

# Hispanic Fathers and Family Literacy: Strengthening Achievement in Hispanic Communities

**A report on a dialogue with community providers of services for Hispanic fathers, national Hispanic organizations, literacy programs, and advocates for fatherhood held on January 13, 2000**

[U.S. Department of Health and Human Services](#)  
Hispanic Association of Colleges and Universities  
National Practitioners Network for Fathers and Families

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*This report is available on the Internet:*  
<http://fatherhood.hhs.gov/hispanic01/index.htm>

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# *Hispanic Fathers and Family Literacy: Strengthening Achievement in Hispanic Communities*

## **Purpose of This Report**

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About 75 people gathered together on January 13, 2000 to listen and to talk about Hispanic<sup>(1)</sup> fathers, their role in promoting educational excellence and what communities are doing and can do more of to support Hispanic fathers and families. It was an exciting day with old friends and new partners engaged in animated conversation and with hope for the future. The day was full of ideas and at the end of the day, there seemed to be unanimous agreement that the dialogue needed to be continued. With participants from all over the country, representing a wide array of Hispanic communities, more time was needed to learn about each others work and to build strategies for program development that reflect the strengths of Hispanic fathers and their families and the experience of programs serving Hispanic communities.

This report is part of the HHS commitment to continue the dialogue. The report serves three purposes:

- to provide a record of the January 13, 2000 dialogue held with community providers of services for Hispanic fathers, national Hispanic organizations, literacy programs and advocates for fatherhood;
- to provide information to service providers that may be helpful in designing and implementing programs that promote Hispanic fathers involvement in child and adult educational achievement; and
- to encourage conversations within Hispanic communities and among service providers about how to strengthen the roles of Hispanic fathers in their childrens lives.

This report is organized into seven sections and three appendices. After this *Purpose* section, the next section of the report, *Educational Achievement: A Key Concern for Hispanic Communities*, written by staff from the Hispanic Association of Colleges and Universities, provides an explanation of why there is a need for Hispanic communities to focus on improving the educational achievement of Hispanic children, youth and adults. The third section of the report, *Programs for Hispanic Fathers: Perspectives from the Research*, written by Laura Vasquez when she was a Congressional Hispanic Caucus Institute Fellow at HHS, provides an overview of what can be learned from research about designing programs for Hispanic fathers. The fourth section of the report, *Learning From our Partners*, is a summary of the January 13, 2000 dialogue, convened by Kevin Thurm, Deputy Secretary of the U. S. Department of Health and Human Services (HHS) and facilitated by Patricia Montoya, Commissioner of the Administration for Children, Youth and Families, within the Administration for Children and Families, HHS and Jerry Tello, Director, National Latino Fatherhood and Family Institute. Participants in the dialogue included community-based providers of services for Hispanic fathers, national Hispanic organizations, literacy programs, advocates for fathers and fatherhood programs, and federal staff. The fifth section of the report, *Continuing the Dialogue*, identifies actions taken by HHS subsequent to the January meeting to promote Hispanic fathers increased involvement in educational achievement and to support programs that provide services to Hispanic fathers and families. In the sixth section, *Dialogue Participants*, the reader will find the names and contact information for invited participants and the federal staff partners in the effort. In the last section, *Resources for Serving Hispanic Fathers*, organizations, agencies, service providers, and available materials are listed that may be helpful to communities designing and implementing programs for Hispanic fathers and their families. This section is provided for the readers convenience and does not imply any endorsement of the organizations or their services by the conveners of the *Dialogue*. The three appendices provide some short government reports that will be helpful to service providers working with Hispanic fathers and families. These appendices contain information on the Hispanic population from the U. S. Census Bureau; on strategies for working with Hispanic parents and children in the school and early childhood education environment from the ERIC clearinghouses; and information on the importance of involving fathers in childrens education from the National Center for Education Statistics, Department of Education.

A copy of this document is available on the Department of Health and Human Services fatherhood website: The website address is <http://fatherhood.hhs.gov/hispanic01/index.htm>.

## Endnotes

1. In this report the terms Hispanic and Latino are used interchangeably. The Department of Health and Human Services tends to use the term Hispanic. Some dialogue participants used the term Latino, some used Hispanic, and many used both. No distinction is intended to be conveyed by the use of either term.

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# Educational Achievement: A Key Concern for Hispanic Communities [\(1\)](#)

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Latinos represent the fastest-growing population in the United States. According to the U.S. Census Bureau, there were 26.9 million Latino Americans living in the U.S. in 1995, and Latinos are expected to number over 31 million in 2000. In addition, the U.S. Census Bureau projects that by 2050, Latinos will reach 25% of the total U.S. population ([Table 1](#)). These projections are dependent upon natural growth (births minus deaths) and immigration factors. These factors may be modified by political and economic circumstances in Latin American countries, which may increase the number of Latinos in the U.S. beyond those projected.

**Table 1**  
**Latino Population Projections for 1995 to 2050\***  
**By number (in millions) and percent of total U.S. population**

Year	1995	2000	2010	2020	2040	2050
Number	26,936	31,366	41,139	52,652	80,164	96,508
Percentage	10.2	11.4	13.8	16.3	21.7	24.5
* Middle series projections						
<b>Source:</b> Current Population Reports P25-1130, U.S. Department of Commerce, U.S. Bureau of the Census, 1996						

By 2030, Latino youth (ages 5 to 17) are projected to grow to almost 15 million or nearly 25% of the total school population. Furthermore, Latino 18- to 24-year-olds, part of the age group from which business, industry and the military traditionally draw their workforce, will increase rapidly, growing from 13.0% of the population in 1995 to 28.6% in 2050 ([Table 2](#)).

**Table 2**  
**Latino School-Age Population Projections, 1995-2050\***  
**(In thousands and percent of total U.S. population)**

Year	Group	Elementary School (5-13)		High School (14-17)		Total School Age (5-17)		Postsecondary School (18-24)		Total (5-24)	
		#	%	#	%	#	%	#	%	#	%
1995	Hispanic	4,605	13.4	1,856	12.6	6,461	13.1	3,245	13.0	9,706	13.1
	Total U.S.	34,378		14,773		49,151		24,926		74,077	
2000	Hispanic	5,651	15.7	2,179	13.8	7,830	15.1	3,679	14.0	11,509	14.7
	Total U.S.	36,043		15,752		51,795		26,258		78,053	
2010	Hispanic	6,654	18.7	3,007	17.8	9,661	18.4	5,101	16.9	14,762	17.9
	Total	35,605		16,894		52,499		30,138		82,637	

	U.S.										
2030	Hispanic	10,362	24.9	4,419	23.5	14,781	24.5	7,330	23.0	22,111	24.0
	Total U.S.	41,589		18,788		60,377		31,826		92,203	
2050	Hispanic	14,704	30.8	6,202	29.2	20,906	30.3	10,394	28.6	31,300	29.7
	Total U.S.	47,804		21,207		69,011		36,333		105,344	

\* Middle series projections

**Source:** Current population reports P25-1130 U.S. Department of Commerce, U.S. Bureau of the Census, 1996

For the year 1995, the U.S. Department of Education records that Latino youth made up the largest ethnic minority in the states of Arizona, California, Colorado, New Mexico and Texas ([Table 3](#)). This trend is being replicated in many large urban areas throughout the country and most particularly in cities located in southwestern states.

**Table 3**  
**Enrollment in Public and Elementary and Secondary Schools, Fall 1995**  
**By race or ethnicity for selected states**  
(Percent of total enrollment)

State	Latino	African American	Asian	White
Arizona	30.0	4.3	1.7	56.9
California	38.7	8.8	11.2	40.4
Colorado	18.4	5.5	2.5	72.5
New Mexico	46.8	2.4	1.0	39.5
Texas	36.7	14.3	2.3	46.4

**Source:** Digest of Education Statistics, U.S. Department of Education, 1997

Latino youth are becoming the largest ethnic/racial student group in American schools, however, they continue to have the lowest non-completion rate from high schools. According to the National Center on Educational Statistics, 11.1% of all 16- to 24-year-olds in 1996 had dropped out of school, defined as not enrolled in school and not having earned a high school diploma. Furthermore, while Latinos only represent 13.8% of all 16- to 24-year-olds, their dropout rate stands at 37.6% of all school dropouts ([Table 4](#)).

**Table 4**  
**School Dropouts Ages 16 to 24 in the United States, 1996**  
**By number (in thousands) and percent of total U.S. population and dropouts**  
**by race/ethnicity**

Group	Population		Dropouts	
	#	%	#	%
Latino	4,481	13.8	1,315	37.6
White	21,527	66.3	1,569	44.8
Black	4,745	14.6	615	17.6

**Source:** NCES 98-250 – Dropout Rates in the United States, 1997, U.S. Department of Education

Further analysis reveals that the dropout rate for Latinos has not improved significantly. The Latino high school dropout rate declined by an average of nearly 3% per year between 1990 to 1996 (from 32.4% to 29.4%),

faster than the 1.7 percent average annual decline in the dropout rate for Whites. Nevertheless, by 1996, the dropout rate for Latinos was still more than double the rate for African Americans and about four times the rate for Whites, who record only 8% of their group leaving school without graduating ([Table 5](#)). A sizeable gap in dropout rates also remains between Latino and African American youth.

**Table 5**  
**High School Dropout Rates**  
**for Latino, White, and African American Youth Ages 16 to 24**  
(In percent)

Group	1990	1992	1994	1996
Latino	32.4	29.4	30.0	29.4
African American	13.2	13.7	12.6	13.0
White	9.0	7.7	7.7	7.3
All	12.1	11.0	11.5	11.1

**Source:** Digest of Education Statistics, U.S. Department of Education, 1997

High dropout rates among Latino school-age youth are likely to continue unless there is some form of educational intervention. If we project future dropout rates based on changes recorded between 1990 and 1996, it would take approximately 36 more years for Latinos to reach the same levels as Whites.

These statistics show that Latinos represent a growing population beset with a large segment of its youth that are dropping out of secondary school and thus, are unable to qualify for the growing number of positions that require postsecondary education. Studies suggest that these statistics can be reversed through earlier intervention in the child development process in the home and in the early education years.

Education researchers view parental involvement as the single most critical element in education achievement and success. Latino parents, like many other parents in American society, have a strong belief in education as a medium for improving their children's life chances. So while both parents are committed to keeping their children in school, Latino fathers, many times due to economic factors, have not been as engaged as the Latino mothers in the rearing of their children. As a consequence, many Latino children and youth do not benefit from having both parents actively engaged in all aspects of early childhood education occurring in kindergarten through high school.

Promoting more active involvement in school and non-school learning by fathers is one strategy to improve overall educational performance by Latino children and youth. There are programs in Latino communities already hard at work to increase such involvement. These programs provide a variety of ways to connect with fathers – through parenting programs, employment programs, involvement in early childhood and other educational settings, and activities focused on increasing child and family literacy. Learning from the experts in communities and sharing experiences across geographic, economic, and cultural boundaries has the potential to provide powerful insights into how Latino fathers can best be engaged in their children's learning. The hope is that this dialogue will lead to more involvement by Latino fathers in the education of their children and youth as well as greater educational success by Latino children, youth, and families.

## Endnotes

1. This section of the report was prepared by Carmen Seleme-McDermott of the Hispanic Association of Colleges and Universities

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## *Hispanic Fathers and Family Literacy: Strengthening Achievement in Hispanic Communities*

# Programs for Hispanic Fathers: Perspectives From Research [\(1\)](#)

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The purpose of this paper is to highlight some emerging findings and issues in the research literature that are relevant to developing programs for Hispanic fathers. This paper summarizes the concerns and findings presented in selected research articles and in several existing research reviews on Hispanic fatherhood, it is not intended to be seen as a comprehensive or original review of the literature. More specifically, this paper:

1. Examines the implications of the term *Hispanic* for fatherhood program development and implementation;
2. Identifies concerns raised about how Hispanic fathers are portrayed in the research literature; and then
3. Concludes with a discussion of some ways to improve service delivery to Hispanic fathers.

**Implications of the term *Hispanic* for fatherhood program development and implementation.** While there is consensus among researchers that Hispanic fatherhood is under-researched and that there is a need for more information, there are also difficulties in defining Hispanic fatherhood. It has been common for researchers to frame their studies by stating that the Hispanic population is a diverse one; yet their findings from small-group studies on one sub-population or on Hispanics of various backgrounds are frequently used, often out of context, as being true for all Hispanics. Researchers, practitioners, and policy makers are beginning to recognize that *Hispanic* is a term of convenience that encompasses a large and diverse population. As a group Hispanics share a language (Spanish) and aspects of a cultural heritage brought to various geographical regions of North, Central and South America and elsewhere by Spanish explorers, traders and colonists. Furthermore, this language and culture has also been shaped and modified by the conditions and experiences of groups and individuals in their countries of origin and in the United States.

Because the term *Hispanic* covers a large and diverse population, it is not possible to identify specific programmatic needs or strategies from information on the general characteristics of the Hispanic population in the United States. This is true for fatherhood programs and for other programs or initiatives as well. Take, for example, the issue of language. Many Hispanics are bilingual, speaking, reading and writing in both Spanish and English. Other Hispanics speak Spanish and English but only read and write in one language, English or Spanish. Some Hispanics, especially recent immigrants, speak Spanish but having had little formal education, and may not be able to read or write well in either Spanish or English. And as is true in all languages, there can be distinct difference in idiomatic usage across geographic areas. Thus it is essential to know the Spanish and English language fluency and the language-use preferences of the specific Hispanic population to be served before decisions about spoken and written language are made.

Country of origin is often one of the ways the Hispanic population is characterized. Based on the 1999 Current Population Survey, conducted by the U.S. Census Bureau, individuals of Mexican origin are the largest Hispanic sub-group in the United States, making up nearly two-thirds (65 percent) of the entire Hispanic population in the United States. Hispanics of Puerto Rican origin (living in the 50 states and District of Columbia) make up almost ten percent of the population, while an additional fourteen percent are of Central American and South American origin and four percent are of Cuban origin. Almost seven percent are identified as Other Hispanics.(Ramirez). While there is a predominance of Hispanics of Mexican origin, the geographic dispersion is not uniform throughout the United States. Mexican-Americans are more likely to reside in the southwest and west, Puerto Ricans are more likely to be in New York City and throughout the northeast and Cubans are concentrated in Florida, especially the Miami area. However, Hispanic communities are not limited to these areas, there are growing Hispanics communities in many urban areas of the United States and often there are strong ties to a particular country of origin. Given the diverse origins of Hispanics in the United States, there can be significant cultural, language, and socio-economic differences between a Cuban-American father in

Miami, a Puerto Rican father in New York City and a Salvadorean father in Washington D.C.

Even within Hispanic populations from the same country of origin, there can be differences in beliefs, customs, and values that are shaped by such factors as family background, recency of immigration, degree of acculturation, regional concentration, level of educational attainment, income, and English language proficiency. Research, policy and practice must take these factors into account. Researchers point out that training in cultural sensitive is important for social service providers. The providers must familiarize themselves with the complexities of the cultural groups that they are serving and respond accordingly (Powell, p. 90). For example, the needs and experiences of a third generation bilingual Mexican-American father may be quite different from those of a newly arrived immigrant from a Mexican farming community, even though they both live in Los Angeles and are most comfortable speaking Spanish. Providers need to be aware that Hispanic fatherhood programs cannot be replicated across the country, or even across town, without thinking very carefully about who the program was designed to serve and how well it would address the needs of the fathers at the replication site.

**Concerns about how Hispanic fathers are portrayed in research.** There is an accumulating body of work that examines the way Hispanic fathers are sometimes researched and portrayed. Researchers have noted that the Euro-American family is often used as a template for measuring the behavior of other cultural groups. Roopnarine and Ahmeduzzaman stated in their research review, .... researchers have cautioned against using Euro-American family functioning as a basis for judging the parent-child relationships of Latino families or families in other cultural groups... (Roopnarine and Ahmeduzzaman, p. 96). In order to study Hispanic fatherhood, the cultural context needs to be understood.

There is a need for more research on Hispanic fathers that moves away from a specifically Anglo-American view of parenting to encompass a cultural understanding of what specific groups of Hispanic fathers do as fathers. Hispanic fathers are too often judged on how they compare with Anglo fathers. Hispanic fathers may fulfill desired parental roles in ways that are not typical of Anglo fathers. For example, a father may spend time telling his children a story from a book, rather than reading with the child. However, if research only measures time parents spend reading with their children, and not time spent telling stories, Hispanic fathers may seem less involved and less supportive than Anglo fathers.

Alfredo Mirande notes in his review of literature on ethnic families the most persistent theme in the traditional social science literature on racial/ethnic families, is that such families are somehow deviant or defective Anglo-American families (Mirande, p.75). Social scientists must ensure that minority families are not held up to a mold of a Anglo-American family. Mirande also writes that the past view of minority families stressed modernization and classified minority families as traditional, clinging to old-fashioned norms that would disappear as they became more modern, meaning more like Anglo-American families (Mirande, p.77). Ortiz adds that the early social science writings explained that, change within [Latino] families was to occur through an acculturation or assimilation process whereby families moved from traditional forms to the more egalitarian modes of American families (Ortiz, p. 20).

Many of the researchers point to a distinction between a traditional view of Hispanic fathers and an emerging or contemporary view. The traditional view is explained by the authors as one of a cold, distant, authoritarian father. As Mirande describes, the traditional Latino family is portrayed as an authoritarian, patriarchal unit where the macho (i.e., male) is lord and master of the household and the woman is a quiet, submissive, servile figure (Mirande, p. 59). One reason for this view of the Hispanic father as dominant and removed comes from the misunderstanding of the meaning of the concept of machismo. As some researchers point out, the common stereotype of Latino males as being macho is taken to mean being aggressive, tyrannical rulers of the household (Mirande, pp. 59-60, Mayo, p.51, Powell, p. 88). This portrayal is inaccurate according to more contemporary research, these authors note. Mirande describes the results of numerous recent studies that demonstrate that Latino households are more egalitarian than the traditional portrayal and that Hispanic fathers can be warm and caring (Mirande, pp. 60-62). Mayo explains that there are positive qualities of machismo--gentler, more caring sides that are ignored while the negative stereotypes persist. She states, Latino males are victimized by the lack of professional understanding, social stereotyping, and the almost totally negative views held by the host society (Mayo, p. 52). Therefore, there needs to be a greater awareness of the contemporary realities of the Latino family, instead of a continued reliance on inaccurate stereotypes.

**Improving service delivery to Hispanic fathers.** Research findings on Hispanic fatherhood also can help

identify issues that need to be addressed by practitioners who want to improve their ability to work with Hispanic fathers and provide services in Hispanic communities. One such issue is the need to make parenting programs more father friendly. Researchers make the point that the parenting/family education field has traditionally been oriented towards mothers (Powell, 85). This orientation, coupled with the lack of information on how to involve fathers, creates a challenge for both the parents and the service providers. Walters and Chapman indicate that gender neutrality in parenting has far to go, as it is still a popular assumption that a fathers interest is primarily as provider in the family and that a mothers interest is primarily as the nurturer and caretaker (Walters and Chapman, p. 86, Powell, 86). This assumption about fathers lack of interest and direct involvement in care and nurturing can lead to what Powell describes as ambivalence about involving fathers in parenting programs (Powell, p.98). In the model program examined by Powell, staff lacked enthusiasm for getting the fathers involved. He writes that the program officials felt that involving the fathers was a nice idea but it wont work(Powell, p. 99). Such ambivalence can become a self-fulfilling prophesy. Fathers will sense if providers see their involvement as a bonus rather than as necessary for their childrens well-being. Provider assumptions that fathers are not interested in getting involved in their childrens development must be changed in order to successfully reach out to fathers who do want to get involved in their childrens lives, but may not know how.

Providers must get to know the needs and strengths of the community they intend to serve. This assessment will help determine, for example, whether there are many low-income, young parents without extended family in the area, language barriers, or immigration issues that must be addresses. As Powell states, the need for preplanning is particularly critical for programs designed to serve ethnic minority populations and to include father participation (Powell, p. 106). The importance of identifying fathers preferred program models can be learned from a study of Mexican fathers living in Los Angeles reported by Powell. He explains that these fathers preferred a combined program of parent group meetings and home visiting (Powell, p. 93). In addition, the men valued participation with their spouse/partner, familiarity with others in the group, and professional male staff (Powell, p. 93, p. 102). Communicating that their active participation is needed, not just their presence, is an important step in making sure that fathers feel more welcome and become more involved.

Some researchers have identifies a particular group of Hispanic fathers who especially need to be engaged in parenting programs, and who up to this point have not been involved. This group is Hispanic teenage fathers. Hispanic adolescents are the fastest-growing minority age group in the United States (Census, 1996). Yet, many researchers point to a lack of studies and understanding of these fathers (Zayas, Schinke, Casareno and Kiselica). According to Kiselica, the most important recommendation that can be drawn from the existing research with Hispanic adolescent fathers is that counselors must take into consideration the fathers degree of acculturation to the dominant society (Kiselica, p.238). The lower the level of acculturation, the less likely that a Hispanic adolescent is to use social services. Traditionally, a Hispanic father will turn to his extended family as a resource rather than social service providers. But many teen fathers do not have an extended family to depend on and they may not be comfortable turning to outsiders (that is, social service providers) for help. More research is needed on how to find culturally and linguistically competent ways of getting the teen fathers the help that they need.

**Summary.** With a more accurate understanding of Hispanic fathers and families, educators and social service and health providers will be able to reach out to Hispanic fathers more effectively. Culturally and linguistically competent programs will be developed that take into account the complexities and the preferences of the populations that they are serving. Future generations of Hispanic families and fathers will be better served with these changes.

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## Endnotes

1. Laura Vazquez, principal author, wrote this overview while a Congressional Hispanic Caucus Institute Fellow in the Office of the Deputy Secretary, HHS. Linda Mellgren, Office of the Assistant Secretary for Planning and Evaluation, HHS and Natasha Cabrera, National Institute for Child Health and Human Development, NIH/HHS provided substantive review and editorial support. The overview was initially written as a background document for HHS staff as part of the planning activities for the January 13, 2000 dialogue on Hispanic Fathers and Family Literacy.

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# **Learning from our Partners: A Summary of the Dialogue**

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On January 13, 2000, U.S. Department of Health and Human Services (HHS) Deputy Secretary Kevin Thurm, representatives from Hispanic agencies and fatherhood organizations, and federal staff met for a dialogue on strengthening the role of Hispanic fathers in the educational achievement of their children, their families, and themselves. Deputy Secretary Thurm acknowledged the support of The Casey Foundation and the National Practitioners Network for Fathers and Families in making this meeting possible and thanked the Hispanic Association of Colleges and Universities (HACU) for helping to organize the meeting. He then stated that while HHS has made strengthening Hispanic families a priority through our Fatherhood Initiative, nine-point Hispanic Agenda for Action, and other activities, we recognize that Hispanic fatherhood is not at the top of most organizational agendas. He noted that through the process of meetings such as this dialogue, educational opportunities for Hispanic fathers, children, and families has emerged as a strong area of common interest. He asked participants to reflect on two questions:

1. How do we help Hispanic fathers help their children to succeed? and
2. How do we help Hispanic fathers and families to meet their own literacy and educational needs?

At the close of his remarks, Deputy Secretary Thurm stated that participants would receive a meeting summary. He further indicated that HHS would work with our federal partners to identify ways to improve communications with programs to help them better serve their communities. He cited as examples information in the participants' meeting folders on Welfare-to-Work partnership opportunities and the flexibility available in the Temporary Assistance to Needy Families (TANF) Program to fund a variety of services. Deputy Secretary Thurm asked participants to identify additional programs that serve Hispanic families to engage them as more visible partners in this effort. He also encouraged the development of an action plan based on the day's dialogue with specific steps and a timeframe. Finally, he asked participants to hold the Department accountable for progress in making sure that the programs and policies within HHS are responsive to the needs of Hispanics fathers, families, and communities.

### **Framing the Issue**

The meeting moderators, Patricia Montoya, Commissioner, Administration for Children, Youth and Families, HHS, and Jerry Tello, Director, National Latino Fatherhood and Family Institute, provided a framework for the discussion of fatherhood and literacy in Hispanic communities. Commissioner Montoya emphasized the importance of parents' roles in early learning. She indicated that the current media attention to the research on early brain development has increased the main-stream understanding of how important parents are to their children's intellectual development and overall well-being. Commissioner Montoya indicated that emerging research on fatherhood indicates that both fathers and mothers contribute to a child's development and that a father's involvement is not just about intellectual development but also about emotional ties, attachment, modeling and values. She noted that when a father reads to his child, he contributes not only to the child's cognitive development, but also conveys to the child his values about the importance of reading and literacy. Ms. Montoya also highlighted Department of Education research demonstrating that students do better academically and socially when their fathers are involved in school. Her challenge to the group was to identify the barriers that keep fathers from becoming involved, the opportunities that can encourage fathers to be more engaged, and the ways that programs can increase cultural relevance and sensitivity to Hispanic fathers. She ended her opening remarks with a challenge for the participants to help government find ways to work in partnership with Hispanic communities and organizations to promote more father involvement.

Jerry Tello began by talking about his own experience with his father. His father taught him that his first obligation in his life was to his mother and that fatherhood is first and foremost about honoring women—your mother, your children’s mother and all mothers. Sometimes the notion of “machismo” is mistakenly viewed as supporting authoritarian and paternalistic behavior, but in reality machismo is about being responsible and honorable and about protecting women not abusing them. Mr. Tello expanded the definition of education beyond literacy to also include character development, that is, respecting women and children, honoring elders, and dealing with society. He indicated that in Latino culture “bien educados” (well- educated) is not about schooling so much as it is about wisdom, about knowing and doing what is right and honorable, and about accepting responsibility for the community. He described the dilemma for Hispanic communities which have some of the highest rates of fatherhood presence in the home but fewer children graduating from high school and going to college. He emphasized that father inclusion and involvement, not just presence, is important. He also noted that to date, Hispanics “haven’t been part of the story, their voices have not been heard or sought.” Mr Tello challenged the meeting participants to think about the difference between presence and involvement. If Hispanic fathers are already present, how can they become more involved with their children’s education at home and in the schools? What kinds of inclusion and integration by fathers are necessary in order to create change in children’s lives? How should communities respond to their changing demographics, that is, the increasing number and proportion of Latinos? What role should Latinos have in developing materials for programs and in translating them? Lastly, Mr. Tello asked how the inclusion of Latino fathers could become a priority for the fatherhood initiative. He indicated that what really mattered was not the dialogue, but what would happen when the meeting was over.

## **Discussion: Community Efforts to Engage Hispanic Fathers in Children’s Learning and in Adult Literacy and Educational Development**

*This discussion began with brief presentations by Teresa Gonzalez, AVANCE – Rio Grande Valley, McAllen, Texas, and Richard F. Gonzalez, Administration for Children’s Services, Head Start, New York. Participants then based their discussion on the following questions: What is going on in communities? What are we learning? What are the models and promising approaches? What are the barriers? What components are missing? What is needed to strengthen programs?*

The two presentations gave all participants a sense of the great diversity among Hispanic communities, as well as similarities. *Avance serves the Rio Grande Valley border area in Texas. The service area is huge, four counties cover 4,000 square miles. The areas with residential concentrations of Mexican-Americans are called “colonias.” Many of the colonias lack basic services, such as running water, electricity and sewers. The economy is primarily based on farming and ranching. Many fathers work long hours and do hard physical labor, but there is also high unemployment in the area, about 44 percent. While the Head Start program in New York City also covers a very large area, it is a very urban program. There are many different Hispanic groups in New York and these groups often see themselves as having different cultures and Spanish dialects. Like the families in the Rio Grande Valley, there is much poverty and inadequate housing and homelessness are problems for some families. Initially fathers appear to be absent from the home, at least, information on the father is often not included on the Head Start application. However, often the fathers are the ones who bring their children to the program.*

**Challenges:** *Participants discussed the challenges of working with Hispanic fathers based on experiences in their own communities and their familiarity with other Hispanic fatherhood programs in communities around the United States. The dialogue participants did not try to reach agreement on which challenges they felt were most significant for Hispanic fatherhood programs, recognizing that importance may be specific to the community and the population being served. Therefore, the order in which these challenges are listed should not be taken to reflect any priority or significance.*

### Employment

- Physically demanding jobs make it difficult for men to attend programs or classes, too tired to participate.
- Little employer involvement/support; men fear losing jobs if they go to a class or meeting.
- Bias against those who perform physical labor.
- Tension between income-producing activities and fatherhood. Work comes first.

### Unemployment

- High unemployment in some areas and for men with low skills
- Diminishing opportunities (e.g., NYC eliminated remedial classes)
- Unwillingness to acknowledge Spanish GED testing as legitimate educational achievement.

### Recruitment and Retention

- Assumptions/self-fulfilling prophecies, "they won't come, and if they do, they won't stay."
- Schools and other organizations not welcoming toward men – "what are you doing here?"
- Lack of male role models, e.g., school teachers and social work staff are primarily female.

### Societal Views and Assumptions

- Traditional roles, i.e., father is the provider for the family, mother is the caretaker.
- Societal view of men as the problem; men typically seen as abusers, predators, pimps.
- Stereotypes, racism, anti-immigrant bias.
- Negative media portrayals.
- When we talk about parents we usually mean mothers and ignore fathers.

### Language and Literacy

- Many fathers are not bilingual.
- For fathers, getting a job may be viewed as more important than literacy or ESL.
- Functional literacy may be low-junior high level regardless of grade completed.

### Contextual Factors

- Increased caretaking by fathers/men as TANF pushes more mothers into work outside home.
- Vast service areas, e.g., AVANCE-Rio Grande serves four counties over 4,000 square miles.
- Poor living conditions, e.g., "colonias" on Texas-Mexico border lack electricity, water, etc.
- Many different Hispanic communities (e.g., in NYC), don't necessarily need or want same programs.

### Program Funding and Design

- Funding insufficient to sustain programs or expand capacity to meet demand.
- Categorical funding streams limit client eligibility and service delivery.
- Literacy funding is targeted to school/literacy centers that don't work with men as fathers.
- Fathers need to create programs to meet their needs; staff and fathers may want different things.
- Relationship building may be more important than specific program design.
- Best practices not identified, researched, or disseminated.

One of the participants provided a powerful anecdotal story from his own life. His father, who was not comfortable interacting with the formal educational system, every year took responsibility to see that his son was not inappropriately placed in ESL classes just because he had an Hispanic name and lived in an Hispanic community. He saw his father's activism as an indicator of how Hispanic fathers need to expand the roles they play in their children's education. It may not be the traditional role of Hispanic fathers to go to school and talk to the teachers and principals but it may be necessary if Hispanic fathers are going to provide a better life for their children. Work may not be enough. Fathers also need to go to meetings, to classes, to advocate for their children.

**What is needed to strengthen programs:** *Participants discussion included the identification of the strategies that had worked in their programs in meeting the challenges that face Hispanic fathers and Hispanic fatherhood programs. Like the list of challenges, the order of the various strategies does not reflect priority or importance.*

### Program Assumptions

- Use an asset-based approach focusing on parents' strengths including culture and spirituality.
- Programs that emphasize that fathers are integral to the family.

- Invert assumptions (e.g., men are available); develop new mindset that is accepting of dads.
- Help men draw on their strengths; see them as a positive, not a deficit.

## Program Design and Curriculum

- Materials should be created specifically for dads, not just an adaptation from “mothers” programs.
- Father-focused curricula, not just an add-on to a parenting program.
- Build on the need for jobs; provide opportunities for education and job training.
- Provide flexible hours (e.g., early morning before work, evenings, and weekends).
- Meet clients where they are, e.g., home visits, take them to lunch.
- Fathers should create their own programs based on what is meaningful to them.
- Tailor program to the community, e.g., in D.C., soccer helps involve Central American dads.
- Have ESL/literacy training off-site; reduces fear of disclosure to others of problems with reading.
- Have activities that allow staff to know fathers, boys and to get to know each other, e.g., “Circulo de Hombres” meetings, drop-in support groups.

## Diversity

- Increase male Latino role models, mentors.
- Acknowledge the diversity within the Hispanic community and create ways of celebrating and affirming that diversity.
- Conduct cultural diversity training; raise awareness of the Latino culture and of the male culture.
- Materials should be created in Spanish, not just translated.
- Employ more Hispanic fathers in Head Start.

## Recruitment of Fathers

- Use individual/personal invitation, it's the best way to get people involved.
- Have children invite their fathers to special events or programs.
- Have dads bring their kids and physically play with them. Use sports, family activities to increase participation.
- Use transitions, such as the start of school, graduation, new baby, to plan special events for fathers and by fathers.
- Use incentives that are meaningful and supportive of fathers and what they do as fathers: games, books, toys, tickets to sporting events. Some men appreciate stipends and others resent them.
- Draw dads in with GED courses, job training
- Involve parents who have completed programs in outreach activities with other parents.

One of the speakers summed up much of the discussion by talking about the need to get to know the fathers as individuals, as people. While program design, collaboration, recruitment, are important, it is the one-on-one relationships that will bring men together and get them involved in the program and with their children. Men need to have opportunities to share their story with other men of the same cultural and of other cultures. If we want men to be more involved in family life, to see themselves as more than providers, we have to start early and start working with young boys in school about what being a man is all about.

## **Discussion: Strategies for Strengthening the Role of Hispanic Fathers in Child and Family Literacy and Educational Achievement**

*Participants addressed the following questions: How do we build awareness of Hispanic fathers' roles in family literacy and educational achievement? What are the available resources in the public and private sectors? What is needed to build capacity and further achievement? Much of this discussion continued the themes of the earlier session moving to more explicit examples or concrete examples of broad actions that could be taken to facilitate systemic change rather than individual program improvements.*

## Increasing Awareness

- Need media help. Need television programs for men that can help men grow and develop. Need positive media portrayals in television and movies that show good men doing good things.

- Need more public service announcements showing Hispanic men and families that focus on the value of fathers.
- Should create a watchdog group to improve the media portrayal of Latino men. The group should be proactive, not just reactive to negative portrayals of men of color.
- Need to use people who have had experience in working with Hispanic dads to change awareness in schools and other programs. Many teachers and other program staff do not think fathers want to be involved and do not know how to get them involved.
- Anti-immigrant bias, racism, stereotypes needs to be addressed. Fathers and families won't come, if they are not made to feel welcome and valued.
- We have to change the way we address issues of the penal system. Children are being raised without fathers. Fathers in prison are often far away from their children. There is reluctance to connect incarcerated fathers to their families. Young men are deported and in prison. There is much pain in disconnected relationships.

## Resource Availability

- For community based programs, implementation of fatherhood programs is directly tied to funding. Programs can't expand unless there are more resources.
- Set aside funding for a group that can provide technical assistance and training as needed nationwide on how to work with Hispanic fathers, especially in Spanish.
- Need resources specifically for fatherhood program efforts and to develop culturally appropriate fatherhood programs.
- Existing parenting and family support groups need to be expanded to include fathers. Groups should meet regularly and be well advertised.
- In funding federal programs, conference and meetings, Latinos should always be represented.

## Capacity Building

- Focus on effective staff recruitment and training, including staff who can model desired behavior with dads (e.g., staff who read to their own kids).
- Grow our own resources, make education part of the ethos of the program (e.g., encourage staff to further their own education).
- Institute programs to recruit and train Hispanic staff (a focus of the National Head Start Latino Network).
- Hispanic men need to be pushed into higher education if programs are to be able to hire the right mix of staff (men and women, cultural diversity, bilingual).
- Direct resources at parents because parents are the agents of change.
- Evaluate programming to develop effective programs tailored to the unique needs of different Hispanic/Latino populations (e.g., recent immigrants, seventh- generation Mexican-Americans).

The following summary of one participant's comments provides a sense of the afternoon conversation: It is important to do personal development with men, don't just ask men to read to their kids, ask them to read for themselves. Kids do what they see. It is important to change societal norms. There needs to be support for mothers and fathers. Men and women need to be more inclusive. If there are only programs for mothers and programs for fathers, how do we create the modeling for both men and women. For immigrant families (maybe for all who see themselves outside the mainstream), we have to do more than work in Spanish, although that is important. We need to tell these families that the United States is not finished yet. We have not decided what "we the people" means. There is still a place for everyone. There is an open door for families to contribute. We need to ask parents, fathers and mothers, such questions as "What brought you here?," "What made you take the risk of leaving your country?" "What do you want for your children?" "How can we help you do what you need to do for your children and for yourselves?"

## Looking to the Future

*Participants were asked: Though public/private partnerships how can we help each other and the communities we serve? What needs to be done now? What should be part of a long-term strategy? Information presented here is from the discussion and post-meeting follow-up.*

## Short-Term Strategies

- Become active in public policy, e.g., bring the voice of practitioners to the Senate as it considers a bill to fund programs that serve fathers.
- Connect with existing programs, e.g., the National Institute for Literacy.
- HHS, HACU, Department of Labor, and others should jointly conduct follow-up activities.
- Develop a smaller working group to develop next steps, action plan.
- Come back together in three to six months to review progress; what has/has not been done.

## Long-Term Strategies

- Develop communications network to keep Hispanic programs and organizations informed about funding, best practices, training and technical assistance.
- Develop mechanisms (e.g. technical assistance) for increasing the capacity of community-based programs to serve Hispanic fathers.
- Do more research on Hispanic fatherhood and Hispanic families, including the identification of best practices.
- Raise awareness about the importance of fatherhood in Hispanic organizations and communities.
- Include a Hispanic voice in all national fatherhood organizations and conferences.

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## *Hispanic Fathers and Family Literacy: Strengthening Achievement in Hispanic Communities*

# Continuing the Dialogue

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The following activities have been undertaken since representatives from Hispanic agencies, fatherhood organizations, and federal staff met on January 13<sup>th</sup>, 2000 for a dialogue on strengthening the role of Hispanic fathers in the educational achievement of their children, their families, and for themselves. Some of these activities are a direct follow-up to the meeting, while others represented related activities that continue to focus attention on Hispanic fathers in a variety of federally sponsored programs.

- Subsequent to the meeting follow-up forms sent to all program participants asking them to provide feedback on the value of the meeting and on what additional activities they would like the federal government to undertake. Comments about follow-up activities have been incorporated into the meeting summary provided in the meeting summary-*Learning from Our Partners*.
- A short summary of the meeting and information on the availability of HHS program materials in Spanish was sent to all program and federal participants in March, 2000.
- On July 19, 2000 the Office of Child Support Enforcement/Administration for Children and Families/HHS held a Hispanic Leadership Forum in Washington, D.C., seeking input from Hispanic/Latino organizations on how the child support enforcement system affects families, including fathers, in Hispanic/Latino communities and on needed improvements in services. A report on the meeting, including recommendations, is being developed and will be available from OCSE in the near future.
- HHS collaborated with the Department of Labor in developing a noncustodial parents track for the Welfare to Work Beyond 2000: Building the Future Conference (October 17-19, 2000 in Phoenix, Arizona). Among the sessions was one on Targeted Outreach, that included information on reaching out to Hispanic fathers within the context of welfare-to-work programs.
- At HACU's 14th Annual Conference *Changing the Landscape of Education: Hispanics in the New Century*, Albuquerque, New Mexico (November 4-7, 2000), the HACU Washington Office coordinated a publications table that showcased HHS information available for fathers and mothers and the HHS Hispanic fatherhood activities.
- HHS is providing all program and federal invitees with a copy of this report and has made it available on its fatherhood website: <http://fatherhood.hhs.gov>.
- HACU is making this report available to its member organizations.
- The National Practitioners Network for Fathers and Families (NPNFF), a membership organization of public and private community-based fatherhood programs, is making this report available to its membership.

Other activities will be emerging as HHS implements its program and activities in 2001 and its planning processes for FY 2002 and 2003. For more information on Hispanic fatherhood activities being undertaken by the Department of Health and Human Services, please contact:

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# *Hispanic Fathers and Family Literacy: Strengthening Achievement in Hispanic Communities*

## Dialogue Participants

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- [Program Partners](#)
- [Federal Partners](#)

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All participant information was correct as of January 13, 2000. Contact information may have changed subsequent to that date.

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## Endnotes

\* Indicates that this person is no longer affiliated with the agency that is listed here.

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Last updated: 04/27/01

## *Hispanic Fathers and Family Literacy: Strengthening Achievement in Hispanic Communities*

# Resource Directory for Serving Hispanic Fathers and Families

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The information in this Resource Directory is provided for the convenience of the reader interested in serving fathers and families in Hispanic communities. Inclusion on this list does not imply HHS, HACU or NPNFF endorsement of the organizations' policies or programs nor the organizations' involvement in or endorsement of HHS fatherhood activities. Information on these organizations and their programs was obtained from public sources, such as websites and printed brochures.

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### **Community Based Programs and Advocates for Hispanic Fathers**

#### *Administration for Children's Services, Head Start*

Jack Licht, Acting Asst. Deputy Commissioner.  
30 Main St., 10th Floor  
Brooklyn, NY 11201  
Phone: 718-260-7083  
Fax: 718-260-7079

The Administration for Children's Services Head Start is one of the largest grantees in the country. Composed of 80 delegate agencies, with over 225 centers throughout the 5 boroughs of New York City, this "supergrantee" presently serves approximately 20,000 children and families, representing more than 100 different languages. Several of these delegate agencies have formed local groups for fathers, in an attempt to increase their involvement in the lives of their children, families and communities.

#### *ASPIRA, Parents for Excellence Program*

Claudia Grigorescu, Program Manager  
1444 Eye St., NW, 8<sup>th</sup> Floor  
Washington, D.C. 20005  
Phone: 202-835-3600  
Fax: 202-835-3613

ASPIRA is dedicated to encouraging and promoting education and leadership development among Hispanic youth. The ASPIRA Parents for Educational Excellence (APEX) Program reaches out to Latino parents who desire to become involved in their children's education, but may not know where to start. The main goals of APEX are to train parents to improve education in their communities and to help them mobilize other parents to join in their efforts. Workshops address various topics, such as: helping children improve their study habits, self esteem, communication skills for the home, school structure, group dynamics, parents' rights in the schools and leadership skills.

**AVANCE, Inc.**

Gloria G. Rodriguez, Ph.D, President and C.E.O.  
301 S. Frio St., Suite 380  
San Antonio, TX 78207  
Phone: 210-270-4630  
Fax: 210-270-4612  
email: grodriguez\_nat@ avance.org  
website: <http://www.avance.org>

By providing support and education services to low-income families, AVANCE strives to strengthen the family unit, enhance parenting skills, promote educational success, and foster the personal and economic success of parents. The focus of AVANCE is community-based intervention that is family-centered, preventive, comprehensive and continuous through integration and collaboration of services. With a national office in San Antonio, and chapters throughout Texas and in Kansas City, AVANCE programs offer parent education, social support, adult basic and higher education, early childhood education, youth programs, personal development, and community empowerment workshops.

**AVANCE-Rio Grande Valley**

Teresa Gonzalez, Senior Director of Program Services  
1205 Galveston  
McAllen, TX 78501  
Phone: 956-618-1642  
Fax: 956-618-1698  
email: avancecb@hiline.net  
website: <http://www.avance.org>  
(for discription of AVANCE programs see above)

**Bienvenidos Family Services**

Barbara Kappos, Director  
5233 East Beverly Blvd.  
Los Angeles, CA 90022  
Phone: 323-728-9577  
Fax: 323-728-3483  
[www.bienvenidos.org](http://www.bienvenidos.org)

Bienvenidos Family Services, outreaches to families through active participation in community-based collaboratives, affiliation with hospitals, substance abuse treatment centers, homeless shelters, community health centers, and family welfare agencies. The Children's Dependency Court and the Los Angeles County Department of Children and Family Services (the public child protective agency in our community) refer "at-risk" families to the program as the alternative choice to the out-of-home protective placement of children. Many families self-refer.

**Calvary Bilingual Multicultural Learning Center**

Jose E. Vargas, Family Institute Coordinator  
1420 Columbia Rd., NW  
Washington, D.C. 20009  
Phone: 202-332-4200  
Fax: 202-745-2562  
email: familyinstitute@cbmlc.org  
website: [www.cbmlc.org](http://www.cbmlc.org)

Calvary Bilingual Multicultural Learning Center is a nonprofit child and family education and development center with a 15 year history of quality service to an economically diverse and culturally rich community. Its vision is to be the multicultural village that raises the child and empowers the family and youth community. Serving over 250 children, its doors are open to families of different races, cultures, and languages, offering children an atmosphere that helps them reach the full development of their potential. Services provided through the Center include early childhood development, family support, school age/youth development, a multidisciplinary arts program and a state-of-the-art community technology center.

### **Center for Successful Fathering, Inc.**

Dr. Ron Klinger, Director  
13740 Research Blvd., Suite G-4  
Austin, TX 78750  
Phone: 512-335-8106  
Fax: 512-258-2591  
website: [www.fathering.org](http://www.fathering.org)

The purpose of the Center for Successful Fathering is to increase the awareness of men and women about the essential role fathers play in raising their children and remove the obstacles of misconception which sustain the conclusion that fathers are obsolete. The Center provide Dads and potential fathers with timely and relevant skills to assist them in becoming the best Dads they can be to their children and develops and disseminates fathering information to increase the understanding of obligations and responsibilities fathers have in raising their children.

### **Centro de la Familia de Utah**

Cathy Martinez, LCSW, Family Wellness Manager  
320 West 200 South, Suite 300B  
Salt Lake City, UT 84101  
Phone: 801-521-4473  
Fax: 801-521-6242

The Centro de la Familia de Utah follows the Texas Partners for Fragile Families curriculum in its teen fatherhood program. The 16 week course discusses parenting education, child support, decision making, education, employment and men's health. The program works to make teen fathers better fathers and more involved with their children. In addition to the courses taught, home visits are made and referrals are offered for social services. The center also plans activities for the fathers and their children once a month.

### **Community Action Commission of Santa Barbara County(CAC)**

Refugio Rodriguez  
201 West Chapel St.  
Santa Maria, CA 93458  
Phone: 1-800-655-0671 ext. 117  
Fax: 805-349-8165 (f)  
email: [rrodriguez@cacsb.com](mailto:rrodriguez@cacsb.com)

CAC is a community action agency and was established in 1967. CAC has Early Head Start and Head Start Programs. In addition, this agency houses a comprehensive fatherhood program targeting teen fathers, pre-sexually active and sexually active teen males, incarcerated young men, incarcerated adult men. An additional component also focuses on working with Head Start Fathers in the area of father involvement in the lives of their children.

### **East Coast Migrant Head Start Project**

Raphael Guerra, Executive Director  
4245 North Fairfax Drive, Suite 800  
Arlington, VA 22203  
Phone: 703-243-7522, ext 230

The East Coast Migrant Head Start Project provides Head Start services to poor farm worker children, ages 6 weeks to five years old, and their families throughout the east coast region. At the present time, services to approximately 8,200 migrant infants, toddlers and preschoolers are provided in 90 centers in twelve eastern states. These children are served by 20 delegate agencies and two direct services branches in Florida and North Carolina.

### **EI Valor**

Vince Allocco, Executive Director  
1850 W. 21<sup>st</sup> St.  
Chicago, IL 60608

Phone: 312-666-4511  
Fax: 312-666-6677  
email: valloco@elvalor.org

A component of El Valor is the Tocar El Futuro/Touch the Future program that provides services to children from birth to age five. Tocar el Futuro helps create partnerships between Latino parents, community organizations, and the business sector to enrich the lives of children in their earliest years and strengthen families by providing stimulating learning experiences and personal and educational enrichment opportunities. The program provides infant education, physical therapy, parental education, counseling and support to families with children who have developmental disabilities.

### **Family Star/Early Head Start**

Lereen Castellano, Executive Director  
2246 Federal Blvd.  
Denver, CO 80211  
Phone: 303-477-7827  
Fax: 303-477-7756

Family Star's mission is transformation through education that empowers by developing the potential of people of all ages and cultures to think for themselves, do for themselves and to create better lives. Family Star provides a model Montessori Child Parent Education Center serving a racially, culturally and economically diverse mix of families. The Montessori Center provides a program for children ages 8 weeks through 6 years, a parent education program that gives classes on child development, early literacy, and techniques for reading with children, and a family support program where a service coordinator and a pediatric nurse provide guidance to identify disabilities and work with mental health services

### **For Love of Children**

1711-A 14<sup>th</sup> St., NW  
Washington, D.C. 20009  
Phone: 202-462-8686  
Fax: 202-797-2198  
email: rcurrence@mail.com  
website: <http://www.flocdc.org>

The mission of FLOC is to transform by example and partnership DC's response to child abuse, homelessness and educational failure so that children are protected and nurtured, homeless families are financially stable and housed, and high-risk teens are prepared to be responsible and successful adults. For Love of Children serves over 600 high-risk children in Washington, DC each year with a special emphasis on those from the Shaw section of the city. For Love of Children strives to equip these children and youth with the tools to escape the cycle of joblessness and poverty that has afflicted so many of their parents' generation.

### **Kyle Family Learning and Career Center**

Jonathan Engle  
Community Development Director  
Community Action Inc.  
P.O. Box 1238  
Kyle, TX 78640  
Phone: 512-396-4564  
email: jonengel@itouch.net

Community Action Inc. is a community based organizations dedicated to reducing the incidence of poverty in a rural ten county area around Austin, TX. The Agency operates child development programs, adult and family literacy programs, community health programs, and emergency assistance programs. The program has worked with teen fathers and other fathers of children in its Early Head Start and Head Start programs. (Fatherhood contact: Auturo Benavides 512-396-3395)

### **Le Jardin Community Centers, Inc.**

Eduardo Berrones, Director

47 N. Krome Avenue  
Homestead, FL 33030  
Phone: 305-245-4994  
Fax: 305-247-7626  
email: berrones@bellsouth.net

Le Jardin is a Head Start program in Homestead, Florida that works with approximately 500 children and their families. The program utilizes the fathers in their area of expertise in order to make them feel comfortable and be involved. For example, they have used fathers that work in construction to help transform the program facilities.

### **Mary Hooker Elementary School Resource Center**

Noemi Flores-Rios, Executive Director  
Hartford, CT 06106  
Phone: 860-249-0665 or 860-722-8938  
Fax: 860-722-8825

The Mary Hooker Elementary School Family Resource Center is participating in a project to demonstrate methods of conducting outreach, education, and advocacy among predominantly Puerto Rican low-income families. The objectives are to increase participation in child support services; facilitate noncustodial parents' emotional and financial support of their children; demonstrate ways to engage parents in the pursuit of child support; and make Department policies and services responsive to family needs.

### **National Compadres Network**

Alejandro Moreno  
2101 N. Bristol  
Santa Ana, CA 92706  
Phone: 714-542-0540  
email: amtecolote@aol.com

The National Compadres Network is a national effort whose focus is the reinforcement of the positive involvement of Latino males in the lives of their children and families. In November of 1988, a group of Latino Hombres gathered to establish the Circulo de Hombres; a group focused on strengthening and rebalancing the role and responsibility of Hombres in their family and community. Based on the principles of Un Hombre Noble (A Noble Man), several men from the Circulo launched the National Compadres Network whose mission is to strengthen, re-balance, and/or redevelop the traditional Compadre extended family system. In 1995, NCN held the 1st National Hombres Conference on Fatherhood to promote Latino fatherhood responsibility. NCN is affiliated with the National Latino Fatherhood and Family Institute.

### **Noncustodial Parent-to-Work (NCPtW) Program**

Geraldo J. Rodriguez, Program Manager  
Employment and Training/Special Programs  
County of Los Angeles Community & Senior Services  
3175 W. Sixth Street, 3rd Floor  
Los Angeles, CA 90020  
Phone: 213-638-3084  
Fax: 213-639-1381  
email: grodrigu@co.la.ca.us

The Noncustodial Parent-to-Work (NCPtW) Program grew out of Los Angeles County's Parents' Fair Share (PFS) demonstration. The program provides both pre- and postemployment services to noncustodial parents who are have child support arrearages and who are unemployed or underemployed (working less than 25 hours per week). The program seeks to improve the lives of children by improving parents' means of caring for them financially and by enabling NCPs to take a more active role in their children's lives. The program serves a primarily minority clientele (approximately 55 percent Hispanic, 35 percent African American, and 10 percent other) from low-income neighborhoods throughout Los Angeles County. Although the economy has been strong and the unemployment rate low, job placement and retention has been difficult due to fear of incarceration for arrearages prior to joining program and drug/alcohol use by a high number of participants.

### **Oregon Child Development Coalition**

Dee Wetzel, Parent Involvement Specialist  
P.O. Box 2780  
Wilsonville, Oregon 97070  
Phone: 503-570-1110 ext.212  
Fax: 503-682-9426  
email: Dee.wetzel@ocdc.net

The Oregon Child Development Coalition was founded in 1971, prompted initially by the tragic death of a three-year-old migrant child in a farm accident. Prior to this accident, migrant children accompanied their parents to the fields for a twelve-hour day of work, or were left to wait in locked cars. Typically there was no shelter or adult supervision provided for the children. The Coalition was formed to end this intolerable situation and now provides family-focused, comprehensive child development services to children 0 to 6 years old. The services are provided through a comprehensive approach to collaboration and partnership with a variety of private and public organizations in all the communities they serve.

### **UMOS**

Ted Anderson, Welfare to Work Manager  
910 W. Mitchell St.,  
Milwaukee, WI, 53204  
Phone: 414-389-6693  
Fax: 414-389-6603  
email: theodore.anderson@umos.org

The UMOS Fresh Start program is designed to give noncustodial parents a change to help low-income noncustodial mothers and fathers get back on their feet and into their children's lives. UMOS, along with its partner agencies, provides basic education, job skills training, job searches, and job coaching to encourage success in the workplace. UMOS will assist in working out a child support payment plan that matches ability to pay with the support needs of the children. UMOS also provides peer group support services as well as physical, mental health and drug and alcohol support programs. Bilingual, bi-cultural services are offered to Hispanic and other minority-group clients.

## **Early Childhood Education and Literacy Organizations**

### **American Library Association**

Susan Roman, Executive Director  
Association for Library Services to Children  
50 East Huron Street  
Chicago, IL 60611-2795  
Phone: 312-280-2162 or 800-545-2433 ext.2162  
Fax: 312-280-3257  
email: Eroman@ala.org  
website: <http://www.ala.org/alsc/>

### **Harvard Family Research Project**

Heather Weiss, Director  
38 Concord Avenue  
Cambridge, MA 02138  
Phone: 617-495-9108  
Fax: 617-495-8594  
email: hfrp\_gse@harvard.edu  
website: <http://www.gse.harvard.edu/~hfrp/>

### **Head Start Quality Improvement Center**

Luis Hernandez, Educational Specialist  
3790 Irvington Ave.  
Miami, FL 33133  
Phone: 305-444-4779

### **Literacy Volunteers of America**

Jon Randall, Director of Government Relations  
635 James St.  
Syracuse, NY 13203  
Phone: 315-472-0001  
Fax: 315-472-0002  
website: <http://www.literacyvolunteers.org>

### **MELD/MELD for Young Dads**

Dwaine Simms, National Replication Manager, MELD for Young Dads  
123 N. Third Street, Suite 507  
Minneapolis, MN 55401  
Phone: 612-332-7563  
Fax: 612-344-1959  
website: [www.meld.org](http://www.meld.org)

### **Migrant Head Start Association**

Ramiro Martinez, President  
Oregon Child Development Coalition  
PO Box 2780  
Wilsonville, OR 97070  
Phone: 503-570-1110

### **National Center for Family Literacy**

Helmer A. Duverge, Family Literacy Training Specialist  
Waterfront Plaza, Suite 200  
325 West Main Street  
Louisville, KY 40202-4251  
Phone: 502-584-1133  
Fax: 502-584-0172  
website: <http://www.famlit.org>

### **National Even Start Association**

Scott Himmelstein, Director  
123 Camino de la Reina, Suite 202 South  
San Diego, CA 92108  
Phone: 619-297-3423 or 619-297-4804  
Fax: 619-297-9107

### **National Head Start Association**

Sarah Green, Director  
JoAnn Nelson-Hooks, Fatherhood Coordinator  
1651 Prince Street  
Alexandria, VA 22314  
Phone: 703-739-0875  
Fax: 703-739-0878  
website: [www.nhsa.org](http://www.nhsa.org)

### **National Institute for Literacy**

Andy Hartman, Director  
1775 I Street, NW, Suite 730  
Washington, D.C. 20006-2401  
Phone: 202-233-2025  
Fax: 202-233-2050  
website: [www.nifl.gov](http://www.nifl.gov)

### **Reach Out and Read**

Matt Venno, Executive Director

Boston Medical Center  
One Boston Medical Center Place  
South Block High Rise, 5<sup>th</sup> Floor  
Boston, MA 02118  
Phone: 617-414-5701  
website: [www.reachoutandread.org](http://www.reachoutandread.org)

**Reading is Fundamental, Inc.**

Dr. William E. Trueheart, President and C.E.O.  
600 Maryland Ave., S.W., Suite 600  
Washington, D.C. 20024  
Phone: 202-287-3530 or 1-877-RIF-READ  
Fax: 202-287-3196  
website: <http://www.rif.org>

**Zero to Three: National Center for Infants, Toddlers and Families**

Matthew E. Melmed, Executive Director  
734 15th Street, NW, Suite 1000  
Washington, DC 20005  
Phone: 202-638-1144  
Fax: 202-638-0851  
website: [www.zerotothree.org](http://www.zerotothree.org)

## Fatherhood and Family Support Organizations

**Bay Area Male Involvement Network**

Stanley Seiderman, Director  
199 Porteous Avenue  
Fairfax, CA 94930  
Phone: 415-454-1811  
Fax: :415-454-1752

The Bay Area Male Involvement Network is a partnership of several Bay Area child service agencies that are working to increase the involvement of fathers and other significant men in the lives of children. The network offers technical assistance, consultation, and a male involvement curriculum for training teachers in early childhood education.

**Coalition of Community Foundations for Youth**

Cindy Ballard, Executive Director  
Deanna Ouseley, Director of Operations  
P.O . Box 489  
Excelsior Springs, MO 64024-0489  
Phone: 800-292-6149  
e-mail: [ccfy@ccfy.org](mailto:ccfy@ccfy.org)  
website: [www.ccfy.org](http://www.ccfy.org)

CCFY is a network of community foundations dedicated to building the leadership capacity of community foundations in order to improve the lives of children, youth and families at the local level. CCFY has undertaken a wide range of activities to create an environment that recognizes the importance of fathers in the lives of children. This work includes the publication of a monograph *Fathers Matter: What Community Foundations Can Do*, a discussion of simple, effective community-based strategies to improve outcomes for children and families.

**Colorado Foundation for Families and Children**

Jim Garcia, Colorado Fatherhood Connection Project Director  
1580 Logan Street, Suite 315  
Denver, CO 80203  
Phone: 303-837-8466 ext. 109  
Fax: 303-837-8496

The Colorado Foundation for Families and Children is a private, non-profit organization. It is a state-level intermediary serving as a liaison between public agencies and private organizations or individuals. The Foundation promotes promising practices through training and technical assistance, informs policy development through program evaluation and information dissemination, and improves services through partnerships with communities, commerce and agencies. The Foundation is the home of the Fatherhood Connection Project which supports communities and organizations seeking to involve by providing them with technical assistance and training to build their capacity from within.

### **Families and Work Institute/The Fatherhood Project**

James A. Levine, Director  
330 Seventh Ave., 14<sup>th</sup> Floor  
New York, NY 10001  
Phone: 212-337-0934  
Fax: 212-337-0948

The Fatherhood Project is a national research and education project that is examining the future of fatherhood and developing ways to support men's involvement in child rearing. The project's books, films, consultation, seminars, and training all present practical strategies to support fathers and mothers in their parenting roles. Recent work on fathers and families includes: "The Male Involvement Project," a national training initiative that helps Head Start and early childhood programs get fathers and other significant men involved in their programs and in the lives of their children.

### **Family Support America (formerly the Family Resource Coalition of America)**

Virginia Mason, Executive Director  
20 North Wacker Drive, Suite 1100  
Chicago, Ill 60606  
Phone: 312-338-0900  
Fax: 312-338-1522  
website: [www.frca.org](http://www.frca.org)

Family Support America works to bring about a completely new societal response to children, youth, and their families — one that strengthens and empowers families and communities so they can foster the optimal development of children, youth, and adult family members. The coalition's membership brings together community-based program providers, school personnel, human services personnel, trainers, scholars, and policymakers.

### **Resource Center for Fathers and Families**

Arnie Engelby, Director  
Human services Bldg., Suite 305  
1201 89<sup>th</sup> Ave. NE  
Blaine, MN 55434  
Phone: 763-783-4938  
Fax: 763-783-4900  
website: [www.resourcesforfathers.org](http://www.resourcesforfathers.org)

The Resource Center with six offices in the Minneapolis/St. Paul metropolitan area, has created programs designed to enhance the role of fathers in full parenthood and full partnership in parenting their children. Programs include: support groups, anger management, parenting classes, family law seminars, relationship development and fathers crisis line.

### **National Center for Children in Poverty**

J. Lawrence Aber, Director  
The Joseph L. Mailman School of Public Health of Columbia University  
154 Haven Avenue  
New York, NY 10032  
Phone: 212-304-7100  
Fax: 212-544-4200 or 212-544-4201  
website: <http://hcpmcnet.columbia.edu/dept/nccp>

The National Center for Children in Poverty's mission is to identify and promote strategies that reduce the number of young children living in poverty in the United States. Recent work on fathers and families includes: "Map and Track: State Initiatives to Encourage Responsible Fatherhood" (1997, 1999), a compilation of state activities and initiatives on responsible fathering.

### **National Center for Fathering**

Ken Canfield, President  
P.O. Box 413888  
Kansas City, MO 64141  
Phone: 1-800-593-DADS  
fax: 913-384-4665  
website: [www.fathers.com](http://www.fathers.com)

The National Center for Fathering's mission is to inspire and equip men to be better fathers. The center was founded in 1990 to conduct research on fathers and fathering and to develop practical resources for fathers in nearly every fathering situation. The National Center for Fathering reaches dads with encouragement and practical tips through its nationwide radio program and its magazine and newsletter, it conducts seminars and provides small group materials tailored to specific audiences; it offers a fathering curricula, including books and tapes; and works with and through other organizations who have existing relationships with fathers or their families.

### **National Center for Strategic Nonprofit Planning and Community Leadership**

Jeffrey Johnson, President and CEO  
2000 L Street, N.W., Suite 815  
Washington, D.C. 20036  
Phone: 1-888-528-NPCL  
Fax: 202-822-5699  
email: [info@npcl.org](mailto:info@npcl.org)  
website: [www.npcl.org](http://www.npcl.org)

One of the National Center for Strategic Nonprofit Planning and Community Leadership's initiatives is the Partners for Fragile Families project, the first comprehensive national initiative designed to help poor single fathers pull themselves out of poverty and build stronger links to their children and their children's mothers. Recent work includes a 10-site national demonstration project between local child support offices and responsible fatherhood programs, and a Peer Learning College for training child support workers in the special problems of fathers in fragile families.

### **National Center on Fathers and Families (NCOFF)**

Vivian Gadsden, Director  
University of Pennsylvania  
3700 Walnut Street, Box 58  
Philadelphia, PA 19104-6216  
Phone: 215-573-5500  
e-mail: [mailbox@ncoff.gse.upenn.edu](mailto:mailbox@ncoff.gse.upenn.edu)  
website: [www.ncoff.gse.upenn.edu](http://www.ncoff.gse.upenn.edu)

NCOFF develops and implements practice-focused, practice-driven research to expand knowledge on father involvement and families. NCOFF is involved in program development, policy research, engaging policymakers, and disseminating information. NCOFF maintains a database on research about fathers and fathering which contains information on Hispanic fathers.

### **National Fatherhood Initiative**

Wade Horn, President  
101 Lake Forest Boulevard, Suite 360  
Gaithersburg, MD 20877  
phone: (301) 948-0599  
fax: (301) 948-4325  
e-mail: [nfi1995@aol.com](mailto:nfi1995@aol.com)

website: [www.fatherhood.org](http://www.fatherhood.org)

The National Fatherhood Initiative's mission is to improve the well-being of children by increasing the number of children growing up with loving, committed, and responsible fathers. The organization conducts public awareness campaigns promoting responsible fatherhood, organizes conferences and community fatherhood forums, provides resource material to organizations seeking to establish support programs for fathers, publishes a quarterly newsletter, and disseminates informational material to men seeking to become more effective fathers.

### **National Fathers Network and Washington State Fathers Network**

James May, Director  
Kindering Center  
16120 N.E. Eighth Avenue  
Bellevue, Washington 98008-3937  
Phone: 425-747-4004 (ext. 218) or 206-284-2859  
Fax: 425-747-1069 or 206.284.9664  
e-mail: [jmay@fathersnetwork.org](mailto:jmay@fathersnetwork.org) or  
[pblair@fathersnetwork.org](mailto:pblair@fathersnetwork.org)  
website: [www.fathersnetwork.org](http://www.fathersnetwork.org)

The National Fathers Network advocates for men as crucially important participants in the lives of their families and children. The network provides support and resources to fathers and families of children with developmental disabilities and chronic illness, and to the professionals who serve them. NFN offers training materials for increasing the cultural sensitivity of health providers who work with men of color who care for special needs children.

### **National Latino Fatherhood and Family Institute**

Jerry Tello, Director  
5233 East Beverly Boulevard  
Los Angeles, CA, 90022  
Phone: 323-728-7770  
Fax: 323-728-8666  
website: [www.nlffi.org](http://www.nlffi.org)

The National Latino Fatherhood and Family Institute is a collaborative effort of Bienvenidos Family Services, The National Compadres Network and Behavioral Assessment, Inc. The overall goal of the Institute is to address the multifaceted needs of the Latino males as it relates to their positive involvement in their families and community. Through research, training and direct service, the Institute supports the development of fathers as active positive partners in nurturing, guidance, and education of their children; while at the same time, addressing the very painful aspects of child abuse, domestic violence, gang violence, school failure, illiteracy, teen pregnancy and other related issues. In addition to providing culturally appropriate family strengthening, intervention and prevention services, resources, and media campaigns, the Institute's experts in the area of Latino fatherhood and healthy family development serve as trainers and advisors in strategic planning, program development, research and evaluation.

### **National Practitioners Network for Fathers and Families**

Preston Garrison, Executive Director  
1003 K Street NW, Suite 565  
Washington DC 20001  
Phone: 800-34-NPNFF or 202-737-6680  
Fax: 202-737-6683  
e-mail: [info@npnff.org](mailto:info@npnff.org)  
website: [www.npnff.org](http://www.npnff.org)

The National Practitioners Network for Fathers and Families is a national, individual-membership organization whose mission is to build the profession of practitioners working to advance the involvement of fathers in the lives of their children.

### **National Parenting Association**

Ruth A. Wooden, President  
444 Park Ave so., Suite 602  
New York, NY 10016  
Phone: 212-362-7575  
Fax: 212-679-3127  
website: [www.parentsunite.org/CFparentsunite/index2.cfm](http://www.parentsunite.org/CFparentsunite/index2.cfm)

The National Parenting Association was founded by author-activist Sylvia Ann Hewlett to give parents a greater voice in the public arena. Its goal is to build a parents' movement that unites mothers and fathers across the nation. The association and its state partner networks advocate private and public initiatives that give parents practical support, inform parents about issues, and help them make their voices heard locally and in Washington.

## Federal Government Information

Department of Education Information Resource Center  
Phone: 1-800-USA-LEARN (1-800-872-5327) (se habla español)  
Phone: 1-800-437-0833 (TTY)  
website: <http://www.ed.gov>

The Department of Education's Information Resource Center provides information about the Partnership for Family Involvement in Education, a coalition of families, schools, employers, and faith-based organizations, and other Department of Education initiatives. The Information Center contains information on the Educational Excellence for Hispanic Americans initiative, including:

- *Our Nation on the Faultline: Hispanic American Education* compiles research, analysis and testimony from town halls meetings about the educational conditions of Hispanic Americans.
- *HSIs: Serving the Community, Serving the Nation* includes information about the almost 200 post secondary institutions throughout the United States and Puerto Rico designated as Hispanic Serving Institutions,
- *What Works for Latino Youth* (second edition): This directory offers contact information and program descriptions for programs which address the educational needs of Hispanic youth.
- *Latinos in Education* offers a statistical snapshot of the current educational condition of Latinos at different points on the educational continuum including early childhood, grades K-8, grades 9-12, undergraduate education and graduate and professional education.
- *Testing Hispanic Students in the United States: Technical and Policy Issues*. The report and executive summary addresses the impact on Hispanic students, particularly English language learners, of educational standards and assessment policies and practices at the state and national level.
- *Educational Standards, Assessment, and Accountability: A New Civil Rights Frontier* summarizes assessment practices and the impact on Latino learners. Topics include: the role of educators in developing appropriate testing practices for all students, including Latinos; the issue of language and testing; and how state and local policy makers currently implement appropriate assessment practices to meet the learning needs of the Hispanic students.
- *Excelencia en Educación: The Role of Parents in the Education of Their Children*, Community Organizers' Tool Kit provides community-based organizations, schools, and advocacy organizations with a step-by-step guide to stage a community conference to support Latino parents efforts to secure a quality education for their children. The kit includes: a directory of education resources from the federal government, and selected educational and advocacy organizations; tip sheets for Latino parents; and other informational tools.

**Department of Education Publications Center (ED Pubs)**  
Phone: 1-877-4-ED-PUBS (1-877-433-7827) (se habla español).  
Phone: 1-877-576-7734 (TTY)  
website: <http://www.ed.gov/pubs/edpubs.html>

ED Pubs is the Department of Education's one-stop center for access to information products, including publications, videos, brochures, posters, and other mailings. Many materials are in Spanish as well as English.

### **HHS Fatherhood Initiative Website**

website: <http://fatherhood.hhs.gov>

HHS' Fatherhood Initiative provides program information, tools, research reports, program evaluations, and other fatherhood resources. HHS is promoting responsible fatherhood by improving work opportunities for low-income fathers, increasing child support collections, enhancing parenting skills, supporting access and visitation by non-custodial parents, reducing domestic violence, and involving boys and young men in preventing teenage pregnancy and early parenthood.

### **Head Start Publications Management Center**

Phone: 703-683-5767

Fax: 703-683-5769

website: <http://www.hskids-tmsc.org>

Head Start Publications Management Center, a service of the Head Start Bureau, supports the Head Start community and other organizations working in the interest of children and families by providing information products and services, conference and meeting support, publication distribution, and marketing and outreach efforts.

### **Health Resources and Services Administration Information Center**

Phone: 1-888-askHRSA

website: <http://www.ask.hrsa.gov/>

The HRSA Information Center contains publications, resources and referrals on health care services for low-income uninsured individuals and those with special health care needs. Materials available for parents in English and Spanish include: Back to Sleep Card; Back to Sleep: Reduce the Risk of Sids; Health Diary: Myself, My Baby; Pregnancy and HIV: Is AZT the Right Choice for You and Your Baby?; Young Children Can Strangle on Looped Window Cords; Your Used Crib Can Be Deadly Flyer; and a list of Federal Publications in Spanish for the Consumer.

### **National Child Care Information Center**

Phone: 800-616-2242 or 800-516-2242 (TTY)

Fax: 800-716-2242

website: <http://nccic.org>

National Child Care Information Center, established by the Child Care Bureau, Administration for Children and Families, complements, enhances and promotes child care linkages and serves as a mechanism for supporting quality, comprehensive services for children and families. Information for parents includes: *Four Steps to Selecting a Child Care Provider* (English and Spanish); *Child Care Consumer Education on the Internet*; *Reaching Parents with Child Care Consumer Education* (English and Spanish); *Quality Child Care: Making the Right Choice for You and Your Child*; and *The First Years Last Forever, The New Brain Research and Your Child's Healthy Development* (English and Spanish).

### **National Clearinghouse for Alcohol and Drug Information**

Phone: 301-468-2600 or 1-800-487-4890

Spanish: 1-877-POR-VIDA or 1-877-767-8432

website: [www.health.org](http://www.health.org)

The National Clearinghouse for Alcohol and Drug Information, a service of the Substance Abuse and Mental Health Services Administration, includes numerous substance abuse prevention and treatment resources in English and Spanish, including the *Hablemos en Confianza* kit (available: <http://www.health.org/hisp99/index.htm>) with an Intergenerational Communication Book, Community Action Guide, Children's Activity Book, posters, stories, and other materials to help professionals and Hispanic/Latino families prevent substance abuse. The Clearinghouse also links to the HHS project Parenting IS Prevention, an initiative to raise awareness, train and engage parents at every level about the importance of building a close and positive relationship with their children. Built around the theme that mothers and fathers can and do make a difference, Parenting IS Prevention (PIP) is an integral part of the HHS substance abuse prevention agenda. Other SAMSHA materials for parents include: *How Are You? Major Depression in Children and Adolescents*; *Your Child's Mental Health*; *Systems of Care: A Promising Solution for Children with Serious Emotional Disturbances*

*and their Families.*

### **National Clearinghouse on Families & Youth**

Cynthia Diehm, Director

Phone: 301-608-8098 (tel./TTY)

website: [www.ncfy.com](http://www.ncfy.com)

The National Clearinghouse on Families & Youth is the central resource on youth and family policy and practice at the Family and Youth Services Bureau, a bureau within the U.S. Department of Health and Human Services. Materials available include: Supporting Your Adolescent: Tips for Parents (English and Spanish), Child and Adolescent Mental Health: A Guide to Resources; Preventing Adolescent Pregnancy: A Youth Development Approach; and Understanding Youth Development: Promoting Positive Pathways to Growth.

### **National Institute of Child Health and Human Development**

of the National Institutes of Health

Dr. Duane Alexander, Director

Phone: 301-496-5133

website: [www.nichd.nih.gov](http://www.nichd.nih.gov)

The National Institute of Child Health and Human Development administers a multidisciplinary program of research, research training, and public information, nationally and within its own facilities, on reproductive biology and population issues, prenatal development, medical rehabilitation, and maternal, child, and family health. Recent work on fathers and families includes "Nurturing Fatherhood: Improving Data on Research on Male Fertility, Family Formation, and Fatherhood."

### **National Institutes of Health**

Health Information Website

website: <http://www.nih.gov/health/>

website: <http://nccam.nih.gov/hispanic/salud/index.html>

The National Institutes of Health operates an Health Information Website in English and Spanish that contains information about publications, clinical trials, health hotlines, health literature references, special programs and other health resources. Materials available in Spanish through this website include: Marijuana: Facts Parents Need to Know and Tips for Teens about Marijuana.

### **Office of Child Support Enforcement National Reference Center**

Phone: 202-401-9383

Fax: 202-401-5999

website: [www.acf.dhhs.gov/programs/cse/](http://www.acf.dhhs.gov/programs/cse/)

webiste: <http://www.acf.dhhs.gov/programs/cse/fct/hispanic.htm> (Publicaciones en Español)

The National Reference Center is the repository for OCSE publications and is the place to call to obtain copies of OCSE materials, including annual reports, research reports, best practices, videos, and Child Support Reports, the OCSE newsletter that regularly contains articles about fatherhood. Materials available in Spanish include: English & Spanish Child Support Handbook; Mi Familia Nuestra Vida; Mi Familia Nuestra Vida Sistema Nacional Sobre Informe de Nuevos Empleados; OCSE Guide for Hispanic/Latino Customer Service; Child Support Program Description; Steps for Child Support; and Servicios Para el Sustento De Menores Para Familias En Programas Head Start.

### **Office of Minority Health Resource Center**

Office of Minority Health

Phone: 800-444-MHRC (800-444-6472) or 301-589-0951 (TDD)

Fax: 301-589-0884

website: <http://www.omhrc.gov/OMHRC/>

The Office of Minority Health Resource Center (OMH-RC) serves as a national resource and referral service on minority health issues. Information resources on minority health include databases (funding, media, research, data, and listings of volunteer resource persons) as well as scientific reports, journals, and documents. OMH-RC also offers customized database searches, publications, mailing lists, referrals, and more regarding American

Indian and Alaska Native, African American, Asian American and Pacific Islander, and Hispanic populations.

### **State Children's Health Insurance Program and Medicaid**

Health Care Financing Administration

Phone: 1-877-KIDS-NOW (1-877-543-7669)

website: [www.insurekidsnow.gov](http://www.insurekidsnow.gov)

The State Children's Health Insurance Program (S-CHIP) enables states to insure children from working families with incomes too high to qualify for Medicaid but too low to afford private health insurance through separate state programs, Medicaid expansions, or a combination of both. All 50 states, the District of Columbia and five U.S. territories have implemented S-CHIP. Effective outreach strategies, school-based enrollment materials, and other tools are available to help enroll children in free or low-cost health insurance through S-CHIP and Medicaid. Child Health Plus (CHIP) brochures with information for parents about the CHIP program are available in English and Spanish.

## **Local and National Hispanic Organizations**

### **Alianza Dominicana**

Moises Perez, Executive Director

2410 Amesterdam Ave., 4th Floor

New York, NY 10033

Phone: 212-927-6810 or 212-740-1960

Fax: 212-305-6279

Alianza Dominicana was founded in 1982 to serve Dominican immigrants. The non-profit agency provides thousands of children and families with educational, vocational, counseling and recreational tools throughout New York City.

### **Congressional Hispanic Caucus**

Hon. Lucille Roybal-Allard, Chairwoman

1435 Rayburn HOB

Washington, DC 20515

Phone: 202-225-2410

Fax: 202-226-0350

website: [www.house.gov/roybal-allard/CHC.htm](http://www.house.gov/roybal-allard/CHC.htm)

The Congressional Hispanic Caucus (CHC) is dedicated to voicing and advancing, through the legislative process, issues affecting Hispanics in the United States and the insular areas.

### **Council of Latino Agencies**

Arnaldo Ramos, Executive Director

Kim Trujillo, Special Projects Coordinator

2309 18<sup>th</sup> St., NW, Suite 2

Washington, D.C. 20009

Phone: 202-328-9451

Fax: 202-667-6135

email: [consejo@cais.com](mailto:consejo@cais.com)

website: [www.consejo.org](http://www.consejo.org)

The Council of Latino Agencies is comprised of 37 multicultural community-based organizations (CBOs) in the District of Columbia that form a network of service providers to Latinos and other low-income residents. Through the Council, member CBOs coordinate service delivery, multiply their purchasing and bargaining power, and share information and resources that foster the development of individual CBOs and the community as a whole.

### **Cuban-American National Foundation**

Susana Gomez, Director

1000 Thomas Jefferson St., N.W., Suite 505

Washington, DC 20007

Phone: 202-265-2822  
website: [www.canfnet.org](http://www.canfnet.org)

The Cuban-American National Foundation is an independent, nonprofit institution devoted to gathering and disseminating data concerning the economic, political and social welfare of the Cuban people, both in Cuba and in exile. The Foundation supports the concept of a free and democratic Cuba. It promotes an objective view of Cuba and Cubans, and an objective appraisal of the Cuban government and its policies. The Foundation supports a general program to enlighten and clarify public opinion on problems of Cuban concern, to fight bigotry, protect human rights, and promote cultural interest and creative achievement.

### **Hispanic Association of Colleges and Universities**

National Headquarters:  
Antonio Flores, President  
8415 Datapoint Drive, Suite 400  
San Antonio, TX 78229  
Phone: 210-692-3805  
Fax: 210-692-0823  
email: [hacu@hacu.net](mailto:hacu@hacu.net)

Washington Office:  
Dr. Gumecindo Salas, Vice-President of Governmental Relations  
One Dupont Circle, NW, Suite 605  
Washington, D.C., 20036  
Phone: 202-833-8361  
Fax: 202-833-8367  
website: <http://www.hacu.net>

<http://www.hacu.net>/The Hispanic Association of Colleges and Universities (HACU) promotes the development of member colleges and universities, works for improved access to and the quality of post-secondary educational opportunities for Hispanic students in order to meet the needs of business, industry and government through the development and sharing of resources, information and expertise.

### **Hispanic National Bar Association (HNBA)**

Alex Sanchez, Executive Director  
8201 Greensboro, Dr., Suite 300  
McClean, Va. 22102  
Phone: 202-293-1507  
Fax: 703-610-9005  
email: [alexsanchez@hnba.com](mailto:alexsanchez@hnba.com)

HNBA is a professional association dedicated to the advancement of Hispanics in the legal profession. It represents approximately 33,000 Hispanic attorneys, law professors, judges and law students in the United States and Puerto Rico. HNBA members represent the diversity of attorneys of Hispanic origin admitted to practice law in the United States, among them Cuban-Americans, Mexican-Americans, Puerto Ricans and others.

### **League of United Latin American Citizens (LULAC)**

Brent A. Wilkes, National Executive Director  
Rick Dovalina, National President  
1133 Twentieth Street, NW, Suite 750  
Washington, D.C. 20036  
Phone: 202-835-9646  
Fax: 202-835-9685

With approximately 15,000 members throughout the United States, and Puerto Rico, the League of United Latin American Citizens (LULAC) is the largest and oldest Hispanic organization in the country. LULAC advances the economic condition, educational attainment, political influence, health and civil rights of Hispanics through community based programs operating at more than 600 LULAC councils nationwide. The LULAC National Educational Service Centers provide educational counseling for Hispanic students, and the Jobs for Progress

program provides job skills and literacy training to the Hispanic community.

### **MANA**

Alma Morales Riojas, President/CEO  
1725 K St. NW, Suite 501  
Washington, D.C. 20006  
Phone: 202-833-0060  
Fax: 202-496-0588  
email: manaceo@aol.com

Mana is a national association dedicated to advancing the status of American women of Hispanic descent. Mana promotes leadership among Hispanic women, advocates for public policies that benefit Latinas and their families, and works to improve communications and further parity for Hispanics.

### **Mexican-American Cultural Center**

Anita DeLuna, Pastoral Associate  
3019 West French Place  
San Antonio, TX 78228-5104  
Phone: 210-732-2156  
Fax: 210-732-9072  
email: delunamcdp@aol.com  
website: <http://www.maccsa.org>

The Mexican American Cultural Center (MACC) is a national Catholic institute for Pastoral leadership and language studies. MACC prepares pastoral leaders to work in and with the Spanish speaking communities throughout the United States and distributes bilingual materials for pastoral ministry, theology, history and culture. MACC works to enhance and improve the quality of life for all families.

### **Mexican-American Legal Defense & Educational Fund (MALDEF)**

Antonia Hernandez, President and General Counsel  
Lucy Acosta, National Parent/School Partnership Director  
1518 K St., NW, Suite 410  
Washington, D.C. 20005  
Phone: 202-628-4074  
Fax: 202-393-4206  
website: [www.maldef.org](http://www.maldef.org)

MALDEF is a national, nonprofit organization whose principal objective is to protect and promote the civil rights of U.S. Latinos through litigation, advocacy, educational outreach, and the awarding of law school scholarships. MALDEF is active in civil rights litigation in the areas of employment, education, immigration, voting and language. Its non-litigation programs, such as census adjustment and leadership training, address the means Latinos can use to effectively advocate for their communities and impact public policy. Headquartered in Los Angeles, MALDEF has regional offices in Los Angeles and San Francisco, California; San Antonio, Texas; Chicago, Illinois and Washington, DC, and four program offices throughout the Midwest and Southwest.

### **National Alliance for Hispanic Health**

(formerly National Coalition of Hispanic Health & Human Services Organizations (COSSMHO))  
Jane Delgado, President and CEO  
1501 16<sup>th</sup> Street, N.W.  
Washington, DC 20036  
Phone: 202-387-5000  
Fax: 202-797-4353  
email: [alliance@hispanichealth.org](mailto:alliance@hispanichealth.org)  
website: <http://www.cossmho.org>

With more than 1,300 health and human service providers as members, the Alliance is committed to improving the health and psychological well-being of all Hispanics. Alliance conducts policy and research studies, operates

national and local programs, and develops bilingual and bi-cultural materials.

### **National Association of Latino Elected and Appointed Officials (NALEO) Educational Fund**

Larry Gonzalez, Director, Washington, D.C. Office

311 Massachusetts Ave., NE

Washington, D.C. 20002

Phone: 202-546-2536

Fax: 213-546-4121

website: <http://www.naleo.org>

The National Association of Latino Elected and Appointed Officials Educational Fund was established to promote the participation of Latinos in the nation's civic life. The NALEO Educational Fund carries out this mission by developing and implementing programs that promote the integration of Latino immigrants into American society; developing future leaders among Latino youth; providing assistance and training to the nation's Latino elected officials; and by conducting research on issues important to the Latino population.

### **National Association for Bilingual Education (NABE)**

Dr. Alicia Sosa, Director for Membership and Publications

1220 L Street, NW, Suite 605

Washington, D.C. 20005

Phone: 202-898-1829

Fax: 202-789-2866

website: [www.nabe.org](http://www.nabe.org)

Promoting educational excellence and equity through bilingual education, the National Association for Bilingual Education (NABE) is the only national organization exclusively concerned with the education of language-minority students in American schools. NABE holds as one of its first priorities the training of bi-lingual instructors, administrators and other personnel.

### **National Council of La Raza**

Raul Yzaguirre, Executive Director

1111 19<sup>th</sup> St., NW, Suite 1000

Washington D.C. 20036

Phone: 202- 785-1670

Fax: 202-776 1792

website: [www.nclr.org](http://www.nclr.org)

La Raza is a private, non-profit, non-partisan organization, established to reduce poverty and discrimination and improve life opportunities for Hispanic Americans. La Raza is a constituency based organization serving all Hispanic nationality groups in all regions of the country. The organization provides capacity building assistance to support and strengthen local Hispanic groups as organizations and as service providers. La Raza also provides policy analyses and advocacy for issues such as immigration, education, access to affordable housing and tax reform.

### **National Hispanic Caucus of State Legislators (NHCSL)**

Hon. Efrain Gonzalez, President

444 North Capitol Street, N.W., Suite 404

Washington, DC 20001

Phone: 202-434-8070

Fax: 202-434-8072

The National Hispanic Caucus of State Legislators is a nonprofit, nonpartisan organization of state legislators across the nation, Puerto Rico, and the U.S. Virgin Islands. Its mission is to organize, educate and focus the energies of approximately 250 Hispanics who comprise its membership in order to have a positive impact on their communities. NHCSL advocates for better housing, education, health care, and business opportunities in the private and public sectors for Hispanics and other disadvantaged groups nationwide.

### **Nat'l Puerto Rican Coalition, Inc.**

Manuel Mirabal, President  
1700 K St., NW, Suite 500  
Washington, D.C. 20006  
Phone: 202-223-3915  
Fax: 202-429-2223  
e-mail: [nprc@nprcinc.org](mailto:nprc@nprcinc.org)  
website: [www.bateylink.org](http://www.bateylink.org)

The primary mission of the National Puerto Rican coalition is to strengthen and enhance the social, economic and political well-being of all Puerto Ricans throughout the United States and Puerto Rico. NPRC evaluates the potential impact of legislative and government proposals and policies affecting the Puerto Rican community. NPRC provides technical assistance and training to Puerto Rican organizations. A nonprofit organization, NPRC is funded by contributions, foundations and corporate grants.

### **The Puerto Rican Family Institute**

Maria Elena Girone, National Executive Director  
145 West 15<sup>th</sup> Street  
New York, NY 10011  
Phone: 212-924-6320

Since 1960 the Puerto Rican Family Institute has been serving the Hispanic community of New York City in child placement prevention, mental health, residential services, education and research. The non-profit organization is dedicated to preserving and strengthening Puerto Rican and Hispanic families and individuals through the provision of bilingual, multicultural human and social services.

### **National Puerto Rican Forum, Inc. (NPRF)**

Mala B. Thakur, Director of Public Policy  
31 E. 32<sup>nd</sup> St., 4<sup>th</sup> Floor  
New York, NY 10016-5536  
Phone: 212-685-2311  
Fax: 212-685-2349  
website: [www.nprf.org](http://www.nprf.org)

[NPRF](http://www.nprf.org) is a nonprofit organization that strives to advance the socioeconomic conditions of Latinos and other disadvantaged groups through programs, research, advocacy and direct services in education, economic development, job training and placement. The Forum offers programs in Chicago, Illinois as well as the Bronx and Manhattan in New York. NPRF is a member of the Hispanic Association on Corporate Responsibility, the National Hispanic Leadership Agenda and various other groups working to increase Latino participation in the public and private sectors. 1999 marks the Forum's 42nd year of service. The organization will continue to present a national series of symposia on public policy topics related to workforce development in America.

### **Puerto Rican Legal Defense & Education Fund (PRLDEF)**

Minerva Delgado, Senior Policy Analyst  
99 Hudson St., 14<sup>th</sup> Floor  
New York, N.Y. 10013-215  
Phone: 212-219-3360 ext. 233  
Fax: 212-431-4276  
email: [minerva\\_delgado@PRLDEF.org](mailto:minerva_delgado@PRLDEF.org)

PRLDEF is a national civil rights organization, exists to ensure that every Puerto Rican and other Latino is guaranteed the opportunity to succeed. Through litigation, advocacy and creative legal education programs, PRLDEF strives to secure and protect the political, economic, social and legal rights of its community.

### **U.S. Hispanic Chamber of Commerce (USHCC)**

George Herrera, President and CEO  
2175 K St., Suite 100  
Washington, D.C. 20037

Phone: 202-842-1212  
Fax: 202-842-3221  
website: [www.usfcc.com](http://www.usfcc.com)

The U.S. Hispanic Chamber of Commerce (USHCC) is the leading organized business group in the nation promoting Hispanic economic interests. USHCC's primary goal is to represent the interests of more than one million Hispanic-owned businesses in the United States. USHCC is the umbrella organization that actively promotes the economic development and advancement of Hispanic entrepreneurs.

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# *Hispanic Fathers and Family Literacy: Strengthening Achievement in Hispanic Communities*

## Preface

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## Acknowledgments

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