



OUT-OF-SCHOOL TIME DATA PROJECT

Michigan Afterschool Partnership

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Public Policy Associates, Incorporated is a public policy research, development, and evaluation firm headquartered in Lansing, Michigan. We serve clients in the public, private, and nonprofit sectors at the national, state, and local levels by conducting research, analysis, and evaluation that supports informed strategic decision-making.



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EXECUTIVE SUMMARY

To better understand the current landscape of Out-of-School Time (OST) programs in the state, the Michigan Afterschool Partnership (MASP) engaged Public Policy Associates, Inc. (PPA) to conduct a study of OST programs in Michigan as part of a comprehensive data project.

Moving beyond national statistics and survey results, this analysis attempts to identify, using data from the U.S. Census Bureau, the shortfall of OST programs in Michigan; where these programs are located; and when possible, the services they provide.

As part of the project, PPA also created a crosswalk of existing databases and secondary research to create a common framework for future data collection and reporting. Data tables and maps were added to identify areas of the state where OST programs are located and the demographics of the communities they serve.

The analysis concludes that availability of OST programs is worse in Michigan for youth of color, in counties that have poverty rates of 25 percent or more for families with school-aged youth, and in Southeast Michigan as compared to the rest of the state.

This report provides an overview of the findings, with additional analysis conducted for Southeast Michigan and Wayne County (including Detroit).

The COVID-19 pandemic and its continuing aftermath have taken a disproportionate toll on the educational and enrichment opportunities available to low-income and youth of color. More importantly, the pandemic drastically increased the need for and importance of OST providers to meet community-level and family needs.

Throughout the pandemic, community-based afterschool and summer learning programs have provided much-needed resources to youth and families. OST programs have been a valuable asset in terms of helping Michigan youth re-engage with their learning. Afterschool and summer learning programs have also offered essential wraparound services for youth and families. Continued support will be necessary to keep afterschool and summer OST programs operating.

To meet these expanding needs and trends, OST programs are helping to provide support to families, and participation in OST activities has increased. However, data collected by the Afterschool Alliance, a national, nonprofit organization, indicate that American families need even more help than ever before.¹ According to “America After 3PM,” the Alliance’s research project, unmet demand for OST programs has continued to increase, and for every child in an afterschool program, hundreds of others are waiting to get in.

As the state continues to recover from the COVID-19 pandemic, sustained financial support will be necessary for OST programs. Public financial support for OST programs in Michigan has increased over the last two state budgets. However, this has been primarily supported by one-time federal monies destined for COVID-19 remediation services (e.g., summer programs, credit recovery, and before- and afterschool programs).

Progress has been made in recent state budgets, with historic child care, preschool, and K–12 schools spending planned in FY 2022. An additional² \$5 million, partially funded with state support, will be available through competitive grants this fall for eligible nonprofit programs serving children in grades K–8.

Following a thorough data-collection and analysis process involving multiple steps, and then linking those results to other data, the researchers share the following findings.

¹ Afterschool Alliance, <http://www.afterschoolalliance.org/>.

² Under Michigan Public Act (P.A.) 3 of 2021, Section 23e, community-based organizations received a total of \$5 million to support summer OST programming. As part of the 2021-22 budget, another \$5 million will be available through the Michigan Department of Education for OST programs in Michigan.

According to U.S. Census estimates,³ Michigan has a youth population (school-aged children ages 5–17) of approximately 1.6 million. When compared with the estimated 4,708 providers, this indicates there are roughly 376 youths for every Michigan-based Out-of-School Time (OST) provider.

The America After 3PM survey from 2020 conducted by the Afterschool Alliance⁴ suggests that approximately 56 percent of youths are enrolled or would enroll in OST programs.⁵ Applying this percentage to Michigan yields a ratio of approximately 211 youths per provider, indicating a significant undersupply of OST opportunities for Michigan youth (376:1 vs. 211:1 estimated).

Michigan’s OST program availability points to stark inequalities in access related to income and race.

Grouping together the counties with the highest percentage of youth living in families with income below the poverty line indicates that lower-income youth have access to fewer providers. The ten counties with at least 25 percent of youth living in poverty⁶ have a ratio of 408 potential youths for every provider, compared with 365 to 1 in more affluent counties.

Similarly, the counties with the largest number of Black youth saw major differences in access. The nine counties⁷ that contain over 90 percent of Black youth ages 5–17 had an average of 412 youths for every provider, as opposed to a ratio of 330 to 1 in the state’s other, predominantly white, counties.

There are also substantial regional inequalities in access to OST programs in Michigan. In Wayne County, which includes nearly a fifth of all youth in Michigan (19%), the data indicate that there are approximately 452 youths for every OST provider. In the remainder of the state, that ratio is lower, at 361 to 1 (excluding Wayne County). In other words, **Wayne County youth have roughly 25 percent less access than their peers in the other 82 counties in Michigan.**

³ American Community Survey (ACS).

⁴ America After 3PM, Afterschool Alliance, <http://www.afterschoolalliance.org/AA3PM/>.

⁵ According to America After 3PM, Michigan has approximately 751,000 youths who would be enrolled in a program if one were available to them.

⁶ Muskegon, St. Joseph, Branch, Gladwin, Arenac, Ogemaw, Roscommon, Iosco, Wayne, and Genesee.

⁷ Ingham, Kalamazoo, Washtenaw, Saginaw, Kent, Genesee, Macomb, Oakland, and Wayne.

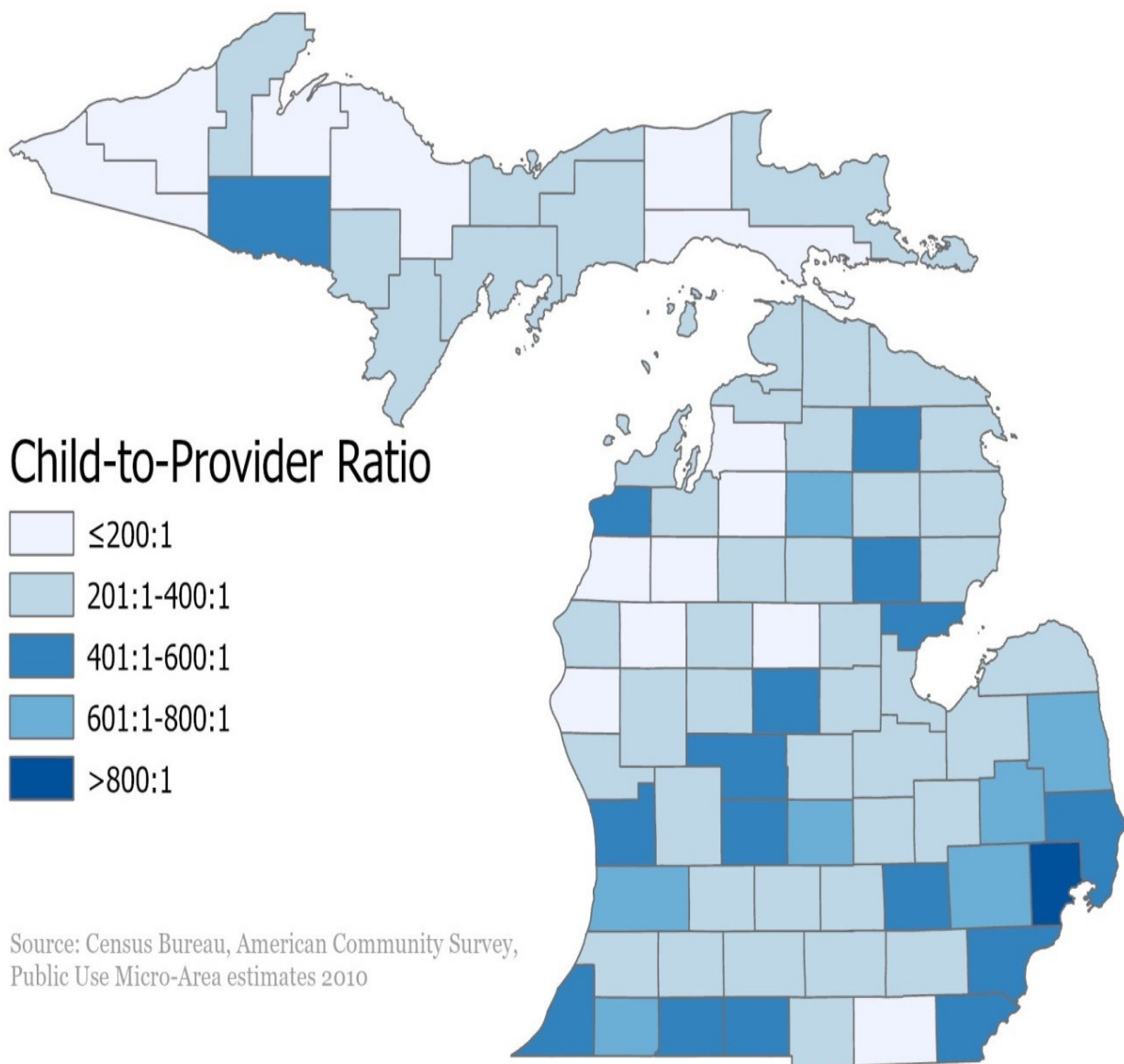


Figure 1. The Child-to-Provider Ratio by County⁸

The gap is even greater when combining and then comparing the broader region of Southeast Michigan to the rest of the state. The Southeast Michigan Council of Governments (SEMCOG) region includes the following seven counties: Wayne, Macomb, Oakland, Monroe, Washtenaw, Livingston, and St. Clair. Together, these counties comprise just under half (47 percent) of all youth ages 5–17 in the state of Michigan. The contrast in access is quite dramatic. Southeast Michigan counties have a ratio of 531 youths for every provider, while the rest of the state’s ratio is just 297 to 1—a gap of 234 youths for every OST provider.

⁸ Darker shades indicate higher ratios (either programs or sites), as indicated by county. These numbers do take into consideration population variations.

While these findings are striking, they need to be qualified as they are based on a broad but not complete list of providers. More importantly, these ratios assume that providers in different parts of the state serve on average the same number of youths per program or site. A provider is a specific OST program with a distinct curriculum or model, but could be implemented at multiple physical locations. A site, on the other hand, is a given physical location at which OST programming serves youth. There are some cases, for example, where OST programs are run at a given site (i.e., a school building) and may operate multiple programs under the authority of different providers.

There were also differences among providers on how they defined a program versus a site. These differences in definitions made it challenging to analyze the data received. For these reasons, some analysis could not be done at the site level, which would be the most optimal.

Additionally, if Southeast Michigan providers served more youth than other parts of the state, then the apparent inequality would likely shrink but not be eliminated. However, the magnitude of the differences, especially within Southeast Michigan, suggests that enrollment counts would likely confirm inequalities in access, as has been found in national-level studies (e.g., the After 3PM survey).

APPENDIX A: DATA SUMMARIES

Calhoun County

Out-of-School Time Access

This is a summary of the estimated out-of-school time (OST) access for Calhoun County, Michigan. The county-level profile is based on the latest five-year data from the American Community Survey micro-level data from 2019. The analysis was prepared by researchers at Public Policy Associates, Inc. on behalf of MASP. Because of standard errors, apparent differences might not be statistically significant. OST access was determined through secondary data-collection efforts.

Youth Ages 5-17

22,580

Total Number of Providers

88

OST Access

379:1

youth for every
provider in the rest
of the state

257:1

youth for every provider
in Calhoun County

Figure 1: Ratio of Youth Ages 5-17 in Households for Every Provider for the Other Counties Compared to Calhoun County

- Calhoun County youth have roughly **32 percent more access** than their peers in the other 82 counties in Michigan.

32%

more access than
peers in the other 82
counties in Michigan

8%

youth ages 5-17 in
Calhoun County are
Black/African American

19%

youth ages 5-17 in
Calhoun County live in
families with incomes
below the poverty line

Kent County

Out-of-School Time Access

This is a summary of the estimated out-of-school time (OST) access for Kent County, Michigan. The county-level profile is based on the latest five-year data from the American Community Survey micro-level data from 2019. The analysis was prepared by researchers at Public Policy Associates, Inc. on behalf of MASP. Because of standard errors, apparent differences might not be statistically significant. OST access was determined through secondary data-collection efforts.

Youth Ages 5-17

114,302

Total Number of Providers

463

OST Access

392:1

youth for every
provider in the rest
of the state

247:1

youth for every provider
in Kent County

Figure 1: Ratio of Youth Ages 5-17 in Households for Every Provider for the Other Counties Compared to Kent County

- Kent County youth have roughly **37 percent more access** than their peers in the other 82 counties in Michigan.

37%

more access than
peers in the other 82
counties in Michigan

11%

youth ages 5-17 in
Kent County are
Black/African American

17%

youth ages 5-17 in
Kent County live in
families with incomes
below the poverty line

Wayne County

Out-of-School Time Access

This is a summary of the estimated out-of-school time (OST) access for Wayne County, Michigan. The county-level profile is based on the latest five-year data from the American Community Survey micro-level data from 2019. The analysis was prepared by researchers at Public Policy Associates, Inc. on behalf of MASP. Because of standard errors, apparent differences might not be statistically significant. OST access was determined through secondary data-collection efforts.

Youth Ages 5-17

302,340

Total Number of Providers

669

OST Access

362:1

youth for every
provider in the rest
of the state

452:1

youth for every provider
in Wayne County

Figure 1: Ratio of Youth Ages 5-17 in Households for Every Provider for the Other Counties Compared to Wayne County

- Wayne County youth have roughly **25 percent less access** than their peers in the other 82 counties in Michigan.
- Southeast Michigan counties have a ratio of **531 youth for every provider**, while the rest of the state's ratio is just **297 to 1**.

25%

less access than
peers in the other 82
counties in Michigan

41%

youth ages 5-17 in
Wayne County are
Black/African American

34%

youth ages 5-17 in
Wayne County live in
families with incomes
below the poverty line



Southeast Michigan

Out-of-School Time Access

This is a summary of the estimated out-of-school time (OST) access for Southeast Michigan. The data profile is based on the latest five-year data from the American Community Survey micro-level data from 2019 using the seven counties represented in the Southeast Michigan Council of Governments. The analysis was prepared by researchers at Public Policy Associates, Inc. on behalf of MASP. Because of standard errors, apparent differences might not be statistically significant. OST access was determined through secondary data-collection efforts.

Youth Ages 5-17

770,000

Total Number of Providers

1,451

OST Access

297:1

youth for every
provider in the rest
of the state

531:1

youth for every provider
in Southeast Michigan

Figure 1: Ratio of Youth Ages 5-17 in Households for Every Provider for the Other Counties Compared to Southeast Michigan¹

- These counties comprise just under half (**48%**) of all youth ages 5-17 in the state of Michigan.
- Southeast Michigan's OST program availability points to stark inequalities in access as compared to the rest of the state.

56%

less access than
peers in the other 76
counties in Michigan

23%

youth ages 5-17 in
Southeast Michigan are
Black/African American

48%

of all youth ages 5-17
live in the seven-
county region

¹ This ratio is for the rest of the state minus Southeast Michigan and differs from the overall state averages presented elsewhere.

Michigan

Out-of-School Time Access

This is a summary of the estimated out-of-school time (OST) access for the entire state of Michigan. The state-level profile is based on the latest five-year data from the American Community Survey micro-level data from 2019. The analysis was prepared by researchers at Public Policy Associates, Inc. on behalf of MASP. Because of standard errors, apparent differences might not be statistically significant. OST access was determined through secondary data-collection efforts.

Youth Ages 5-17

1,606,547

Total Number of Providers

4,272

OST Access

376:1

youth for every
provider in the state

211:1

is the expected ratio
after applying estimates
from the America After
3PM survey

Figure 1: Ratio of Youth Ages 5-17 in Households for Every Provider for the State and Based on an Estimate from America After 3PM

- The difference indicates a significant undersupply of OST opportunities for Michigan youth.
- Michigan's OST program availability points to stark inequalities in access related to income and race.

25%

less access in Wayne
County than peers
in the other 82
counties in Michigan

412:1

Black/African-American
youth for every provider,
compared to a ratio of 330
to 1 in predominantly White,
counties¹

408:1

potential youth in
poverty for every
provider, compared
with 365 to 1 in more
affluent counties²

¹Racial inequality was calculated by comparing the provider-to-youth ratio in the 9 counties with the largest number of Black/African-American youth (90% of the statewide total) to all other counties.

²Inequality for youth in poverty was calculated by comparing the ratio in the 10 counties with the highest percentage of youth living below the poverty line to all other counties.

APPENDIX B: DATA TABLES

Table 1. Racial and Ethnic Diversity of Youths Ages 5-17 by Michigan County¹

County	Asian	Black	Hispanic	Multiple Racial Identity/ Other	AI/AN	White
Alcona	0.58%	0.64%	2.85%	3.61%	1.16%	91.15%
Alger	0.89%	0.46%	3.18%	9.22%	10.11%	76.14%
Allegan	0.12%	2.37%	11.98%	2.79%	0.46%	82.29%
Alpena	0.58%	0.64%	2.85%	3.61%	1.16%	91.15%
Antrim	0.42%	0.79%	3.46%	4.44%	1.01%	89.89%
Arenac	1.39%	0.23%	3.16%	3.53%	1.27%	90.41%
Baraga	0.65%	0.47%	2.59%	5.03%	2.05%	89.22%
Barry	2.12%	7.91%	7.20%	6.23%	0.87%	75.68%
Bay	1.61%	1.57%	6.90%	4.38%	0.54%	85.01%
Benzie	1.07%	0.29%	5.40%	4.82%	0.99%	87.43%
Berrien	1.26%	18.56%	8.89%	6.19%	0.66%	64.45%
Branch	0.35%	2.17%	11.78%	3.63%	0.03%	82.04%
Calhoun	2.12%	7.91%	7.20%	6.23%	0.87%	75.68%
Cass	0.96%	3.87%	14.35%	5.66%	0.87%	74.29%
Charlevoix	0.42%	0.79%	3.46%	4.44%	1.01%	89.89%
Cheboygan	0.58%	0.64%	2.85%	3.61%	1.16%	91.15%
Chippewa	0.89%	0.46%	3.18%	9.22%	10.11%	76.14%
Clare	1.18%	0.39%	7.20%	6.45%	1.04%	83.75%
Clinton	1.22%	4.64%	7.47%	5.38%	0.17%	81.12%
Crawford	0.58%	0.64%	2.85%	3.61%	1.16%	91.15%
Delta	0.89%	0.46%	3.18%	9.22%	10.11%	76.14%
Dickinson	0.65%	0.47%	2.59%	5.03%	2.05%	89.22%
Eaton	1.22%	4.64%	7.47%	5.38%	0.17%	81.12%
Emmet	0.42%	0.79%	3.46%	4.44%	1.01%	89.89%
Genesee	0.59%	21.11%	5.52%	6.38%	0.26%	66.15%
Gladwin	1.39%	0.23%	3.16%	3.53%	1.27%	90.41%
Gogebic	0.65%	0.47%	2.59%	5.03%	2.05%	89.22%
Grand Traverse	1.07%	0.29%	5.40%	4.82%	0.99%	87.43%
Gratiot	1.18%	0.39%	7.20%	6.45%	1.04%	83.75%
Hillsdale	0.16%	1.55%	9.93%	3.09%	0.65%	84.60%

¹ These data are based on American Community Survey (ACS) Public Use Micro-Area estimates. The collected data on race and Hispanic origin come from two separate questions. Race includes five groups: Asian, Black or African American, American Indian or Alaska Native (AI/AN), and Native Hawaiian or Other Pacific Islander. For ethnicity, these data classify individuals in one of two categories: "Hispanic or Latino" or "Not Hispanic or Latino"; Hispanic was treated as an inclusive category (so that all other racial/ethnic categories were non-Hispanic).

County	Asian	Black	Hispanic	Multiple Racial Identity/ Other	AI/AN	White
Houghton	0.65%	0.47%	2.59%	5.03%	2.05%	89.22%
Huron	0.50%	1.00%	5.27%	2.94%	0.00%	90.29%
Ingham	5.57%	14.18%	12.67%	10.67%	0.17%	56.74%
Ionia	0.48%	1.11%	5.76%	3.67%	0.95%	88.03%
Iosco	1.39%	0.23%	3.16%	3.53%	1.27%	90.41%
Iron	0.65%	0.47%	2.59%	5.03%	2.05%	89.22%
Isabella	1.18%	0.39%	7.20%	6.45%	1.04%	83.75%
Jackson	0.68%	8.58%	5.81%	6.25%	0.34%	78.34%
Kalamazoo	2.58%	14.37%	7.92%	6.86%	0.39%	67.88%
Kalkaska	0.42%	0.79%	3.46%	4.44%	1.01%	89.89%
Kent	3.02%	10.88%	17.26%	6.64%	0.07%	62.14%
Lake	0.08%	2.35%	13.71%	3.16%	0.56%	80.14%
Lapeer	1.31%	4.42%	6.47%	3.17%	0.15%	84.48%
Leelanau	1.07%	0.29%	5.40%	4.82%	0.99%	87.43%
Lenawee	0.16%	1.55%	9.93%	3.09%	0.65%	84.60%
Livingston	1.10%	0.50%	3.63%	2.21%	0.33%	92.23%
Luce	0.89%	0.46%	3.18%	9.22%	10.11%	76.14%
Mackinac	0.89%	0.46%	3.18%	9.22%	10.11%	76.14%
Macomb	4.95%	14.82%	4.04%	4.83%	0.17%	71.19%
Manistee	1.07%	0.29%	5.40%	4.82%	0.99%	87.43%
Marquette	0.65%	0.47%	2.59%	5.03%	2.05%	89.22%
Mason	0.08%	2.35%	13.71%	3.16%	0.56%	80.14%
Mecosta	0.48%	1.11%	5.76%	3.67%	0.95%	88.03%
Menominee	0.89%	0.46%	3.18%	9.22%	10.11%	76.14%
Midland	1.61%	1.57%	6.90%	4.38%	0.54%	85.01%
Missaukee	0.42%	0.79%	3.46%	4.44%	1.01%	89.89%
Monroe	0.35%	3.74%	5.73%	3.56%	0.47%	86.16%
Montcalm	0.48%	1.11%	5.76%	3.67%	0.95%	88.03%
Montmorency	0.58%	0.64%	2.85%	3.61%	1.16%	91.15%
Muskegon	0.50%	15.25%	9.72%	6.50%	0.22%	67.82%
Newaygo	0.08%	2.35%	13.71%	3.16%	0.56%	80.14%
Oakland	8.11%	13.74%	6.75%	5.07%	0.26%	66.08%
Oceana	0.08%	2.35%	13.71%	3.16%	0.56%	80.14%
Ogemaw	1.39%	0.23%	3.16%	3.53%	1.27%	90.41%
Ontonagon	0.65%	0.47%	2.59%	5.03%	2.05%	89.22%
Osceola	0.48%	1.11%	5.76%	3.67%	0.95%	88.03%
Oscoda	0.58%	0.64%	2.85%	3.61%	1.16%	91.15%
Otsego	0.58%	0.64%	2.85%	3.61%	1.16%	91.15%

County	Asian	Black	Hispanic	Multiple Racial Identity/ Other	AI/AN	White
Ottawa	2.58%	1.91%	14.88%	4.04%	0.29%	76.31%
Presque Isle	0.58%	0.64%	2.85%	3.61%	1.16%	91.15%
Roscommon	1.39%	0.23%	3.16%	3.53%	1.27%	90.41%
Saginaw	0.97%	22.62%	13.55%	4.68%	0.00%	58.19%
Sanilac	0.50%	1.00%	5.27%	2.94%	0.00%	90.29%
Schoolcraft	0.89%	0.46%	3.18%	9.22%	10.11%	76.14%
Shiawassee	0.52%	2.08%	4.69%	4.32%	0.35%	88.04%
St. Clair	0.65%	2.49%	5.79%	5.12%	0.17%	85.78%
St. Joseph	0.35%	2.17%	11.78%	3.63%	0.03%	82.04%
Tuscola	0.50%	1.00%	5.27%	2.94%	0.00%	90.29%
Van Buren	0.96%	3.87%	14.35%	5.66%	0.87%	74.29%
Washtenaw	6.66%	13.36%	6.91%	10.55%	0.52%	62.00%
Wayne	3.36%	40.61%	9.27%	4.12%	0.26%	42.37%
Wexford	0.42%	0.79%	3.46%	4.44%	1.01%	89.89%

Table 2. Population Statistics by Michigan County, Youths Ages 5-17²

County	Youth Population in Poverty	Total Youth Population	Number of Providers	Providers to Youth Population Ratio
Alcona	18%	1,027	5	205
Alger	23%	1,057	3	352
Allegan	12%	21,094	33	639
Alpena	18%	3,982	15	265
Antrim	17%	3,239	17	191
Arenac	27%	2,039	5	408
Baraga	18%	1,158	11	105
Barry	19%	10,114	30	337
Bay	18%	16,153	49	330
Benzie	14%	2,414	6	402
Berrien	25%	24,872	53	469
Branch	25%	7,431	18	413
Calhoun	19%	22,580	88	257
Cass	16%	8,185	13	630
Charlevoix	17%	3,904	12	325
Cheboygan	18%	3,239	13	249

² These data are based on American Community Survey (ACS) Public Use Micro-Area estimates.

County	Youth Population in Poverty	Total Youth Population	Number of Providers	Providers to Youth Population Ratio
Chippewa	23%	5,049	20	252
Clare	24%	4,400	22	200
Clinton	13%	13,313	18	740
Crawford	18%	18,62	3	621
Delta	23%	5,392	18	300
Dickinson	18%	3,788	13	291
Eaton	13%	17,048	43	396
Emmet	17%	4,854	18	270
Genesee	36%	68,604	182	377
Gladwin	27%	3,513	15	234
Gogebic	18%	1,794	9	199
Grand Traverse	14%	13,963	45	310
Gratiot	24%	6,165	19	324
Hillsdale	22%	7,308	32	228
Houghton	18%	5,401	19	284
Huron	23%	4,529	19	238
Ingham	23%	41,628	185	225
Ionia	20%	11,164	20	558
Iosco	27%	3,029	13	233
Iron	18%	1,367	3	456
Isabella	24%	8,974	22	408
Jackson	18%	25,356	76	334
Kalamazoo	20%	41,199	179	230
Kalkaska	17%	2794	20	140
Kent	17%	114,302	463	247
Lake	21%	1,436	9	160
Lapeer	13%	14,102	23	613
Leelanau	14%	2,656	10	266
Lenawee	22%	15,580	78	200
Livingston	6%	31,565	58	544
Luce	23%	782	4	196
Mackinac	23%	1,301	8	163
Macomb	14%	137,183	128	1072
Manistee	14%	3,342	29	115
Marquette	18%	8,829	47	188
Mason	21%	4,432	13	341
Mecosta	20%	5,979	25	239
Menominee	23%	3,248	16	203

County	Youth Population in Poverty	Total Youth Population	Number of Providers	Providers to Youth Population Ratio
Midland	18%	13,350	56	238
Missaukee	17%	2,491	9	277
Monroe	15%	24,514	60	409
Montcalm	20%	10,660	19	561
Montmorency	18%	1,063	2	532
Muskegon	25%	29,701	122	243
Newaygo	21%	8,151	34	240
Oakland	10%	197,967	287	690
Oceana	21%	4,623	27	171
Ogemaw	27%	2,901	6	484
Ontonagon	18%	581	4	145
Osceola	20%	3,987	17	235
Oscoda	18%	1,148	3	383
Otsego	18%	3,886	12	324
Ottawa	8%	51,417	122	421
Presque Isle	18%	1,561	4	390
Roscommon	27%	2,783	8	348
Saginaw	21%	30,307	102	297
Sanilac	23%	6,797	10	680
Schoolcraft	23%	1,054	3	351
Shiawassee	15%	11,024	40	276
St. Clair	19%	25,590	55	465
St. Joseph	25%	10,973	23	477
Tuscola	23%	8,216	22	373
Van Buren	16%	13,154	34	387
Washtenaw	14%	50,841	194	262
Wayne	34%	302,340	669	452
Wexford	17%	5,748	33	174

Table 3. Providers by Michigan House District³

District	Counties Included	Total Providers in Counties
001	Macomb, Wayne	797
002-016, 019	Wayne	669

³ There are 110 Michigan Representatives who are elected by the qualified electors of districts having approximately 77,000 to 91,000 residents. Legislative districts are drawn on the basis of population figures through the federal decennial census. The current districts are set to change on December 31, 2022.

District	Counties Included	Total Providers in Counties
017	Monroe, Wayne, Washtenaw	923
018	Macomb, Wayne	797
019	Wayne	669
020	Wayne, Oakland	956
021	Wayne, Washtenaw	863
022	Macomb	128
023	Monroe, Wayne	729
024,025,028,031	Macomb	128
026, 027, 029, 037, 038, 041, 043-045	Oakland	287
030	Oakland, Macomb	415
032	St. Clair, Macomb	183
033	St. Clair, Macomb	183
034	Genesee	182
035	Wayne, Oakland	956
036	Oakland, Macomb	415
039	Oakland, St. Clair	342
042	Washtenaw, Livingston, Oakland	539
046	Oakland, Lapeer	310
047	Shiawassee, Genesee, Livingston, Oakland, Ingham	752
048	Shiawassee, Saginaw, Lapeer, Tuscola, Genesee	369
049	Genesee	182
050	Oakland, Genesee	469
051	Shiawassee, Oakland, Genesee	509
052	Washtenaw, Oakland, Ingham, Jackson, Wayne, Lenawee, Livingston	1547
053-055	Washtenaw	194
056	Lenawee, Monroe	138
057	Jackson, Monroe, Hillsdale, Lenawee	246
058	Branch, St. Joseph, Hillsdale, Lenawee, Jackson, Calhoun	315
059	Calhoun, St. Joseph, Cass, Berrien, Van Buren, Kalamazoo	390
060	Kalamazoo	179
061	Van Buren, Kalamazoo	213
062	Kalamazoo, Jackson, Eaton, Calhoun	386
063	Kalamazoo, Branch, St. Joseph, Allegan, Calhoun, Barry, Hillsdale	403
064	Jackson, Calhoun, Hillsdale	196
065	Lenawee, Washtenaw, Eaton, Hillsdale, Jackson, Ingham	608
066	Allegan, Kalamazoo, Cass, Berrien, Van Buren	312
067	Ingham, Eaton	228
068	Ingham, Eaton	228

District	Counties Included	Total Providers in Counties
069	Ingham, Shiawassee	225
070	Ionia, Isabella, Newaygo, Montcalm, Kent, Mecosta, Gratiot	602
071	Ionia, Calhoun, Ingham, Barry, Eaton	366
072	Allegan, Kent, Barry	526
073	Kent, Montcalm, Ionia	502
074	Kent, Muskegon, Newaygo, Ottawa	741
075,076	Kent	463
077	Kent, Allegan	496
078	Cass, Berrien	66
079	Van Buren, Berrien	87
080	Ottawa, Kent, Van Buren, Allegan	652
081	St. Clair, Lapeer, Sanilac	88
082	Tuscola, Genesee, Lapeer, Oakland, St. Clair, Sanilac	579
083	Huron, Tuscola, St. Clair, Sanilac	106
084	Lapeer, Tuscola, Huron, Saginaw, Genesee, Sanilac	358
085	Shiawassee, Saginaw, Ingham, Clinton, Livingston, Genesee, Gratiot	604
086	Barry, Kent, Montcalm, Ionia	532
087	Calhoun, Kalamazoo, Kent, Montcalm, Barry, Clinton, Eaton, Ionia, Allegan	893
088	Muskegon, Kent, Ottawa	707
089	Ottawa, Muskegon	244
090	Ottawa	122
091	Ottawa, Kent, Muskegon, Newaygo	741
092	Muskegon	122
093	Shiawassee, Montcalm, Ionia, Saginaw, Isabella, Eaton, Gratiot, Clinton, Ingham	468
094	Bay, Tuscola, Saginaw, Genesee	355
095	Bay, Saginaw	151
096	Midland, Saginaw, Tuscola, Bay	229
097	Bay, Osceola, Missaukee, Midland, Gladwin, Iosco, Ogemaw, Arenac, Clare	192
098	Arenac, Gladwin, Bay, Gratiot, Midland	144
099	Montcalm, Gratiot, Mecosta, Bay, Gladwin, Clare, Isabella, Midland, Saginaw	329
100	Oceana, Lake, Wexford, Muskegon, Montcalm, Mason, Newaygo, Mecosta, Osceola	299
101	Lake, Mason, Benzie, Wexford, Oceana, Grand Traverse, Manistee, Leelanau	172
102	Osceola, Mecosta, Newaygo, Grand Traverse, Manistee, Montcalm, Benzie, Kalkaska, Wexford, Isabella	250
103	Clare, Wexford, Osceola, Roscommon, Arenac, Missaukee, Grand Traverse, Iosco, Gladwin, Kalkaska, Ogemaw, Montmorency, Crawford, Antrim	215

District	Counties Included	Total Providers in Counties
104	Kalkaska, Grand Traverse, Benzie, Wexford	104
105	Alcona, Iosco, Crawford, Kalkaska, Emmet, Otsego, Grand Traverse, Charlevoix, Ogemaw, Montmorency, Antrim, Oscoda	156
106	Emmet, Arenac, Presque Isle, Otsego, Alcona, Alpena, Montmorency, Cheboygan, Iosco	87
107	Luce, Charlevoix, Cheboygan, Chippewa, Mackinac, Emmet, Schoolcraft	78
108	Menominee, Dickinson, Delta, Alger, Schoolcraft, Iron	56
109	Schoolcraft, Marquette, Delta, Luce, Alger	75
110	Ontonagon, Iron, Keweenaw, Houghton, Marquette, Gogebic, Baraga	93

Table 4. Providers by Michigan Senate District⁴

District	Counties Included	Total Providers in Counties
001, 003-005	Wayne	669
002	Macomb, Wayne	128
006	Wayne, Monroe	669
007	Oakland, Wayne, Washtenaw	287
008	Macomb, Wayne, Oakland	128
009	Macomb	128
010	Oakland, Macomb	287
011	Wayne, Oakland	669
012	Lapeer, Oakland	310
013	Oakland, Macomb	287
014	Genesee, Oakland	182
015	Oakland, St. Clair	287
016	Ingham, Jackson, Lenawee, Washtenaw, Eaton, St. Joseph, Hillsdale, Calhoun, Branch	185
017	Lenawee, Jackson, Monroe, Hillsdale, Wayne, Washtenaw	78
018	Oakland, Washtenaw, Wayne	287
019	Branch, Kalamazoo, Calhoun, Ionia, Montcalm, Jackson, Hillsdale, Clinton, Allegan, Eaton, Barry, Kent	18
020	Allegan, St. Joseph, Calhoun, Van Buren, Kalamazoo, Barry	33
021	Cass, Van Buren, St. Joseph, Berrien, Kalamazoo	13
022	Livingston, Ingham, Lenawee, Genesee, Shiawassee, Jackson, Oakland, Washtenaw	58
023	Eaton, Ingham	43

⁴ The Michigan Senate consists of 38 members who are elected by the qualified electors of districts having approximately 212,400 to 263,500 residents. The current districts are set to change on December 31, 2022.

District	Counties Included	Total Providers in Counties
024	Ingham, Clinton, Genesee, Barry, Eaton, Calhoun, Livingston, Shiawassee, Gratiot, Jackson, Ionia, Saginaw	185
025	Tuscola, Lapeer, Huron, St. Clair, Macomb, Sanilac	22
026	Berrien, Allegan, Kalamazoo, Barry, Kent, Cass, Ottawa, Van Buren	53
027	Genesee, Lapeer, Tuscola, Saginaw	182
028	Muskegon, Ottawa, Montcalm, Kent, Ionia, Allegan, Newaygo	122
029	Barry, Kent, Ionia	30
030	Kent, Muskegon, Allegan, Ottawa	463
031	Oakland, Bay, Arenac, Saginaw, Sanilac, Gladwin, Lapeer, Midland, St. Clair, Genesee, Tuscola, Huron	287
032	Gratiot, Genesee, Tuscola, Saginaw, Bay, Clinton, Shiawassee, Oakland	19
033	Clinton, Montcalm, Newaygo, Saginaw, Gladwin, Mecosta, Ionia, Kent, Gratiot, Midland, Isabella, Clare, Osceola	18
034	Newaygo, Muskegon, Kent, Oceana, Ottawa, Osceola, Montcalm, Mecosta, Lake, Mason	34
035	Iosco, Arenac, Mecosta, Montmorency, Mason, Missaukee, Benzie, Newaygo, Kalkaska, Grand Traverse, Ogemaw, Lake, Manistee, Wexford, Leelanau, Roscommon, Clare, Osceola, Antrim, Gladwin, Crawford, Oceana	13
036	Montmorency, Bay, Oscoda, Midland, Iosco, Isabella, Saginaw, Alcona, Alpena, Crawford, Presque Isle, Ogemaw, Gladwin, Gratiot, Arenac, Antrim, Otsego, Cheboygan	2
037	Wexford, Presque Isle, Kalkaska, Schoolcraft, Mackinac, Benzie, Cheboygan, Antrim, Charlevoix, Grand Traverse, Otsego, Chippewa, Luce, Emmet	33
038	Iron, Baraga, Ontonagon, Gogebic, Schoolcraft, Marquette, Keweenaw, Dickinson, Houghton, Alger, Menominee, Delta	3

APPENDIX C: MAPS

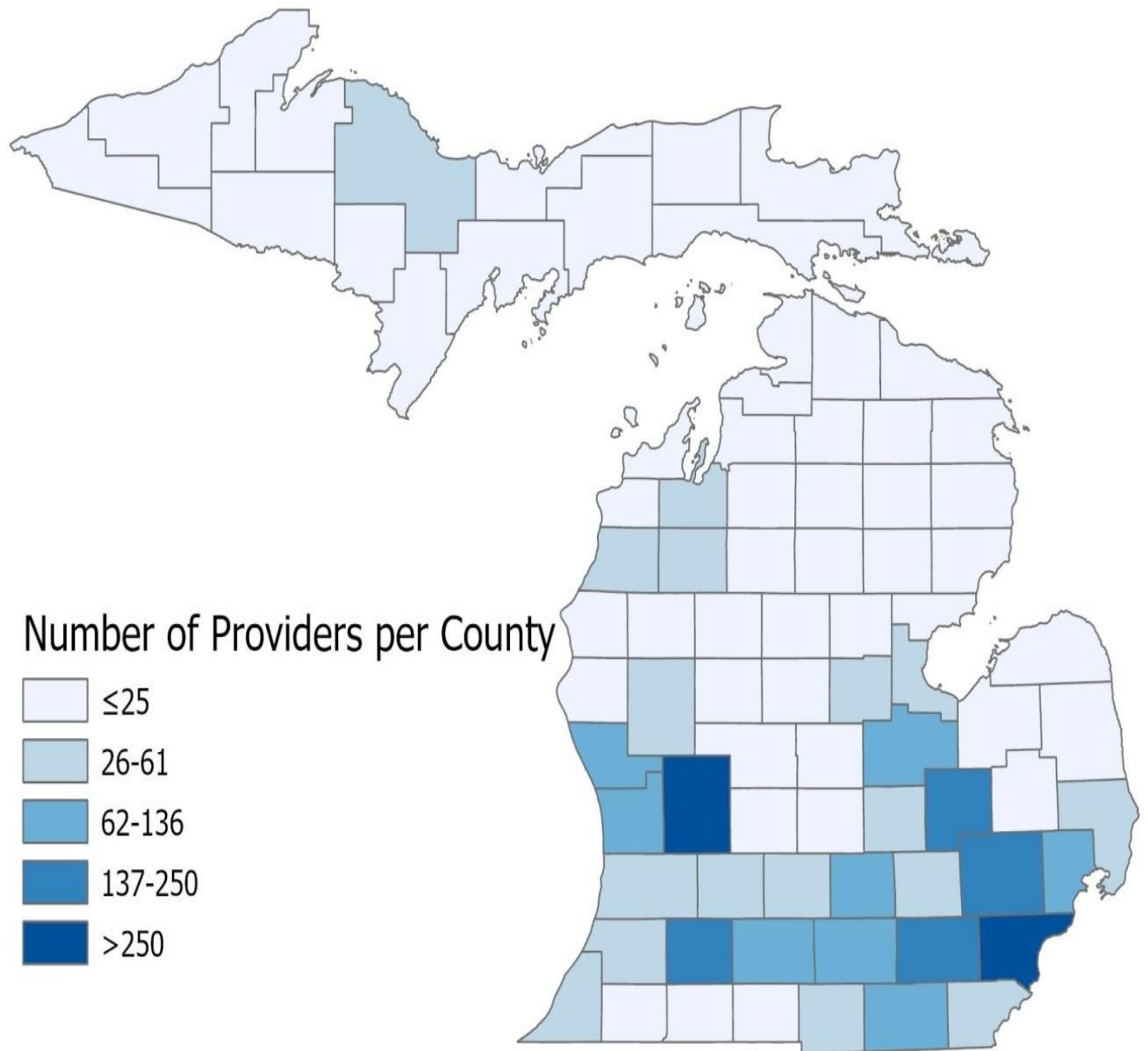
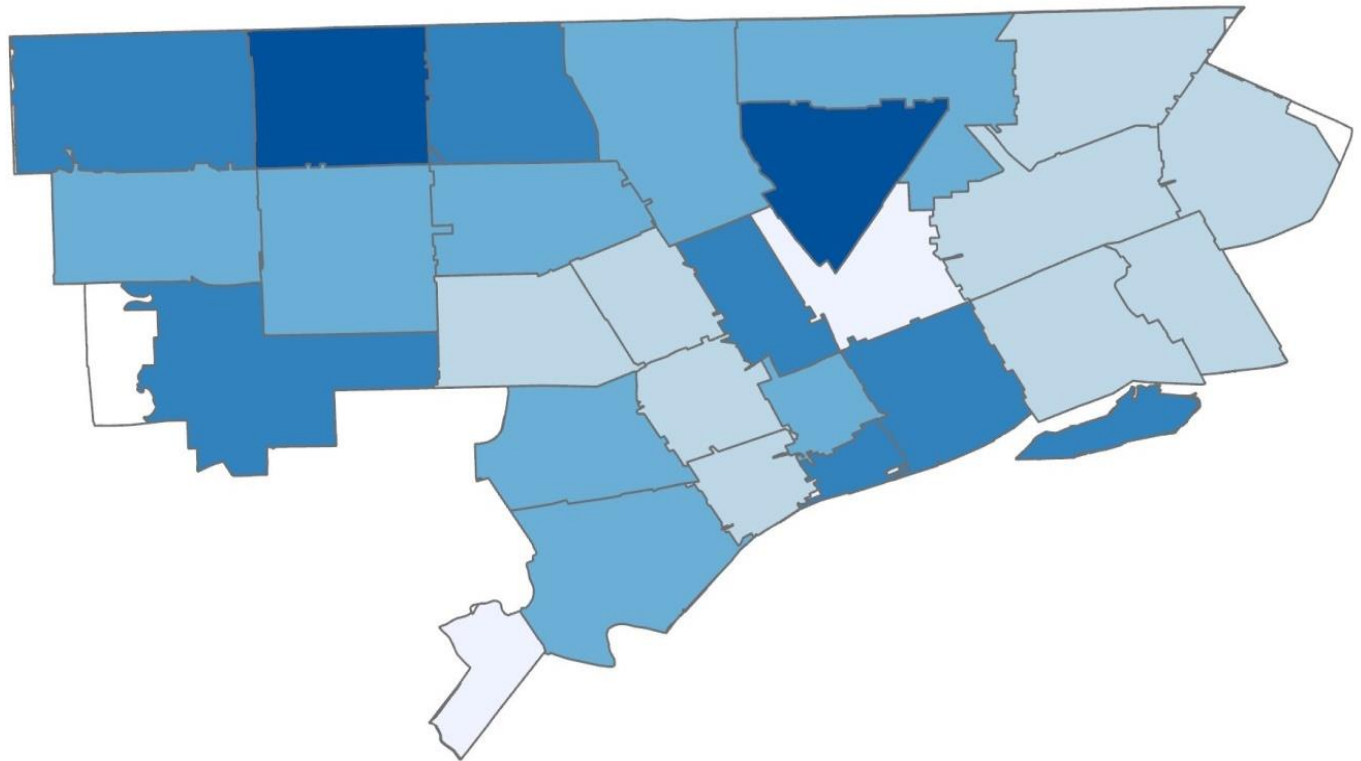


Figure C-1. Number of OST Providers by County

Darker shades indicate a larger raw number of OST providers (either programs or sites), as indicated by county. These numbers do not take into consideration population variations.



Number of Providers in Detroit

Per Zip Code

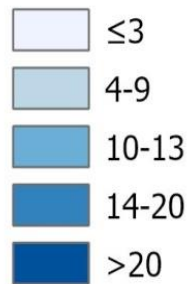


Figure C-2. Number of OST Providers by Zip Code, City of Detroit.

Darker shades indicate a larger raw number of OST providers (either programs or sites), as indicated by zip codes. These numbers do not take into consideration population variations.

Number of Providers In SEMCOG

Per Zip Code

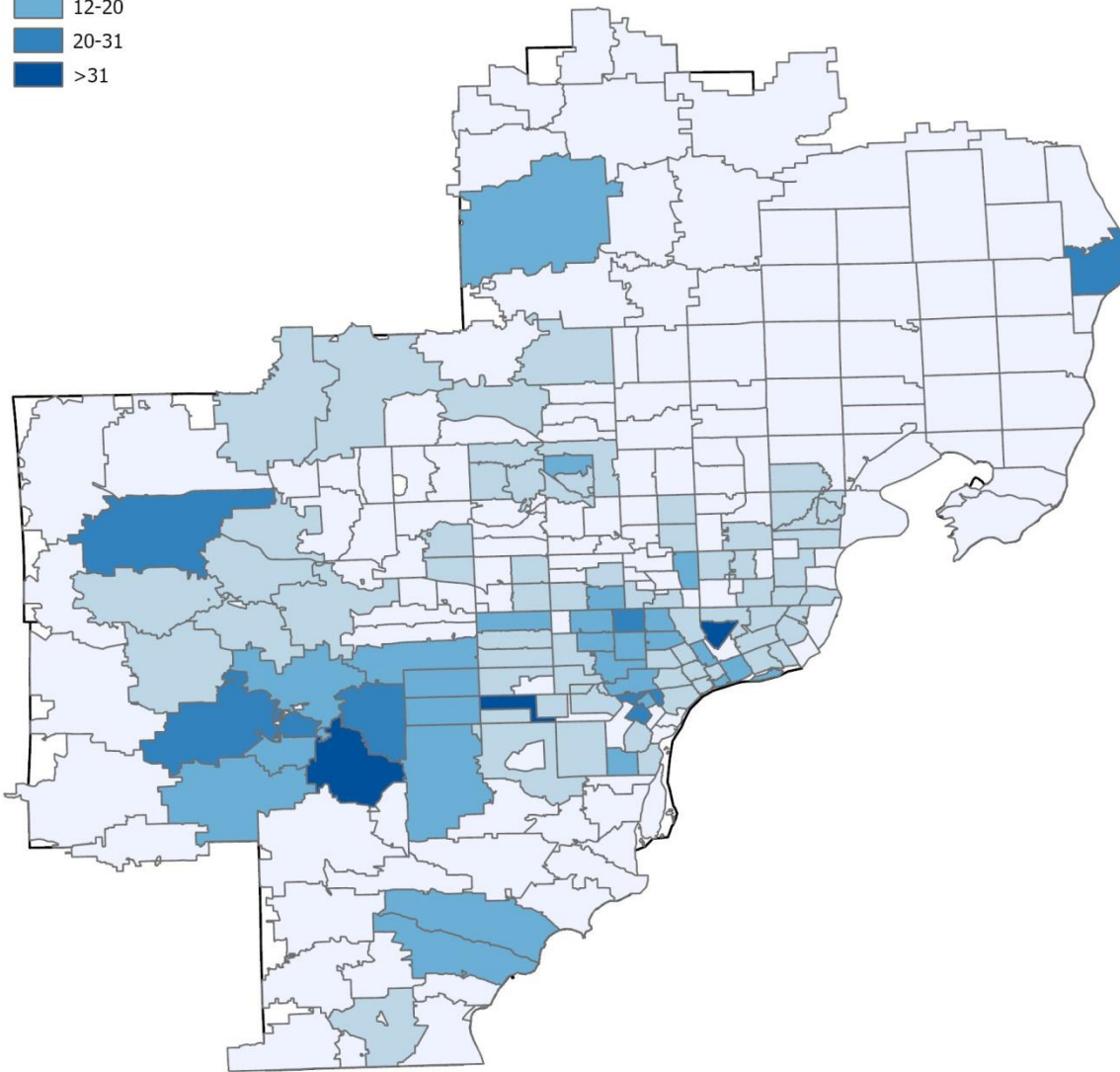
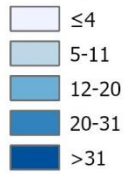


Figure C-3. Number of OST Providers by Zip Code, Southeast Michigan¹

Darker shades indicate a larger number of OST providers (either programs or sites), as indicated by zip codes. These numbers do not take into consideration population variations.

¹ The Southeast Michigan Council of Governments (SEMCOG) is a regional planning partnership made up of Livingston, Macomb, Monroe, Oakland, St. Clair, Washtenaw, and Wayne Counties. These data include ACS estimates from the seven counties.

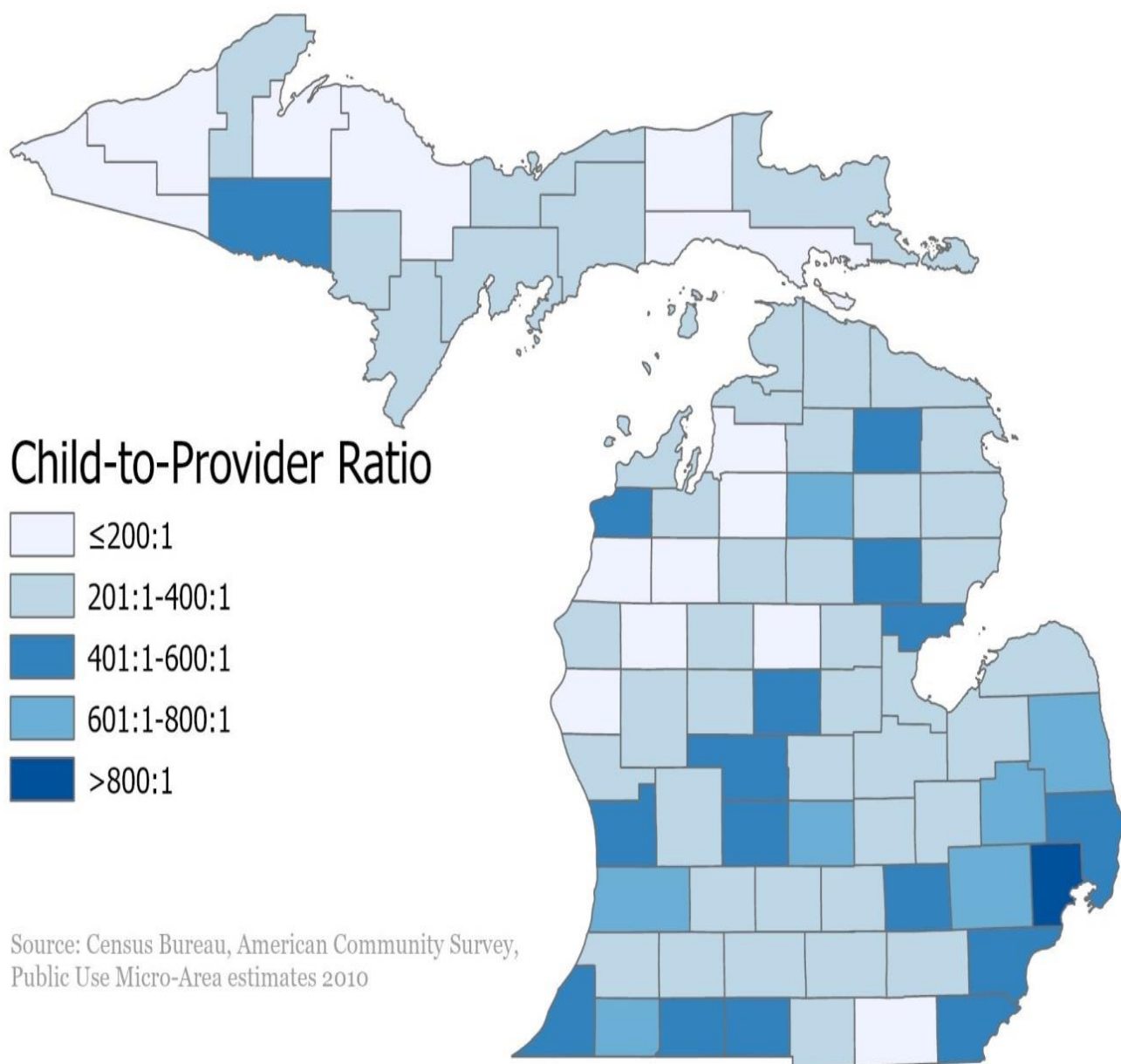


Figure C-4. The Child-to-Provider Ratio by County

The population/provider ratio is calculated as the total number of estimated youths aged 5-17 in each county, relative to the number of estimated providers. Darker shades indicate higher ratios (either programs or sites), as indicated by county. These numbers do take into consideration population variations.

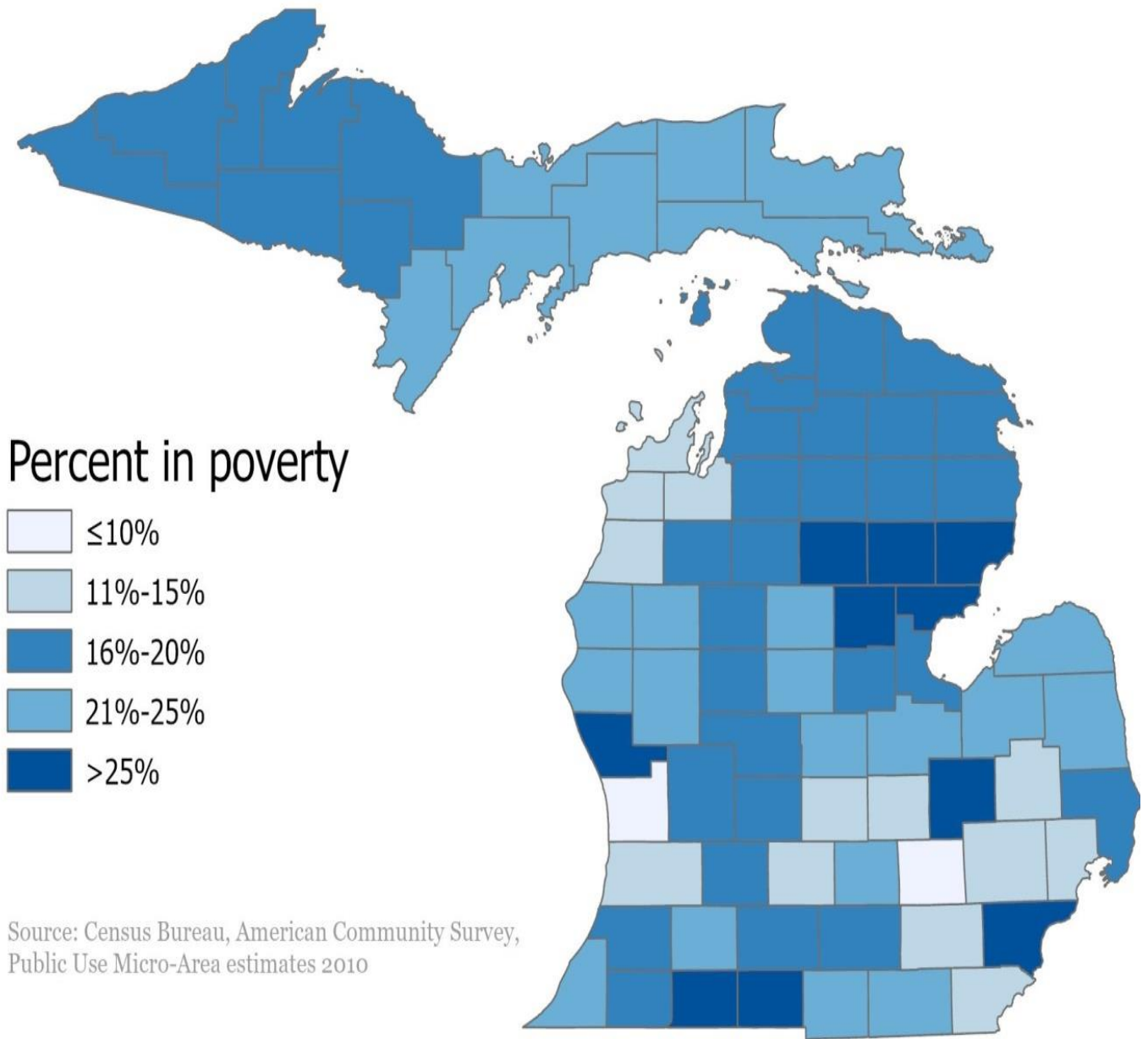


Figure C-5. Percentage of Youths Aged 5-17 in Poverty by County

Darker shades indicate a larger higher percentage of youth in poverty, as indicated by county.

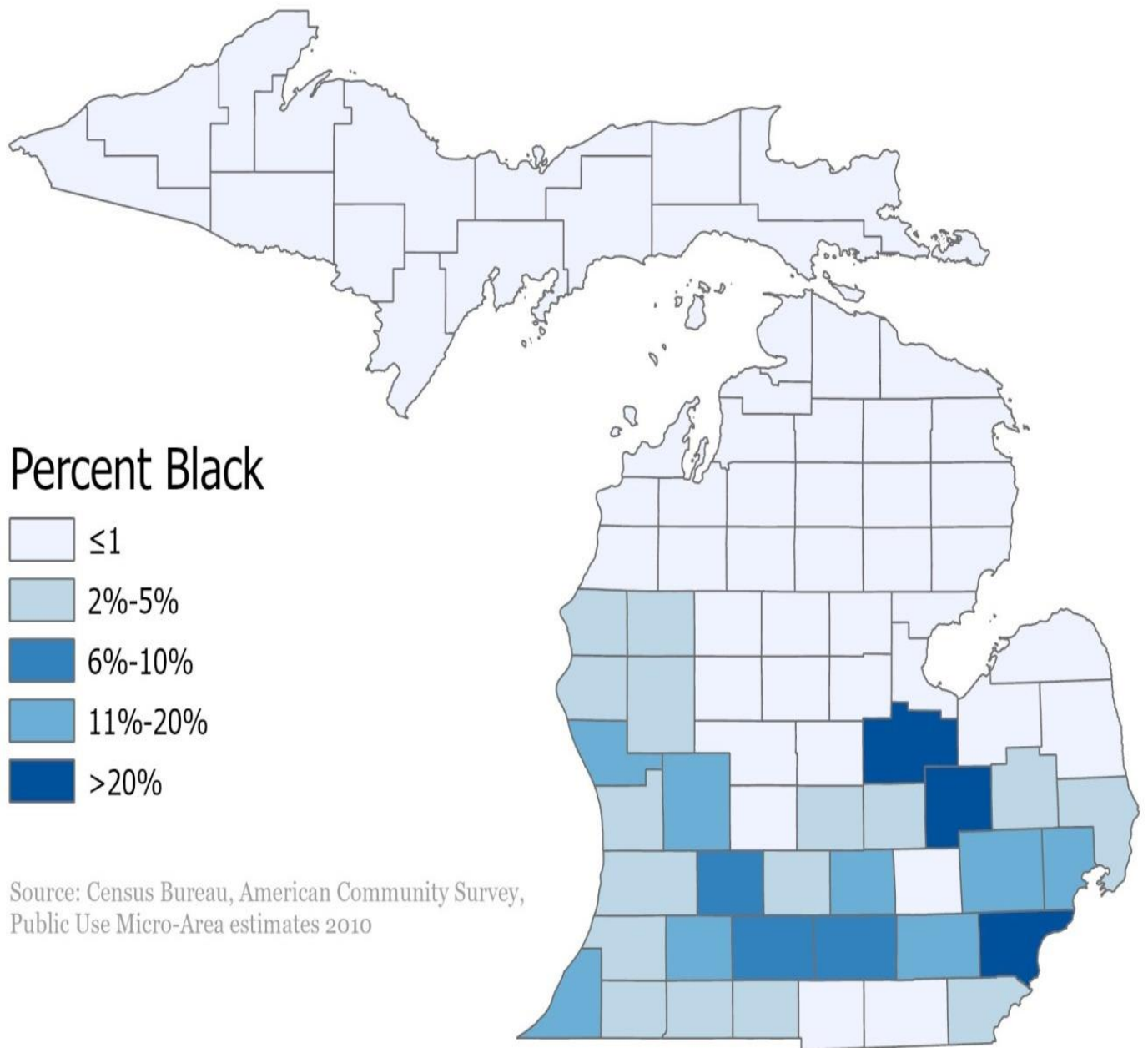


Figure C-6. Percentage of Black/African-American 5-17-Year-Olds by County

Darker shades indicate larger percentages of Black/African-American youth, as indicated by county.

APPENDIX D: BACKGROUND

Out-of-School Time (OST) refers to youth development programs that occur before and after the school day, as well as programs that occur during school breaks. The Michigan Afterschool Partnership (MASP) was established to support out-of-school time services in Michigan.

“MASP champions statewide access to quality and equitable OST programs to ensure that all children and youth succeed.”⁹

The Michigan Association of United Ways (MAUW) provides fiduciary and back office support for MASP. It is closely affiliated with the national Afterschool Alliance and works in Michigan with OST providers and community-based organizations. MASP:¹⁰

- Serves as a statewide resource for the latest research, current trends, best practices, and programmatic training.
- Shares key data and information that fosters a broader understanding of the needs of youth in Michigan for OST.
- Connects and mobilizes stakeholders and influencers in support of quality and equitable OST.
- Champions policies and funding to create a strong, equitable OST system across Michigan.

While MASP has monitored OST data since its inception, it is an ever-changing landscape that requires thorough and ongoing data collection and advocacy. That is why MASP chose to undertake an out-of-school time data project, with the specific purpose to provide a clearer picture of the current landscape of OST activities in Michigan.

Impact

The impact of OST programs on participating youth and their families has been documented in comprehensive studies including the “America After 3PM” research supported by the Afterschool Alliance. That research found that:¹¹

- Approximately 90 percent of parents indicate their overall satisfaction with afterschool programs.

⁹ MASP’s Mission, 2020-23 Strategic Plan.

¹⁰ Michigan Afterschool Partnership, <https://www.miafterschool.org/>.

¹¹ America After 3PM.

- Parents recognize afterschool programs provide a wide range of activities such as physical activity, academic programs including programs that focus on science, technology, engineering, and math (STEM), and other programs highlighting social skills.
- Parents say that afterschool activities offer opportunities for youth to develop relationships with mentors that result in increased civic engagement and build more resilient communities.

Moreover, in 2017, a Wallace Foundation-funded study, conducted by the Rand Corporation, and titled, “The Value of Out-of-School Time Programs,”¹² provided key conclusions, which include:

- OST programs provide measurable benefits to youth and families on outcomes directly related to program content.
- Academic OST programs can demonstrably improve academic outcomes.
- Program quality and intentionality influence outcomes.
- Regular attendance is necessary to measurably benefit from programming.

OST programs can aid in the development of well-rounded personalities, positively impact multiple areas of youth development, allow youth to interact among themselves and with adults in a more relaxed atmosphere, and help to build positive peer and adult relationships, better school-community connectedness, better school attendance, increased social competence, and less substance abuse and behavioral issues including peer involvement.¹³

Beyond providing services to families, OST programs have been shown to enhance self-image and social and emotional development through the active participation in extracurricular and co-curricular areas, such as the positive use of out-of-school time in STEM, reading and writing, and in other academic areas; residential and outdoor experiences; opportunities for youth to develop performance skills through dramatic and choral presentations; and sporting and other competitive pursuits.¹⁴

One of the key findings regarding OST is that program quality and intentionality influence outcomes. This study cites several other studies that point to the relationship between program quality and student outcomes, and while they caution that these relationships are correlations and not causal, they indicate that program quality is associated with more positive outcomes for participating youth.¹⁵

¹² “The Value of Out-of-School Time Programs,” Jennifer McCombs, Anamarie Whitaker, and Paul Yoo, The Wallace Foundation, 1, <https://www.wallacefoundation.org/knowledge-center/Documents/The-Value-of-Out-of-School-Time-Programs.pdf>.

¹³ Ibid.

¹⁴ Ibid.

¹⁵ Ibid.

In 2001, the National Research Council convened top researchers, practitioners, and philanthropic leaders to form the Committee on Community-Level Programs for Youth. In 2002, the Committee's report, "Community Programs to Promote Youth Development," identified the following key features of OST programs that best support young people.¹⁶

- Physical and psychological safety and security.
- Structure that is developmentally appropriate, with clear expectations for behavior as well as increasing opportunities to make decisions, participate in governance and rulemaking, and take on leadership roles as one matures and gains more expertise.
- Emotional and moral support.
- Opportunities for adolescents to experience supportive adult relationships; learn how to form close, durable human relationships with peers that support and reinforce healthy behaviors; feel a sense of belonging and being valued; develop positive social values and norms; build and master skills; develop confidence in one's abilities to master one's environment (a sense of personal efficacy); and contribute to one's community and develop a sense of mattering.
- Strong links between families, schools, and broader community resources.

Comprehensive OST programs ideally include both expanded learning opportunities to support the school day and school-age care to support working families. Comprehensive programs provide safe places for students when their families are not available, as well as academic support, enrichment activities, and child and youth development opportunities. The Michigan State Board of Education has recognized the importance of program quality and has adopted "Out-of-School Time Standards of Quality." The standards are based on research and focus on: (1) health and physical safety, (2) positive climate and emotional safety, (3) program staffing, (4) program environment, (5) program and activities, (6) administration, and (7) single-purpose programs.

Michigan defines OST as, "out-of-school time (OST) is used to fully describe before school, after school, times and days when there is no school due to teacher training, snow days, school breaks, and summer. Comprehensive OST programs ideally include both extended learning opportunities (ELO) to support the school day and school-age care (SAC) to support working families."¹⁷ Michigan's standards describe OST as, "comprehensive programs [that] provide safe places for students when their families are not available, as well as academic enrichment activities and child and youth development opportunities."¹⁸

¹⁶ "Funder's Guide to Quality in Out-of-School Time," Grantmakers for Education's Out-of-School Time Funder Network, 6, https://edfunders.org/sites/default/files/OST_Funders_Guide_2016_final.pdf.

¹⁷ "Michigan Out-of-School Time (MOST) Standards of Quality," Fourth Edition, 2021, 2-3, https://www.michigan.gov/documents/mde/MOST_Standards_Revision_-_Final_Proposed_June_8_2021_727028_7.pdf.

¹⁸ Ibid, 3.

Grantmakers for Education (GFE), a national network of education philanthropies, offers an even more inclusive definition of OST programs “to include all kinds of programs that happen outside of the classroom, before and after school, in the evenings, on weekends and during the summer; located in school buildings or community settings; managed or operated by schools, community organizations, parks, camps, faith-based organizations and other entities; and serving children and youth in grades K–12.”¹⁹

OST programs overall cover a wide range of subject matters and activities. The types of services any program provides depends on the provider’s larger mission and goals, as well as such practical factors as funding sources, organization, and productive assets. The programs and activities offered may differ substantially from program provider to provider in different settings.

For this study, OST programs will be defined as any programs that provide supervised activities for young people (grades K–12) to attend when school is not in session. This can include before- and after-school such as academic programs (e.g., reading or math focused programs), summer programs and camps, specialty programs (e.g., sports teams, STEM, arts enrichment), and multipurpose programs that provide an array of activities (e.g., community- and faith-based organizations, 21st Century Community Learning Centers, Boys & Girls Clubs, YMCAs).

The challenge of identifying a typology or taxonomy that is granular enough to permit meaningful distinctions in description and analysis is considerable.

Moreover, the more recent MASP program directory²⁰ closely tracks this approach. In outline form, the 21st CCLC typology is as follows:

- *Academics* (traditional), including: lessons (subjects may include English Language Arts, STEM, Social Studies or Cultures, Fine Arts, Foreign Languages, English as a Second Language [ESL], Other); small group tutoring; homework help; and credit recovery.
- *Academics* (enrichment), including: project-based and lessons (same subjects such as STEM).
- *Technology*, including: learning to use computers or computer programs, and video and media.
- *Arts*, including: arts and crafts, music, theatre, dance, poetry, and general arts (multiple or not defined).
- *Physical Movement*, including: team sports, non-team sports, and general sports.
- *Recreation & Social*, including: recess/physical free play, games, and social events camp and fun days.

¹⁹ “Fundlers’ Guide to Quality Out-of-School Time,” 2.

²⁰ “Program Directory,” MASP, <https://www.miafterschool.org/programdirectory>.

- *Youth Development*, including: career development, social emotional learning, community service, conflict resolution, resistance and risk prevention, leadership development, safety, physical health, independent living, program leaders, adult mentoring, and general youth development (multiple or not defined).
- *Food and Nutrition*
- *Family Involvement*, including: adult education, ESL for parents, parenting, and adult social events.
- *Special Events and Field Trips*

Data Collection

PPA examined multiple OST taxonomies. After careful analysis, PPA selected the taxonomy used by the 21st Century Learning Community Centers (21st CCLC) approach to classifying OST programs and activities.²¹ The 21st CCLC taxonomy comprises two levels of manageable descriptors with definitions that are established, consistent, and comprehensive.

The data project contains a list of 4,708 unique providers, with 4,429 programs and 1,750 sites included. County information based on zip codes was also identified for 4,292 providers, with zip code-to-county links drawn from data acquired from Zipcodes.com.

Based on the data collected, this report identifies provider availability at the state and county levels. The data demonstrate how averages can vary greatly based on geographic location, urbanicity, race/ethnicity, and youth poverty rates.

This framework should be shared with the intermediaries, community-based organizations, and other partners to ensure that the data being collected at the local level can be fed into the statewide database and updated regularly. MASP has explored sharing this information with Michigan 2-1-1, a free service that connects Michigan residents with help and answers from thousands of health and human services agencies and resources right in their communities that is also housed under the Michigan Association of United Ways (MAUW)—MASP’s fiscal sponsor.

Existing and New Data

To collect and compile existing data, Public Policy Associates, Inc. (PPA) in collaboration with Michigan Afterschool Partnership (MASP) identified and obtained several OST provider data sets that included a wide variety of information in varying formats. These data sets included those from regional provider networks such as the State Alliance of Michigan YMCAs, Kalamazoo Youth Development Network, Youth Development Resource Center (YDRC) of Detroit’s Discover Your Spark, the Expanded Learning Opportunities (ELO) Network serving

²¹ Community Evaluation and Research Collaborative (CERC) at Michigan State University.

western Michigan, Boys and Girls Club, Michigan Department of Licensing and Regulatory Affairs, and the Community Foundation for Southeast Michigan.

Lists were also available from funding organizations including the Ralph C. Wilson, Jr. Foundation, the Michigan Association of United Ways, and state agencies and partners such as the Michigan Department of Education office with 21st Century Learning Community Centers (21st CCLC) grant authority, and the Michigan Early Childhood Investment Corporation.

In addition, PPA created three original data sets from publicly available online OST program information. These comprised the statewide, county-based MSU Extension 4-H programs; the directory of MSU “Spartan Youth Programs”; and a compilation of public school-based 21st CLCC program sites.

Each data source maintains its own records and scheme using a format that supports its purposes. Thus, the data from these various sources varied greatly in content, what and how it was collected and maintained, how it was categorized and organized, and how accurately it was entered and consistently formatted. This variability required significant efforts to clean, refine, and organize the data so that they could be combined into a single, unified data set of OST providers identified by standardized characteristics.

In addition to the existing data already received from various OST providers, PPA, in collaboration with MASP, collected new OST provider data through an online survey using SurveyMonkey. The survey was designed to obtain basic information and focused on minimizing the time that respondents would need to complete the survey. Requested data included program names, responsible representatives, program locations and contact information. The survey and an invitational email were drafted and tested by PPA in consultation with MASP.

Initial email invitations for surveys were sent in early June 2021 with two follow-up emails sent as necessary. The response period was extended past the original deadline in order to maximize response rates. When the survey was closed, 700 responses had been received. The final Excel file of survey responses exported from SurveyMonkey was cleaned and formatted to align with the master data file framework and then appended to the master data file.

Compilation and Analysis

The nine data sources used to identify Michigan OST programs and sites were re-structured against the single framework designed for this project. The key data elements extracted were program name, contact email, organization email, mailing or street address, city, zip code, phone, and website address. Analysis was made complicated because some programs offered OST services at a single site while other programs offered services at multiple sites. Whenever possible, site-level information was extracted and maintained for analysis.

At each stage of the process, the priority was placed on identifying the largest possible pool of potential OST providers. In ambiguous cases or where there was limited or conflicting information, the decision was made to include rather than exclude provider information. A master spreadsheet with the framework-defined data points was populated with the

corresponding data from each source. This step required significant data cleaning and individual review. For example, one data source could have organized “contact name” in a single entry while the master data set had provided separate entries for first and last name.

The cleaning process involved cleaning cases without any direct contact information (address, phone, or email). Some responses to the MASP survey were omitted because they included multiple site locations without any accompanying contact information; however, the program identifiers were retained in the data file.

Some data sources only provided street addresses and city without zip codes. The research team used internet searches to identify the zip codes for these providers. The team also adjusted differences in spelling, abbreviation, and punctuation, and removed missing spaces to make the data more consistent.

This process reduced the preliminary merged list of 7,038 programs and sites to 5,259. An algorithm was then applied to this preliminary list of providers using the statistical program STATA. Using a pre-defined algorithm makes it possible to replicate data cleaning and duplicate identification, as well as to uncover potential errors.

This additional step required ranking data sources, with MASP survey results and 23e program²² information receiving privileged status since they were recently collected. The older MASP administrative database was given the lowest ranking due in part to its age and that it had not been updated during the past few years, and all other data sources ranked in between. This ranking was used to determine which data would be accepted in cases of conflict between data sources.

Information on programs was more common than for sites. Programs were assigned a program identifier based on the program name. The seven data elements were then merged for all programs having the same name, based on the ranking described above. A key step was first merging the data from all the sources included in the “middle” rank described above.

For each data element of OST programs, the most common available information was preserved. This estimated data was then compared with the higher and lower ranking data sources to produce a final estimate. Street addresses were analyzed to ensure that they had the appropriate zip codes. A similar process was used for site data.

New unique program and site identification numbers were then generated, resulting in a final list of 4,708 unique providers, with 4,429 programs and 1,750 sites. County information based on zip codes was identified for 4,292 providers, with zip code-to-county links drawn from data acquired from Zipcodes.com.

²² Funded under Michigan Public Act (P.A.) 3 of 2021, Section 23e.

Other Data Sources

To analyze differences in access to OST programs in Michigan, data from the 2019 American Community Survey (ACS)²³ was linked to the final provider list using county identifiers. The ACS is a large-scale scientific survey of households conducted annually. Representative samples are drawn at the national, state, and sub-national level. This report employed the 2019 Public Use Microdata Area (PUMA) sample to estimate the demographic characteristics of Michigan counties.²⁴ The PUMA samples from adjacent geographic units of 100,000 persons or more, and in most cases respects county boundaries.

- For large-population counties (such as Wayne County), the PUMAs were aggregated to create a joint county-wide estimate.
- For small-population counties, the overall PUMA average of racial, ethnic, and poverty status was attributed to each county (i.e., every county in the PUMA is presumed to have the same share of youth in families below the poverty line).
- County population totals for youth ages 5-17 were drawn from the ACS 2019 5-year sample (table S0101). Unfortunately, detailed demographic data at small geographic units was not available at the time of this report.
- However, counties do serve as a reasonable catchment grouping area for families' selection of possible OST programs.

Other Technical Notes

- Race and ethnicity at the state and county levels were re-coded as White, Black, Asian American,²⁵ American Indian and Alaskan Native (AI/AN), Multiple Races (includes “Some Other Race”), and Hispanic. Hispanic was treated as an inclusive category (so that all other racial/ethnic categories are non-Hispanic).
- Family income status was determined using the American Community Survey total family income variable. All school-aged youth living in families with total income below the 2019 federal poverty threshold were coded as being “below” the threshold with all others being “above.”
- Youth in group quarters or with missing family income data were excluded.
- Estimates were determined using individual-level balanced replicate weights.

²³ American Community Survey (ACS) - Census Bureau, <https://www.census.gov/programs-surveys/acs>.

²⁴ Public Use Microdata Areas (PUMAs), <https://www.census.gov/programs-surveys/geography/guidance/geo-areas/pumas.html>.

²⁵ These estimates represent the number of people who reported a specific detailed Asian group alone, as well as people who reported that detailed Asian group in combination with one or more other detailed Asian groups or another race(s).

Limitations

As indicated earlier, data were collected from a variety of sources that contained different information. Some sources provided information for contact email, program and site addresses, and program and site phone numbers, while others did not. This resulted in not having a complete data set for all programs and sites.

Far more information for programs was collected than for sites, as only a fourth of the addresses were provided for sites. There are also differences among providers on how they define a program versus a site. These differences in definitions made it challenging to analyze the data received. For these reasons, some analysis could not be done at the site level, which is the most optimal.

Additionally, not all address and phone numbers were formatted consistently, and each entry had errors, making it more difficult to establish a program's location. In most cases, the errors were corrected by hand or programmatically in order to include them in the master list. This was done to maximize the sample collected and provide as many programs/sites as possible.

Obtaining reasonably accurate data on the number of youths served, the activities provided, and the demographics of program participants posed additional difficulties. Also, programs and sites vary significantly in the way they track participants and activities, so obtaining these data would be costly and time consuming.

The American Community Survey-derived estimates of race, ethnicity, and poverty status are inferred from county-level and sometimes multi-county data. They are not precisely linked to the zip codes of the Out-of-School Time (OST) providers. These data were used to estimate the pool of potential youths to be served. Detailed site and program level client data could yield somewhat different estimates of youth access to OST programming.

Next Steps

This Michigan-based out-of-school time (OST) data-collection project supported by the Michigan Afterschool Partnership (MASP) aimed to better understand the Michigan landscape of OST program providers, and to conduct a “first cut” analysis of that landscape.

The results of this project established a baseline for future developments in Michigan OST programs. Of course, OST programmatic offerings are not static. Longitudinal data collection and analysis are critical to improve and extend OST benefits going forward. The next steps are to design and implement a sustainable, robust data-collection system for OST programs in Michigan, and MASP is best positioned to lead this effort.

An initial framework for doing so might include the following elements:

- MASP convenes a core group consisting of MASP staff and staff from relevant state agencies such as the Michigan Department of Education and key intermediary OST program organizations in order to enter into a data-alignment agreement, and to commit to a process (including the frequency) by which the pertinent data will be collected, compiled, and shared.
- The data-alignment agreement may take one of two forms.
 - The better case would be if the parties could agree on the same data defined in the same way.
 - However, some parties will likely lack the capacity or inclination to change their internal data management systems. In such cases, an alternative would be to take the approach described in the analysis section for aligning data from disparate sources.
 - ◆ Then the data alignment would depend on an agreement on a standard framework defining data categories and the corresponding categories of each party, plus the parties’ commitments to ensure that the designated corresponding categories contain the defined data.
 - ◆ A key question in developing this instrument is carefully distinguishing sites from programs and collecting specific information at the site level.
- Whatever the form of the data-alignment agreement, the most basic data collected should include the following:
 - Central program authority/organization information: Program authority name and organizational contact information (street address, city, zip code; phone, email); and program authority contact person and contact information (position/title, email, phone)
 - Program site information: for each site, site/facility name and contact information (street address, city, zip code; phone, email); site contact person and contact information (position/title, email, phone)
 - Number of days per week and total number of weeks of programming at each site

- Operation dates of programming at each site, including hours of operation per day when school is in session and when it is not
 - Total staffing and youth served at each site
 - The ages of youths served
 - The types of programs and activities at each site, following an agreed upon typology
- Data should be collected from the parties through a periodic, standardized online survey managed by MASP or in collaboration with Michigan 2-1-1.
 - After one cycle, the survey would be prepopulated with data previously submitted by the providers. The provider would then update the data, simplifying the data-collection process.
- If acceptable to the participating providers, additional data could be collected including socioeconomic and race/ethnicity information of youths served, provisions for onsite nourishment, more detailed descriptions of programs, assessment of outcomes, and staffing qualifications and training. However, the desire for a more complete picture of provider operations must be balanced against the lower response rates associated with longer surveys.
- Rather than a full-scale census of all providers, surveys targeted on key questions could be issued using randomized representative samples. This would reduce the problem of “survey fatigue” by providers and promote a more representative sample, while making it possible to acquire more detailed information about pressing issues affecting providers. For example, a survey with a margin of error of +/- 5% for a population of 4,700 providers would require 355 randomly selected respondents.
- The parties should negotiate an explicit and transparent process by which each will collect and share its data. The process may vary somewhat with each party, but there should be standardized formats and an agreed upon calendar. MASP will assume the responsibility for scheduling reminders and providing forms. It would in addition be the central point of contact for compiling, maintaining, and updating of the cumulative database.
- An aligned data-collection system would more easily permit regular data-collection updates and support expanding data collection to other intermediate organizations that support OST programming.



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