



32n OST State Evaluation 2023–24 Annual Report



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Michigan Department of Lifelong
Education, Advancement, and Potential

Community Evaluation Programs
University Outreach and Engagement

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TABLE OF CONTENTS

TABLE OF CONTENTS	ii
LIST OF FIGURES	3
LIST OF TABLES	3
EXECUTIVE SUMMARY	i
OUT-OF-SCHOOL TIME PROGRAMS IN MICHIGAN.....	1
History of OST in Michigan	1
Purpose and Administration of 32n OST	2
32n Grant Criteria.....	2
32n OST State Evaluation	2
32n OST IMPLEMENTATION	3
Program Management.....	3
Program Delivery Schedule	4
Children and Youth Served.....	4
Program Offerings	8
32n OST ACCESSIBILITY.....	9
Funded Programs.....	9
Comparison of Funded Sites and Applicant Sites.....	11
Waitlists	13
32n OST QUALITY	14
Continuous Quality Improvement Practices	14
Youth Perceptions of Program Quality	14
Family Member Perceptions of Program Quality	17
32n OST OUTCOMES.....	20
Academic Behaviors	20
Non-Academic Behaviors	20
32n PROGRAM CHALLENGES.....	20
Implementation.....	21
Suggestions for Improvement	22
CONCLUSION	23
WORKS CITED.....	25
Appendix A. 32n Funding and Funded Sites by County	27
Appendix B. 32n Funding and Funded Sites by Prosperity Region	28

LIST OF FIGURES

Figure 1. How were 32n Program Sites Managed in 2023-24?	3
Figure 2. 2023-24 32n OST Program Site Delivery Schedule	4
Figure 3. Estimated Youth Served by Grade Level.....	5
Figure 4. Estimated Youth Served by Race/Ethnicity	6
Figure 5. Estimated OST Staff by Race/Ethnicity	7
Figure 6. 32n OST Sites by Prosperity Region.....	10
Figure 7. Locale Types of Funded Sites, Applicants, and Michigan Statewide	11
Figure 8. Majority Youth Race/Ethnicity of Funded Sites, Applicants, and Michigan Statewide.....	12
Figure 9. Child Opportunity Index Level of Funded Sites, Applicants, and Michigan Statewide	12
Figure 10. Estimated Youth on 32n Site Waitlists	13
Figure 11. Family and Youth Responses to Healthy Living and Program Quality Statements	19
Figure 12. Challenges Faced by Site Managers, School Year and Summer	21
Figure 13. Frequency of Communication Between Site Managers and Grantee Managers.....	22

LIST OF TABLES

Table 1. Estimated Youth Served Per Site, School Year and Summer	6
Table 2. Topics Offered and Prioritized, School Year and Summer.....	8
Table 3. Youth Responses to Program Quality Statements.....	16
Table 4. Family Responses to Program Quality Statements.....	19
Table 5. Caregiver Perceptions of Changes in Participants' Behaviors	20

EXECUTIVE SUMMARY

Consistent access to out-of-school time (OST) programming enables caregivers to work and can improve academic performance, especially for students from under-resourced communities. However, students and families that reside in under-resourced neighborhoods often do not have access to OST programming.

Until recently, the only public funding stream for OST in Michigan was federal 21st Century Community Learning Centers grants. The 21st Century Community Learning Centers (21st CCLC) provide OST programs for high-poverty, low-performing schools administered by state departments of education; in Michigan, it is currently administrated by the Michigan Department of Lifelong Education, Advancement and Potential (MiLEAP) in partnership with the Michigan Department of Education (MDE). The 21st CCLC programs are not available in all communities and serve a very small portion of Michigan’s students. During the 2023-24 year, 21st CCLC programs served only 1% (n=16,313) of Michigan’s 1,429,895 enrolled students (Center for Educational Performance and Information, n.d.). Seeing the community needs during the COVID-19 pandemic, the state launched its own program, known as the 32n OST Grants in 2021. The 32n OST Grants are to provide “before-school, after-school, before-and-after-school, or summer school programming to children”, and “these programs must be used to support expanded learning opportunities, including, but not limited to, mentoring, leadership, community engagement, agriculture, art, music, literacy, science, technology, engineering, mathematics, health, and recreation programming.” The goals, in the words of the founding legislation, are to improve “school attendance, academic outcomes, positive behaviors, and skill acquisition” of Michigan children in grades K-12, and “include activities linked to research or quality practices.” (Public Act 103 of 2023, p. 71).

In 2023–24, the Michigan Department of Lifelong Education, Advancement, and Potential (MiLEAP) awarded \$49 million to 122 grantees administering 733 32n OST program sites. Michigan was one of 25 states that committed to supporting afterschool and summer learning through state funding. Taking a leadership role at the national level, Michigan was one of only seven states that began investing new funds in 2023 to sustain programming beyond the expiration of pandemic relief funding (Afterschool Alliance, n.d.).

Implementation

In this first year of the evaluation, data on program implementation primarily came from an end-of-year survey of site managers. Site managers reported that school year programs served nearly 28,000 youth, with an average of 44 participants per site per day from January through early June and from September through November. Summer programs served more than 38,000 youth from mid-June through August. Average daily attendance per site was 60. **The combined school year and summer attendance totaled approximately 66,000 youth**, though this figure might include duplicate counts of youth who participated continuously for a full year of programming.

According to site managers, 25% of participants were in early elementary grades (K–2) and another 25% in middle school (grades 6–8); 32% were in upper elementary grades (3–5) and 18% in high school (9–12). About 44% were Black, 36% White, 7% Hispanic/Latinx, 7% multiracial, and 6% Asian or other.

Asked about program offerings, at least 70% of site managers indicated that they offered each of the following subjects: soft-skills develop, STEM (science, technology, engineering, and math), literacy, health and recreation, art, hands-on reading, and hands-on art.

Accessibility

Through exceptional outreach and comprehensive support to potential applicants, Michigan achieved remarkable early success in engaging communities statewide. For the 2023–24 program year, 182 grant applications were received from 73% of Michigan’s counties, requesting over \$78 million to support 919 program sites. The overwhelming interest from grantees was evident, as MiLEAP was only able to fund approximately 80% of the applications before exhausting available resources. An exploration of funded and non-funded applicants indicates that characteristics of funded sites largely matched those of the total applicant pool.

Of the funded sites, 58% of applicant sites and 55% of funded sites were located in under-resourced neighborhoods; about 39% were in cities, 31% in suburbs, and 30% in rural areas. Over half (55%) were in majority White communities and 26% in majority Black communities; most of the rest were in communities with no racial majority or a majority listed as Some Other Race.

The site manager survey asked whether sites had enough slots to serve all children who wanted to attend. Results show that 23% of school year programs and 31% of summer programs had to waitlist potential participants. Summer programs typically had longer waitlists than school year programs.

Quality

About 81% of the site managers reported that they engaged in program quality assessments. Evaluators did not have access to the data. Data on program quality comes from surveys disseminated by 32n sites to participants and caregivers. For both groups, program satisfaction was high. For example, 93% of youth and 92% of caregivers agreed that the participant liked coming to the program.

At least 80% of youth agreed with all statements in the areas of positive climate, growth mindset, school connection, and healthy living. Areas with somewhat lower rates of agreement include identity development and youth voice and collaboration. Family respondents generally agreed with statements regarding healthy living, positive climate, and family engagement.

Challenges

The site manager survey asked respondents to choose from a list of common OST program challenges. Nearly half chose staff shortages, a problem cited by more school year than summer program site managers. The next most cited problem, transportation, was more acute in the summer. The other two most cited problems were family needs and youth mental health needs beyond what the program was equipped to address; these challenges affected both school year and summer programs.

Asked how often they communicated with their grantee managers, 49% of site managers reported having site visits at least monthly, and 60% had virtual meetings at least monthly. Five percent of site managers reported never meeting in person, and 8% reported not having met virtually.

Conclusion

In 2023–24, the State of Michigan demonstrated bold leadership by making a historic and much-needed investment in out-of-school time (OST) programming through the 32n OST Grant. This initiative marked a

critical turning point, with Michigan positioning itself at the forefront of efforts to dramatically expand access to afterschool and summer learning opportunities across the state. This strategic investment not only addressed the urgent and evolving needs of Michigan’s children, youth, and families, but also signaled the state’s commitment to closing long-standing opportunity gaps in education, enrichment, and support outside the classroom.

In its inaugural year as the state evaluator for the 32n OST Grant, the Michigan State University (MSU) team prioritized the design and development of a robust data infrastructure to support the documentation and analysis of program access, quality, and impact. Recognizing the scale and ambition of the accelerated OST expansion, our initial efforts focused on developing the infrastructure needed to generate meaningful, actionable insights for stakeholders both at the state level and within communities across Michigan.

Early analyses confirm that Michigan’s leadership in expanding OST programming effectively reached the communities most in need, particularly those that have been historically under-resourced. This strategic approach ensured meaningful reach in both rural and urban regions, addressing long-standing geographic disparities in access to high-quality out-of-school time opportunities.

To evaluate program quality, the MSU team conducted a comprehensive analysis of survey data collected from both families and youth. Feedback reflected overwhelmingly positive experiences, underscoring the vital role OST programs play in providing youth with engaging learning opportunities and supportive environments. Families consistently noted that access to these programs not only enriched their children’s development but also helped them balance work and family responsibilities, expressing deep appreciation for the resources and support made available to both youth and caregivers.

Yet without sustained investment and ongoing and reliable support, there is a significant risk of losing momentum, jeopardizing the progress achieved and leaving too many Michigan youth without access to high-quality programming during the crucial out-of-school time hours. To fully realize the vision of OST opportunities for every child, Michigan must continue to:

- **Expand Reach to Underserved Regions**
Continue to focus outreach and engagement efforts to increase participation from regions where public funding has historically been limited or absent, ensuring equitable access for all communities.
- **Strengthen Workforce Capacity**
Invest in robust recruitment and retention strategies for OST professionals while delivering professional development opportunities that are tailored to the evolving needs of both frontline staff and program managers.
- **Implement a Secure Statewide Data System**
Roll out and support the adoption of a secure, standardized data system to consistently track daily attendance and service delivery, accompanied by supportive and accessible technical assistance to ensure effective implementation.
- **Advance Sustainable Funding Models**
Encourage long-term stability across the OST sector by developing innovative funding strategies that leverage public investment alongside private and philanthropic resources.

OUT-OF-SCHOOL TIME PROGRAMS IN MICHIGAN

School-age youth spend 80% of their waking hours outside of school (Afterschool Alliance, 2019). Consistent access to quality out-of-school time (OST) programming can improve academic performance, especially for students from under-resourced communities (Jenson et al., 2018; Morris, 2015; Seitz et al., 2022), while enabling caregivers to work (Afterschool Alliance, 2022). However, low-income students and families often have less access to reliable OST than more affluent families (Covay & Carbonaro, 2010; Heath et al., 2022).

History of OST in Michigan

Michigan has a long history of community education. For example, the city of Flint received support from the C. S. Mott Foundation to establish the country's first-ever “lighted schoolhouses” back in 1935 (Passantino, 1975). The initiative aimed to transform schools into community hubs, providing afterschool programs, adult education, and family support services to school communities. The success of this model laid the foundation for the community education movement and inspired later afterschool initiatives (Krajewski, 1997), including the 21st Century Community Learning Centers (21st CCLC) program, which institutionalized the approach at the federal level.

Until 2021, Michigan's public investment in OST programs largely relied on 21st CCLC, established in 1994. In the first few years, grants were administered federally. Michigan communities first received 21st CCLC funding in 1998 with 18 program sites; in subsequent years, about 40 communities operated 21st CCLC programming annually (Reed et al., 2003). Reauthorization under the No Child Left Behind Act of 2001 changed the allocation process. The U.S. Department of Education awarded a portion of the federal allocation to each state using a need-based formula, so that the states became the grant administrators. Michigan's 21st CCLC allocation started at about \$12 million in 2001 and 2002 (U.S. Department of Education, 2003) and increased in subsequent years. Since 2007, funding has remained steady at about \$37 million. During the last two decades, about 270 sites have been funded each year, serving 25,000 youth annually with year-round before-school, afterschool, and summer programming.

Michigan's state funding for OST started in 2021. Using American Rescue Plan Act funds, Michigan allocated \$5 million to nonprofit community-based organizations to address the pandemic-inflicted demand for care for children in grades K–8 (Public Act 3 of 2021, Section 23e). That same year, the state added another \$5 million, for a total of \$10 million for 2021 (Public Act 87 of 2021, Section 1001). State funding was increased again to \$25 million under Michigan Public Act 144 of 2022, Section 32n. The Michigan Department of Education administered this funding as the 32n OST Grant through a competitive process. Building on the success of the initial implementation and responding to the growing demand for high-quality out-of-school time (OST) programs, the State of Michigan took decisive action by substantially increasing its investment in the 32n OST Grant. Leveraging State School Aid funding, Michigan allocated \$50 million for 2023 under Public Act 103 of 2023, Section 32n. This bold commitment not only expanded opportunities for youth and families but also positioned Michigan as a national leader, one of only seven states recognized in recent years for making significant new investments in afterschool and summer learning programs.

Purpose and Administration of 32n OST

Public Act 103 of 2023 specifies that 32n OST be designed to improve the “school attendance, academic outcomes, positive behaviors, and skill acquisition” of Michigan’s K–12 students and to “include activities linked to research or quality practices.” 32n OST grantees must use their funding to “support expanded learning opportunities, including, but not limited to, mentoring, leadership, community engagement, agriculture, art, music, literacy, science, technology, engineering, mathematics, health, and recreation programming.” 32n OST programs can spend their grant on program costs including staffing, program expansion, field trips, professional development, and hands-on learning opportunities.

The statute also outlines the following conditions:

- 32n OST grant allocations and processes should be guided by recommendations made by the Michigan Out-of-School Time (MOST) Advisory Committee to the Michigan Department of Lifelong Education, Advancement, and Potential (MiLEAP)
- MiLEAP and the Michigan Afterschool Partnership (MASP) should co-facilitate MOST Advisory Committee meetings
- MASP receives a 2% set-aside fund for capacity building, professional development, and technical assistance for implementation of high-quality, evidence-based OST learning opportunities for OST grantees and unfunded applicants.

32n Grant Criteria

The 2023–24 competitive grant round was available to any OST provider operating in a licensed childcare facility or license-exempt location. Eligible organization types are childcare providers, community centers, public libraries, faith-based organizations, parks and recreation centers, camps, colleges and universities, and intermediate school district agencies.

Funding was determined through an application scoring system based on the grant’s priorities. The 2023–24 32n OST request for proposals prioritized programs that:

- Served a high proportion of low-income families in a community (as measured by students eligible for free or reduced-price lunch)
- Operated during both the school year and the summer
- Had a K–8 childcare license and/or used the Michigan Out-of-School Time Standards of Quality

Furthermore, geographic representation across the state was also considered in the grant selection process.

32n OST State Evaluation

With support from MASP, and in partnership with MiLEAP, Community Evaluation Programs at the Michigan State University (MSU) Office of University Outreach and Engagement became the state evaluator of 32n OST in 2024. In this first year of the evaluation, data collection and reporting systems are under development. Nearly all data in this report came from surveys fielded by MSU. For example, attendance data and student demographics for each program site were primarily collected through end-of-year surveys completed by site managers, and about 70% of site managers submitted these surveys. In subsequent years, funded programs will be required to submit data on a monthly basis using an online system called EZReports.

Similarly, data on program quality came from surveys that were completed by participating youth and family members. The findings in this report represent small samples of 32n programs during the first year of data system development, while providing the best estimate possible of 32n OST effects in 2023–24 while guiding development of survey content and procedures for future years.

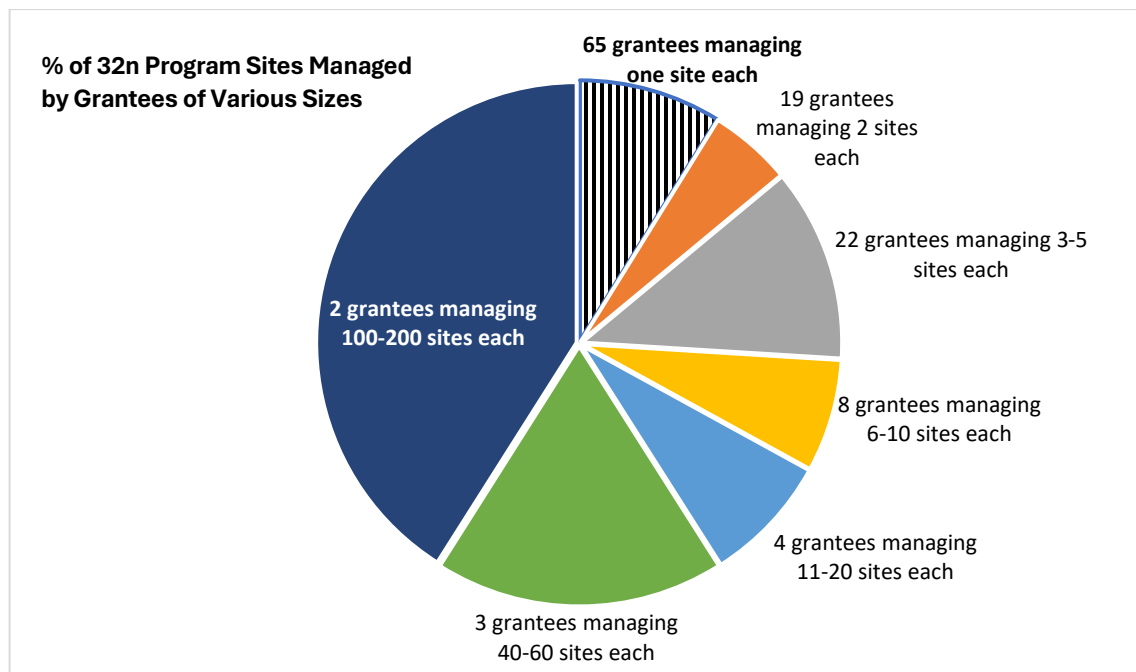
32n OST IMPLEMENTATION

Program Management

During 2023–24, 32n OST funding supported 733 OST program sites operated by 122 grantees.

- About half of the grantees (53%; N = 65) are one-site grantees, meaning they are small organizations directly managing their own programs. (See Figure 1 for details)
- Two grantees operated over 100 sites each, accounting for 40% of all 32n sites (N=296).
- Almost all grantees are community-based organizations¹ (93%; N = 114)

Figure 1. How were 32n Program Sites Managed in 2023-24?

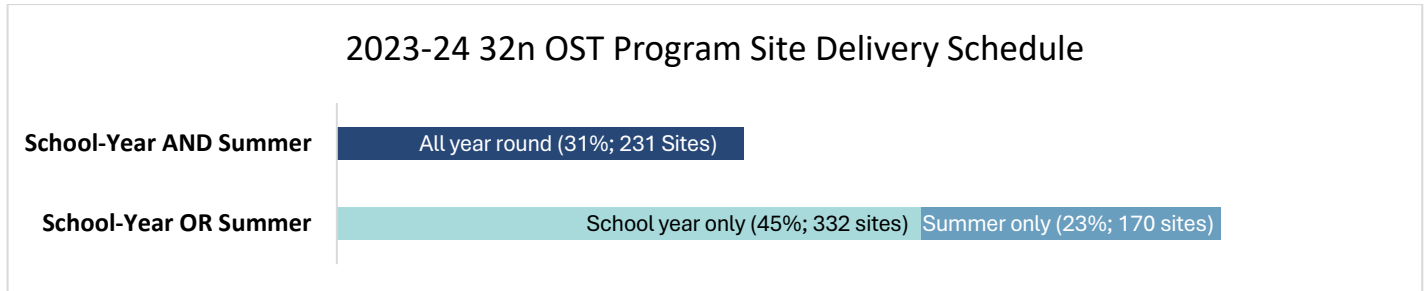


¹ Community-based organization is defined as non-school entities. School entities include: local education agencies (school districts) and intermediate school districts.

Program Delivery Schedule

- Almost a third of all program sites (31%; N = 231) received funding for both school year and summer programs (See Figure 2 for details).
- Nearly half (45%; N = 332) received funding to operate programs only during the school year.
- Only 23% (N = 170) of sites were awarded funding for summer programming only.

Figure 2. 2023-24 32n OST Program Site Delivery Schedule



School year applicants were awarded funding for operating before and/or after school for at least 60 days between January 2024 and the end of the 2023–24 school year. Programs received additional funding for operating for at least 80 days. Additionally, school year 32n OST programs were expected to operate at least three days a week.

Summer programs were expected to provide at least four hours daily of OST programming for a minimum of 24 days. Additional funding was available at increments of 32 and 50 days of operation.

Programs that committed to operating year-round—including both the school year and summer—were prioritized for funding. Programs that chose to serve the maximum number of days—ensuring students were safe and supported for extended periods during both the school year and summer—were also given priority.

Children and Youth Served

The estimated number of children and youth served by 32n program sites is based on self-reports provided through surveys. Estimates in this report were generated from 515 usable responses to the 32n site manager survey,² representing about two-thirds of the 733 funded sites. These estimates are intended to inform future grant and funding strategies and to support OST programming in general; therefore, they should be used solely to gain a broad understanding of attendance patterns and the characteristics of the children and youth served.

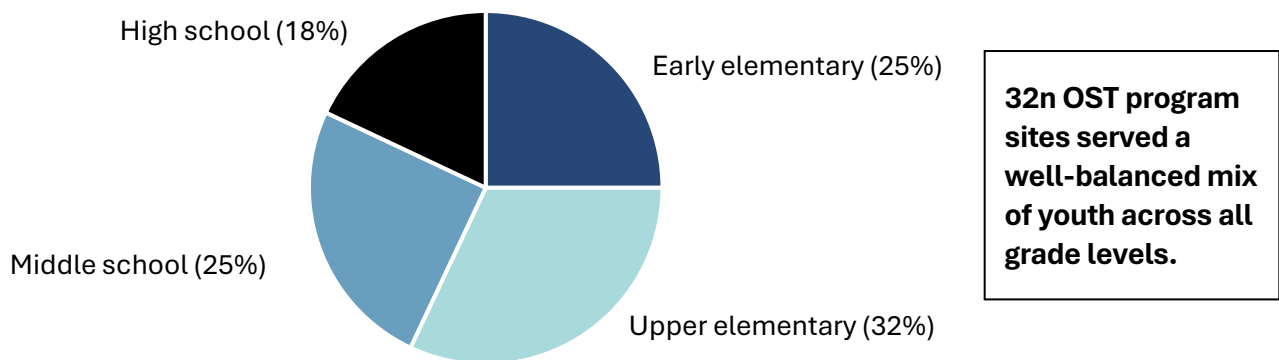
² Site managers submitted 787 survey responses between September and November 2024. A total of 515 were usable: They came from a 32n-funded site, were not duplicates, and were at least 50% complete. Of the usable surveys, the mean completion rate was 87% with a low of 57%; questions left blank were removed for analysis.

Based on responses from 499 site managers regarding youth attendance, it is estimated that 32n OST programs served approximately 28,000 youth during the school year and about 38,000 during the summer. Combined, these figures reflect a total of around 66,000 instances of youth participation (non-deduplicated)—a remarkable level of engagement that speaks to the success of Michigan’s significant investments in outreach and support to communities.

The site manager survey responses also enabled estimates of the numbers of youth served each day. During the school year, the average daily number of youth served by a 32n program was 44, with a range of two to 570. During the summer, the average was 60 youth, with a range of two to 400.

Site manager responses were used to generate rough estimates of the demographics of program participants. As Figure 3 illustrates, one-quarter of participants were in early elementary grades and another quarter in middle school. A somewhat larger proportion of participants were in upper elementary grades and a somewhat smaller proportion in high school.

Figure 3. Estimated Youth Served by Grade Level



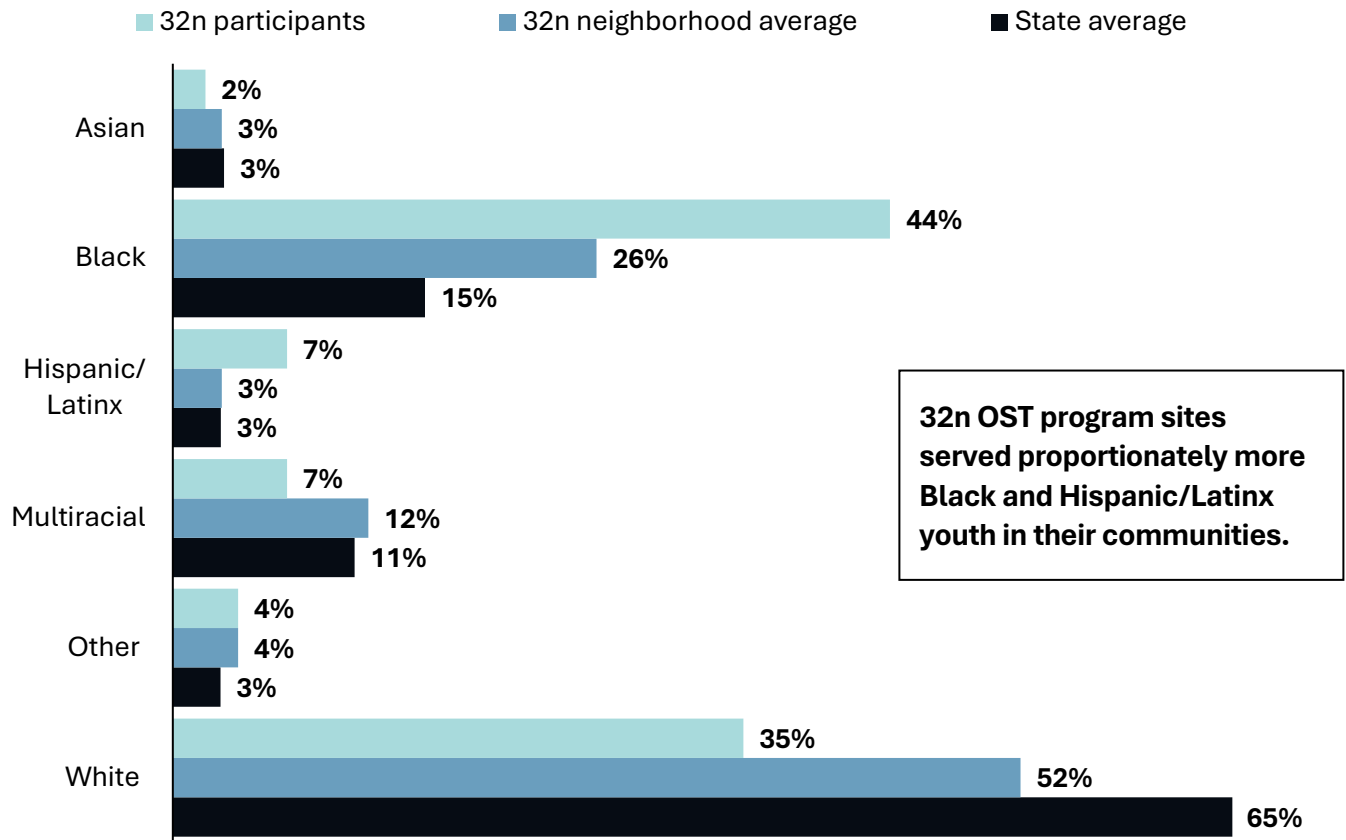
Early elementary = grades K–2, upper elementary = 3–5, middle = 6–8, high = 9–12

Site managers reported numbers of attendees for the school year and summer separately, so some attendees were counted twice.

Source: 2023-24 32n site manager survey (N = 372)

Estimates of the race and ethnicity of youth served were generated from site manager responses. To arrive at a rough sense of equitable access, researchers compared percentages of 32n participants of each racial/ethnic group (a) to the average percentages of neighborhoods served by the responding 32n programs and (b) to statewide averages. As shown in Figure 4, the proportion of Black youth participating in the 32n programs exceeded their representation in the community, suggesting successful and intentional recruitment efforts by program professionals working with Black youth.

Figures 2 and 3 combine school year and summer reports, so that some participants are counted twice. Table 1 breaks down reported 32n OST youth served during the summer and school year separately, by grade level and race/ethnicity.

Figure 4. Estimated Youth Served by Race/Ethnicity

Some survey categories do not match American Community Survey categories. American Indian and Alaska Native and Native Hawaiian Pacific Islander are classified as Other. Middle Eastern is classified as White.

Site managers reported numbers of attendees for the school year and summer separately, so some participants were counted twice.

Source: 2023-24 32n site manager survey (N = 499), 2023 American Community Survey (Manson et al., 2023)

Table 1. Estimated Youth Served Per Site, School Year and Summer

Age Group	School Year			Summer		
	% Total	Maximum	Mean	% Total	Maximum	Mean
Early elementary (K–2)	29%	138	18	34%	379	31
Elementary (3–5)	25%	16	355	26%	728	30
Middle school (6–8)	22%	14	440	15%	700	23
High school (9–12)	23%	13	308	26%	300	13
Race/Ethnicity	% Total	Maximum	Mean	% Total	Maximum	Mean
Asian	2%	134	1	2%	79	2
Black	50%	531	28	40%	548	31
Hispanic/Latinx	8%	496	4	7%	204	5
Middle Eastern	1%	68	1	1%	30	1
Multiracial	6%	110	3	7%	187	5
Some other race	4%	92	2	5%	418	4
White	29%	709	16	39%	937	30

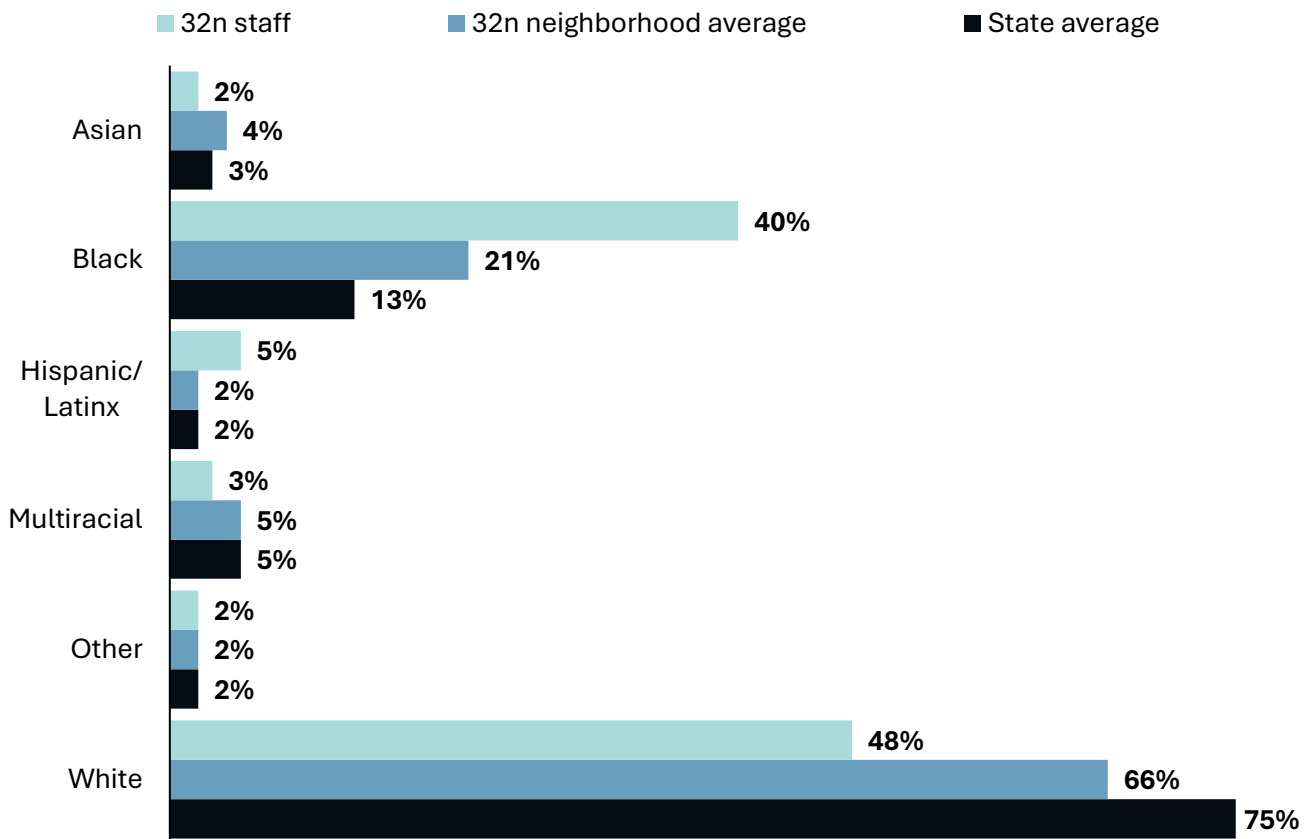
Source: 2023-24 32n site manager survey (age group N = 515; race/ethnicity N = 499).

Staff Demographics

The site manager survey responses also enabled estimates of the numbers of staff working at the programs and their racial/ethnic backgrounds. During the school year, on average, 32n programs had nine staff, with a reported range of one to 102. The average number of staff employed at a summer 32n program was 15, with a range of one to 264. Combining these numbers with the reported youth count data yields average youth-staff ratios of 8:1 during the school year and 7:1 during the summer.

Estimates of the racial/ethnic makeup of 32n OST staff are similar to estimates for participating youth. Programs had a higher proportion of Black staff members and a lower proportion of White staff members than both the average of communities with 32n programs and the statewide average, as shown in Figure 5.

Figure 5. Estimated OST Staff by Race/Ethnicity



Some survey categories do not match American Community Survey categories. American Indian and Alaska Native and Native Hawaiian Pacific Islander are classified as Other. Middle Eastern is classified as White.

Site managers reported numbers of staff for the school year and summer separately, so some staff members were counted twice.

Source: 2023-24 32n site manager survey (N = 510), 2023 American Community Survey (Manson et al., 2023)

Program Offerings

Table 2 shows which topic areas site managers reported having offered and prioritized. At least 70% of 32n sites reported offering each of the following kinds of activities during both school year and summer: social-/soft-skills development, STEM (science, technology, engineering, and math), literacy, health and recreation, art, hands-on reading, and hands-on science. The least offered activity types were music and agriculture. Summer and school year offerings tended to be similar, although tutoring was offered by 50% of programs during the school year and only 32% during the summer. Priorities were similar to offerings for both school year and summer, though art and hands-on science both ranked lower in priority than other activity types offered by at least 70% of programs.

Table 2. Topics Offered and Prioritized, School Year and Summer

Topic	School Year		Summer	
	<i>Offered</i>	<i>Prioritized</i>	<i>Offered</i>	<i>Prioritized</i>
Social-/Soft-skills development	76%	43%	74%	40%
STEM	75%	39%	71%	41%
Literacy	73%	25%	72%	29%
Health and recreation	73%	40%	74%	37%
Art	72%	20%	75%	18%
Hands-on reading	72%	23%	70%	29%
Hands-on science	70%	9%	75%	14%
Leadership	65%	16%	60%	17%
Mentoring	64%	20%	61%	19%
Hands-on math	63%	17%	64%	19%
Community engagement	60%	15%	63%	15%
Tutoring	50%	17%	34%	12%
Music	36%	5%	44%	9%
Agriculture	18%	3%	27%	3%
Other	20%	10%	18%	6%

Source: 2023-24 32n site manager survey (N = 513)

32n OST ACCESSIBILITY

The evaluation measures accessibility by examining how 32n OST funds were distributed. MiLEAP received 919 completed 32n site applications from 73% of all Michigan counties, all of which were peer-reviewed for alignment with the grant priorities. The 13 incomplete applications, which omitted essential information, were not peer-reviewed. MiLEAP funded about three-quarters (80%) of the programs that submitted complete applications. Appendix A breaks down funding requested and rewarded, as well as funded and unfunded sites, by county; it also lists counties from which no applications were received.

Funded Programs

In 2023-24, MiLEAP distributed \$49 million in OST funding to 122 grantees and 733 sites. Figure 6 is a map of sites by prosperity region. About half of the funding went to the Detroit Metro region. Breakdowns of 32n funding by county and by prosperity region are in Appendix A and Appendix B, respectively.

The amount of funding awarded was determined primarily by the number of children to be served by each site and by the length of program period: school year, summer, or both. The mean funding amount per site was \$55,054. The largest amount of funding per site was \$234,000 and the smallest \$7,550.

Half (53%) of grantees operated only one site; 34% operated two to five sites. Only two grantees operated over 100 sites each, accounting for 40% of all 32n sites. The largest number of sites operated by a single grantee was 181. The largest amount awarded to a single grantee was \$12 million; the smallest amount was \$17,280. The mean amount of funding per grantee was \$401,639.

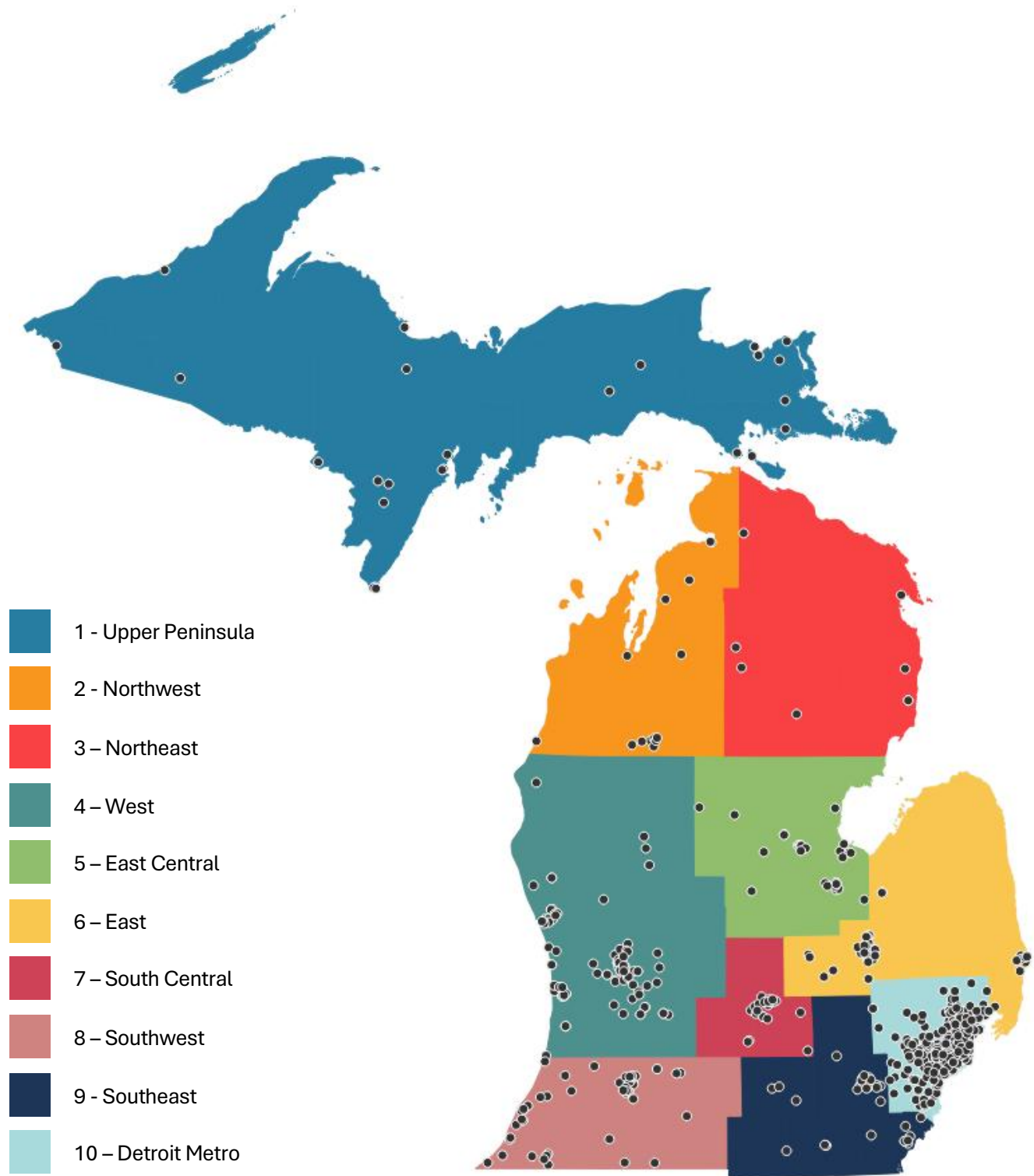
Using locale boundaries established by the National Center for Education Statistics (2021), 39% of funded sites were in cities, 31% in suburbs, and 30% in rural areas/towns. Using U.S. Census data (Manson et al., 2023) and defining “majority area” as one in which at least 51% of young people were classified as belonging to that racial/ethnic category, funded sites were located in:

- Majority White communities, 55%
- Majority Black communities, 26%
- Majority American Indian or Alaska Native areas, less than 1%
- No racial majority or majority listed as Some Other Race: 18%

To assess the extent to which 32n funding is accomplishing its goal of expanding access to OST programming in underserved communities, evaluators used the Child Opportunity Index created by Brandeis University (diversitydatakids.org, 2024). The Child Opportunity Index (COI 3.0; released in 2024) comprises 44 indicators organized into three domains, “education,” “health and environment,” and “social and economic” conditions, offering a comprehensive assessment of neighborhood conditions that influence child development. Researchers used the COI data to estimate the opportunities and resources available to children in all areas across Michigan. Areas ranked *very high* or *high* have a greater concentration of educational, socioeconomic, and health/environmental resources that promote child well-being than those ranked *low* or *very low*. COI is different from the federal “Opportunity Zones” initiative established under the 2017 Tax Cuts and Jobs Act where “Opportunity Zones” are economically distressed communities eligible for preferential tax treatment. Among 32n funded sites, 55% were in zip

codes classified as *low* or *very low*, 30% were in zip codes classed as *high* or *very high*, and 14% were in zip codes designated as *moderate*.

Figure 6. 32n OST Sites by Prosperity Region



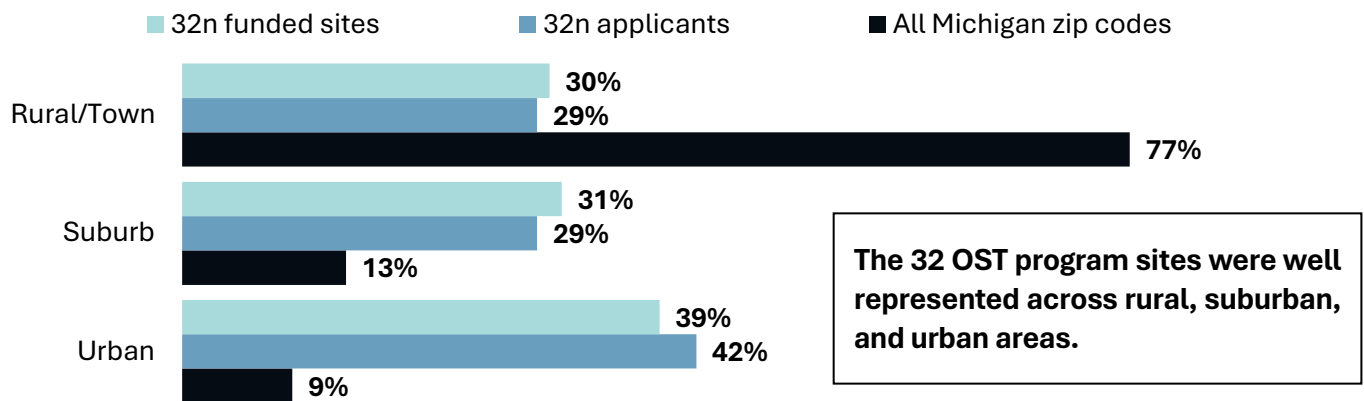
Source: 2023-24 32n OST funding distribution

Comparison of Funded Sites and Applicant Sites

Applicants requested over \$78.8 million out of a budget of \$49 million, leaving a \$29.8 million gap. The figures below compare the characteristics of funded programs to those of the overall applicant pool and to Michigan statewide data by locale type (Figure 7), community racial/ethnic majorities (Figure 8), and Child Opportunity Index ratings (Figure 9). Characteristics of funded programs mostly matched those of all 32n applicants.

32n applicants and funded sites were fairly evenly distributed across rural/town, suburban, and urban locales (Figure 5). Cities account for 9% of Michigan zip codes and over 40% of the 32n applicants and funded sites. By contrast, 77% of Michigan zip codes are in rural/town areas, which account for about 30% of 32n applicants and funded sites. One reason for the apparent discrepancy is that zip codes are determined largely by geography rather than population, so that rural zip codes tend to have fewer residents than urban zip codes. Local population and demands may also contribute to differences. Overall, the data suggest that 32n has good representation across rural/town, suburban, and urban locales.

Figure 7. Locale Types of Funded Sites, Applicants, and Michigan Statewide

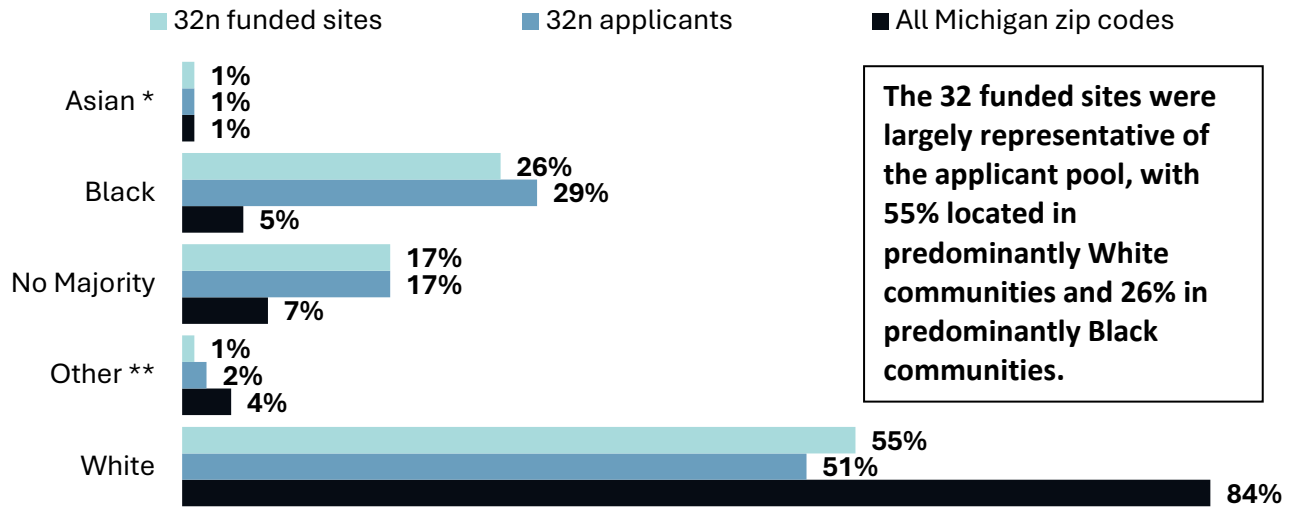


Funded sites N = 733; applicants N = 924; Michigan zip codes N = 992

Source: 2023-24 32n OST funding distribution, National Center for Education Statistics (2021)

The concentration of 32n sites in communities that are either majority Black or majority White (Figure 8) is expected, as 89% of Michigan zip codes are predominantly Black or White.

Figure 8. Majority Youth Race/Ethnicity of Funded Sites, Applicants, and Michigan Statewide



Funded sites N = 733; applicants N = 924; Michigan zip codes N = 992

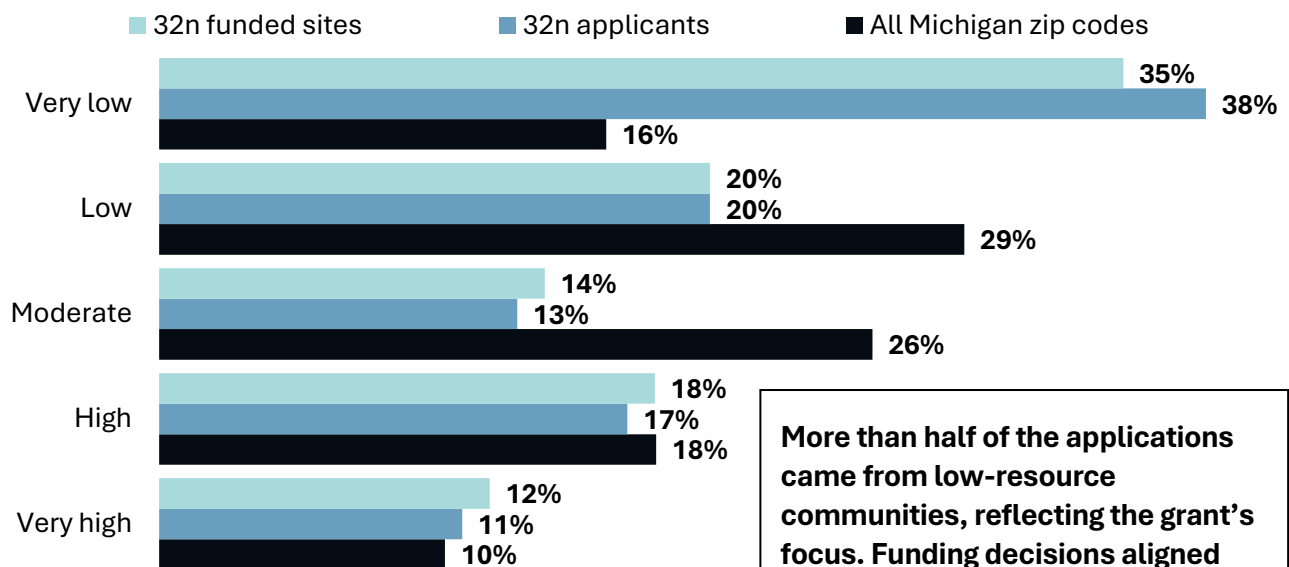
* AIAN = American Indian and Alaska Native

** Other includes Asian, Hispanic/Latinx, multiracial, some other race, and zip codes reported as not having any school-age youth.

Source: 2023-24 32n OST funding distribution, Manson et al. (2023)

The distribution of funding to sites in zip codes with *low* or *very low* Child Opportunity Index levels (Figure 9) reflects the grant's focus on supporting low-income families in under-resourced communities.

Figure 9. Child Opportunity Index Level of Funded Sites, Applicants, and Michigan Statewide



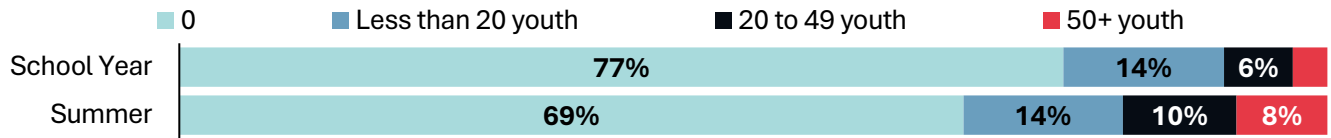
Funded sites N = 733; applicants N = 924; Michigan zip codes N = 992

Source: 2023-24 32n OST funding distribution, diversitydatakids.org (2024)

Waitlists

Site managers reported on the number of youth for whom they did not have seats, another measure of access. Figure 10 shows that 77% of school year programs did not have to place young people on waitlists, as compared to 69% during the summer. The largest school year waitlist was 150 children and youth, with an average of five youth per site that had a waitlist. In comparison, the largest summer program waitlist was 300 young people, with an average of 11, double the average of school year waitlists.

Figure 10. Estimated Youth on 32n Site Waitlists



Source: 2023-24 2023-24 32n site manager survey (N = 426)

32n OST QUALITY

Although many site managers reported having engaged in program quality assessments, results of those assessments were not available to evaluators. For this report, 32n OST quality was assessed primarily through two surveys designed by the state evaluator in collaboration with MiLEAP and MASP. Youth and family surveys were sent to 32n grantees to disseminate to program participants and their families. Both surveys, fielded from May to August 2024, asked respondents to rate statements about their 32n site on a scale from *strongly agree* to *strongly disagree*. For the youth survey, 183 participating sites yielded 3,704 usable responses.³ For the family survey, 63 sites participated, providing 457 usable responses.⁴

Continuous Quality Improvement Practices

About 81% (N = 415) of the 515 responding site managers indicated that they had a quality improvement process in place. The most commonly utilized tools were the MOST standards (N = 217), followed by various program quality assessments offered by the Weikart Center (N = 175) and Developmental Assets (N = 92). Other sites (N = 32) reported using surveys to improve their practice. Evaluators did not have access to the data from these assessments.

Youth Perceptions of Program Quality

The youth survey included demographic questions. Respondents primarily identified as female (49%) or male (48%); a few identified as nonbinary (1%) or did not wish to disclose their gender (2%). The racial/ethnic breakdown of the 3,704 respondents was:

- Black or African American, 58%
- White, 19%
- Multiracial, 8%
- Hispanic/Latinx, 6%
- Asian, 4%
- Middle Eastern or North African, 1%
- Native Hawaiian or Pacific Islander, >1%
- Prefer not to disclose, 4%

Nearly half of usable responses came from children in elementary school (grades K–5, 48%). The rest were almost equally divided between middle school youth (grades 6–8, 28%) and high school youth (grades 9–12, 24%).

Most respondents attended their 32n OST program frequently: 69% reported they came almost every day, and 22% said they attended two or three times a week. Only 4% reported attending once a week, 2% about once every two weeks, and 3% about once a month.

³ A total of 4,269 participant surveys were collected. Of those, 3,704 were defined as usable because they could be associated with a specific site and were at least 50% complete. Among the usable surveys, the mean completion rate was 99%, with a low of 52%; questions left blank were removed for analysis.

⁴ Of the 548 surveys collected, 457 were defined as usable. Among the usable surveys, the mean completion rate was 96%, with a low of 54%; questions left blank were removed for analysis.

As a whole, participants were overwhelmingly positive toward survey statements regarding positive climate, growth mindset, identity development, school connection, healthy eating/active living, and program satisfaction indicators, as shown in Table 3. For statements about negative climate, lower rates of agreement indicate higher quality. For example, when only 21% of respondents agree that “kids get bullied here,” that is a positive result.

Two survey categories indicated room for program improvement: youth voice and collaboration. Less than two-thirds of respondents felt that they were allowed to choose or plan their activities. The indicator with the lowest level of support, at only 49%, was “I get to lead activities,” a measure of collaboration in which program adults share power with program participants.

Examples of some positive experiences shared by youth participants include:

“Attending this program has deeply helped me grow mentally and socially. I was able to learn incredible leadership skills and be able to step out further from my comfort zone. I also made incredible friends while in the program.”

“This program has also helped me with my mental health in a significant way. I’ve had lots of great experiences and made many friends. This is a community I’m proud to be a part of and has helped me improve in my hobbies and passions.”

“The more I learn, the more I realize how rich and beautiful my heritage is. It’s a positive outlet for my energy, and I always look forward to it after school.”

“The tutoring program help me to improve my math grade from a D to a B-.”

“This program I am attending is very great and I left educated. This program provides everything I need to prepare for the next grade. I am grateful to attend here with my peers and learn during summertime. This is a very well-organized program, and I am excited to go every day.”

Table 3. Youth Responses to Program Quality Statements

Survey Item	Agree or Strongly Agree	Disagree or Strongly Disagree
Positive Climate		
Adults here care about me.	95%	5%
I can tell the adults here about my problems.	87%	13%
This program helps me make new friends.	91%	9%
My friends and I tell each other when we do a good job here.	87%	13%
Negative Climate *		
Kids get bullied here.	21%	79%
Adults get mad a lot at this program.	15%	85%
Adults don't tell me the plan for the day.	18%	82%
We wait around a lot here.	21%	79%
Youth Voice		
I get to choose my activities here.	63%	37%
I get to help plan activities, projects or events here.	61%	39%
Adults ask what we think about activities here.	85%	15%
Survey Item		
Agree or Strongly Agree		
Disagree or Strongly Disagree		
Collaboration		
I get to lead activities here (planning, meetings).	49%	51%
I get to help other kids here (homework, projects).	81%	19%
At this program, we learn how to deal with a conflict without fighting.	86%	14%
Growth Mindset		
This program encourages me to be the best I can be.	93%	7%
This program teaches me that mistakes or failure are just part of learning.	92%	8%
Identity Development		
At this program, I learn about my feelings.	77%	23%
This program spends time helping me understand my identities (race, social class, gender, etc.).	72%	28%
I feel comfortable expressing all of my identities in this program.	82%	18%
School Connection		
The activities here help me do better at school.	88%	12%
I can use the things I do here during my school day.	87%	13%
Healthy Eating and Active Living		
This program offers me fruits and vegetables every day.	81%	19%
This program helps me get up and play for at least 60 minutes a day.	83%	17%
Program Satisfaction		
I like coming to this program.	93%	7%
I choose to attend this program.	87%	13%

* For negative climate items, a higher level of disagreement is associated with a better program.

Source: 2023-24 32n youth survey (N = 3,704)

Family Member Perceptions of Program Quality

Family surveys were distributed to participants' caregivers by their 32n OST programs; 457 usable surveys were received. Most respondents (81%) were mothers, including stepmothers and foster mothers. Fathers, including stepfathers and foster fathers, were 16% of respondents, grandparents 2%, and other or multiple caregivers 2%. The racial/ethnic identity of respondents breaks down as follows:

- White, 59%
- Black or African American, 18%
- Hispanic/Latinx, 10%
- Multiracial, 5%
- Asian, 5%
- American Indian or Alaskan Native, 2%
- Prefer not to disclose, 2%

It is worth noting that the racial and ethnic composition of family survey respondents differed significantly from that of the youth survey respondents. Almost all respondents (92%) said their child participants were in elementary school. Only 7% said their participating child was in middle school, and 1% had high school youth in the program. These characteristics suggested that the family survey responses might not fully represent the broader population served by the 32n programs. On the other hand, families' responses about their child's program attendance were similar to the youth survey responses: 68% of family respondents said their child attended almost every day; 27% responded two or three times a week, 3% about once a week, and 2% about once a month.

Overall, most caregivers reported a high level of satisfaction with their child's 32n program, as shown in Table 4. Specifically, 92% responded that their "child likes coming to this program." Family members overwhelmingly agreed with statements about their program's positive climate. The family engagement category shows mixed results. Although 95% of respondents said they feel welcome and supported, 79% agreed with statements about receiving supportive resources and being well-informed about the program. Similarly, most caregivers agreed that the program helped their child be more active, but a smaller percentage agreed that their child's 32n program provided fruits and vegetables.

In response to an open-ended question, caregivers shared insights about the value of their 32n program. Some examples include:

“The more I learn, the more I realize how rich and beautiful my heritage is. It’s a positive “First, this program is vital to help working parents manage a work/life balance and accommodate schedules of other children in different grades. Second, it has been fabulous to see how my son has developed supportive relationships with younger attendees as he ages through the program. He seems to really enjoy helping the younger kids, and it’s fun to see how much they appreciate him.”
for my energy, and I always look forward to it after school.”

“My daughter’s confidence has soared since starting this program. My daughter has jumped two grade levels ahead in reading and math since January. I am extremely proud of what she has received from this program. So very grateful!”

“Este programa es de gran ayuda para mi hijo. Crea lazos con sus tutores. Lo ayuda a mantenerse activo. Leen y lo ayudan con sus tareas.” (This program is a great help to my child. It connects him with his tutors. It helps him stay active. They read and help him with his homework.)

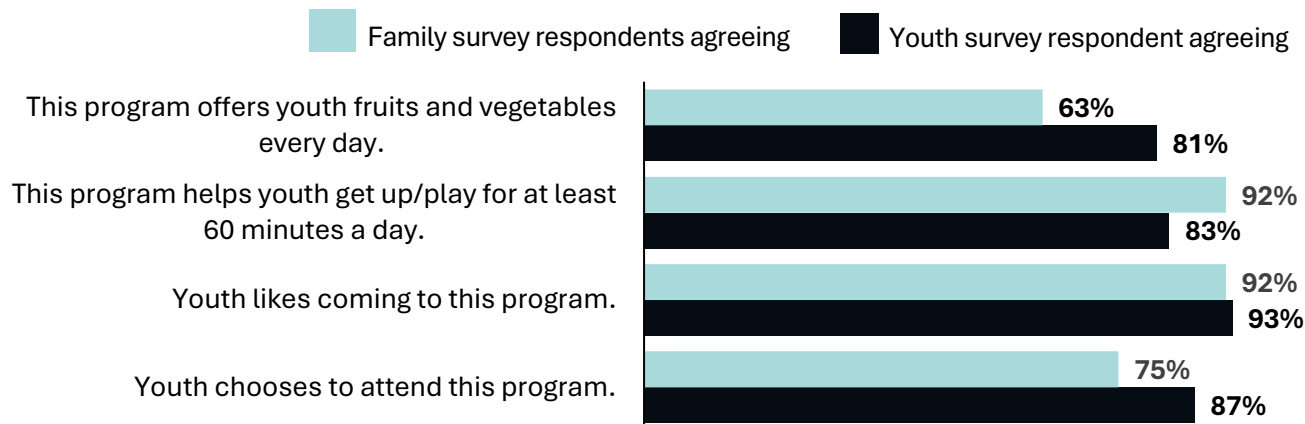
“My child has gone to this program ever since he started at his school. We don’t know what we would do without it—it’s so convenient and we know he’s safe and happy. Thank you for making this program such a success.”

Table 4. Family Responses to Program Quality Statements

Survey Item	Agree or Strongly Agree	Disagree or Strongly Disagree
Healthy Eating and Active Living		
This program offers my child fruits and vegetables every day.	63%	37%
This program helps my child to be more physically active every day.	92%	8%
Positive Climate		
My child has a positive relationship with the staff.	93%	7%
My child makes good friends at this program.	95%	5%
I am confident my child is safe at this program.	97%	3%
Family Engagement		
This program makes me, the parent/caregiver, feel supported and welcomed.	95%	5%
I am well informed about what my child is doing at the program.	79%	21%
This program makes sure I am provided with helpful resources to support the well-being of my child and family.	79%	21%
Program Satisfaction		
My child likes coming to this program.	92%	8%
My child chooses to attend this program.	75%	25%

Source: 2023-24 32n OST family survey (N = 457)

Figure 11 compares how program participants and family members responded to matching prompts. Most notable is the fact that over 90% of both youth and caregivers agreed that the participant “likes coming to this program.” The biggest discrepancy between youth and family survey responses is in the healthy living area: Youth were more likely to report that their program offered fruits and vegetables while families were more likely to perceive that the program helped participants engage in physical activity. Youth were more likely than family members to report that attending the program was their choice.

Figure 11. Family and Youth Responses to Healthy Living and Program Quality Statements

Determined by % of respondents agreeing/strongly agreeing with a survey item. Responses of “I don’t know” or that were left blank were excluded from analysis. Source: 2023-24 32n OST family survey (N = 457)

32n OST OUTCOMES

Preliminary data on the effects of 32n programming on participants' academic and soft skills development comes from the second half of the family satisfaction survey.

Academic Behaviors

In the area of academic behaviors, families tended to report that their children were already meeting expectations in all areas, as shown in Table 5. Between 18% and 30% of respondents reported improvements in their child's attendance, active engagement, homework completion, and grades. Few reported declines or no change in any of these areas.

Non-Academic Behaviors

When asked about participants' soft skills development, family members were more likely to report gains and less likely to report that their child already met expectations than they were in academic areas (Table 5). Over half of family members reported gains in management of emotions and behaviors and willingness to learn about others' perspectives.

Table 5. Caregiver Perceptions of Changes in Participants' Behaviors

Survey Item	Improved	Declined	No Change	AME*
Academic Behaviors				
Attends class regularly	18%	2%	4%	76%
Actively engages in school day activities	26%	1%	4%	69%
Gets homework done well and on time	27%	2%	10%	61%
Gets better grades	30%	2%	9%	59%
Non-Academic Behaviors				
Believes abilities can be improved through effort	48%	1%	7%	44%
Effectively manages own emotions and behavior	53%	3%	8%	35%
Willing to learn about others' perspectives	51%	1%	7%	41%
Develops healthy friendships	41%	1%	6%	52%
Wants to be helpful to others	31%	0%	4%	64%

* AME = Already meeting expectations

Source: 2023-24 32n OST family survey (N = 457)

32n PROGRAM CHALLENGES

The site manager survey (N = 515) gave 32n program administrators the opportunity to describe what was working so far and what was challenging. Many site managers expressed gratitude for 32n OST and the accompanying opportunity to serve more youth. One site manager explained:

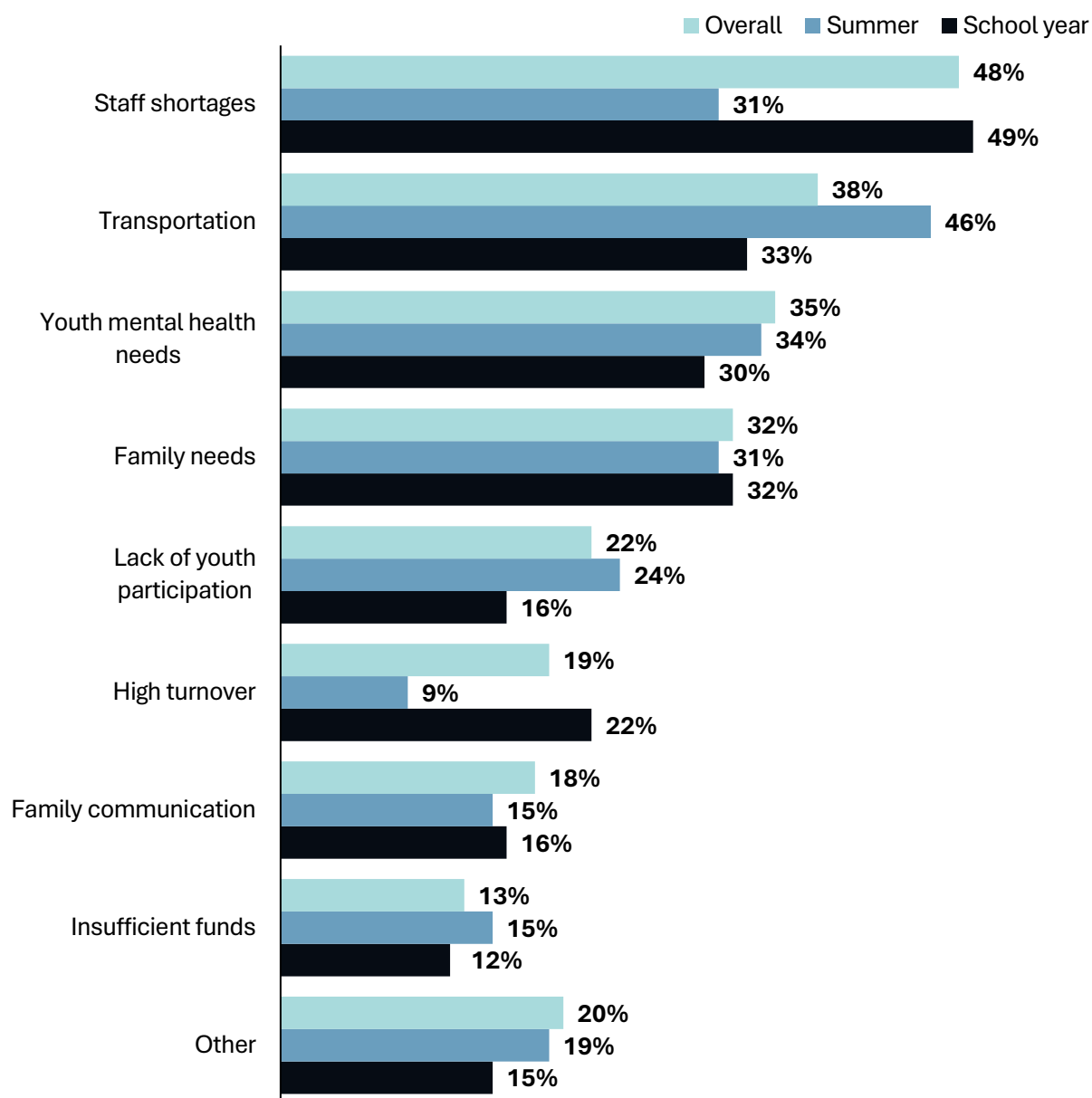
The OST grant was a game changer. This grant helped so many of our parents. The funding used was accessible to a wider range of youth, particularly those from low-income families. The additional funding enhanced the quality of the programs through better resources, training for staff, and youth engagement. We were able to expand our offerings, including more diverse activities, literacy, academic support, and enrichment activities. Having the OST funding provided crucial support for working families, allowing parents to manage their schedules while ensuring their

children are safe and engaged. From the feedback of parents, they loved the program; it had so many opportunities for their children to engage in positive activities.

Implementation

Asked to choose from a list of common challenges in OST implementation, shown in Figure 10, nearly half of surveyed site managers chose staffing shortages, a need that was particularly evident in school year programs. Lack of transportation, particularly in summer, and inability to meet youth and family needs were other leading challenges. Only 13% of site managers chose “insufficient funds,” which seems to indicate that they found the 32n funding helpful.

Figure 12. Challenges Faced by Site Managers, School Year and Summer

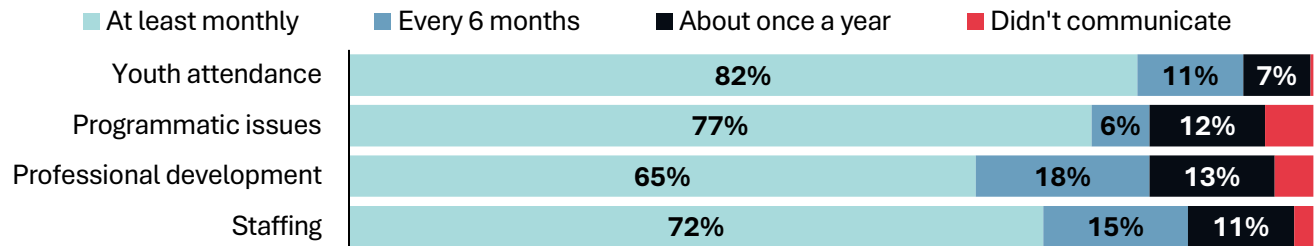


Source: 2023-24 2023-24 32n site manager survey (N = 445)

Communication Between Sites and Grantees

Results of site manager survey questions about meetings with grantee managers are shown in Figure 13. Youth attendance was the most discussed concern, followed by programmatic issues and staffing. Staff professional development was least commonly discussed. Nearly all respondents discussed youth attendance with their grantee managers at least once; 98% talked about staffing issues at least once. More than half of site managers reported having discussed all four topics with their grantee managers at least monthly.

Figure 13. Frequency of Communication Between Site Managers and Grantee Managers



Source: 2023-24 32n site manager survey (N = 332)

In a question about the mode of these communications, 49% of site managers reported having site visits at least monthly and 60% had virtual meetings at least monthly. One-third (33%) reported having both. Around three-quarters of site managers reported meeting at least every six months either virtually (78%) or in person (74%). Five percent of site managers reported never meeting in person, and 8% reported not having met virtually.

Suggestions for Improvement

In response to an open-ended question, site managers shared ways to improve 32n OST:

- “Following the Department of Licensing and Regulatory Affairs’ licensing rules during the hiring process is extensive, costly, and very time consuming for the program and the people we are hiring. There have been times that we start new staff in the hiring process, and they come back and tell us that it is too time-consuming for a part time job and decide not to work for us.”
- “I feel like there isn’t an understanding of how rural our location is. Our needs and expenses will be different from most clubs. Being a tribal location, our needs for our students would be different from those in the lower Michigan. Having more culture in our programming is important for our youth mental health.”
- “I believe that offering more food/snacks during the afterschool and summer programs would help the students’ participation and interest in what they are doing. It’s hard to focus and learn when you’re hungry.”
- “We have had amazing success working with the 32n grant.... It has opened so many doors for youth to participate, and we have been able to bring a lot of trained team members to facilitate the programs. So many youths need after school care ... and having to potentially scale back [due to insufficient or discontinued funding] ... is always a huge concern.”

CONCLUSION

In its third year of operation, Michigan’s 32n OST Grant is growing into its goal to narrow opportunity gaps by providing academic and non-academic soft skills development support in before- and afterschool and summer programs.

Preliminary data from site manager self-reports suggest that 32n sites are serving a diverse group of K–12 students across the state. Individual sites tended to serve racially homogeneous groups of youth, reflecting the fact that most Michigan communities are either majority Black or majority White. Information about the socioeconomic status of the youth served was unavailable. Census and Child Opportunity Index data about the communities in which 32n programs are located indicate both that many programs serve areas of great need and that more can be done to reach under-resourced communities. Next year, evaluators will be able to connect youth-level data on race/ethnicity and socioeconomic status with site-level data on locale (urban, suburban, rural) and other factors to generate better insights into whether 32n OST is equitably serving youth.

The distribution of 32n OST funding during the 2023–24 grant cycle was heavily dependent on who applied. For most counties, the percentages of funded and unfunded 32n OST sites closely mirrored each other (Appendix A). That is, counties that had more applicants received more funding. Thus, increasing the pool of applicants could increase the geographical impact of 32n OST. Currently, 32n OST applicants already come from 73% of all Michigan counties. One step forward is to target outreach to counties with no applicants. Furthermore, continuing to direct funding and support to low-income communities while encouraging participation on the part of underserved youth will be crucial to the continued success and effectiveness of Michigan’s 32n OST.

Feedback from youth and their families shows that 32n OST programs provide youth with a positive, welcoming environment outside of school. Analysis of the academic and non-academic impact of the program is limited to survey data. In surveys, both teachers and family members reported that some program participants improved their academic and non-academic behaviors or were already meeting expectations. Expanding the reach of the school adult survey to more teachers and counselors of 32n participants is crucial to a better understanding of how 32n OST programming affects participants’ academic and non-academic behaviors at school.

32n site managers reported experiencing two substantial issues during the 2023–24 grant cycle. Site managers reported that staffing was a problem, particularly during the school year, and that transportation to and from sites was a concern particularly during the summer. They also worried that youth and families had needs beyond what their program was equipped to address. Connecting site managers to existing community- and state-level resources could help alleviate some of these challenges, as could support for site managers targeted to these four issues overall.

Findings from the evaluation’s first year suggest that the 32n OST Grant achieved several successes in its implementation during the 2023–24 program year. The grant received positive feedback from youth and families, and effectively reached communities with the greatest need for OST resources.

To build on this momentum and promote equitable access to high-quality OST opportunities for all youth, continued and stable support is essential. Recommended next steps include:

- **Expand Reach to Underserved Regions**

Continue to focus outreach and engagement efforts to increase participation from regions where public funding has historically been limited or absent, ensuring equitable access for all communities.

- **Strengthen Workforce Capacity**

Invest in robust recruitment and retention strategies for OST professionals while delivering professional development opportunities that are tailored to the evolving needs of both frontline staff and program managers.

- **Implement a Secure Statewide Data System**

Roll out and support the adoption of a secure, standardized data system to consistently track daily attendance and service delivery, accompanied by supportive and accessible technical assistance to ensure effective implementation.

- **Advance Sustainable Funding Models**

Encourage long-term stability across the OST sector by developing innovative funding strategies that leverage public investment alongside private and philanthropic resources.

As it continues to grow, Michigan’s 32n OST initiative is strengthening its ability to support the academic and non-academic soft skills development of children and youth from under-resourced communities. In the coming years, more robust data collection and reporting will allow evaluators to more clearly demonstrate the program’s access, quality, and impact across Michigan’s diverse communities.

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Appendix A. 32n Funding and Funded Sites by County

County	Awarded Funding	Requested Funding	Funded Sites	Unfunded Sites
Alcona	\$88,800 (<1%)	\$88,800 (<1%)	1 (<1%)	0 (0%)
Allegan	\$387,348 (1%)	\$658,600 (1%)	6 (1%)	3 (2%)
Alpena	\$108,696 (<1%)	\$258,000 (<1%)	1 (<1%)	2 (1%)
Antrim	\$153,366 (<1%)	\$0 (<1%)	1 (<1%)	0 (0%)
Barry	\$545,196 (1%)	\$831,840 (1%)	7 (1%)	0 (0%)
Bay	\$501,962 (1%)	\$915,480 (1%)	7 (1%)	1 (1%)
Berrien	\$1,955,463 (4%)	\$2,484,332 (3%)	18 (2%)	1 (1%)
Branch	\$76,800 (<1%)	\$76,800 (<1%)	1 (<1%)	0 (0%)
Calhoun	\$283,200 (1%)	\$429,700 (1%)	2 (<1%)	1 (1%)
Charlevoix	\$53,280 (<1%)	\$53,280 (<1%)	1 (<1%)	0 (0%)
Cheboygan	\$75,503 (<1%)	\$115,200 (<1%)	1 (<1%)	0 (0%)
Chippewa	\$651,393 (1%)	\$713,700 (1%)	7 (1%)	0 (0%)
Clare	\$149,305 (<1%)	\$189,000 (<1%)	2 (<1%)	0 (0%)
Clinton	\$234,000 (<1%)	\$234,000 (<1%)	1 (<1%)	0 (0%)
Crawford	\$57,360 (<1%)	\$111,770 (<1%)	2 (<1%)	0 (0%)
Delta	\$168,309 (<1%)	\$256,800 (<1%)	3 (<1%)	0 (0%)
Dickinson	\$133,704 (<1%)	\$204,000 (<1%)	1 (<1%)	0 (0%)
Eaton	\$283,750 (1%)	\$483,670 (1%)	3 (<1%)	2 (1%)
Emmet	\$78,650 (<1%)	\$120,000 (<1%)	2 (<1%)	0 (0%)
Genesee	\$2,210,057 (5%)	\$438,200 (6%)	33 (5%)	11 (6%)
Gogebic	\$175,296 (<1%)	\$162,600 (<1%)	2 (<1%)	0 (0%)
Grand Traverse	\$98,312 (<1%)	\$150,000 (<1%)	1 (<1%)	0 (0%)
Gratiot	\$73,800 (<1%)	\$86,400 (<1%)	1 (<1%)	0 (0%)
Hillsdale	\$0 (0%)	\$76,800 (<1%)	0 (0%)	1 (1%)
Huron	\$0 (0%)	\$102,720 (<1%)	0 (0%)	3 (1%)
Ingham	\$1,502,016 (3%)	\$3,774,490 (5%)	18 (2%)	18 (10%)
Iosco	\$102,244 (<1%)	\$156,000 (<1%)	2 (<1%)	0 (0%)
Isabella	\$0 (0%)	\$53,454 (<1%)	0 (0%)	1 (1%)
Jackson	\$276,058 (1%)	\$421,200 (1%)	3 (<1%)	0 (0%)
Kalamazoo	\$2,023,833 (4%)	\$3,956,060 (5%)	27 (4%)	10 (5%)
Kalkaska	\$98,400 (<1%)	\$98,400 (<1%)	1 (<1%)	0 (0%)
Kent	\$3,605,405 (7%)	\$5,494,545 (7%)	48 (7%)	13 (7%)
Leelanau	\$0 (0%)	\$224,320 (<1%)	0 (0%)	1 (1%)
Lenawee	\$351,097 (1%)	\$534,000 (1%)	3 (<1%)	0 (0%)
Luce	\$121,800 (<1%)	\$121,800 (<1%)	1 (<1%)	0 (0%)
Mackinac	\$205,575 (<1%)	\$211,095 (<1%)	4 (1%)	0 (0%)
Macomb	\$5,222,443 (11%)	\$7,593,847 (10%)	135 (18%)	4 (2%)
Manistee	\$50,605 (<1%)	\$50,605 (<1%)	1 (<1%)	0 (0%)
Marquette	\$77,080 (<1%)	\$117,600 (<1%)	2 (<1%)	0 (0%)
Mason	\$76,800 (<1%)	\$134,400 (<1%)	1 (<1%)	1 (1%)
Mecosta	\$454,800 (1%)	\$535,800 (1%)	4 (1%)	0 (0%)

County	Awarded Funding	Requested Funding	Funded Sites	Unfunded Sites
Menominee	\$281,636 (1%)	\$534,000 (1%)	6 (1%)	2 (1%)
Midland	\$681,600 (1%)	\$954,600 (1%)	10 (1%)	1 (1%)
Monroe	\$702,207 (1%)	\$1,071,600 (1%)	8 (1%)	1 (1%)
Muskegon	\$1,429,934 (3%)	\$1,800,845 (2%)	18 (2%)	2 (1%)
Newaygo	\$23,040 (<1%)	\$83,040 (<1%)	1 (<1%)	1 (1%)
Oakland	\$3,634,780 (7%)	\$5,852,664 (7%)	42 (6%)	13 (7%)
Ogemaw	\$98,312 (<1%)	\$150,000 (<1%)	1 (<1%)	0 (0%)
Ontonagon	\$23,000 (<1%)	\$23,000 (<1%)	1 (<1%)	0 (0%)
Osceola	\$0 (0%)	\$28,800 (<1%)	0 (0%)	1 (1%)
Ottawa	\$1,246,137 (3%)	\$1,545,324 (2%)	20 (3%)	2 (1%)
Presque Isle	\$0 (0%)	\$60,000 (<1%)	0 (0%)	1 (1%)
Saginaw	\$1,035,051 (2%)	\$1,666,167 (2%)	12 (2%)	8 (4%)
Shiawassee	\$321,277 (1%)	\$453,600 (1%)	4 (1%)	0 (0%)
St. Clair	\$655,048 (1%)	\$1,131,480 (1%)	10 (1%)	1 (1%)
St. Joseph	\$267,727 (1%)	\$276,000 (<1%)	3 (<1%)	0 (0%)
Tuscola	\$111,479 (<1%)	\$143,932 (<1%)	2 (<1%)	0 (0%)
Van Buren	\$505,392 (1%)	\$393,400 (<1%)	4 (1%)	0 (0%)
Washtenaw	\$1,084,222 (2%)	\$1,796,520 (2%)	17 (2%)	2 (1%)
Wayne	\$1,3832,997 (28%)	\$23,646,876 (30%)	213 (29%)	78 (42%)
Wexford	\$354,455 (1%)	\$532,800 (1%)	7 (1%)	0 (0%)
Grand Total	\$49,000,000 (100%)	\$78,807,757 (100%)	733 (100%)	186 (100%)

Note: In partnership with MiLEAP, some grantees pivoted funding to sites other than those in their applications, leading to differences in requested funding and awarded funding for a county. Unfunded sites include incomplete applications. No applications were received from Alger, Arenac, Baraga, Benzie, Cass, Gladwin, Houghton, Ionia, Iron, Keweenaw, Lake, Lapeer, Livingston, Missaukee, Montcalm, Montmorency, Oceana, Oscoda, Otsego, Roscommon, Sanilac, and Schoolcraft. *Source: 2023-24 32n OST funding distribution data.*

Appendix B. 32n Funding and Funded Sites by Prosperity Region

Prosperity Region	Awarded Funding	Requested Funding	Funded Sites	Not Funded Sites
1 - Upper Peninsula	\$1,837,793 (4%)	\$2,344,595 (3%)	27 (4%)	2 (1%)
2 - Northwest	\$887,068 (2%)	\$1,229,405 (2%)	14 (2%)	1 (<1%)
3 - Northeast	\$530,915 (1%)	\$939,770 (1%)	8 (1%)	3 (1%)
4 - West	\$7,768,660 (16%)	\$11,113,194 (14%)	105 (14%)	23 (11%)
5 - East Central	\$2,441,718 (5%)	\$3,865,101 (5%)	32 (4%)	11 (5%)
6 - East	\$3,297,861 (7%)	\$6,213,733 (8%)	49 (7%)	17 (8%)
7 - South Central	\$2,019,766 (4%)	\$4,492,160 (6%)	22 (3%)	21 (10%)
8 - Southwest	\$5,112,415 (10%)	\$7,616,292 (10%)	55 (8%)	14 (7%)
9 - Southeast	\$2,413,584 (5%)	\$3,900,120 (5%)	31 (4%)	4 (2%)
10 - Detroit Metro	\$22,690,220 (46%)	\$37,093,387 (47%)	390 (53%)	108 (53%)
Grand Total	\$49,000,000 (100%)	\$78,807,757 (100%)	733 (100%)	204 (100%)

Note: In partnership with MiLEAP, some grantees pivoted funding to sites other than those in their applications, leading to differences in requested funding and awarded funding for a prosperity region. *Source: 2023-24 32n OST funding distribution data.*