

What Does the Research Say?
The Impact of Out of School Time Arts, Mentoring and More
Saturday October 11, 2014
Maryland Institute College of Art - Falvey Hall, Brown Center

SPEAKERS' BIOGRAPHIES

Dr. Karl Alexander

Dr. Alexander is a Research and Academy Professor of Sociology at the Krieger School of Arts and Sciences at the Johns Hopkins University. Dr. Alexander's research areas include the sociology of education, youth development in American society, and current topics in education. He has authored the books The Long Shadow: Family Background, Disadvantaged Urban Youth, and the Transition to Adulthood and On the Success of Failure: A Reassessment of the Effects of Retention in the Primary School Grades. His publications have appeared in such journals as the *American Journal of Sociology* and *Youth and Society*.

Dr. Alexander received a Bachelor of Arts Degree in Sociology from Temple University, as well as Master of Arts and Doctor of Philosophy degrees from the University of North Carolina at Chapel Hill. Since 1972, Dr. Alexander has taught and researched at the Johns Hopkins University, where he started as an Assistant Professor of Social Relations. During his tenure, Dr. Alexander has held such positions as Sociology Professor, Chair of the Sociology Department, and Director of JHU's Predoctoral Training Program in Education Research, to name a few. Currently, Dr. Alexander is on the Board of Directors for the National Summer Learning Association, and is a member of the National Research Advisory Council for Reading is Fundamental.

Julia Baez

Julia Baez is the Senior Director of Initiatives for the Family League of Baltimore. Julia oversees the Family League's continuum of work for school age youth and families in Baltimore. Julia came to Family League in 2012 to lead the development and expansion of Family League's Education Portfolio and the largest initiative, the Community and School Engagement (CSE) Strategy. The CSE Strategy is Family League's dual investment in Community Schools and Out of School Time.

Before joining the Family League Julia worked for Baltimore City Public Schools as a Family and Community Engagement Specialist for Elementary Turnaround Schools. During her time at City Schools Julia coordinated work around Title I, Fair Student Funding, District Policy and Family and Community Engagement. Prior to joining City Schools in 2008 Julia was the Director of a 21st Century Community Learning Center in Southeast Baltimore and a Middle School Spanish Teacher. Julia grew up in Baltimore and graduated from Dickinson College with a focus on International and Latin American Studies and completed her teaching certification coursework at the Johns Hopkins University.

Julia is a member of the National Coalition for Community Schools Leadership Network, The Wallace Foundation System Leads Network, and the Baltimore Grade Level Reading Project Management Team. In 2014 Julia was recognized for her work in Baltimore with the National Initiative Leadership Award.

Kristina Berdan

Kristina Berdan was a teacher in Baltimore City Schools for fifteen years. She graduated from Towson University's Master of Arts in Teaching Program after earning her B.S in Criminal Justice at the University of Maryland. She is a founder and the Teacher-Director of The Youth Dreamers, Inc. She earned her National Board Certification in 2000 (renewed in 2009), received the B-More Fund Award in November 2006, and was an Open Society Institute Community Fellow in 2007. She is the Arts Integration Professional Development Facilitator with Young Audiences of Maryland, teaches in the Maryland Institute College

of Art MFA in Community Arts Program, and she is a trainer with The Leadership Program. She was on the editorial team to produce Writing for a Change: Boosting Literacy and Learning through Social Action, and she co-authored I Am Not a Test Score: Lessons Learned from Dreaming with eight of her students.

Iman Cuffie

Iman Cuffie is currently the Youth Secretary of the Youth Dreamers, Inc. She is a freshman at the University of Baltimore and is also a VISTA member working at Digital Harbor High School. Iman has been with the Youth Dreamers since middle school. She has done everything from participate in service days to build the youth center, to serving on our Board of Directors, to presenting at conferences, to teaching in our programs AND she is one of the youth authors of I Am Not a Test Score: Lessons Learned from Dreaming.

Moira Fratantuono

Moira is a Baltimore-based community artist with over seven years of experience in youth development. She completed her Masters in Community Arts at Maryland Institute College of Art in 2009 and spent five years working with BCCC's Refugee Youth Project to support the social and emotional integration of newly arrived refugees in Baltimore. In addition, she taught English in Vietnam for a year, and has collaborated with artists and non-profits in Honduras, Nicaragua, and India. Her community work includes illustrating a children's book, facilitating over 14 murals in the US and abroad, and completing an artist residency in New Delhi, India. Her current endeavors include a photography/oral history project that explores the experiences of first- and second-generation immigrants in the US and participation in the Living Chapters project – a year-long online performance piece exploring contemporary conceptions of community. In fall 2013, she began working with Wide Angle Youth Media as the Lead Facilitator of the Traveling Photography Exhibit.

Erin Hodge-Williams

Erin is the first and only Executive Director in Baltimore, Higher Achievement's first national expansion site. She joined Higher Achievement in 2008 after eight years as the After School Strategy Director at Safe and Sound. Prior to Safe and Sound Erin worked as the Program Director for St. Veronica's Afterschool Academy, through the Associated Catholic Charities. Her many years of experience in the Baltimore education and out-of-school time landscapes have served her well, as she brings along significant relationships that have developed into strong partnerships for Higher Achievement. Erin received her BA from Washington College, and her Masters Degree in Social Administration and Community Organization from the University of Maryland School of Social Work.

Lynsey Wood Jeffries

Lynsey Wood Jeffries is the National CEO of Higher Achievement, which serves more than 1100 middle school scholars in four states with year-round expanded learning and mentoring. After five years as a Higher Achievement volunteer mentor, Ms. Jeffries joined the professional staff in 2005 as Director of Grants. From 2008-2012, she served as executive director for Higher Achievement – DC Metro, growing the annual revenues from \$1.7 million to \$2.8 million. Prior to joining Higher Achievement, Ms. Jeffries served as a program officer for the Fannie Mae Foundation, and a congressional liaison and special assistant to the CEO at NeighborWorks.

Ms. Jeffries holds a B.A. in English and sociology from Wake Forest University. She earned a master's degree in public administration from the University of Pittsburgh, with a concentration in nonprofit management. She is a Kellogg Foundation Fellow, a Cross-Sector Leadership Fellow with the Presidio Institute, was selected as a top nonprofit leader in the U.S. under age

40 by the Independent Sector and American Express, was a member of Leadership Greater Washington Class of 2011, and is a founding board member of Mundo Verde Public Charter School.

Sarah Pitcock

Sarah Pitcock joined the Center for Summer Learning in 2006 and held progressive leadership roles in research and training prior to being appointed CEO of the National Summer Learning Association (NSLA) in 2013.

Sarah is a leading expert on summer learning research, practice and policy. She has championed summer learning through testimony and presentation to legislative and policymaking bodies and has authored white papers, practice guides, Op-Eds and blogs on the subject. Her major work includes the development of the Comprehensive Assessment of Summer Programs (CASP) and leadership of Smarter Summers, a \$15.5 million investment from the Walmart Foundation to deliver summer learning programming to 28,000 middle school students in 16 major school districts. Since 2010, Sarah has served on the Steering Committee of the Summer Matters Campaign, a landmark effort to scale high-quality summer learning in the state of California. Sarah proudly shared a podium with First Lady Michelle Obama at the U.S. Department of Education to celebrate National Summer Learning Day in 2014.

Prior to her work in summer learning, Sarah served as Marketing Manager for the Orlando Repertory Theatre and Deputy Press Secretary for the Mayor of Baltimore. She holds a master's degree in public policy from Johns Hopkins University and bachelors degrees in public relations and political science from the University of Florida.

Peter Rogovin

Peter Rogovin is a marketing and brand strategy consultant who works with select clients to help develop and implement strong, leadership brands. He has over 22 years of experience in marketing, finance and consulting, and his clients span many industries, including consumer products, appliances, space operations, financial services, medical equipment, supermarkets and electric utilities. He has also consulted to many mission-based, not-for-profit organizations, including museums, foundations, service organizations and professional associations.

Prior to founding his own firm, Peter was a Director with Vivaldi Partners, a NY-based brand strategy consultancy, where he headed the firm's consumer leisure and not-for-profit practices. Before joining Vivaldi, Peter was a vice president of marketing and brand operations at Starwood Hotels and Resorts, where he managed Starwood's fastest growing brand, Four Points by Sheraton. Before taking on the Four Points role, he was the global director of marketing for Westin Hotels & Resorts. Both brands were recognized by *Business Travel News* as the top brands in their respective categories.

Peter has worked as a strategy consultant for over 18 years, including five years at CSC Index, the Cambridge-based global consultancy that pioneered business reengineering. Peter also worked in finance and strategic planning at Walt Disney Consumer Products and in corporate finance and investment banking with J.P. Morgan Chase.

He has spoken at branding and marketing conferences and has been quoted in Brandweek, Marketing Daily and Ad Age. His opinion pieces have been published in Brandweek, Adweek, and The Chronicle of Philanthropy. As a co-author of a Wallace Foundation-published research report on arts engagement, he has spoken to audiences of arts and afterschool educators and practitioners across the country.

Peter holds an M.B.A. in marketing and finance from Northwestern's Kellogg Graduate School of Management and a B.A. in economics from Brandeis University.

Dr. Gregory E. Thornton

Dr. Gregory E. Thornton comes to Baltimore City Public Schools from Milwaukee Public Schools, where he served as superintendent from July 2010 to June 2014. Born and raised in Philadelphia, Dr. Thornton attended Philadelphia public schools

and then Temple University, where he received his degree in elementary education in 1977. He went on to teach, and subsequently served as principal at four different elementary and high schools. He earned his Master of Arts degree in Administration/Supervision at Salisbury State University and his doctorate in Educational Leadership at Nova Southeastern University.

In 2002 Dr. Thornton served as community superintendent, and then as deputy superintendent of Montgomery County Public Schools, a 140,000-student, \$1.6 billion system. In 2004, Dr. Thornton became chief academic officer of the School District of Philadelphia, where he oversaw the transformation of 22 large high schools into 60 smaller, themed schools and worked with business and community partners to develop innovative, rigorous high schools.

In 2007, the governor of Pennsylvania tapped Dr. Thornton to be superintendent of the Chester Upland School District, a small district in southeastern Pennsylvania in state receivership. He was charged with developing and implementing a strategic plan to guide the growth and stability of the instructional, operational, fiscal, and capital components of the district.

In 2010, Dr. Thornton moved to Milwaukee, where critical data showed student achievement rose under his leadership. Results from the December 2013 NAEP Trial Urban District Assessment showed Milwaukee student achievement scores growing at a faster pace than the national average in reading and mathematics. High school graduation rates also increased, and more students went on to college, thanks to expanded college and career readiness efforts. Dr. Thornton instituted financial changes that reduced pension liabilities by half and stabilized district finances. He also focused on cultivating positive school climates, which resulted in a reduction in suspensions. Art, music, and physical education were restored after having been cut dramatically.

Dr. Thornton is married, has two grown sons, and two grandchildren. In Baltimore, Dr. Thornton seeks to build on the work of the last several years to ensure that all students graduate positioned to succeed in college, career training, jobs, and life.