

**DC Family Policy Seminar**  
**Out-of-School Time Activities:**  
**Can Families Help Programs & Can Programs Help Families?**

*Seminar Highlights*

**Donna Morrison, Moderator**  
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**Introduction**

Our topic today, parental involvement in out-of-school activities, is both important and timely. Many parents work. In fact 24 million American children require child care, but the current quantity of out of school time programs meets 25 percent of the need. As a result of this huge gap, the District of Columbia, 120 youth investment stake holders, the Mott Foundation and many others are thinking creatively about how to implement more and better out-of-school time programs. I invite you to participate today in that process.

The goals of this seminar are to learn about federal and local initiatives to fund and create out-of-school programs and to learn about the advantages and potential challenges to including parents in these programs.

**Adriana A. de Kanter,**  
**Special Advisor, Office of the Secretary**  
**US Department of Education, Washington, DC**

The issue of after-school programs for students is so important to the officials at the US Department of Education that they created the position of Special Advisor three months ago to employ someone full-time to think about these programs. In particular, the US Department of Education will use these programs, in conjunction with many others, to help achieve three goals:

- All children will be reading at grade level by the fourth grade (currently 40% of these children are not reading at grade level);
- All eighth grade children will be taking algebra;
- All 18 year olds will be prepared academically and financially for college.

**Why We Need Out-of-School Programs**

The definition of family is changing. The majority of families have a working mother, and 25 percent of all children are being raised in single parent families. It is not known precisely how many of these children are latch-key because parents do not like to admit that they leave their children home alone, but estimates range from 5 to 15 million latch-key. Other experts estimate that 28 million children live in homes where the only parent or both parents work. Regardless of the actual number, the reality is that, as Hillary Rodham Clinton said, for too many American children “home alone is not a funny movie.”

Children in self-care often suffer from low self-esteem, low academic performance, and increased isolation and loneliness. They are also more likely to be involved in drugs or other risky behaviors. Because many crimes occur between the hours of 4:00 pm and 8:00 pm, many children who live in urban areas are told to go home, “stay in the apartment, don’t answer the phone, and don’t answer the door.” What do these kids do? They watch TV. A recent University of Michigan study of time management in individual homes found that children spend 1.3 hours reading, 1.7 hours studying, and 12 hours watching television per week (**Adriana-is this per week?**). These numbers are troublesome because in studies differences in the scores achieved by 8th graders have been explained by regular school attendance, whether children read at home, and the amount of television watched.

## **Solutions**

Given this situation of latch-key children, and excessive television, what can be done? In a recent survey, the voting public identified a lack of parental involvement as the biggest problem in their communities. NCES data supports this belief. Children of highly involved parents (those partaking in two or three activities) received A’s at twice the rate of other children, had lower expulsion rates and repeated grades less frequently than the children of uninvolved parents. Because the environment created in the home is essential to children’s level of achievement in academic settings it is important to work with parents and encourage them to set high expectations for their children.

In addition to encouraging parental involvement, children should be encouraged to participate in extra-curricular activities. Those students who are not involved are 30 percent more likely to use drugs and 40 percent more likely to become teen parents. Students who are involved in out-of-school time programs have fewer behavior problems, better grades, are more cooperative, are better able to handle conflict, and develop an interest in reading for fun.

Increasingly the general public is translating a concern for children into an awareness that we need to act. In one survey, 92 percent of respondents would support structured after-school activity because they believe that too many kids are alone and unsupervised with too much peer influence. 93 percent of respondents identified schools as good places for programs because they are safe and children and program coordinators have access to computers, libraries, and gymnasiums.

## **Program Design**

It is important to incorporate input from the community and parents because there is no consensus on what should be taught or what age-group would most benefit from out-of-school programs. The general voting public prioritized tutoring and homework help, technology skills, and reinforcement of basic skills. In a survey of parents, the parents prioritized programs for elementary school-age children, followed by middle and high school ages. However, when the researchers disaggregated the responses and examined only the responses of parents of high school students, middle school programs were a priority.

The US Department of Education’s toll-free number, 1-800-USA-Learn is a resource for educators, parents, and program officials. Copies of the Department’s “Safe and Smart” document are available for those who want assistance implementing out-of-school programs.

**Olatokunbo “Toks” Fashola**  
**Center for Research on the Education of Students Placed at Risk**  
**Johns Hopkins University, Baltimore, MD**

The Center for Research on the Education of Students Placed at Risk (CRESPAR) conducts research, and develops and evaluates programs needed to transform schooling for students placed at risk. The work of the Center is guided by three central themes: ensuring the success of all students at key development points, building on student’s personal and cultural assets, and scaling up effective programs. Ms. Fashola’s involvement in out-of-school programs began in 1996, when the Baltimore Empowerment Zones, Baltimore City and the Child First Authority received funding to establish out-of-school programs.

### **Provide Training**

One of the essential ingredients of successful parental involvement is to establish, provide and follow-through with training. Program coordinators need to train everybody, including parents, in order to create and foster relationships of trust and cooperation. Depending on the ultimate design and goal of the program, specific topics may include training in academic, recreational and cultural subjects, working with volunteers, working with children, and fostering positive interactions between parents, teachers, and communities. In many situations this means acknowledging that outside help is required.

### **Understand Your Out-of-School Program**

Effective programs have clear definitions of why the program was established, how it is organized, and what its goals are. Program organizers and community members must decide whether it is a recreational, cultural, or academically focused program. Is the program going to create friction because teachers or administrators feel threatened? More specifically, how will parents fit into the goals of the programs, and what is being done to encourage and facilitate their involvement? Too often, when program coordinators are asked what is being done to involve parents, their response is “not much.” All of these questions need clearly defined answers if the program is to be successful.

### **Understand the Culture of the Schools and the Parents**

Program funding is often contingent upon the involvement of parents. While this does offer the opportunity for parents, schools, and children to work together, these groups are not necessarily accustomed to communicating with one another, and may not be ready for this type of collaboration. In fact, the initial response from administrators may be “yikes,” particularly if the directive is that this collaboration is required. Training and communication are essential if the money is to be used well and parents are to be involved. Again, people need to examine the strengths and weaknesses of each community and be willing to accept advice and assistance from one another.

### **Why Involve Parents?**

There are numerous benefits to encouraging and facilitating parental involvement in programs. Primarily, as parents become more involved there is often an improvement in the relationship between academics and community. Other benefits include: more consistent attendance of children whose parents are involved; an increased sense of community; better communication between parents and teachers as parents seek to become more involved with homework assistance; and a better sense of parental power. In general as parents become involved their own participation becomes more consistent and broad-based and they seek out ways to become more involved in their children’s lives and in

their communities. Furthermore, the children are aware that their parents and teachers are communicating and there may be fewer academic and behavioral problems. In fact, there are often academic improvements.

### **Potential Challenges**

One of the greatest challenges to involving parents is turn-over. It is not uncommon for trainers, teachers, and program coordinators to train parents who will volunteer only sporadically. Because the participation is often voluntary, there is little recourse for program coordinators. Also a power struggle between schools and parents may develop if roles are not clearly defined and communication lines kept open. Unfortunately, the outcome can be a relationship made worse by the parents' involvement, with children attending school and out-of-school activities less frequently, acting out more, and parents and teachers unable to work together.

### **Helpful Hints & Suggestions**

One of the most important steps to creating successful programs is an early and honest assessment of the strengths and limitations of the parents and the community. Programs are most effective when the coordinators work to build upon community strengths and use creative methods of encouraging parental participation. There are numerous experts who have wonderful ideas that are being incorporated in programs like Partnerships 2000. Also, out-of-school program managers should be aware of parents' work activities and try to schedule workshops or training sessions (as best as is possible) so there are no conflicts. Attempts to include everyone will be rewarded by stronger programs for children and empowered parents.

Mandating parental involvement is a strategy that is designed to increase parental participation but can have negative consequences. Frequently, the outcome of these mandates is the exclusion or expulsion of children from the programs which has deleterious effects on the self-esteem and growth potential of these children. These trade-offs need to be considered prior to requiring parental participation.

### **Carolyn Graham Mayor's Office of Policy and Evaluation, Washington, DC**

This is an exciting time for out-of-school programs and activities in the District of Columbia. Mayor Williams is in the process of developing the Children and Youth Investment Initiative and creating a program agenda for out-of-school activities. The Mayor has embraced these programs because he, and many others in his administration, have recognized that too many children are living in distress in this city, that there is a shortage of day-care slots, and that too many children are falling through the cracks.

The current proposal uses money to fund recreation and day-care center construction. An additional \$20 million will be earmarked for agencies to create child-development programs for young children and to increase the foster care subsidy. \$33 million of the proposed investment will create and fund a 501(c)3 non-service provider that will award grants to community based service providers. Specifically, members of the Mayor's staff are looking for creative ideas and community input to help improve the lives of children living in the District. As part of the Children and Youth Investment Initiative the long-term vision is to provide:

- Safe and enriching places to learn and grow;

- High quality health care and services;
- High quality instruction and training;
- Opportunities to foster creative expression and play;
- Opportunities to build healthy relationships with peers;
- Opportunities to build healthy relationships with caring adults;
- Assistance in developing marketable skills and economic self-sufficiency; and
- Opportunities to serve and contribute to the larger community.

Part of the short-term action plan is incorporating 21st Century Learning Grants to create and fund 13 out-of-school time centers and recreation centers at schools and boys and girls clubs throughout the District.

## **Goals**

By the year 2001 the Mayor's vision is that:

- District children are ready to enter school;
- Children and youth are succeeding in school;
- Youth are ready to be productive adults;
- Children, youth and families are healthy;
- Children and youth are safe in their communities; and
- The quality of neighborhood life has improved.

The resources discussed earlier will be used to help achieve these results. The Mayor and his staff are operating on the principle that a results-driven approach to programs is necessary for success. In addition, school administration officials need to get a better handle on school attendance and drop out data because problems that are not defined can not be solved.

Briefly, some of the Children and Youth Investment Initiative's goals are to reduce the percentage of students who are absent from school by ten or more days per year by 30 percent, reduce the number of students who drop out by 20 percent, and reduce the percentage of teenagers not working or not in school by 15 percent. The middle school age group is of particular concern because of the increasing drop out rates. Often, children at this age begin to fear for their lives both in school and on the way to school.

## **Meeting These Goals**

The Office of the Mayor is seeking to create community partnerships in order to reduce criminal violence and increase the number of middle and high schools that show improvements in reading and math scores. In addition, performance based contracting procedures will be developed and new standards imposed and endorsed. For example, it will be required that out-of-school programs that receive funding improve the academic or developmental competencies in 50 percent of the youth referred to the out-of-school time academic support program; 75 percent of the children and youth participating in the program will complete their homework during the contract period. By September 30, 2000, 75 percent of the children and youth participating will experience success in the education arena (reduction of absenteeism, behavioral referrals and improvement in grades) through identification and participation in a program appropriate to their individual needs and abilities.

The Children and Youth Investment Initiative's goals and vision have not been without critics and some city council members and other officials have accused them of being "too vague." It is true that some of these proposals lack the specificity to which many people are accustomed but this was done for a very good reason: Mayor Williams wants to rely on community involvement in creating programs that suit the needs of the children. Earmarked funds would remove flexibility.

Appendix A contains additional information on the Community & Youth Investment Initiative's goals and mission.

### **Caitlin Wood Sklar, Associate Director Urban Family Institute**

The Urban Family Institute (UFI) is a nonprofit community building organization with a mission to provide the necessary resources to help urban families reach self-sufficiency and to ensure that no child grows up without the close guidance, discipline, and support of nurturing adults. It was founded in 1991, by Mr. Kent Amos when he took 98 teens into his home and encouraged a focus on parental involvement in after school programs.

#### **Kids House**

Kids Houses have been established in neighborhoods around the country to support this vision. Kids House is not a program that will leave when the money runs out or there is a dispute between "program coordinators" and community members, rather it is an extended family that provides a family style meal and after-school programs for children. Kids Houses are primarily run by parents, with the UFI staff providing training, technical assistance, how-to-manuals, and Curriculum Kits. The staff also provides assistance with grant applications. Current and prior funding sources have included the Department of Justice, the Charles Stewart Mott Foundation, the DC Housing Authority, HUD, Fannie Mae, Bell Atlantic and Xerox.

There are four Kids Houses in the District that serve 250 to 300 kids daily from the end of school until 8:00 pm. The children range from age 3 to age 16. There are also six Kids Houses located elsewhere in the country. Only one of the District Kids House is school-based and, although there is much emphasis on creating school-based programs, there are challenges associated with this arrangement. For example, there is the potential for parental/principal conflicts, licensing concerns, the added expense of unionized security, and food service provision expenses.

#### **Parent Volunteers**

UFI's goal is to relinquish control and allow the Kids Houses to be run by parents and local volunteers. This is not always easy because it is often instinctual for staff members to exert control. However, it is very important to allow and encourage parents to make the decisions, ask them with whom they want to work, and request feedback. This input is crucial because programs come and go, but by re-creating a neighborhoods' vision of itself and asking parents to build an extended family model in their community parents are invested in the Kids Houses' future.

The parents involved in Kids Houses are very diverse, as are the neighborhoods in which Kids Houses exist. There are migrant farmers of Mexican descent who volunteer at the Kids House in Salinas, California, and single mothers and parents transitioning from

welfare to work volunteering at the public housing sites. At the public charter school many of the parent volunteers come to assist on their way home from work.

Many of these parents have their own personal struggles and would not be considered appropriate and valuable volunteers by other organizations. However, the UFI staff members are willing to invest time and money training these parents in the hope that they will learn and grow. Some Kids House classes, such as GED study sessions, and tips for people in danger of losing their housing, are designed for adults. This investment in the parents empowers them and they become stakeholders in the Kids House. Many parents come every day to volunteer and some have spent their own money on the Kids Houses during times of financial need.

### **Methods of Involving Parents**

One of the most effective methods of getting and retaining parental volunteers is attitude. Parents become involved in Kids Houses because they play the central role in making decisions and the UFI staff gives them the credit and the accolades. The staff is willing to help but parents know that without their assistance and leadership each Kids House would fail.

Most parents are volunteers, although if there is money in the budget some receive a small stipend. However, week-end retreats, tee shirts and small award ceremonies are also effective ways to show parents that their contributions are valued. The biggest challenge is enrolling the first four or five parents. After a short period of time more parents volunteer because notice the increased self-confidence of volunteer parents and the greater respect afforded them by neighborhood children.

### **Training**

Volunteer training is essential and is catered to the individual needs of the community. Topics have included budgeting, fundraising, conflict resolution, child abuse recognition and reporting, and record keeping. Some communities need assistance in basic issues, other benefit from team building exercises. For example, if a Kids House has just received a huge grant then the volunteers do not receive instructions in effective fundraising techniques. One of the more innovative training methods is to hold training visits at distant sites with no children in attendance. Each visit last a few days, covers multiple topics and allows parents to meet and exchange ideas with parents from other Kids House sites.

### **Do Kids Houses Work?**

In 1996, Walcoff and Associates conducted a pre and post test study using the Wide Range Achievement Test at the Park Morton Kids House. The test scores for participating children increased in both math and reading, with the children whose parents volunteered showing the most dramatic improvement. The UFI staff are currently finishing Phase I of a study with CRESPAR at Howard University that examines whether the process of Kids Houses are effective. Phase II of this study will examine the outcomes of Kids Houses.

Sklar concluded by stating that while there may be challenges to involving parents, there are really no “disadvantages.” In fact, by involving parents and asking for their input Kids Houses have made many improvements. Most recently, parents indicated that they did not need more money, rather they needed activity suggestions. As a result the UFI staff are developing KIDS Curriculum Kits. These kits include instructions written at the sixth-grade level, are broken down for ages 3-15, and integrate activities from around the country. Ultimately, these kits will be widely disseminated and translated into Spanish.

## Questions and Answers

**Question:** Clearly, a coordinated teacher/parent effort is necessary for effective programming. In light of this, are there programs that will train teachers to effectively work with parents?

*A. Osekre, Youth Services Administration:*

**Answer:** Every teacher training institution in this country receives a United States Department of Education produced kit that addresses this issue. Both the National Education Association (NEA) and the teachers unions have adopted the kits because they have recognized the need to train teachers to work in cooperation with parents, particularly teachers who have been in the system for a long time but don't live in the local community. Anyone can receive this kit by calling 1-800-USA-Learn.

*Adriana de Kanter*

**Q:** Has there been any research that seeks to determine how many parents would prefer to be at home with their children during the formative years, but are unable to for economic reasons?

*Yvonne Keyes*

**A:** This is not an area in which I research, however, (**Vandel ?Toks, can you supply the researcher's name here?**) conducted a study on children in several different situations: the children stayed at home with their parents; the children attended after-school programs, or the children went to day care. The study found that if parents lacked parenting skills, the children were worse off in a stay-at-home situation.

*Toks Fashola*

**Q:** Ms. Graham, what is the current time schedule for the development of the non-profit organization that will be the responsible granting entity for out-of-school time activities?

*Note to me: get name here Greene Friends of choice in urban schools*

**A:** Unfortunately, much of the current focus has been on the administrative unit, although there is movement to establish the 501(C)3 organization that will eventually be the grant maker. The first year that entity will not be the grant maker because we must first develop its capacity as an agency guided by performance outcomes. The goal is to track the measurement of children in the out-of-school program environment and every contractor will be bound to measurable quantifiable outcomes.

*Carolyn Graham*

**Q:** Ms. Graham, you mentioned that in order to make out-of school programs work there will be a merging of DC resources. In particular, it is important that we remember that out-of-school programs should be year-round intervention programs, and one of the current budgetary issues would curtail some of the summer youth employment programs. Also healthy, nutritious meals are essential to successful programs. My colleague, Crystal Weedal, is working on an initiative that will inform people of the national rescues that help provide food to programs.

*Michelle Tingling-Clemmon, Food Research and Action Center*

**A:** After this summer, the District is moving to more comprehensive year round employment programs for youth. Specifically, there is a proposal in the Mayor's budget to fund the "Youth Employment in Schools to Careers" program through the Department of

Employment Services. The proposal would designate \$1.5 million in local funds for year round internships for high school seniors, and \$1.2 million for a summer works program that will become a year round program.

*Carolyn Graham*

**Q:** These programs should not be limited to include children from the lowest income families as this stigmatizes programs and jobs are a collective need of this community.

*Michelle Tingling-Clemmon, Food Research and Action Center*

**A:** In the past we have been bound by federal requirements, although the year-round programs will allow for more flexibility in program eligibility and administration.

*Carolyn Graham*

**Q:** Ms. de Kanter, were your statistics about a particular age group?

**Note to me: get name here Friend of choice**

**A:** Yes, they were for children ages 6-7.

*AdrianadDe Kanter*

**Q:** Is anyone aware of free summer programs to accommodate children of parents who are on welfare or of low-income, need a summer program for their children, and are unable to afford high-cost programs?

*Alan Watkins, UPO, Head Start*

**A:** Kids House does offer after-school and summer programs at our sites in the District. You can obtain a full list of the sites by calling 234-kids.

*Caitlin Wood Sklar*

**Commentary:** The National Capital Region of the National Parks Service has programs. Unfortunately, for some programs, like the YCC (Youth Conservation Course) for kids aged 15-18, the closing date was April 15. However, there are junior ranger programs in area parks and other national programs that still have openings. The national number is 202-619-7055.

*Ramie Lynch, National Parks Service*

**Commentary:** The Department of Recreation also has many summer programs; a summer guide is available at 234-9404. Our website, [www.dckids.org](http://www.dckids.org), also lists many summer programs.

*Susie Cambria, DC Action for Children*

**Q:** Ms. Fashola, could you address some of the barriers that exist to forming a link between community groups and schools? Also, what can be done to break down these barriers and create, strengthen and sustain relationships between the groups? In particular, how do we get the program directors and coordinators to work in concert with the school systems when many of these programs may have been created as a response to perceived academic weaknesses of schools?

*Bethanny Robertson, College Bound*

**A:** Establishing a link is difficult, even when all the entities are familiar with one another and like each other. It is essential to involve stakeholders from the beginning of the process because community members and parents are curious and excited early in the process and these interactions will foster trust. Program coordinators and organizers must notify the community about scheduled meetings by sending flyers home with children and placing notices in stores, churches, and neighborhood businesses. Often, the greater

challenge is continued involvement, after the novelty has worn off. One strategy that has worked is to hold periodic workshops and meetings that make it clear to community members and parents that they are equal players.

*Toks Fashola*

**A:** One point I would like to stress is that it is important to have involvement from the top. Certainly, the involvement and interest of parents and teachers is essential, but the principal must also be involved and excited about the programs. Without principal/superintendent or administrative support, the program can only work temporarily. There is no straight-forward, easy answer, and all angles need to be worked to create a ground swell of support from teachers, social workers, PTA, and principals.

*Caitlin Wood Sklar*

**A:** We need to change the ethos among educators and administrators: school does not end at 3:00, it ends at 7:00. Now is the time to change this mind-set because there will be a huge principal turnover during the next several years and schools are going to need 2.2 million new teachers during the next decade. Although many bureaucrats don't like people in the schools after 3:00, the 21st Century (Adriana, can you provide a description here to be included in a foot-note?) programs have targeted the schools for use because they belong to the tax payers.

*Adriana de Kanter*

**Commentary:** In order for a program to be successful, many different people need to be included: the principal (or teachers), parents, community members, food services personnel, and custodians. The food service worker and the custodian are frequently not part of the planning process, but they are needed to monitor the building and supply food once the program has been implemented. Also, students know these people. In one study, 99 percent of children could name a teacher, 88 percent knew the name of a custodian, and 85 percent knew the name of a person who served their food.

*Jeff Schwartz*

**Q:** Who is responsible for staffing the 21st Century Program? (**Adriana, can you supply a little more information about the 21st Century Program?**)

*Jennife Gajdosikr, Academy for Educational Development*

**A:** There is nothing from Washington that dictates staffing issues; we leave these decisions to the local programs to staff as they feel is best. Preferably, a teacher is involved in the learning component of the programs but in some places academic offerings are the responsibility of paraprofessionals who may not have completed high school. In particular, there does seem to be a shortage of involved people with special education training.

*Adriana de Kanter*

**A:** The question of staffing is an important one. Many of the academic programs are coordinated by teachers, paraprofessionals or college graduates, with parents trained to serve as academic tutors. Parents are more likely to be involved in program development and to serve as leaders if the focus is on cultural or recreational activities. Unfortunately, many of the programs coordinated by parents are in danger of being eliminated due to concerns over the coordinators' competence and ability to meet licensing requirements. This should be the school's decision, although the person coordinating an academic after-school program should have similar or identical credential as the teachers. Some programs, for example, LA's Best have successfully used college students (**Toks, is this correct?**).

*Toks Fashola*

**A:** Everyone involved, parents, teachers, college students, etc. should be trained to do their job, however it is defined. Furthermore, all involved personnel should be considered professional and be well-paid.

*Adriana de Kanter*

**Q:** Many of the programs in schools are geared to assist kids that are on grade level, what can be done for kids who are in need of special education either because they have learning problems or are just behind?

*Cory Pool, DC Community Prevention Partnership*

**A:** In Baltimore's after school program which was supported by empowerment zone and public school funding sources, the acting superintendent mandated that the programs include children who were not reading on grade level for training and tutoring. One of the challenges that arises with such mandates and programs is finding quality people to teach these children because parents do not always have the necessary training. Many of the programs are using qualified teachers but there is a shortage of people with these skills.

*Toks Fashola*

**A:** Many of the federal programs do serve low performing children because children need to be reading and writing at minimum state standards. Additionally, it is against the law to not serve children with disabilities. I would like to add that it is important to discuss and consider programs that provide enrichment programs, nutrition education, and recreational activities in addition to academic learning. A diverse service provision is crucial.

*Adriana de Kanter*

**A:** In several Kids Houses student scores went up significantly by using one of two different approaches. In one program the parents without education qualifications were given cell phones and were able to contact a teacher for assistance. Where the activities are taking place in schools, the parents serve as the leaders and coordinators but use teachers to provide individual tutoring for children in need of academic help.

*Caitlin Wood Sklar*

**Q:** As a professional involved in the after-school project in the District and a parent whose children attend DC schools I am wondering who are the parents that volunteer?. If I am paying for an after school program, I don't expect to volunteer unless it is at my child's request. Were I receiving a free service, perhaps I would feel obligated, but then I could only do so on Saturday.

*WendyThamani- Salaam, DC Agenda*

**A:** The only site where parents would otherwise be paying is at the charter school. At that Kids House, parents who do not volunteer two hours a week or eight hours a month pay a nominal fee. Some parents choose to pay and others choose to volunteer. Because the programs do not end until 8:00 many parents volunteer after 5:00. Additionally, many parents do shift work and have days free to volunteer. In one situation, a parent who was transitioning from welfare to work requested the night shift because she held a leadership position at the Kids House where she volunteered. Now she is looking to obtain a license for home day care to allow her to volunteer at night. Few people work straight through from 8:00 am to 7:00 pm.

*Caitlin Wood Sklar*

**Q:** How do I become involved if I know a specific target area that would be a wonderful site for a Kids House? Also, Ms. Sklar, could you provide more information on the program in the prison?

*Tracy Reeves, Far South East Strengthening Collaborative*

**A:** You can call 234-5437 and we will begin by working with parents to determine their interests. We assist with training and technical assistance and then provide curriculum and enrichment program curricula. The prison program, located at the minimum security unit at the Eastern Correctional Institute in Salisbury, MD, works with fathers who will soon be released.

*Caitlin Wood Sklar*