



After School

Hosted by the U.S. Department of Education and Arnold Schwarzenegger

Summary Report



Sponsored by the C.S. Mott Foundation

June 5-6, 2003 Washington, DC

Summit



Standing at the Old Executive Office Building, participants in the After School Summit are listed in alphabetical order: Eric Andell, Elaine H. Arm, Eva Baker, Jonathan Baron, George W. Bohrstedt, Margaret Briggs-Kenney, Linda Dunn Brown, Dan Cady, Judith G. Caplan, Michael S. Carona, Trina Marie Chapman, Shannon Christian, An-Me Chung, Thomas D. Cook, Harris M. Cooper, Janelle Cousino, Christopher T. Cross, John Danielson, Patricia Diaz, Frank Donaghue, Terri Ferinde Dunham, Mark Dynarski, Mia Fields, Andria J. Fletcher, J. Robert Flores, Lucy N. Friedman, Susan H. Fuhrman, Juan G. Gonzales, Jr., Carol Ann Haake, Dorothy Ham, Bill Hansen, Kim Hayes, Eugene Hernandez, Mary Anne Hickey, Daniel Johnson, Kevin Kahl, Rhonda H. Lauer, Reid Livingston, Stacey R. Lukens, Kerrie McCabe, Gary Moody, Eve Moody, William Morrill, Richard Murphy, Erin O'Hara, The Honorable Rod Paige, Jeanne Clark Rance, Elizabeth R. Reisner, Bonnie M. Reiss, Judy Y. Samelson, Carla Sanger, Leon Scales, Eric Schwarz, Arnold Schwarzenegger, Susan Sclafani, Richard Sinatra, Erroll Southers, Peggy Sparks, Robert Stonehill, Herbert Sturz, Mauricio Valdovinos, Alfred Vines, Elizabeth Warner, Lynne Weaver, Victoria Wegener, John White, Maura White-Cioeta



After School Summit

Hosted by the U.S. Department of Education and Arnold Schwarzenegger

June 5-6, 2003 ★ Washington, DC

Sponsored by the C.S. Mott Foundation



August 1, 2003

Dear Friend:

We're pleased to provide you with this Summary Report from the After School Summit. The Summit was held in Washington, DC, June 5-6, 2003. This was a first for the U.S. Department of Education. Never before have after-school providers, parents, students, educators, researchers, law enforcement officials and administration officials gathered together to discuss how we can all work together to help the millions of young people nationwide who have no supervision after the school day ends.

You know what we know: Young people need the influence of caring adults and positive role models in their lives. Good after-school programs can accomplish that by helping youngsters develop the knowledge, skills and healthy habits to achieve their greatest potential.

This historic gathering was helped by the generous support of Bill White and our friends at the Charles Stewart Mott Foundation. The After School Summit was the first step in an ongoing effort at the U.S. Department of Education to identify and support high-quality after-school programs that will make a real difference in the lives of young Americans. We look forward to working together on this important issue.

Very best wishes.

Sincerely,

The Honorable Rod Paige
Secretary
U.S. Department of Education

Arnold Schwarzenegger



This report is dedicated to

LYNNE ANN WEAVER

(1955-2003)

Chief Operating Officer of the Inner-City Games Foundation/After-School All-Stars Foundation, for her commitment to making the After School Summit a success and her passionate zest for life. She believed deeply in the importance of this work and urged us all to dedicate ourselves to making a difference for children with quality after-school programs.

After School Summit

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Student Performance Indicators, Evaluation Measures and Program Elements

Two days of discussion among researchers and evaluators, program and policy experts, educators and government officials at the After School Summit resulted in a wealth of ideas on ways to improve and measure the performance of after-school programs that have improving academic achievement as their core mission. These discussions are the beginning of an ongoing process to help continue and increase quality in after-school programs. The U.S. Department of Education, Arnold Schwarzenegger and the C.S. Mott Foundation see a great opportunity to build on the work done at the Summit in the coming months.

As part of the process, participants were asked to identify what constitutes a strong student performance indicator, a good evaluation measure and the appropriate program elements needed to maximize the likelihood of achieving a student performance indicator. The discussions were rich and constructive, and participants began a dialogue that will be developed further in future convenings and activities. The first step was to identify several student participant performance indicators that would indicate success. These indicators are included here as Part I. For each performance indicator, participants also identified evaluation measures and program elements. Participants were only able to scratch the surface; thus examples included in Part II represent only part of the thinking that is yet to come.

The information here is not meant to be comprehensive, nor does it constitute an endorsement by any of the Summit sponsors. Please consider this a building block in a process of improving and measuring after-school programs. However, all participants strongly emphasized that after-school programs are not the “silver bullet” solely responsible for reducing crime and violence, or improving academic achievement. They agreed that the student performance indicators identified are the ideal goals to which we should aspire, and that a successful program meets an array of participant needs—not necessarily the entire spectrum of possibilities.



George W. Bobrnstedt



Rod Paige & Arnold Schwarzenegger



Margaret Spellings

Part I – Student Participant Performance Indicators

Performance that participants exhibit in demonstrating progress towards intended outcomes, goals or objectives

Student participant performance indicators as developed by small groups

ACADEMIC

- Students demonstrate new knowledge in content areas.
- Students read, write and do math at or above grade level.
- Students' grades improve.
- Students' test scores increase.
- Students demonstrate enthusiasm for learning.
- Grade-level promotion rates increase.
- Students increase interest in arts and creative enrichment activities.
- Teachers increase expectation of student learning and growth.
- Students improve homework completion.
- Students demonstrate improved study habits.

SOCIAL (ATTITUDES AND BEHAVIOR)

- Teachers report improved student attitudes toward school.
- Students and teachers demonstrate improved teacher-student relations.
- Students improve school-day attendance rates.
- Students improve attitudes and self-esteem.
- Students demonstrate willingness to take personal responsibility.
- Students demonstrate an improved work ethic.
- Students increase self-expectation of learning and growth.
- Students improve decision-making abilities.
- Students improve problem-solving skills.
- Students demonstrate an increased appreciation, understanding and respect for diverse cultures.
- Students improve social skills and exhibit positive social behavior.
- Students increase positive communication skills.
- Students increase conflict-resolution skills.
- Students increase involvement and leadership in student activities.
- Students increase ability to navigate successfully in different social environments.
- Students improve self-confidence.
- Students demonstrate ability to learn from failures and successes.
- Students increase their interaction with students from other backgrounds (race, income, etc.).
- Students develop future orientation and higher aspirations e.g. consider college attendance, life-long goals and ambitions'.
- Students' delinquency rates are reduced.
- Students' behavioral referrals are reduced.
- Students' rates of truancy are reduced.

SKILL BUILDING

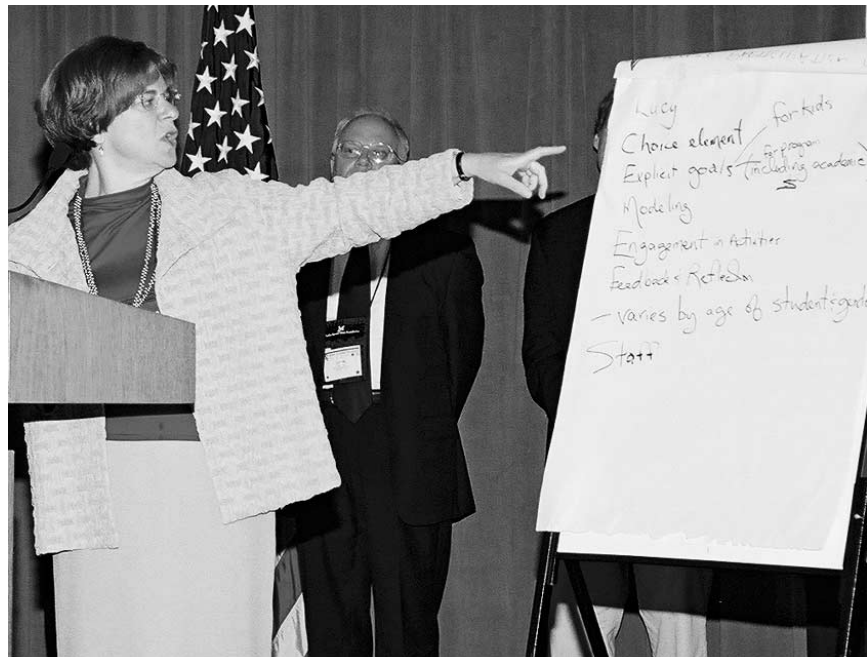
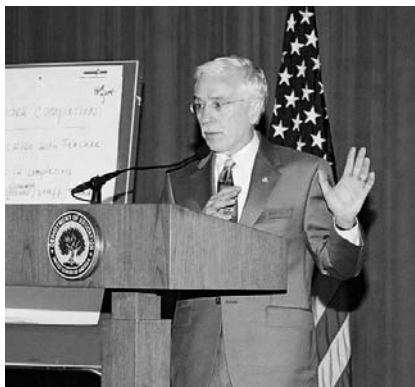
- Students build new skills.
- Students attempt and learn skills outside their comfort zones.

HEALTH (PHYSICAL, MENTAL, EMOTIONAL)

- Students improve physical, mental and emotional health.
- Students reduce injuries and participation in violence.
- Students demonstrate increased resiliency.
- Students demonstrate improved nutrition practices.
- Students increase participation in physical activity.
- Students decrease participation in risky behaviors.
- Students express improved feelings of student safety.

COMMUNITY

- Students increase participation in community service.
- Students express improved connection to community resources.
- Students express improved relationship with adults and community.
- Students demonstrate appreciation for role in community.
- Students express increased civic attachment.
- Students increase recruitment of parents/family involvement.
- Students increase participation in extracurricular and voluntary activities.



*above: Lucy N. Friedman
upper left: Delia Pompa
lower left: Bill Modzeleski*

Part II – Evaluation Measures and Program Elements

ACADEMIC EXAMPLES

Performance indicator:

Students' grades improve.

EVALUATION MEASURES

- Grade improvement in after-school participants, measured alone and against nonparticipants
-

Performance indicator:

Students read, write and do math at or above grade level.

EVALUATION MEASURES

- Percent of students demonstrating proficiency on state assessments
- Improvement of scores on local reading assessments

PROGRAM ELEMENTS

- Supportive, personalized homework time; developing study skills
 - Linking to the school day around standards-based curriculum and staffing
 - Reinforce study habits by involving parents
 - Reinforce study habits through all aspects of program (studying not in isolation)
-

SOCIAL (ATTITUDES AND BEHAVIOR) EXAMPLES

Performance indicator:

Teachers report improved student attitudes toward school.

EVALUATION MEASURES

- Student engagement in academic work measured through teacher surveys
- Track after-school student v. non-after-school student course-taking patterns

PROGRAM ELEMENTS

- Creates communication link with regular school day and teachers
- Provides mentoring opportunities
- Communicates with parents regularly
- Uses special skills, talents and hobbies of teachers; provides opportunities to interact with teachers in new ways
- Responds to individualized needs identified in the regular school day
- Contracts between students, teachers and staff about code of conduct and goals



*above: Bonnie M. Reiss
above left: Janelle Cousino*

Performance indicator:

Students demonstrate an increased appreciation, understanding and respect for diverse cultures.

EVALUATION MEASURE

- Friendships formed across groups
- Willing to work across groups
- Interaction across groups
- Decreased tensions among groups

PROGRAM ELEMENTS

- Cooperative learning environments
- Create lessons/activities about culture
- Engage in field trips and other activities that expose kids to multiple cultures
- Design comprehensive strategies, not just one-time activities
- Bring parents in to discuss their cultures

Performance indicator:

Students increase involvement and leadership in student activities.

EVALUATION MEASURES

- Students involved as leaders in program
- More after-school students in leadership positions in regular school day
- Student surveys on involvement in activities at the beginning and end of program

PROGRAM ELEMENTS

- Students have direct input into program
- Students have service opportunities to lead and serve within program
- Staff develop leadership skills to allow modeling
- Students, parents and staff embrace vision and goals of program
- Students serve as coaches, teachers and mentors for younger students
- Students have connections to the school leaders and vice-versa
- Program creates opportunities for students to take lead on projects inside and outside program

Performance indicator:

Students' delinquency rates are reduced.

EVALUATION MEASURES

- Crime incidents in after-school hours go down
- Referrals to principals decrease
- Expulsions and suspensions decrease

PROGRAM ELEMENTS

- Students participate in conflict resolution instruction
- Program activities build sense of belonging/membership to after-school program
- Students participate in instruction in law and learn the sanctions for violating the law
- Students participate in sports and other games/activities that engage youth
- Program offers team building activities
- Program leaders hold students accountable for actions and teach responsibility
- Students participate in service-learning component
- Students participate in instruction in costs of delinquent acts

Performance indicator:

Students rates of truancy are reduced.

EVALUATION MEASURES

- Attendance during regular school day increases

PROGRAM ELEMENTS

- Require attendance in K-12 for after-school participants, or they cannot attend program
- After-school program plays an advocacy role for students enrolled in programs with the school and supports parents in efforts to ensure best placement for the students in the regular school day
- After-school program encourages student school attendance and better attitudes toward school
- After-school program provides incentives for attendance, including rewards for consistent school attendance
- After-school program provides parallel program offerings (allowing students to attend lessons or teams without penalizing for attendance)



Arnold Schwarzenegger; Peggy Sparks; Susan Sclafani



An-Me Chung; Arnold Schwarzenegger; Bonnie M. Reiss

SKILL BUILDING EXAMPLE

Performance indicator:

Students build new skills in writing, oral presentations and use of computers.

EVALUATION MEASURES

- Frequency of writing and oral presentations
- Demonstrated improvement in technology skills
- Demonstrated knowledge of new skills, as measured by surveys of students, parents and teachers at beginning and end of program
- High percentage of kids improve by one or more levels on NAEP-like instrument in writing

PROGRAM ELEMENTS

- Program leaders provide atmosphere that allows kids to do new things without negative feedback or ridicule
- Program leaders reward accomplishments
- Program leaders access community to provide resources and opportunities
- Program leaders involve youth in designing and evaluating activities
- Program leaders push kids beyond their comfort zones
- Program leaders connect existing skills and interests to new challenges



Richard Murphy; Thomas D. Cook



Elaine Arm; Linda Dunn Brown; John White

HEALTH (PHYSICAL, MENTAL, EMOTIONAL) EXAMPLES

Performance indicator:

Students improve physical, mental and emotional health.

EVALUATION MEASURES

- Increased results in President's physical fitness standards
- Decrease in number of absences
- Decline in visits to the school nurse

PROGRAM ELEMENTS

- Provide role models, aerobics, sports programs
- Promote large/small motor skills
- Promote healthy lifestyles
- Provide access to health/dental screening and care
- Program takes advantage of all food programs for which it is eligible
- Classes and activities around healthy habits
- Student points and rewards for healthy food
- Ensure healthy snacks at program
- Math projects with calorie exercises



Performance indicator:

Students express improved feelings of student safety.

EVALUATION MEASURES

- Parent-child survey
- Reduced incident reports to principal
- Attendance in after-school programs
- Teacher assessment of students' feelings of safety

PROGRAM ELEMENTS

- Control entrances and exits
- Establish comprehensive security system
- Implement student tracking
- Implement effective background checks for staff
- Train staff in emergency situations
- Have current emergency contact information for students
- Connect to law enforcement
- Establish behavior standards and policies
- Obtain student input on safety issues
- Obtain adequate lights/facility characteristics
- Ensure safe passage



top: Alfred Vines

center: Sharon Deich

*bottom: Rhonda Lauer; Lucy N. Friedman; Herbert Sturz;
Jeanne Clark Rance*

Report from Evaluators and Researchers

The meeting began with a discussion among researchers and evaluators about work on after-school programs they either knew about or had conducted personally.

The researchers and evaluators quickly agreed that, while after-school programs have many components and purposes, improvement in student achievement must be among the key program outcomes. This is especially true given current initiatives in education.

The discussion led to many conclusions and some helpful graphics (see attached). Some conclusions were related to designing programs that are amenable to rigorous evaluation and others to the nature of the evaluations themselves. Conclusions regarding program design included:

- After-school programs must establish clear goals.
- Program developers must clearly define the components of the program.
- Program goals should be measurable.
- Performance indicators must be aligned with the goals.
- Programs need to have a theory of action that integrates the following three components:

the program's goals

how various program components contribute to the goals

how program goals, components and performance indicators are clearly aligned with one another

- Students, parents, and regular school teachers should all be sources of information about a program's goals, implementation and outcomes.
- Programs exist in the context of schools, family and communities (see graphic), and context effects must be taken into account in program development.
- Different programs serve different needs, reflecting the communities within which they are embedded. Neither programs nor program evaluation should be of a cookie-cutter style.



top: Christopher T. Cross

bottom: Harris M. Cooper

Conclusions regarding the nature of evaluations included:

- Evaluations should not be overly complex. They must be understandable to a lay audience.
- Both formative evaluations (information to guide program operators in improving the program) and summative evaluations (accountability information, primarily for a program's funders and sponsors) of programs must be conducted.
- Good evaluations employ a mix of methods, both quantitative and qualitative. Choose the most appropriate method, depending on the question being asked.
- A balanced scorecard that captures all of the aspects of children's lives influenced by after-school programs is the best way to provide a complete picture of the program and its accomplishments (a sample is attached).
- Program performance indicators should include both leading indicators, or shorter-term measurements, and trailing indicators that will emerge only after the program has been in operation for a period of time.

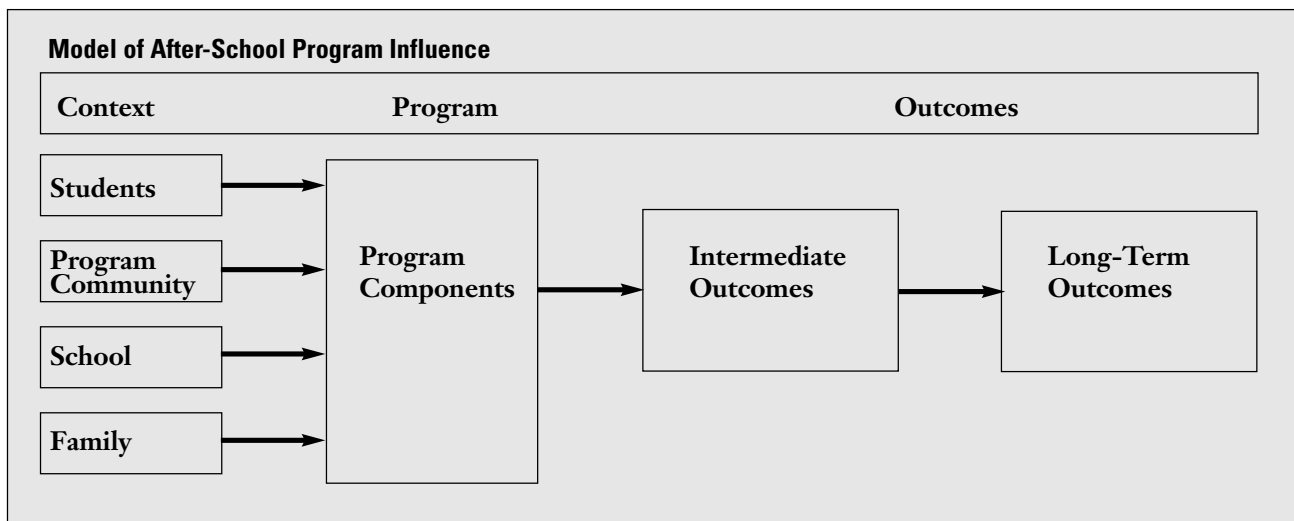


Arnold Schwarzenegger

Finally, there was agreement that additional work will be needed to provide program operators with information on:

- The standards that should govern the collection of data, both in terms of rigorous data collection and data elements that should be common to all evaluations (thus permitting integration of findings across sites, communities and states); and
- The requirements that they should use in commissioning independent evaluations.

Guidance also needs to be provided on the difficult issue of how to protect the privacy of student records and the protection of human subjects.



This chart displays the several contextual factors that affect the composition of program components, which in turn will determine what intermediate and long-range outcomes should be expected and measured.

Report from Evaluators and Researchers (CONTINUED)

Critical Components for Conducting Evaluations

- Why is it important to be concerned about evaluation?
 - Different types of evaluation for different purposes (e.g., formative v. summative)
 - How evaluations are useful and valuable to programs
1. Clear idea of critical program components and theory for why they are important
 2. Program goals framed in testable manner
 3. Balanced report card – balanced set of indicators that measure outcomes important to you
 - Six-by-three chart
 - Model of after-school influence
 4. Use of multiple types of evidence
 - Example: Asking kids and parents what they think is important (questionnaires, focus groups, observations of what’s going on)
 5. Standards for data collection
 - Common data elements
 6. Feedback on how to use evidence
 - Once data is collected, how is it used
 - Training people to use information

Illustrated on the left are a number of specific components involved in the evaluation of after-school programs, ranging from establishing a theory of action through training staff to use the evidence for program improvement.

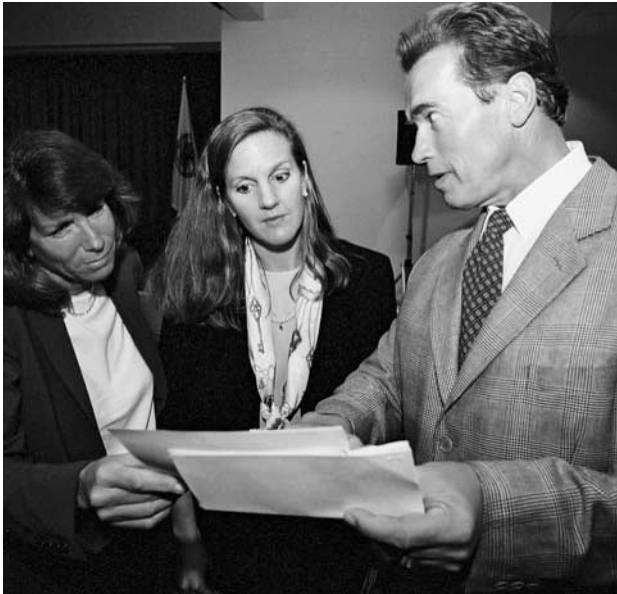
Illustrated below in the row on academic achievement are examples of program indicators and potential outcomes. The Balanced Score Card concept includes similar indicators and outcomes for each program goal identified in the first column.

Balanced Score Card Chart

Goals	Program Indicators e.g.	Outcomes Intermediate e.g.	Outcomes Long-Term e.g.
Academic Achievement	<ul style="list-style-type: none"> • Time spent on homework • Lessons in time 	<ul style="list-style-type: none"> • Homework completion • Improved study habits 	<ul style="list-style-type: none"> • Grades • Teacher relationships • Truancy
Power of Self			
Social Skills <ul style="list-style-type: none"> • Cooperation • Work in teams 			
Becoming Stakeholders in Program and Community			
Health			
Parent and Family Issues			

Conclusion

The two-day After School Summit was the beginning of a long and necessary journey to improving the quality and increasing the quantity of effective after-school programs for school-age children and youth. It was an exciting turning point and truly reinvigorated the after-school field to continue working towards better and more after-school programs. Everyone involved including the U.S. Department of Education, Arnold Schwarzenegger, and the C.S. Mott Foundation remain committed to furthering the mission set forth at the After School Summit.



Bonnie M. Reiss; Stacey R. Lukens; Arnold Schwarzenegger



Arnold Schwarzenegger; Rod Paige; John Danielson

On June 6, Secretary Rod Paige, Arnold Schwarzenegger and Bill White, President, CEO and Chairman of the Charles Stewart Mott Foundation, held a press event to broadly share the successes of the Summit and discuss the importance of after-school programs.



“These programs are about the future of this country and all countries. At the end of the day, each kid in their own little way needs someone to help them find their hero within. That’s what we’re about here today.”

-- Mott Foundation President and CEO Bill White



“ This Summit was a huge success and a major step toward my vision and goal that, by 2010, every child who needs it has access to an effective and comprehensive after-school program.”

-- Arnold Schwarzenegger



“While we know that there are some good after-school programs, we also know that there are not enough of them. Every kid who needs one does not have one. We need more and we need better...We also need more research to tell us what works in after-school programs.”

-- U.S. Secretary of Education Rod Paige

**UNITED STATES
DEPARTMENT OF EDUCATION**



NEWS

F O R R E L E A S E :

June 6, 2003

Contact: Susan Aspey

(202) 401-1576

**ARNOLD SCHWARZENEGGER, EDUCATION SECRETARY PAIGE
CO-HOST FIRST-EVER AFTER-SCHOOL SUMMIT**

Announce series of initiatives to increase awareness of and improve after-school programs

Inner-City Games Foundation/After-School All-Stars Foundation/After-School All-Stars Chairman Arnold Schwarzenegger and U.S. Education Secretary Rod Paige today concluded the After-School Summit that focused on identifying student performance indicators, effective program elements and evaluation measures for after-school programs.

“This summit is just the first step in what will be an ongoing process at the department to identify and support high-quality after-school programs that will make a real difference in the lives of America’s young people,” Paige said. “While good after-school programs exist, we know that many others are not achieving their full potential. We want to find out how we can help strengthen after-school programs.”

For the first time in the history of the Department of Education, after-school providers, parents, students, educators, researchers, law enforcement officials and administration officials gathered to discuss how after-school programs can better serve millions of young people whose parents are at work or unable to provide supervision and support after the school day ends. The Charles Stewart Mott Foundation sponsored the summit, which was held at department headquarters in Washington.

Paige and Schwarzenegger said that, rather than being home alone or on the streets, children should be involved in positive academic and recreational activities with caring adults and positive role models whose goal is to help them achieve their greatest potential.

“One of the important parts of our efforts to educate every child is to make sure there are high-quality after-school programs that nurture our investment in our children and their future,” Secretary Paige said. “We need after-school programs that are strong academically and encourage fitness and healthy habits.

“Today, I’m pleased to be here with Arnold Schwarzenegger and Bill White, president and CEO of the Mott Foundation, to further our commitment to improve the quality of after-school programs, and expand the partnership with the Mott Foundation to include linking supplemental educational services required under the No Child Left Behind Act with after-school programs.

“I have seen firsthand how much Arnold cares about helping children focus on the things that will enable them to make the most of their bright potential, and I thank him for his commitment to our nation’s young people.”

Schwarzenegger, who co-hosted the After-School Summit, said: “This summit was a huge success and a major step toward my vision and goal that, by 2010, every child who needs it has access to an effective and comprehensive after-school program.”

In addition, other goals and follow-up activities have been established. The U.S. Department of Education, the Mott Foundation and Schwarzenegger will work together on the following:

- The U.S. Department of Education’s 21st Century After-School Summer Institute, to be held later this month to share the findings of the After-School Summit with nearly 1,400 participants;
- A back-to-school event celebrating after-school programs this fall;
- A meeting of all state education agencies in the fall as a follow-up to the After-School Summit;
- After-school summits to be held by 12 governors in partnership with the National Governors Association; and
- Working with mayors in partnership with the National League of Cities to link the school day and after-school programs.

The Department of Education and the C.S. Mott Foundation will expand their partnership to increase public awareness about the importance of after-school programs and what makes such programs effective, and to conduct pilot programs in several school districts to link and implement supplemental education services and after-school programs.

Schwarzenegger is founder of Inner-City Games Foundation/After-School All-Stars, an organization dedicated to providing opportunities for inner-city youth to participate in sports, educational, cultural and community enrichment programs; to build confidence and self-esteem; and to encourage youth to say “no” to gangs, drugs and violence and “yes” to hope, learning and life. Inner-City Games Foundation/After-School All-Stars has after-school programs in 15 cities across the nation.

The Charles Stewart Mott Foundation -- established in 1926 in Flint, Mich., by an automotive pioneer -- is a private philanthropy committed to supporting projects that promote a just, equitable and sustainable society. It supports nonprofit programs throughout the United States and, on a limited geographic basis, internationally. Grant making is focused in four programs: Civil Society, Environment, Flint Area and Pathways Out of Poverty. The Foundation, with estimated year-end assets of \$2 billion, made 606 grants totaling \$110 million in 2002.

###

Participants

Judge Eric Andell

Deputy Under Secretary
Office of Safe and Drug Free
Schools
U.S. Department of Education
Washington, DC

Ms. Elaine H. Arm

Coordinator
Educational Leadership
Development Academy
San Diego City Schools and
University of San Diego
San Diego, CA

Dr. Eva Baker

Professor
Graduate School of Education and
Information Studies
UCLA/CRESST
Los Angeles, CA

Mr. Jonathan Baron

Executive Director
Coalition for Evidence-Based
Policy
Council for Excellence in
Government
Washington, DC

Dr. George W. Bohrnstedt

Senior Vice President for Research
American Institutes for Research
Palo Alto, CA

Ms. Margaret Briggs-Kenney

Network Administrator
Neighborhood School Network
Foundations, Inc.
Philadelphia, PA

Ms. Linda Dunn Brown

District Director
Bureau of Community and
Hospitality Services
Miami-Dade County Public
Schools
Miami, FL

Mr. Dan Cady

Executive Director
National Center for Community
Education
Flint, MI

Ms. Judith G. Caplan

Senior Program Associate
North Central Regional
Educational Laboratory
Naperville, IL

Sheriff Michael S. Carona

Orange County Sheriff's Department
Santa Ana, CA

Ms. Trina Marie Chapman

Parent
Johnston Elementary School
Asheville, NC

Ms. Shannon Christian

Associate Commissioner
Child Care Bureau
U.S. Department of Health and
Human Services
Washington, DC

Dr. An-Me Chung

Program Officer
C.S. Mott Foundation
Flint, MI

Dr. Joseph Conaty

*Director, Academic Improvement and
Teacher Quality Programs*
Office of Elementary and
Secondary Education
U.S. Department of Education
Washington, DC

Dr. Thomas D. Cook

John Evans Professor of Sociology
Institute for Policy Research
Northwestern University
Evanston, IL

Dr. Harris M. Cooper

Professor
Department of Psychological
Sciences
University of Missouri
Columbia, MO

Ms. Janelle Cousino

Vice President
Fowler/Hoffman
Washington, DC

Mr. Christopher T. Cross
Distinguished Senior Fellow
Education Commission of the States
Denver, CO

Mr. John Danielson
Chief of Staff
Office of the Secretary
U.S. Department of Education
Washington, DC

Ms. Sharon Deich
Program Manager, Community Systems Group
The Finance Project
Washington, DC

Ms. Adriana de Kanter
Office of Elementary and Secondary Education
U.S. Department of Education
Washington, DC

Ms. Patricia Diaz
Principal
Harms Elementary School
Detroit, MI

Mr. Frank Donaghue
Chief Executive Officer
American Red Cross
Southeastern Pennsylvania Chapter
Philadelphia, PA

Ms. Terri Ferinde Dunham
Vice President, Learning and Development
Collaborative Communications Group
Washington, DC

Mr. David Dunn
Office of Domestic Policy
The White House
Washington, DC

Dr. Mark Dynarski
Senior Fellow, Education Studies
Mathematica Policy Research
Princeton Junction, NJ

Ms. Mia Fields
AmeriCorps Promise Fellow
Save the Children
Berea, KY

Dr. Andria J. Fletcher
Director of Program Development
California After School Partnership
Sacramento, CA

Mr. J. Robert Flores
Administrator
Office of Juvenile Justice and Delinquency Prevention
U.S. Department of Justice
Washington, DC

Ms. Lucy N. Friedman
President
The After-School Corporation
New York, NY

Dr. Susan H. Fuhrman
Dean, Graduate School of Education
University of Pennsylvania
Philadelphia, PA

Mr. Juan G. Gonzales, Jr.
Principal
Marshall Middle School
Houston Independent School District
Houston, TX

Ms. Carol Ann Haake
Board Member
Inner-City Games
Foundation/After-School All-Stars
Foundation
Springfield, MO

Ms. Dorothy Ham
Principal
Webber Elementary School
Eastover, SC

Mr. Bill Hansen
Deputy Secretary
U.S. Department of Education
Washington, DC

Ms. Tracy A. Henke
Principal Deputy Assistant Attorney General
Office of Justice Programs
U.S. Department of Justice
Washington, DC

Mr. Eugene Hernandez
Principal
Sierra Park Elementary School
Los Angeles Unified School District
Los Angeles, CA

Mr. Daniel Johnson
Principal
Mount Logan Middle School
Logan City School District
Logan, UT

Officer Kevin Kahl
Administrative Officer, PAL Program
Baltimore Police Athletic League
Baltimore County Police Department
Towson, MD

Ms. Kris Kurtenbach
President
Collaborative Communications Group
Washington, DC

Ms. Holly Kuzmich
Office of Domestic Policy
The White House
Washington, DC

Ms. Rhonda H. Lauer
Chief Executive Officer
Foundations, Inc.
Moorestown, NJ

Mr. Reid Livingston
Director
Appalachian Area Office
Save the Children
Berea, KY

Ms. Stacey R. Lukens
Deputy Chief of Staff
Office of the Secretary
U.S. Department of Education
Washington, DC

Mr. Bill Modzeleski
Associate Deputy Under Secretary
Office of Safe and Drug Free
Schools
U.S. Department of Education
Washington, DC

Mr. Gary Moody
Director
Arnold's After-School All-Stars
Carmen, CA

Ms. Eve Moody
Director, Education and Training
Arnold's After-School All-Stars
Carmen, CA

Mr. William Morrill
Senior Fellow, Education Studies
Caliber Associates, Inc.
Washington Crossing, PA

Mr. Richard Murphy
Senior Vice President
Academy for Educational
Development
New York, NY

The Honorable Rod Paige
Secretary
U.S. Department of Education
Washington, DC

Ms. Karen Pittman
Executive Director
The Forum for Youth Investment
President
Impact Strategies, Inc.
Washington, DC

Ms. Delia Pompa
Executive Director
National Association for Bilingual
Education
Washington, DC

Dr. Jeanne Clark Rance
*Director, CBO Networks & After
School Programs*
Office of Youth Development &
School/Community Services
New York City Department of
Education
New York, NY

Ms. Nina Shokraii Rees
*Under Secretary, Office of Innovation
and Improvement*
U.S. Department of Education
Washington, DC

Ms. Elizabeth R. Reisner
Principal Investigator
Policy Studies Associates
Washington, DC

Ms Bonnie M. Reiss
Interim Chief Executive Officer
Inner-City Games
Foundation/After-School All-Stars
Foundation
Santa Monica, CA

Ms. Judy Y. Samelson
Executive Director
After-school Alliance
Flint, MI

Ms. Carla Sanger
President & CEO
LA's BEST
Office of the Mayor
Los Angeles, CA

Mr. Leon Scales
Executive Director
Sheriff's Youth Foundation
Monterey Park, CA

Mr. Eric Schwarz
Co-Founder and President
Citizen Schools
Boston, MA

Mr. Arnold Schwarzenegger
Founder and Chairman
Inner-City Games
Foundation/After-School All-Stars
Foundation
Santa Monica, CA

Dr. Susan Sclafani
Chief Counselor to the Secretary
Office of the Secretary
U.S. Department of Education
Washington, DC

Dr. Richard Sinatra
*Chairman, Division of Human
Services and Counseling and Professor,
Reading, Graduate Division*
St. John's University
Jamaica, NY

Mr. Erroll Southers

President and Chief Executive Officer
Risk Management Consultants
International
Los Angeles, CA

Ms. Peggy Sparks

Administrative Assistant to the Chief of Staff
Birmingham Public Schools
Birmingham, AL

Ms. Margaret Spellings

Assistant to the President
Office of Domestic Policy
The White House
Washington, DC

Dr. Robert Stonehill

Deputy Director
Academic Improvement and
Teacher Quality Programs, 21st
CCLC Program
U.S. Department of Education
Washington, DC

Mr. Herbert Sturz

Chairman
The After-School Corporation
New York, NY

Dr. Ricky Takai

Director, Evaluation Division
Institute of Education Sciences
(IES)
U.S. Department of Education
Washington, DC

Mr. Mauricio Valdovinos

Alumnus
LA's BEST
Pacoima, CA

Dr. Deborah Lowe Vandell

Professor, Educational Psychology
University of Wisconsin-Madison
Human Development and Family
Studies
Madison, WI

Mr. Alfred Vines

Program Director
Greater Atlanta Inner-City Games
Foundation/After-School All-Stars
Georgia State University
College Park, GA

Mr. Kevin F. Walker

Program Director, Pathways Out of Poverty
C.S. Mott Foundation
Flint, MI

Dr. Elizabeth Warner

U.S. Department of Education
Washington, DC

Ms. Lynne Weaver

Chief Operating Officer
Inner-City Games
Foundation/After-School All-Stars
Foundation
Santa Monica, CA

Ms. Victoria Wegener

Associate
Fowler/Hoffman
Washington, DC

Mr. William S. White

President, CEO, and Chairman of the Board
C.S. Mott Foundation
Flint, MI

Dr. John White

Principal
Mulholland Middle School
Van Nuys, CA

Ms. Maura White-Cioeta

Executive Director
Police Activities League of
Greater Portland
Portland, OR

Dr. Grover J. Whitehurst

Director
Institute of Education Sciences
(IES)
U.S. Department of Education
Washington, DC

Mr. Don Winstead

Deputy Assistant Secretary
Office of Policy and Evaluation
U.S. Department of Health and
Human Services
Washington, DC

After-School All-Stars started as the Inner-City Games Foundation (ICGF) in 1995 when actor and activist Arnold Schwarzenegger set out to give inner-city youth positive alternatives to drugs, gangs and violence. Creating the ICGF and serving as its Chairman, Schwarzenegger brought sports programs and events to at-risk kids during summers and non-school time. After-School All-Stars provides quality comprehensive after-school programs to young people who need a safe, supervised educational environment from 3:00 – 6:00 p.m. Year-round programs include homework help, tutoring, life skills, culture, art and music, computers and sports.

“After-School All-Stars” is a 501(c)(3), decentralized, with 15 major U.S. cities operating as licensees and serving young people in schools, youth centers, and public housing centers in their communities. Each licensee has its own local Board, partners and sponsors. HUMMER and the Todd Wagner Foundation are generous National Sponsors enabling After-School All-Stars to provide comprehensive programs year-round to tens of thousands of young people.

Contact:

Mr. Arnold Schwarzenegger
Chairman and Founder
After-School All-Stars

1460 4th Street
Suite 300, Santa Monica, CA 90401
310-458-4411 Fax: 310-458-9711



U.S. Department of Education

400 Maryland Avenue, SW
Washington, DC 20202
1-800-USA-LEARN
www.ed.gov



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Charles Stewart Mott Foundation

Mott Foundation Building
503 S. Saginaw Street, Suite 1200
Flint, Michigan 48502-1851
Phone: (810) 238-5651
(810) 766-1753
info@mott.org
www.mott.org

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Collaborative Communications Group

1801 Connecticut Avenue, NW
Third Floor
Washington, DC 20009
202-986-4959
info@publicengagement.com
www.publicengagement.com