



MINNESOTA SUMMIT ON AFTERSCHOOL LEARNING OPPORTUNITIES:

Call to Action

THURSDAY, MAY 1, 2008
WILDER FOUNDATION, SAINT PAUL



Minnesota Governor's Afterschool Opportunities Summit – May 1, 2008

TRANSCRIPTION

Welcome and Purpose of Summit

Erika L. Binger, Board Chair, The McKnight

Foundation: The McKnight Foundation is pleased to partner with Governor Pawlenty, the National Governor's Association, all of today's sponsors and each of *you* to ensure all young people have access to quality afterschool learning opportunities in communities across the state. We are proud to help sponsor Minnesota's very first summit on afterschool opportunities. We believe this is an important event that will help shape the work so many of us do with, and on behalf of, young people every day. It is now with great honor I introduce our host for today's summit, Governor Tim Pawlenty. First elected in 2002, Governor Pawlenty has continuously promoted innovation and pushed for change — including promoting a significant increase in K-12 education spending — despite facing the largest budget deficit in state history. Governor Pawlenty serves as chair of the National Governors Association and on the board of Achieve, Inc. He is former chair of both the Midwestern Governors Association and the Governors Ethanol Coalition. Welcome Governor.

Governor Tim Pawlenty, State of Minnesota: Good morning everybody and thank you so much for being here for this important summit. I first want to thank our host the Wilder Foundation for their great hospitality and opening their doors to this beautiful new facility to this gathering. We appreciate them, all the work that they do to improve our community and state, thank you for your leadership and service and hospitality. I also want to give thanks to the National Governors Association. Daniel Princiotta is here from the NGA. This Summit is made possible in part by a grant from the National Governors Association. We appreciate their continued concern, involvement and support for education issues and in this case afterschool programming. We appreciate it Daniel and we hope you'll convey our gratitude back to the leadership at the NGA.

I want to thank everybody for being here for this important gathering. You know we have a lot of work to do in terms of better preparing our young people for the economy and citizenship of the future. We do that against a backdrop of a lot of challenges and a lot of opportunities, globally, nationally and in Minnesota. On the opportunity side, the world is changing in exciting ways. We're seeing massive demographic, cultural, technological and economic changes that in some ways, are opening new doors and causing the world to be much more democratic

and much more exciting in the deployment of capital. The deployment of technology and other things are giving people across the globe new tools. That also comes with challenges in terms of what implications that has for our country. One thing that we all need to focus on and put more attention to, and hopefully more improvement towards, is how we can better prepare the next generation for the economy and citizenship of the future.

There are lots of components to that, there is not one single silver bullet or solution to this issue, but we know that certain things work. We know that children, for example, need to be mentored and they need to be guided. We hope first and foremost that happens at home and hope it happens with parents. We also know that in some cases that's not completely available or available to the extent we would like it to be, so it needs to be supplemented in a variety of ways. There are influencers that come into children's lives; they can be a neighbor, they can be coaches, they can be mentors in other forms and or in other walks of life. There isn't a simple "one size fits all" formula, but one part of this quilt is the availability of high quality afterschool programs.

I had a chance to visit briefly with some youth this morning before I came up here and they are going to present their brainstorming work from yesterday to you in more detail later in the program. I think you'll find that very instructive because here you have it from a customer perspective instead of adults saying what we think is important and what the value of it is, they're telling us what is important from their perspective. So just to wet your appetite a little bit and give you a little sneak preview, I'd like to ask Kentrel and Mario if they'd come up and give you a one minute preview of why these programs are important from their perspective, which says it better than the NGA for sure.

Kentrel Davis, Youth Participant: We feel that afterschool is important because it creates other opportunities and because it helps us do things. It helps us further our career and education and helps us look at what we want to do with our lives. So a good, safe afterschool program helps us learn new skills and other things that we want to do with our lives. It's a way to express ourselves. I feel if we make afterschool fun and we have friends, then more kids will want to go and they will get a better education. I'll turn it over to Mario.

Mario Lueza, Youth Participant: We need funds and transportation in order to do these things because if we don't have transportation we won't be able to get to the

afterschool activities. We need to learn new skills; we need a lot of support. I am supported by my friends, but I would like support from the adults. This is what we've been working on.

Governor Pawlenty: Good job, thank you. If you think about the challenges and the opportunities that we face, like I said, we need to prepare our children for citizenship and the economy of the future. That certainly comes in the form of formal education and subject matter mastery of certain knowledge areas and certain subject matter skills that you have to have. But there's also other skills that are necessary and that is the ability to do what has been presented here. These are some of them, making sure that you feel connected to a group or organization or others, hopefully first of all, that excites you and animates you and interests you. One of the biggest challenges that we face in our young population, particularly as they get towards later junior high and senior high, particularly for kids at risk is that they're bored. They don't feel connected in a way that animates them or excites them or motivates them to the curriculum offerings and style of much of the traditional educational platform.

We need to come to grips with that, it goes beyond just afterschool programming, but the way that our young people communicate, digest information, share information, socialize is substantially different than when it happened for most of us who are in the audience today. So the cultural change that is underneath that in terms of the use of technology, the cultural change in terms of the different backgrounds, different styles, different aptitudes, different languages; different learning interests is not a one size fits all interest area. We have a system in the K-12 area that tends to look more like a one size fits all system than an i-pod. So without giving you my whole spiel on that, know that we need as a society to start deploying technology and other tools in education and education related programming like what has been deployed in much of the rest of the economy.

And to give you one example quickly of that, think of the power of these video games that you see – state of the art video games being deployed to 8th grade algebra. You can go home tonight and buy a video game that will allow you to put yourself into WWII, pick any uniform that you want, any weapon, any scenery, any country, any battle in history and participate with somebody sitting on your couch in WWII or participate with somebody playing the game simultaneously in the Czech Republic in digital surround sound in your living room on demand. Similarly, as my daughters and I do, you can go get a road race video game where you can pick any car made in the world, put any engine you want in the world, put any horse power, any gear shift, any color, any striping, you can pick the road surface, you can pick the country, you can race it on a closed track in France, you can race through the outer

perimeter of Brazil in surround sound in your living room when its convenient to you.

Now compare that to what we have in so much of our traditional delivery system of these goods and services, children being lectured to with white boards and pieces of chalk. Now that's important, the power of what is taking place, the destructive or creative forces of technology are going to visit our educational establishment much like they have visited and disrupted much of the rest of the global economy, and its coming. I share this with you because this is a tool not a replacement but it is a tool that can allow children to customize or semi customize their skill development, their knowledge base and their experiences in life. Your not going to drive from Stillwater for an hour in rush hour to sit at a lecture hall at the University of Minnesota to listen to somebody give you Economics 101 with a thousand people when you can get it in your living room digitally stored when its convenient for you at a world class caliber, particularly if you have to park and walk across the freezing campus.

I just share that with you because so many of us are locked in this perspective of we have to take the platform and delivery systems that we have now and try and get some incremental change to them and call that the future. I would suggest to you that the disruptive forces around us, namely massive technological change, massive demographic change, massive economic change, massive cultural change are so compelling and so large that it requires us to more fundamentally think about these issues.

With all of that as a backdrop, I will just share with you these afterschool programs, in the array of customization or semi customization, that they can offer young people as a supplement to their traditional education are critically important as a connection point. Afterschool programs provide youth the option to self-select a program or a peer group or something that is of particular interest to that individual, that they're animated in, that they want to be involved in is a motivational point. It is also something that we need to get beyond rhetoric, and the theme for today is "A Call for Action." So when I get done talking, you will hear from people who will be able to take from these nice value statements and hopefully begin to further reduce them into action steps that the partners whether is it Wilder, whether its McKnight, whether its the state, whether its other stakeholders in the room, that we can actually take.

We have afterschool programs; they are valuable and good for all the obvious reasons. I think the question should be is the call to action simply to take what we have and increase it by X percent? Is it to change the way we deliver it, where we deliver it, how we deliver it, who we deliver it to? Those are some of the questions that we would like you

to provide some guidance to, to the stakeholders, to the state, and to the others in the room.

I'm really proud that you came this morning to spend your time, take your day. I think one of the most important challenges faces our nation, we cannot have a nation that is globally competitive and we're only 300 hundred million people in the United States when we leave a third of our team on the bench, and that's what we're doing. There are lots of different measurements of this and it hasn't changed a lot in the last quarter century. But we have a country now that nationally one third of our children do not graduate from high school. If you drill down on who it is that's dropping out, those numbers are dramatically more pronounced for people of concentrated socio and economic disadvantage. If you don't graduate from high school, there's a sixty percent chance that you end up in the criminal justice system. There's an equal or higher chance that you end up on one or more of all the government programs, government housing, government transportation, government health care, government everything. Those individuals become in whole or in part a ward of the state. It is not good for them and it is not good for us. It is a moral issue, it is an economic issue, it is an issue of the strategic future of our country, but we cannot compete as a relatively small country in terms of population with a third of our team being on the bench.

And these skills, these life skills, these leadership skills, these communication skills, the substantive knowledge, the ability to interact, the ability to process data and information, the ability to collaborate, the ability to communicate, and down the list are so important. This is not like when I grew up in South St. Paul. I grew up ten minutes from here in South St. Paul and in my dad's generation and my mom's generation if you missed the educational or skill rung, there was still a place you could stop and catch yourself. And it was in the form of you could go out and get a job down at the stockyards cutting meat, unloading trucks, doing things that were important, but you didn't necessarily need a high tech/high end skill development cluster, and you could have benefits and support a family. You weren't going to get rich, but you could get by. Those jobs are mostly gone. If you don't have a skill or an education in today's society that is relevant and align to the economy of the future, you are marginalized almost instantly. We do not have the margin of error of a generation ago where you could still go and make do being uneducated and unskilled. You have to have an education or skill that is relevant to the economy of the future.

So these programs are not just a nice thing to do, they are morally and economically and strategically important to our country at a level that transcends a nice thing to do for the neighborhood. So I hope it is with that sense of crisis and urgency and magnitude that you tackle the

task at hand today and I look forward to reading the recommendations and suggestions that come out of this group. I hope it is more than just we have some good stuff and we would like to increase it by ten percent. I hope it's "we've got a changing world, and we've got a platform that's good, but how can we modernize it, how can we improve it, and how can we make it more efficient, and how can we make it more distributive, and how can we make it more technologically embedded?" Those are some of the things I hope you'll address as well.

Thanks for listening, thanks for having me here. I wish you a productive and wonderful day at this summit, thank you.

Erika L. Binger: Thank you Governor Pawlenty. We at The McKnight Foundation look forward to working with you on this important issue as we move forward. At McKnight, we have long believed that what young people learn in afterschool programs is essential to their growth and development. We have invested in people and programs that make this happen! Many of us remember these experiences we had afterschool, in our own communities, that shaped our lives and who we have become as adults. Many of us were connected to wonderful, caring individuals within our neighborhoods and communities who supported and challenged us in ways our families could not. I have been honored to play such a role with youth myself in my work at various youth organizations, both formally and informally. I worked for six years at a Boys & Girls Club and still keep in touch with a handful of the youth, sharing their successes and talking through challenges they face. They have enriched my life, and through our relationship I like to believe they have been able to navigate their lives a bit easier. I've also developed a youth triathlon program that I run in north Minneapolis, based on many of the fundamental elements of strong out-of-school programming. I have seen each of our athletes during the course of the program develop a deeper sense of confidence and direction in their lives. I know the importance caring individuals have made in their lives.

Because of these experiences and others, I am here today asking you to join our efforts *to ensure that all children and youth have access to high-quality afterschool learning opportunities*. I would like to begin by acknowledging all the youth participants who are here with us today. We have tried to have a youth at each of the tables – this will give us the opportunity to learn from each other. These younger participants met last night to prepare for today's summit and they will offer their insights as we move through the agenda. In addition, I would like to acknowledge the work they did, along with their adult sponsors who helped them get here, and finally I'd like to acknowledge Andrea Jasken Baker and Michael Messinger who worked with our youth to prepare for today's summit.

Next, a quick overview of the day: We will continue the morning with a welcome from the Wilder Foundation, and State Farm Insurance. We will then hear from our youth participants and Dr. Mark Hugo Lopez of the Pew Research Center, who will help us better understand the next generation of American youth. Following the morning presentation we will hear from a dynamic research panel – some of the leading experts in the area of afterschool programs – who are going to stress that high-quality afterschool opportunities are essential – and not just nice. We will then move to our Call to Action, and hear from President Bruininks and another power panel of state, local, and tribal leaders. The panel will identify some of the work they have done to help ensure young people have access to high-quality afterschool opportunities – and they will begin to identify what still needs to happen to reach our goals. Finally, we will wrap up the day with our collective Commitments to Action. We will give all of you the opportunity to discuss how you might be able to help us reach our goal – and then hear from some of the state's leaders about their own commitments.

Before I introduce our next speaker, I'd like to introduce Curt Peterson. Curt Peterson has over 26 years of organization development experience in nonprofit and government human services; arts, education, and health care, helping clients gain insight, clarity, and consensus to keep their organizations moving toward their goals. Curt is joining us as facilitator and has the difficult job of keeping the agenda on track. You will see him throughout the day making sure we move along and are able to engage in the process.

Now I'd like to introduce Mr. Tom Kingston, our host in this wonderful new space. Tom Kingston has been at the Amherst H. Wilder Foundation since 1980, and he has served as its president since 1990. These days, the Wilder Foundation operates more than 70 programs and services that help children, youth, adults, and families.

Tom Kingston, President/CEO, Amherst H. Wilder Foundation: Thank you, Erika. I just want to extend an extremely warm welcome to everybody for joining us today at Wilder and a special thank you to all of the partners in the room who helped make this site possible.

Simply put, we're trying to accomplish three things here; first we're really trying to deliver state of the art human services and leadership development programs for the community. Second, do it with a research base and make our research as available as possible to the community. Third, and really most importantly, what's happening here convening the community with a number of partners on a very important topic and coming up with solutions for the future of our region is what this place is all about. I don't want to belabor any more to say I hope that this experience does exactly what it is intended to do. Think

of it this way, we built a green building here. It's the first of its kind, a gold level lead building. We've done it with the intent that we really want promote environmental stewardship issues for future generations. It is so parallel to the topic we're talking about now, how are kids learning today so they can be tomorrow's leaders. How can we pass on to them a clean environment they can pass on to their kids?

Thank you all for coming. For those of you interested in a green building and all the things that happen here, there are a number of tours and events starting with our grand opening and there's information at the front desk about that. Thank you very much Erika.

Erika L. Binger: Thank you Mr. Kingston. We are grateful to Wilder for sharing your beautiful space with us for our important event. Next, I would like to introduce Darryl Savage of the State Farm Insurance Company. Darryl Savage has been an agency field executive in Minneapolis for six years. Prior to that, he worked as a television news reporter and anchor. He also qualified for the United States Olympic Track and Field Trials in 1984.

Afterschool is Essential

Darryl Savage, Agency Field Executive, State Farm Insurance Company: Good morning, welcome. It is good to be here with you this morning. I would certainly like to thank Missy who joins me from our public affairs department at State Farm, who spends time in our communities making an impact, deciding where we can spend our money to help support your causes, and she certainly makes my job easier, so thank you so much Missy.

I think it is critical that you are here today making this a priority because it is a priority, as the honorable Governor said, for all of us, for our quality of life, the quality of our children, it impacts us directly and this is something that has to be a priority for us and I think your being here is an indication of the importance to you. I am very pleased to join you here so we can work together to define the opportunities that will help students succeed.

State Farm is partnering with America's Promise and the National Youth Leadership Council to help our youth gain the tools that they need to succeed. It is amazing to me that it's estimated that every twenty-nine seconds, another student drops out of school in this country. That's an astounding statistic and a very scary statistic. As you know, it is very difficult to succeed in our society if you don't have a good education. We see that students who drop out are often creating problems for themselves in addition to the problems all of us must face because of that. Now if our children do not have appropriate and

challenging afterschool programs to help with their academic, social, moral, and also all of the other skills that are so important to them being a productive member of our society, we all know that they may find trouble or in too many cases trouble may find them. So, the things we're talking about today, it's not about a GPA, you know that. It's about our society and country moving forward in a productive way.

State Farm considers education during and after school a very important issue; in fact it's always been one of our main focuses. Our goal is to help create strong and vibrant communities. In fact, our CEO recently said, "If we are to remain a competitive nation and prepare our young people for their future opportunities we must come together and support our young people with the resources necessary for them to compete and be successful in an increasing global world. Strong communities help every business succeed. So when you think about it and we talk about partnering and finding businesses to work with you know that's in their best interest for them to help us through this goal. It's our job to tell that story so they understand their roles."

Building strong communities through education and community involvement is something that our company has committed to over the years. Our mission statement says it's to help all people who manage the risks of everyday life recover from the unexpected and to realize their dreams. Now for us, one of those dreams is an education. We've discovered that service learning enables students to apply what they've learned and to connect to their communities. It helps them see the value of their education while at the same time teaching them things they could never learn in a classroom.

State Farm has made donations to service learning at the national level and here, in communities like this, at the local level as well. We are trying to help create the best possible benefits for our nation's young people. Every child, no matter what ethnic background and socioeconomic status, deserves the right to have afterschool learning opportunities that will ensure positive outcomes both for them and the communities they live in. Now we know that kids have nearly 2,000 hours every year that are not devoted to school, sleeping, or eating. That is nearly the time of a full time job. We believe some of those 2,000 hours could be devoted to afterschool learning opportunities.

Let me offer my daughter Andrea, a sixth grader, who I am very proud of, in the Minneapolis Public Schools as an example of such an opportunity. She recently went with a group of 17 other people to South Africa to bring medical supplies and food to a village. Before she went, she spent several weeks making friendship bracelets. Some of you may be familiar with what those are – braided yarn of

different colors that they tie together – it's an indication of friendship to give to their friends. Well, before she went, she decided to make some of those and give them the young people in the village of South Africa as a testament to her friendship to them. So, she spread that story to other friends and as a result, she and her classmates, her teammates, her church mates and her neighbors, wove 750 of these bracelets to take with them to South Africa. My wife, who also went with Andrea, said that she was like a little rock star in these communities. Children and adults crowded around her to show their appreciation for those bracelets. This response makes you realize the things we take for granted, the supplies they don't have. That was a wonderful education for her, did she learn something? Oh, absolutely. She was able to make connections that not every American child has the opportunity to make, and to see a different side of the world. But what connected with her most is having those conversations with those children in South Africa. She discovered that most of the kids in the village that she visited had never seen the ocean, which was just about an hour's drive away. So, when there was a day planned for her group to go, she invited three of those children to come with her. She had to get the okay from the elders in the village to take them with along on the bus, and she said she was just so amazed at the wonder and thankfulness of their experience of seeing an ocean for the first time. Seeing from them what it was like to grow up in poverty, her perspective of the world is different now. At the invitation of her teacher at the Clara Barton School in Minneapolis, she was able to see how other people live. She took photos, she took videos, and she kept a journal so that she could give a presentation to the other kids in the class when she got back. While I was unable to be there, she tells me of the tears in the eyes of her classmates when they saw the excitement of the South African children as they put on the bracelets that they had knit for them. She is a positive force in her classroom because of her opportunities; she is very fortunate.

Now of course, we know that these kinds of opportunities only come about if private and public sectors work together to identify strategies and actions that will ensure positive outcomes for all Minnesotans. Our investments in these opportunities will pay off. Today we can create safe and engaging learning environments for our young people. Those environments are important because of a statistic that surprises me and will probably surprise you as well. In the past few years, Minnesota has ranked either number one or number two, first or second in the nation for the number of working parents who are unavailable during the afterschool hours. We need the community to provide afterschool opportunities so we can partner together to support families.

The goal of today's summit is to create more of those partnerships. Throughout the course of the day we'll recognize the sectors that each of our organizations

represent. We'll share examples of what is already being done in Minnesota and let's be honest with each other, we're not talking about going from terrible to okay. We're talking about going from good to great. We have a lot of things that are working; we're talking about getting better. We know we can do that. We look for ways to collaborate and coordinate our efforts. We're looking for ways to do it right. We're looking for the right opportunities with the right resources and the right support to provide the right kind of experiences to help our young people to succeed.

Now you all know you can't just tell a student to stay in school, not even your own child. In fact, maybe that makes the odds higher against you. If you're talking about your own children, in many cases we know that their peers, their friends, other people, role models that they look up to, they may hear that advice differently in so many cases. So it's important for the community to be there to support us. It's a support network for when we're not there or when we are there and our children just want to hear it differently from somebody else. As we all know school is not easy, especially for children who, unfortunately, do not get the support or positive reinforcement from their families or friends or communities. So to make a commitment to stay in school, a student needs to feel that he or she is getting important kinds of support from other places as well.

The America's Promise Alliance, which State Farm supports, identifies that support as five promises that every child has the right to. The first promise is having caring adults. The second promise is to have a safe place to go. The third promise, a healthy start. Promise number four, an effective education. Number five, opportunities to help others – again, not to be helped, but to help others. The opportunity to make an impact in their communities because we know that they learn from that and they become a more positive role model and have a more positive impact in the places they live. If we can offer these promises to our youth, they are more likely to stay in school, more likely to succeed and more likely to help build strong communities, build strong business and build a strong nation.

Now as we've all heard, it does truly take a community to raise a child, it takes that village. It also takes successful students who become successful adults to strengthen our communities. State Farm is proud to have agents and employees and clients in every corner of Minnesota and we're proud to be leaders in building strong communities. All of us are here today because we want to live up to America's promise. It will take the efforts of every one of us, our business, the companies we work for and our communities that we live in to make a difference in the lives of students to keep them in school.

Thanks for your commitment to making a difference for youth and please take the time today to network, to share ideas, to help build a stronger community. Thank you very much for being here.

Erika L. Binger: Thank you, Mr. Savage. We appreciate your call for partnerships. We believe innovative partnerships are essential to moving our collective work forward. We are excited to have representation from several key stakeholder groups today. Folks here today represent: mayors and statewide elected officials, tribal representatives and members, members of the business community, superintendents and representatives from education, members of the funding community, law enforcement and public safety representatives, and representatives from youth serving organizations. You are the connectors, the influencers, and the leaders within your communities. Without your individual involvement and commitment, our success as a group would be severely limited. Thank you again for being here today.

Setting the Stage: Understanding the Next Generation

Erika L. Binger: Our next discussion is a fascinating one – all about the Next Generation of youth in America. We will hear from two of our youth participants who will tell us about their ideas and insights into young Americans today, and from Dr. Mark Lopez, an expert in the study of youth and their engagement in civic life, education, and family life.

First, I would like to take this opportunity to introduce and recognize all of our youth participants today – and ask them to please stand.

Trent Dario Sowell, a sophomore at Uptown Academy, an artist of singing and dancing, and a member of the Camden Youth Engagement Project. Trent hopes to inspire people around the world.

Jermaine Edwards, a leader of all youth across the US who is involved in art literacy, theater, and the Youth Leadership Institute at the Wilder Foundation in St. Paul. Jermaine loves to make a difference in teens and put a new face on youth.

Matt Norris, a freshman at the University of Minnesota has lived in Brooklyn Park his entire life. He has served as the youth liaison to the Brooklyn Park Citizen Long-range Improvement Committee, where he founded Champions for Youth, a public / private sector collaborative effort to promote youth opportunities in Brooklyn Park. He

currently works as a youth planner for the city's recreation and parks department.

Kentrel Davis, a junior at Brooklyn Park Center Senior High, is a part of Future Educators Club, Tree House, and Champions of Youth.

William Doniz is a senior at Northfield High School, plays varsity football, is a representative for the DARE program, and works at the middle school youth center. William represented Northfield as a top 10 town for education at the governor's mansion, participated in ESL in-services, and also has his own display case in school for his artwork.

Stephanie Calderon, a senior at Northfield High School, is captain of the Diversity Club at Northfield High School, a member of MNYAC (Minnesota Youth Advisory Council), works at an elementary afterschool program and is a member of RALIE. She's also a big advocate of the "Minnesota Dream Act" and a participant with ESL in-service.

Mario Lueza wants people to know he's a Native Hispanic making a difference for his people and his family is right behind him. Mario is a freshman at South High School in Minneapolis and a talented rapper.

Marissa Jubera Downwind is a junior at Minneapolis Southwest High School. She is from the Red Lake Reservation, is a swimmer, would like to work in the field of organizing someday, and has a powerful singing voice.

Jennifer Wilkins is 17 years old and a high school senior from Osseo Senior High. She is involved as a youth liaison on CLIC (Citizen Long-Range Improvement Program), was recognized as an MVS (most valuable speaker), is on the speech team, and is a volunteer, a leader, and a strong young woman.

Charissa Ramos is 16 and goes to Highland High School in St. Paul. She's a caring person, is involved with Wilder's Youth Leadership Initiative, and plays badminton.

Gladiola Esparza, a junior at Worthington High School, is a member of the Worthington Youth Engagement Council, participates in dance line, has been involved in track, and various other out-of-school activities in the community.

Lily Voravong, a junior at Patrick Henry High School in North Minneapolis, is part of the Camden Youth Engagement Project. She's involved in National Honor Society and Admission Possible.

Dr. Mark Lopez is the associate director of the Pew Hispanic Center, where he studies political engagement among young Latinos. He also serves as chair of the

Association of Public Policy Analysis and Management's Diversity Committee and he is the Second Vice President of the American Society of Hispanic Economists. We will kick off this part of the program now with remarks from two of our youth participants, followed by Dr. Lopez's presentation.

Last night our young people had a pre-summit preparation meeting and did some sharing of stories and the impact of afterschool in their lives, and they are excited to share some of that with you today. With that, I'd like to call the two of you upfront. That's what they called the podium last night, upfront. So welcome to Marissa and Jennifer.

Marissa Jubera, Youth Participant: We do not represent all teenagers around the world but we represent ten teenagers that are here today that care about the outcomes of our futures and our roles and generation next.

Jennifer Wilkins and Marissa Jubera, Youth Participants

We come from a big family and different walks of life.

We worry about the earth and what our futures look like.

We are lovers of all people of different races, music, and wildlife.

We are haters of stereotypes and hypocrites and race division.

We wonder about our future.

We want to feel alive when we are involved in activities.

We deeply care about education, race integration, and family performances.

We dream about what our future holds for us and our peers.

We will do what we want.

We will change our future.

Jennifer Wilkins, Youth Participant: Let me say that we are very grateful to you for having this youth summit today for afterschool activities, but we also hope that we have an educational summit for school. We want to talk education so we will sponsor the whole program if you guys have a summit for that we will be very grateful, thank you.

Mark Hugo Lopez, PhD, Associate Director of the Pew Hispanic Center: Good morning everybody, it is a real pleasure to be here. My name is Mark Lopez and I am the associate director for the Pew Hispanic Center in Washington D.C. At the Pew Hispanic Center, we are

part of something called the Pew Research Center. At the Pew Research Center we do a lot of research work, mostly surveys though, but a lot of research work on the attitudes of young people and also the attitudes of adults. I am going to talk to you today about some of the research work that we have done. Prior to joining the Pew Hispanic Center, I was the research director of something called CIRCLE, which stands for the Center of Information and Research on Civic Learning and Engagement. It was based at the University of Maryland and while there I conducted several surveys looking at young people and their attitudes, particularly looking at their civic engagement. So a lot of what I am going to talk about today is going to be about those surveys and young people and their civic engagement.

Referring to slides: First, as all of you probably heard in the news, over the last couple of election cycles there's been some tremendous change in terms of participation of young people in the electoral process. In 2004 and 2006 and all through the primaries of this year, young people have been participating in the ballot box in numbers we haven't seen really since the early 1970s. I want to point out that Minnesota leads the pack. Minnesota's youth are the most engaged when it comes to voting. That's a function of many different things, but I think it is also a function of the strong communities that exist here in Minnesota that encourage civic engagement and civic involvement. So, you usually have a voter turn out rate for young people in Minnesota somewhere on the order of about 72 to 75% and I have to tell you, that's actually higher than the average for all of the adults in the United States. So Minnesota really stands out along with many of the states around Minnesota. I also want to say one of the things we see in Minnesota is an awful lot of volunteering, so while Minnesota may not lead the pack in volunteering its one of the top ten states for youth volunteering. So we're a real positive story in terms of Minnesota.

What I want to talk to you about is something that is happening with youth around the country. All this data and everything that I'm going to talk about is available on our website. I have our website right here and of course you can also contact me. I am always happy to share the work that we do at the Pew Research Center.

Let me start by setting the stage regarding young people and what we know nationally. A big trend that is happening, not just for young people but for all adults, is that there is a change in demographics. Young people are much more diverse today racially and ethnically than they were just thirty years ago. So we are seeing this tremendous change in composition of the youth population. Now this is 18 to 24 year olds. If we look at it from young people say ages 0 to 17 we would see even more diversity. But you'll notice what's been creeping up here is the percentage of the youth population that is

Latino. Today that's at about 18% and that's pretty high. That's actually higher than the share of all adults that are Latino which is more likely at 13 to 14%. So there has been a change of diversity in the youth population. That's something to keep in mind when we talk about youth and their involvement in their communities.

Now, in order to give you some kind of sense on how young people are doing, we asked the question recently on a large national survey about whether or not the future is going to be better than it is today. Is 2008 going to be a good year? One of the striking things is that young people are the most optimistic of all age groups. We see that for 18 to 29 year olds, 66% said that 2008 will be better than 2007. When you talk to adults say 50 and older it's only about 43-42% that say 2008 will be better than 2007. So there is a tremendous amount of optimism among the young population. We have a growing diversity and a tremendous amount of optimism. I just want to point this out because I think that it's important to think about the story; you're going to see some numbers that are going to suggest somewhat of a negative story but I think that there is a lot of positives in this story as well.

In a survey we conducted back in 2006 we asked young people, along with young adults, what are the goals of your generation, not just your goals but the goals of your generation. When we asked this of Generation Next, and Generation Next refers to young people who are born after 1980 and has many different names, the Millennial Generation, Generation Y, about their goals, young people said the following: 81% to get rich, 51% to get famous, 31% to help those who need help, 22% to be a community leader, and 10 % to be more spiritual. When you compare that to Generation X, which is my generation, you can see that there are some really big differences in terms of the way the young Generation Next are saying 'yeah my generation's goals are to become famous, 51%, Generation X 29%. With regard to Generation Next on being a community leader, it is a different story; 33% Generation X versus 22% of Generation Next.

So the generation goals are important, but let's also take a look at how the values of high school sophomores have changed over this time period. Here we have the class of 1980 versus the class of 2004, and when we take a look at this you'll see, while their may be some different goals when we ask them about their goals and their generation's goals, there are actually some similarities here with regard to the way Generation X and Generation Next feel about the importance of particular values. Particularly with being successful in a line of work virtually no difference, yet people today are slightly more likely to say that having children is important. Having lots of money, people today are slightly more likely today than their Generation X counter parts from 1980, etc., etc. So you can see that

there are a lot of similarities, there are some differences but not anything really big.

One of the other things that we have investigated regularly is that a lot of young people don't trust other folks, they don't trust other people. When we asked them are most of the time people looking out for themselves or are they not looking out for themselves, 70% of 18 to 15 year olds say 'Yeah other folks or people are mostly just looking out for themselves.' That is very different than what you see for the older generation in the same survey we did in 2006. This pattern has been pretty consistent over the past ten years and so I am just showing you some of the most recent information. If we take a look at the pattern for high school seniors over the last thirty years you'll see that personal trust, what we call personal trust, has actually been declining for this generation. This is important because if we believe young people should get involved in their communities, trust is an important part of community building. If we look at these numbers nationally, it looks like a lot of younger people are actually less trustful than other folks. So what does that mean for civic engagement for example?

Now to contrast that, take a look at involvement with technology. Here in the survey, we ask about different social networking sites Generation Next uses. You can see here that 54% use some sort of social networking site. So on the one hand there is a lot of distrust with folks, but there's an awful lot of use of social networking sites. What's even more interesting is when we ask them about the types of things young people did, you can see here 29% include their last names on their websites, 29% include their email, and 61% include their city and their town. Needless to say there's this juxtaposition of non-trusting other folks but also being very revealing with a lot of information on the web. But I just wanted to show this and give you some sense of what young people are doing and what they're thinking.

In regard to contacting parents, and perhaps this is no surprise, young people are the mostly like to say 'yeah I contact my parents on a regular basis.' This seems to be a little bit higher than what we've seen in the past, so there's an awful lot of contacting parents on the part of young people. If we compare two different age groups, here you'll see about 68% of young people said, 'yeah I have about the right amount of time with my parents,' 22% said too little, but 10% said too much. For adults 26 to 40, you can see that only 3 % say too much. There are some interesting differences there with regards to parents.

Now I want to give you some sense of the importance and their view of social issues on the part of young people because there are some really big differences between young people and adults in regards to views of some social issues. Here is a time series, which shows you about from

1997 to 2005, how high school seniors think about social issues, and they think about them often or a great deal. You can see that today it's about 26%. Forty-four percent was the peak in 1992; I think that's the peak around the Rodney King verdict, the Los Angeles riots in the early 90s, and the election in 1992. You can see here it tracks very closely with the worry about black and white relation series over the same time period.

In terms of ideology of high school seniors, you can see that the percent who say they are moderate has dropped about 12 percentage points and the percent who say they are conservative has increased about 7 percentage points. We can see some change in the ideology of some high school seniors. This is where we start to see some interesting things. Young people are much more tolerant of groups than their adult counterparts. You can see it here in terms of should homosexuality be accepted, 68% of young people said yes. This is a pattern we've observed for the past 10 years or so; young people are more tolerant of differences than others. You can see it here in regard to new immigrants strengthening American society, same pattern. If we talk about whether it's okay for blacks and whites to date, you can see here that over this time period, that young people have generally lead the way in saying yes that's okay. If we talk about whether or not unmarried couples deciding to have children is a good thing or a bad thing you can see here that young people are the least likely to say it's a bad thing. They're the ones most likely to say it's a good thing, but there's a significant chunk here that offer no opinion. Still, young people do seem to have a different sense of social issues than their adult counterparts.

Now one of the other surprising things we've found is that young people are very favorable with regard to their views of the government and what government can do. In fact, a lot of young people want government to do more. They are much more likely to trust in what government can accomplish than their adult counterparts. I show you this because in terms of favorable view toward the military, young people have just as much favorable view of the military as their adult counterparts, yet very few want to join. Perhaps that's no surprise, but the numbers have always been low of young people, high school seniors who say they will join the military. In terms of the government doing more to solve problems, you can see how huge of a difference there is between young people and adults when it comes to saying, 'yeah government should do more to solve problems.' And regarding international views, young people have a very international perspective. They say for example, it's important for the U.S. to be respected by the world, and 65% of undergraduates say that they want to work abroad for at least a year. So the young people want to get engaged in their communities and want to get engaged in the government. You can see it in the national figures. I think the changes in civic engagement

with regards to voting, are partly driving this, and young people believe that government can do something and we see it somewhat here. There are many reasons why we've seen this surge in youth voter turn out in 2000 and 2004. For example, many states, Minnesota among them, have actually made it easier for young people to register to vote and ultimately to cast a vote. Those sorts of things can make a difference. None the less, we've seen this surge among young people and I suspect 2008 is going to be an even better year.

With regard to volunteering, volunteering is up, it's gone down a little in recent years, but a significant chunk of young people have some sort of a volunteering experience. In terms of what it means to be a good citizen, I thought you all might like to see this particular graph. In terms of working to change policies one disagrees with, that number dropped from 66% to 54% more recently among high school seniors. In terms of obeying the law, the number has dropped from 48 % to 33 % saying that's what it means to be a good citizen. I don't know how to think about that. In terms of going along with the government even if they disagree, a very small proportion supports this idea and it has stayed stable over the years. In terms of what good citizenship entails, good citizenship entails special responsibilities, and this is special responsibility to your community for example. While adults are more likely to say 'yeah that's what good citizenship entails,' young people are the least likely to say that. Now with regard to civic activities, young people are doing many different things; their adult counterparts are doing many more though. However, young people are doing just as much on many of these activities that their adult counterparts are doing, particularly, like working to solve community problems. About a 5th of all young people and a 5th of all adults as well, actually worked to solve some community problem. I wanted to show you the five most common activities young people are doing in terms of their civic engagement. First, 36% are volunteering, this is where young people out do adults. Young people out do adults in terms of volunteering, they are more likely to have some sort of volunteer experience. That's not a surprise, they're in school; many times there are organizations or efforts in schools to get young people to volunteer. But many of these other things, adults are outdoing their youth counterparts. You can see it particularly with trying to persuade others in an election, even in the activities of boycotting and buycotting products. I'm not sure if everybody knows what a boycotting is, but a boycott is not buying something because you don't agree with the company. But lets say you really like what the company is doing, you buycott, you buy only stuff from that company because that company is doing the socially responsible thing or whatever it may be that you like about that company. Then of course being a regular voter; young people are not voting at the same rates so adults, of course, are more likely to be regular voters.

I am going to stop right here and I'd be happy to answer any questions you all might have. I'll be here so if you have any questions or you want to talk to me about any of our results please come and talk to me, I'd be happy to discuss it. Thank you for your time.

Curt Peterson, Facilitator: We appreciate you taking the time to share this valuable information and provide important context for today's summit. We will now open it up to audience for Q & A.

Q: What about environmental stewardship/environmental consciousness – is that another hallmark of the millennial generation?

A: Yes it is a hallmark the millennial generation. However, I would say when we ask the question what are the top issues facing your community or what are the top issues facing you or what you think are the top issues, environment never really raises very high. It's usually in the top 12, but its not number one, two, or three. Usually, number one, two, and three in terms of issues for young people are jobs and the economy, education, the cost of a college education really ranks very high, and the war in Iraq. Those are the things that usually rate in the top three for young people. However, there is a significant chunk and youth are more likely than adults to say yes environment and environmental stewardship is an important issue to me.

Q: You gave us a great over view of young people in generally, but you're obviously leading a Hispanic organization, how does that differ with Hispanics?

A: Hispanic young people tend to be among the least engaged and also are very hard to survey. It is very hard to find them and get them to complete a survey and I think that's a reflection of being less engaged. Voter turn out rates for young Latinos are typically 10 to 15% below their white and black counterparts and I think one of the interesting stories among young people is that white and black youth vote at the same rates. There is virtually no difference. In fact, 2000 young blacks out did their white counterparts in terms of voter turn out rates. It's the Latinos and Asian Americans who are actually lagging behind. That gap of about 10 to 15% is persistent across time so we've seen a surge in voter turnout among young people, among Latinos too, but there continues to be this gap.

Q: You covered a lot of ground quite fast and it was very fascinating, but I'm wondering if there is some place to get your power point to review it further or is there information on your website that could help.

A: Yes and I would be happy to make the PowerPoint available to everybody. The information is publicly available. Laura, I think you have my PowerPoint right?

Laura LaCroix-Dalluhn, Executive Director, Youth Community Connections: We will make sure it goes on the Youth Community Connections website after this event.

Mark Lopez: I want add that if there is anything I didn't cover here that you would like to know about, I'd be happy to answer any of those questions by email and if we can calculate a number, we'll calculate a number for you.

Q: Dr. Lopez, did you conduct a national or a regional survey?

A: It is a national survey, and actually this is from a multitude of surveys so these results are from multiple surveys. But the generation next survey was a national survey conducted in September and October of 2006. It included a large national survey of adults ages 18 and older, but we had a large over sample of young people, about an additional 500 young people in our survey. The survey was also conducted using both land line and cell phones, about 35 to almost 40% of this sample for young people was coming from cell phone completed surveys.

Q: I noticed you didn't have any American Indian input.

A: Part of the reason we do not have this in our analysis is because sometimes the sample sizes are too small to draw firm conclusions.

Q: I was interested in the information about young people volunteering because in our work in afterschool programs, we notice that almost all young people are giving back. You suggested the volunteering is more related to school. I read a piece I thought was from Pew, a study saying only a small percentage of young people who volunteer do so at a school related activity. We've been talking about that and the power of afterschool community organizing and the work that young people do to create their own volunteer opportunities. Do you know any more about the data on that statistic?

A: Not this particular report that you are talking about. I've heard of many different studies that have looked at the volunteering questions and sort of where the volunteering is happening. A significant number of places though, I must say, is sort of spotty in terms of requirements for volunteering. The state of Maryland requires everybody to do some sort of volunteer work as a requirement for graduation, so for Maryland the large part of volunteer experience is going to be driven by that. However, a lot of young people are going to get their volunteering experience through out-of-school activities. So for the

survey you're referring to, I'm not sure what young people were answering, and frankly volunteering is a very hard thing to measure. You ask somebody have you done something in the last year at a volunteer activity in your community, you might get about 30 to 40% of young people saying yes. But then the one survey I showed you, the national one with the trend, that one had a number of more like 70%, and those are high school seniors and that's based on monitoring the future and there the question is 'have you done any community affair work in the past year?' So that could be both school or a church related activity, for example. I don't actually know the answer to this question, its something I would like to know more about, but the number of places requiring volunteering has started to go up.

Q: Mark you've talked a little bit about schools that require service learning as a part of your graduation requirement. I wondered if you've studied the differences and attitudes among young people who are part of service learning in their schools and then in their commitment to civic engagement, interest in voting, just being more engaged on every level. I would suspect that there are big difference between those schools that don't require it and those that do, maybe you could address that.

A: That's actually a very good question and I don't know the answer to that. Some of the work at CIRCLE that we had done had funded analysis of service learning programs. A lot of it though was looking at not necessarily the questions you've asked, but other questions like is there an affect on academic achievement, is there an affect on graduation rates, and there are some positive affects of service learning programs if you do a randomized experiment, or as close as we can get to randomized experiment. But I think that this is a very good question and I actually don't know the answer to it.

Q: Dr. Lopez, could you identify differences in respondents from rural communities and in urban or metro settings, and if so, did you identify significant differences between the responses?

A: In this survey no. But in some of the other work that we've done at CIRCLE we haven't seen large differences base on urban city, so whether or not you're in an urban or rural community doesn't seem to make much of a difference on the voting and volunteer trends that we've observed. But this presentation provides a really big broad stroke picture. I will say though, that it is very hard to draw conclusions about rural communities. In this survey, the sample size was just not large enough to be able to draw any conclusions about rural communities. Maybe urban versus suburban versus other, then that throws together the urban inner city young people with rural young people and that's sort of a weird mix. But in some of the large national surveys on voting and volunteering,

there are slight distinctions but so small, like one percentage point, that I don't think there's much of a story for you there.

Q: I'm just trying to understand what you see in the youth, their optimism, their tolerance and all those things, is that just endemic of who they are and you'll expect to see them have those same attitudes when they are 50 and sixty? Or is that just the transient nature of what you feel when you turn 18 versus when you get a job and have kids?

A: This is a really good question. What we have found is each successor generation of young people tends to be more tolerant on a range of issues. Now those issues have changed from time to time, so the 1960s was about interracial marriage but I wanted to show you the interracial dating question so you can see that young people sort of lead the way, young people at different ages and different years lead the way. That's a pretty solid finding that young people have always been the more tolerant of all age groups no matter what generation or cohort we're talking about. Issues change over time, now its homosexuality, now its immigrants, but young people tend to be more tolerant. This question about whether or not young people have this very sort of positive view or they're just young, maybe they just haven't had to buy a house, worry about the taxes, get married, have to worry about school and all those other things. One of the questions we've been asking for a while is, 'is your generation unique?' I didn't show you the numbers, but young people in the early part of this decade were way much more likely to say 'yeah my generation is unique,' compared to all other age groups. Even in the last decade those young people who are 18 to 24 in 2000, if you interviewed them today they'd be what, 25 to 32 or so, they are actually now just as likely as Generation X to say that their generation is unique. There is a drop in this sense that our generation is unique. Today's young people, from the survey we did, about 61 to 62% say 'yeah, our generation is unique,' but that's a little bit lower than the generation from the first part of this decade. So I think that there is some of this 'yeah, our generation really isn't all that unique – we go through many of the same things that everybody else goes through its just part of life.' But in terms of issues and in terms of tolerance, young people seem to be progressively more tolerant than they're adult counterparts no matter when we're talking whether it's the 60s, 70s, 80s, or the 90s.

A: Youth Participant: I feel that I have some of the answers to the volunteer questions because some schools require that you have 15 hours of volunteer work, but I would like something that lights a fire in us to volunteer more, to make a difference in our own communities. As we progress and volunteer and work, we see how we are changing someone else's lives and it is like a domino affect. You knock down one so they're all going down. So like one

volunteer hour for us could be like 20 for the next kid. It could be like 20 for the next generation. I feel like its going to keep going up and rising because Generation Next is feeling that due to the one-time 15 hours required due to school and that's why we do things outside of school, it's why we volunteer like we're volunteering now because we want to make a difference, thank you.

Mark Lopez: Thank you for that comment.

Q: Dr. Lopez, thank you for coming and sharing your report. I found it really fascinating that you said that your report showed us that young peoples' trust in other people is lessening and yet they're more trustful of government. I wonder if you could speak to that seemingly contradiction?

A: This is a contradiction that I have not been able to get to the bottom of and I've wondered about it myself. But I will offer a couple of explanations. I think on the one hand, young people are much more tolerant but then maybe they're just going through life things that everyone else goes through. I think that's part of it. Because what happens for any specific cohort is that trust in government is really high when young but as they age that trust in government starts to fall. I think that trust in government falling is partly connected to buying a house, paying taxes, starting to worry about getting more services, the types of services your children are receiving at schools which might affect your trust in government. So there appears, for any specific cohort, a decline in trust in government as time goes on. You probe young people a little bit about trust in government, you ask them about specific things a government should do, for example, young people are more likely to say that government does things better than business. Another thing that young people will say is that government isn't given enough credit for what it does. So you see a very positive view of government but at the same time you can see some real swings. When we did our survey in 2002 and again in 2006, on the large national survey of all young people, one of the things we found was that, particularly of African Americans, is their trust in government flipped. African Americans' trust in government flipped because between 2002 and 2006 you had Katrina and the disaster in New Orleans and so you had this real flip and you saw some decline in trust in government among other groups, but for African American youth there was a real flip. So I think that these things can change, they do adjust over time and I would also say that trusting government is a function of the political party that somebody identifies with and whoever is in the Whitehouse and for adults that's really true.

Q: In looking through your data, I'm struck by the question, to what extent are young people more interested in team building, team participation, being apart of a team, and just being an individual?

A: I'm trying to think if I have a solid answer for that. I can't think of a solid answer for that in terms of data that we have and the work that we've done. This is something we have wondered about – individual activities versus group activities. In most of the surveys we do we ask about individual activities. We ask whether or not you've volunteered, not whether or not you volunteered with a group or any other sort of team building activity, but all of the stuff we've looked at is primarily been about individual activities. I, too, wonder about this difference as well. I don't think we have a solid answer from the data I've presented to you here.

Making the Case through Research and Practice

Erika L. Binger: Next, we will turn to our three-person research panel. Their remarks will include a description of quality and what a quality program looks like, the value and impact of quality afterschool opportunities, the economic benefits of afterschool programs, and a description of what parents and youth are saying about afterschool programs.

Our panelists include Dr. Deborah Lowe-Vandell, chair of the Department of Education at the University of California, Irvine. Author of more than 150 articles, Deborah's research focuses on the effects of early childcare, schools, afterschool programs, families, and neighborhoods on children's social, behavioral, and academic functioning. Dr. Paul Anton is chief economist at Wilder Research, where his research interests include benefit-cost analysis and return-on-investment analysis of human services programs and public policy issues. Paul has over 25 years experience in economic forecasting and industry analysis. Dr. Dale Blyth is the Associate Dean for Youth Development with University of Minnesota Extension, working to ensure quality community opportunities for all young people to learn, lead, and contribute. He is a founding member of Youth Community Connections and serves on its executive and strategic leadership teams.

Panel of Leading Researchers Making the Case

Overview on quality and impact of afterschool – Deborah Lowe-Vandell, PhD, Professor and Chair of the Department of Education at the University of California, Irvine: It's a real pleasure to be here today. I want to thank the organizers for inviting me to come to Minnesota for this event; I've really been enjoying it this morning.

I want to talk to you about some research that I have been conducting looking at the effects of afterschool programs, in fact, a series of programs around the country. The work was conducted in a particular policy context and I'd like to say a little bit about that. We've been talking some about this context all morning so I'm only going to say a little bit. One is that we have a real disconnect between the school day. The 8:00 to 3:00 or 8:00 to 2:30 school day was originally set up in an agrarian society where kids needed to get home and work on the farm. Very few people need to be able to get home, yet the school day still ends. The other factor is the growth in maternal employment. I think you heard earlier today that Minnesota leads the nation as number one or two in maternal employment. If you look at some of the national data, it's about 70 % of mothers with children between 6 and 17 are employed. So if you have a short school day and families in which one or more parents are employed, you've got some afterschool hours when children and youth are unsupervised.

We also have some real concerns about low test scores. One of the nice things about today's meeting is that we've been looking at how children develop more broadly than just test scores, but I'm going to do some talking about the test scores because we also know that some achieving prophecy is really going to be relating to being able to go to college, even getting basic skills is going to be related to being able to graduate from high school. We have some unmet needs of English language learners, in particular. We have negative affects of low supervision. One of the statistics we see over and over again is when youth are unsupervised, hanging out are times when we have increased sexual activity and increases in delinquent activity. Then what we also have happening is a new epidemic in childhood obesity. When children are unsupervised in the afterschool hours, one of the ways that families supervise them is by having them come home and watch T.V. When they're watching T.V. they're often eating. So if we look at what's happening in the afterschool hours, for most students, about 20 to 25% of their time is watching T.V. and eating and we're seeing a growth in obesity.

Now we have some programs and some research evidence that afterschool programs can have positive affects on young students. We're going to talk about some of those affects in a minute, but there's also some research evidence that suggests that programs don't have a positive affect. So if we're looking at what we're going to do for our best investments of public dollars, what are school systems going to be doing, what states and communities are going to be doing, what are families going to be thinking about, how to spend their money, which of these afterschool activities are a good investment or can we spend our money better some place else? So, that's what we're going to be talking about today.

Now the study that I'm going to be describing is a three year project. Its actually one study – I started doing the project in part because there had been another national study looking at the affects of the 21st century community learning centers. So in this particular study we were looking at high quality afterschool programs. I'm going to talk in a minute what I meant by those programs. But so it's a study of some three thousand low-income, ethnically diverse students, and we're going to be talking about elementary school students and middle school students. A lot of our talk today has been about middle school youth, high school youth, but let's also talk about elementary school students and programs for them. The study was conducted in eight states, California, Connecticut, Michigan, Montana, New York, Oregon, and Rhode Island. We were in all kinds of communities, rural settings, small towns, mid size cities as well as some of our largest cities including New York City, Oakland, Los Angeles. The programs we're looking at were all serving high poverty communities.

Now this is the kind of thing academics do, they draw pictures – bare with me, in this particular picture, there are a couple things I want to have us see. One is the idea that the more students do something (more activities); that dosage makes a difference. So, how often they attend programs, how often they do different activities is going to be important. Then you're going to see that slide where it says work habits, social skills, misconduct, then leading to grades and test scores, risky behaviors. I think people in the room that work with young people know that if you go to a quality program one day it's unlikely to have a life transforming affect. I doubt you're going to get a change in tests scores, I don't think you're going to get a change in risky behaviors. The longer children go to a program, the longer youth participate in programs, the more likely you're going to be able get cascading affects. You can also think of them as a way of building. So at first you build work habits, from those work habits then you're going to be able to see some increases in grades and test scores. You're going to first be building some social skills and then from that you may be seeing decreases in risky behaviors. So that's what we're going to be suggesting and what we're going to look at.

Now we spent a year looking around the country to find high quality programs. The definition we used for these high quality programs, we call them promising programs because we're going to look to see if these programs have affects. We didn't know for sure if they would, we thought they should and the characteristics we looked at were those that had been identified by the National Academy of Science panel who pulled together research evidence to identify features or characteristics of high quality programs. And here are the qualities we see; you'll see we're leading off with positive relationships between students and staff. If I were going to be talking

about the key element in high quality programs, it's the relationships that young people get with adults, it comes up over and over and over again, it's why they come to the programs. A second reason they come and another key element is positive relationships between peers and with their friends. There's a mix between academic and non-academic skill building activities. That kind of mix so that there can be some opportunities around math, around reading – so when you're on the sports field you're actually doing some math. When you are putting out a school paper you're doing a literacy activity. But it's also so you have non-academic activities in there as well, music, art, drama. You have high levels of student engagement. That is the students are really focused on what they're doing, they're putting forth effort, concentration. There's a mastery orientation, they're building to something where they have the opportunity to accomplish. A mastery of orientation, appropriate levels of structure, not high regimented, but also not chaotic. Then, finally some opportunities for autonomy and choice. What happens in school much of the day is somebody is telling you what you need to do – there's material that you have to learn, there's homework that has to be done, there are tests to be taken, and you don't really get a lot of choice when you're at school. But what we get in a high quality afterschool program are opportunities for young people to select areas they are interested in, that they want to build skills in and to put real effort toward. It's in those kinds of efforts that we start to see the real development of initiative.

So now it turns out, we went to look to find high quality programs around the country. We know that young people also have a variety of other activities that they can engage in – team sports, individual sports, school based activities such as yearbook, clubs, boy's clubs, girl's clubs, 4-H, individual lessons that can be dance, music, etc.. But we also know that they have other kinds of experiences afterschool. They can be home alone, they can be home with their siblings where they're either providing care for the sibling or the sibling is caring for them, they can be hanging out with peers. So, we went into these programs around the country where we had identified high quality programs. We have in the elementary sample almost 1800 3rd and 4th graders from 19 schools. Most of those children, 89% were in schools or were students with free or reduced lunch, 88% were students of color, primarily Latino students. Middle school sample was about 1100 students, they're going to be 6th and 7th graders, and about two thirds of those students were eligible for free or reduced price lunch, 69% were students of color.

So what we find in these particular schools, that some of the students, about half in both the elementary sample and about half in the middle school sample, were regular participants in these high quality afterschool programs that we had identified that were either at their school or near by. Now within that group we saw an interesting mix

and I'm bringing it up because as we are thinking about how we meet the students' afterschool needs, about two thirds of them went to the programs and the programs only. For the elementary children that meant that they were going about three days a week; three, four, five times a week is what we call regular program participation and they did that over a two year period. About a third did what we call a program plus, they went to the program three to four days a week, but they also participated in activities in their community. Could be sports, could be at the church, could be a boy's or girl's club. About 15% of the young people of the elementary sample were what we called low supervision – that meant three days a week that they were either home alone, hanging out with peers, or caring for siblings. In the middle school sample you see those numbers look about the same with about half of them being regular program participants, although for the middle school students what it means to go to a program regularly means you go about two days a week, not the four days you see in the elementary sample. I think many of you who work with middle school know that it is a challenge to get kids there more than two days a week, part of it means that you really have to partner with other programs in the community. Here you see that program plus means that they're going to the programs and then doing other things in their community; there again you see about a third of them. About 16% of the middle school youth were low supervised.

Now I am going to give you a number of outcomes that were related to attending these programs on a regular basis over a two year period. We are going to look at test scores; these are standardized tests scores in math and reading. We're going to look at the student's self reports of work habits, that's how much, those of you who are older in the room, kind of like me, use to call them conduct grades, how hard did you work in class, did you turn in neat work, did you get along with the teacher and your classmates? We have reports of misconduct, most of the misconduct would be of the minor variety but also some of the delinquent acts and substance use, and that was for the middle school students reporting alcohol and drug use. We have teacher reports of work habits, tasks persistence, academic performance, social skills, how pro-social or helpful, and aggression.

Okay, you didn't know that you were going to come and have a small statistics lesson. I promise, it's only going to be small! I'm going to start giving you results of what's called an effect size. Now an effect size is a statistic that measures the magnitude of a program's impact on a particular outcome. Now everything I am going to give you in a few minutes is statistically significant. Now statistical significance is how much faith can you have that the result wasn't a fluke. Everything I am going to give you is statistically significant, but then the policy makers say, 'yeah but is it meaningful – if it's a really tiny

effect maybe it's not meaningful.' So I'm going to give you three effect sizes to keep in your head while you're evaluating the effects of these high quality programs. One is the effect size associated with aspirin on heart disease. Now I suspect a lot of you take an aspirin a day because you're worried about heart disease. The effect size relation to aspirin and heart disease is $d = .03$, that's a very small effect, but it doesn't cost very much to take to an aspirin, it's a big negative thing you don't want to have happen so it's a little effect size, but you think it's meaningful because you take that aspirin. Class size reductions on math achievement – now many of you may be familiar with the Tennessee study that was very influential on reducing class sizes. The effect size for a class size reduction from 23 students to 15 students on math achievement is an effect size of $d = .23$. People said, that is viewed in statistical parliamentism as a moderate effect, but it is a small to moderate effect, but viewed to me meaningful. Now we have a number of analyses also that have been done looking at the effects sizes of substance abuse prevention programs on drug and alcohol use in middle school and high school students. If you look across those different interventions those effect sizes are about $d = .09$. Remember those numbers, as we are now going to look at some of the effects we're finding for high quality afterschool programs that we studied in these 3,000 students.

Let's look first at the elementary school students and let's start with their standardized test scores in math over a two year period. Now again, I'm going to tell you that I know afterschool programs, as you're going to see in a minute, do more than academic achievement and I would not say and if the only thing that afterschool programs did were math achievement or reading achievement it wouldn't be enough. But let's look at what's happening with math scores over a two year period. Over the two year period, when we looked at the students as baseline and then two years later, we see that the program only students versus those in the low supervision group, we saw changes in the test scores for those students of 12%. If we're looking at the program plus group, and remember those are the kids that go to the programs and other activities in their community versus the low supervision, we see differences over the two year period of 20%. If you look at the effect sizes for math gains in those two groups versus the low supervision, you'll see effect sizes of $d = .52$ and $d = .73$, that is more than double the effect size related to reduced class size on math achievement.

Let's look at academic related skills in the elementary school students, let's look at work habits and task persistence. These are those kinds of skills you could be thinking of as employers. You're looking for employers to work hard, to persist at tasks, and what we see for program plus versus low supervision we see gains in work habits, gains in task persistence, and gains in grades

over the two year period with effect sizes between $d=.25$ to $d=.35$. Again, if you are remembering that class size change, its effect size is of that magnitude. If you look at the program only versus low supervision you gain in work habits and task persistence.

Okay, let's now move to the middle school students looking at their standardized test scores. We're seeing significant gains for math scores over the two year period of about 12% for both the program only and the program plus group versus low supervision. If you look at the effect sizes for those math gains, you see on the average about .55. Then let's look for the middle school student's academic related skills. We're seeing gains in work habits for both the program only and the program plus groups. If you have been looking at the magnitude of some of these effect sizes you're going to be noting that for the middle school students, those effect sizes are a little bit higher for the program plus group, for the elementary school students they are a little bit higher for the program only, and in a few minutes, we can talk about why maybe that is. Now let's look at these behavioral outcomes for middle school students. We find for the program plus and for the program only groups relative to the low supervision, we're seeing reduction in misconduct and we're seeing reduction in substance use. If you look at the sizes of those effect sizes for substance use of .67, .47, those are about the largest effects I've ever seen for reductions in substance use for programs. I think what's really happening is the in programs are engaged in positive activities, which provides less opportunity, I think in part, relative to the low supervised group to get involved in negative things. "Opportunity" may be a big factor. If we're looking at those reductions of misconduct, if some of you in the room are in the law enforcement business than you know that the times afterschool, that 3 to 6 period, is a time when misconduct is a big problem.

So, in conclusion, we are finding in this large national study of high quality afterschool programs, that students who were regularly attending those programs over the two year period are showing significant gains relative to low supervised students in their math scores. We're finding differences in their work habits, we're seeing differences in task persistence, and we're seeing changes in their social and behavioral outcomes. With the elementary school students showing gains in social skills with peers with pro-social behaviors, reductions in aggression and both groups show reduction in misconduct relative to the low supervision group. Then finally for those middle school students we're seeing reduce use of drugs and alcohol.

Now there are some questions that we didn't answer in this study. One of them, I don't know if you noticed, but we're finding larger effects, more effects for the elementary students than middle school students. We don't know why that is. There are some possibilities that we're going to be

looking at in further work. It may be that the programs that we studied were a better fit for the younger people for the elementary students. It could also be that those elementary school students were attending a day or two more a week on average over the two year period. It could also be that we had the elementary school teachers making the reports for the children in their classes; they were teachers for those kids all day. For the middle school students we had their English teachers doing the teacher report and they probably knew the kids less well, they teach five sections a day for one hour a day so it may even be artifact of who's doing the reporting. It may also be that it is more difficult for afterschool programs to shift the developmental trajectories for older youth. It's often easier, its part of the lesson of early childhood programs there's great power in early childhood, great powers in elementary. It really means that we need to get in early and stay the course over time. Then it may lead to the last slide, which is more time needed to detect developmental changes in youth. We have other analysis that I didn't report here today, but we look at affects after one year and then after two years. Affects after one year are there, they are stronger after two years. We now have a study in the field looking at these kids two years later to see those continuing in the programs, what those affects are.

Now I'm going to give you a couple of other slides from different study of mine where we equipped the kids with beepers. We beeped them thirty five times over the course of the week in the afterschool hours between three and six. We would beep them and they had a little log book that they put down where they were, what they were feeling, what they were doing. They did it in fall and they did it spring so we kept 70 beeps per kid. They would bring their notebooks to class, to school every morning and turn in their log book and we paid them a dollar a beep. So they could get five dollars a day. We had the best return rates that any study using this methodology has ever had because in the past they said they didn't think the kids should be paid. I get paid to do research so why don't I pay the kids?

So here's how you read this slide, because I think it illustrates some of what we've been talking about today. The yellow bar reflects kids that were going to the programs and what they were doing while at the programs. And while they're at the programs you see them doing sports, you see them doing enrichment, either literacy related enrichment activities or music, this is that extended learning opportunities. You see they're doing some homework, you see they're doing some service learning activities; that's the very stuff we've been talking about today. If you look on there you see the little yellow thing by the T.V., they're not doing much T.V., and they're not doing much eating, that's snacking. When you look at the red bar, those are our program kids when they weren't at the program, because remember I told you they don't

always go to the programs, sometimes they go sometimes they don't. The blue bar are the kids that never went to the programs – the non-program kids. So what I think is really interesting is that the program kids, when they're not at the program, look virtually identical to the kids that never go to the program. It's really what's happening at the programs, I think, that's making a difference for them. So when our program kids aren't at the program, they're watching T.V. just like the kids that never go. They're eating just like the kids that never go. They're getting less enrichment and spending less time on homework, and they're not really doing any service activities all.

One last slide. So why is it that these programs maybe having a really important, profound affect? And here what we did, when we beeped the kids, they told us whether they're doing something they wanted to or not. That's the choice thing, did you choose to do this or did you not choose to do it? And the concentration is how hard are you working? Now, my friend and colleague Reed Larson, who is just really smart and a real contributor, what Reed observed when he used this kind of methodology was that when kids are at school what they report is high concentration, 'yea I'm working,' but low choice, not I didn't get to choose the activity. What kids are doing when they are hanging out is high choice, 'yea I'm doing what I want to do,' but not much effort, low concentration. We call that leisure. It's good for kids to get some of that, we just don't want it all the time. What we find in the afterschool programs is high choice, 'I'm doing what I want to do' and high concentration, high effort. So look at the yellow bar that's the place while the program kids are at the programs, high choice, high concentration. If you've been looking at the kids when they're not at the programs high choice, I'm doing what I want to do, but I'm not putting forth much effort, that's that red bar and then you see the blue bar for the kids who are never at the program. Then the one you really worry about, low choice, low concentration, we call that apathy; we call that lack of engagement. For those kids when they are not at the program you're seeing about over 20% of what they're feeling after school. It could be characterized as apathy.

Another analysis that I didn't bring today, what we're finding is that high choice, high concentration; it's what's driving the positive developmental outcomes that we're getting from programs. What we're finding driving some of the negative outcomes is both high choice, low concentration. The low choice low concentration, low choice low concentration is particularly linked to drug and alcohol use. So that's all I have to say.

Costs and Benefits – Paul Anton, PhD Chief

Economist of Wilder Research: My name is Paul Anton, I'm the chief economist at Wilder Research. I'm also a parent of a 14 year old and I was impressed by Darryl's statistic that there are supposedly 2000 waking hours

when he's not eating. I guess that's an average and not an individual observation. I'd like to tell you a little bit about the research that economists are doing to evaluate the return on investment to youth programs. The example that Deborah gave about aspirin is a good starting point for that because she said you know it doesn't have terrible large affect but it costs so very little. In looking at different programs, what economist have developed the methodology or we are developing the methodology to compare the actually benefits of the programs with their costs. Now this is very much an activity that is in the process of developing. Actually, my favorite definition of an economist is someone who, when he or she finds something in practice, wonders if it could work in theory. Turning on its head, now working as an economist for Wilder, I take the theories that economist have developed and have to put them into practice, into practical procedures in order to actually estimate what the value of programs is. To do that, economists calculate the return on investment and use the analogue of these programs to financial or public investments, whether it's bonds in savings accounts, whether they're in infrastructures like bridges, and certainly investment in children is something popularized by my friend Rob Grunewald over there, and Rolenick at the Federal Reserve Bank. But this involves just a simple calculation of dividing, simple I say, of dividing the dollar value of benefits of a program by the dollar of costs involved.

And let me talk about three elements of that. First, to look at the costs of a program we not only have to look at the dollars spent on the program, but we also have to take a look at the other resources that are involved, whether these are office space from another entity, a donation of a meeting space perhaps. The value of volunteers' time, many youth activities involve volunteers who mentor children or work with them. All of those resources should actually be counted in because they're all part of society's investment. We have to value those hours, something like the wage trade of those volunteering or something like that. That's the easiest part actually because people keep track of the checks they write, at least most people do, most agencies do. But beyond that we have to go to our value of the benefits of the programs. To do that we have to have measurements of the outcomes in increments like Deborah was talking about. There is a wave of new research that is being done in various stages of completeness. To specify the programs, to specify the alternatives, follow the control groups and people who are getting treatment to come up with information about the actual value of specific programs.

At the Federal Reserve Bank in Minneapolis, the early childhood work that they did – somebody in Michigan followed children in an early childhood program for 40 years and can report back on the adult outcomes for those children 40 years later, the ones who had the high

quality early child care and the ones who didn't. We can't wait 10 or 20 years to do all of the measurement necessary to speak with that amount of credibility about youth programs. So we're developing ways to bootstrap estimates of the values of these programs more quickly as an economist. We have costs, we have outcomes, and then we have to value those outcomes in dollar terms.

Cecilia Rouse at Princeton estimated that the value of graduating high school versus dropping out, present value at the day you graduate is medium estimate is \$263,000. So if you had a program that got one more student to graduate high school who otherwise wouldn't have, there is a benefit of \$263,000. Some of that benefit is to the student; some of it is in the form of society and higher taxes from that person.

But one of the categories of benefits of youth programs that we've analyzed are improved school performance and that leads to higher incomes and higher taxes. There's increased workforce preparedness, the non cognitive skills that she was talking about takes persistence and translate very nicely into being a more affective person in the workforce. There's also reduced juvenile and adult crime, both at the time you're a juvenile but also over the rest of your life. Mark Cohen at Vanderbilt University has estimated the cost of one criminal in society around \$1.2, to \$1.3 million dollars. So if you work with 100 troubled youth and one of them who would have turned to a life of crime, but didn't, that's \$1.3 million society reaps as a benefit to put against the cost of working with those hundred kids. There is a reduced need for social services to some extent while the child is there in the program, but especially over their life as they're on a different trajectory. There's also improved health outcomes. I've worked with one youth program in Minneapolis that not only requires that you do homework and these other things with your mentor, but that you either ride in bicycle races or you run in distance races. When you see the before and after pictures of the people in this program, sometimes they don't even look like the same person because the obesity affect has been negated. But even that list is not complete, because right now we're doing an evaluation of a scholarship program for college students, so slightly older. So a scholarship program that specifically takes inner city youth, puts them in a small liberal arts college, challenges them to be involved and be leaders, and in fact one of the students was the student body president at the small school, and then challenged them to go back and contribute to their communities. As an economist, I now have a bigger problem because those students are going to earn less money than if they became investment bankers. So on the scale that just measured the dollars of the list I had you'd think there was less affect, but their affect on communities, which I'm still wrestling with how to come up with a credible way to give a number to that, is none

the less a return on our investment that we want and that we value and that we want to encourage.

So as I said \$263,000 is the estimate value of graduating from high school versus not. That's assuming that you don't go on to college, which of course you have a chance to do. Another example of that would be the saved social cost of avoiding a year in a juvenile residential facility, and in Minnesota I guess that's Red Wing, is about \$75,000. So for every student that is put on a different path that doesn't end up there; that goes into the benefit calculation that I'm making. Some recent studies have shown some positive returns on investment for different types of programs and in each case these studies have only actually valued a couple of those benefits that I mentioned. The calculation of an afterschool program in Los Angeles was that there was \$2.15 for every benefit for every \$1.00. That was only valuing crime outcomes. The adolescent diverging program in Washington was evaluated by the Washington State Institute of Public Policy, and that showed \$13.14. Another slide that we don't have also shows four or five other estimates including those done by myself and Judy Temple at the University of Minnesota, where we showed \$2.72 from youth mentors and \$4.89 as a return for things that we have studied in Minnesota.

So in conclusion, let me say that more numerous and more complete returns on investments studies are around the corner, both from Wilder and a variety of other sources, as economists develop the methods to evaluate a greater variety of outcomes. Finally, as decision makers acknowledge the value of this type of information in allocating societies resources. Thank you very much.

Supply & Demand Survey in Minnesota – Dale Blyth, PhD, Associate Dean for Youth Development and Director, Center for Youth Development, University of Minnesota Extension: What I would like to talk about the opportunities and research perspectives on what we know on opportunities in Minnesota. I wanted to summarize some of what we've heard today. We know from a wide variety of research over a decade, that afterschool opportunities can and do make a difference if, and there are important "ifs," first, you have to get young people to participate; you have to get them into the opportunities. Second, you have to get them actively engaged, that's the high choice, high concentration stuff that Deborah was talking about. It's not just enough to be physically there, you have to get them there with regularity and actively engaged in ways to get the maximum benefit out of it. Lastly, the opportunities can't just be any opportunity, we're not just talking about an activity, a pick up activity, we're talking about deliberate, intentional, educationally grounded learning opportunities for young people, what

some people would call non-formal learning as opposed to formal learning in the school. Because it's non-formal it has the choice element that Deborah was talking about. But it has to be of high quality. If they're not of high quality you don't get desirable affects. If they're of poor quality you get negative affects. So those three things are particularly important and I'll come back them a little bit more.

I want to talk a little bit about the parents' views and a little bit of youth views from a recent survey that we've done and we're just in the early stages of analysis of it. The University of Minnesota recently sponsored a survey conducted by Wilder Research, in order to better understand these things. These are parents of 7th through 12th grade youth so we're going to the middle school and up age range. What we found out is that youth are participating; about 88% of 7th through 12th grade youth are reported by parents to participate in some form of organized activity at some point during the year; 88 sounds really good, but if that was the equivalent to a full time job like Darryl was talking about, that's like saying they showed up some time during the day some days during the year. It's not really making the most of the possibility. About half the youth are participating at any given point in time, which is in their seasons if you think of it in a sports way. You know during soccer season my kids participated in the soccer, but in terms of they're not participating at high levels consistently. We reduced that even further if you look at the percent that were participating actively or fully engaged in the way that Deborah was talking about. In a conceptual way, it looks like this, yes we got a lot of them participating in something sometime, about half of them participating at any given time, and about 30%, and that's more of an estimate, are actively participating. What that means is that there is huge potential to make a difference in the lives of young people because we are under utilizing their time and we are underutilizing it in a way that they have choice of what they do, and we are underutilizing the ability to give them the high choice high concentration options Deborah talked about. We are giving young people the high choice option, but not the opportunities to be high engaged or high concentrations in the way that they want.

What do we know about the opportunity gap? The opportunity gap, like the achievement gap, is the difference between participation by those of who are low-income or people of color or disadvantage circumstances and those who are in other situations. When we look at the same type of data about participation in Minnesota we find that there is indeed a gap. Again using this any time any where sort of thing for under the \$25,000 group, the first bar, only about 2/3 of kids are participating and if you divide that by half it means that 1/3 of the people who are in low-income families are participating in activities.

You divide that again by the highly engaged and you're talking about 20% of kids in low-income families have the opportunities and are taking advantage of them to be actively engaged in positive ways. This is also the group for which Deborah's study shows you get the biggest affects. When you go out to the higher incomes, once you get past \$50,000 you get very similar affects. This is not participating; this is to say that people after a certain level are paying attention at some level to getting their kids involved. But even then, only half are becoming actively involved and even less than that are actively engaged. So you still have a lot of room for improvement across the entire economics area.

If you look at the same thing by immigrant status and by ethnicity, you see that there are about 66% whose parents are the first generation in Minnesota, of about 67% participating. Again half that are participating at any given time and 30% are participating actively. So you get really low numbers again. Compare to the last bar, which is the white, non-Hispanic, non-immigrant group, and the non-white or Hispanic group, you begin to see the same kinds of gaps. It is not coincidence, I would argue, that the kinds of gaps that we see in achievement, educational disparities, health disparities, are the same types of gaps that we see in afterschool opportunities and their availability and use by young people and in their communities.

What do we know about supply of these opportunities? One could argue, and you have the possibility of this enormous potential, one could argue that there is either not enough of them or there's not a demand for them and that some how they're out of link. So let's look at the supply of these opportunities in Minnesota. We know for a fact from Darryl's comments, that we have the highest number of working women, and also shown in a similar study we are one of the top states in respect to having kids home alone particularly in the early adolescent years. But what do we know from the recent survey about supply of these things, a supply, I would point out, is a very hard thing to get at here. Ideally you would look at all the opportunities in a community. Do any of you, whether you're a mayor or a police officer, can you know all of the number of opportunities in your community for young people? Should you know that is a question we ought to be asking? We can ask how hard it is to find opportunities, so when we asked parents how hard it is for them to find opportunities in their communities that have various features, high quality, because of its importance, about 34% say that they find it very hard or somewhat hard to find an opportunity like that for their young person. That's a little better than national average, so we're doing a little better than national average. Whether we're doing well is a different issue. Similarly, out of Fort Billing, one of the largest bars down at the bottom 4 out of 10 parents are saying it is very hard or somewhat hard to find these

opportunities in their communities. Similarly it is hard to find programs that are age appropriate, and harder to find ones that are interesting. The age appropriate issue is particularly true for that jump from the middle school from the elementary school to middle school to high school. It's getting increasingly harder to find programs run by adults that you trust, that is very important particularly in the immigrant communities and the communities of color when you ask how easy it is to find the high quality programs, and you look at it by the type of community.

This survey was done in a rather unusual way in that it represents each of the initiative fund areas around the state, the suburban areas of the state particularly around the metro area, and the two cities themselves, Saint Paul and Minneapolis. So we actually have a larger sample from greater Minnesota than we have from the cities because of the way it was done. But when you put that all together and weigh it, what you see is that in the cities of Minneapolis and Saint Paul 52% of the parents said it was hard to find high quality programs. The urban area has the hardest time and parents have the hardest time finding a high quality program. It was significantly less in the suburban metro area, but still parents had a hard time and it was harder as you get out into the smaller communities and into the rural areas. That can also be looked at by other characteristics and you would see the same income if you were to look at by income; 59% of the low-income parents said it was hard, the vast majority of parents in the low-income said it was hard to find that type of high quality opportunity when you don't have the income.

You can also look at demand for these things, do parents want these things, and what do they want from these kinds of programs? The general belief of many people has been that we ought to do these things because it affects test scores, Deborah referred to we do this because it will improve test scores. What do parents in Minnesota want from these things? When you asked them how much parents want from a program that does these various things, these are listed in order of what they want the most. The vast majority, 85%, of Minnesota parents want opportunities in the out-of-school that teach the value of hard work and commitment, that help the youth explore things that really interest them. Peter Benson talks about this igniting the spark within. Parents want to help find that spark and nurture it. Afterschool opportunities are the sort of kindling wood that you put around young people so that when you find that spark it grows. The next set of things are in the 70s, also very high, and they are about encouraging a child to try new things, focusing on volunteer work and helping others in the community, this is the service side that we've been talking about, helping young people get along with other people. The next group in the 60s, focusing mainly on getting into college, that's the first that academic achievement sort of things come

in the list from parents. Not unimportant, roughly 2/3 of the parents want that. Helping a child learn managing change is an issue, which was talked about earlier in terms of working on an issue that's about change, parents want their kids to learn how to do that. It may be change in a local level, it may be change in their own life, but they want to help their kids learn how to take on an issue, understand it and make a difference. Some of us might call that good citizenship. Some others might call it good government. If you go further down you see, its not until you get down to the last box that you see time for homework. Most parents in Minnesota want to see these other things more but they're also concerned that they want their kids to get support from adults on homework if they need it. Things lower on the bottom are still not unimportant in terms of parents wanting them. I would note that there is a real difference between the supply and the demand data. Supply data is showing big differences in income and ethnicity and immigration, demand data does not show that. Parents pretty much want the same things whether they are in rural Minnesota or urban Minnesota, whether they are white or black, whether they are Hispanic or immigrants. There are a few differences, and the major differences are exactly where you'd want them, that is to say that people who are struggling with education, in many cases lower income, people of color, and immigrants, they're parents want them to have a bit more educational value afterschool, homework help things like that.

From all this data, we're starting to see that afterschool opportunities are now an essential tool for supporting learning and development, as we said in the beginning. They are also an underutilized tool. Some would argue that we need to think about our work in supporting the success of our young people at least as a three legged stool with important cross supports. The three legged stool is early childhood to get them off to a good start, quality k-12 education, and quality afterschool opportunities. When we get those three legs of the stool we'll have a stable platform for our young people to succeed. What keeps that platform stable are the cross bars between all those legs that we as community leaders and particularly parents make in helping make sure that we have that kind of thing. There's a very valuable role for parents in all of this, they are the guardians for this access to afterschool time in many ways and we have to work with them.

Lastly, I want to talk about in a conceptual way, much like Paul was doing on the economics side. What does research tell us on how to increase the impact on the out-of-school opportunities and what would actually happen if we changed that? What would happen to the impact we're having now if we increase young people's participation by closing the opportunity gap? What would happen if we were to increase the young people's engagement? What would happen if we were able to increase quality? So if we

can close the opportunity gap, increase program quality, and enhance youth engagement by some percentage, what would it look like in terms of our impact? If you look at the black bar on the side, it is 100%, that's the impact we're having now on any given outcome that we care about that out-of-school time could affect. So it's the outcomes on achievement, work performance, that's what we're doing now, with all that we're doing in out-of-school time. If we were to make 10% increases in quality, a 10% increase in engagement, and a 10% increase in closing the achievement gap, we get to the next bar. As you see keep going up 10% of the time you get big affects, if you go to that last light blue bar, we can double the impact of out-of-school time on our young peoples' lives if we simply try and increase the quality, close the achievement gap and enhance the engagement of young people by 30%. That's an ambitious goal but that's definitely do-able because we know how to change quality, we know what quality looks like, we know the kinds of things that help get young people engaged, and we know some of the things we need to do to close the opportunity gap. If we were to get to half, if we can make 50% difference of those things from where we are now, we would almost triple the impact of out-of-school time on the kinds of opportunities that we all care about. Opportunities to get engaged in service kinds of things, opportunities to do better in school, opportunities for better work habits. These are all based on the model of 'you can get an affect if you do it in a high quality way,' and you get kids to participate evenly across the income and other things and you can get them engaged, you can make these differences.

It seems to me that's a call to action. We need to be thinking about how we can double or triple the impact of the way we use this time in communities to make a difference in the lives of our young people so that they can be successful economically and as citizens as the Governor talked about, but also successful in life and access to college and in work. So research really does show that afterschool time matters, the real question is what are we going to do as community leaders and as state leaders to enhance that impact to make a difference out there that's potential, that's untapped, but very tap-able. Thank you.

Facilitator: Our researchers had the challenging job of summarizing years of research on the power and impact of afterschool opportunities for us today. We appreciate the willingness to help frame the issues for us. We would like to open the floor to you – to see if you have any questions you'd like to ask of our panelists.

Q: I had some observations. In your survey (inaudible) and yet when Kentrel and Mario presented this morning, they talked about transportation as being a big issue and barrier, so if you could respond to that I would appreciate it.

A: We did ask some other questions to get at transportation and it is a huge issue and it does vary in different parts of the state so there is more information on that. But transportation is clearly one of the largest barriers that young people face and it partly varies by age before driving age and after driving age and some of those kinds of things. I just didn't show it on that slide, transportation is a huge barrier, its some of what they mean by convenience, how is it to find things convenient and transportation is a big thing to do with that.

Q: I would like to ask this question of Dr. Vandell and in conjunction Tom Kingston as we were revisiting this in the lobby. It would appear that your research suggests that the investment in quality afterschool programs, quality is defined as equal or greater than reducing class size and, at least for a Minneapolis school district about to launch a referendum campaign to try to refresh our commitment to reduce class size, its at least a some what provocative question as to whether that's the right place to put resources. So is the finding that clear cut or how would you advise a community in terms of where to put its money?

A: (Deborah Vandell) One of the real dangers that I see is where we are pinning early childhood and afterschool programs against K-12. I think that its not going to be a this or this or this, it is really going to have to be early childhood and high quality K-12 and afterschool programs. I think that its one of the slides I didn't put up. We didn't find gains in reading, for example, and I think related to the afterschool programs, and I think one of the many reasons for that is that the schools we were studying were spending a huge amount of their time on reading activities. Relatively little amount of time is being spent in many schools on math activities. I think the kinds of math activities that go on in afterschool programs where they're embedded, cooking, science, math, music, have math in them, doesn't mean we shouldn't be doing math in school. I put the class size up there because it gives you a notion of what kinds of effects you could be having, not that you should be doing afterschool programs and kids not going to school. I function as a dean of a school of education. I'm not saying K-12 isn't important.

A: (Paul Anton) I'd like to interject one additional thing in response to Steve's question and that is that I agree that we should invest in all of these things because the return on investment is high in all of them. So to say that this one has \$6.00 per \$1.00 and this one has \$7.00 per \$1.00, why we would not do the \$6.00 investment well as a society is something that we should look at. But more importantly there is an issue that hasn't been raised here about closing that achievement gap between low-income and students of color and that is that we're not only talking about afterschool, we're talking about programs during the summer. The loss of academic achievement

and knowledge over the summer tends to be much greater in low-income and minority communities and if these programs, high quality summer programs that keep people engaged and thinking could do something about that. They could do a lot to close that achievement gap that we're having so much trouble with in Minnesota and around the country.

A: (Dale Blyth) If I could just add to that to give you some numbers. Johns Hopkins who is doing the best work on summer learning loss for a number of years, estimates that 2/3 of the learning loss by September is due to differences in the summer by high income low income students, 2/3 is the difference of when you start in the fall. So even if you make up progress during the year you lose it differentially to the summer and that's really important. The other thing I would say about the economics and the choice issues, I very much agree with it shouldn't be a choice issue comparatively, but the other side of that is it also means that school districts and communities have to cut out-of-school time opportunities and they're not an easy free cut, they do have consequences. Losing those opportunities whether they be sport programs or other things, do make a difference in the community. It's not a low cost strategy; it's just a different cost strategy.

Q: I think my question is for Dr. Vandell. Clearly having afterschool programs has a positive impact on the results for young folks. My question is does the type of programming have an impact on it, are there some programs that are more affective on positive impacts than others?

A: (Deborah Vandell) I think the Governor said it remarkably well and I think he said a really smart thing this morning when he said afterschool programs can't be a one size fits all and that if what we are really looking for is a good match between what students interests are, what their passion is and different programs, then we need different programs doing different things. So for some kids, it's not going to be a program of academics, or computer club, chess club. If that kind of activity is going to make sense for other kids, it really needs to be a different kind of activity. It may be focusing in sports, it may be focusing on being out doors. So one of the things that we do see is, which was a bit of a surprise to me and it took me a while to get my head around it, young kids in the primary grades often look like, the kinds of programs that work well for them are a little bit more structured and giving them the opportunity to do lots of different things. For those middle school youth, what you see in upper elementary and move to middle school and you see even more in high school they are really much more interested in special interests kinds of clubs. So the **popular** choices don't really work as well for them, they're really going to want to start to have programs that really focus. The common element in all of the programs is a chance to

connect with adults who care about them. Its that adult connection – I think a lot of people think the kids come to programs for their friends and a peer context is important for kids, but what came up in our interviews and surveys over and over again is the importance of linking to adults who care about you and so that's what gets kids to come. That's a common tool.

A: (Dale Blyth) I would just add, I think you are absolutely right on the connection on the issue of adults; you're absolutely right on the variety issue. I think the other thing you look for in programs is intentionality. Are they using an intentional strategy in developing and learning; it's not just about an informal activity – you can't just throw a basketball around a court. There has to be some intentionality about the learning process and that very much leads to the issue of quality, that these should be quality programs, quality makes all the difference in the world.

Q: My question is for anyone up there I guess. I guess what I've heard today makes a really good case for having quality structured time for young people. But a lot has been made of the achievement gap then the unsupervised time. In the way that all ties together for me is recently there have been conversations in the news about the number of expulsions and suspensions of people of color and this is all through the state I understand. How do we resolve that with the kinds of things that you say are valuable and at the same time putting the kids out of school who need it the most?

A: (Deborah Vandell) I'll take a bit of a stab at it. I think that one part of this is for us to take a longer perspective. I think really going to be important for programs, we cannot address the high school drop out problems or expulsion problems by just thinking about high school students. We really have to start thinking about it in early childhood, elementary, middle school. That would be one part of it. Second is for use to be thinking of students. The ordinary K-12 programs that are not working for some kids, many kids. So it's to be looking for alternative schools of K-12 programs of K-7 programs for those students. Then finally some of my friends are saying we could really take the opportunity ideas in afterschool programming and move them into the school day.

A: (Paul Anton) And we're talking about 18 but perhaps what that would involve clearly is coming up with different ways to teach those people who are 14 and 16 and 17 who are not feeling comfortable with the traditional delivery and move some of the things that ignite their spark in afterschool into the regular school day. That would make a lot of sense.

A: (Dale Blyth) The other thing that I would add to this discussion is that when you think of about whether its

suspension is one of the things about quality programs is the connection between the communities and schools. Opportunities in the out-of-school time that are totally independent and don't know what's going on in the schools and in the communities, are not as helpful as the ones that are connected and can respond in ways that might be more helpful to that kind of suspension trouble. The other thing is that we talk about things too often – about the approaches that we use are sometimes misguided particularly with the low-income communities. We tend to think about them in terms of service needs. Which are critically important, but it's not enough. We don't tend to think in terms of creating opportunities in those communities to take advantage in the ways that we would for the middle class or suburban communities and things. So we tend to get to service mentalities as opposed to an opportunity mentality. I think we've got to get to an opportunity mentality. That also means we've got to figure it out, we can't rely on only services or only on disciplinary strategies in school and work. We also have to work on how we get engagement strategies working and engagement strategies rely partly on the informal activities of the community, but we also have to work on the more organized systematic works that we want to be moving toward.

Q: This is just wonderful information that can definitely help us. I want to question this issue of quality programs being the only way our kids can experience (??). What value can we put out on unstructured quality time? Should we really be saying to this generation raised on day care and programmed in a innervate of their life then be spending their summer going from program to program to program or where do we put a value on a kid in a hammock reading a book or laying on the ground and looking up? My wife's really involved in the Children to Nature Network and they're very interested in quality programs but also getting a kid out into a natural environment simply exploring unstructured. How do we put a value on that?

A: (Deborah Vandell) I actually have two responses. One is, let me answer the question you asked and then I have one other kind of point I want to follow up on. For children from affluent families there are some kids who are over programmed. But if you look at the statistics on involvement it's a really small proportion of kids who are really over programmed and the problem for low-income students it isn't that they have too much to do, but not enough to do. I think that the over programming is really only impacted some of our most affluent kids. Also, I think of the programs in the study I did and one of the things that I learned from it is the danger of pinning one program against another. So when you do program evaluations of say Girls Ink or Girls Scouts or 4-H and then you're sort of saying how does that program do relative to another program? That's the wrong question. What we're really

looking for and what I think, I would hope, you would be thinking about is how can we construct opportunities and activities where students can select those that really match their needs. Then you can have programs working with one another to in concert meet those needs. It doesn't mean too that kids are going to be programmed necessarily everyday of the week, that's not what I'm really talking about. What I'm really talking about is that for many of the kids, particularly the poor kids, its nothing verses a real opportunity to something that would be of high quality.

A: (Dale Blyth) One thing that I would like to add and I agree to what you're saying. One way to think about it is in terms of what's the developmental diet that young people have afterschool. That diet should be a balanced diet, it should have caring people and possibilities around it, but it shouldn't all be inside a program a formal sense. They do need that other kind of leisure time and things, but what's the balance of things. The balance of that diet has to take into consideration the environment in which they live. If they live in a more dangerous environment you better enrich that diet more because when they are not in a safe environment, they're more at risk. So what's the health of the developmental diet that they're on and what types of balance do they have and what's the nature of the environment around them because that makes a big difference. Letting them loose in a dangerous environment is what we do now.

A: (Deborah Vandell) The balance of that diet too, just to follow up is going to change with the age of the child.

Call to Action

Erika L. Binger: Next, I am thrilled to introduce President Robert Bruininks, who will describe our call to action today. We will then hear from a panel of leaders describing their communities' work on behalf of youth – and from two of our youth participants.

President Bruininks has served as the president of the University of Minnesota since 2002, after nearly 40 years as professor, dean, and executive vice president and provost. Bob is now overseeing a major strategic planning and positioning effort aimed at making the University one of the top three public research universities. His work has centered on human development and performance, policy research and development in education and social services, and strategic improvement and accountability in the fields of preK-12 and higher education.

Alice Seagren is the commissioner of the Minnesota Department of Education. She is responsible for MDE operations and policymaking for all aspects of K-12 education, implementing the No Child Left Behind Act in

Minnesota, early learning, libraries, and adult, career, and technical education.

Michael Campion is commissioner of the Minnesota Department of Public Safety. Campion also chairs the Criminal and Juvenile Justice Information Policy Group, working with criminal justice practitioners throughout Minnesota and private sector partners to integrate all criminal justice information to enhance public safety.

Lea Perkins is the executive administrator for the Red Lake Nation, where she oversees the Tribal Programs on the reservation. Prior to her appointment, Lea worked for the Minnesota State Department of Education as a grants specialist for 10 years.

Chris Coleman was born and raised in St. Paul, and he became its 45th mayor in 2006. His agenda includes education, economic development, public safety, and the environment. With a belief that we must do better for our children, he has implemented his “Second Shift” initiative to extend the learning day for our kids.

Sheldon Anderson is in his second term as the mayor of Wyoming, Minnesota. He was also the owner of Capital Investigation & Security Services in St. Paul for 18 years, which employed 45 people.

Steve Lampi is a lifelong resident of suburban north Minneapolis and a 12-year resident of Brooklyn Park. He was elected as the 11th mayor of Brooklyn Park in 2002, and he is a volunteer, active in Brooklyn Park youth sports programs.

Kentrel Davis, a junior at Brooklyn Park Center Senior High, is a part of Future Educators Club, TreeHouse, and Champions of Youth.

Mario Lueza wants people to know he’s a native Hispanic making a difference for his people and his family is right behind him. Mario is a freshman at South High School in Minneapolis and a talented rapper.

Now, we will turn to President Bruninks for our keynote remarks.

Bob Bruininks, PhD, President of University of Minnesota: Thank you Erika, and good morning everyone, it’s a really a great pleasure to be with you this morning. I caught a little of the last panel and I could feel the electricity and energy in the room. I don’t think you could have selected a more important way to spend your time because I think a lot of what you’re going to talk about today will have everything to do with the future of young people and our state. One of my favorite writers is an Australian writer, hasn’t written much in recent years, her name is Silvia Ashten Woren. She once described

the mind of a child as a volcano – a volcano with two vents, destructiveness and creativeness. Her words, I think, are at the heart of why productive afterschool time is critical to our children and critical to our society. To me, it’s just simply common sense, its common sense to provide afterschool time for young people and supervised activities. Failure to do so, from all the evidence we have, indicates that young people are at much greater risk for getting into trouble, perpetrating crime, and they are at much greater risk for falling behind academically.

According to the Department of Justice, juveniles are the highest risk, the very highest risk of being a victim of violence between 2:00 p.m. and 6:00 p.m. – immediately afterschool. The peak hour for juvenile crime is from 3:00 – 4:00 in the afternoon, according to these statistics. But I don’t think criminal activity is the only thing that we should be considering here today, this is all about healthy development of young people in our communities and in our society.

Last week Minnesota schools did something very, very interesting, they pulled the plugs on televisions all over the state of Minnesota or at least encouraged parents to do so, with something called Turn Off the TV Week. It was an effort to get our young people to exercise more, to get outside more, finally now that spring has arrived in Minnesota, to reduce the use of video games, and maybe even the use of computers, in short to engage the minds and bodies of young people. So let me share a couple of statistics as to why turning off the T.V. last week was a pretty good idea, as we say in Minnesota. U.S. children spend about 900 hours in school per year – 900 hours of school per year. By contrast, they have more than double that amount of free time. According to recent statistics, the average American youth spends 1500 of those 1900 hours, roughly 80%, watching television. That’s what happens in our society, in our communities each and every day. So to me its no surprise that our children struggle with obesity, they learn to use brand foods at a early age, many of them are surely not good for them. They clearly are not as connected to their parents or caring adults as I think we would like to see them be.

By contrast, when young people are provided structured and supervised afterschool activity, I think everybody wins. I agree with Mayor Rybak that you need to have free time to play, but you also have to have the strategies and the opportunities to structure those times as well. In 2004, the Coffman Foundation reported that for every dollar, every single dollar that we spend in out-of-school time programs, the types you’re going to talk about here in a few moments, society gets about \$3.20 in return. Three to one rate of return. These benefits include reduced risky behavior among teens, improved educational outcomes such as graduation rates, grade retention, and test scores. Young people who realize these benefits are better

positioned to become productive and engaged citizens. So I hope we're here today to share common a vision. That's a common vision that engaged organizations and caring adults can and must help young people realize their full potential.

This ideal, in my judgment is essential to the future of our state and nation. I once remarked that a community, a state, a nation, that failed to think about and invest in the future of its young people was making a deliberate and conscious decision to compromise its own future and I think that's absolutely the case. I think this has got to be all of our collective responsibilities. In 2002, when the regents of the University of Minnesota asked me to serve as President, the first thing I announced was an initiative on children, youth, and families; that was the very first announcement. That announcement was accompanied by appointment of Richard Weinberg and Marty Erickson as co chairs of this initiative and it lead to a whole series of summits including a very power initiative under the commission on out-of-school time. That commission was chaired by Don Shelby and Carol Teasdale, it brought many of you in this room together to seriously consider these issues and in part, its one of the reasons I think we're here today. They looked at all these issues, looked at best practices, the best research available, and concluded as we have here this morning that the topic of this conference is critically important to the young people of our communities. This effort has been lead by the Center for 4-H Youth Development. Dr. Dale Blyth was up here on the panel just a few moments ago and I am deeply proud of the work they've done, not only to develop extraordinary out-of-school time programs throughout Minnesota, actually the 4-H program does that throughout the nation, but also to nurture the very important partnerships to connect youth with caring adults in our respective communities.

So let me just spend a couple of minutes saying why I think this is important. A few of you know that I'm a psychologist and most of my work has been towards the development of children. Psychologist will tell you that there are three Cs. There are three things that are highly predictive of being a really successful, well functioning, and healthy adult. What are they? They're pretty obvious, first of competencies. To be a healthy adult you need to have skills; you need to competencies. You need to have the benefit of an education and I would argue an education beyond high school. The second one is all about connection. What does that mean? That's connecting young people to their parents, their teachers, to caring adults in their community. The third one is all about conviction. So let me talk a little bit about these three. I think we've discovered and we discover everyday in Minnesota that competencies obviously matter, but these connections are vitally important. Last evening I had the opportunity to award Glen Nelson, one of the great leaders

in our state, an outstanding achievement award and one of the things he brought to the table in celebration was a card on which he listed all of the mentors in his life that really truly made a difference. It was a very, very powerful thing and everyone's place setting had that list of mentors. There is no question that parents, caring adults, people in the community, make a profound difference. But also that helps young people make connections. People who are healthy, that are optimistic about their own future, are connected. They're connected to the people around them, they're connected to the issues in their community, and they drive real energy and a sense of optimism about their own future by being connected in this way. There is very little, I think there are very few things we can do in our schools and in our communities that deepens these connections as much as really productive out-of-school time activities. I'd also like to add a fourth C. Which is a C I add when I talk about leadership in the University, in our schools, in our communities. That's the C of conviction. I think conviction really matters. There is a Yale professor by the name of Steven Carter who has recently written a book that I think is very powerful entitled "Integrity." And he outlines three steps for living with the courage of our convictions. He argues you first must do the hard work of discerning what you believe to be right, what do you believe to be right and that's where the connection to caring adults really matters. Second, you must act on those beliefs in your day-to-day lives, you must walk the walk. Carter thirdly argues, you must be willing to put yourself on the line for what you believe to be right. It's not just enough to walk the talk, you have to put it on the line when it really matters. He goes on to argue that integrity is right action regardless of personal cost. I think in our society that's what we want for our young people, we want it to inspire our young people to understand and appreciate and grasp and incorporate it into their own value systems.

I believe afterschool time activities are one of the best opportunities for people to hone these values, for young people to develop these values, become really productive adults. Three C's, competencies, connections, third I haven't mentioned, the opportunity to make a contribution, and the fourth would be convictions. The fact that we're here today shows that we've done the work of discerning that out-of-school time programs are the right thing to do. As Carter says, "The definition of integrity starts with deciding what the right thing to do is." And many of you have tremendous programs and initiatives already underway; you clearly are walking the walk. But I think now it is the time to put ourselves on the line for what we believe. Because we can accomplish so much more if we are willing to stick our necks out and put some of our own skin in the game.

I must tell you I deeply admire the two Mayors that are here today. Mayor Coleman made out-of-school time a

priority. He actually ran for elected office making that a priority. I don't know any other Mayor that year who decided that was an important opportunity, a teachable moment for his community and made it a priority and a platform as a part of his electoral campaign. Mayor Rybak has developed the Youth Employment Program that I think is truly inspiring. I don't recall how many young people we have in the program today, but I'm really, how many? 2000. This started with a much smaller number as I recall from the first conversation we had about it. But I can tell you, the University's participation in the Summer Youth Employment Program has really been about trying to give young people an opportunity. But lately I have discovered that it is also about self interest. Because about 40% of these young people, and we are one of the largest participants in the Summer Youth Employment Program, are now students at the University of Minnesota and they're making phenomenal progress towards graduation. So sometimes even trying to do good things, doing good work is actually good for the bottom line as well and actually improves the University of Minnesota.

So let's talk about what we can do. Imagine just for a moment if we started to think like a community, imagine if the states colleges and universities – public and private – mobilized about 50,000 faculty and staff, 50,000 faculty and staff, and half a million full-time and part-time students in this cause, even a fraction of those, just think for a moment, imagine for a moment what kind of impact that would have. Imagine if Minnesota companies mobilized the state's nearly three million workers as the Minnesota Business Partnership, I think, is trying to do through its mentoring initiative. Imagine for a moment our many philanthropic organizations working together to improve the focus and leveraging of their resources on behalf of this great cause. If Minnesota churches, synagogues, mosques, and temples did more to engage the faithful to help our youth, just image what the collation would accomplish. Imagine if you will, an inspiring vision a more inspiring vision for our future. Our call to action, a call that moves beyond individual programs, an initiative that moves essentially beyond projects to more fully leverage our collective resources, so that we together can make a comprehensive, sustained, greater investment in the youth of our state, in school and outside of school. Our combined resources, both human and financial can do so much more if we imagine this kind of creative future.

So I want to end by thanking all of you for being here. I think there is no greater cause than thinking about the future of our youth and, interestingly, Plato wrote many, many millennial ago that it was a great cause back in his time. It's still our call for the future today. So thanks for giving your time and making this kind of commitment to the young people of Minnesota.

Facilitator: Thank you President Bruinincks. We have some scripted questions that we would like to ask the panelist and we are going to ask the audience for their questions over lunch. I am going to be asking the specific panelist to answer the questions I am going to ask. We're asking everyone to keep their answers to two minutes so we can try to stay on the schedule.

This first question is directed to Commissioner Seagren and to Commissioner Campion. From the lens of the education and public safety fields what are three contributions that can be made through afterschool learning opportunities to the vision President Bruinincks just described?

Commissioner Seagren: Thank you, it's wonderful to be here. Before I begin my comments, I want to say I really enjoyed meeting with the students today. I was just talking with Kentrel and of course my ears perked up because he said was interested in becoming a teacher. Any time a young person talks about becoming a teacher I really get excited. When I asked him what kind of a teacher, he said science – so I'm thrilled. I asked him why he got involved in afterschool programs and he said because it would help him prepare for his future. That is the bottom line, it is about for them, helping them realize their dreams and connecting them with the kinds of things they want to do and become.

Afterschool opportunities, of course, can enhance the academic achievement of our students. They can help them connect with interests that maybe they can't connect with while they're in school doing the kinds of things that we require them to do, Algebra in eighth grade and you know all those things. So it obviously enhances their experiences and helps them explore there interests, it also helps them understand the world is not just about taking in things for themselves, but it's also giving out and giving back to their community and connecting with their community. It's very important that they know that beyond their home and beyond their school there's this whole big world out there and there are opportunities and there are needs that have to be fulfilled. So it helps students develop those experiences and opportunities.

The other thing, too, that there was some mention of summer school activities or summer time activities and we also know that, of course, between income groups, that higher income families will continue to the extension of their child's education through lots of other experiences. Often times, other children have to figure out and families have to figure out how to fill those long summer time hours. And even families that have lots of things for their children to do. You know, about three weeks before school starts I get phone calls saying I really think you should extend the school year! But kids lose a lot of what they've learned and there is a lot of repetition early in

the fall just to kind of refresh students' memory of what they learned the previous year. So summer activities can continue to engage students in academic areas but also in just exploring things that they have an interest in. There's a lot that you can encourage students just to explore, things they've never thought about, and it opens up another whole world that they don't think about. So its wonderful. There is a benefit for the community, too, and President Bruininks certainly alluded to that. But it is also about all of us as adults, also we're accepting our students to do community service and hopefully, as we mature, we are also realizing that we have an opportunity to give back to our children that are growing up and coming behind us..

And the challenge that President Bruininks gave us just two minutes ago to think about the collective abundance that we have whether we are in a non-profit, whether we are from the faith community, whether we are a foundation who has been blessed with some incredible wealth that can be shared with others, or if you have wonderful skills that you can use to mentor a student or a child and do some simple things, even being a friend. Those are opportunities to give back, it also enhances our community, so I think it creates a safe community, it creates a community that is united in common goals and in common experience of expectation for their children growing up, we become a community of one voice saying that we love our children and we want them to thrive and grow and be the very best that they can be. So that is something you know that is the best can happen just by doing afterschool programs.

Commissioner Campion: A statistic to underscore in Dr. Bruinink's observation earlier, in 2006, 54,384 juveniles were arrested in Minnesota counting for 24% of all arrests; 11,319 were for part one offenses, which typically are violent crimes or violent crimes against persons. The data is crystal clear that from 2:00 – 6:00 p.m., the time afterschool youth are the most vulnerable, they are involved in the most risky behavior, and most juvenile crime occurs at that period time. A different twist on what Dr. Bruininks said, youth are most likely to be victims of crime during this period of time, they're more likely to cause or be involved in a car crash or car fatality, engage in vandalism, abuse drugs or alcohol, or engage in risky sexual behavior that may lead to teen pregnancy. The national survey from law enforcement on criminal justice is real clear that three fourths, 75% of criminal justice professionals recognize and understand the need for afterschool programs and know that it reduces crime.

Facilitator: A next question is being directed to Mayors Anderson, Coleman, Lampi, and Lea Perkins. The question is, in your respective roles as mayor and leader of the Red Lake Nation, what moved you from being a casual supporter of afterschool to a champion/advocate?

Mayor Christopher Coleman, City of Saint Paul: As President Bruininks said, I ran on the idea that we were going to expand the out-of-school time programming and shortly after, the Commission on Out-of-School Time report came out. I had sat down with education leaders, parents, school board members, and I asked what it was that they wanted the City of St. Paul to be doing? What should the Mayor be doing in terms of education? I don't have to tell you all why education is generally important, but I said what is the role of a Mayor who doesn't directly control the school district? And other Mayors have tried, Mayoral take-over has been successful in some instances, but it hasn't been successful in others. It really comes down to the fact that, depending on your statistic, that 10% or 20% of a child's time is in school, 80% or more of a child's time is out-of-school. So if the child is failing, it's not a teacher problem, it is a community problem and we need to figure out how we can respond to it. I realized that there are a lot of things we could be doing, facilities that we have, the rec centers, the parks, the libraries, the networking that we can put together, all the programs existing in the community, trying to find ways to mobilize those groups, trying to figure out ways to transport kids, extending a program called the Circulator on the west side over to the east side and hopefully, eventually, throughout the community to say we got these great programs, lets get the kids to them. But at the end of the day, I think the ultimate motivating factor for me is I know that education is the number one way that we are going to close the achievement gap, the number one way that we're going to grow our community, the number one way we're going to prevent crime, the number one way that we are going to be the kind of community that we all want our community to be. I spent a lot of time in juvenile court, not as a defendant, as an attorney, and it always struck me there's a point where we go from looking at children in that system as victims and start looking at them as perpetrators. I never knew how we could draw a bright line between when is a child a victim who hasn't had the resources and the means and all the help that they need to be successful, and then all of a sudden they become a perpetrator. I know that at some point, there is a demarcation between those things, but there isn't a bright line, it's about whether we provide the resources for those children. It has to be what we do as a city; otherwise we will just simply fail for all of the reasons that have already been cited.

Mayor Steve Lampi, City of Brooklyn Park: For me moving from Mayor to advocate for the afterschool opportunities has to do with the fact that Brooklyn Park is a community in transition. We are experiencing tremendous growth in the number of immigrants and culturally diverse residents. The traditional programs and services that we were offering were not meeting these new interests and the needs of these new youth and new families that were in our community. Even

the existing residents are changing; we have more and more two family income housing and reduced funding for afterschool activities and subsequent higher costs for the opportunities that are there. I think that's what drives me forward – we've got to look at what's going on in our community and figure out how we can help that. Key indicators of what's going on or what's changing in our community are increased juvenile crime, rise in teen pregnancy rates, child obesity, difficult economic conditions, and they all allude to the need to take action. I think one needs to look around a school at the end of the day to see all of the kids just wandering around aimlessly with no place to go and nothing to do. They go to empty houses and parents that aren't home and basically try and find ways to entertain themselves and some of them are not always productive or as good as we would like them to be. I think our juvenile crime rates shows, as Commissioner Campi said, that 3:00 – 6:00 p.m. is when many of these problems occur and we need to figure out ways that we can help that and prevent problems from happening.

Lea Perkins, Executive Administrator Red Lake Band of Chippewa Indians: The reason I became an active supporter of afterschool is that I really wanted to make a difference. What drives me a lot of times is to see the smiles on the kids' faces, to be able to do things for them. We are a very isolated area in Red Lake Reservation. It is 140 miles round trip for some of the kids to go to Bemidji just go grocery shopping. So there is really nothing for them to do, there's not a lot of transportation, gas prices are going to kill us this summer, but we'll have to look for ways to get the kids there. But I think it's seeing the kids' faces and saying, 'hey there we go, we're going to do some fun stuff.' I think you have to make a difference, it can't be about you. I ask them what do they want to do and I make it happen.

Mayor Sheldon Anderson, City of Wyoming: It's an honor to be here today and be a voice for our children. I first became aware of the Forest Lake Teen Center in June of last year. There was a great concern that the doors of the teen center would close due to lack of funding. I read the entire letter and was moved by a young girls comment. She said, "The teen center is a place for some of us to go because we don't want to go home after school because of problems within the family and abusive situations or just being alone." As a kid growing up in the same situation I could relate to this young girl's situation and decided I wanted to make a difference and see that the children continued to have a safe place to go afterschool. As an elected official, I know that we are only in these positions for a given amount of time, whether it is by our own hands or our electors. It has been my goal to do the most amount of good for my community during my time as mayor. My nine day stay on the roof of city hall, I raised approximately \$40,000 with funds still trickling in. But

even more important than the money, was the awareness the event created for the teen center. The funds raised in the extreme fundraiser will be spent on a homework room staffed by a licensed teacher, dance and cheerleading programs facilitated by teen staff and a community based specialist from a dance school, drawing classes instructed by Young Rembrandts, Tae Kwon Do classes, a drum group, dodge ball, with fall, winter and spring sessions. Now the goal is not only to keep the doors open, but to add new activities and skills to keep the children coming and also to attract new children to the center. Keeping the doors open has been accomplished, but we now must work on keeping these vulnerable young adults interested in positive learning and social experiences. By investing in our children now, we put them on a path of being successful in society, not a burden on society.

Facilitator: This is a follow up question to Mayor Anderson. You spoke a little bit already of what has happened in your community, but the question is, as mayor of Wyoming, you have taken extreme actions to show your support for afterschool opportunities in your community. Please describe the response you received as a result of your actions and tell us the impact your actions had on afterschool opportunities for young people.

Mayor Anderson: My trips to the teen center after the fundraiser and the kids that sent me cards and emails and text messaged me while I was on the roof have been a very positive experience. I think what was most interesting to me is the \$6,000 anonymous donation that got me off the roof. The donor happens to live in Woodbury, which is not very close to the Forest Lake/Wyoming area. So, I was impressed that people outside of our area stepped up to the plate and offered to help out kids that aren't even in their community.

Facilitator: The fourth question is being directed to Lea Perkins of the Red Lake Nation. Lea, as a leader of the Red Lake Nation, given an environment where there are always competing and limiting resources, how does or how has the afterschool issue stood out or made its case as a worthy investment?

Lea Perkins: I think of it as an investment in the future of the Nation and I think that if you look at it as an investment it's just a no-brainer. You just have to do it. We have done a number of different things and I know that Jordan Borden is very committed to the youth which makes my job a lot easier; then I can do stuff that I like to do, which is work with afterschool and summer school and anything summer, anything that we can do. We will be opening up a new boys and girls club up there in June. We, actually the chairman, fundraised to get the building. He did a lot of fundraising out there, and we're going to also get one open in Peamond. There's a lot of things going on

and it's just an exciting time right now for the kids and for the youth.

As far as limited resources you just have to take and look at what you can do with a limited amount of money. What Red Lake does is we take a little bit of money and make it go a long way – that's what we've always done.

Facilitator: The next question is being directed to Mayor Coleman. Mayor Coleman in a time of budgets is it possible to develop and implement new initiative and do you have any examples?

Mayor Coleman: I think it's even more important in a time of budget deficits. We've talked a little bit about the costs of incarceration and all of those things, and if you are going to be smart about this you're going to figure out a way to avoid spending about 1.2 million dollars in the future to incarcerate someone when you can invest \$10,000 or so, depending on the program, to prevent that. It's just good sense, and not just for the short term but for the long term. But what you can do and what we have done in the city of Saint Paul is simply to ask, 'what are the facilities that we have that we can use better or more effectively?' We have over 400 rec centers in the city of Saint Paul and they're closed when kids are out-of-school – during spring break, winter break, during the day during the summer, and it didn't make any sense. So we asked, 'why don't we open up these facilities?' We looked for community partners and we opened up 38 rec centers over spring break this last March, and provided thousands of kids the opportunities to come into those centers. They got fed, they got tutors, they got mentors, they were engaged in quality programming, and they were in a safe environment. It wasn't an extra cost, it was simply using resources we had better and engaging community partners. We had the Junior League of Saint Paul agree to staff five of those rec centers and provide their people to do some of the things they we weren't able to do on our own. Looking at partners in the foundation community, there are so many things that you can do. If you're going to use lack of resources as an excuse, I'd say get out of the way because it just simply cannot be the excuse.

Facilitator: Thank you, next question is directed to Mayor Lampi. In Brooklyn Park, the city has taken leadership for ensuring that young people have access to the right kinds of afterschool experiences and lining up the right kinds of resources to support these opportunities. Tell us why it is you believe it is essential for you as a Mayor to champion these efforts.

Mayor Lampi: I believe as mayor of Brooklyn Park it is my duty at the forefront to follow major issues impacting our city. The mayor needs to provide leadership in addressing what the city council citizens identify as their priorities. Healthy, positive, youth development is

something that I have always felt strongly about; I feel it is vital to our community. The council and I are looking at some difficult financial times, which makes decisions about priorities even more important as they relate to resources. Leadership must be strong when times are tough. I think that our recreational parks and fleet are working close together, collaborating with our various social service agencies to form our Youth Opportunities Coalition. This group will communicate and collaborate to ensure efficient, effective youth programs are accessible. This group and government are joining forces to form a youth coordinating board to provide oversight for the youth opportunities coalition. More importantly, I think, we are forming a youth advisory commission as the third arm of this initiative made up of youth. This commission will provide input and feedback on matters concerning youth in our communities, and that's key – getting input from young folks that are out there so they can have input on to what we're doing on their behalf.

Facilitator: We have one last question for the panelists and President Bruininks before we hear from our youth one more time before lunch. The last question, as city, state, and tribal leaders, describe how working with partnership with the private sector would enhance your efforts to promote and support afterschool opportunities and would better prepare young people for the 21st century.

Mayor Coleman: As many of you know, I went down to Tucson this winter participate in the Mott Foundation's conference on out-of-school time programming and it really is encouraging to see all of the partners around this table and around the room that are working on this issue. That is ultimately the success, so whether it is the private sector, the non-profit sector, or government agencies, it's about the 360 – its about encircling this whole issuing and saying who can take what piece. So whether is with Mayor Rybak's Step-Up summer jobs program having the private sector walk in and really being a leader providing opportunities for youth in the summer, or whether it's an option of a playground or a rec center so that this out-of-school time program that we're doing has staff. We've gone to businesses throughout the city of Saint Paul said, 'will you take one of these centers, bring your people in for one day or all five days of winter break, and start providing – whether it's urban tennis programs, or cooking classes, or math lessons, what ever it is. It has to be in partnership, it's partly the resource question that was just asked; it's partly businesses wanting to engage. As President Bruininks said, this is the development of their future work force. This is the people they're looking to see who can come into their businesses and who they can keep in touch with. So, there are a lot of advantages for business to be a part of this for personal reasons, but also from a larger societal standpoint. When you're looking to attract people to your company, when you're looking to

attract future employees, you're looking at you're selling your community. What is the quality of your community? What's the crime rate? Is this a vibrant place to live? Is it a great place to raise a family? All those questions are kind of the self-interested part of the business sector and I think that they understand it better than we do in the government sector sometimes. There's a lot that we can do, a lot more partnerships, but I look out in this room and I'm tremendously encouraged at what we can do. Thank you.

Commissioner Seagren: Well, as I was reflecting on that question there is something that we've been doing that's very exciting and of course emphasizing a lot about STEM, but what I'm going to tell you about is not necessarily about science, technology, engineering, and math. But as we started going around our state talking about the importance of more education for children, the business and higher education partners that we had invited to our STEM summits along with our parents and teachers and students stated they would really like to ask for some help and the businesses would respond saying they would like to offer some help but they didn't know how to connect with one another. Thompson West and Microsoft has helped us develop what we're going to call a clearinghouse that will be rolled out hopefully by this summer. Where we will have a "just ask" and a "just offer" and so teachers and parents and students can go to the website, and they will be able to ask for help. They will be able to say, 'we would like to start an afterschool math club; we would like to have five mentors for these students in the area of science; we would like to know about some summer camps; what's going on at the University of Minnesota as far as youth engagement activities?' And on the "just offer" side there will be opportunities for non-profits, businesses, or anybody that has an opportunity for an afterschool, for a summer program, or a program that could take place within the school day to support the teachers. It will be set up by region so you can go to your region and see where things are, and you will be able to look at the statewide opportunities also. So its an example of how can we connect and we are trying to think strategically on how to do that, so we're hoping that as this rolls out and is developed that we will be able to have this as a clearinghouse for all communities whether it's Minneapolis, St. Paul, Black Duck, or St. Cloud.

Bob Bruininks: I actually do. I have one, I'll sell her. It takes a billion dollars to raise a million dollars to run a horse business. So you can learn economics the right way; biology, commitment, nutrition, health. Let me just make one really quick point. I actually don't think we are going to get very far if we imagine the future of out-of-school time requiring a fast infusion of new public resources. I think we all know that. It's one of the reasons I think you're all here today. I thought Mayor Rybak made a very good point that a lot of kids are over programmed

in society, but they're not in low-income communities, they're mostly in affluent communities. They are my grandkids, they can't figure out how to get to all the things they have on their schedule. So I think that we have a true opportunity gap. If you look in the park system of Minneapolis or Saint Paul we have too few opportunities, too few volunteers. The park board in Minneapolis actually now has to pay volunteers. When my kids grew up the volunteers were lined up to coach little league baseball.

The financial gap is not so much about money, but how do we leverage the money that we actually have. I think, if we came together and thought about building coalitions and leveraging what we have, we could truly make a difference in this area. If we start with the notion that we're going to need a new government appropriation from the federal and state level as a way to get started, we'll spend it on overhead; we won't get the job done. So, I would really challenge all of us to go back and re-think this thing. I'm going to put it on the agenda of the P16 council that Alice and I have chaired along with Chancellor McCormick. I think that could easily be one of the next big agendas. How can we bring the statewide mentoring, the resources of Minnesota, and the businesses of Minnesota together? I hosted a meeting of some of the leading executives of Minnesota businesses not too long ago. The purpose of the meeting was to talk about the relationship the University of Minnesota and the private sector businesses of the state. After two and a half hours, we all left the dinner table. We didn't spend a minute talking about the connection of the University to businesses; we spent all of our time talking about the future of kids in our state. The concern that these employers have is that they won't have the workforce to really thrive in Minnesota's economy in the future. So I don't think I have to pound on the bully pulpit to get the attention of people in this area. I think that people know it's vitally important, and it's vitally important not just to the young people in our state but to all of us.

Mayor Lampi: When I heard President Bruininks, and I've talked with Mayor Rybak before, about their youth employment opportunities, I think in Brooklyn Park these are very key things that can go a long way toward helping build self-esteem and self-worth in young folks. We always talk about educational opportunities and we always talk about recreational opportunities, but from my perspective employment opportunities can play as huge a part in that process as those other things. Also, I do appreciate the support that we already receive from our community regarding our Youth Opportunities Coalition and there's been a lot of community support and a lot of business support in that and I think I'd like to find ways to enhance that even further.

Lea Perkins: On the Reservation, we really don't have a private sector, we call it enterprises, as part of the tribe.

One of the things we ask the enterprises to do is invest in the kids' future and we want them to set an example. It sets an example and it's also the change. When we look for resources, like I said, we do get some resources and we are very good at getting resources so I think that's important. You need to show support by giving, by giving time and we're trying to teach that giving of time because we have paid volunteers right now, but we will be working on that. One of the things, which is very exciting, is that we did ask the kids what they want to do and right now this summer. I hope we can come back sometime and announce that we have a new skate park up there but we're going to start working with the skaters and work with them to build their leadership skills. We're working on getting those resources together.

Michael Campion: The private sector not only offers resources but I think an opportunity for real life experiences. Most people are going to be employed by the private sector and to be successful in that environment is a big confidence builder. A young person can succeed and come back and have a real different, real life experience that can propel them to success in a lot of other areas.

Mayor Anderson: I believe it comes down to having a positive message and awareness. I also believe it is easier to ask a business community to reach into their own pocket than going into their pocket by raising taxes. If we're out front and willing to role up our selves and take on these positive programs and put everything that we have into them, the public and business communities will respond. This has been the case in my city. We all have a common interest in young adults and even if we don't have children, we were all young at one time and we know that making the wrong decision at the right time can ruin a life. Getting the message out and putting faces to the success stories will help step it up and help make a positive impact on our children. Establishing recognition programs and having businesses challenging other businesses to help reach funding needs. Helping children isn't a DFL or a Republican issue; it's a moral issue – we should all be on common ground when it comes to filling youth with positive experiences through afterschool activities. Do we want these kids on the streets where they are most vulnerable or do we want them in a learning environment? We must look at the afterschool programs as an obligation so reaching out and getting face time with the business community is certainly going to be a need to make afterschool programs successful in the future as other funding sources are shrinking or drying up.

Youth Responders/ Reflection

Facilitator: I think that it is most fitting to get to hear the voices from our youth as we finish this panel session. I'm very pleased to introduce Kentrel Davis and Mario Lueza. Kenny I have a question for you, what are the top 5 reasons why afterschool programs and opportunities are important to young people (what they get out of it – experiences, opportunities, connections, people and relationships, opportunity to challenge themselves, etc).

Kentrel Davis, Youth Participant: We walk away with friendships and I would like to think good peer pressure. In a community where you feel safe, you feel it is a way to express yourself so we walk away with the feeling that we know who we are now. We walk away with friends in community places. You may go to school with a person but you never really know them. In afterschool programs, you get to know them more, you get to see your common likes and dislikes; you make friends. Those friendships make you want to go to school more and you have more fun learning with your friends so you up your attendance, you up grades, and people pay attention more. When we're faced with conflicts, you learn that this in a safe community and you learn how to handle conflicts, how to handle yourself in a professional environment and that's what we walk away with in all these communities. Thank you.

Facilitator: And Mario for you the question is what are the top 5 things they need from communities (the What) such as programs, safe places, funding etc.

Mario Lueza, Youth Participant: What we need from you is that to know for a fact that if we go to these community places, that it is safe. We need your support; I always need support, not just from my friends, but from everyone. We need you to value us, we need you to push us out and tell us we can do this and that when we have the opportunity. We need you to spread the word – get the word out, let everyone know that we need afterschool activities. We need you to become champions for youth and the definition of a champion is someone who is caring, helpful, and a motivator for progress in our neighborhoods. And last, take action.

Erika L. Binger: Thank you to President Bruininks, our panel, and to our youth speakers. We've been challenged by this important call to action this morning. What we'd like to do after lunch is to begin table discussions about how you might respond to this call. We believe you are connectors and influencers within your communities – and we believe you *can* make the difference for young people.

Facilitator: Participants will begin to discuss what you can do individually, through their organization and/or within their sector to answer this Call to Action – to commit to beyond the summit. You will find a commitment card in your meeting folder. You will notice there are several ways you can engage in this work. If you have suggestions that are not listed on the card – feel free to write them on the back of your card. We intend to follow up with you after the summit to engage you in this work. Your table lead will be a resource to you during this discussion and will collect the commitment cards from you before you leave today.

Erika L. Binger: Next, we invite a panel of individuals who have agreed to make commitments to Minnesota's youth. Our panelists include Matt Kramer, who has served as Governor Pawlenty's chief of staff since January 2007. Previously, he was vice president of Sales for NOW Medical Centers and served as Commissioner of the Minnesota Department of Employment and Economic Development from January 2003 through April 2006.

Dr. Erma J. Vizenor was elected as chairwoman of the White Earth Reservation in 2004 — the first woman to lead the largest tribe in Minnesota. As Chairwoman, she represents all districts on the White Earth Reservation. She holds an undergraduate degree in Elementary Education and is a Bush Leadership Fellow.

R.T. Rybak has been mayor of Minneapolis since 2002 and has a broad background in business, journalism, and community activism. Rybak is leading efforts to revitalize north Minneapolis, attack juvenile crime, end homelessness, and significantly reduce the city's energy consumption to combat global climate change.

Kate Wolford is president of The McKnight Foundation. Before McKnight, she spent 13 years as president of a Maryland-based nonprofit relief agency. She has devoted more than 25 years to helping communities through locally-based efforts and establishing innovative systems that empower individuals to help themselves.

Laura LaCroix-Dalluhn is the executive director of Youth Community Connections, an alliance which is dedicated to the belief that all Minnesota communities will provide quality afterschool, summer, and year-round opportunities for all children and youth to successfully learn, develop, and contribute.

Daniel Princiotta is senior policy analyst for the National Governors Association Center for Best Practices, where he provides governors and their advisors with policy advice, research, and technical assistance on a variety of education issues.

Youth Panel

Trent Dario Sowell is a sophomore at Uptown Academy, an artist of singing and dancing, and a member of the Camden Youth Engagement Project. Trent hopes to inspire people around the world.

Jermaine Edwards is a leader of all youth across the US who is involved in art literacy, theater, and Youth Leadership Institute at the Wilder Foundation in St. Paul. Jermaine loves to make a difference in teens and put a new face on youth.

Matt Norris, a freshman at the University of Minnesota has lived in Brooklyn Park his entire life, and served as the youth liaison to the Brooklyn Park Citizen Long-range Improvement Committee where he founded Champions for Youth, a public/private sector collaborative effort to promote youth opportunities in Brooklyn Park. He currently works as a youth planner for the city's recreation and parks department.

We have asked each of the panelists to publicly make a commitment to act on behalf of Minnesota's youth. We know that intentionality is essential to preparing young people for the 21st century with 21st century skills. We need our connectors and influencers to work together on behalf of youth today and in the future. After they are done, we will open the floor to all of you. We'd like to hear from people who are willing to make a commitment to act on behalf of young people.

Now, I turn the stage over to the youth who will start our public commitment period.

Jermaine Edwards, Youth Participant: As an African American male representing youth, I plan to represent us as a responsible role model for youth. I'm going to commit to make this generation revolutionary by putting the word out and by taking action to eliminate the negative stereotypes. And overall, I want to commit to continuing our legacy through our words and actions. The youth that are coming up now are going to be mentors for our kids so we need to be good to them so they'll be good to ours.

Matt Norris, Youth Participant: I want to commit to helping all of you, the decision makers and the leaders in our state and in our community to capture and capitalize on the energy that youth are willing to provide for this movement. In our meeting last night, and in my work with youth in Brooklyn Park, they continue to amaze me with the energy and enthusiasm they come at the topic of youth opportunities with. They are ready every time we say we want to do something; they're ready to move on it faster than we can ourselves. So that's what we need to capitalize on. If you are willing to make the commitment to it, the

youth are willing to be the energy and the enthusiasm that will drive this movement. If you're ready to commit to this we are ready to commit to this. Thank you.

Trent Dario Sowell, Youth Participant: We are both part of the youth engagement project. We as a family, we commit to making our community a better place by demanding more positive activities for youth of all ages in North Minneapolis. I personally commit to getting more programs out there so it can help develop youth of all ages for the next generation and for the future. Without the afterschool programs, I don't know what I would have done. This program gave me so much insight, so many skills, so many things that I can learn and use and for a better life that other youth and the next generation could use too. So thank you.

Mayor R. T. Rybak: I think what's important is for those of us in these policy decisions positions like the one I'm in is to frame a comprehensive agenda because it is great to come up with one idea from here or there or anything else. But all of us that understand kids recognize they don't grow arbitrarily that way. We need a whole system. You don't do a kidney one year and the liver next year, it has to be together. So in the city of Minneapolis we're starting with early childhood development. I'm incredibly excited that the Milk Board has taken a part of North Minneapolis and made that a 500 under 5 area where we're going door to door to door identifying the young people and tying them to out-of-school activities. I also think the next step is to take early childhood activities and move them directly into school buildings. We have vacant school classrooms, we have out-of-school activities that are out of schools, I believe that they should be together in these school buildings and I'd like the funding community to partner with me to really push our district and others to move those early childhood activities directly into school buildings so the parents, the kids get use to going in the schools and get that head start they need.

The second thing we have to do is a much better job of coordinating out-of-school time. We've begun to do that through our Youth Coordinating Board. We are too often the land of 10,000 non-profits and it's a phenomenal thing that this community is so compassionate, but we need to do a better job of working together. So we broke the city into 13 more boards and we have the Coordinating Board lead meetings in each of those 13 areas with all of the out-of-school time. If you're doing something on Wednesday, how about doing something on Tuesday? And that sort of discussion is just beginning, but it needs to happen more aggressively. Also, the single biggest issue that emerged from this is transportation, where we recognize a kid cannot necessarily walk a mile or two or three to a program through areas especially that have some significant challenges. That's where we borrow the idea of Saint Paul's West Side Circulator. We brought it to youth

here and now we have buses moving in the summer and afterschool in north and south Minneapolis.

So out-of-school activity makes a lot of sense, but we also need to recognize that kids grow up. Unless they really see something at the end of the horizon, their motivation is often not what it should be. So we've put together three key initiatives for youth called the Minneapolis Promise. The first of them are privately funded career centers in every high school and every kid now is required to do something called My Life Plan where they identify what their goal is, work with a counselor and get the advice they need. The second part of the Minneapolis Promise is the Step Up summer jobs program you heard about this morning; we're working with all the top employers in the city to get quality jobs for those kids. The third is free college both for the Power of You through MCTC the Founders Program at the University of Minnesota. Collectively, that Minneapolis Promise allows me to get in front of every 9th grader and in Minneapolis schools and say to them, 'you're the most valuable generation we've ever had, you speak a hundred languages, you come from all over the world, you cross cultural barriers every day, and you are the key to our global competitiveness if we can get you there. So that's a continuum of how we're dealing with our young people. But there's also a part of that that has been incredibly troubling and that is that over this period of time we've seen a real surge in youth violence. It's finally beginning to come down in our community, but its way too high, it's unacceptably high in the city, in the state, in the country. So we have but together the public health approach youth violence prevention that laid out 34 different action items that are specifically targeted to these four areas, every young person surrounded by a trusted adult, intervening at the first sign of at risk behavior, rejuvenation, in other words we don't throw our kids away, and unlearning the culture of violence. It's a comprehensive program that has tied together all of those things and they're a systems approach to our next generation.

But I think the commitment that I ask of everyone else is an odd one for me to say, but I ask you to hold government's feet to the fire. It is no accident that youth violence shot up around this country during the same period of time when funding was cut for every single thing we're talking about today. Government has abdicated its role in playing a more aggressive role in making sure we move the next generation forward. You have to require that I put money where my mouth is, but that every other level of government does the same. We can turn to our partners in the faith community, they've been great, but you don't adjust society with bake sales and passing the plate. You can do the same thing with non-profits, but it is critical that this body of people that are so committed and doing things, knows how to do things better together, but also make sure that government gets

back into the business of growing the next generation. So, my commitment is I'm going to put my money where my mouth is.

Kate Wolford, President, The McKnight Foundation:

First of all I want to say thank you on behalf of the McKnight Foundation to everybody who's in this room because we know that this makes for healthy development of youth competencies, connections, and convictions. We know there is ample quantity of all of those qualities in this room because we work with so many of you on a day to day basis on out-of-school programs and initiatives to support our youth to reach their full potential and really do what we as a society owe the children and youth in our communities.

So on behalf of McKnight, the first thing I would like to do is reaffirm our strong and long standing commitment to afterschool and high quality afterschool programs across the Twin Cities. The magnitude of that is in the range of about 5 million dollars a year, and it is to individual providers, some hundred plus programs in organizations working with youth across our communities, and again, particularly youth in disadvantaged circumstances. But in addition, we're not just committing support to individual organizations and it gets to a little bit of what we've heard time and time again about the importance of making connections across organizations and sectors and overcoming some of the fragmentation. So we have a very strong commitment in making investments that will build the entire field through supporting practitioners. We know those involved in out-of-school are often underpaid and they don't get the professional development support that they need. We're committing to that by providing outside training opportunities and also by supporting research, the high quality research that we've benefited from here today and translating that research into practice and bringing our community together to be able to take advantage of the best knowledge, and then to use that knowledge to make a case for investments across the private sector, the non-profit and I would agree, the government public sector.

That brings me to the third commitment from McKnight and that is that not only investing financial support, but also time and energy to engage in advocacy, but our own staff time to engage in advocacy to translate the increasing awareness about the importance of afterschool opportunities for our youth into action across our community. I agree with Bob Bruininks when he said that we can't use the lack of increased public investment as an excuse for not looking at other ways to improve efficiency and leverage all the resources we have in our community. But we at McKnight also believe deeply in private/public partnerships and we'd love to leverage our dollars and we think tax payers dollars should be leveraged against what foundations are putting in. So McKnight is certainly willing to entertain again the idea that we

lifted up in the last legislation session of a challenge grant of putting forth some funds from the foundation, but want to see a proportionate response from the public sector. The last time around we offered 3 million over two years if the state of Minnesota would bring over 10 million. Again, for the magnitude of what we're talking about would be a great return and an investment and it should not be predicated against early childhood or K-12; we want to affirm it's a package deal. We need to have a comprehensive commitment to youth, its part of our workforce pipeline and its part of what we owe to that next generation and to our society. So, we're willing to put our money where our mouth is, but again we want to see that leveraged proportionately with great use of tax payer dollars. Thank you.

Erma J. Vizenor, PhD, Tribal Chairwoman of the White Earth Reservation:

Good afternoon. Thank you for the opportunity to be here today. I am very happy to be here on behalf of my tribe the White Earth Nation of Ojibwa located in northern Minnesota. Youth are a priority for all of us as native people. It was a bit disappointing and disheartening today when the statistics of demographics did not mention Native Americans. We are 2 percent of the population in Minnesota; 11 tribes, first nations, first peoples of this country and today up to 47% of the youth in the juvenile corrections system are Native Americans. I think we really need to look at completing the picture of demographics. Fifty percent of our people, the 11 tribes in Minnesota, 7 Chippewa or Ojibwa tribes or Sioux, are aged 18 and under; we are a young people. After the Department of Corrections met with the tribal council of White Earth and told us that nearly half of the youth in the juvenile correctional system are Native American youth, I went out to seek funding for a facility that is culturally appropriate. I've been lobbying for funds for the past year to purchase a centrally located youth facility in Bemidji to serve the three largest tribes in Minnesota. Red Lake, White Earth, and Leech Lake comprise approximately 80% of the Indians in Minnesota. It's a good guesstimate that most of those youth in the juvenile correctional system are from our three largest tribes. So the Call for Action is for prevention, intervention, and after-care for our youth.

We also need research. Brent Gish has been in the trenches with me on the White Earth Reservation for a long time as an educator. Approximately a year and a half ago, Brent and another school superintendent came to see me. They were all excited; they wanted the tribe's corporation in reviewing education on the White Earth Reservation. There are approximately 9 school systems, 8 school districts that serve the White Earth Reservation. The disparity in achievement is shameful, the drop out rates are appalling all the way from high school to post secondary where in the state university system the success of those Native Americans who start, about 7%

compete a four year degree. So, we have a lot of work to do. The Call to Action, for me as a tribal leader is not about a call today; it has always been a call to action. It's a recommitment to that call today.

Where unemployment is high and poverty is stark, yes we do need the money, we do need the funds to develop programs, to develop capacity, and to have sustainability, and that takes money. We need programs that are 24/7, not just afterschool, but on weekends, summers, morning, at night. The only way we can do that, to meet those needs of our youth, is to build strong partnerships. Faith communities, non-profits, federal and state funds, we need to invest in our youth. All of our young people in the correctional system today, it is not an Indian problem; it's all of our problems.

Many of our youth do not have the experiences that other youth have. Some of our youth never leave their communities and go to town. In order to be successful in school and in order to feel good about ourselves we need to succeed, because we only feel good about ourselves when we have some attainment of success. If you're a failure all the time your self-esteem is down. So our youth need experiential activities. We need more than sports, although sports are good and our young people love sports, and we need other areas, too, like the fine arts or theater where our young people can express themselves. One thing that I am going to do this summer is to develop an internship program on the White Earth Reservation; an internship program for the little guys and girls all the way up to post secondary. So a plan can be put into place where these young people can have an experience. Why not? We have a beautiful clinic, own, run by, administered, and managed by US Indian Health Service. Why can't we have whatever they use to call them a long time ago, "candy strippers", why can't our young people do that? Why can't they work with a physician? Why can't they be in the schools working with a teacher. Because I've also told young people where you are looking is where you are going. So that's our call to action.

Daniel Princiotta, Senior policy analyst Education Division National Governors Association: My name is Dan Princiotta and I'm with the National Governors Association, and I'm very happy to be here today to support Governor Pawlenty's summit on afterschool opportunities and to be on a panel with such committed and passionate individuals who are truly committed to our youth. At NGA, I work for the Center for Practices; we are the only dedicated consulting firm for the governors and their key policy staff. So the easiest commitment I can make right now is to say I will help support whatever Matt wants to do and what he commits to do, so I'll get that out of the way first.

This is my first time in Minnesota and although my wife is originally from Roseville and I've learned a lot about

Minnesota since I've been here. Also, we've heard today that Minnesota is first in a lot of things. A couple folks have actually said to me, 'since NGA has sponsored a number of summits on afterschool and other expanded learning opportunities, tell me the truth, how does Minnesota's summits stack up to all the other ones?' And I could say politically that all of our summits are like our children, they are above average. But the truth is, it's been a fantastic day, but we're not going to know at the end of the day how successful a summit this has been. The true results will come later on. We have to examine where we stand six months from today and where we stand a year from today. I always thought a summit was a bit of a **misnomer**; it always sounds like we're at the top and then you just go back down and you can say, 'boy that was great.' Really, I think we're at the base of the mountain right now, maybe of the foothill or something and hopefully, in the long run, we'll get to reach that peak.

So there are three specific things that NGA can commit to that I'll commit to right now. One is to work with the summit organizers and with Laura in the very short term, and to hear from all of you about what additional information you need. Maybe we can work to see what additional resources we can bring in. Do you want to hear about what's going on in the country in terms of innovative city state partnerships? We can help facilitate a conversation about that. Do you want to hear about investments that you can make in afterschool learning opportunities in a tight fiscal environment, how can you make do with what you already have? We can talk about that. So I'm interested in hearing where you would like to have the conversation continue and I'm committed to helping facilitate that.

Second, we heard all the panelists talk about quality, and what are the features of a quality afterschool program, and what are the returns on investments of a quality afterschool program. So this summer, NGA is going to be publishing a report along with the Council of Achieve State School Offices. The title is tentative, but I'm calling it the Quality Imperative: How to Make Good on the Promise of Expanded Learning Opportunities," and the idea will be to set out what a state system for supporting quality looks like.

And then third, and in the longer term, in 2009, NGA is going to be inviting Minnesota, along with other states, to apply for a supporting students' success grant and technical assistance opportunity, which will be more of an on-going project where state leadership teams made up of key individuals from the governor's office, state legislatures, chairs, mayors, leaders of the state afterschool networks, and others to work together to develop and implement a policy agenda that makes afterschool a more integral and effective part of state education systems. So

really thinking about 1) quality, and 2) how do you align your afterschool efforts with your education efforts.

So those are the three commitments that NGA is willing to make. I'd also like to say, to add to everyone in the audience that, I'm going to pre-empt Laura a little bit, and say that if you are not already deeply involved in Youth Community Connections, that I strongly urge you to do so. The work that they have been doing is astounding and it's pretty amazing to see two things going on at once. One is a grassroots organization, but that grassroots organization is in support of a broader policy agenda that you see state leadership and city leadership coalescing around. So you have coordination and communication at the policy level and then you also have a connection to the grassroots so that practice can really influence policy in a positive way and vice versa. So I'm hoping that you can make that commitment, NGA can make the commitments that I've already talked about and when we come back and revisit things in a year or two we'll be able to say that this summit truly was a success. Thank you.

Laura LaCroix-Dalluhn, Executive Director, Youth Community Connections: Good afternoon, I'm Laura LaCroix-Dalluhn and I'm with Youth Community Connections, Minnesota's Statewide Afterschool Alliance. As Dan just mentioned, we are part of a national network of other states. There are 38 states being funded through the Mott Foundation who have networks that are doing similar work to what we're doing here today, not just summit work but bringing people together, which I'll mention to you in my commitments. Youth Community Connections is a collaborative organization, we're not a non-profit organization, and we've been intentional about that. But we bring together stakeholders, whether they're practitioners, funders, the business community, or public safety. We bring all of you together who have a stake in making sure our young people are safe and growing healthy in their communities and doing what they can do. So we're dedicated to following up on many different things for the summit, but I wanted to highlight three specifically. Youth Community Connections is dedicated to continuing to build the movement and promoting the value and benefits of afterschool, and specifically participating in high quality afterschool experiences. You heard today loud and clear that it makes a difference if kids are participating in quality afterschool programs. So there are no more excuses for us to give them anything but that. The thing that makes a difference in these young peoples' lives is that they're participating. We'll do this by advocating and leveraging for existing resources, there are a lot of resources that exist in this state that surround youth. We as adults, as community leaders and providers, we have to think smarter about how we use these investments so that we can make the most of the future for our children. We also want to work to identify innovative ways to make new investments, smart strategic

investments. We're not talking about large sums as you've heard throughout the day here, but we need to come together in new ways to think outside the box to really help insure we're including all young people in this effort.

The other commitment I have toward all of you is that we'll continue to work to inform and support the work that so many of you do. Youth Community Connections has an incredible leadership team who are dedicated, who all work together to pull this event off. As Dan mentioned, this is a starting point for us, this is an exciting starting point, looking at all of the new stakeholders that we are now bringing in to the game with us, you're now a part of the movement technically. It's very easy to join, but we want to continue to build relationships and connect the work that you're doing and help connect you to what other people doing and build from each other. A lot of that already began at the tables, as we made the commitment. We will follow up with you after the summit to help to continue to make those connections and inform the work.

And finally, the third commitment I want to make with you today is that we'll continue to convene public and private sectors to find common solutions. As you heard from all of us up here, there are a whole lot of different issues and a whole lot of different ways we could approach this. We need to find those common solutions that work in each community and essentially right size what works in a community. Making sure the right kinds of opportunities are there with the right kind of resources to support it. It's going to look different, it's going to feel different in communities. But we have to make sure we're making quality programs accessible to young people across the state. Thank you.

Matt Kramer, Governor's Chief of State, State of Minnesota: Good afternoon. In talking to the Governor, it is important to realize that the state already has a significant role in afterschool activities. Five Minnesota agencies, and the Minnesota state colleges and universities systems under the state employee banner, all have direct interaction, whether afterschool activities or on a secondary basis, targeting kids outside of the school environment for continued education, whether it's an associate degree, baccalaureate, or what ever the case may be. The Governor has asked that our Minnesota Department of Education convene our Department of Education, Department of Human Services, Department of Public Safety, the Department of Health, the Department of Economic Development and our Minnesota Office of Higher Education in conjunction with MNSCU, looking at all of our programs, coordinating them and building on the activities that each one is doing to make sure we're doing it in consult of both the other agencies and with our partners in the community.

So our commitment to this group is that we will ask our Department of Education to immediately convene this group and begin focusing their internal attentions so that they are in coordination, and secondarily, reach out our stakeholders and partners and make sure that they are working with you. Thank you.

Facilitator: Thank you, panelists. We've heard some powerful commitments being made today. We appreciate the time and effort you put into this request. We believe if we work together – we will make great progress. Now I'd like to open the floor to all participants. You had a chance to discuss what commitments you – yourself or through your employer might be able to make. We invite you to share your commitment publicly.

Mario Lueza: I have learned so much today and yesterday so what I am going to do, what my commitment is when I go back home I want to tell my board members all about this and see if they could sponsor something, so that we can have better afterschool activities. So that's my commitment for you.

Jennifer Wilkins: I have a question for the panel. The people that presented before had slide showing that the minorities are usually the ones that don't get the best afterschool activities. Should we spend more money on minorities' afterschool activities?

Mayor R.T. Rybak: The short answer is yes. I think the government should treat everyone equally; I think we should spend more time and more resources where there is clearly more need. We have to change the way we talk about this, too long in this state we've been talking about the fact that people of color are especially a burden to this community. This community will only survive as a diverse community. The point that I make is in every Minneapolis high school, we are the most diverse generation we've ever had, you speak a hundred languages, you cross cultural barriers, you're the key to our global competitiveness. The more we do that we can appeal to people for money not only because it's the right thing to do, but because it's the smart thing to do.

Audience member: I'm one of the Minnesota State College and University presidents and I actually had a question earlier – it was more in reaction to what I heard from the research panel, but if anyone is willing to respond, please do so. It may not be a clear and crisp question, but I was struck and I don't know much about marketing and branding, but just calling these afterschool programs, I was wondering how you can continue to do that when we see such impact that it has? And I'm an integration guy, and this looks like education support. If I was listening to our Governor this morning, I heard him call for some bold change that would really say, 'why wouldn't we use this as an opportunity to transform

education so that it would make a difference in lives.' I think it's easy to cut afterschool programs because it's an after thought or something you don't really need. I'm not about to start suggesting changing the name because it sounds national, but I think it puts us at a distinct disadvantage.

If we're talking about real transformation change, I'd liken it to your dentist – your dentist doesn't clean your teeth any more. When you go to see your physician you're probably going to see a physician's assistant, but we keep doing everything the same way. The Education Act of 1903 set our compulsory age at 16 and it probably also invented the world of homework. If you're spending 900 hours in school, it's probably thought that you should spend another 900 hours around the kitchen table with your parents doing homework or doing something else to apply what you learned by going out into the community. I learned today through the research that we've lost that. So how do we react to that, and should we be looking at more integrating change than trying to find ways to fix what we already have?

Laura LaCroix-Dalluhn: Before we go to the next commitment I just want to make a comment. You know when Deborah was talking about some of her colleagues are encouraging us to take some of the afterschool strategies into the school day, if you haven't had a chance to read the report "A New Day for Learning," that's exactly what they're calling for. I would strongly encourage you to take a look at that report, and we can make sure we send the link to anyone here. But what it's asking for is no more incremental change, it's really calling for innovation and overhaul; start looking for project-based learning, start looking at new ways of doing things, start looking at the real barriers keeping us from changing how we educate kids and when we educate them and where we educate them.

Audience member: (inaudible)

Mayor R. T. Rybak: This is a really good point, but this doesn't mean that we are going to have to get real about facilities. We tend to build our way out of problems. I want a youth activities center, I want a new this. I'd love to have many more, but to me it would be better to have a longer school day and a longer school year and to have that programming schools. But I think somebody, Mary I think you were making a point that it's not just more school, it's an additional type of learning, a new way of learning in those other hours.

Kentrel Davis: I'd like to thank everyone for having youth here today. But for the survey question and how it was just to minorities and, as Jennifer said, it seemed like there wasn't every ethnic race on there. Native Americans weren't on there because they're only 2%, but 2% still

counts for something. Apparently, as Erma mentioned, 47 to 48% in the juvenile justice system are Native Americans, so it does make a difference, even if it's only 2% overall. But once you look at one section, and they're overwhelming, shouldn't we focus more on their needs instead of everyone overall? If we have enough money to put towards this and there's a little bit left over, and enough money to put towards this. If you combine all that, you move it toward where it's really needed as in the Red Lake Reservation. I think that would make a difference, and will change everyone's opinion and facts about everything. So, even 2%, I feel, makes a difference.

Audience member: In our agenda for lasting change, United Way is committed in this area to make sure we are using our influence in policy, which is a major part of what we need to do when we look at out-of-school time opportunities. Also looking at strengthening and supporting the systems and where we need to redesign, but where we need to support infrastructure we'll do that. We'll also use our influence with business people, which is very prevalent in our community, to make sure that they're also engaged as well as other members of the community. As always, we'll be investing in the quality programs and our emphasis particularly now is 100% on poverty and below, where those children and families need most resources and where the gaps are the greatest.

Dale Blyth: On behalf of the University of Minnesota and particularly the Extension Service and Center for Youth Development, I'm committed to a number of different things that we're working on. Our overarching goal in the Center is making a measurable difference in the quality, in the availability, and the impact that these kinds of opportunities provide. That is why we exist. We're committed to major work in the 4-H program around the state on citizenship and science, engineering, and technology areas and programming efforts there are looking for partners to work with us. We commit to preparing the current generation and the next generation of youth workers, the people who work with young people through the Minnesota Youth Work Institute. Those people are critically important to the success of the things we're talking about, both the volunteers and the paid staff. We're also committed to the research, and one of those specific commitments is the survey I talked about. A report will be coming out sometime this summer and we will get that to you so you have a deeper understanding of both the commonalities across our communities, whether communities color or communities of geography, as well as the differences for what that means for how we can take action more effectively. Two other major commitments we have are around two things that I talked about that I think are critically important. We do have a state wide quality improvement initiative that we're working on and actually studying when and how to make an improvement in quality to a point in service were it matters to young

people. We are also working with young people and other leaders around youth engagement, how do we take advantage of the energy that one of the youth talked about that they're willing to commit? How do we not only take advantage of that but enable it, empower it, because it is a tremendous source of power that we have to be able to use, it is the biggest new source of energy in this state on these issues.

Erika L. Binger: Thank you! We've had a wonderful day together! On behalf of the Governor's Summit Planning Team and The McKnight Foundation, I want to thank you for taking the time to join us today. We are thrilled to have so many people joining us to support our young people. I hope you feel, as I do, that the last few hours have been time well spent. Today's discussions make clear the critical role that high-quality afterschool learning opportunities play in young people's paths to college, work, and civic life. Throughout our communities, aligned with quality early care and excellent K-12 schools, out-of-school time opportunities are simply crucial for success. We look forward to working with many of you after the summit, through the commitments you made on the cards that we have now collected. As you've heard, there will be many opportunities to engage in this work beyond the summit. Travel safely. Have a good rest of the day!

Thank you

On behalf of the Governor's Office, the Minnesota Department of Education (MDE) thanks the key organizations that assisted in planning and staffing the Minnesota Afterschool Learning Summit and in providing funding support. Below is a list of planning team members and supporting organizations.

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Afterschool Summit Sponsoring Organizations

Minnesota Governor's Office
National Governor's Association
The McKnight Foundation
Minnesota Department of Education – 21st Century Community Learning Centers
University of Minnesota
Greater Twin Cities United Way
Amherst H. Wilder Foundation
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