



DC Family Policy Seminar

A community service project of Georgetown University

Out-Of-School Time Activities: Can Families Help Programs and Can Programs Help Families?



BACKGROUND BRIEFING REPORT

The DC Family Policy Seminar provides District policy-makers with accurate, relevant, non-partisan, timely information and policy options concerning issues affecting children and families.

The DC Family Policy Seminar is part of the National Network of State Family Policy Seminars, a project of the Family Impact Seminars, a nonpartisan public policy institute in Washington, DC.

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Abstract

As the number of working parents in the United States continues to grow, so does the need for quality out-of-school time activities¹ for school-age children. When children between 7 and 21 are left unsupervised, they are at greater risk for engaging in risky social behavior and are not as likely to do well in school (NIOST, 1998).

One strong element of many national and local models is the involvement of families. Involving families in out-of-school time activities may seem counterintuitive, since many of the children who attend these programs have parents who are at work. However, organizations and families have collaborated creatively to develop roles for families that allow for variation in the level of involvement and extent of the time commitment.

This seminar, the 22nd in a series sponsored by the DC Family Policy Seminars at Georgetown University, seeks to bring different ideas to light and to discuss alternatives that District out-of-school time organizations can incorporate to encourage family involvement. The seminar will also examine the management and organizational implications of involving families.

¹The DC Children and Youth Investment Partnership describes out-of-school time as programs, services, and opportunities that take place during the hours when young people are not in school. These hours include before and after school, weekends, and summer and other school vacations (1999).

This report provides a brief introduction to the issue addressed by the DC Family Policy Seminar on May 4, 1999. The author thanks the numerous individuals in the District of Columbia government and in local and national organizations for contributing their time and effort to this seminar. Special thanks are given to Susan Rogers, Leslie Gordon, Vince Hutchins, Mark Rom, Donna R. Morrison, and the staff of the National Center for Education in Maternal and Child Health for hosting this seminar, and to Stephen Moseley and the staff of the Academy for Educational Development for providing space and technical assistance.

Out-of-School Time Activities: Can Families Help Programs and Can Programs Help Families?

This seminar is the 22nd in a series designed to bring a family focus to policymaking. The panel features the following speakers:

- **Adriana de Kanter**, Special Advisor, Office of the Secretary, U.S. Department of Education
- **Olatokunbo Fashola**, Associate Research Scientist, Center for Social Organization of Schools, The Johns Hopkins University
- **Carolyn Graham**, Senior Policy Advisor on Youth Affairs for the Mayor of the District of Columbia
- **Caitlin Wood Sklar**, Associate Director, Urban Family Institute

This seminar focuses on family involvement in out-of-school time activities for youth in the District of Columbia. The organizers of this seminar hope to encourage increased collaboration among community, government, and nonprofit organizations to ensure increased quality and quantity of programs for children and youth in the District. This background report summarizes the essentials on several topics. It examines the existing facts and demographics surrounding out-of-school time and family involvement, considers the benefits and practical considerations of involving families, and highlights creative models in practice both locally and nationally. The contents of this briefing report are as follows:

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I. Introduction

As the number of working parents in the United States continues to grow, so does the need for quality out-of-school time activities² for school-age children. When children between 7 and 21 are left unsupervised, they are at greater risk for engaging in risky social behavior and are not as likely to do well in school (NIOST, 1998).

Researchers estimate that while 24 million school-age children require child care (NIOST, 1996) the number of out-of-school time programs for school age children in urban areas may only meet 25 percent of the demand in the near future (GAO, 1997). This gap poses significant problems for children, families, and communities. The District of Columbia community has already begun to respond to this need. For example, Mayor Anthony Williams has proposed a new investment of \$33 million to support a variety of services and opportunities, including out-of-school time programming (DC Agenda, Fact Sheet, 1999). In addition, approximately 120 youth investment stakeholders have joined to create a Children and Youth Investment Partnership (CYIP) and Business Plan, and the Charles Stewart Mott Foundation has pledged a \$1,000,000 capacity-building commitment (DC Agenda, Meeting Report, 1999).

One strong element of many national and local models is the involvement of families. Involving families in out-of-school time activities may seem counterintuitive, since many of the children who attend these programs have parents who are at work. However, organizations and families have collaborated creatively to develop roles for families that allow for variation in the level of involvement and extent of the time commitment. Involvement ranges from informal discussions

with teachers to teaching or leading out-of-school time activities. Some family members are involved through paid part-time and full-time employment, as well as volunteer opportunities. Finally, some family involvement in out-of-school time takes place through organizations providing a holistic approach that includes services to adults, while other organizations focus on a traditional model where families are involved solely through the activities of the children.

This briefing report first looks at the demographics surrounding out-of-school time and family involvement. Next, it considers the benefits, costs, and considerations of family involvement. Finally, it highlights some particularly creative efforts of exemplary programs.

II. District of Columbia

Demographics

In 1990, the U.S. Census counted 102,592 school-age children in the District of Columbia, which is about 16 percent of the total population (DC City Page, 1999). Approximately 60 percent of school-age youth are unsupervised by adults for at least one hour each day and there is a significant gap between the services available and the needs of these children (Feeley, 1998). In addition, there may be a geographic mismatch between the location of after-school programs and unsupervised children (Feeley, 1998). While there are national estimates on the number of existing programs involving families, no estimates have been made on the number of programs in the District that do so.

The DC Children and Youth Investment Partnership and Family Involvement

As planned, the emerging DC Children and Youth Investment Partnership (CYIP) includes a broad spectrum of District of Columbia stakeholders, including young people, parents/caregivers, service providers, community leaders,

²The DC Children and Youth Investment Partnership describes out-of-school time as programs, services, and opportunities that take place during the hours when young people are not in school. These hours include before and after school, weekends, and summer and other school vacations (1999).

school officials, corporate partners, major donors, technical consultants, and elected officials at the local and federal level. The emerging CYIP aims to be “a seamless web of high quality services and challenging opportunities to promote the health development of the city’s young people through a network of nurturing families, caring neighborhoods, and safe and enriching centers of learning in and out of schools” (DC Agenda, Meeting Report, 1999). The goal is to ensure that every child in the District has the opportunity to participate in out-of-school time activities. In light of the existing gap between need and services available, the coordination and collaboration efforts of CYIP is a potentially strong resource.

Focus groups conducted on behalf of CYIP, children and families, school personnel, community leaders, service providers, and employers in the District indicated that lack of parental involvement would be one barrier to successful out-of-school time programs. They viewed this barrier from two perspectives: first, that parents need to be more responsible for their children; and second, that families should be more involved in the operation of programs as paid staff members or volunteers (Boehm and Treloar, 1999). They also felt that it is necessary to incorporate all age groups, including parents/caregivers, grandparents, young adults, and senior citizens (Boehm and Treloar, 1999).

At a CYIP stakeholders meeting in January 1999, Beverly Boothe of the East River Collaborative noted, “we need parent involvement in all school programs, even teens want their parents involved. We need mentoring to pull together parents from neighborhoods” (Boothe in CYIP, 1999).

III. National Family Involvement Statistics

A 1993 report by the U.S. Department of Education illustrates the level of parental involvement in before- and after-school programs throughout the country. Parental involvement is

required in 11 percent of all public-sponsored, private nonprofit, and for-profit programs and in 13 percent of school-based programs. In programs that involve families, parents are most frequently involved in program planning and evaluation (62 percent of non-school-based programs and 76 percent to 81 percent of school-based) and by serving on an advisory council or board of directors (40 percent of non-school-based and 47 percent of school-based). Public-sponsored and private nonprofit programs are much more likely than for-profit programs to involve parents as advisors. Programs that incorporate parents through other ways most often involve parents as volunteers, followed by involving them in fundraising and through parent meetings. A small percentage of programs incorporate parents in other ways (RMC Research Corporation et al., 1993).

IV. Research and Theory

Educational Programs

The benefits of parental involvement have been recognized by numerous well-known programs, such as Head Start. In *Head Start: The Inside Story of America’s Most Successful Educational Experiment*, authors Zigler and Muenchow discuss how Head Start revolutionized programs for children by establishing one of the first bridges between programs serving parents and programs serving children in the 1960s (1992).

During the development of the program, the Head Start Planning Committee grappled with the meaning of parental involvement and weighed its pluses and minuses. Ultimately, the committee affirmed that “children would benefit from their parents’ direct involvement in the program, and that the best way for parents to learn about child development was through actual participation with their children in the daily activities of the program” (1992). Noted developmental psychologist Urie Bronfenbrenner emphasized that a 2-year intervention would have no lasting impact on

children's lives unless it enabled parents to become the agents of change. As agents of change, parents have the chance to reinforce the ideas over the long term (Bronfenbrenner in Zigler et al., 1992).

The Harvard Family Research Project reports that "family involvement programs produce positive outcomes for the children and parents they serve, and can be a powerful catalyst for broader integration with mainstream school activities and for increased parental and community participation (1999). Family involvement in educational activities is also related to improved outcomes for children, including higher grades, better school attendance, more positive attitudes and behaviors, higher graduation rates, and greater enrollment in higher education (Henderson and Berla in Harvard Family Research Project, 1999). Moreover, parental approval of a program may raise parents' expectations for their children. Zigler observes that low-income urban parents tend to struggle with hopelessness about their child's future. Through parental involvement, parents may gain more faith in an activity; this may raise parental aspirations for their children. In turn, these higher expectations can lead to greater achievement by their children (Zigler et al., 1992).

Child Care

William Gormley, author of *Everybody's Children: Child Care as a Public Problem*, suggests that one way child care can be viewed is through a Total Quality Management (TQM) approach. TQM strategies stress teamwork, customer satisfaction, and collaborative problem solving. TQM also emphasizes the customer focus. Gormley writes that "if the child care industry were to take customers seriously, efforts to involve and empower parents would be far stronger than they are today" (1995). He suggests that in a TQM model of child care, parents would help to design programs and policies; they would be involved in personnel decisions; they would serve as volunteers; they would fundraise; and they would donate "money and muscle" to special projects (1995).

In his quantitative analysis, Gormley finds that although parental involvement had no discernible impact on teacher education, staff size, or teacher turnover at group child care centers, these are all relatively costly quality indicators. His research findings suggest that parents may have more of an impact on practices when the recommended reforms are relatively inexpensive, when services to children are at stake, and when there is a relatively high consensus as to what is appropriate. Overall, he hypothesizes that families may be reluctant to get involved in technical and managerial issues, but more likely to get involved in inexpensive services to children, such as better playgrounds (1995).

Gormley states that these observations are not intended to put boundaries on parental involvement. In fact, he believes that it is possible to convince parents to enlarge their role. However, in the meantime parents appear to be more comfortable when involved in nonmanagerial issues (1995).

Out-of-School Time Activities

Family involvement has been identified as an important component of successful out-of-school time programs as well. The U.S. Departments of Education (DOE) and Justice (DOJ) consider the strong involvement of families one element of exemplary after-school programs (U.S. Departments of Education and Justice, 1998). The Carnegie Council on Adolescent Development reached a similar conclusion in *A Matter of Time: Risk and Opportunity in the Out-of-School Hours*. This report identifies parents as key partners in developing out-of-school time activities (Carnegie, 1994). Carnegie recommended that organizations include outreach efforts to ensure families' participation.

While the research on the benefits of parental involvement in out-of-school activities is not as extensive as that on programs such as Head Start, the potential for positive outcomes exists. If parents feel empowered and connected to their children's future when they are directly involved, it

may help close the distance between parents and their child's school or out-of-school time program. In fact, many organizations view demystifying the school system and out-of-school programs as one of the central benefits of family involvement in out-of-school time programs (Singer, 1999).

These employment and training opportunities may also raise self-esteem. For example, a parent who begins his involvement as a volunteer may ultimately take on leadership roles. These leadership experiences may not be readily available in other venues of a low-income parent's life. The increased self-confidence from leadership experience may encourage a parent to pursue other challenges and opportunities for himself as well, such as finishing high school or pursuing a college degree (Zigler and Muenchow, 1992).

Other programs expand their scope and offer services to the entire family. Services range from professional development and employment opportunities to parenting classes. This holistic approach engages parents in their children's activities, which may encourage them to become more involved in activities related to their own professional development. It may strengthen their parenting skills and increase their knowledge, which ultimately helps the child.

V. Practical Considerations

If a program decides that family involvement may be a beneficial addition to their out-of-school time activities, there are a number of pragmatic considerations, including recruiting and retaining volunteers, determining roles and responsibilities, and identifying and addressing barriers to involvement. Following are some lessons that have been learned about various aspects of family involvement in out-of-school time.

Outreach

The Urban Family Institute (UFI) advises that before an organization starts recruiting volunteers,

it needs to consider the type of volunteers it needs or wants to involve. For example, programs might consider a target age. UFI finds that young volunteers often need more guidance and support than older volunteers (1996). In addition, the program should think about the range of time commitments that volunteers can make. For example, some people may volunteer daily, weekly, or only for special events (UFI, 1996).

Outreach efforts should be framed in terms of the population of volunteers that an organization seeks. For example, if a program is trying to recruit parents, their efforts may be most effective at schools and playgrounds or through a door-to-door campaign in the local neighborhood. However, if an organization is seeking retirees, they may want to contact their local senior center or a program such as Foster Grandparents (part of the National Senior Service Corps). Other recruiting ideas include contacting churches and local colleges/universities and placing flyers in local store windows and schools (UFI, 1996).

Outreach can be as simple as trying to talk with parents when they pick up their children, or more involved, such as offering workshops or holding special events to entice parents (Gonzalez, 1999). The Children's Aid Society, for example, designs workshops on topics that appeal to parents, such as asthma, immigration, housing, and Medicaid. They also find that it is important to establish a welcoming environment for families, which can be created by simply offering a cup of coffee and asking for their ideas (Gonzalez, 1999). Once these family members have been drawn inside an organization, they can collaborate with program staff to determine the most appropriate and beneficial form of their involvement. This will depend on the family members' skills, interests, and time, and the needs and training capacity of the organization (Gonzalez, 1999).

As previously mentioned, some organizations take a holistic approach to out-of-school time. Many of these organizations find it important to

market learning opportunities for parents and families in an appealing way. Some experts advise that, rather than promoting “parenting classes,” organizations should use a more creative title. For example, material on effective parenting can be packaged as family activities, such as family video and popcorn nights, or theme events (i.e., costume parties or children’s parades) (Debord, 1996). This approach may increase parent turnout and enthusiasm. In addition, the time of a meeting should be convenient for working parents.

In their efforts to draw parents into programs, staff at different organizations have been creative in their offerings to parents. Many programs offer computer training and English as a Second Language classes. Others provide teacher training for parents and other community members.

After successfully getting parents, grandparents, and other family members interested in a program, UFI suggests that volunteers should be asked to fill out an application, provide references, and sign a waiver to undergo a criminal background check and drug testing. UFI also recommends a personal interview and advises the program to provide a written description of the volunteer position and to notify the volunteer of any relevant dates and times for further meetings or training sessions (UFI, 1996).

Roles and Goals of Family Members

Family members who want to be involved in out-of-school time activities arrive with many different skills, interests, and time limits. While some may want to work directly with children, others may be more interested or helpful in administration or management. The Carnegie Council on Adolescent Development suggests that parents can be involved as leaders, board members, fundraisers, or advocates for youth at the local, state, or national level (1994).

Boards and Meetings

The idea of including family on boards is a popular mechanism for involving families.

Depending on the timing of the meetings, board membership can be a chance to include working parents who are unable to participate between 9 and 5. Some boards consist solely of parents, while others have parents serving as board members along with other nonfamily partners. The degree of responsibility and authority of boards ranges from an advisory focus to management decisions. In some cases, parent advisory boards “form to make parents’ varied concerns clearer” to the organizational leadership (Seligson and Allenson, 1993). Regardless of formal responsibility structure, boards that include parents generally gain further input about parents’ concerns, interests, and needs for their children. Similarly, regular meetings between management and families provides an informal but productive communication line between the management of an organization and the people it serves (Singer, 1999).

Outreach Coordinators

Many organizations establish a formal position to coordinate family involvement, and this position is often filled by an active parent. At the Children’s Aid Society, the parent coordinator handles outreach and recruitment of new families, provides information and referrals to services in the community, and generally establishes a sense of trust between the parents and the organizations (Gonzalez, 1999). A coordinator might also coordinate training for parents and organize their scheduling.

Parents as Managers

Some parents decide to join together to develop and manage their own out-of-school time programs. Seligson and Allenson write that “sharing the vested interest and responsibilities of their children’s care, parents with a unified will to improve overall conditions within their community can spur the thoughtful creation of highly appropriate programs” (1993). These parents report several benefits of running their own programs. First, their perspectives and values permeate the

policy and design of the program. In addition, they obtain political clout in their community. Finally, operating a program builds skills and self-esteem among parents. Seligson and Allenson conclude that, for these reasons, parent-run programs may be even more effective in communities where they seem least likely to succeed (1993).

Curriculum and Activity Planning

Many successful out-of-school time activities involve families in their planning. In a "Review of Extended-Day and After-School Programs and Their Effectiveness," Olatokunbo S. Fashola, Associate Research Scientist, Center for Social Organization of Schools, The Johns Hopkins University, observes that if activities are going to appeal to children, their families need to provide good information on their interests. In fact, programs that allow parents and children to choose programs find that families are more likely to stay involved (Fashola, 1998). The U.S. Departments of Education and Justice's report, *Safe and Smart: Making After-School Hours Work for Kids*, also recommends that families be involved in program planning, because programs that incorporate families' ideas tend to be more fun, culturally relevant, and engaging for children (1998).

Tutoring and Mentoring Youth

Many schools and nonprofit programs involve family and community members in tutoring and mentoring programs. These programs often target older youths for out-of-school time activities.

Professional Staff and the Role of Volunteers

When programs incorporate volunteers into classrooms, they address numerous goals for families and organizations. From the perspective of the organization, volunteers filling staffing needs may help reduce operational costs and/or reduce the staff-to-child ratio, which is another key component of strong out-of-school time activities (U.S. Departments of Education and Justice, 1998).

When family members are hired as paid staff, this offers the chance to help a parent gain professional development and financial security. In turn, programs report that family and community members are among the most loyal and dedicated staff (Gonzalez, 1999).

Some advocates for children are concerned about the substitution of volunteers for professionals because they fear that children will lose out on the benefits that professionally trained and educated staff can provide children. Other organizations find that volunteer staff are less consistent because of other obligations (Prioleau, 1999). Their absences can disrupt programming and disappoint children. As a result of volunteer absences, some organizations, like Link and Learn in the District of Columbia, have decreased their reliance on volunteers. They report that while volunteers bring great zeal and spirit to a program, they often have other, more pressing obligations. As a result, they may be absent from their scheduled commitment, which can be problematic (Prioleau, 1999).

Research has shown that one of the factors that contribute to students' academic achievement is the use of trained professionals in the programs (Fashola in Fashola, 1999). If parents are substitutes for staff members on either a volunteer or paid basis, some believe that children may not gain the benefits they would have received from a child development specialist. Others maintain that parents provide unique benefits that a professional does not necessarily bring.

This issue of professionalism in out-of-school time programs is comparable to the issue of professionalism in child-care facilities. In child care, the professional credentials of staff affect the regulation and licensing of child care facilities; the two most common state licensing regulations for child care centers are the ratio of adults to children and the educational requirements and qualifications of caregivers (National PTA, 1993). The issue of licensing of out-of-school time programs has not yet emerged.

In *Head Start: The Inside Story of America's Most Successful Educational Experiment*, authors Zigler and Muenchow identify professional credentials of staff as one of the tensions in developing a model of family involvement. For example, some members of the initial Head Start Planning Committee wanted an exclusively professional staff with degrees in early childhood education. Zigler and Muenchow acknowledge that the lack of research on the impact of families in Head Start leaves some unanswered questions about the efficacy of using parents as volunteer staff. It is not known if children fare better in Head Start facilities where many of the teachers are Head Start parents without professional credentials, or if children are better served by programs that rely more on professionals and less on parents (Zigler and Muenchow, 1992).

Training and Retaining Families

Researchers have identified possible ways to address the tension between family involvement and professionalism. For example, Fashola suggests that the solution for programs is to ensure that personnel working in after-school programs are trained so that they can be effective in their roles whether they are paid staff or parent volunteers (Fashola, 1999). The extent of the training will vary based on the goals and purpose of the volunteers in the program, as well as the skills, interests, and availability of volunteers.

Training also plays a role in retaining volunteers in programs. Inadequate training of volunteers and staff may lead to staff frustration and an increased attrition rate (Fashola, 1999). In her review of after-school programs, Fashola found that many community programs do not have effective training methods, if any.

Once trained, practitioners and researchers cite a number of means to retain families in out-of-school time activities. Important steps include recognizing and respecting families' time and effort as professional, being culturally competent and cre-

ative, and establishing a sense of inclusiveness (Gonzalez, 1999). In addition, the most effective family involvement models often accommodate family schedules and provide flexible hours. Morley and Rossman consider alleviating barriers to parental involvement and communicating with parents to be two keys to successful family involvement strategies for programs targeting at-risk youth (Morley and Rossman, 1997).

To retain parents, programs need to help them overcome barriers. For example, Morley and Rossman found that the three greatest barriers to involvement in programs for at-risk youth are scheduling, language, and transportation. In order to overcome the scheduling problems of working parents, they recommend meetings or special events on weekends or evenings. Bilingual staff and native language materials can help overcome language barriers. In fact, they warn against having children translate for their parents because it may undermine parental authority and children may deliberately misinterpret some information. Finally, if families and staff develop car pools, this can help to overcome transportation costs and make the commute to the facility more convenient (Morley and Rossman, 1997).

VI. Models of Family Involvement

Local and national organizations have worked to put theory and ideas in action and have developed strong out-of-school time programs that involve families in a variety of ways. Highlights of selected programs follow.

National

Head Start

One of the oldest and most successful models for family involvement in child care are the federally funded, community-based Head Start programs. Head Start provides comprehensive developmental services for America's low-income,

preschool children ages 3 to 5, and provides social services for their families (Head Start, 1999). Although they serve a different age group than school-age children, their model of family involvement provides creative ideas for out-of-school time.

Head Start involves parents in parent education, program planning, and operating activities. For example, parents can serve as “members of policy councils and committees and have a voice in administrative and managerial decisions” (Head Start, 1999). By this means, parents have a voice in the general programmatic issues as well as the day-to-day management of the Head Start site. Head Start’s model of parental participation has evolved considerably over the past few decades. There was extensive debate over how much authority to give parents vs. professionals. Ultimately, the decision was and remains that parents are equal partners, but they do not have control over professionals (Zigler and Muenchow et al., 1992).

In addition, Head Start complements the collaborative work with parents through parenting classes. Head Start’s philosophy is that “participation in classes and workshops on child development and staff visits to the home allow parents to learn about the needs of their children and about educational activities that can take place at home” (Head Start, 1999). With parents equipped as educators, they have the chance to continually reinforce the important messages that Head Start teachers only have 1 to 2 years to teach children.

Children’s Aid Society

The Children’s Aid Society of New York has run out-of-school time activities for over a century (Weisberg, 1999). Several programs within the Children’s Aid Society involve parents, including Community Schools, which are extended day programs, and various local centers, which run traditional after-school services for children. Children’s Aid Society involves parents through their Community Advisory Committee, provision of services to parents, special events, volunteer opportunities, and the local schools.

The Community Advisory Committee includes parents as committee members to ease communication with other parents and the community. If parents of children in programs have concerns, they can voice these to their representatives. This liaison works both ways; committee members can explain policies to concerned parents as well. These parents serve as the “eyes and ears” for and from the community to the Community Advisory Committee (Weisberg, 1999).

When one of the community schools affiliated with the Children’s Aid Society, I.S. 218, launched its after-school programs, it used a parental survey to gauge children’s needs and interests. For example, parents indicated concerns about homework, so the program originally focused on homework assistance before expanding into such areas as computers, arts, and dance (U.S. Departments of Education and Justice, 1998).

In the Children’s Aid Society traditional after-school programs, parents serve as volunteers in varied areas, including tutoring, fundraising, and teaching special classes. Finally, different Children’s Aid Society sites provide services to parents, such as English as a Second Language (ESL) classes, computer training, and parenting classes. This holistic approach aims to help the children by helping the families as well (Weisberg, 1999).

LA’s BEST

LA’s BEST is an after-school enrichment program in Los Angeles, CA, that has a different approach to parental and community involvement than Head Start. In lieu of formalized parenting programs, they encourage and celebrate active parental and community involvement through volunteer programs, special family-oriented field trips, and daily activities. They also hire parents on staff for a number of different positions and continually use their Parent/Community Support Committee to evaluate parents’ views of the programs.

LA’s BEST encourages parents to attend family-oriented field trips and on-site activities. Staff mem-

bers at LA's BEST use these opportunities to "identify 'teaching moments' to model appropriate behavior for parents in dealing with their children" (LA's BEST, 1997-98). These opportunities also enable parents and staff to develop relationships of trust, which are termed "therapeutic alliances." Once the staff has created this sense of trust and communication, they can work with parents on parenting skills. The program staff find that this approach, rather than a direct parenting class or parent-teacher conference, results in a higher rate of receptivity to the issue (Singer, 1999).

Staff and parents also make an effort to communicate when parents pick up their children at the end of the day. LA's BEST credits this communication with increased parental activity in schools and in LA's BEST programs (LA's BEST, 1997-98). LA's BEST believes that the combined effect of the therapeutic alliances and the increased communication efforts results in better parent relationships with the local schools, because it helps parents become more familiar with the schools and programs (Singer, 1999). Local school principals report that parents of children from LA's BEST are more active than other parents in meetings, teacher conferences, and other events (LA's BEST, 1997-98).

The Parent/Community Support Committee of the LA's BEST Board of Directors provides a mechanism for consistent and systematic communication with parents on an organizational level. This committee coordinates interviews with parents and school staff. Members of the Advisory Board (made up of community members, educators, and other programmatic staff) and the Governing Board (the fundraising arm) conduct interviews using a checklist of topics and prepare a report based on the interviews. In addition, the committee organizes parent meetings for further communication. For example, parents are surveyed about their views of LA's BEST programs, and the results of these surveys are discussed and analyzed at parent meetings. The meetings also serve as an informal means of relaying information (Singer, 1999).

Finally, LA's BEST encourages parents of former and current attendees to become involved as staff members. The time commitment ranges from a few hours a week to several hours every day. Program staff work with parents to identify their skills and assets; family members may have unique skills to contribute that they do not immediately recognize. For example, they might be able to teach a class on cooking, painting, or weaving, or they might be able to coach a sport. Other enthusiastic and creative parents may be good fundraisers or able to assist in outreach to other parents. By getting parents involved in these and other ways, LA's BEST strives to "de-bureaucratize" the out-of-school time and school system for parents (Singer, 1999).

Challengers Boys and Girls Club

The Challengers Boys and Girls Club, operated in a low-income South Central Los Angeles neighborhood, has relied on parents for over 20 years to help shape, staff, and finance their successful youth service organization. If a parent has a child enrolled in Challengers, they are required to volunteer for 8 hours a month; as a result, Challengers involves over 200 parents in club activities each month (Carnegie, 1994).

Parents have played a significant role in helping the programs evolve over time. Executive Director of Community Programs John Kotick commented that "The program is all homegrown . . . the product of our existing relationship with the parents over twenty-four years" (Carnegie, 1994). Parents provide after-school transportation and social support services to children in elementary school through a program called Operation Safe Streets. On a daily basis, this program transports more than 1600 youth to the club (Carnegie, 1994).

Challengers provides a wide variety of means through which parents can volunteer according to their skills and interests. For example, they may help with administrative work, chaperoning, teaching classes, fundraising, coaching, or washing

team uniforms. Staff meet with parents while they are enrolling their children in order to explain the rules, programs, and the importance of parental involvement. Parents and their children also sign a contract that spells out responsibilities and guidelines (Carnegie, 1994). Parents are enthusiastic about their involvement—one staff member noted that, while previously the club had to call parents to get them involved, now the parents call the club to find out how they can contribute (Iserhein in Carnegie, 1994).

District Models

Urban Family Institute's Kids Houses

The Urban Family Institute's Kids Houses involve families from inception to implementation to daily management. The Urban Family Institute (UFI) begins by meeting with families to discuss the needs and interests of their children. After this needs assessment, UFI collaborates with families to create a Kids House. UFI then provides technical assistance to families in the form of training and manuals to run the program. Family members, usually parents, learn about all aspects of operating an out-of-school time program (Sklar, 1999).

To assist with training and operation, UFI provides families with its manual "How to Start a Kids House," which covers topics such as fundraising, recordkeeping, recruiting and training volunteers, background checks for volunteers, recruiting children, food and facility safety, child development, child abuse prevention and reporting, and how to serve a family-style meal. UFI also supplies Kids House staff with its KIDS Curriculum Kits. The activities outlined in the kits can be taught by anyone with at least a sixth-grade education. They are geared to be fun, hands-on, and standards-based, and to provide educational enrichment for children from 3 to 15 years old (Sklar, 1999).

Family members' participation varies depending on need and interest. Some volunteers are able to commit five days a week to a Kids House. These parents receive stipends to cover the costs of travel,

child care, and other needs. Other parents volunteer for a few hours a week to assist or lead activities, such as reading or gardening (Sklar, 1999).

In order to recruit new parents into Kids House, UFI will hold dinners and open houses. They also report that participating parents are often the best recruiters of new volunteers (Sklar, 1999). This model of an after-school program was developed by the Urban Family Institute and has been replicated at seven sites in four states since 1994. An additional 10 Kids House sites are scheduled to open in the spring or summer of 1999. Kids Houses serve from 8 to 80 children and use from 1 to 15 adult volunteers (UFI, 1996).

Metropolitan Police Boys and Girls Clubs, DC

Each of the seven clubhouses of the Metropolitan Police Boys and Girls Clubs in the District has unique ways of incorporating families into their out-of-school time activities for children and youth. These include volunteers at their summer day camp, parent support groups, and advisory groups. They also have creative ways for ensuring that parents' participation is appreciated, such as their end-of-the-year banquets. Finally, they offer a number of supports for parents, such as computer training and GED classes.

In exchange for their assistance at the summer day camp, parents can obtain free services at the camps for their children. On average, the summer camps require the parents to volunteer three days a week for seven weeks in order to gain the fee waiver (Owens, 1999). The families that participate in this program often offer services depending on their skills and interests. For example, some parents may teach or help out in a computer class, while others chaperone field trips or provide general supervision (Owens, 1999).

Other clubhouses have parent support groups. These support groups are on hand to provide assistance according to the clubhouse's need. They may help with fundraising or a special field trip. They usually meet in the evenings when many adults

are not working (Owens, 1999). Families can play an advisory role as well. One clubhouse has a parent advisory group that plans events or programs and recommends new ideas for programming. Neal Owens, Director of Programs and Community Resources, reports that these are some of the most effective ways to get parents involved.

A less formal type of participation is cheering at team competitions. Owens notes that many parents are very active in this respect while their children are young, but the support declines after children reach 13. He conjectures that parents may think that kids do not need as much support at this age, but he believes that this is a critical time for support (Owens, 1999). Anecdotally, this type of participation may be a good option for parents whose schedules do not allow time for scheduled commitments, but who can escape from work now and then to watch a game.

To retain family involvement, Owens finds that it is critical to make sure that there is a family-friendly spirit and that the family members feel appreciated and understand the important role they are playing (1999). For example, the clubs hold banquets each year where they give volunteers awards in order to stress their appreciation. He also believes that it is important to assign parents specific tasks or leadership roles (1999).

Finally, Owens notes that most parents like to participate, but often organizations do not call upon them to get involved. Programs need to meet with parents to determine their skills and interests and then figure out a way that parents can become involved.

VII. Considerations and Conclusion

As organizations in the District of Columbia seize the opportunity that new funding and increased coordination provide, many program planners may consider implementing or expanding family involvement. Before making a

decision about family involvement, organizations may want to collaborate with parents to consider a number of factors:

- Does the organization want to adopt a holistic approach and offer services to children and families?
- Is the organization best suited to a more traditional approach that focuses solely on activities for youth?
- In what programmatic and managerial functions would family involvement most benefit the children, families, and organization?
- Does the program have staffing needs that parents and other family members can fill—teachers, coaches, mentors, tutors, fundraisers, board members, and/or community outreach workers?
- What is the best program mix of professionals and volunteers?
- What type of training and oversight would different forms of family involvement necessitate?
- Does the organization have the capacity train parents, or would it require additional resources?
- Are there other barriers to involving families?
- Should the program incorporate parent meetings, parent advisory boards, and special family events?
- What effects can programs anticipate from family involvement?

During the next few months, family advocates can have an important impact on the development of out-of-school time activities and programs in the District. Discussion and collaboration among District policymakers, service providers, and families will help the development and implementation of creative ideas for providing quality out-of-school time activities for youth. ■

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Appendix A

District Resources

The Children's Trust Neighborhood Initiative

Contact: Robert E. Brown, Executive Director
603 50th Street, NE
Washington, DC 20019
Phone: (202) 396-4102
Fax: (202) 396-4079
e-mail: ctnil@bellatlantic.net

The mission of the Children's Trust Neighborhood Initiative (CTNI) is to develop humanistic support systems that restore to low-income neighborhoods the capacity to promote and sustain the full development of their residents—especially children, youth, and families. A private nonprofit incorporated in 1993, CTNI's Life Management System engages youth and families, together with agencies serving them, in holistically addressing all aspects of living, from housing, jobs, and education to spiritual development and community participation. This system has been adopted as an operational model for family-oriented and community-based programs established by the District's Youth Services Administration.

Children and Youth Investment Partnership

Contact: Carrie Thornhill, Vice President for
Community Outreach
DC Agenda
1155 15th Street, NW
Suite 900
Washington, DC 20005
Phone: (202) 223-2598
Fax: (202) 223-2604
<http://www.dcagenda.org>

The Community and Youth Investment Partnership (CYIP) is a partnership of young people, parents/caregivers, service providers, community leaders, school officials, corporate partners, major donors, technical consultants, and elected

officials at the federal and District levels who are working to design a comprehensive and coordinated out-of-school time program for the District's children and youth. The Partnership's vision is a seamless web of high-quality services and challenging opportunities to promote the healthy development of the city's young people through a network of nurturing families, caring neighborhoods, and safe and enriching centers of learning in and out of schools. CYIP's goal is that every District youth who wants or needs to participate in an out-of-school program shall have the opportunity to choose from among many such programs that may be different in content, including, but not limited to, programs in the areas of extended learning, social and cultural enrichment, and summer and year-round employment.

Columbia Heights/Shaw Family Support Collaborative (CH/S FSC)

Contact: Marian Urquilla
1352 Q Street, NW
Washington, DC 20009
Phone: (202) 518-6737
Fax: (202) 518-6742

The Columbia Heights/Shaw Family Support Collaborative is a comprehensive, neighborhood-based child abuse and neglect prevention effort. Founded in 1996, the Collaborative works in partnership with seven other neighborhood collaboratives throughout the city and brings together public and private service providers, residents, and other community associations to create a continuum of child welfare and family support services in Northwest Washington. The mission of CH/S FSC is to build a prevention-based family support network in the Columbia Heights and Shaw neighborhoods.

DC Action for Children

Contact: Susie Cambria, M.S.W., Public Policy Analyst
1616 P Street, NW, Suite 420
Washington, DC 20036
Phone: (202) 234-9404
Fax: (202) 234-9108
<http://www.dckids.org>

DC Action for Children (DC ACT) is an independent nonprofit, multi-issue advocacy organization founded in 1992 and dedicated to improving conditions for children and families in our nation's capital. DC ACT gathers and publishes accurate information, oversees legislative and administrative decisions, holds government officials accountable, organizes coalitions, and works to mobilize a citywide constituency for children.

DC Agenda

Contact: Carrie Thornhill, Vice President for Community Outreach
1155 15th Street, NW
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Washington, DC 20005
Phone: (202) 223-2598
Fax: (202) 223-2604
<http://www.dcagenda.org>

DC Agenda is a nonprofit organization dedicated to mobilizing a cross-section of leaders to resolve issues affecting the governance and quality of city life by providing information, technical assistance, and resources. DC Agenda is committed to the continuous improvement of the city, to expanding opportunities for all residents, to enhancing stakeholder engagement, to partnership, and to providing a bridge between the public and private sectors. DC Agenda offers services to the community on several core activities, including the provision of information and communication, ongoing analysis, support, encouragement, and evaluation. The Youth Investment project, part of DC Agenda's Youth, Families & Neighborhoods initiatives, works to assist the community in revitalizing neighborhoods, delivering neighborhood-based services, and improving the quality of life for District youth.

DC Community Policy Forum–Georgetown Public Policy Institute (GPPI)

Contact: Robert N. Schoepflein, Project Director
Georgetown University
3240 Prospect Street, NW
Washington, DC 20007
Phone: (202) 965-4238
Fax: (202) 687-0517
<http://www.georgetown.edu/grad/gppi/Community/commserv.html>

The DC Community Policy Forum, a GPPI community outreach program, has provided professional assistance on policy issues to District government agencies, civic groups, emerging neighborhood collaboratives, and the DC Finance Authority ("Control Board"). Some of the recent projects include the provision of background materials necessary for a task force to reform the city's child care program; provision to the Control Board of a policy analysis of options for managing DC government; and a study ranking the needs of residents in emerging city neighborhood collaboratives. The DCCPF staff are currently working with city and federal agency heads, the neighborhood collaboratives, DC schools, civic leaders, foundations, parents, and children to design basic elements of the District's universal after-school, out-of-school program for the city's children and youth.

DC Link and Learn–Foundation for Educational Innovation

Contact: Archie Prioleou
401 Waterside Mall, SW
Second Floor, Suite 1
Washington, DC 20024
Phone: (202) 554-3575
Fax: (202) 554-3574
<http://www.link-learn.org>

Conceived and managed by the Foundation for Educational Innovation, Inc. (FEI), DC Link and Learn is a unique network of on-site partners. Together these organizations provide the activities, programs, and services necessary to train DC residents to support the regional technology boon. FEI

develops and implements strategies for creating and sustaining skilled technical manpower across America's urban and rural communities. FEI seeks to implement strategies that harness resources from governments, industry, and the philanthropic community for partnerships that bring to America's K-12 population, college students, and adults high-caliber technical skills training. Through these partnerships and the use of technology, FEI is tasked to reach every American citizen where they live, learn, and earn.

D.C. Public Library

Contact: Rose Dawson
901 G Street, NE
Washington, DC 20001
Phone: (202) 727-1101
Fax: (202) 727-1129

The D.C. Public Library's goal is that all children will enter school ready to learn and will continue to utilize educational opportunities throughout their school years. They seek to assist in developing a habit of lifelong learning and reading proficiency so that all children will become involved, educated citizenry.

D.C. Public Schools

Contact: Mark Robertson
825 North Capitol Street, NE
Room 9026
Washington, DC 20002
Phone: (202) 442-5057
Fax: (202) 442-5094

The mission of the D.C. Public Schools is to make dramatic improvement in the achievement of all students today in preparation for their work tomorrow. The vision of the D.C. Public Schools is to make the District's school system exemplary by the year 2000.

East River Family Strengthening Collaborative

Contact: Beverly Boothe
Marshall Heights Community Development
Organization
3732 Minnesota Avenue, NE
Second Floor
Washington, DC 20019
Phone: (202) 397-7300

The mission of the East River Family Strengthening Collaborative is to develop a community-based model for child welfare service delivery that both respects and cherishes the integrity of families and their values, and provides elements of self-sufficiency and community empowerment to support and strengthen Ward 7 families. Affiliated with Marshall Heights Community Development Organization, the East River Collaborative includes a broad array of community organizations, governmental entities, service providers, and residents working to improve and sustain the well-being of children and families.

Edgewood/Brookland Family Support Collaborative-Beacon House

Contact: Cynthia Booker, Co-Director
601 Edgewood Street, NE
PO Box 29629
Washington, DC 20017
Phone: (202) 832-9400
Fax: (202) 832-9456

The Edgewood/Brookland Family Support Collaborative (E/BFSC) is a community-based network of organizations and residents working together to promote environments that support the growth and development of youth, families, and individuals, and thus the communities. E/BFSC's mission is to create an infrastructure that supports and strengthens all of the members of the community, individually and collectively. Working from a strengths-based focus and through the service efforts of residents and other community stakeholders, the collaborative will ensure that the community is healthy and thriving because of all its members.

Far Southeast Family Strengthening Collaborative

Contact: Joy Smith, Director
2401 Martin Luther King Jr. Avenue, SE
Suite 205
Washington, DC 20020
Phone: (202) 889-1425
Fax: (202) 889-2213

The Far Southeast Family Strengthening Collaborative is a partnership of residents, agencies, and institutions in the Far Southeast community that have come together to create a healthy socioeconomic environment through which every child and family has opportunities to achieve their maximum potential and to lead a productive life. Their goal is to develop a plan to better coordinate services to children, youth, and families in Far Southeast. Current projects include the establishment of four family resource centers that will serve as the site for the delivery of services to residents of Ward 8 and the portion of Ward 6 that is east of the Anacostia River.

The Fishing School

Contact: Tom Lewis, President/CEO
1240 Wylie Street, NE
Washington, DC 20002
Phone: (202) 399-3618
Fax: (202) 399-6723

The Fishing School, founded in 1990, is a faith-based after-school family and child support center that provides a safe haven, intervention, and education for vulnerable children and youth in Northeast Washington. Their philosophy and mission is based on both the Scriptures (John 21) and the proverb that “If you give a man a fish, you will feed him for a day. Teach him how to fish, and he will feed himself for a lifetime.” The Fishing School accomplishes its mission through a comprehensive array of programs, including spiritual enrichment, tutoring services, homework assistance, science and rocketry classes, computer classes, cultural and historical awareness, youth choir, dance and drama classes, arts and crafts, and recreational activities.

Georgia Avenue/Rock Creek East Family Support Collaborative

Contact: Karen Feinstein
4406 Georgia Avenue, NW
Washington, DC 20011
Phone: (202) 723-3000
Fax: (202) 723-3303

The Georgia Avenue/Rock Creek East Family Support Collaborative works to bring people and organizations together to build healthier, stronger families and neighborhoods. The newest of the Healthy Families Thriving Communities Collaboratives, Georgia Avenue/Rock Creek East seeks to link urban families with regional assets and opportunities; build on existing cultural and community strengths; and expand resident and community involvement in youth activities, education, recreation, economic development, housing, spiritual growth, and physical and emotional wellness.

Mayor’s Office of Policy and Evaluation

Contact: Carolyn Graham, Youth Policy Analyst
441 4th Street, NW
Suite 930
Washington, DC 20001
Phone: (202) 727-6979
Fax: (202) 727-9878

Metropolitan Police Boys and Girls Clubs

Contact: Neal Owens, Director of Programs and Community Resources
4103 Benning Road, NE
Washington, DC 20019-3423
Phone: (202) 397-CLUB (2582)
Fax: (202) 399-7945
<http://www.mpbgc.org>

Founded in 1932, the Metropolitan Police Boys and Girls Club of DC works to prevent crime by providing the youth of the city with relevant social, recreational, athletic, and educational activities, which are intended to help them develop into responsible citizens, to create safe havens in which they may play and learn, and to provide positive role models to inspire them. At seven clubhouses in the District, 12,000 boys and girls

participate in year-round tutoring and education programs in computers, life skills seminars, job and career counseling, substance abuse prevention, and HIV/AIDS awareness. The Metropolitan Police Boys and Girls Clubs also run a resident summer camp for 2,000 District children.

Mid-Northeast Collaborative

Contact: Isadore Lane
1310 Florida Avenue, NE
Washington, DC 20002
Phone: (202) 399-6195
Fax: (202) 399-9120

The mission of the Mid-Northeast Collaborative is to regain the family through the development of a community-based model and the identification of available resources. The collaborative hopes to reduce and prevent child abuse and neglect in the mid-Northeast section of the District of Columbia by building and strengthening collaborative efforts using government, private, and community resources.

North Capitol Healthy Families/Thriving Communities Collaborative

Contact: Thomas M. Blanton, Director
The Slater School Building
45 P Street, NW
2nd Floor
Washington, DC 20001
Phone: (202) 483-9424
Fax: (202) 667-5299

The North Capitol Collaborative seeks to protect children, strengthen families, and build community resources to sustain a healthy, safe, and vibrant community. The Collaborative works with area churches, schools, businesses, and individuals to accomplish its goals of building community capacity by improving the economic, social, and spiritual environment in the North Capitol area. The North Capitol Collaborative partnership with the Child and Family Services Administration (CFSA) is an innovative community strengths-based model for the delivery of family support and preservation services.

Senior Corps-Foster Grandparent Program

Contact: Constance B. Todd
2500 Martin Luther King Jr. Avenue, SE
Washington, DC 20020
Phone: (202) 678-4215
http://www.seniorcorps.org/joining/finding_nssc.html

For more than 30 years, the Senior Corps has linked over 450,000 older Americans to volunteer opportunities in their communities. Its programs are a vehicle for interested older Americans to find challenging, rewarding, and significant service right in their own backyards. In the Foster Grandparent Program, Foster Grandparents devote their volunteer service to one population: children with special or exceptional needs. Across the country, Foster Grandparents are offering emotional support to child victims of abuse and neglect, tutoring children who lag behind in reading, mentoring troubled teenagers and young mothers, and caring for premature infants and children with physical disabilities and severe illnesses.

South Washington/West of the River Family Strengthening Collaborative

Contact: Kathy Morton
1501 Half Street, SW
Suite 31
Washington, DC 20003
Phone: (202) 543-3535
Fax: (202) 543-3668

The mission of the South Washington/West of the River Family Strengthening Collaborative is to build a healthy community by creating a local network of community-based, family-centered, and supportive resources. Using this network to promote the emotional, social, physical, and economic stability of children, youth, and families, the SW/WR strives to create a community through which every child and family in South Washington has opportunities to achieve their maximum potential and to lead a productive life.

Urban Family Institute–Kids House

Contact: Caitlin Wood Sklar

1400 16th Street, NW

Suite 101

Washington, DC 20036

Phone: (202) 232-5437

Fax: (202) 232-3299

<http://www.ufi.org>

The Urban Family Institute helps to create neighborhoods in which families have the resources necessary to realize their full potential, individually and collectively. One of the ways in which this vision is supported is through established Kids Houses across the country. Kids House is an “extended family” within the neighborhood that recognizes and nurtures each child as unique and special. Each Kids House provides a safe, caring, and structured after-school environment in which children are helped to meet their full potential and to contribute positively to their community. Each Kids House is operated by local adults and builds on existing family and community support systems, with active participation by parents, friends, and neighbors.

YMCA of Metropolitan Washington

Contact: Janice M. Williams, Vice President of

Community Development

1112 16th Street, NW

7th Floor

Washington, DC 20036

Phone: (202) 797-4460

Fax: (202) 797-4486

<http://www.ymcawashdc.org>

The YMCA of Metropolitan Washington is a membership association of men, women, and children of all ages, incomes, races, religions, and abilities. As part of the worldwide YMCA movement, their mission is to foster the spiritual, mental, and physical development of individuals, families, and societies according to the ideals of justice, equality, and mutual respect. The YMCA of Metropolitan Washington sponsors summer, pre-school, child care, and before-and after-school programs in swimming, gymnastics, basketball, volleyball, softball, soccer, computers, arts, and crafts.

Appendix B

National Resources

The Alliance for Parental Involvement in Education

PO Box 59
East Chatham, NY 12060-0059
Phone: (518) 392-6900
<http://www.croton.com/allpie>

The Alliance for Parental Involvement in Education (AllPIE) is a nonprofit organization that assists and encourages parental involvement in education, wherever that education takes place: in public schools, in private schools, or at home. AllPIE offers a newsletter (Options in Learning), annual conferences and retreats, a book catalog, workshops, and a lending library.

ASPIRA Association, Inc.

Contacts: Al Staropoli, National Director,
Mathematics and Science Initiative
Claudia G. Grigorescu, Program Manager
1441 I Street, NW
Suite 800
Washington, DC 20005
Phone: (202) 835-3600
Fax: (202) 835-3613
<http://www.aspira.org>

The ASPIRA Association, Inc., is the only national nonprofit organization devoted solely to the education and leadership development of Puerto Rican and other Latino youth. Since 1961, ASPIRA has pursued its mission of empowering the Latino community by developing and nurturing the leadership, intellectual, and cultural potential of its youth so that they may contribute their skills and dedication to the fullest development of the Puerto Rican and Latino communities everywhere. With community-based offices in large cities of six states and Puerto Rico, ASPIRA's 500 staff members work annually with over 25,000 youth and their

families. Since its founding, ASPIRA has provided a quarter of a million youth with the personal resources they need to remain in school and contribute to their community.

The Center for Research on the Education of Students Placed At Risk (CRESPAR)

Johns Hopkins University, Center for Social Organization of Schools
3505 North Charles Street
Baltimore, MD 21218
Phone: (410) 516-8800
Fax: (410) 516-8890
<http://www/csos.jhu.edu/crespar>

The mission of the Center for Research on the Education of Students Placed At Risk (CRESPAR) is to conduct the research, development, evaluation, and dissemination 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 students' personal and cultural assets; and scaling up effective programs. CRESPAR is supported as a national educational research center by the Office of Educational Research and Improvement, U.S. Department of Education.

Center for Youth Development and Policy Research

Contact: Robert Newman, Director
Academy for Educational Development
1875 Connecticut Avenue, NW
Suite 900
Washington, DC 20009
Phone: (202) 884-8266
Fax: (202) 884-8404
<http://www.aed.org>

The Academy for Educational Development

(AED), founded in 1961, is an independent, non-profit service organization committed to addressing human development needs in the United States and throughout the world. Under contracts and grants, AED operates programs in collaboration with policy leaders; nongovernmental and community-based organizations; businesses; governmental agencies; and schools, colleges, and universities. The Center for Youth Development and Policy Research, in the Education and Exchange Service Department, provides public education, research, policy formulation, and technical assistance to U.S. communities seeking to expand opportunities and support systems for disadvantaged young people.

Charles Stewart Mott Foundation

1200 Mott Foundation Building

Flint, MI 48502-1851

Phone: (810) 238-5651

Fax: (810) 766-1753

<http://www.mott.org>

The Charles Stewart Mott Foundation's mission is to support efforts that promote a just, equitable, and sustainable society. The Mott Foundation believes that building strong communities through collaboration provides a basis for positive change, and that the most effective solutions are often those devised locally, where people have the greatest stake in the outcome. The Mott Foundation has pledged financial support to the 5-year, \$1 billion federal proposal to expand before- and after-school programs for children through the 21st Century Community Learning Centers program. The money will go for training and technical assistance to help achieve four goals: to integrate learning into after-school programs; to expand access to quality extended-learning programs; to ensure program availability among low-income and hard-to-reach populations; and to develop innovative models to be shared with the field.

Children's Aid Society Community Schools

Contact: Herfilia Mendez, Deputy Assistant

Director of Technical Assistance

4600 Broadway

New York, NY 10040

Phone: (212) 569-2880

Fax: (212) 544-7609

<http://www.childrensaidsociety.org>

The Children's Aid Society is a voluntary, non-sectarian agency that provides a broad spectrum of health, education, recreation, and emergency services to New York City's neediest children and families. Their programs emphasize prevention and early intervention, and their commitment is to meet the needs of the "total child." The Children's Aid Society "community school" model encompasses the full range of social programs and services that all children and families need to flourish. Through community alliances, the model broadens the school's mission to bring in parents, teachers, and the community as full partners. The broad community school services include innovative academic curriculum, before- and after-school programs, on-site medical, dental and eye care, teen programs, parent education, and many more. The Society's Community Schools Technical Assistance Center was established in 1994 to reach a large national audience about the community school model, and to help communities across the country adapt the model to their own needs.

Food Research and Action Center

Contact: Ellen Teller, Director of Government

Affairs

1875 Connecticut Avenue, NW

Washington, DC 20009

Phone: (202) 986-2200

Fax: (202) 986-2525

<http://www.frac.org>

Founded in 1970, the Food Research and Action Center (FRAC) is a nonprofit and nonpartisan research and public policy center that serves as the hub of an anti-hunger network of thousands of individuals and agencies across the country. FRAC provides coordination and support to a

national network of advocates, food banks, program administrators and participants, policymakers and others. FRAC works closely with groups across the country to expand programs that help children grow and learn, particularly the School Breakfast Program, the Summer Food Service Program for Children, the WIC Program, and programs that provide meals and snacks to children in child care and before and after school programs.

LA's BEST After School Enrichment Program

Contact: Carla Sanger, President and CEO
200 North Main Street
Suite 700
Los Angeles, CA 90012-4897
Phone: (213) 847-3681
Fax: (213) 485-6606
<http://www.lasbest.org>

LA's BEST, a public-private partnership of the City of Los Angeles, the Los Angeles Unified School District, and private organizations, was established in 1988 to combat obstacles to educational achievement by offering an alternative support system. They currently serve 5,800 students in 28 elementary schools by offering comprehensive, supervised, after-school programs in areas that include academic tutoring, instruction, enrichment, recreation activities, nutrition, personal skills, and self-esteem development.

Making the Most of Out-of-School Time (MOST)

Contact: Joyce Shortt, Project Director
NIOST/MOST Initiative
Center For Research on Women
106 Central Street
Wellesley, MA 02181-8259
Phone: (781) 283-2526
Fax: (781) 283-3657
<http://www.wellesley.edu/WCW/CRW/SAC/most.html>
e-mail: jshortt@wellesley.edu

Laura Gang, Boston MOST Coordinator
Parents United for Child Care
Boston School Age Child Care Project
30 Winter Street, 7th floor
Boston, MA 02108-4720
Phone: (617) 426-8288
Fax: (617) 542-1515
e-mail: gang@pucc.com

Adrienne Bloom, Seattle MOST Project Manager
School's Out Consortium/YWCA
1118 5th Avenue
Seattle, WA 98101
Phone: (206) 461-3602
Fax: (206) 461-4860
e-mail: abloom@ywcaworks.org

Leonette Coates, Chicago MOST Coordinator
Day Care Action Council of Illinois
4753 North Broadway, Suite 1200
Chicago, IL 60640
Phone: (773) 564-8872
Fax: (773) 561-2256
e-mail: chgomost@interaccess.com

MOST is aimed at systemic community-based change to improve the quality and availability of programming for children and youth in Boston, Chicago, and Seattle during non-school hours. MOST communities employ collaborative strategies to address the needs of children and youth, especially those from low-income families. MOST employs a community-based, collaborative approach towards improving the quality and quantity of out-of-school services for children and youth. This strategy creates the opportunity for the development of a community infrastructure to provide leadership, resources, and commitment to children's out-of-school time. As the infrastructure expands and strengthens, there is potential for systems change, whereby the community has the capacity to create partnerships and expend resources to help all children access affordable, enriching opportunities during non-school time.

**National Association for Family Child Care
(NAFCC)**

206 6th Avenue, Suite 900
Des Moines, IA 50309-4018
Phone: (800) 359-3817 or (515) 282-8192
Fax: (515) 282-9117
e-mail: nafcc@assoc-mgmt.com
<http://www.nafcc.org>

The National Association for Family Child Care (NAFCC) is the national membership organization working with the more than 400 state and local family child care provider associations in the United States. The focus of NAFCC is to promote quality family child care through accreditation and to promote training and leadership development through specialized technical assistance.

National Head Start Association

1651 Prince Street
Alexandria, VA 22314
Phone: (703) 739-0875
Fax: (703) 739-0878
<http://www.nhsa.org>

The National Head Start Association (NHSA) is the membership organization representing Head Start parents, staff, directors, and friends across the nation. Major activities of the National Head Start Association include education and advocacy on behalf of Head Start children, families, and programs; quarterly publication of the NHSA journal; regular policy and legislative updates; special studies and reports; two annual training conferences, and leadership institutes. NHSA focuses on issues that shape the future of Head Start, and uses its national voice to inform communities, states, corporate America, and Washington lawmakers of its concerns.

**National Institute on Out-Of-School Time
(NIOST)**

Contact: Michelle Seligson
Center for Research on Women
Wellesley College
106 Central Street
Wellesley, MA 02181

Phone: (781) 283-2547
<http://www.wellesley.edu/WCW/CRW/SAC>
e-mail: nioست@wellesley.edu

Founded in 1978 by Michelle Seligson and Jim Levine, the National Institute on Out-of-School Time (formerly the School-Age Child Care Project) is located at the Wellesley College Center for Research on Women. The National Institute on Out-of-School Time's mission is to improve the quantity and quality of school-age care programs nationally by concentrating in five primary areas: research; education and training; consultation; program and community development; and public awareness. For twenty years, NIOST staff have served children, parents, child care program staff, school principals and supervisors, community leaders, and government officials. In addition to sponsoring multiple projects, NIOST offers training workshops for individuals and groups interested in starting or improving schools and community-based school-age care programs. Launched in 1987, the training workshops are based on an interactive model that incorporates formal presentations and small group discussions. NIOST also develops Technical Assistance Papers, easily accessible guides on program start-up and operation for states and national organizations, and staff training and public awareness videos.

National School-Age Care Alliance

Contact: Linda Sisson, Executive Director
1137 Washington Street
Boston, MA 02124-5524
Phone: (617) 298-5012
<http://www.nsaca.org>

The National School Age Care Alliance (NSACA) is a national membership organization whose mission is to support quality programs for school-age children and youth in their out-of-school hours. Established in 1987, NSACA provides an umbrella organization to link people who work with school-age children and youth in a wide variety of agencies and settings. Through their work NSACA creates a reliable, strong, and diverse alliance of professionals, both on the local and

national levels; offers professional development and networking opportunities; supports continuous improvement and review; celebrates accomplishments; develops and promotes national standards; and helps shape public policy.

U.S. Department of Education

400 Maryland Avenue, SW
Washington, DC 20202-0498
Phone: (800) USA-LEARN
www.ed.gov

The U.S. Department of Education is the federal agency responsible for the oversight of the nation's schools and education system. The agency's responsibilities fall into six important areas: providing national leadership and partnerships; serving as a national clearinghouse of good ideas; helping families pay for college; helping local communities and schools meet the most pressing needs of their students; preparing students for employment in a changing economy; ensuring nondiscrimination by recipients of federal education funds. The Department of Education has several programs that provide funding, training, and technical assistance for out-of-school activities.

Virginia School-Age Child Care Network

Contact: Barbara King-Hart, President
4095 Downing Street
Roanoke, VA 24019
Phone: (540) 966-3676
<http://www.vsacc.org>
Northern Region Representatives:
Lee Land (540) 347-6970
Diane Dellefield (703) 549-0070
Lynn Asmuth (703) 793-6091

VSACC is a nonprofit organization dedicated to promoting professionalism, education, and development of school-age care providers. Their network is over 250 strong, and they have been an affiliate of NSACA for 2 years.

About the DC Family Policy Seminars

The DC Family Policy Seminar (DC FPS) is a collaborative project of the Georgetown Public Policy Institute (GPPI)* and its affiliate, the National Center for Education in Maternal and Child Health (NCEMCH). The mission of the DC FPS is to provide District policymakers with accurate, relevant, nonpartisan, and timely information and policy options concerning issues affecting children and families.

The DC Family Policy Seminar is coordinated by Leslie Gordon, Project Director, National Center for Education in Maternal and Child Health, 2000 15th Street North, Suite 701, Arlington, VA 22201. (703) 524-7802.

To receive additional information about the DC Family Policy Seminar, or to request copies of the following briefing reports or highlights, please contact Katherine Shoemaker or Susan Rogers at (703) 524-7802.

*In January 1997, the Graduate Public Policy Program became the Georgetown Public Policy Institute.

- *Quality Housing for All: Family and Community-Led Initiatives.* February 1999.
- *Educating with Peers: Other Do—Should You?* November 1998.
- *Saving Our Schools: Would Vouchers Create New Solutions or New Problems?* April 1998.
- *Finding Families: DC's Foster Family Deficit.* February 1998.
- *Building the Future: Strategies to Serve Immigrant Families in the District.* October 1997.
- *Diverting Our Children from Crime: Family-Centered, Community-Based Strategies for Prevention,* May 1997.
- *The Child Care Crisis in the District of Columbia: Can (or Should) Businesses Fill the Gap?* March 1997.
- *Feeding Our Families: Community Food Security in the District of Columbia.* November 1996.
- *Keeping Our Kids Safe: Preventing Injury in DC Schools.* September 1996.
- *Fundraising for Family-Centered Organizations in the District.* July 1996.
- *Strengthening Families: Parenting Programs and Policies in the District.* April 1996.
- *Transitioning from Welfare-to-Work in the District: A Family-Centered Perspective.* February 1996.
- *Helping Families and Schools Get it Done: Mentoring Interventions in the District.* November 1995.
- *Caring for Our Children: Meeting the Needs of Low-Income, Working Families in the District.* September 1995.
- *Families that Play Together: Recreation and Leisure in the District.* July 1995.
- *HIV/AIDS: Helping Families Cope.* April 1995.
- *Substance Abuse Prevention and Treatment Programs: A Family Approach.* February 1995.
- *Family-Friendly Welfare Reform: Using Welfare Policies to Strengthen the Family.* November 1994.
- *Preventing Family Violence.* September 1994.
- *Preventing Adolescent Violence.* May 1994.
- *Preventing Teen Pregnancies.* December 1993.