



DEPARTMENT OF HEALTH & HUMAN SERVICES

Office of the Deputy Secretary

Washington, D.C. 20201

FACSIMILE

DATE September 28, 1999

TO: (NAME, ORGANIZATION, CITY/STATE AND PHONE NUMBER):

Andrea Kane
DPC
(202) 456-5573

— File |
Fathers—
Head Start

FROM: (NAME, ORGANIZATION, CITY/STATE AND PHONE NUMBER):



U.S. Department of Health and Human Services
Office of the Secretary

LISA A. GILMORE, MSW, MBA
Special Assistant to the Deputy Secretary

H.H. Humphrey Bldg., Room 614G
200 Independence Avenue, S.W.
Washington, DC 20201

(202) 690-6133
Fax (202) 690-7755
lgilmore@os.dhhs.gov

RECIPIENT'S FAX NUMBER (202) 456-7431

NUMBER OF PAGES TO SEND (INCLUDING COVER SHEET): 23

COMMENTS:
Head Start / Fatherhood
info. as requested. Will talk
with you soon on the teleconference.
Lisa

Head Start and the Fatherhood Initiative

In June 1995, the Clinton Administration launched a government-wide initiative to strengthen the role of fathers in families. The President recognizes that strong families are essential to the future of the nation, and that both mothers and fathers play an essential role in ensuring the well-being of their children. The President also recognizes that changes in the lives of fathers must be supported by the communities in which they live, and that communities must know what resources and support are available to help in this effort. All federal agencies were asked to review their policies and programs and strengthen their support of fathers.

The Department of Health and Human Services (HHS) responded to the President's request by expanding and enhancing current efforts in support of fathers, and by developing new initiatives. The Administration for Children and Families has made significant efforts on behalf of fathers.

Head Start Bureau Plans

Parent involvement has always been an essential part of Head Start, and fathers are encouraged to participate in all aspects of the program. In addition, the Head Start Bureau funded six male involvement demonstration projects between 1991 and 1994, and several Regional Offices continue to support specific male involvement efforts. The Bureau has published a number of parent involvement resources, including the *Head Start Handbook of the Parent Involvement Vision and Strategies*, which outlines how mothers and fathers can play critical roles in their children's education. Other innovative steps have been taken to collaborate with related federal programs, fraternities, and other state and local groups to encourage fathers to volunteer and to play an active role in children's lives. The Head Start Bureau is also exploring ways to support local Head Start fatherhood efforts. A workgroup is collecting information on current fatherhood activities across the coun-

try. Best practices will be identified, along with additional resources that might be helpful to local programs. These resources will be developed and disseminated as part of an overall strategy to enhance father/male involvement in Head Start.

The Head Start Bureau welcomes your contributions to these efforts. Information and materials on father involvement initiatives in your program may be sent to: Father Involvement Initiative, HSPMC, 1025 Vermont Avenue, N.W., Suite 1025, Washington, DC 20005, or send by fax to 703-683-5769.



photo by Maria Ellen Huebner, courtesy of the Child Upfront Program, Goodwill Industries, Racine, WI

Head Start Bulletin
March 1999

Child Support Enforcement, Child Care, and Head Start Collaboration Grants Awarded to Six States

By John P. Doyle

Under welfare reform, child support services are emerging as a key resource to self-sufficiency for many child care and Head Start families.

Six states are in the second year of implementing demonstration grants to develop models of collaboration among Child Support Enforcement, Child Care, and Head Start programs at state and local levels. The three-year grants were awarded in 1997 to State Child Support Enforcement agencies which, in turn, formed teams with Child Care and Head Start staff to develop state-specific collaboration activities to be implemented in local child support, child care, and Head Start programs. These collaborative efforts promote and facilitate access to child support services through local child care and Head Start programs; they also further a broader understanding of child support and parenting issues within the three programs.

The six states awarded the demonstration grants and the contact person for each state are shown on the right.

For more information, contact John Doyle, Office of Child Support Enforcement, Administration for Children and Families, T: 202-205-4590, E: jdoyle@acf.dhhs.gov

Alaska

Shirley Dean, Project Manager
907-465-5182

Connecticut

Babette Mantilla, Project Coordinator
860-247-6090

Illinois

Lois Rakov, Project Manager
312-793-8213

Maryland

Claudette Sullivan, Project Manager
410-767-7311

Minnesota

Mamie Wertz, Project Coordinator
612-296-2567

Missouri

Clayton Wesley, Project Manager
314-877-2069



Zaakira Shudeed and her dad
(Child, Inc. in Austin, TX)

Early Head Start Research and Evaluation Project

Helen H. Raikes and Loutsa B. Tarullo

The Early Head Start Research and Evaluation Project is an intensive study of Early Head Start (EHS) programs for infants and toddlers in low-income families. The study includes approximately 3,000 families living in 17 diverse communities that reflect the current socioeconomic and political context of low-income families. A broad range of outcomes is being measured, extensive information is being collected about the programs and individual families' experiences with them, and state-of-the-art analyses are being conducted to link experiences with outcomes. The research is being conducted by Mathematica Policy Research in Princeton, NJ, and Columbia University in collaboration with researchers in 15 universities.

The EHS Research and Evaluation Project encompasses five major components:

1. *An Implementation study to examine service needs and use for low-income families with infants and toddlers, assess program implementation, understand programs' theories of change, illuminate pathways to achieving quality, examine program contributions to community change, and identify and explore variations across sites.*
2. *An impact evaluation to analyze the effects of Early Head Start programs on children, parents, and families in depth, using an experimental design; descriptive analyses will assess outcomes for program staff and communities.*
3. *Local research studies by local researchers to learn more about the pathways to desired outcomes for infants and toddlers, parents and families, staff, and communities.*
4. *Policy studies to respond to information needs in areas of emerging policy-relevant issues, including welfare reform, fatherhood, child care, and children with disabilities.*
5. *Formats for continuous program improvement to guide all EHS programs in formative evaluation.*

Unique Elements of the Early Head Start Research Project

Consideration of the differences among EHS programs when looking at outcomes. EHS program approaches vary in important ways. For example, some programs deliver child development services through child care, and others use a home visitation approach. These different approaches are appropriate for different programs that have individual community needs, populations, and geography. Early intervention literature suggests that these differences among programs will result in differences in the type and timing of outcomes. Outcomes will also probably be different among programs that emphasize different things. The EHS studies will take all of these variables into consideration when assessing how a program is having an impact on a family and a community.

Use of the Program Performance Standards as a basis for rating all participating programs. A panel of experts will review the information gathered from the implementation research and rate each program based on the Standards. This systematic assessment makes it possible to determine whether an EHS program is being implemented in each site the way it was designed.

Assessment of the quality and quantity of key services for children in both EHS and comparison groups. Previous evaluations have not examined in detail the effects of different configurations of child development services available on children.

Analysis of outcomes by actual program participation. When the project looks at how effective a program has been with a family, the study takes that family's participation into consideration. EHS research is listening to program directors who state that they do not expect programs to help families who drop

out. After the effects on families have been assessed, the project will adjust the results based on different levels of participation in a program.

Use of the same research team to evaluate programs. Often, two research teams evaluate programs, making it difficult for researchers to interpret how a particular program is affecting children and families. When one research team evaluates a program it is easier to analyze a program's impact in relation to its implementation.

Local researchers. They will often have a unique picture of the local program and community, and this knowledge will add to interpretations of the data. Data from local studies will supplement national data.

The Father Studies

Early Head Start (EHS) does more to promote father involvement than has typically been done in other early intervention programs for infants and toddlers. EHS programs work directly with fathers and father-figures through such activities as including fathers in home visits; implementing father outreach efforts; providing opportunities for direct father-child interactions; targeting increased male participation in the program; and adding support groups for couples.

The Early Head Start (EHS) Research and Evaluation project is among the first to explore the involvement of low-income fathers in children's lives, together with mother involvement, in the context of both an intervention program for infants and toddlers and a longitudinal study. The Father Studies help to fill a significant gap in knowledge by increasing our understanding of how fathers and mothers, in the context of the family, influence infant and toddler development. The EHS father research enables us to learn more about how programs

support fathers' relationships with their babies and with the babies' mothers.

The Father Studies represent a coordinated effort of many different agencies. They include the EHS Research Consortium; the Administration on Children, Youth and Families (ACYF); the Office of the Assistant Secretary for Planning and Evaluation (ASPE); the National Institute of Child Health and Human Development (NICHD); and the Ford Foundation. Together, they work in the spirit of the Fatherhood Initiative started by President Clinton in 1995.

The Father Studies involve four strands:

Interviews with fathers of 24- and 36-month-old children. These interviews in 14 sites examine how fathers influence child and family outcomes. The study also investigates how services influence father involvement, what aspects of programs are effective in getting fathers to participate, and how aspects of a father's life contribute to his involvement in and enjoyment of fathering. In five sites, videotaped observations will provide critical information about father-child interactions.

Study of Fathers of Newborns. This strand, supported by the Ford Foundation, follows 200 to 300 fathers and mothers of newborns. They are interviewed when their children are 1, 3, 6, 14, 24, and 36 months of age to provide an in-depth look at the changing nature of fatherhood and father involvement in children's lives from birth until age 3.

The Practitioner's Study. This strand, also funded by the Ford Foundation, focuses on understanding the different strategies EHS programs use to get fathers involved, and how these strategies serve fathers' needs, their successes and challenges, and how they have changed over time. This strand also looks at how a father's relationship with his child is influenced by

an EHS program.

Local Research Studies. These studies are looking at a variety of issues, with each research team focusing on a unique topic. At Michigan State University, for example, researchers are studying the unique contributions of biological fathers; at Utah State University, they're investigating fathers' modes of play with infants and toddlers.

Early findings of the EHS Father Studies are summarized in the box on the next page. Additional preliminary reports from the EHS Father Studies will be prepared periodically over the next four years, with public use data sets scheduled for release in 2002. For further information, see web-sites at:

- www.mathematica-mpr.com
- www.acf.dhhs/programs/hsb
- www.acf.dhhs/programs/rde

Helen H. Raikes was a Society for Research in Child Development (SRCD) Fellow at ACYF from 1994-96. She is currently at the Gallup Organization, Lincoln, NE, and continues her affiliation with the EHS Research and Evaluation Project.

Louisa B. Tarullo is a Research Analyst in the Commissioner's Office of Research and Evaluation, Administration on Children, Youth and Families (ACYF), U.S. Department of Health and Human Services. E: ltarullo@acf.dhhs.gov.

Project director and co-principal investigator for the EHS National Research and Evaluation Study is John Love, Mathematica Policy Research, Inc. Ellen Klsker, Mathematica Policy Research, Inc., and Jeanne Brooks-Gunn, Columbia University, are co-principal investigators. The EHS Father Studies Work Group, consisting of EHS national and local researchers and representatives from ACYF, NICHD, ASPE, and the Ford Foundation, carries out Father Studies. Raikes and Tarullo provide oversight of the national research, and Esther Kresh, Head Start Bureau, is the Project Officer.

Early Findings of the Father Studies

- Father involvement was identified as a focus for all Early Head Start programs in the survey of 17 research programs. All the programs reported that they are taking specific steps to involve fathers. The programs have hired men in various staffing capacities, and a majority of the programs have designated a staff member whose responsibility is to promote father involvement.
- Programs employ a variety of strategies for involving fathers. They report the greatest success in including fathers with activities that focus on parenting or include the children. They report fathers are moderately likely to participate in Policy Councils or advisory boards, attend recreational activities for men and children, and attend men's meetings about employment.
- Programs are making adjustments as they identify effective strategies and challenges. Some of these adjustments include: developing men's support groups; developing a Male Involvement Plan; using language in program materials that addresses both parents; becoming intentional about using male staff and husbands of staff as role models; developing a survey for fathers; changing the schedule of activities to be more convenient to working fathers; changing mailing lists to include fathers; including fathers in home visits; making a conscious effort to involve fathers in all areas of the program; involving fathers at the time of recruitment and enrollment; having male staff actively involved in recruitment; enabling staff to conduct home visits in teams of two, when appropriate; using more than one staff person to work with the family when the father and mother are separated or are in conflict; and changing the program model from one focused on the mother-child relationship to one that is family-focused.
- Programs have identified challenges that future research will help them to address. These challenges include a mother-centric program image; fathers who live outside of the home; changing father figures in a child's life; mothers and fathers in conflict with one another; mothers who do not want the father to be involved in the child's life; time for working with the family to be inclusive of fathers when the mother plays a "gatekeeping" role for the father's involvement; and staff fears related to working with men who had been incarcerated or were known to be involved in domestic violence or substance abuse.
- From focus groups with involved fathers at four sites, researchers report that many fathers are highly committed and very much want to be involved with their children. Interviewers were struck by the strength of the fathers' determination to "be there" for their children and to assume financial responsibility for their children. Fathers and mothers differed somewhat in their perceptions of what fathers should be doing for their children. Many mothers believed that fathers should take a more active role in physical caregiving, such as diapering, feeding, and bathing, while fathers perceived they were already doing these things. Fathers described rough-and-tumble physical play or cuddling and tickling as their primary forms of play with their young children. Fathers expressed greatest frustration in dealing with ill or crying children.
- Except for the EHS program, many of the fathers lacked a support system and role models, but were also reluctant to accept help. Fathers had many aspirations for their children but few concrete and positive ideas for helping them meet those goals. Some fathers expressed a sense of betrayal by the educational and social service systems. Fathers were reluctant to consider barriers or "downsides" to being a father. With the exception of those fathers who were already actively involved in some part of an EHS program, most fathers were unable to identify sources of support for their role as father.

The "10/60" Rule

On many occasions, we all meet people who ask what we do for a living. Many of them might be potential donors or volunteers. Being prepared for these unexpected moments can bring unexpected rewards.

Rather than stumbling through an explanation when you're caught off-guard, the "10/60" rule provides a short, organized way to describe ten

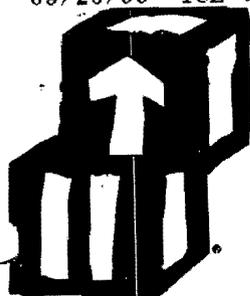
things about your Head Start program in 60 seconds.

Practice a 60-second response that includes these ten pieces of information:

- Name of your program
- Years in existence
- Mission
- Number of children and families served last year

- Services provided
- Community served
- Sources of funding
- Current needs
- Number of staff members
- Number of governing body and policy group members

With this information at your fingertips, you'll be able to respond well to questions and help to spread the good word about Head Start in your community!



Head Start and the Fatherhood Initiative

In June 1995, The Clinton Administration launched a government-wide initiative to strengthen the role of fathers in families. The President recognizes that strong families are essential to the future of the nation, and that both mothers and fathers play an essential role in ensuring the well-being of their children. The President also recognizes that changes in the lives of fathers must be supported by the communities in which they live, and that communities must know what resources and support are available to help in this effort. All federal agencies were asked to review their policies and programs and strengthen their support of fathers.

The Department of Health and Human Services (HHS) responded to the President's request by expanding and enhancing current efforts in support of fathers, and by developing new initiatives. The Administration for Children and Families has made significant efforts on behalf of fathers.

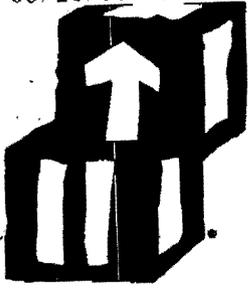
Head Start Initiatives

Parent involvement has long been one of the cornerstones of Head Start, and fathers are encouraged to participate in all aspects of the program. In addition, the Head Start Bureau funded six male involvement demonstration projects between 1991 and 1994, which are still in operation. The Bureau has published a number of parent involvement resources - most recently the "*Head Start Handbook of the Parent Involvement Vision and Strategies*," which outlines how mothers and fathers can play critical roles in their children's education. Other innovative steps have been taken to collaborate with fraternities, the Urban League, and other state and local groups to encourage fathers to volunteer and to play an active role in children's lives.

The Head Start Bureau is also launching a new effort to support local Head Start fatherhood efforts. A workgroup has been established and information is being collected on current fatherhood activities across the country. Best practices will be identified, along with additional resources that might be helpful to local programs. These resources will be developed and disseminated as part of an overall strategy to enhance support for father involvement in Head Start. In addition, a study is currently underway involving Early Head Start, which serves children from birth to age three and pregnant women. A portion of the study focuses specifically of fathers who have children enrolled in the program.

The Head Start Bureau welcomes your contributions to these efforts. Information and materials on father involvement initiatives in your program may be sent to:

Father Involvement Initiative
Head Start Publications Management Center
1025 Vermont Avenue, N.W., Suite 1025
Washington, DC 20005
T: 202-737-1030; F: 202-737-1151



Head Start and the Fatherhood Initiative

Mississippi Band of Choctaw Indians Male Involvement Initiative

The Mississippi Band of Choctaw Indians Head Start program is taking a closer look at the male role model in early childhood education from a variety of angles; cultural barriers, age of fathers, local male role models, the effectiveness of grand parents as primary care givers, and the importance of male involvement in light of recent brain development research on children from birth to age three.

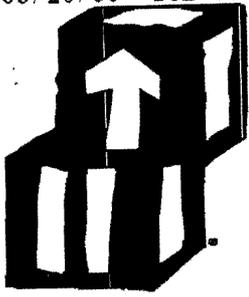
The program looks to respected male Tribal leaders to demonstrate to young men that gender-specific roles are not appropriate, and that there is nothing diminishing about being a nurturing male. In addition, the head Start program has implemented a cultural curriculum that encourages men to celebrate their culture with their children through dance, stories, and sports.

An inordinate number of children in the Choctaw Indian Head Start program are being raised by their grandparents, even though the parents may be in the community. In response to this phenomenon, the program has initiated a support group for grandparents. One of the primary focuses of this group is identifying ways to encourage fathers to recognize the important role they play in the lives of their children and to accept responsibility for being a parent. Grandfathers in this group serve as role models and provide an incredible amount of wisdom and energy to the program.

The Choctaw Indian Head Start program is also involved in a new statewide male involvement effort: the Men in Early Childhood Network. During the Network's first meeting, participants identified issues common to male caregivers, discussed the strengths that men bring to caregiving, shared both success and horror stories, and renewed their commitment to increasing the presence of men in early childhood.

For more information on the Choctaw Head Start male involvement Initiative, contact:

Jerry Parr
Early Childhood Development Director
Mississippi Band of Choctaw Indians
P.O. Box 6010, Choctaw Branch
Philadelphia, MS 39350
T: 601-650-1722; F: 601-656-2763



Head Start and the Fatherhood Initiative

Accepting the Leadership Challenge

Accepting the Leadership Challenge (ALC), a male involvement program, is one of the most successful family intervention projects that Pinellas County Head Start has ever facilitated. In its eighth year; it also symbolizes success in partnering with collaborators: Hillsborough County Head Start and the Gamma Zeta Lambda Chapter of the Alpha Phi Alpha Fraternity, Inc.

ALC is grounded in the belief that all parents want their children to be happy and successful in life, and that they want strong and wholesome relationships both within and outside the family unit. For minority Head Start fathers to achieve these goals, they often must overcome low education, minimal vocational skills, little training in parenting and social relationships, and only a shadow experience in economic self-sufficiency. With proper preparation and guided exposure, though, these men can be successful within their families, the Head Start center; and the community.

Objectives for ALC are:

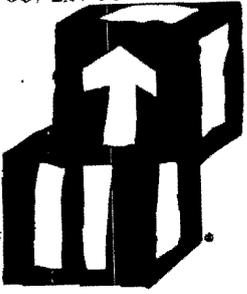
- To enhance the skills of minority male Head Start parents or father figures
- To build stronger male/female and other relationships,
- To provide role modeling and hands-on leadership experiences,
- To build positive stress management skills,
- To offer healthy recreational experiences,
- To provide training on the importance of nutrition and healthy lifestyles; the effects of family violence on child development; and the relationship between good work habits and success,
- To highlight the importance of financial competence and entrepreneurship in obtaining and maintaining a desired life style.

To achieve these goals, the Alpha Phi Alpha fraternity offers a series of quality experiences for Head Start fathers that provide training, educational travel, opportunities for quality family time, and models of effective parenting.

For more information on Accepting the Leadership Challenge, contact:

William J. Fillmore, Jr., Executive Director
Head Start Child Development and
Family Services, Inc.
6698 68th Avenue North, Suite D
Pinellas Park, FL 33781
T: 727-547-5925; F: 727-547-5909

Donna Glausser, Director
Hillsborough County Head Start
4817 North Florida
Tampa, FL 33601
T: 813-272-5140; F: 813-272-7196



Head Start and the Fatherhood Initiative

The Dad Show

Child Incorporated, a Head Start grantee in Austin, Texas, is going global with its father involvement message. Its weekly radio program, *The Dad Show*, can now be heard around the world via the internet.

The Dad Show is a one-hour weekly call-in talk show designed to focus attention on fathers and encourage fathers to focus on their families. It is a collaborative effort between Child Incorporated and KAZI Austin radio station. Additional support for developing *The Dad Show* web site is provided by Bodhi Incubator.

Topics featured are selected from the Head Start Program Performance Standards and other issues of interest to parents. Recent topics have included health and nutrition, reading, substance abuse, homelessness, violence, and dads as mentors and role models. Through *The Dad Show*, Child Incorporated has extended its application of the Program Performance Standards to the broader community, reaching many people in a way that is both non-threatening and accessible.

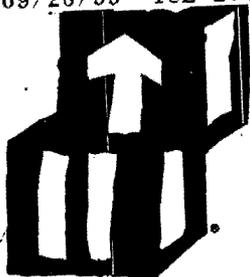
A variety of listeners are attracted to the show because of its focus on real life issues. A program on discipline, for instance, appealed to a broad audience. Many parents had questions about appropriate discipline techniques, and the issue of spanking sparked a heated debate. The show's most popular topic has been child support and custody, but even shows that feature financial advisors make the phones light up with callers.

The Dad Show premiered in 1997, and former President George Bush was the program's first featured guest. "I believe the decline of the American family is one of the most serious problems this country has," President Bush stated. "I think what you're doing makes a wonderful contribution and is very, very important." President Clinton has also underscored the importance of such outreach to fathers: "The single biggest problem in our society today may be the growing absence of fathers from their children's homes."

Child Incorporated is now reaching out to fathers and their families through the world wide web. Rebroadcasts of *The Dad Show* can be heard around the world on RealAudio at www.dad-show.com. Because these are previously aired shows, they are not interactive.

For more information on The Dad Show, contact:

Rae Freeman
Producer, The Dad Show
Child Incorporated
818 E. 53rd Street; Austin, TX 78751
T: 512-451-7361; F: 512-452-2115



Head Start and the Fatherhood Initiative

F.A.M.I.L.Y.

Fathers Advocating Male Involvement in the Lives of Youth

The FAMILY program of the School District of Philadelphia Head Start involves fathers, uncles, grandparents, and other men in the community who are concerned about the lives of young children. The program has been so successful that it was featured in Linking Our Voices, a new training video on parent involvement in Head Start Policy Councils.

The FAMILY program was initiated in 1992, when a Head Start father joined the Policy Council and found that he was the only male there. He undertook an effort to get more fathers involved but was killed in a tragic car accident shortly thereafter. Other fathers in the program picked up the baton and founded FAMILY in his memory.

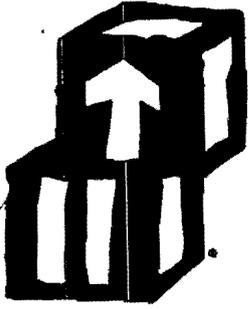
The men in FAMILY hold monthly meetings where they can learn leadership and parenting skills; receive information in such areas as nutrition and health; explore male/female relationships; and gain an understanding of how all of these issues affect the lives of children. The topics to be addressed during these meetings are determined by the men themselves. FAMILY, which is now a subcommittee of the Policy Council, collaborated with Temple University to develop A Resource Book for Male Involvement in Prekindergarten Head Start. The book provides a curriculum for teaching men what they can do at home to be more involved in their children's lives.

Other FAMILY activities include the annual Male involvement Initiative Conference and an annual picnic held the Saturday before Father's Day for all the families, Head Start staff, and school personnel. The program is also undertaking a literacy initiative to enhance the literacy skills of men and have them read to children.

Funding for FAMILY comes from the Head Start program's Parent Involvement Resource Fund. The program has been invaluable in supporting men as active partners in Head Start, and in challenging men peer-to-peer to make the most of their abilities and to be better fathers. Many men remain active in FAMILY after their own children have graduated from Head Start, thereby continuing their contributions to the program and to the community.

For more information on FAMILY, contact:

Denota Watson, Parent Involvement Coordinator
School District of Philadelphia Pre-Kindergarten Head Start
Stevens Administrative Center
13th and Spring Garden Streets, Room 301
Philadelphia, PA 19123
T: 215-351-7047



Head Start and the Fatherhood Initiative

Fathers Support Group

The Lee Head Start Center in Worcester, Massachusetts, developed an eight-week group experience for fathers and other male role models of Head Start children. The Fathers Support Group provides an opportunity for men to talk with one another and discuss important issues in a safe and supportive environment.

Topics discussed in each session are based on issues currently of greatest concern to men in the community. Sessions in 1998 were as follows:

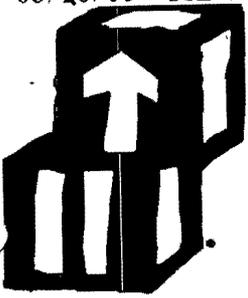
- Session #1: Introduction, Group Ground Rules, Ice-Breaker Exercise, and Open Session identifying and prioritizing issues to be discussed.
- Session #2: Balancing Family and Work
- Session #3: Discipline with Consistency
- Session #4: Establishing Boundaries and Respect
- Session #5: Developing Self-Confidence and Character In Your Child
- Session #6: Identifying Positive Role Models and Encouraging Safe Play
- Session #7: Encouraging an Inquiring Mind: Developing Learning Skills
- Session #8: Listen to Your Child: Kids Are People, Too

An experienced facilitator participates in the sessions, and the continuity of having the same facilitator in each session is important to group comfort and cohesion. Funding for the eight-week sessions is provided through a grant from the ACF Regional Office. Child care is provided on site by Head Start staff, who generously volunteer their time in support of this initiative. Transportation assistance is also available to those in need.

The Fathers Support Group has been a success, and men have continued their supportive associations in more informal group sessions. Participating fathers have represented varying cultures and ethnicities, including Hispanic, African American, and Caucasian.

For more information on the Fathers Support Group, contact:

Rosemarie Franchi
Director
Child Development Head Start
770 Main Street
Worcester, MA 01610
T: 508-799-3237; F: 508-799-3633



Head Start and the Fatherhood Initiative

Good Guys For Head Start

The York County Head Start has developed a highly successful initiative to enhance male involvement in its programs. With support from a grant awarded in 1998 by the ACF Regional Office in Boston, Good Guys for Head Start aims to:

- Increase male participation in Head Start
- Enhance the bonding between children and males
- Provide positive opportunities for father/significant males to interact with their children

To accomplish these goals, the York County program has involved all of its 12 Head Start centers in Good Guys projects and activities. More than 45 men and children participated in constructing such outdoor equipment as a sandbox, storage shed, slide, and climbing dome. Men also participated in outdoor and sporting events that provided the opportunity for men to participate in constructive activities with their children. Most of these activities were held in evenings and on weekends to accommodate the men's schedules.

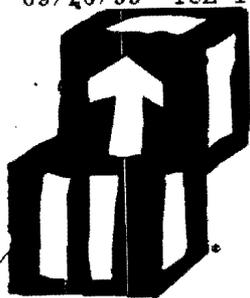
York County Head Start programs have also purchased father involvement materials for their lending library. These materials include books on fathering and co-parenting skills. Men can borrow these resources to improve their understanding of the important role they play and enhance their ability to contribute to their children's healthy growth and development.

From all indications, this initiative has changed the way men look at involvement in the lives of their children. The impact can be felt not only in the centers, but in home-based interactions as well. One home visitor remarked, "These Good Guys feel more comfortable interacting with us on home visits. This is also providing the children with more emotional support from their significant males."

Male volunteerism has greatly increased since the initiation of the Good Guys program. The seven participating head Start centers have reported a combined increase in male volunteer hours of 572 percent.

For more information on Good Guys for Head Start, contact:

Michael Knight
Family Service/Parent Involvement Manager
York County Head Start
P.O. Box U
Biddeford, ME 04005
T: 207-283-2400; F: 207-283-2408



Head Start and the Fatherhood Initiative

The Male Involvement/Empowerment Project

In 1989, the Friends of Children of Mississippi Head Start initiated the Male Involvement/Empowerment Project to encourage and foster male participation with the home, community, and especially the lives of children.

The program focuses first on working with fathers to help them become self-sufficient and to build their self-esteem, self-respect, and life skills so that they feel they have something important to offer their children. The program works under the philosophy that you must help a man develop the skills to support himself before he can start supporting his children.

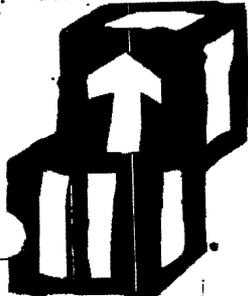
- Becoming employed
- Becoming self-employed
- Going to school

Every other Saturday, the Friends of Children of Mississippi hosts a Male Project Summit. The program focuses on six main topics at these meetings: education, health, government, life skills, job skills, and human service. These summits aim to empower men to be culturally and socially literate, as well as self-sufficient. Men receive training in job and life skills, discuss topics of interest, and learn from members in the community about issues that are meaningful to them, such as credit, child rearing, and what employers look for in hiring staff.

The project also works to help men start their own businesses. It has partnered with local banks to get men start-up loans of up to \$25,000. To date, the program has helped 106 businesses get underway, successfully making many men self-sufficient. In fact, the average income last year from these small businesses was between \$27,000 and \$28,000. Men are also putting their job training to use, with 170 jobs created, secured, or upgraded last year. Sixty-one parents have gone back to school.

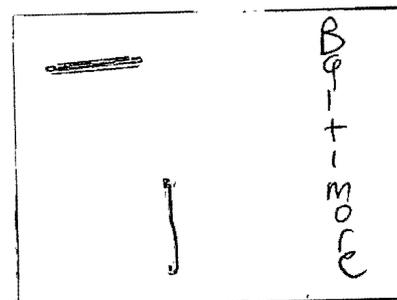
For more information on the Male Involvement/Empowerment Project, contact:

Marvin Hogan
Executive Director
Friends of Children of Mississippi, Inc.
4880 McWillie Circle
Jackson, MS 39206
T: 601-362-1541; F: 601-362-1613



Head Start and the Fatherhood Initiative

Male Involvement: the St. Bernardine Model



The Male Involvement Program has been operating at St. Bernardine's Head Start and Adult Learning Center in Baltimore, Maryland, since 1982. Developed as part of St. Bernardine's ongoing family life program, the Male Involvement Program is intended to enhance the involvement of fathers in the lives of their children and the role of both parents as their children's primary educators. Today, the program serves 192 fathers and other significant males. St. Bernardine's Male Involvement Program, and its parent outreach programs in general, were featured in *Nurturing the Promise*, the new video highlighting Head Start and its commitment to providing quality services to children and families.

The first step was the creation of a therapeutic Men's Group, which continues to serve as the cornerstone of the Male Involvement Program. The group offers an opportunity for men to discuss issues within a safe, nonjudgmental environment. Issues addressed have included co-parenting, paternity establishment, male sexuality, and child support. Although the group is facilitated by a clinical psychologist, the men themselves determine how the group functions.

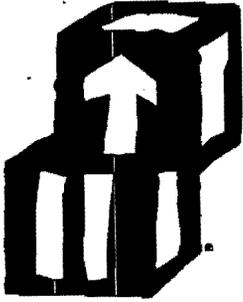
St. Bernardine's offers a variety of other services to help men become better partners and better fathers to their children, including family mediation, parenting skills development, job training, and substance abuse education and intervention. Most of these services stem from the program's collaborative relationships with other community-based agencies; the Bureau of Child Support Enforcement, for example, provides monthly workshops on child support and paternity establishment.

St. Bernardine's newest project is Peer Support Counseling. This initiative pairs fathers/significant males who are new to the program with men who have been involved for at least a year. The program makes an effort to pair men who have faced similar issues and situations. The Peer Support Counselors receive ten weeks of training with a qualified therapist and must complete a course in family mediation before they are paired with a new member. The project is funded through the Family and Work Institute and Baltimore City Head Start.

In addition to family support initiatives, St. Bernardine's provides opportunities for fathers to be directly involved in their children's educational development. An Early Childhood Certification Program supports the hiring of men as teachers and support personnel. Special time is also set aside for men to interact with the children at St. Bernardine's so that the children can experience positive male role models.

For more information on St. Bernardine's Male Involvement Program, contact:

Sheila Tucker; Director
St. Bernardine's Head Start and Adult Learning Center
3814 Edmundson Avenue
Baltimore, MD 21229
T: 410-233-4500; F: 410-362-6720



Head Start and the Fatherhood Initiative

SHARE Male Involvement Project

Sunbelt Human Advancement Resources, Inc., SHARE Head Start has joined with Alpha Phi Alpha Fraternity in a creative male involvement initiative. The purpose of the SHARE Male Involvement Project is to increase the participation of fathers and significant males in the Head Start program and in the lives of their children. The objectives of this partnership are to:

- Develop effective strategies for increasing resiliency in males through the development of intervention and prevention programs
- Provide workshops to alleviate some stereotypical views toward males
- Provide support and mentoring services to help fathers and significant others
- Give children exposure to positive male role models in their formative years
- Promote a channel of communication for men, children, and families to make problem sharing and problem solving a joint effort

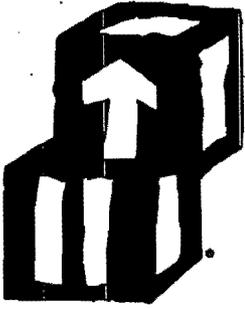
To meet these objectives, the SHARE Male Involvement Project concentrates on enhancing employability skills, parenting skills, and self-esteem. The project also provides literacy training. Collaborative relationships have been established with local churches, businesses, and community organizations in support of these efforts.

The SHARE Male Involvement Project provides training in such areas as literacy, life skills, relationships. GED courses are also available. Men in the project participate in a number of key community activities, including the "Partnership for a Drug Free Future" Festival, Habitat for Humanity activities, and the Special Olympics held at Furman University. In response to the needs of the children, SHARE Male Involvement volunteers have implemented a series of after-school activities, including tutoring sessions and intramural sports. As a preventative measure, youth from local group homes are invited to male involvement events, so that they may be exposed to positive male role models.

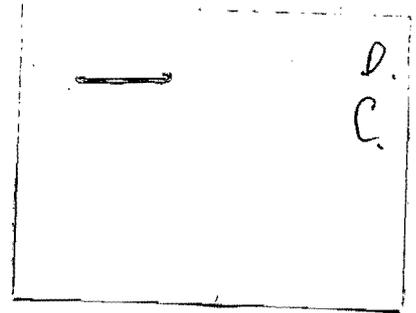
A unique feature of the SHARE Male Involvement Project is its partnership with Perry Correctional Center. Members of the project visit men at the Center to provide inmate fathers with information on Head Start and its services to children and families, as well as mentoring and life-skills training. Likewise, their visits to the Correctional Center provide male involvement volunteers with ideas for their mentoring program with youth in the group home, to prevent young boys from becoming involved with the justice system.

For more information on Accepting the Leadership Challenge, contact:

Ruby H. Jones
Director of Children & Family Development
SHARE Head Start
652 Rutherford Road
Greenville, SC 29609
T: 864-233-4128; F: 864-233-4019



Head Start and the Fatherhood Initiative



The Significant Male Task Force

The Significant Male Task Force (SMTF) in Washington, D.C., was founded in April 1994 to help Men become more involved in the lives of their children. It was organized under the auspices of the D.C. Public Schools Head Start, and with support from the United Planning Organization (another grantee). SMTF members include parents, staff, and other supporters of Head Start. Each man involved is not necessarily the father of a Head Start child - - he may be a brother, uncle, grandparent, nephew, cousin, or a friend who has a major role or active interest in the child's well-being.

- Increase awareness of the need for male participation in children's lives
- Encourage the involvement of men as nurturers of young children
- Serve as a support group for the Head Start program
- Promote positive self-concept through knowledge of cultural and family heritages
- Instill positive health and nutrition values in young children and their families
- Educate children regarding the negative effects of the use of illegal and legal drugs
- Provide positive role models for children

SMTF provides opportunities for men to be active and supportive of their children and to serve as surrogates for children who do not have significant male figures in their lives.

The men in SMTF organize and participate in a variety of activities through the year; including family picnics, mentoring programs, a bike ride/repair program, and workshops on topics of interest to men. SMTF members regularly visit Head Start programs and local schools to read and tell stories to children. The group also cosponsors "The Saturday Academy," where select students in the fourth through the eighth grades participate in tutoring, field trips, and computer science, technology, and mathematics sessions during the summer. In May 1998, SMTF held its second annual training conference entitled "Vision 2000." Workshops focused on reaching fathers, nutrition, literacy, health, male involvement, and issues that African-American males face as fathers.

The Significant Male Task Force does not receive regular program support. It raises money for events and special projects as they are planned.

For more information on the Significant Male Task Force, contact:

James Shird, President
 The Significant Male Task Force
 c/o United Planning Organization
 941 N. Capital Street, N.E.
 Washington, DC 20002
 T: 202-289-9100, x273; F: 202-289-2640

OVERVIEW OF FATHERHOOD RESEARCH WITHIN THE EARLY HEAD START RESEARCH AND EVALUATION PROJECT

June 1999

The Early Head Start Research and Evaluation Project has launched research relating to the role of low-income fathers in the lives of their infants and toddlers, their families, and in the Early Head Start programs in which they participate. The father research is being conducted within an overall study of Early Head Start impacts and program implementation. To varying degrees, Early Head Start programs are working directly with fathers and father figures through such activities as including fathers in home visits, implementing father outreach efforts, providing opportunities for direct father-child interactions, targeting increased male program participation, adding support groups for couples, and generally expanding efforts to promote father involvement beyond typical levels found in early intervention programs. Because basic research showing the benefits of father involvement is largely based on middle-income samples, researchers and policymakers have difficulty generalizing to more diverse, at-risk populations. Nevertheless, many researchers believe that fathers' involvement in the lives of their very young children could be an important factor in facilitating children's development, particularly for low-income children. In addition, programs are still learning about effective strategies for involving fathers and meeting their needs within the context of a program designed for infants and toddlers and their families.

The Early Head Start Father Studies will be among the first to investigate involvement of low-income fathers in children's lives, together with mother involvement, in the context of both an intervention program for infants and toddlers and a longitudinal study. The Early Head Start Father Studies focus on biological fathers and father figures (referred to as "social fathers").

In addition, these studies come at a time of major changes in the nation's welfare system, with accompanying societal changes in such areas as child care and health care. The role of fathers is being shaped in many ways, some which are just beginning to be understood. The extensive data available about the Early Head Start programs, their communities, and the children and families participating in the national evaluation provide critical contextual information for enhancing our understanding of what we learn from the father studies. In addition, the father studies intersect with a number of other ongoing studies within Early Head Start, including studies of welfare reform.

Fatherhood studies within Early Head Start represent a coordinated effort by a number of governmental and non-governmental groups, working together in the spirit of the Fatherhood Initiative, begun by the Office of the President in 1995. The partners include:

The Early Head Start Research Consortium, including Mathematica Policy Research, Inc. (MPR) and Columbia University, which are responsible for the national evaluation, and 15 local research universities conducting site-specific research at 16 of the research sites; and the program directors representing all the Early Head Start research program sites

The Administration on Children, Youth and Families (ACYF), U.S. Department of Health and Human Services

The Office of the Assistant Secretary for Planning and Evaluation (ASPE), U.S. Department of Health and Human Services

The National Institute of Child Health and Human Development (NICHD), Intramural and Extramural Branches, U.S. Department of Health and Human Services

The Ford Foundation

THE EARLY HEAD START PROGRAM

The Early Head Start program comes at a time of increasing awareness of the "quiet crisis" facing low-income families with infants and toddlers in the United States, as identified in the Carnegie Corporation of New York's *Starting Points* report. ACYF designed the Early Head Start program in response to the 1994 Head Start reauthorization. Secretary Shalala's Advisory Committee on Services for Families with Infants and Toddlers then set forth a vision and blueprint for Early Head Start programs to address the fragmentation of community services and expand programs to serve more families with infants and toddlers. This comprehensive, two-generation program includes intensive services that may begin before the child is born and concentrate on enhancing the child's development and supporting the family during the critical first three years of the child's life. There are currently more than 500 Early Head Start programs across the country and more will be added in 1999 and beyond, as the 1998 Head Start reauthorization allocated increasing portions of the Head Start budget for services to pregnant women and families with infants and toddlers.

Seventeen of the Wave I and Wave II programs were selected to participate in the national evaluation and local research. They represent a wide diversity of populations, cultures, ethnicity, and locations (both urban and rural). They are located in Russellville, Arkansas; Venice, California; Denver, Colorado (two programs); Marshalltown, Iowa; Kansas City, Kansas; Jackson, Michigan; Kansas City, Missouri; New York City; Pittsburgh, Pennsylvania; Sumter, South Carolina; McKenzie, Tennessee; Logan, Utah; Brattleboro, Vermont; Alexandria, Virginia; Kent, Washington; and Sunnyside, Washington.

THE EARLY HEAD START NATIONAL STUDY AND RESEARCH CONSORTIUM

A national study of program implementation and impacts is being conducted in the 17 research sites. This study follows a random assignment design and includes a sample of nearly 3,000 children and their families, recruited when the children are 12 months of age or younger. Children are assessed, and primary caregivers are interviewed when children are 14, 24, and 36 months of age. Primary caregivers complete a baseline enrollment interview, followed by parent

services interviews 6, 15, and 26 months following random assignment. For the implementation study, site visits to all programs are conducted approximately 12, 24, and 48 months after funding (summer/fall 1996, fall 1997, and fall 1999).

Following a competitive procurement process, ACYF contracted with Mathematica Policy Research, Inc. (MPR) of Princeton, New Jersey, and its subcontractor, the Center for Young Children and Families at Columbia University, Teachers College. Dr. John M. Love and Dr. Ellen Eliason Kisker of MPR and Dr. Jeanne Brooks-Gunn of Columbia University are leading the national evaluation team. The evaluation team also draws on expertise from a Technical Work Group and other consultants in key areas related to Early Head Start program and evaluation issues.

ACYF has also funded 15 local research teams to work with 16 of the Early Head Start research programs to conduct their own research on issues central to the local programs and to participate in many national evaluation activities (including providing field support for the national data collection). An Early Head Start Research Consortium composed of ACYF staff, national evaluation contractor staff, and the local researchers has been created to facilitate collaboration on issues relating to policy, assessment, and the use of research and evaluation data. Together, national and local research comprise the Early Head Start Research and Evaluation Project.

PURPOSES OF THE FATHER STUDIES

The ongoing Early Head Start national evaluation is assessing how programs work with low-income families to enhance children's development and well-being, but data collection centers on mothers as the source of information. The father studies help to fill a significant gap in knowledge by increasing our understanding of how fathers and mothers, in the context of the family, influence infant and toddler development. The Early Head Start father research enables us to learn more about how programs support fathers' relationships with their babies and with the babies' mothers. Quantitative and qualitative studies of fathers are being carried out within Early Head Start research sites over a period of five years in order to better understand:

The characteristics of the social and biological fathers of children in Early Head Start communities

How father involvement affects children's developmental trajectories

How Early Head Start programs effectively involve fathers and mothers in program activities and as the primary educators of their children

FOUR FATHER STUDY STRANDS

Early Head Start Father Studies were added to the design of the research in response to efforts within Early Head Start to involve fathers and in response to the Fatherhood Initiative.

Father Studies within Early Head Start are coordinated by the Early Head Start Consortium's Father Studies Work Group (listed at end of this overview). The Work Group is conducting four strands of father studies within Early Head Start:

1. ***Interviews with Fathers of 24- and 36-Month-Old Children.*** The interview study of approximately 1,000 fathers is supported by NICHD. These contacts coincide with children's 24- and 36-month birthdays and examine how child and family outcomes in Early Head Start are influenced by fathers; the personal and contextual factors in the lives of fathers that contribute to their involvement in and enjoyment of fathering; whether services for fathers affect their involvement in their children's lives; which program and individual characteristics are associated with program participation; and the cultural, demographic, and regional variations in father involvement in programs and in children's development. The interview protocol parallels many of the questions asked of mothers in their 24- and 36-month interviews. Because of the Early Head Start evaluation's experimental design, this research strand may be able to measure program impacts on father involvement and provide needed information about which program approaches to father involvement are most effective. In addition, we have included a core set of qualitative questions in the father interviews that will generate new hypotheses about fathers and their involvement. This study also collects data on father-toddler interactions in a subsample of families, using videotaping procedures comparable to those used to assess mother-toddler interactions at 24 and 36 months as part of the Early Head Start national evaluation. Interaction data provides information on the quality of the father-child relationship that is difficult to glean from self-report or maternal interviews. The Early Head Start father-toddler videotaping procedures add greatly to the methods used in previous research on father-toddler interactions in low-income families.
2. ***The Study of Mothers and Fathers of Newborns.*** The study of newborns, supported by the Ford Foundation, follows more than 200 fathers and mothers of newborns. Fathers and mothers are interviewed when their children are 1, 3, 6, 14, 24, and 36 months of age in order to provide an in-depth look at the evolving nature of fatherhood and father involvement in children's lives from birth until age 3. This study also includes interviews that contain qualitative questions and videotaped observations. The research with fathers of newborns will allow us to learn about the early experiences of fatherhood.
3. ***The Practitioners Study.*** The practitioners study is also funded by the Ford Foundation. It focuses on understanding the strategies Early Head Start programs use to engage fathers and father figures in the program, the "goodness of fit" between these strategies and fathers' perceived needs and preferences, the successes and barriers programs encounter in this process, how programs change over time in response to their experiences with low-income fathers and their children and families, how fathers and their relationships with their children and families are influenced by Early Head Start programs, and on understanding the roles of fathers and their influences on their children and families. It uses survey and qualitative methods to study father involvement in program activities.

4. **Local Research Studies.** The university researchers engaged in the Early Head Start fatherhood studies are conducting a variety of special studies focused on fatherhood issues of particular significance to their program partners and the populations served in their communities. Examples include studies with a special focus on father-child interaction in the context of play, a study of father-child teaching with biological fathers, and intensive case studies with small numbers of fathers and families.

REPORTS

Reports from Early Head Start Father Studies include a qualitative report from pilot studies (1999), a report of 24-month assessments (2001), a report of 36-month assessments (2002), and a report of newborn studies (2001-2002). Public use data sets will be available from the studies (2002).

FATHER STUDIES WORK GROUP

The Father Studies Work Group members represent the national Early Head Start evaluation contractor (Mathematica Policy Research, Inc. and Columbia University); the funding agencies (Administration on Children, Youth and Families, National Institute of Child Health and Human Development, Office of the Assistant Secretary for Planning and Evaluation in DHHS, and the Ford Foundation); the local research universities participating in the Early Head Start Research Consortium; and representatives of the program directors from the Early Head Start programs participating in the national evaluation. Work Group members include:

Robert Bradley, University of Arkansas

Carollee Howes and Shira Rosenblatt, University of California

Paul Spicer, JoAnn Robinson, and Jeffrey Shears, University of Colorado Health Sciences Center, and Jon Korfmacher, Erikson Institute

Shavaun Wall, Nancy Smith, and Nancy Taylor, Catholic University

Susan McBride, Sarah French Howard, and Carla Peterson, Iowa State University

JeanAnn Summers, University of Kansas

Cynthia Gibbons, Rachel Schiffman, and Hiram Fitzgerald, Michigan State University

Kathy Thornburg, Kathy Fuger, and Mark Fine, University of Missouri

Catherine Tamis-LeMonda, Mark Spellmann, and Jacqueline Shannon, New York University, and Barbara Greenstein, The Educational Alliance, Inc., New York City

Brian Wilcox and Ross Thompson, University of Nebraska - Lincoln

Carol McAllister, James Butler, and Monique Bethae, University of Pittsburgh

Susan Pickrel, Medical University of South Carolina

Lori Roggman and Jerry Cook, Utah State University

Barbara Pan, Mark Langager, and Sarah Shaw, Harvard University

Eduardo Armijo and Joe Stowitschek, University of Washington School of Education

Susan Spieker and Anthippy Petras, University of Washington, School of Nursing

Kimberly Boller, John Love, and Welmoet Van Kammen, Mathematica Policy Research, and Jeanne Brooks-Gunn and Lisa Berlin, Columbia University

Helen Raikes, Louisa Tarullo, Gina Barclay McLaughlin, and Frankie Gibson, ACYF

Linda Mellgren and Martha Moorehouse, ASPE

Natasha Cabrera and Michael Lamb, NICHD

Ron Mincy, The Ford Foundation

OBTAINING ADDITIONAL INFORMATION

For more information on the Early Head Start program, contact Mireille (Mimi) Kanda, Head Start Bureau, Administration on Children, Youth and Families, 2018 Mary Switzer Building, 330 C Street, SW, Washington, DC 20201 (202-205-8308).

For more details on the National Research and Evaluation Project, contact Helen Raikes, Commissioner's Office for Research and Evaluation, Administration on Children, Youth and Families, 2130 Mary Switzer Building, 330 C Street, SW, Washington, DC 20201 (202-260-4869, heraikes@acf.dhhs.gov), Louisa Tarullo (202-205-8324, lbtarullo@acf.dhhs.gov), or John M. Love at Mathematica Policy Research, P.O. Box 2393, Princeton, NJ 08543 (609-275-2245, jlove@mathematica-mpr.com). Contact Kimberly Boller for information on the father study strands (kboller@mathematica-mpr.com, 609-275-2341). For more information on the local research projects, contact Esther Kresh (202-205-8115, ekresh@acf.dhhs.gov).

For information on the national Early Head Start Research and Evaluation project, visit Mathematica's web page at:

<http://www.mathematica-mpr.com/EARLYCH.HTM>