

Fathers

Andrea Kane

09/02/99 05:03:45 PM

Record Type: Record

To: Bethany Little/OPD/EOP@EOP, Andy Rotherham/OPD/EOP@EOP, Lee Ann Brackett/OVP@OVP,
Nancy.Hoit@npr.gov @ inet

cc: Cynthia A. Rice/OPD/EOP@EOP, Eugenia Chough/OPD/EOP@EOP

Subject: Fathers involvement in their children's learning

ED and HHS are actually planning some very interesting events and deliverables, beginning w/ a teleconference tentatively scheduled for 10/28 and culminating in a fathers day related event in June. Given the cross-cutting nature, I think it would be helpful for us all to touch bases soon. Among other things, we need to see if this is something OVP wants to put on VP's calendar, and if so, does 10/28 work? There's a little flexibility on the date, but it needs to be nailed down by mid next-week. Are you available for a conference call tomorrow morning??

Andrea Kane

09/03/99 09:40:46 AM

Record Type: Record

To: Bethany Little/OPD/EOP@EOP, Andy Rotherham/OPD/EOP@EOP, Lee Ann Brackett/OVP@OVP
cc: Nancy.Hoit@npr.gov @ inet, Cynthia A. Rice/OPD/EOP@EOP
Subject: fathers

Here are two documents following up on the ED/HHS planning meeting I attended yesterday on involving fathers in their children's learning. In addition to representatives from the two departments, we were joined by staff from the Partnership for Family Involvement in Education (launched by ED), from LA County Dept of Education who has already developed a Fathers Alliance and is very eager to work with us on this initiative, 3) Ken Canfield from the Ntl Center for Fathering who is developing an effective practices guide and other deliverable for the initiative, and 4) a high school teacher from Kansas City that Ken brought to make sure we had a 'real world' perspective.

The attached documents contain 1) a list of planned deliverables beginning with the 10/28 teleconference and continuing through fathers day [document called PRODUCTRELEASE] and 2) outline of 10/28 teleconference with planning timeline [document called TELECONFROLLOUT].

Several things of note that aren't mentioned in Menahem's documents below. 1) the teleconference is modeled on a similar one that ED did in 1997, in which the VP participated. 2) in addition to the 3 proposed panels the teleconference would likely open with brief remarks by Secretary Riley (confirmed) and Secretary Shalala or Dep Sec Kevin Thurm, and would include the VP wherever is most appropriate. The teleconf will be held at WETA's studios here, with many satellite downlinks. The VP could be in the studio or could link in from somewhere else. There would be a mix of educators, fatherhood practitioners, 'helping professionals' such as head start teachers, business people, and dads on the 3 panels. 3) the idea of polling on fathers involvement came up yesterday as a way to have some a new news hook to frame the teleconference and give it more visibility. I believe Ken Canfield will take a first crack at proposing the questions but we obviously need to work closely with him -- Nancy, I suggested he should talk to you separately on this. 4) we came up with the possible VP challenges at the meeting yesterday as a way to raise visibility/media interest etc. but they are only a proposal -- we need to make sure they are realistic and appropriate. The fathers pledges could be collected in ways beyond web site sign-ons. Need to clarify who would be responsible for collecting and tracking -- HHS and ED are thinking about it. One impetus for the 100 communities (and that's probably a low number) is to build on the Mayor's Fatherhood Task Force that was kicked off in June by the National Fatherhood Institute.

----- Forwarded by Andrea Kane/OPD/EOP on 09/03/99 09:15 AM -----



"Herman, Menahem" <Menahem_Herman@ed.gov>

09/03/99 09:13:01 AM

Record Type: Record

To: ""lmellgre@osaspe.dhhs.gov"" <lmellgre@osaspe.dhhs.gov>, ""kwan_frank@lacoed.edu"" <kwan_frank@lacoed.edu>, ""justine@marcassoc.com"" <justine@marcassoc.com>, Andrea Kane/OPD/EOP

cc:
Subject: fathers

> -----Original Message-----

> From: Herman, Menahem

> Sent: Friday, September 03, 1999 9:00 AM

> To: 'lgilmore@os.dhhs.gov'; 'andrea_kane@opd.eop.gov'; 'Linda Mellgren';

> 'Justine Ghermann'; 'ferguson@ncea.com'; 'Frank Kwan';

> 'nancy.hoit@npr.gsa.gov'

> Cc: McGrath, John; Smith, Mary M; Bugg, Linda; Goode, Wilson

> Subject:

>

> attached please find revised teleconference and product release timelines

> as discussed at our meeting yesterday. Thanks again for your involvement!

> Menahem <<PRODUCT RELEASE999.doc>> <<TELECONF ROLLOUT999.doc>>

>

> Partnership for Family Involvement in Education

> 400 Maryland Avenue, SW

> Washington, DC 20202-8173

> Voice: 202-401-0056

> FAX: 202-205-9133

>



- PRODUCT RELEASE999.doc



- TELECONF ROLLOUT999.doc

**TIMETABLE FOR PRODUCT RELEASE
INVOLVING FATHERS IN CHILDREN'S LEARNING
AS OF 9/3/99**

- 9/15 Draft twelve questions for poll on status of fathers' involvement in children's learning
- 10/28 Teleconference, "Involving Fathers in Children's Learning"
Vice President's challenge:
- Getting 100,000 fathers involved in children's learning by signing on at fathering websites.
 - 100 communities pledge to get fathers involved by signing on at fathering websites
 - 1,000 institutional by-ins through - -
 - PFIE sign ons
 - Poll release
- 2/1 Release non-resident fathers' guide
- 4/1 Release "Tips for Dads" in English and Spanish
- 5/1 Complete tool kit materials
- 5/15 Follow-up poll for 6/1 release on what has changed over six months in father's involvement in children's learning
- 6/18 Father's Day (Family Reunion opens 6/19) Release CDROM tool kit
Release poll results
Release new ED and
HHS research findings

**INVOLVING FATHERS IN THEIR CHILDREN'S LEARNING
TELECONFERENCE ROLL OUT (9/2/99)**

AGENDA

Plan and rollout strategy for teleconference, materials, and other announcements

Review/discussion of preliminary draft of effective practices guide

Overheads and CD-ROM

Possible panelists for 10/28/99 teleconference

Set next meeting date/time

Possible themes for three panels at October 28, 1999 teleconference (2 hours)

1. What professionals need to do to get fathers involved (30 mins.)

**Challenges and opportunities
Fathers' own school failure/ literacy**

2. Information for professionals on what fathers need to do to get involved (30 mins.)

**Tips for dads
Employers' family-friendly policies
Child development**

3. What people are doing now to involve fathers (30 mins.)

Integrated examples across all ages, and before/during/after school

POSSIBLE TIMELINE

Sept. 10 Teleconference one pager/ activate online downlink registration

Sept. 15 Examples and panel members with John McGrath

Oct. 1 Discussion guide draft

Oct. 10 Review downlinks/ make calls/follow up

Oct. 18 Finalize studio audience

Oct. 28 Teleconference

Male elementary teachers are a rare—
and much sought—commodity

Fathers—
Education

A Few Good Men

By Kathleen Vail

Bret Burkholder always had kids hanging on him, holding his hand, grabbing his pants leg. The fourth-grade student teacher was a favorite among the children at the Washington state school because he played with them at recess. He sometimes drew more than 80 boys and girls to his impromptu football games.

All that changed after Burkholder's principal called him into his office and shut the door. Parents and staff had complained about his physical displays of affection toward students. He wanted Burkholder to tone it down. "Always remember, you're a man," the principal told him.

"It was like a bullet through my heart," Burkholder recalls. "I don't believe he would have had that conversation with a female. It was clearly sexist." Shocked and angry, he felt he had no choice but to do as he was told. No more hugs, no more hand-holding. "I had to watch my actions," he says. "I felt inhibited."

If teaching is largely a woman's profession, elementary education is even more so. Women make up more than 90 percent of elementary school teachers, according to the most recent study from the National Center for Education Statistics. Male elementary school teachers are in the minority at their schools and in their profession.

The shortage of male public school teachers troubles child advocates and others who work with young children. Children in families headed by single mothers are growing up with little or no contact with positive male role models, they say. Male teachers can be the only men many children see regularly.

Conscious of this concern, schools across the nation are making particular efforts to recruit men as they struggle to fill vacant classroom spots. But despite the perennial campaign to encourage more men into teaching, the numbers of male teachers are declining. In 1981, 33.1 percent of K-12 public school teachers were male. Fifteen years later, the percentage was down to 25.6, according to National Education Association statistics.

Men are kept out of elementary classrooms by a combination of barriers, some of which hide in the shadows of our culture's gender expectations. Men who want to teach young children face questions about their motives and their mas-

culinity. In a society where men are judged by their place on the corporate ladder and the size of their paychecks, male elementary school teachers are paid less and have less prestige than teachers at higher levels.

"There is something of a stigma," says Jim Allan, chairman of the education department at Loras College in Dubuque, Iowa. "Men sense this."

Burkholder, who has since left early-grades teaching, says it is reverse sexism, plain and simple, that keeps men out of elementary education. "Sexism toward men is allowed," he says. "You hardly notice it until it hits you in the face."

Nursery rhymes and 'manliness'

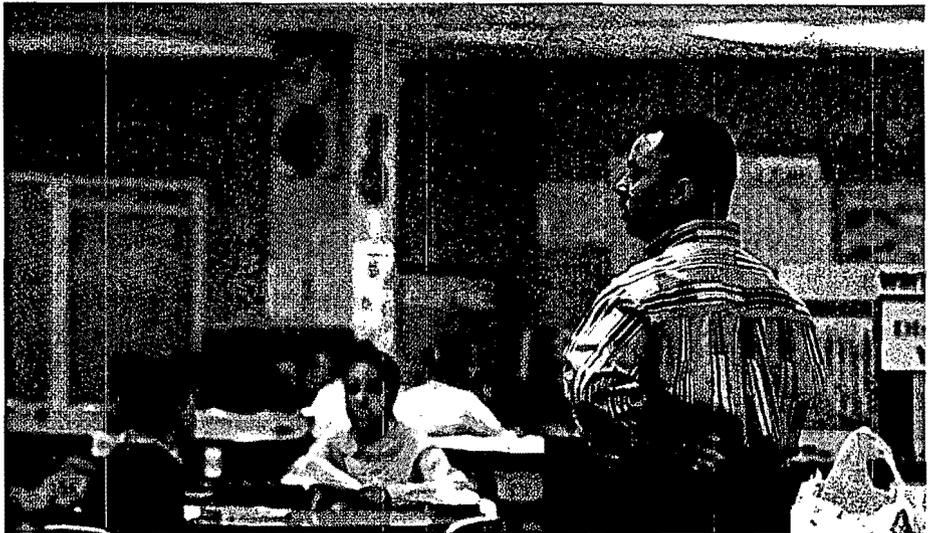
Antonio Fierro comes from a family of teachers. He started college as an education major, but switched to business. Although he became a successful businessman, he always knew teaching was in his heart. After the birth of his daughter, Fierro went back to school to become a teacher. His advisor suggested he become certified in early childhood education. "I said, no way did I want to work with the little ones," he says. Her suggestion that the early childhood certification would make him more marketable appealed to his business sense, though, so he pursued the certification.

Fierro's first job was as a kindergarten teacher in Dallas. "Before, I didn't want to wander below third grade," he says. "Now I realized kindergarten was a perfect fit."

Fierro's career path is not unusual. Women often grow up knowing they want to be teachers. Men, however, seem to come to teaching later in life, during college or after they've worked in another field. The reasons for the difference seem obvious. Because an overwhelming majority of their early teachers are women, both boys and girls grow up with the idea that teaching is a profession for women. And teachers of young children need to be nurturing, a quality that many men are not encouraged to cultivate or express.

Allan, who has interviewed male teachers and written articles based on his findings, says men who want to teach young children are sometimes dissuaded in college in not-so-subtle ways. He knows of education professors who told their male students that men do not belong in the elementary grades.

"Lots of children, all they see are women in the classroom. Some children need to see more men in a positive image," says Charles Mercer, sixth-grade teacher at Burrville Elementary School and the 1999 Teacher of the Year for Washington, D.C.



"Masculinity is defined as not doing anything feminine," says Allan. "It's problematic for adult men when they are doing work seen by the public as women's work."

Fierro, who now teaches at Sierra Vista Elementary School, in the Socorro Independent School District, El Paso, Texas, believes the only way to break the stereotype is for children to see for themselves that men can be nurturers, too. "We need male role models in the classroom," he says. "We need children, especially little boys, to see men singing nursery rhymes and jumping rope and keeping their manliness."

Role models under a microscope

Fierro is not alone in calling for male role models in the classroom. Charles Mercer, a sixth-grade teacher at Burrville Elementary School in Washington, D.C., is keenly aware of his role-model status, especially to show his African-American students that black men can be successful professionals. "So many of us have been incarcerated or been in trouble," says Mercer. "I can say to students, 'You can do what I've done; you can get a quality education.'"

Scott Hebert, an 11-year elementary school teacher at Inverness Primary School in Inverness, Fla., says he became a teacher because he wanted to provide a role model for stu-

dents. This year, Hebert is teaching fourth and fifth grades, but he taught kindergarten for four years. His first year as a kindergarten teacher was tough, he says—partly because of cultural stereotypes. "Initially," he recalls, parents "were nervous. Lots of people wondered, 'Why does a man want to teacher kindergarten?' It took me a while to build my reputation."

Parents are often suspicious of male elementary school teachers. The first year he taught kindergarten, says Fierro, some parents withdrew their children from his class when they discovered he was a man. "I've heard from parents, 'Why does he want to be with the little kids? Is he a pervert?'" he says.

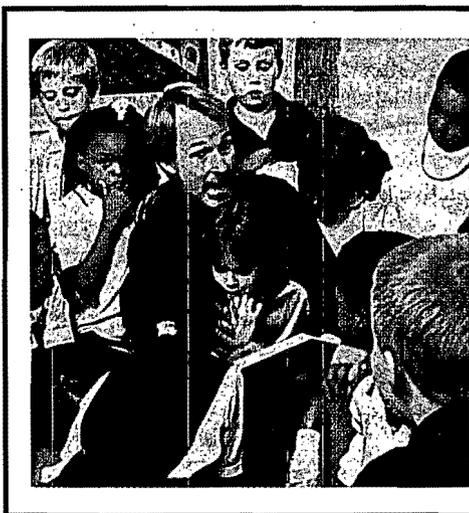
Whether suspicion is overt or covert, it perpetually hangs over men who teach young children. As a result, male teachers say they strive to act beyond reproach in and out of their classrooms. "As a male teacher, I was always certain my image was honest, clean, and respectful. I always wore a tie to class, adhered to the utmost levels of professionalism," says Fierro. "You are under a microscope."

The assumption that men are dangerous to young children, however unjustified, is part of what keeps some school administrators from hiring male teachers even when they say they want more men in their classrooms, says Stuart Miller, senior legislative analyst for the American Fathers Coalition in Washington, D.C. "It's part of the demonization and vilification of males," he says. "Schools say, 'Why take the chance?'"

This prejudice against men goes unchecked in most places, says Burkholder, who is now coordinator of advising at Pierce College, Puyallup, Wash. With a colleague, he teaches a class at Pierce called The Masculine Mystique. As part of the class, his students do research on gender stereotypes. In one project, Burkholder's students found a day-care center with a discriminatory rule: Any time a male staff member changed a child's diaper, another worker had to be in the room. There was no such requirement for female staffers.

The 1999 Teacher of the Year

Andy Baumgartner is the first male kindergarten teacher to achieve this honor. When he began teaching kindergarten at A. Brian Merry School in Augusta, Ga., his principal met with a concerned parent who was afraid Baumgartner was going to touch her daughter. The principal replied that if Baumgartner *didn't* touch every child in his class at least once a day, she would fire him. "She confirmed my belief that teaching does involve touching of arms and hands and heads and hearts and minds and lives!" says Baumgartner.



Such a rule sends a message to men, says Burkholder: "It lets you know you're not to be trusted."

Up the glass escalator

If low pay, low prestige, and ever-present suspicions aren't enough to deter men from teaching, there are more subtle factors to consider. When administrators look to hire men, some are content to find just one. Allan found through his research that when an elementary school already had a male teacher, it was more difficult for other men to be hired at that school. Some of his interview subjects said their job interviews were remarkably easy, with no questions about their pedagogy or classroom management styles. Some believed they were hired to be the token male at their schools. As one teacher told him, "I was hired to be a man."

Although the situation is changing, the majority of elementary school principals are male—58 percent in 1998, down from 80 percent in 1988. In schools with male principals, the women are the subordinates and the man is the boss—a rooster in a hen house, says Allan.

A male teacher coming into this atmosphere can find one of two situations. He can become the principal's gender ally and friend and even slowly take over some administrative functions. Or, he might identify with his female colleagues and resent what they perceive as the authoritarian way they are treated. He might be tempted to speak out. In either scenario, the man faces conflict. He risks alienation from his colleagues, or he risks antagonizing his boss. To avoid disturbing the status quo of gender politics, some schools districts would rather not have "two roosters in the hen house," says Allan.

Resources

- U.S. Department of Defense, Troops to Teachers, 6490 Saufley Field Road Pensacola, FL 32509-5243; <http://voled.doded.mil/dantes/ttt>.
- Peace Corps, Fellows Program, 1111 20th St. NW, Washington, DC 20526; (800) 424-8580; <http://www.peacecorps.gov/fellows/>.
- MenWeb: <http://www.vix.com/menmag/>.
- Project PILOT (Preparing Innovative Leaders of Tomorrow), Brenda Townsend, University of South Florida Tampa, 4202 E. Fowler Ave., Tampa, FL 33620; (813) 974-1385; <http://usfweb.usf.edu>.
- Project MODEL: Arletha McSwain, Bethune-Cookman College, 640 Dr. Mary McLeod Bethune Blvd., Daytona Beach, FL 32114; (904) 257-9157; <http://www.bethune.cookman.edu>.
- National Alliance of Black School Educators, 2816 Georgia Avenue NW, Washington, DC 20001; (800) 221-2654; <http://www.nabse.org>.
- Recruiting New Teachers, 385 Concord Ave., Belmont, MA; 02178-3037; (617) 489-6000; <http://www.rnt.org>.

Male elementary school teachers face another pressure, which has been referred to as the "glass escalator." From the moment they step into their classrooms, men are expected to be short-timers, hanging around just long enough to get some experience before being promoted to an administrative position. Statistics seem to bear this out: 60 percent of men who leave teaching do so to become administrators, compared to 16.4 percent of women who leave, according to a 1994 survey by the U.S. Department of Education.

Teaching, unlike other professions, generally doesn't offer a career ladder to climb without climbing straight out of the classroom, says Allan. Promotion almost always means an end to full-time classroom teaching. Some men might move to the central office only because they're feeling pressure to appear successful to their families and colleagues. The feeling is, "If you're a real man, you're a go-getter," says Allan. "You're going some place."

MODEL men

One way to get more males into elementary classrooms is to find them at the college level. Among such efforts is a Florida program in which two university administrators work to recruit African-American men to teach grade-schoolers with emotional and behavioral disorders, learning disabilities, and mental retardation.

"There's a critical shortage of nonwhite teachers in special education," says Arletha McSwain of Bethune-Cookman College in Daytona Beach. With the help of federal grants, McSwain and Brenda Townsend of the University of South Florida, Tampa, developed recruitment and scholarship programs to combat the over-representation of black students in special education classes.

The programs, Project MODEL (Males of Diversity Exhibiting Leadership) at Bethune-Cookman and Project PILOT (Preparing Innovative Leaders of Tomorrow), are based on the idea that African-American men can become not only role models for their students, but advocates for them as well. "Many of the young men in the program were in special education" themselves, says McSwain. "They can connect with these little boys in the classroom."

Both McSwain and Townsend say the men in their program were chosen in part because of their leadership skills. The professors hope their graduates will help schools understand the cultural differences in the way black students learn. Black men sitting on committees that decide special education placement will bring a perspective that might be missing now, McSwain and Townsend say. Clearing up cultural misunderstandings could reduce the number of black children, especially boys, in special education.

Black men also are better able to connect with parents who feel disenfranchised from the schools. "They sense parents are glad they are teaching their kids," says Townsend. "Black parents see black male teachers as saviors."

Kathleen Vail (kvail@nsba.org) is an associate editor of *American School Board Journal*.

Fathers Matter!

Strategies for Engaging Fathers in Children's Learning

*A live, interactive teleconference for educators and family service providers
Produced by the U.S. Departments of Education & Health and Human Services
Thursday, October 28, 1999 2-4 p.m. Eastern*

PROGRAM OUTLINE

I. WELCOME & INTRODUCTION - (12 minutes)

- U.S. Secretary of Education Richard W. Riley
- U.S. Secretary of Health and Human Services Donna Shalala

What does the research tell us about the importance of fathers involvement in learning and what are its implications for schools and family service providers?

What can schools, Head Start programs, and other providers of services to children and families do to be more open and welcoming to fathers' participation?

II. VIDEO: "Restoring Fatherhood/Delaware Governor's Summit on Fathers"

III. DISCUSSION: The Big Picture - Why is it so critical to engage fathers in children's Learning? (25 minutes)

- U.S. Secretary of Education Richard W. Riley
- Ken Canfield, National Center for Fathering
- Carole Kennedy, 1999-2000 Principal in Residence
- Rafael Valdivieso, Academy for Educational Development
- Vivian L. Gadsden, Director, National Center on Fathers and Families, University of Pennsylvania

What does the recent survey data say about the current level of fathers' involvement in learning? (Lead to Ken Canfield)

(MORE)

*What are some practical ways for dads to be involved in the children's learning?
(Lead to Carole Kennedy)*

*What special strategies should schools and service providers use for
communicating with fathers? (Lead to Vivian Gadsen)*

*How can administrators and educators make sure that people from
other cultures are comfortable and have opportunities to participate
in meaningful ways? (Lead to Ray Valdivieso)*

IV. VIDEO: "Voices of Children 1999"

V. DISCUSSION: Reaching out to Fathers (25 minutes)

- Jerry Tello, The National Latino Fatherhood and Family Institute,
- Jim Lewis, principal, Gene George Elementary School, Springdale,
AR
- Donna Glausser, director, Hillsborough County Head Start, Tampa,
FL
- Don Armell, program commissioner, National PTA
- Joe Jones, president, Center for Fathers, Families, and Workforce
Development

*What are some specific ways that schools, Head Start programs or
other service providers can reach out to fathers?*

*What challenges face schools and communities as they attempt to
reach out to fathers?*

*What are the cultural and societal barriers to fathers' involvement in
their children's learning?*

*What special considerations should be given to fathers who live
outside their children's home?*

VI. VIDEO: (to be announced)

VII. DISCUSSION: Reaching Across Communities (25 minutes)

- Frank Kwan, director of communications, Los Angeles County Office of Education, Los Angeles, CA
- Noemi Flores-Rio, Mary Hooker School Family Resource Center, Hartford, CT
- Roger Glass, editorial staff, American Federation of Teachers, Washington, D.C.
- David Hirsch, president and founder, Illinois Fatherhood Initiative
- Kevin Nielsen, director, Family, School, Community Partnership Program, Las Vegas, NV

How can schools, early learning programs, community organizations, and colleges and universities work together to involve fathers? What are the first steps for forming productive partnerships? (Lead to Frank Kwan)

What support can schools, Head Start program, and other organizations provide to help fathers of very young children to get involved in their learning? (Lead to Noemi Flores-Rios)

How can employers, businesses, and community organizations support fathers' involvement in learning? (Lead to David Hirsch)

What is the role of professional development in helping teachers and service providers to work more effectively with fathers? (Lead to Roger Glass, Kevin Nielsen)

VIII. VIDEO: "PARENTAL RESPONSIBILITY PSAs"

IX. CONCLUSION/RESOURCES

Andrea Kane

07/17/99 04:28:30 PM

Record Type: Record

To: Cynthia A. Rice/OPD/EOP@EOP, Nicole R. Rabner/WHO/EOP@EOP, Nancy.Hoit@npr.gov@inet, Lisa M. Mallory/OVP@OVP

cc:

Subject: Directive on Fathers Guidance

This is a proposed draft of a directive to require federal agencies to develop guidance to help states and communities promote responsible fatherhood and father involvement. I will continue to fine tune but wanted to get your initial reaction before sharing with agencies.



directive0725.do

Nancy and Lisa, this is the guidance we've been asking the agencies to work on in our fathers work group, and we though the directive might help move things along. We are considering including this with announcements related to Parents Day on July 25th. We have not yet shared these plans, nor the draft, with the agencies.

Fathers -
guidance

DRAFT 7/16/99

MEMORANDUM FOR THE SECRETARIES OF EDUCATION, HEALTH AND HUMAN SERVICES, HOUSING AND URBAN DEVELOPMENT, LABOR, AND THE ATTORNEY GENERAL

SUBJECT: Guidance to States and Communities on Responsible Fatherhood Programs

Fathers have a profound impact on the lives of their children and the strength of our Nation. Vice President Gore and I have challenged fathers to be actively involved in their children's lives and to provide both emotional and financial support. Last June, the Vice President released the first report on fathers from an interagency federal research effort, which confirmed that children who grow up without fathers are more likely to do poorly in school, to get into trouble with the law, and to have difficulty in getting and keeping a job. On the other hand, children who have positive relationships with their fathers are more likely to do better in school, delay sexual involvement, and avoid abusing alcohol and drugs.

Strengthening fathers' involvement with their children cannot be accomplished by the Federal Government alone; however, there are things the government can do to help support fathers themselves and help communities promote responsible fatherhood. That is why four years ago, I directed federal agencies to review their programs, policies, and research agenda pertaining to families to ensure that they include fathers wherever appropriate, and make changes that will help strengthen fathers' involvement with their children.

Since then, you have taken a number of important steps to make both your programs and your workplaces more responsive to the role of fathers. The child support program is emphasizing the importance of fathers contributing both financially and emotionally to their children through its "They're your kids. Be their dad" public service campaign. Head Start is working to involve fathers in the education of young children, and the Education Department is highlighting the importance of fathers' involvement in children's school performance. HUD is examining the interaction between housing policy and father involvement. The Justice Department is working with researchers and communities to learn more about how incarcerated fathers can safely reintegrate with their families and communities. Fathers play a critical role in welfare reform as the income from both parents is essential to the well being of children. Through the Welfare-to-Work program, the Department of Labor is investing over \$100 million state and local programs to help fathers with children on welfare increase their employment and their support for their families. In January, I announced the Administration's plan to reauthorize the Welfare-to-Work program, which will help many more low income fathers go to work, pay child support, and become more involved with their children.

We are beginning to see results, for example, a record number of fathers are taking responsibility by establishing paternity, and child support collections have increased 80% since 1992. However, it is clear that we still have a long way to go. Nearly one quarter of children today live without their father, and as the recent Morehouse Report reminded us, at least 80 percent can expect to spend at least a significant part of their childhood years apart from their fathers. As I

said in January, many fathers who want to do the right thing cannot always meet their responsibilities to their children without help. Some fathers live with their children but are not able to spend enough time with them due to other pressures and priorities. Other fathers may be distant from their children through divorce or separation, and still others may be incarcerated.

A broad range of policymakers at the federal, state and local level are paying ever more attention to the problem of father absence, and seeking ways to promote father involvement. Many states and communities around the country, churches, businesses, and schools are focusing on this critical issue. Communities around the country want to do more to encourage fathers to be more involved with their children and we must do everything we can to ensure they know how to access available federal resources and to learn from what other communities are doing. As one example, states have opportunities to use their welfare reform block grant funds to prevent and reduce out-of-wedlock pregnancies and encourage the formation and maintenance of two-parent families. I am therefore directing you to develop guidance for states and communities to help them know what resources, research and assistance is available and what other communities are doing. The guidance should be published by November 1999 (?), and should include:

- Information about the various federal resources available across agencies that can be used to support responsible fatherhood initiatives. This would include but not be limited to: TANF, Welfare-to-Work, Workforce Investment Act, Child Support, HUD self-sufficiency and housing initiatives, Head Start, Weed and Seed, other DOJ programs, education(?).
- Information on how these funds can be leveraged with state, local and private funds.
- Examples of promising models around the country.
- Contact and resource information.
- Any other information which will help states and communities strengthen and support responsible fatherhood.

As increasing the role of fathers is a multi-faceted challenge, I ask you to work collaboratively across agencies to develop this guidance. [direct HHS to take lead?]. This guidance should be published by November 1999 (?).