

Arkansas School-Age "LINKS"

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Tapping in to the Magical Rhythms of Summer

By Roberta Newman

Summer's Special Magic

The poet asks "What is so rare as a day in June?" Songwriters have celebrated summer's magic with lyrics like "Summertime, when the livin' is easy....." "Lazy, hazy, crazy days of summer....." and even the line "Hot time, summer in the city!" from a 1970's song complete with the nerve racking, but exciting, sounds of jack hammers making street repairs downtown somewhere in the USA. All these songs communicate that summer is a special time, a time that evokes a unique combination of meanings – a time to explore, to dream, to kick back, to relax, to play, to enjoy life with friends, to have special kinds of excitement that seem like magic.

Kids Know That Summer Is Special

Kids know instinctively that summer is special. When I was a kid, I looked forward to summer as a time full of promise and possibilities. Time itself seemed longer; more day light meant there was more time to enjoy, more time to use. As summer stretched out before me, I thought about how much I could explore. I imagined myself being someone much better, prettier, or smarter when the summer ended. I thought of summer as a big warm cocoon which would allow me to grow – to change myself into a grand butterfly by the time I returned to school in the fall.

I treasured summer and busied myself with many self-directed projects, each of which occupied my interest for hours a day, and sometimes day after day for many weeks. No one told me I was



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creating “long term projects” at the time, but developmentally that is exactly what I was doing and what I needed. Between the ages of 5 and 12, these were some of my favorite summer activities (think about your own summer experiences as you read about mine):

I spent hours designing outfits for paper dolls with several friends. Our favorite design location was the screen porch of one of our homes. I remember noticing how wonderful it was to feel the warm summer breeze blowing through the porch as we worked.



I spent weeks pretending to be an Interior Decorator. My friend Sandra and I collected cardboard boxes from the grocery store, scraps of fancy ribbons from a florist, remnants of fabric from our mom’s sewing boxes, scraps of wood from my dad’s workshop, and wallpaper from discarded books we found in a dumpster. Each day Sandra and I

decorated a new room. We started with a cardboard box and decided whether to decorate a kitchen, bedroom, living or dining room. Then we papered the sides of the box with wallpaper, used fabric remnants and scraps of ribbon to make curtains, create rugs, and upholster scraps of wood that became beds, couches, and easy chairs. When we finished a room, we took a break and looked in old copies of decorating magazines to get ideas for the next project. We didn’t tire of this activity for at least a month, when we had sixteen lavishly decorated rooms to our credit!

When Sandra and I got tired of being Interior Decorators, we spent many afternoons building forts in a vacant lot in our neighborhood. We dragged old blankets and lots of cardboard boxes to the site and let our imaginations run wild as we built our own dramatic play corner.

When I wanted to be alone, I headed for the local library which opened a world of adventure to me. I remember checking out nearly two dozen books on one occasion (our old library didn’t have a limit). The books seemed “delicious” to me and I devoured them as I learned about people I wanted to be like someday – a librarian or a frontier woman standing alone in the great western

desert, surveying her land.

Inspired by books, I spent many hours nestled in a perfect seat between two branches of my “lookout” tree, writing poems and plays which I coerced my friends to read and perform on a makeshift backyard stage for other kids who paid a nickel for the performance.



On rainy days, I spent time playacting with old clothes in our attic. As the rain poured down, my imagination transformed my father’s old coats into the tattered clothes I thought a starving artist or composer would wear. I loved to mess up my permed hair until it looked as wild as Beethoven’s in my piano music book. Then I would pretend to be this tragic figure – the deaf genius who wrote beautiful music and seemed so romantic to me at the young age of seven.

In the late afternoons and early evenings, I regularly joined a large group of neighborhood kids to play ball games and

street games, ride bikes, and roller skate until we were exhausted.

But I was practical, too. I loved the idea of earning money in the summer and labored mowing lawns and picking dandelions as a 12 year old. I'll never forget the brown corduroy pedal pushers (now we'd call them Capri pants) I



bought with this money – a great prop to support my transformation into a fall beauty. Nor will I forget the album of 45's I bought that summer by the deaf popular singer, Johnny Ray, and how I played his records over and over on endless summer afternoons while he sang “*The Little White Cloud That Cried*,” “*Cry*,” and “*Walkin’ My Baby Back Home*” – songs that become my rehearsal for soon to be romances and heartaches.

These were just a few of my self-directed summer memories and whenever I bring them to mind I can almost taste and smell the wonderful free flowing pace of life in the summertime – a pace of life that was such a

gift. Certainly, a pace of life that would benefit kids today, if we can only find a way to provide it.

Remembering Summer Activities Planned By Adults

Some summer fun was planned by the adults in my life. Every summer between the ages of 8 and 11, I spent two weeks in the woods on a lake at Camp Tuenduwei. It was intended as a treat – a gift from my parents. In many ways, camp was like a SAC program, except you stayed overnight. There was lots to do – swimming, archery, tennis, crafts, boating, camp fires and cookouts, drama. We got a little taste of everything, but not really an opportunity to make choices to explore things that really interested us. We did a little bit of a lot of things, but we never did anything long enough to start a “relationship” with the activity. And I was ready for in-depth, long-term relationships with things I enjoyed!

Camp Tuenduwei was very structured. It was tightly organized and planned by the counselors who were fun people, but who were afraid of what might happen if we



campers had too much freedom on our hands. Camp moved along at a fast clip; it didn't have a “summer rhythm.” I remember several times waking up in my cabin to the sound of rain on the cabin roof. I was ecstatic when this happened. To me, it meant that the tightly organized plan for the day would be foiled. It meant I could go to the crafts barn all day, make up plays, or



go to the camp library as long as I wanted! I wanted back the “summer rhythm” my friends and I had created with all of our special projects, social interactions, and free flowing imaginations.

What “Summer Rhythm” Can Mean for SAC Programs

When we as SAC staff look forward to our summer programs, we see LOTS of TIME stretched out before us. We have to pace ourselves accordingly. We can think of this time in two different ways: We can think of it as a BIG PROBLEM. We can worry that we will never be able to fill the time. After all, a daily 10 or 11

Tapping in to the Magical Rhythms of Summer (Cont.)

hour stretch can be scary! It's easy to get caught up thinking: "How will I keep things going smoothly for so many kids without losing control?"

We can think of all this time as a BIG OPPORTUNITY – an opportunity to do all the things we didn't have time for in our two to three hour after school programs.



If we choose to see the stretch of summer hours as an opportunity, where do we begin? First we need to lay the groundwork with balanced programming. We do need daily balanced opportunities for children to participate in activities that grow out of their characteristic developmental needs and interests. When I refer to "summer rhythm," it doesn't mean that we shouldn't have any structure or a regular schedule. Of course, we need a plan. To make effective plans, it's important to keep in mind seven classic developmental needs of school-agers:

The need for *Physical Activity* and related rest, food, and appropriate risk-taking to



strengthen new physical capabilities.

The need for *Self-Definition* through activities that provide time for reflection, exploration, and interaction with others.

The need for *Competence and Achievement* through activities that allow children to get good at things and be recognized for accomplishments.

The need for *Social Interaction* through activities that provide children with opportunities to learn and practice social skills in large and small groups.

The need for *Creative Expression* through activities that provide children with opportunities to express new thoughts and feelings through visual arts, writing, music and movement, etc.

The need for *Structure and Clear Limits* through activities which have clear guidelines and boundaries and provide children with opportunities to help shape guidelines, rules, boundaries, and consequences when guidelines are not followed.

The need for *Meaningful Participation* through activities that provide children with opportunities to participate in "real world" projects and contribute to their communities.

When developing a schedule to support these kinds of activities, it's important to design a format where it's possible to offer multiple simultaneous activities relating to various needs. This builds flexibility, choice, and "summer rhythm" into the foundation of the program's schedule. The goal is to create a program where many things are happening at the same time in an organized way so that children with different interests and rhythms can choose different ways to use their time.

Co-Creating Summer Programs with Kids

Many programs go no further than creating simultaneous activity options. They offer a vast *smorgasbord* of varied activities and hope that will be enough to keep children engaged and involved in a positive way. The



Tapping in to the Magical Rhythms of Summer (Cont.)

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responsibility for keeping things going rests squarely on the shoulders of staff. However, by taking some additional steps, it's possible for staff to engage kids in co-creating an unfolding program with them. This means encouraging children to initiate activities on their own and/or to expand and extend activities they have experienced. In other words, staff encourage kids to go back to the *smorgasbord* for more of what they really like and to think up *dishes* they would like to *add* to the table to make it even more *appealing and delicious!* Here are some basic suggestions for building on your *smorgasbord* of activities by involving children in helping you create and sustain a summer rhythm in your program:

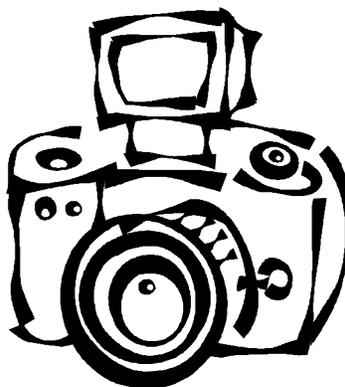
Observe and converse with individual children to identify their interests. Ask lots of informal, open-ended questions to find out who they are becoming and what matters to them. If you don't ask you may never know:

Nine year old Sara attended a school-age program for two years before anyone talked with her about her interests. When they did, they discovered Sara wants to be a fashion designer when she grows up. She has many sketch books with her own original designs at home, saves

her allowance to buy fabric so she can try out her designs, and is taking sewing lessons from her aunt. Before someone noticed Sara seemed bored in the art area and asked her what kinds of things she would like to do in the art area, she kept her fashion designing to herself. Now, Sara is a co-creator of the program. She is the leader of the program's Fashion Club, is helping teach other kids how to draw and how to sew, and is working with other kids to put on a SAC Fashion Show!

Create places in your program that encourage kids to try out or pursue their own special interests.

Set up Y.O.T. Centers or Clubs. Y.O.T. is pronounced "yacht" and stands for "Your Own Time." This is an area where kids can store and work on individual hobbies and projects – collections, scrap books, journals, sketch books, gimp and other craft projects, etc. One child's interest often



sparks a similar interest in others and they then become co-creators of special projects together.

Create Independent Activity Centers inviting children to get acquainted with new interests or ongoing projects. Provide materials and resources for children to have "fun for one or two."

Independent Activity Centers in one program revolved around "How to be a Politician," "How to Manage Money," "How to Write a Play," "How to Be a Songwriter," "How to Understand and Follow Sports Statistics in Baseball and Basketball," "How to Do Yo-Yo Tricks," "How to Do Magic Tricks." Kids became co-creators of the program as they taught and shared their new skills and knowledge with others.

Post a question of the day – an open-ended question to generate kids ideas or a mystery question or riddle to stimulate imagination and encourage kids to be resourceful.

One program worked with kids to create a colorful, life-sized cardboard "Question Man." The "Question Man" was placed at the entry to the program. Each week he wore a new sign around his neck that posed a new question for

Tapping in to the Magical Rhythms of Summer (Cont.)

kids to think about- questions like: What skill do you wish you could learn in the program? Who would you like to invite to visit the program? Kids became co-creators of program activities as they wrote down their answers and suggestions and put them in the "Question Man's" special pocket! Soon, they added a "Question Lady," as well!



Provide open-ended materials and special environments to encourage certain kinds of activities.

Kids in one program helped co-create the program environment as they worked together to set up a special Reading Pond by stocking a large plastic swimming pool with pillows, magazines, and selected books. In another program, kids helped co-create a special nature clubhouse by fitting together pieces of PVC tubing to create a rectangular structure and draping see-through plastic shower curtains over the horizontal tubes to create walls. They used magic markers to decorate the

shower curtain walls with drawings of their favorite creatures from the natural world.

Use a *Project Approach* to engage kids in long-term, ongoing activities and clubs. School-age kids love projects – activities that have goals, a beginning, a middle, and an end at some point! There's nothing more exhausting than having to come up with a series of short-term activities to keep kids occupied and entertained. Short-term activities can be fun and are perfect for some kids – but they often lead nowhere. The next day, you either repeat them or start over again with a whole new set. To give your program a "summer rhythm," work with kids to launch and co-create ongoing projects around interests or issues that matter to them:

Projects to help save and maintain the environment.

Projects to raise money for a worthy cause.

Projects to help the homeless or a family in need.

Projects to learn healthy habits and live a balanced lifestyle.

Projects to put on shows and entertain others.

All of these strategies will help you offer kids a program that "taps in to the magical rhythms of summer" and co-create a world of summer magic with

the children and youth in your program. Use them and you'll have a wonderful, lazy, hazy, crazy summer that's lots of fun for everyone!

Roberta Newman is an experienced school-age professional and nationally recognized speaker, trainer, and author of books and vides on school-age care and related topics. Two of her recent books *Training new After School Staff*, *Building Relationships with Parents and Families*, and *helping children and Youth with ADD Succeed in After School Programs* contain additional program ideas and tips for managing transitions successfully. For more information, see Roberta's Web site at Newroads-Consulting.com

- *****
- * **SUMMER THEME** *
- * **IDEAS** *
- * From *School-Age Ideas and* *
- * *Activities for After School Pro-* *
- * *grams* by Karen Haas-Foletta * and Michele Cogley. *
- | | | |
|----------------|---------------|---|
| * Ecology | Nature | * |
| * Jungles | Toys | * |
| * Olympics | Countries | * |
| * Other eras | Woodlands | * |
| * Animals | Pets | * |
| * Energy | Fads | * |
| * Rock & roll | Collection | * |
| * Super heroes | Aeronautics | * |
| * Reptiles | International | * |
| * Space and | foods | * |
| * stars | Disneyland™ | * |
| * The Gold | | * |
| * Rush | | * |
- *****

The Case of Evaluation

By Kathy Hermes

Teachers and parents frequently ask the staff how they know if our program is having a positive benefit on children. They are especially interested in knowing how our activities help children learn. We explain that this isn't a classroom program, but of course we want to support children's learning. What are some ways that we can have this discussion without feeling defensive?



Having parents who are interested in what you do with their children is a good thing! It shows that they consider themselves partners in the education and social development of their children's lives. The first step to having their support is to listen to them. When you understand what information they need you can better explain the philosophy of the program and how you work with children in a way that they will understand. Make it a regular practice to inform them about what is planned and what is happening

in your program. Parents can be great advocates for your program with school administrators, teachers, etc. So pay attention to their needs and find opportunities to explain what you do to support learning.

Program Outcomes

There is lots of research that indicates that children who attend high-quality afterschool programs do better in school and in life. An excellent summary of this can be found in "Afterschool Programs: Making a Difference in America's Communities" at www.afterschoolalliance.org. This would be good to have on hand when parents ask about academic outcomes. Have extra copies that you can share. Your job is to provide a high-quality program environment that encourages children to learn.

It is important to be clear about the goals of your program, and to measure your accomplishment each year. You can do this with an end of year survey that asks children to rate statements such as, "I learned new things in the after school program" or "I have learned about having positive relationships". Northwest Regional Educational Laboratory has an online publication that can help you develop evaluation tools for your program. *Out of School*

Time Program Evaluation: Tools for Action can be obtained at http://www.nwrel.org/ecc/21century/publications/ost_tools.pdf

Homework

Have a policy on homework. Invite teachers and parents to offer their suggestions on what the right amount of time is and how to structure it. During



homework time everyone is expected to either do the work that has been assigned, or read a book. Provide a variety of interesting books for children, such as math and science facts, word games, *The Guinness Book of Records*, *Highlights Book of Science Questions that Kids Ask* by Jack Myers. In general, no more than 30 minutes should be scheduled for this. If individual children want to spend more time doing homework, allow them whatever time they want and provide a quiet space for them.

Education Standards

The purpose of school age care programs vary, especially in the expectations about how the program supports learning.

Children are learning all the time, whether or not they are in a classroom. School age care programs can easily support classroom learning by providing a wide range of interesting activities that engage children's curiosity, problem solving skills and critical thinking. Some programs are expected to do more than indirectly supporting the learning process. If your program has specific expectations for educational outcomes, it would be good to understand what children are learning in the classroom. Education standards are the outlined skills that children generally have at different ages. Each state has benchmarks and guidelines to determine what children need to learn at different grades. The Arkansas standards can be found at <http://.arkedu.state.ar.us> Click on *curriculum* at the right side of the page, then click on *framework*. You will find standards for all of the academic areas organized by grade.



For example, Math standard #2 for second graders is *Properties of Number Operations*, "Students shall understand meanings of operations and how they relate to one another." Standard 2.2.7 is "Model, represent and

explain division as sharing equally and repeated subtraction in *contextual situations*." This standard can be used when snack is being served. For example, put out a tray of ten pieces of fruit for five children. Ask the children how many pieces each child will receive. Even though this is a second grade standard it is a simple question that will encourage all children to use math skills in daily life. If you want to use education standards in your program, invite a teacher to help identify a couple of standards that can be easily addressed through program. Focusing on only a few critical standards is important so that the program doesn't become like school. Through play children relax and learn important social skills.

Whichever approach you take, having a dialogue with parents about learning is a good thing. The more chance there is to explain your program's philosophy and how you work with children, the more likely you will have parental support for your efforts.

Kathy Hermes is Senior Program Coordinator at Camp Fire USA National Headquarters and an independent contractor. She has been involved in a school-age care since 1980 in a variety of roles. As a trainer, director, educator and consultant, she has developed a training program and curriculum. She received her Bachelor's and Master's degrees at Kansas State university in Human Development and Family Life.

Don't Forget Dad

Father's Day is June 18. On the Friday before, have a Father's Day luncheon for the adult males in your children's lives. Besides father, they could invite grandfathers, older brothers, stepfather, uncles—any adult male who figures who prominently are in their lives. During the luncheon, let the children take turns reading a one or two line statement about why their father figure is important to them.

Father's Day

Wild Things

Children's author Maurice Sendak was born on June 10, 1928. Read *Where the Wild Things Are*. Let the school-agers dramatize the story. Don't forget to have a wild rumpus. Children can also draw pictures of their own "Wild Things". Find out what other books Sendak wrote for children.



MAY ACTIVITIES

Mother's Joy Jar

Make these jars full of hugs for Mother's Day gifts. Gather glass jars (such as salsa, pasta sauce jars, or canning jars), puff paints in bright colors, multi-colored construction paper, small fabric pieces, pens, and scissors.



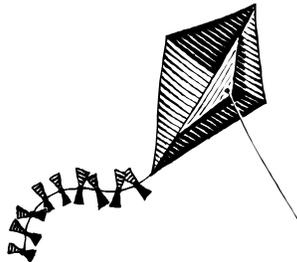
Cut construction paper into strips. Write messages of inspiration and assistance to mom on the strips, such as "Thank you for teaching me to skate;" "This coupon good for breakfast in bed on Sunday morning," etc. Curl the strips around a pen and place the curls in the jar. Draw a design on paper and use puff paints to transfer the design to the outside of the jar. With pinking shears trim the edges of the fabric, then glue to the jar lid. Add ribbon or lace trim to the edges of the lid. A great gift!

Flying High

May is still good kite-flying weather and these kites really fly. You'll need: Wooden dowels, white garbage bags, permanent color markers, medium strength string, paper towel rolls, scissors and duct tape.

Cut dowels to form a cross and tie together with string (may need duct tape for added strength). Cut garbage bag in a diamond shape to fit the dowel cross. Decorate with markers and reinforce edges with the duct tape.

Fasten the kite to the dowel frame with string and duct tape at all corners, and at the center. Cut string to the length projected for kite air-height and roll around the paper towel roll. Fasten the loose end of the string to the center of the cross.



Peter Alsop

Singer/songwriter and educator Peter Alsop has a variety of audiotapes, cd's, videos, and songbooks for working with young children, teens, and their families.

In a "singalong" format, songs deal with subjects like self-esteem, fears, separation, divorce, death, peace, special needs, and many more. For older teens and adults, social issues such as parenting, sexuality and drugs are covered.

www.peteralsop.com



Websites

A website designed to help children find exciting, entertaining, educational, and safe website is located at www.4kids.org. The site provides links to numerous other websites such as: The National Gallery of Art, which provides a cybertour of the museum and allows you to choose by a particular area of interest or historical period; NASA, where kids can find out the latest about various space missions; and a "Pirates" interactive website from National Geographic.



Money Faces

Martha Washington, the first Lady of the United State, was born on June 2, 1732. Mrs. Washington was also the first woman to have her pictures on U.S. paper currency. In 1886, a one dollar silver certificate was issued and in 1902 an eight-cent stamp was also issued with her portrait.

Create a sample of paper currency or a coin leaving a place for children's portraits. Children can either draw in their self-portraits or bring in photos to use. Make sure the currency has huge **values**, just like the value we see in the children!

A Day at the Beach

June is beach weather so plan a day at the beach for building sandcastles. So you don't live near an ocean beach? Look for lake areas with sandy beaches. Or create a beach in the program. If you have existing sand play areas in the program yard, divide the children into teams of 4-5 for a sandcastle building contest. Or use a watertable or large plastic



dishpans filled with sand to create an indoor "beach". Let each child build a mini-castle, using the caps off shampoo bottles or hairspray containers for their "buckets".

Salad Day

June 4, 1970 is the day recognized for the invention of Roquefort (commonly known as blue cheese) dressing. Celebrate by making healthful, delicious salads for lunch. Ask each child to bring in one item for either a garden salad or fruit salad (or combine elements of both!). The more variety in the salads the better—include different types of nuts, sunflower seeds, beans, broken up chips, etc. What different types of green vegetables can you find? How many different colors can you include in your salad? What is the strangest or most tropical fruit you can include? Also include a variety of light dressings, preferably fat-free.

Fashionable Red

Fashion designer Bill Blass was born on June 22, 1922. Whenever anyone needed an idea on what to wear, he would advise "Wear something red."

Have a "Red and Wild Day" with everyone in the program wearing something red. Have a fashion show and look for inventiveness and originality in the children's red garb. Staff

people should have a fashion show as well

Let the children try their hands at designing clothes using paper cutouts or fabric scraps.

Tree Rubbings

For a World Environment Day (June 5) nature activity, have the school-agers study the various trees at a local park. Have them do a tree rubbing by laying a white sheet of paper against the tree bark and rubbing the entire area of paper with crayon, chalk, or charcoal crayons. Press firmly in order to get the pattern of the bark on the paper. Let the children identify the trees they've rubbed through field guides, and compare the different bark patterns. What other nature items can the children do a rubbing of?

Ice Cream Goodies

What's a summer day without ice cream? June 15, 1854 the first ice cream factory opened.

Bring in an ice cream maker and make homemade ice cream.

Survey the children to find out their favorite results. The most popular flavor is the one that gets made.



Arkansas Out of School Network

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The mission of the AOSN is to create safe, healthy, and enriching experiences for Arkansas youth during out of school times. AOSN's goal is to strengthen, expand and sustain Arkansas' school-based and school-linked services to children and youth, ages 4-19, during out of school time. This can only be accomplished by collaboration and building a network between all interested partners in Arkansas.

In October 2005 AOSN received a three year grant from the Charles Stewart Mott Foundation to fulfill its mission and goal over the next three years. Matching funds are provided by the Department of Health and Human Services and the Arkansas Department of Education. Arkansas State University Childhood Services and Arkansas Advocates for Children and Families are the lead agencies for this statewide campaign to expand afterschool programs in Arkansas. AOSN also received a grant from the National Governors Association to hold a Governor's Summit on Extra Learning Opportunities which was held on March 9, 2006 at the Clinton Library in Little Rock.

During 2006 AOSN will be organizing four work groups:

Quality improvement and standards. This group will develop the components of a quality afterschool and summer program and establish a set of quality standards to ensure that children are getting quality care and ensure positive outcomes

Professional development and training. To establish and maintain quality standards attention must be given to the staffing of afterschool programs and the training needed to effectively impact the lives of children.

Public education and constituency building. Based on solid research, personal experiences and common sense we know that afterschool programs keep children safe, help working families, and inspire children to learn. AOSN will direct a broad-based public education campaign to get the word out and build a grassroots network in local communities to support and expand afterschool programs.

Resources and revenues. AOSN will establish the cost of quality afterschool programs and work with programs to find the resources and revenues needed to expand these programs in every county of Arkansas

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Arkansas Governor's Summit on Extra Learning Opportunities

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The Arkansas Governor's Summit on Extra Learning Opportunities was held on Thursday, March 9, 2006 at the Clinton Library in Little Rock. Over 130 participants from across the state attended the summit. Speakers included: Governor Mike Huckabee; John Selig, Director of the Arkansas Department of Health and Human Services; Elisabeth Wright Burak, Director of Research and Policy at DHHS, a panel of parents and participants of Arkansas afterschool programs; Judge Wiley Branton, Juvenile Judge in 6th Judicial District; Little Rock Mayor Jim Dailey; Keith Jackson, Founder of Positive Atmosphere Reaches Kids; Ken James Commissioner, Arkansas Department of Education, and Ed Drilling, President of AT&T Arkansas. Comments captured real life stories and encouraged support for afterschool programs by leaders in state and local government, education, business, and the judiciary. Brad Williams of the Munro Foundation did a great job as the emcee of the summit by providing structure, warmth, humor, and his own perspective as a father, business person, and foundation representative.

The summit was co-sponsored by the Arkansas Out of School Network with support from the National Governors Association Center for Best Practices and the Charles Stewart Mott Foundation.

Following the presentations and lunch, participants were asked to join in a table discussion of how the Arkansas Out of School Network (AOSN) can help them provide afterschool programs in their community and how their organizations can support or get involved in AOSN.

Participants were very pleased with the comments offered by speakers, the information provided, the variety of people in attendance, and the quality of table discussions. They completed participant response cards and captured comments made during table discussions that will be shared with other participants and guide AOSN's work during the year ahead.

