



MICHIGAN

The Afterschool Investments project is developing 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 afterschool, on weekends, and during summer months. It is designed to serve as a resource for policymakers, administrators, and providers.

Statewide Initiatives

► **Michigan Afterschool Initiative.** On April 10, 2003, the Michigan House of Representatives adopted House Resolution No. 26. The resolution requested that the Michigan Department of Education (MDE) and the Family Independence Agency (FIA) convene and co-chair a task force to be called “The Michigan Afterschool Initiative (MASI)” to develop a plan to ensure quality afterschool programs for every child in the state. MASI was comprised of representatives from a variety of public, private, and nonprofit organizations. MASI conducted a statewide assessment of the status of afterschool services for school-age children and presented its findings in a comprehensive report to the state legislature and the Governor. The report includes an action plan with specific goals, objectives, and actions needed to finance and sustain quality afterschool programs throughout the state. The actions emphasize the need for coordinating existing resources by: a) leveraging additional resources for funding program operations; b) underwriting training and technical assistance; c) designing and implementing evaluations; and d) aligning the costs of state and local infrastructure supports.

For FY04-05, both the Family Independence Agency Budget bill and the School Aid Budget bill include language to extend the Michigan After-School Initiative (MASI) and rename it the Michigan After-School Partnership (MASP). Also, House and Senate Concurrent Resolutions were introduced in May 2004 for the same purpose. The “Partnership” will create a statewide afterschool network to develop and sustain

Quick Facts

Demographics

Total population:9,938,444
Number of children ages 5-12:1,199,115
Percent of population:12%
Percent of students eligible for free and reduced-price lunch:31.2%
Percent of K-12 students in Title I “Schoolwide” schools:
Data not available

For more demographic information, visit <http://nccic.org/statedata/statepro/michigan.html>

Child Care and Development Fund (CCDF)

• CCDF Administrative Overview

Administering agency:
Family Independence Agency

Total estimated FFY03 federal and state CCDF funds: \$212,422,820

FFY03 total federal share:\$145,362,137

FFY03 state MOE plus match:\$67,060,683

School Age & Resource and Referral Earmark:\$523,380

FFY02 Total Quality Expenditures:\$23,352,647

Percent of children receiving CCDF subsidies who are ages 5-12:52.9%



quality afterschool programs across Michigan as it implements the action plan set forth by the MASI Report.

To read the report, visit available at http://www.michigan.gov/documents/21st_CCLC_MASI_Report_80337_7.pdf.

► **Model Standards for Out-of-School Time Programs.** The Michigan State Board of Education finalized model standards for Out-of-School Time (OST) programs on February 27, 2003. The model standards were developed by the OST committee comprised of MDE representatives and representatives from three school districts across the state. The standards are designed to assist schools and other organizations develop and evaluate high-quality comprehensive out-of-school time 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., standards for programs that are not designed to be comprehensive). In addition to the model standards, the MDE is in the process of developing an instrument for program monitoring and self-assessment that will allow OST programs to implement the activities necessary to meet the standards.

► **Michigan Creative After School Experiences (MICASE)** is a catalog of out-of-school 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 out-of-school time programs with a focus on history, literacy, mathematics, music, science, technology, visual arts, and theater.

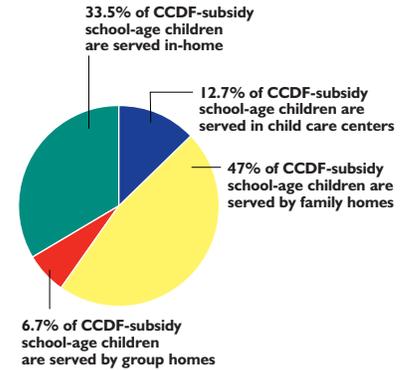
► **TANF Funding for Afterschool.** The Family Independence Agency provides before and afterschool programming to low-income TANF-eligible (less than 200 percent of the federal poverty guidelines) youth in kindergarten through 9th grade. These contracts, totaling \$8,550,000 in TANF funds, are intended to support effective before- or afterschool programs that combine academic, enrichment, and recreation activities to youth. Each program must include parental involvement and at least three program elements, which may include pregnancy prevention, mentoring, leadership training, and anger management. In the FY 2003 annual report, every grantee reported respective positive results in several areas including reduction of aggression and improvement in grades and study skills. The funding for this program was cut by Executive Order in December 2003 and programs ceased being funded in January 2004. Currently, legislation is revisiting this program and efforts are being made to re-appropriate this line item.

Notable Local Initiatives

► **Mayor's Time** is Mayor Kwame M. Kilpatrick's comprehensive, collaborative afterschool campaign focused on improving the overall development of Detroit's youth. Its goal is to increase the number of Detroit school-age participants in afterschool programs from 30 to 50 percent. Focusing on the hours of 3 to 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 new web-based Afterschool Location Finder. Mayor's Time has identified six core areas of childhood development that afterschool opportunities should fall

Quick Facts (continued)

• Settings



• Uses of CCDF Earmarks and Quality Dollars for Afterschool

"Resource and referral and school-age" earmark:

Funds support two regional resource and referral agencies directly as well as the statewide Community Coordinated Child Care (4C) Association. The 4C Association uses funds to support special projects by local resource and referral agencies. Additionally, money is awarded to support enhanced referral for children with special needs.

Other quality activities:

Funds support provider training, quality improvement grants, accreditation incentives, licensing consultants, and a parent/provider consumer education program, all of which are applicable for school-age programs. Funds can also be used for Better Kid Care, a satellite training program through Michigan State University for low-income adults.

• Provider Reimbursement Rates and Family Copayments

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

Is "time in care" a factor in determining family copayment for school-age care?Yes

under: enrichment, culture, social, technology, recreation, and environment.

▶ **Farmington Hills Youth Centers.** Farmington Hills’ four 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, conducted by the Farmington Hills Commission on Children Youth and Families, 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 district, and city, in addition to 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 tax, 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. 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.

▶ **Grand Rapids Afterschool Project.** In October 2001, the city launched its major afterschool initiative by bringing key stakeholders together to discuss the out-of-school-time needs of Grand Rapids youth. With assistance from the National League of Cities, the mayor, and other key community leaders, the superintendent of schools and afterschool providers developed strategies for strengthening local afterschool programs. Most recently, this group has developed two subcommittees, one focused on developing standards for afterschool programs and the other on developing a survey to map afterschool programs in the city. The mapping committee created a database of existing programs, which feeds into a 2-1-1 community resources hotline and will soon be available through a city website. Finally, The City of Grand Rapids collaborated with Grand Valley State University to have the data integrated within Geographic Information Systems maps by neighborhood to show how the concentration of the school-age population corresponds with afterschool program locations.

▶ **Bridges to the Future (BTF).** BTF supports before- and afterschool programming in all 21 districts in Genesee County through a public-private collaboration. United Way of Genesee County is the coalition’s neutral convener. United Way works with suburban and urban school districts to leverage new dollars and redirect existing dollars to before and after school programming. BTF is organized by a steering committee of community and political leaders. Each site has a Youth Advisory Council that promotes youth development activities and a Site Advisory Council composed of parents, teachers, and other community stakeholders. In 2002-2003, over 12,000 students participated in the BTF program.

Quick Facts (continued)

Temporary Assistance for Needy Families (TANF) and Child Care

FFY02 state TANF transfer to CCDF:\$ 0
 FFY02 TANF direct spending on child care:\$221,206,418

Program Licensing and Accreditation Policies

Are there separate school-age licensing standards?Yes

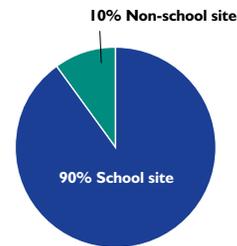
Are school-operated programs exempt from licensing standards?
 No, but programs located at schools can apply for an exemption.

Ratio of children to adults in school-age centers:
 5 years12:1
 6 years & over20:1

Number of National AfterSchool Association (NAA) accredited programs:2

21st Century Community Learning Centers (21st CCLC)

FY02 state formula grant amount:\$11,748,583
 Applications funded:13
 Program locations:



Licensing required?Yes

Statewide Organizations

National AfterSchool Association Affiliate:

Michigan School Age Care Alliance
P.O. Box 70
Brighton, MI 48116
Phone: 517-241-4974
Fax: 517-335-0592

Statewide Child Care Resource & Referral Network:

Michigan 4C Association
839 Centennial Way
Lansing, MI 48823
Phone: 517-351-4171
Fax: 517-351-0157
Web: <http://www.mi4c.org>

Additional Resources

State Child Care Administrators:

<http://www.nccic.org/statedata/dirs/devfund.html>

State TANF Contacts:

http://www.acf.hhs.gov/programs/ofa/hs_dir2.htm

21st Century Community Learning Centers Contacts:

<http://www.ed.gov/programs/21stccclc/contacts.html>

Notes and Sources

Demographics

Total population: *Demographic Profiles: Census 2000*, U.S. Census Bureau, as cited in *State Child Care Profiles*, National Child Care Information Center, available at: <http://nccic.org/statedata/statepro/index.htm>.

Number of children ages 5-12: *Census 2000 Summary File (SF-3) Sample Data*, Table P8, Sex by Age (79), U.S. Census Bureau.

Percent of students eligible for free and reduced-price lunch rate: *Overview of Elementary and Secondary Schools and Districts: School Year 2001-02* (Table 10), National Center on Education Statistics, May 2003. Because data from School Year 2001-02 was unavailable for Wyoming, data from School Year 2000-01 was used. Data was unavailable for either school year for Arizona, Connecticut, and Tennessee.

Percent of K-12 students in Title I "schoolwide" schools: *Overview of Elementary and Secondary Schools and Districts: School Year 2001-02* (Table 9), National Center on Education Statistics, May 2003. 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 earmarks 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.

FFY03 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.

FFY02 total quality expenditures: Many states spend more than the required minimum 4 percent on quality expansion activities. Note that this data includes FY02 funds expended for quality activities from each of the CCDF funding streams (mandatory, matching, and discretionary) and expenditures under earmarks for quality, infant and toddler, and school-age and resource and referral. This figure provides information obtained from state financial reports submitted for FY02. States continue to report on their expenditures of FY02 funds until expended; therefore, these numbers are subject to annual updates.

Uses of CCDF Earmarks and Quality Dollars for Afterschool: Portions of CCDF discretionary funds are earmarked 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 FY2004-2005 State CCDF Plan, including rate structures, as submitted to the U.S. Department of Health & Human Services, Administration for Children and Families.

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 FY02 that were awarded in FY02 and prior years. Data from the U.S. Department of Health and Human Services, Administration for Children and Families.

Program Licensing and Accreditation Policies

Ratio of children to adults in school-age setting: Data from National Resource Center for Health and Safety in Child Care, available at: <http://nrc.uchsc.edu>.

Number of NAA-accredited programs: Data from the National AfterSchool Association, April 2004, available at: <http://www.nsaca.org/accredited.htm>.

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 will flow to states based on their share of Title I, Part A funds. States will use their allocations to make competitive awards to eligible entities. 1999, 2000, and 2001 grants will continue to be administered by and receive funding through the U.S. Department of Education.

FFY02 formula grant amount: Data from the U.S. Department of Education 21st Century Community Learning Centers Office. Available at: <http://www.ed.gov/about/overview/budget/statetables/04stbypr.xls>.

Applications funded: Data from *State Administration of the 21st Century Community Learning Centers Program*. Compiled by Learning Point Associates, September 8, 2003.

In 2003, the Child Care Bureau awarded a three-year 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 states 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:

nccic.org/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

444 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.