



Year End Report 2009

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 Energy, Labor and Economic Growth

INVESTMENTS IN AFTER-SCHOOL

“This is a moment when the nation is coming together to address huge challenges, and setting priorities for the future. An investment in after-school programs is an investment in the next generation, which needs new opportunities to learn, in new ways and at new times outside the traditional school day. Unless we put these hours to good use and give every child safe, supervising, enriching activities, we lose a real opportunity to give children a brighter future, strengthen families and improve our economy. Now more than ever, we need to increase the investment in quality after-school programs from all sectors.”

Roadmap to Afterschool for All – Afterschool Alliance, May 2009

21st Century Community Learning Centers (CCLC) Programs

Students participating in 21st CCLC programs in Michigan have:

- Improved MEAP scores at both the elementary and middle school levels in both reading and math.¹
- Increased classroom participation and homework completion by 77%.¹
- Improved student behavior such as expulsions and suspensions by 75%.¹

21st CCLC Program Needs Exceed Funding Level:

- In 2009, 80 applications were received, of which only 41 were awarded.
- In total, Michigan needs over \$64M to fund the application requests.
- Michigan’s annual federal allocation of \$41.9M funds only 40% of the need.

Currently, Michigan funds 90 grants, totaling 340 sites in 23 counties serving more than 33,000 students in high-priority schools.

References

¹ Michigan State University, Community Evaluation and Research Center (2007), Michigan 21st Century Community Learning Centers



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

In 2009, Michigan parents/guardians were asked about their children’s regular participation in various after-school care arrangements, with a special focus on after-school programs participation and satisfaction.

Afterschool Alliance’s, *The America After 3PM* survey, identified the supply of and demand for after-school programs, as well as the major barriers to program enrollment.

- Thirty-one percent (562,486) of Michigan’s K-12 children are responsible for taking care of themselves after school. This is 5% higher than the national average.
- The percentage of kids in after-school programs in Michigan has increased 4% since 2004.
- Eighty-eight percent of adults surveyed in Michigan agree that there should be “some type of organized activity or place for children and teens to go after school every day that provides opportunities to learn” and 81% support public funding for after-school programs.
- In Michigan, the public schools are the largest provider of after-school programs. YMCAs, Boys and Girls Clubs and religious organizations round out the top four providers of after-school programs.
- Cost and transportation remain among the predominant obstacles to enrollment.

New Day for Learning

The opportunity to dramatically improve educational outcomes for all young people is here. With resolute political will from the statehouse to the White House, and new funding streams, such as the American Recovery and Reinvestment Act, it is possible for us to dramatically rethink the whole day for students so that learning experiences are seamless and unrestricted by walls, clocks or calendars.

While unacceptably high dropout rates and untold economic losses confront the nation today, we must all play a role in making sure that the future is different for our young people. We need to give students hands-on experiences in their schools and communities, access to technology and exposure to a broader range of possibilities. We need to re-imagine how, when and where young people learn. We need a *New Day for Learning*.

A *New Day for Learning* is a 21st century vision for learning that builds on a foundation of core academics by leveraging community resources to incorporate strategies such as hands-on learning, working in teams and problem-solving. Before-, after-school and summer programs are a few of the places in and out of the classroom that are already using these learning approaches to engage students and increase their chances for success.

If we want our students to excel academically, explore careers and develop the rigorous knowledge and skills necessary to thrive in today's global society, we need to start thinking and talking about education differently. Imagine all students everywhere fully engaged in learning. Imagine a new culture of community-wide responsibility for education. It is possible. It is a *New Day for Learning*.

What does a New Day for Learning look like?

Expands the definition of student success

Reading, math and science are critical to a solid educational foundation but must be bolstered by applied skills such as critical thinking, problem-solving and teamwork. Beyond merely teaching students these skills, we must thoughtfully assess them to ensure that today's young people are fully prepared to succeed in school, work and life.

Uses research-based knowledge about how students learn best

Students can't learn if they are not engaged. Educators and community stakeholders must utilize research-based knowledge about how students learn best to effectively frame their programs and instruction.

Fosters collaboration across all sectors



To focus all resources on supporting academic and developmental goals for students, new collaborative structures must be built across sectors in communities and up and down government hierarchies. The vital involvement of community, business, civic and municipal leaders, parents and social service providers is critical to student success and pays economic, civic and social dividends to all stakeholders.



Integrates various learning approaches and places

Engaging strategies that incorporate the arts, technology, service learning and apprenticeships can amplify core academic learning and provide students with opportunities for enriching their education and connecting it with the adult world that they will enter. Schools are just one of the many places in the community where learning and student success happen.

Provides new opportunities for leadership and professional development

While most current leadership development and certification programs are school-based, the importance of community building skills is growing. Teachers and youth development staff can forge partnerships that result in heightened professionalism for both – and in better outcomes for students.

MICHIGAN AFTER-SCHOOL PARTNERSHIP (MASP) HISTORY

- 2003: House Resolution No. 26 requests Michigan Department of Education (MDE) and Michigan Department of Human Services (DHS) convene task force forming the Michigan After-School Initiative (MASI).
- 2004: Michigan After-School Partnership (MASP) was established by PA 344 of 2004 and PA 351 of 2004 naming MDE and DHS as co-chairs.
- 2006: Department of Energy, Labor and Economic Growth (DELEG), History, Arts and Libraries (HAL), and Department of Community Health (DCH) were added as co-chairs to oversee MASP efforts to implement policy recommendations and action plan identified in MASI Report of 2003.

Five common areas were identified in the MASI report where a more coordinated state-wide strategy could enhance outcomes for Michigan students:

- Promoting policies and funding initiatives to allow coordination, expansion, and sustainability of programs
- Fostering regional and local partnerships at all levels
- Developing the profession of after-school youth development workers
- Promoting accountability and quality systems
- Building broad public support for after-school programs.

SCIENCE, TECHNOLOGY, ENGINEERING AND MATH (STEM)

- Eighty percent of future careers will demand knowledge of science and technology.
- Interest in science among 8th graders is proven to be a better indicator than test scores for predicting future career choices.
- Schools alone cannot create future scientists and engineers. Children need time to explore and discover on their own, and with the help of programs that take place out of school.



Coalition for Science After-School

“After-school programs offer an ideal setting for nurturing the potential scientist in every student, as well as for reinforcing the science taught during school hours. Compared to the school day, these program’s smaller groups, longer time slots, and less-formal settings provide opportunities for young people to visit museums, study neighborhood environments, cultivate gardens, perform laboratory experiments, and have their love of discovery awakened in countless other ways.”

Lucy Friedman, The After-School Corporation and Jane Quinn, Children’s Aid Society

AFTER-SCHOOL FOSTERS SUCCESS IN SCHOOL

The research is clear. Data shows that when examining student success, it is vital to include components such as social development and prevention of risky behaviors, as well as academic achievement. These outcomes form a comprehensive picture of student success and underscore the fact that student success outside of the classroom is an indelible piece of student success inside the classroom. After-school plays a critical role in this equation.

A study released in October 2007, found that regular participation in high-quality, after-school programs is linked to significant gains in standardized test scores. More telling perhaps, was the finding that regular participation in afterschool is linked to significantly improved work habits, overall behavior and reduced behavior problems, thus facilitating academic improvements.

Academic outcomes that are linked to afterschool programs include:

- Better attitudes toward school and higher educational aspirations
- Better performance in school as measured by achievement test scores and grades
- Higher school attendance
- Less disciplinary action

“Learning doesn’t just happen in a classroom between school bells...children learn all day long. So it’s vital to give students and their families the tools, the facilities and the opportunity to continue working on traditional academic subjects as well as a place for broader lessons in areas like art and music to enrich their lives. We must bring in community partners to provide extended learning.”
Secretary Duncan, 2009



Avoiding risky behaviors is critical to the well being and therefore the success of youth. Students who are dealing with issues of drug use, violence, or pregnancy out of the classroom have a difficult time succeeding in the classroom.

Results from evaluations of programs that address prevention of risky behaviors show positive outcomes such as:

- Avoidance of drug and alcohol use
- Decreased delinquency and violent behavior
- Increased knowledge of safe sex and avoidance of pregnancy
- Increases skills for coping with peer pressure
- Afterschool improves school attendance and engagement in learning. Children in LA’s BEST improved their regular day attendance and reported higher aspirations regarding finishing school and going to college. Drop-out rates among LA’s BEST students are 20 percent lower than the overall district drop-out rate. (UCLA National Center for Research on Evaluation, Standards and Student Testing, June 2000, December 2005 and September 2007)
- Youth in the Quantum Opportunities after-school program were half as likely to drop out of high school and two and one half times more likely to go on to further education after high school than their peers.
- Afterschool improves test scores and grades. (Z. Smith Reynolds Foundation, 2006)

MASP STRATEGIC GOALS/ACCOMPLISHMENTS

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

- Disseminated information on quality programming, grant alerts and resources to over 1,000 stakeholders and networks via the Web site (www.miaafterschool.org) and an e-newsletter.
- Developed a self-assessment document and recognition program to build system incentives for quality achievement for the *Model Standards for Out-of-School Time Programs in Michigan*, approved by the State Board of Education.
- Seeded and supported the development of the new Michigan School-Age Youth Development Credential and core competencies as a joint effort of MI 4C Association, Michigan AfterSchool Association and MASP partners. 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.
- Held trainings on the new standards, certificate, credential and core competencies at the 2009 MASP Annual Meeting, Michigan After-School Collaborative (MAC) Conference and Summer Summit attended by over 800 after-school professionals.
- Actively participated and collaborated with the 2008 Michigan Drop Out Summit and provided technical assistance to local community teams with follow up support.
- Advocated to maintain state Temporary Assistance to Needy Families (\$5 million) and increase federal 21st CCLC funding by \$6 million (\$41.9 million total) for Michigan after-school programs.
- Formed a state-wide Science, Technology, Engineering and Math (STEM) Committee to ensure all children/youth will have access to high-quality, innovative after-school STEM activities and programs that develop inquiry and discovery to prepare them for college, work and life.
- Created and administered a state-wide survey to identify the status of STEM opportunities in Michigan's after-school programs.
- Provided STEM professional development workshops to over 100 after-school providers in the Fall of 2009.
- Partnered with the Afterschool AllStars and the Detroit Lions to provide \$5,000 in program grant funds for five after-school programs in Detroit.
- Distributed *Recharge! Energizing After-school* curriculum kits to after-school programs throughout the state to help youth become physically active and learn about good nutrition. Provided training and support to enhance program implementation and student outcomes. The project included an evaluation of the physical activity program.
- 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.
- Linked MASP Partners with national resources and networking opportunities through monthly open discussion calls through the C.S. Mott Foundation.



Building state and local after-school partnerships

- Hosted workshops on Building Community Partnerships at the 2009 MASP Annual Meeting, Michigan After-School Collaborative (MAC) Conference and Summer Summit providing training and technical assistance to over 800 participants.
- Conducted presentations at state conferences of MASP Partners to increase local capacity and support local efforts in all regions of Michigan.
- Local community partners worked with Model Communities such as the Bridges to the Future program in Genesee County to replicate the promising programs and partnerships in other areas of the state.
- Represented the opportunities of after-school as a strategy to achieve goals for College Access and Drop Out Prevention efforts.
- Participated on 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.
- Initiated a strategic partnership with the MI Chapter of American Pediatrics.
- Actively participated as a partner on the Shared Youth Vision Partnership team working to develop and finalize a strategic plan to implement new strategies for high school success and to create community compacts for educational attainment.
- The 2009 MASP Annual Meeting featured Mike Schmidt from the Ford Motor Company Fund who addressed an audience of 230 policymakers and providers on the link between after-school and workforce development needs for the 21st century.
- Joined the work of Michigan's Children and its partners, including the Early Childhood Investment Corporation (ECIC), the Michigan Association of Intermediate School Administrators (MAISA), the Michigan Association of School Administrators (MASA), and the Michigan Association of United Ways (MAUW), to convene a technical assistance meeting for up to ten local teams from around the state. The goal of the meeting will be to help strengthen partnerships between local Great Start Collaboratives (GSC), LEAs, governmental officials and nonprofits focused on linking early learning and public schools systems.

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

- Conducted advocacy trainings at the MASP 2009 Annual Meeting that built capacity and increased awareness and support for after-school at the local, state and federal level.
- Honored six After-School Champions at the 2009 Annual Meeting which included recognition of two businesses for their commitment to after-school.
- Nominated Senator Bill Hardiman for national recognition at the 2009 Afterschool Challenge in Washington D.C.
- On October 22, 2009, 197 Lights On activities were held highlighting quality after-school programs throughout the state which represented a 76% increase from 2008.
- Awarded a grant from National League of Cities to plan and host a state-wide Mayoral Summit in the Spring of 2010. The purpose of the Summit is to help highlight the importance of Extended Learning Opportunities as a vital strategy for workforce development, entrepreneurial skill-building for youth, and supports for working families.



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

2009 MASP REVENUE SOURCES



*Charles Stewart Mott Foundation
Michigan Department of Education
Michigan Department of Human Services
Afterschool Allstars
In-kind contributions from MASP Partners*



MASP PARTNERS

Officers

Chair: Barbara Blanchard, Parent Teacher Student Association

Vice Chair: Judi Brown-Clarke, Michigan State University

Treasurer: Jerome Threlkeld, Center for Youth Program Quality

Secretary: Virginia Abdo, Department of Energy, Labor and Economic Growth

Bridges to the Future–Genesee County

City of Grand Rapids–Our Community’s Children

Early Childhood Investment Corporation

Fight Crime: Invest in Kids Michigan

Governor’s Council for Physical Fitness

Governor’s Office

Junior Achievement

Michigan AFL-CIO

Michigan AfterSchool Association

Michigan Association for the Education of Young Children

Michigan Association of Community and Adult Education

Michigan Association of Counties

Michigan Association of Intermediate School Administrators

Michigan Association of School Boards

Michigan Association of United Ways

Michigan Community Coordinated Child Care Association

Michigan Elementary and Middle School Principals Association

Michigan Federation for Children and Families

Michigan Municipal League

Michigan Parent-Teacher Student Association

Michigan Recreation and Parks Association

Michigan State University

Michigan State University Extension

Michigan’s Children

The Saginaw Chippewa Indian Tribe

State Alliance of YMCAs

School-Community Health Alliance of Michigan

United Way of Genesee County

The David P. Weikart Center for Youth Program Quality

The Village Initiative

Youth Connections–Detroit

