**Michigan Whole Child Snapshot**

To be prepared for well-paying jobs and lifelong learning, Michigan’s children need personalized support, safe environments, good health, and challenging learning opportunities. The following data highlight how well the comprehensive needs of Michigan’s children are being met and show how the state compares with all other states. The action steps present initial ideas for how Michigan citizens can make targeted and innovative improvements that equip the state’s students with the knowledge and skills they need to become productive, self-sufficient adults who help Michigan create a robust economy.

**Healthy**
- **15%** of high school students are overweight. U.S. Average: 17%
- **13%** of high school students are obese. U.S. Average: 14%
- **68%** of children had both medical and dental preventive care visits in the past year. U.S. Average: 68%

**Safe**
- **53%** of children live in a neighborhood with sidewalks, a library, a recreation center, and a park. U.S. Average: 54%
- **19%** of elementary school students who were bullied at school in the past year. U.S. Average: 20%
- **25%** of high school students who were victims of cyberbullying. U.S. Average: 15%

**Engaged**
- **44%** of 18- to 24-year-old citizens who were registered to vote in the November 2012 elections. U.S. Average: 41%
- **50%** of children always cared about doing well in school and did all required homework during the previous month. U.S. Average: 52%
- **60%** of 18- to 24-year-old citizens who voted in those elections. U.S. Average: 54%

SEE ALL 50 STATE SNAPSHOTS AT [WWW.ASCD.ORG/WHOLECHILDSNAPSHOTS](http://WWW.ASCD.ORG/WHOLECHILDSNAPSHOTS).

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What You Can Do

HEALTHY
- Adopt the Whole School, Whole Community, Whole Child (WSCC) model (www.ascd.org/WSCC) as a framework for improving students’ learning and health.
- Connect free and low-cost physical and mental health services with the students and families who need them.

SAFE
- Regularly assess and report on school climate—including staff, family, and student perceptions—and use the data to establish positive learning environments.
- Support social-emotional learning and character development.

ENGAGED
- Offer students an array of extracurricular activities and extended-day learning opportunities, and provide students with academic credit for experiential learning, such as internships, service learning, and apprenticeships with local businesses.
- Measure and report student and family engagement activities and outcomes (e.g., volunteer rates, community-based learning participation, and parent involvement data).

SUPPORTED
- Support parent education and family literacy programs in addition to individualized, ongoing, and job-embedded professional development for educators.
- Develop individualized learning plans for all students that connect to their academic and career goals and interests.

CHALLENGED
- Provide relevant and challenging coursework through multiple pathways (e.g., advanced placement, International Baccalaureate, dual-enrollment programs) to all interested students.
- Use accountability systems with multiple metrics that take into account student performance and growth across all core academic subjects, efforts to increase student engagement and build their social and emotional skills, and access to varied learning opportunities.

SOURCES


Visit www.ascd.org/wholechild.