



MICHIGAN

The Afterschool Investments project has developed profiles for each state to provide a snapshot of the “state of afterschool,” as well as an opportunity to compare afterschool activities across the country. This profile provides key data and descriptions of the afterschool landscape, which includes a range of out-of-school time programming that can occur before and after school, on weekends, and during summer months. It is designed to serve as a resource for policymakers, administrators, and providers.

Statewide Initiatives

- ▶ **Michigan After-School Partnership (MASP).** In 2004, with support from the governor, the Michigan legislature extended the duration of the Michigan Afterschool Initiative and established the Michigan After-School Partnership (MASP). In doing so, it called for the creation of MASP with a set-aside of \$25,000 each from the Michigan Department of Education and the Department of Human Services to leverage private funding. These funds would engage the public and private sectors in building and sustaining high-quality out-of-school time (OST) programs and resources. In 2005, private funding from the Charles Stewart Mott Foundation and the Robert Wood Johnson Foundation was secured. Currently, over 32 state level organizations have joined MASP, working collaboratively to advance afterschool in Michigan. Goals of MASP include reinforcing existing public policy support, developing state structures and policies that support afterschool programming, identifying and facilitating access to sustainable funding mechanisms, and supporting state-wide systems to assess programs' quality. A governance structure and steering committee was also formed. In 2006, the Michigan House and Senate passed resolutions calling for the expansion of MASP. The legislation requests that representatives of the Department of Labor and Economic Growth, Department of History, Arts & Libraries, and the Department of Community Health be added as co-chairs of the MASP.
- ▶ **Model Standards for Out-of-School Time Programs.** The Michigan State Board of Education finalized model standards for OST programs in 2003. The standards were developed by the OST committee that was comprised of representatives from MDE and three school districts across the state. The standards are designed to assist development and evaluation of high-quality comprehensive OST programs for elementary and middle schools. The model standards include quality indicators for six distinct areas: 1) health, safety, and nutrition; 2) human relations and staffing; 3) indoor and outdoor environment; 4) program and activities; 5) administration; and 6) single-purpose programs (i.e., utilizing standards for programs that are not designed to be comprehensive). In addition to the model standards, the MDE

Quick Facts

Demographics

Total population:10,095,643

Number of children
ages 5-12:1,084,982

Percent of population: 10.7%

Percent of students eligible for free and reduced-price
lunch: 35.8%

Percent of K-12 students in Title I
"Schoolwide" schools: 26.3%

For more demographic information,
visit
<http://nccic.acf.hhs.gov/statedata/statepro/index.html>

Child Care and Development Fund (CCDF)

• CCDF Administrative Overview

Administering agency:
Michigan Department of Human Services,
Child Development and Care Division

Total FFY06 federal and state
CCDF funds:\$215,975,398

FFY06 total federal
share:\$147,819,242

FFY06 state MOE plus
match:\$68,156,156

FFY06 School Age & Resource and
Referral Targeted Funds: \$510,133

FFY06 Tribal CCDF
Allocation:\$1,044,610

FFY05 Total Quality
Expenditures:\$35,935,007

Percent of children receiving CCDF subsidies
who are ages 5-12:51.1%

has contracted with the High/Scope Foundation in the development of the Youth Program Quality Assessment, an instrument for program monitoring and self-assessment that will allow OST programs to implement the activities necessary to meet the standards.

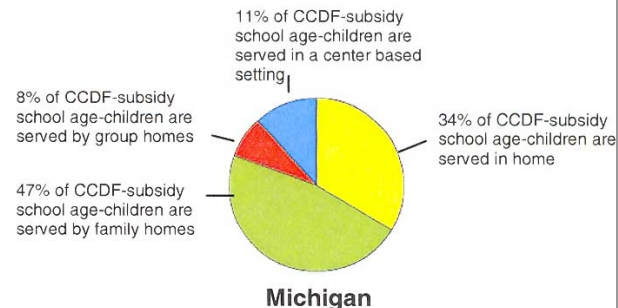
- ▶ **Michigan School-Age Collaborative Conference.** The Michigan After-School Partnership seeded the planning for a state-wide annual collaborative conference for afterschool providers, advocates, administrators and policy makers. The third annual conference was held in April 2007, with over 500 participants.
- ▶ **School-age Child Care Licensing Rules Revisions.** The signing of Public Act 116 – HB 5110 of 2005 by the governor, which addresses licensing concerns relating to school-age child care, was a culmination of collaborative efforts from multiple state, public, and private entities with active participation from Michigan After-School Partnership members. The new law identifies certain types of school-age care programs that are exempt from licensing inspections, but still must submit annual self-certifying statements confirming compliance with child care center rules. New rules became effective December 2006.
- ▶ **Michigan Creative After School Experiences (MICASE).** MICASE is a catalog of programs that includes afterschool, weekend, and summer experiences for pre-kindergarten through high school students. The online database was created and is maintained by the Michigan Department of History, Arts, and Libraries to help connect those seeking creative out-of-school-hours educational experiences with cultural organizations that provide them. The database, available at <http://www.micase.org/index.htm>, includes OST programs with a focus on history, literacy, mathematics, music, science, technology, visual arts, and theater.
- ▶ **TANF funding.** Authorized by the governor and the legislature, the Department of Human Services allocated \$5 million in TANF funds to provide contracts through a statewide competitive bid process for services to elementary and school-aged children, which reflects a three-year funding commitment. 17 program sites are located in 14 counties, and no county may receive more than 20% of the funds. The program shall include, at a minimum, at least 3 of the following topics: Abstinence-based pregnancy prevention, chemical abuse/ dependency, gang violence prevention, academic help, future self-sufficiency, leadership development, case mentoring, parental involvement, and anger management. An annual report is due to the legislature, documenting number of participants, average cost per participant, and changes noted in juvenile crime, aggressive behavior, academic achievement, development of new interests and skills, school attendance rates, and school behavior.

Notable Local Initiatives

- ▶ **Mayor's Time.** Mayor's Time is Detroit's comprehensive, collaborative afterschool campaign focused on improving the overall development of the city's youth. Its goal is to increase the number of Detroit school-age participants in afterschool programs from 30% to 50%. Focusing on the hours of 3-8 p.m., Mayor's Time aims to engage the community in afterschool opportunities through information, education, and collaboration. For example, to raise awareness of afterschool programs, Mayor's Time has created a web-based Afterschool Location Finder. Mayor's Time has identified six core areas of childhood development for afterschool opportunities: enrichment, culture, social, technology, recreation, and environment.
- ▶ **Farmington Hills Youth Centers.** Farmington Hills' five youth centers for middle school students provide opportunities for recreation and socializing, in addition to homework help, structured prevention programs, and community service. The centers were developed following a survey that demonstrated that middle school students were underserved during afterschool hours. The centers are sustained by intensive support and participation from the youth, families, school

Quick Facts (continued)

• Settings



Michigan

• Uses of CCDF Targeted Funds and Quality Dollars for Afterschool

"Resource and referral and school-age" targeted funds:

Funds may go, coupled with those of the Department of Education, to the Michigan After School Partnership to maintain and support out-of-school programs.

• Provider Reimbursement Rates

Label assigned by state for school-age rate category:..... Age 2 1/2 +

Maximum rate for center-based school-age category: \$2.50/hour

Note: Rates vary by shelter area. Rate for Shelter area 6 given.

Standardized monthly center-based school-age rate \$200

Are separate subsidy rates offered for part-time and full-time care?.....No

district, and city, in addition to other community and business partners. Initially, funding came from several sources, including Title V, the school district, and city matching funds. Today, the program is funded by a Parks and Recreation mileage, donations from businesses and civic organizations, and grants from a Community Foundation that was created with the long-term funding of these youth centers in mind. Over 6,000 middle school students have been served over the last 10 years, with an average of over 30,000 visits per year. The school district continues to play a vital role in the centers by providing transportation to the centers, supplying teachers to help staff the centers, and sending out youth center mailings to parents.

- ▶ **The Expanded Learning Opportunities (ELO) Network.** The ELO Network is a community collaborative of over 85 partners working to ensure that every child in the Grand Rapids has access to quality afterschool programs that are well coordinated and make efficient use of dollars. Key accomplishments from the ELO Network include creating a set of standards of quality for afterschool programs, developing a database and website with information on over 300 afterschool programs, creating a self-assessment tool to measure quality, and establishing community indicators with program and child-level outcomes. The Network has advocated for legislation on afterschool licensing and funding, collaborated to bring quality training opportunities to direct service providers, raised public awareness on afterschool programming, and leveraged community partnerships securing over \$5 million in 21st Century Community Learning Center and TANF funds to serve over 6,000 children in grades K-8. The ELO Network is now working on a long-term sustainability plan for afterschool programs in the local community. Finally, they are designing a tool kit for providers to accompany the Standards Self-Assessment Tool, developing a fund-raising plan for the middle school programs and conducting a full-scale community education campaign called "3 to 6" on the importance of afterschool programs.
- ▶ **Bridges to the Future (BTF).** BTF is a youth development program offered before and afterschool in Genesee County. It serves students in kindergarten through ninth grade and is an innovative partnership between United Way of Genesee County, Flint Community Schools, the Genesee Intermediate School District, and the county's other 20 public school districts. During the 2006-2007 school year, over 17,000 students were served. BTF reinforces the fundamentals learned during the school day by providing creative, fun learning experiences. The focus of BTF is to build positive assets, develop leadership skills and empower youth to become contributing members of society.

Statewide Organizations

National AfterSchool Association Affiliate:

Michigan School Age Care Alliance
P.O. Box 16128
Lansing, MI 48901-6128
Phone: 517-241-4974
Web: www.misaca.org

Statewide Child Care Resource & Referral Network:

Michigan 4C Association
839 Centennial Way
Lansing, MI 48823
Phone: 517-351-4171
Web: <http://www.mi4c.org>

Statewide Afterschool Network:

Michigan Afterschool Partnership
P.O. Box 30008
608 W. Allegan St.
Lansing, Michigan 48909
Phone: 517-373-9963

Quick Facts (continued)

Temporary Assistance for Needy Families (TANF) and Child Care

FFY05 state TANF transfer
to CCDF:\$130,938,064

FFY05 TANF direct spending on
child care:\$38,819,874

Program Licensing and Accreditation Policies

Are there separate licensing standards governing the
care of school-age children?No

Are there specialized requirements for center-based
care for school-age children?.....Yes

Ratio of children to adults in school-age centers:
5-7 years 12:1; 6-12 years 20:1;
13 years and over 30:1

Number of National AfterSchool Association (NAA)
accredited programs:..... 1

21st Century Community Learning Centers (21st CCLC)

FY06 state formula grant
amount:\$31,846,372

Most recent competition: July 2004

Applications funded: 15

Total first year grant
awards:\$30,159,081

Fiscal agent type:
66.7% school district
33.3% other

Licensing required? Yes

Additional Resources

State Child Care Administrators:

<http://nccic.acf.hhs.gov/statedata/dirs/display.cfm?title=ccdf>

State TANF Contacts:

<http://www.acf.hhs.gov/programs/ofa/tanf-dir.htm>

21st Century Community Learning Centers Contacts:

<http://www.michigan.gov/21stcclc>

Notes and Sources

Demographics

Total population: *Annual Estimates of the Population for the United States and States, and for Puerto Rico: April 1, 2000 to July 1, 2006*, U.S. Census Bureau.

Number of children ages 5-12: *Estimates of the Resident Population by Single-Year of Age and Sex for the United States and States: July 1, 2006*, U.S. Census Bureau.

Percent of students eligible for free and reduced-price lunch rate: *Numbers and Types of Public Elementary and Secondary Schools from the Common Core of Data: School Year 2005-06*. U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Percent of K-12 students in Title I "schoolwide" schools: *Numbers and Types of Public Elementary and Secondary Schools from the Common Core of Data: School Year 2005-06*. U.S. Department of Education. Washington, DC: National Center for Education Statistics. The federal Title I program provides funding to local school districts and schools with high percentages of poor children to help ensure that all children meet challenging state academic content and student academic achievement standards. Schools enrolling at least 40 percent of students from poor families are eligible to use Title I funds for schoolwide programs that serve all children in the school.

Child Care and Development Fund

The Child Care and Development Fund (CCDF) is the largest federal funding source for child care. States receive a funding allocation determined by formula and have broad flexibility to design programs that provide child care subsidies for low-income children under the age of 13 and to enhance the quality of child care for all children. Federal CCDF funding consists of mandatory, matching, and discretionary funds. Federal law requires that states spend at least 4 percent of their CCDF funds as well as additional targeted funds on activities to improve the quality and availability of child care. CCDF administrative data in this and the following sections is from the U.S. Department of Health & Human Services, Administration for Children and Families, Child Care Bureau, as reported by States, unless otherwise noted.

FFY06 state MOE plus match: In order to receive Federal matching funds, a state must expend Maintenance of Effort funds. Note that this does not capture actual expenditures, only the minimum required to draw down all available federal funds.

FFY06 Tribal CCDF Allocation: Federal CCDF Funds are awarded directly to Federally-recognized Indian Tribes.

FFY05 total quality expenditures: This data includes FY05 and prior year funds expended for quality from each of the CCDF funding streams (mandatory, matching, and discretionary) and expenditures under targeted funds for infant and toddler, school-age care and resource and referral. This figure provides information obtained from state financial reports submitted for FY05.

Uses of CCDF Targeted Funds and Quality Dollars for Afterschool: Portions of CCDF discretionary funds are targeted specifically for resource and referral and school-age child care activities as well as for quality expansion. (These funds are in addition to the required 4 percent minimum quality expenditure.)

Maximum rate for school-age category: Rate listed applies to center-based care; where rates vary by region or county, the rate for the most populated urban area is given.

Standardized monthly school-age rate: Monthly rate for a child, age 8, in care after school during the school year at a center in the most costly district for four hours per day, 20 days per month. Calculated (in the lowest tier of a tiered system) using information from the FY2006-2007. State CCDF Plan, including rate structures, as submitted to the U.S. Department of Health & Human Services, Administration for Children and Families.

Separate subsidy rates for part-time vs. full time and Tiered Reimbursement Rate Systems: U.S. Department of Health and Human Services. Child Care Bureau. Report of State Plans FY2006-2007.

Temporary Assistance for Needy Families (TANF) and Child Care

In addition to spending TANF funds directly on child care, a state may transfer up to 30 percent of its TANF grant to CCDF. Expenditures represent TANF funds spent in FY05 that were awarded in FY05 and prior years. Data from the U.S. Department of Health and Human Services, Administration for Children and Families.

Program Licensing and Accreditation Policies

States with separate school-age licensing standards and states with specialized requirements for child care centers serving school-age children: National Association for Regulatory Administration, 2005 Child Care Licensing Study, available at <http://www.nara.affiniscape.com/displaycommon.cfm?an=1&subarticlenbr=104>.

Ratio of children to adults in school-age setting: Data from the National Child Care Information Center (NCCIC), available at: <http://nccic.acf.hhs.gov>.

Number of NAA-accredited programs: Data from the National AfterSchool Association, March 2007, available at: <http://www.naaweb.org>.

21st Century Community Learning Centers

The No Child Left Behind Act of 2001 converted the 21st Century Community Learning Centers' authority to a state formula grant. In past years, the U.S. Department of Education made competitive awards directly to school districts. Under the reauthorized law, funds flow to states based on their share of Title I, Part A funds. States use their allocations to make competitive awards to eligible entities. Data from the U.S. Department of Education 21st Century Community Learning Centers Office and the 21st CCLC Profile and Performance Information Collection System.

The Child Care Bureau awarded a technical assistance contract to The Finance Project and their partner, the National Governors Association Center for Best Practices, for the Afterschool Investments project. The goals of the Afterschool Investments project include:

- Identifying ways that state and communities are using Child Care and Development Fund (CCDF) subsidy and quality dollars to support out-of-school time programs, and sharing these practices and approaches with other states;
- Identifying administrative and implementation issues related to CCDF investments in out-of-school time programs, and providing information and context (about barriers, problems, opportunities) as well as practical tools that will help CCDF administrators make decisions; and
- Identifying other major programs and sectors that are potential partners for CCDF in supporting out-of-school time programs and providing models, strategies, and tools for coordination with other programs and sectors.

Contact Us:

Email:

afterschool@financeproject.org

Web:

<http://nccic.acf.hhs.gov/afterschool/>

The Finance Project

1401 New York Avenue, NW
Suite 800
Washington, DC 20005
Phone: 202-587-1000
Web: www.financeproject.org

National Governors Association Center for Best Practices

A444 North Capitol Street, NW
Washington, DC 20001
Phone: 202-624-5300
Web: www.nga.org

The Afterschool Investments project's State Profiles are designed to provide a comprehensive overview of noteworthy State and local initiatives across the country. Inclusion of an initiative in the Profiles does not represent an endorsement of a particular policy or practice.