



Michigan



How did you engage stakeholders in the process of creating statewide quality standards?

In 2001, a committee was formed by the Michigan Department of Education (MDE) and three school districts representing geographically diverse urban, rural, and small-town populations. The Out of School Time (OST) committee was charged with the task of writing model standards for quality OST programming that could be used as a framework for the design and implementation of high-quality programs meeting the specific and different needs of children and youth during the hours outside of the school day. This committee began its work in August 2001 and concluded it in June 2002. Research included a review of available afterschool and school-age care standards and practices. The draft was circulated widely for public comment from stakeholders throughout the state.

On February 27, 2003, the Michigan State Board of Education (SBE) adopted the first edition of the *Michigan Out-of-School Time Standards of Quality (MOST)*. In 2004, MDE charged the Michigan After-School Partnership (MASP) with reviewing and updating MOST to reflect current research in the field and changes in Michigan Licensing Rules for Child Care Centers. Since that time, the MASP Quality Committee ad hoc work group (consisting of multiple providers representing a variety of provider types, afterschool advocates, MDE, other related state agencies, and other stakeholder groups) has convened periodically to review and update these standards.

The MOST standards were aligned to the *Early Childhood Standards of Quality for Infant and Toddler Programs* and *Early Childhood Standards of Quality for Prekindergarten* to provide a continuum of high-quality programming for all Michigan children and youth.



What advice do you have for other states before they start to develop or implement their own quality standards?

As a foundation, it is helpful to start with your state licensing rules and policies. Do not try to reinvent the wheel, as there are many examples that exist to crosswalk and review. Getting input from a diverse variety of providers and stakeholders that represent differing factions of the field and geographic locations will provide a broad introspection. Set a plan for revisions and periodic reviews. We recommend a 5-year maximum review to keep up with research and trends.



Mary Sutton

Executive Director

Michigan After-School Partnership

Please share your thoughts with us via e-mail at SANSupport@air.org. We look forward to hearing from you.



What challenges did you encounter and how did you overcome them?

Challenge 1: Developing a comprehensive framework that is applicable to the diverse field of providers and age ranges encompassed in OST. This was addressed by ensuring good representation of the diverse field and perspectives, as well as intentionally framing the standards around a common understanding of what any high-quality program should provide for children/youth and their families.

Challenge 2: Dissemination and practical utilization of the standards to design quality programs. Several avenues were followed: 21st CCLC programs receiving grant funds from MDE were required to demonstrate adherence to the MOST standards; standards were electronically available and distributed at trainings, meetings, and conferences, as well as through provider groups; stakeholder endorsements of the standards increased their use in other state and local funding grants; Michigan school-age QRIS was developed with these standards at the foundation.



What successes are you most proud of?

- Their longevity as well as consistent review and recommendations to keep them current, relevant, and up to date.
- Their use and role in the following:
 - a comprehensive statewide system of quality program development and continuous program improvement utilized by state agencies and other local funders;
 - the development of the design of a school-age QRIS system; and
 - recognition programs highlighting and celebrating Commitments to Quality and utilization and adherence to the standards.
- The development of a simple Self-Assessment Checklist and program planning guide.
- Development of a card deck and a comprehensive workshop to guide programs to use the standards for ongoing quality review; the card deck is available electronically for program staff orientation and training.



Who did you work with to create your quality standards?

- | | | |
|--|--|--|
| ■ MDE - 21st Century Community Learning Centers | ■ Bureau of Child and Adult Care Licensing | ■ Grand Rapids Expanded Learning Opportunities Network |
| ■ MDE - Coordinated School Health and Safety | ■ Saginaw Community Foundation | ■ Genesee Intermediate School District |
| ■ Michigan After-School Partnership, Quality Committee | ■ Kent Regional Child Care Coordinating Council | ■ Flint Community Schools |
| ■ Michigan State University, 4H-Extension, and Office of Outreach and Engagement | ■ Michigan AfterSchool Association | ■ Detroit Youth Development Commission |
| ■ Michigan Department of Natural Resources | ■ Michigan Association for the Education of Young Children | ■ Weikart Center for Youth Program Quality |
| ■ Michigan Department of Health and Human Services | ■ Clare-Gladwin Regional Education Service District | ■ The LINK School-Age Child Care (defunct) |
| | ■ Michigan Hunger Solutions | ■ Eastern Michigan University |
| | ■ YMCA of Greater Grand Rapids | ■ Michigan Association of United Ways |