning opportunities, OEP helps create the conditions that allow learners, families and communities to succeed.

The pages that follow highlight the impact of this work and outline a statewide vision for learning that extends beyond the classroom, strengthens families and creates opportunities for every learner to succeed.

Sincerely,

Dr. Beverly Walker-Griffiea
Executive Director, MiLEAP

Rawlan Lillard II
Deputy Director, Office of Education Partnerships,
MiLEAP

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Learning Happens Everywhere



A student's success is shaped by the opportunities that surround them—not by any one program or institution.

Beyond the classroom, learning experiences transition through every stage of life, and where students are expected to reach key milestones throughout their educational journey. Michigan's youngest learners move from home to early learning, from classroom instruction to after-school and summer experiences, from high school toward postsecondary education and into careers. At each stage, strong relationships with family and educators contribute to putting students on a path to success.

OEP works to bridge the space between traditional school systems and families. The OEP team helps families and educators build trust, expands access to programs beyond the classroom, protects children through camp licensing, creates entry points into careers exploration, and ensures policies and investments are informed by the people closest to the work.

UNDERSTANDING THE LEARNER ECOSYSTEM

LEARNING SETTING

HOW OEP STRENGTHENS THE CONNECTION

Home and family

Families are recognized as a child's first teachers. MiFamily Engagement Centers provide parents and families tools in meaningful ways to shape learning and strengthen literacy.

Early childhood

Regional partnerships connect families and professionals, strengthen transitions and align with early literacy and PreK efforts.

K-12 education

Family engagement supports attendance, behavior, literacy and academic progress while bringing family and community insight into school improvement.

Before, After school and summer programs

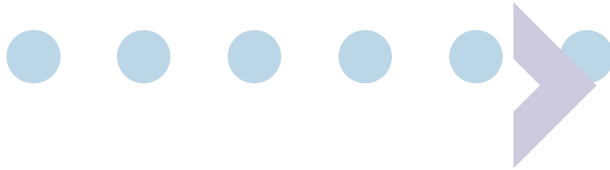
Out-of-School Time grant funded programs provide safe spaces for continuous learning.

College and Career Exploration

OEP funded programs help students understand options, complete key steps and build confidence about education after high school.

Workforce and prosperity

Credentials and career pathways help students and current professionals build careers serving Michigan's children, youth and communities.



WHY PARTNERSHIP MATTERS

Family engagement is one of the strongest predictors of student success. When families are included as educational partners from birth to postsecondary, students benefit through stronger academic performance and behavior, reduced chronic absenteeism, higher graduation and postsecondary participation, and improved lifelong success. Consistent access to quality out-of-school time programming can strengthen academic engagement, social-emotional development and skill-building while helping families maintain employment.

By pairing investment with coordinated strategy, OEP supports capacity building across Michigan's education system filling gaps where needed to remove barriers for quality learning environments.



03

How the Office of Education Partnerships Works

OEP leads statewide efforts to build and sustain partnerships that enhance educational opportunities and outcomes throughout Michigan—from the prenatal period through postsecondary education and into careers.

OUR **APPROACH**

PRACTICE	WHAT IT LOOKS LIKE
Listen	Bring family, youth and practitioner perspectives into policy, program design and continuous improvement.
Connect	Build relationships across family, school, community, government and employers.
Invest	Distribute state and federal resources through clear, accessible and increasingly equitable processes.
Build capacity	Provide professional learning, technical assistance, tools and regional infrastructure that help partners deliver.
Learn and improve	Use data, evaluation, and stakeholder input to strengthen quality, access, and outcomes over time.



IMPACT AT A GLANCE

1M+ family connections reported by MiFamily Engagement Centers	89,333 youth served by Out of School Time programs in 2024-25	19,633 students served by 21st century community learning centers in 2024-25
1,001 active camp licenses reported in 2026	66 Counties served by OST programs	10 regional MiFamily Engagement Centers

AREAS OF FOCUS

FAMILIES AS PARTNERS

OEP CONTRIBUTION

Build statewide family-engagement infrastructure and help families, schools and communities lead together.



LEARNING BEYOND THE SCHOOL DAY

OEP CONTRIBUTION

Expand access to high-quality before-school, after-school and summer experiences.



SAFE PLACES TO LEARN AND GROW

OEP CONTRIBUTION

Protect children and support providers through responsive camp licensing and technical assistance.



04 Strategies & Contributions



PILLAR 1 ·
Families As Partners

PILLAR 2 ·
Learning Beyond the School Day

PILLAR 3 ·
Safe Places to Learn and Grow

PILLAR 4 ·
Workforce and Systems Alignment



PILLAR 1

FAMILIES AS PARTNERS

Families are a students' first teacher and enduring influence. OEP is building a statewide system that treats their knowledge, voice and advocacy as essential to student success.

OEP supports the development, achievement, and well-being of Michigan learners through family engagement—a partnership among families, students, educators, and community partners built on trust, respect, and common goals so that every learner thrives.

MiFAMILY ENGAGEMENT CENTERS



Michigan's 10 MiFamily Engagement Centers, address a longstanding gap—the absence of a coordinated regional mechanism to connect family engagement across early childhood, K-12, out-of-school time and postsecondary transitions.

The centers build on earlier federal Preschool Development Grant investments and the former Early Literacy Support Network Hubs, preserving valuable infrastructure while expanding its reach.

Each center is a network of relationships and resources facilitated by a regional coordinator and shaped by regional priorities. Together, the centers provide:

- Professional learning and technical assistance for family-facing professionals.
- Capacity-building that helps schools and organizations engage underserved populations and reduce barriers to participation.
- Literacy events, tools and materials for families from birth through fifth grade.
- Support for family, school and community partnerships across early childhood, K-12, out-of-school time, career and technical education and postsecondary planning.

MICHIGAN'S INVESTMENT

Michigan invested \$14 million over four years to establish and operate 10 regional centers—\$350,000 annually per center—through fiscal year 2026-27.

FAMILY PARTNERSHIP BY THE NUMBERS

1,093,026
family connections reported

39
learning opportunities led by OEP

53,398
family-facing professionals served

300+
participants across two statewide events

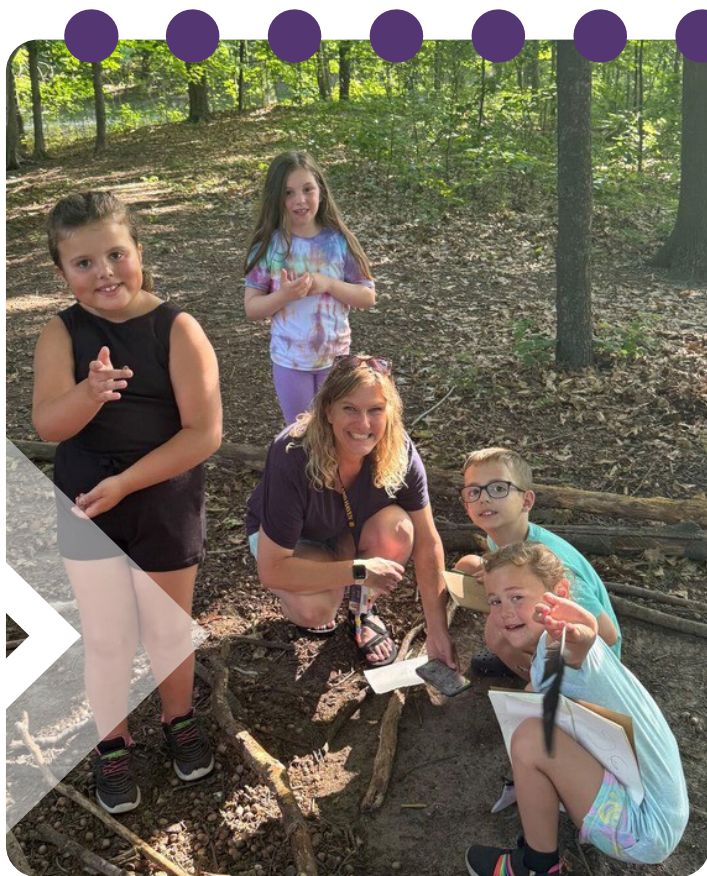
345
schools and community
organizations partnering

466,907
families reached by the
ages-and-settings video

RELATIONAL LEADERSHIP

OEP models the kind of partnership it asks local systems to build. The Family Engagement State Advisory grew from 16 to 47 members between October 2024 and 2025, bringing together parent and family leaders, state agencies, higher education institutions, schools and community organizations. Four at-large meetings in 2025 averaged 30 participants. A 22-member subcommittee guided the revision of Michigan's family engagement framework.

Families and family-facing professionals also participated in regional focus groups to inform that revision. Among 178 participants who provided demographic information, every age span—from early learning through postsecondary education—was represented. More than half identified as parents or caregivers. This approach moves engagement upstream: people contribute before decisions are finalized, not after a plan has already been written.



HELPING FAMILIES BUILD LITERACY TOGETHER

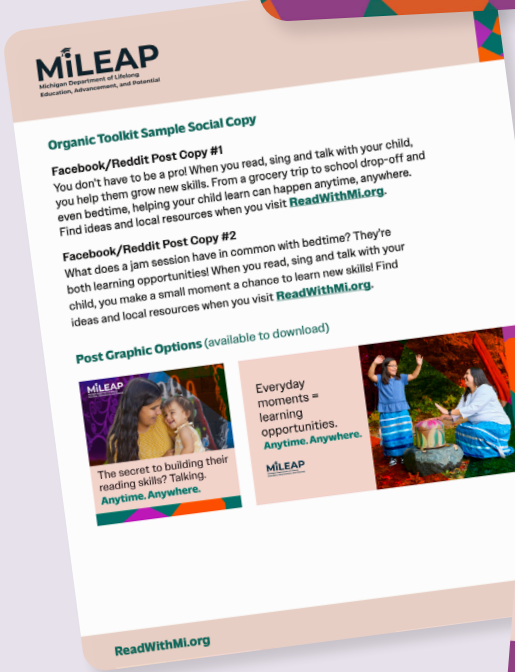
Improving literacy and reducing chronic absenteeism are statewide priorities, and both depend on strong relationships with families. MiFamily Engagement Centers help regions shift their approach toward partnership-based strategies that recognize parents and families as first teachers, problem-solvers and trusted messengers.



HELPING FAMILIES BUILD LITERACY TOGETHER

The Read With Mi campaign paired age-specific ideas with a statewide digital resource. Refreshed content for families of older children helped fill a common gap in family-engagement materials and drove stronger engagement among parents of children ages 4-6 and 7-10. Regional centers also developed attendance efforts, including Region 5's Strive for Fewer Than 5 campaign, to help schools and families address chronic absence through shared goals and practical support.

Professional learning makes these strategies sustainable. Relational Leadership Intensives help participants build trust, communicate across differences and create environments where families and professionals can solve problems together. Annual statewide MiFamily Engagement events extend that learning across regions and roles, while Family Engagement Month raises public awareness of how partnership evolves as learners gain voice and agency.



READ WITH MI IMPACT

3.9M

reported campaign reach

190,000

website users

357

visits to Great Start sites

253,000

clicks to ReadWithMi.org

6,600+

resource downloads

150

visits to OST program sites



PILLAR 2

LEARNING BEYOND THE SCHOOL DAY

Before school, after school and during the summer, young people need safe places to explore, belong and grow—and families need reliable programs that make work and learning possible.

School-age youth spend most of their waking hours outside the classroom. Quality out-of-school time programs turn those hours into opportunities for academic support, mentoring, arts, STEM, recreation, career exploration and relationships with caring adults. They also provide critical stability for working families.

Access remains uneven. Communities with fewer resources often have fewer reliable options, even as families face the same need for safe and enriching care. OEP uses state and federal funding, technical assistance, evaluation and stakeholder guidance to expand the reach and quality of Michigan's out-of-school time system.

32N OUT-OF-SCHOOL TIME GRANTS: EXPANDING ACCESS STATEWIDE

Created in 2021 with a \$5 million investment, the state-funded 32n Out-of-School Time Grants Program has grown into one of Michigan's largest investments in before-school, after-school and summer learning. The program supports nonprofit and faith-based organizations, Tribal Nations, local governments, institutions of higher education, public libraries, intermediate school districts and other community providers.

In fiscal year 2025-26, the Legislature allocated \$75 million for the program. After administrative and implementation support, approximately \$73.13 million was distributed through a competitive grant process. Awards ranged from \$14,400 for 24 days of summer programming to \$228,000 for programs operating across the school year and summer.



278

grants funded in 2025-26

38,728

students in school-year programming

879

program sites

140,212

hours of school-year programming

66

counties represented

74,460

estimated school-year and summer reach

PAIRING INVESTMENT WITH ACCESS AND SUPPORT

OEP's role goes beyond issuing an application. The team conducts roadshows, virtual orientations, weekly technical assistance and one-on-one support so organizations of different sizes and levels of grant experience can participate. For the 2025-26 opportunity, four virtual grant orientations drew 716 participants and 19 weekly technical-assistance sessions served another 592 participants.

The scale of interest demonstrates both the strength of Michigan's provider network and the depth of unmet demand. For 2024-25, 332 applicants requested \$122 million to serve 1,251 sites. Available resources funded approximately half of applicants. OEP and its partners continue to improve clarity, accessibility and feedback so a competitive process does not become a barrier to organizations closest to community needs.

WHAT PARTICIPATION MAKES POSSIBLE

The 2024-25 program year provides the most complete evaluation picture to date. A total of 171 grantees operated across 782 sites and served 89,333 young people, including carryover-funded programs. Fifty-nine percent of sites were located in under-resourced communities, with funded programs distributed across urban, suburban and rural areas.

For small and rural communities, the investment can be transformative. Hillman Community Schools used 32n funding to expand art, wellness, educational field trips and hands-on STEAM experiences that would otherwise have been difficult to provide. The district described the grant as a way to bridge resource gaps and give students access to the kinds of enrichment available in larger or more affluent communities.



“It has made a world of difference to my ability as a single mom to get my work done while knowing my kid is safe and engaged and happy every afternoon.”



Caregiver participating in a 32n-funded program

“Making friendships with others, being a good and helpful person, and getting work done to be successful in school.”



Youth participating in a 32n-funded program

91%

of youth enjoyed attending

97%

of families felt supported

66%

of participants attended daily

59%

of sites in under-resourced communities

42%

of sites in cities

33%

of sites in rural communities

EQUITY SHAPED WITH STAKEHOLDERS

The Michigan Out-of-School Time Advisory Committee began in 2023 to help the state envision an ideal and equitable OST system and recommend how future resources could be distributed. With support from the Michigan Afterschool Partnership and the National Equity Project, the committee used a liberatory-design approach grounded in procedural, distributional and structural equity.

- **Procedural equity:** design with applicants, practitioners, families and young people — not only for them.
- **Distributional equity:** direct the greatest resources toward communities with the greatest need.
- **Structural equity:** identify and change rules or practices that limit access and belonging.

Recommendations from the committee informed the majority of the 2024-25 and 2025-26 requests for proposals. More than 80% of organizations applying in 2024-25 reported that the process was equitable or more equitable, and 90% of committee members said participation helped them create spaces of belonging within their own organizations and programs.

21ST CENTURY COMMUNITY LEARNING CENTERS

The federally funded Nita M. Lowey 21st Century Community Learning Centers program supports high-quality out-of-school and summer learning for students attending high-poverty, lower-performing schools. Michigan grants help schools, community organizations, faith-based organizations, parks and recreation departments and other partners provide academic enrichment; arts, music, STEM, physical activity and youth development; and literacy and educational opportunities for families.

The 2023-24 evaluation found gains across academics, classroom behavior and youth development. Among students with a GPA below 3.0, 33% improved by at least half a point. Sixty percent of students in grades 1-8 improved homework completion, 68% improved classroom behavior and 68% demonstrated growth in self-regulation, persistence and healthy friendships. Students also reported learning to collaborate, resolve conflict and contribute to others.

19,633

students served in 2024-25

264

schools

85

districts

26

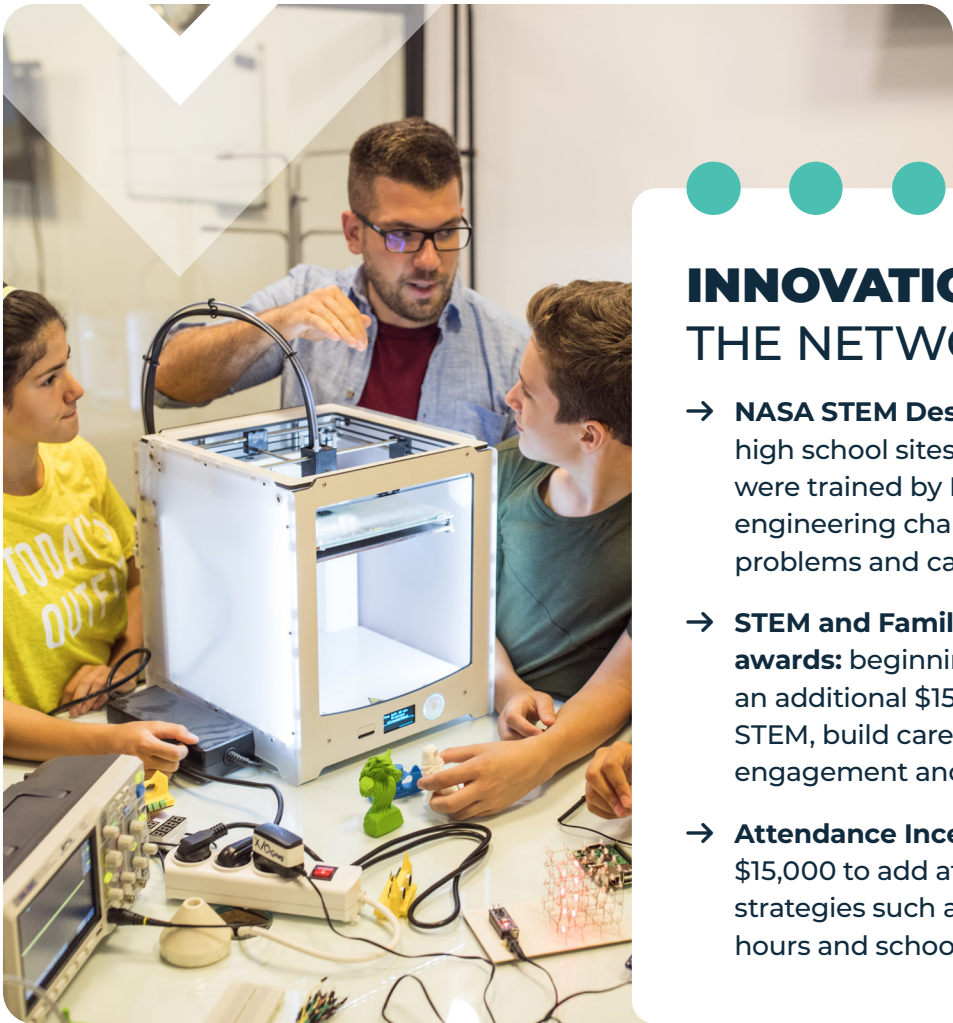
counties

\$36.8M

federal allocation

93%

directed to local subgrantees



INNOVATION ACROSS THE NETWORK

- **NASA STEM Design Challenge:** 15 middle and high school sites participated in 2024-25; 35 staff were trained by NASA and 200 students completed engineering challenges connected to real NASA problems and careers.
- **STEM and Family Engagement supplemental awards:** beginning in 2025-26, 227 sites received an additional \$15,000 to embed high-quality STEM, build career awareness, strengthen family engagement and host local showcases.
- **Attendance Incentive Grants:** 95 grantees received \$15,000 to add at least 90 program hours, using strategies such as Friday programming, extended hours and school-break weeks.



PILLAR 3

SAFE PLACES TO LEARN AND GROW

Camp licensing protects children, helps families make informed choices and supports providers in building safe, healthy environments for exploration and learning.

Michigan has regulated children's camps since 1944. Today, the Camp Licensing Unit administers the Child Care Organizations Act for day, residential, travel and troop camps across the state. Licensing gives families access to public information, establishes health and safety expectations and helps providers understand what strong practice requires.

The work is both regulatory and educational. Camps provide child care, outdoor experiences and community-based learning while supporting families and local economies. Programs now span nature exploration, science and math, theatre and music, reading and language, sports, sailing, horseback riding, aquatics, climbing, target sports and high-adventure travel. Responsive technical assistance helps providers translate requirements into safe operations without losing the creativity that makes camp powerful.

GROWING DEMAND

The number of active licenses increased by **more than 200** between 2024 and 2026, reflecting new 32n grantees, growth in philanthropic summer programs and increased awareness of licensing requirements.

Original applications and incident reporting have also risen as more providers enter the system and reporting pathways become easier to use.

YEAR	ACTIVE LICENSES
2022	800
2023	835
2024	835
2025	994
2026	1,001



MODERNIZING SERVICE

In winter 2024, background-check and screening responsibilities transferred to the Camp Licensing Unit. The team also developed an online application process that allows organizations to upload policies, procedures, payment documentation and application information in one place. By December 2025, renewal applicants could pay electronically and receive confirmation by email, including the ability to pay for multiple sites together or individually.

The new process reduces manual handling, makes records more accessible and gives camp consultants a better foundation for timely feedback and technical assistance. Future work includes expanding electronic payment to original applications and continuing to strengthen complaint, incident and partner-reporting processes.

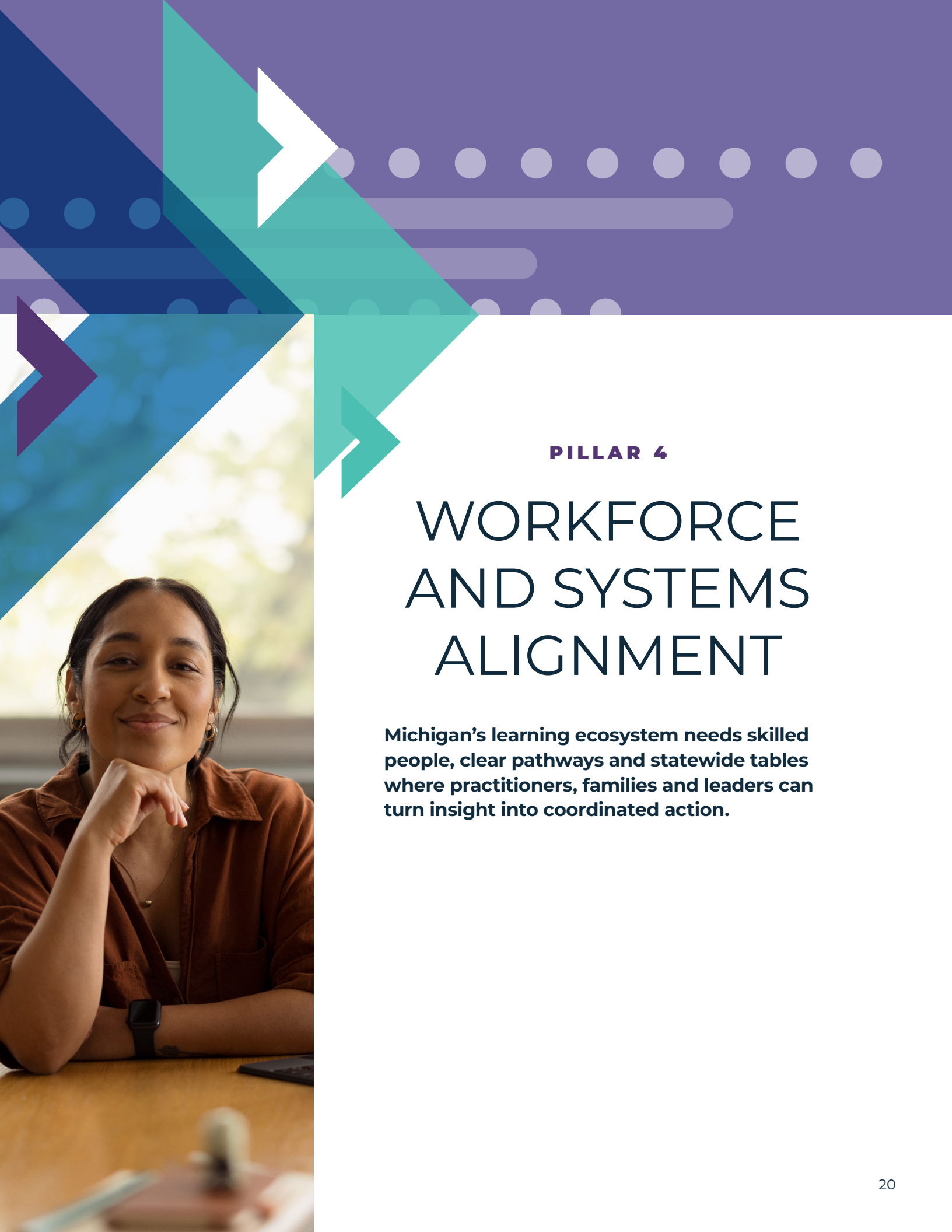
MODERNIZING CAMP LICENSING

Completed Improvements

- Developed an online application system that reduced processing time and allowed applicants to submit required documentation electronically.
- Launched electronic payment options for renewal applicants, reducing processing time and improving customer service.
- Expanded real-time technical assistance and feedback for camp licensed organizations, allowing camp consultants to provide direct feedback throughout the licensing process.

Coming next:

- Electronic payment options for original licensing applications.



PILLAR 4

WORKFORCE AND SYSTEMS ALIGNMENT

Michigan's learning ecosystem needs skilled people, clear pathways and statewide tables where practitioners, families and leaders can turn insight into coordinated action.

FUTURE PROUD MICHIGAN EDUCATOR LAUNCH

Future Proud Michigan Educator LAUNCH, administered in partnership with the Michigan Department of Education, creates pathways for high school students interested in education and other careers serving children and youth.

Students can graduate with college credit, begin work immediately or continue toward credentials such as the Child Development Associate or Michigan Youth Development Associate.

The program aligns career and technical education with industry-recognized credentials and practical field experience.

That gives students an earlier start, helps current programs develop a stronger talent pipeline and supports statewide goals for PreK, out-of-school time and postsecondary attainment.

FPME LAUNCH has received national recognition. In 2024, the U.S. Department of Education selected it as one of three initiatives for a best-practices clearinghouse from more than 50 submissions through the Comprehensive Center Network. The Alliance for Learning Innovation has also featured the program as an example of state and federal research-and-development investment at work.

151
Education & Training CTE
programs in 2024-25

187
credentials attained in 2024-25

160%+
program growth since 2019-20

356%
credential growth since 2021-22

4,881
students enrolled in 2024-25

25
Early Middle College programs

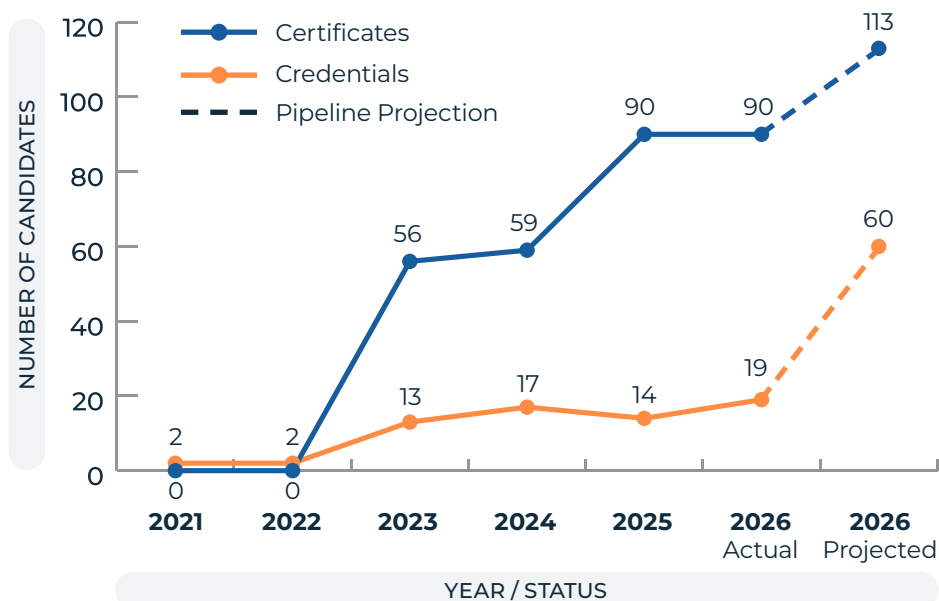
BUILDING A PROFESSION IN YOUTH DEVELOPMENT

OEP and the Michigan Afterschool Partnership are also strengthening pathways for current out-of-school time professionals. The MI-YDA certificate provides an entry point; the full credential recognizes deeper field experience and demonstrated competence. From 2021 through June 2026, the pipeline expanded from no certificates to 90 and from two credentials to 19, with additional candidates pending review.





MI-YDA Growth Trend: 2026 Final Corrected Actual vs. Projection



The MiRegistry Career Pathway makes advancement more visible for early childhood and school-age professionals. Eight sequential levels connect education and training requirements to possible career opportunities, helping individuals understand where they are, what comes next and how learning can translate into greater responsibility and mobility.

MI-YDA certificates and credentials, actual through June 2026 with pending-pipeline projection. Projected figures should be updated or removed before publication.

STATEWIDE ADVISORY GROUPS

OEP supports advisory bodies and commissions that bring expertise from across Michigan into state decision-making.

The office oversees the Governor's Educator Advisory Council and the Michigan PreK-12 Literacy Commission and convenes stakeholder structures connected to family engagement and out-of-school time. These bodies create a disciplined way to surface experience, examine evidence and recommend action.

OEP also contributes to cross-government efforts such as the Michigan Poverty Task Force's Education Workgroup. That work recognizes that learning outcomes are inseparable from housing, food, child care, health, transportation and employment. OEP's value is not to claim every outcome as its own; it is to ensure education investments are connected to the broader conditions families need to thrive.



05

Conclusion

MICHIGAN'S LEARNING ECOSYSTEM WORKS BEST WHEN ITS PEOPLE, PROGRAMS AND INSTITUTIONS WORK TOGETHER.

No single office, school, family or community organization can build the full continuum learners need. A strong system depends on connection: between families and educators, school-day and out-of-school learning, funding and technical assistance, safety and enrichment, entry-level opportunity and long-term career growth.

That is the work of the Office of Education Partnerships. Across four pillars, OEP is helping Michigan build the conditions for learning everywhere:

- Families are recognized and supported as partners, leaders and experts in their children's education.
- Young people gain access to safe, engaging experiences before school, after school and during the summer.
- Camp providers receive clearer processes and responsive guidance that protect children and strengthen quality.
- Students and professionals can see and pursue pathways into careers serving children, youth and families.
- Advisory bodies and cross-sector partnerships give Michigan a stronger foundation for coordinated decisions.

The progress is significant, but the need continues. Demand for out-of-school time grants exceeds available resources. Regional family-engagement infrastructure requires sustained investment to deepen relationships and demonstrate outcomes over time. Camp licensing must keep pace with provider growth and changing program models. Workforce pipelines need continued alignment across secondary education, postsecondary education and employers.

The next chapter should build on what Michigan has learned: pair investment with technical assistance; treat families and young people as co-designers; use data without losing the human story; and strengthen the regional and statewide infrastructure that allows local innovation to last.





Office of Education Partnerships

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