

## Section 5: Forms and Templates

This section contains sample information sheets, forms, and templates to help Head Start programs develop, operate, and track the Fathers for Life initiative.

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# Fathers for Life

## Fact Sheet

### **Project Goal**

Strengthen low-income families with children who have a father involved in the criminal justice system.

### **Target Population**

Families with children enrolled in or eligible to enroll in Head Start with a parent involved in the criminal justice system.

### **Problems to be Addressed**

- Father-oriented parenting supports and resources during incarceration and upon re-entry to the community.
- Increased risks associated with children and families for whom parental incarceration is an issue.
- Training and resource development for Head Start, child support and probation and parole staff, and other professionals working with children of incarcerated fathers.

### **Objectives**

- Support children currently enrolled in Head Start who have incarcerated fathers, as well as children of incarcerated fathers deemed eligible for Head Start through referrals from corrections agencies or other partners.
- Provide parenting support to incarcerated fathers and fathers released for probation or parole whose children are enrolled in Head Start or eligible to enroll in Head Start.
- Improve family well-being for families of children enrolled in or eligible for Head Start, whose fathers are incarcerated or released on probation/parole.
- Provide training and resources to Head Start teachers, service coordinators (e.g., family advocates or family liaisons), and other professionals working with children of parents involved in the criminal justice system and their families.

### **Interventions/Components**

- Service integration/case management
- Parent education classes
  - Proud Parent
  - Long Distance Dads™, 24/7 Dad™
  - Focus on Fathering
  - Parents as Teachers Individual Parent Coaching
  - Parenting Apart
- Professional Development Opportunities
  - Working Collaboratively for Families
  - Understanding Children's Needs
  - Sharing Special-Topics Books with Children
  - Dads Matter
- Literature and Materials for Head Start Sites for Children, Families, and Staff
- Enhanced Employment Services
- Relationship Enrichment Workshops
- Mediation
- General Information Sessions Designed for Presentations to Community Groups

# Fathers for Life

## Interventions List

### Community Interventions

Many of the interventions developed for this project will be absorbed into the culture of Head Start programs and partner agencies and become an integrated part of how they serve not only fathers with young children but fathers in general. Presenter and train-the-trainer training should build the capacity and expertise of Head Start and partnering agency staff to provide these services throughout the state.

### Parent Education

A number of parent education sessions—single, stand alone, and multiple-series—are incorporated into Fathers for Life. Some of the parent education curricula was developed specifically for fathers, while others focus on both parents. All of the curricula are designed to be facilitated without extensive train-the-trainer training. With the exception of 24/7 Dad™, which is owned by the National Fatherhood Initiative, the curricula are not copyrighted and can be reproduced and distributed as needed.

**Proud Parent:** The Proud Parent workshop is designed to introduce fathers to the Fathers for Life Initiative and to deliver basic parenting information. During this session, fathers learn about the importance of bonding with children, the legal rights and responsibilities associated with fatherhood, and the benefit of cooperating with the mothers of their children. The Proud Parent workshop typically lasts between 60 and 90 minutes. The session uses a lecture format but does allow for small- and large-group discussion. There are opportunities throughout the session to discuss local and Fathers for Life resources and supports. The Proud Parent curriculum can be used with audiences of various sizes but is best suited for an audience of up to 25 fathers.

**24/7 Dad™:** This is a cutting-edge fatherhood program developed by the National Fatherhood Initiative. The program focuses on characteristics that every father needs and covers the universal aspects of fatherhood aimed at men of all cultures and races. During these sessions, fathers polish their fathering skills while learning about themselves and the important role they play in their children's lives. The 24/7 Dad™ program consists of 12 sessions and two optional parenting sessions that last approximately 60 to 90 minutes. While the National Fatherhood Initiative (NFI) recommends a weekly format to create patterns of learning, sessions can be divided a number of ways. For instance, your site may choose to host six, two-hour sessions or four, three-hour sessions. NFI recommends that no more than 10-12 fathers be included in each 24/7 Dad™ group. The sensitivity of some of the material makes it important for fathers to feel comfortable sharing their feelings and experiences.

**Focus on Fathering:** Head Start programs have the opportunity to collaborate with local Parents as Teachers educators to offer Focus on Fathering group sessions designed to build their parenting skills. In the absence of Parents as Teachers parent educators, early childhood professionals can serve as facilitators. The one-hour, stand-alone sessions cover the following topics of interest to fathers:

- Places to Go
- Discipline
- Reading with Your Child
- Siblings and Friends
- Self-esteem
- Connecting with Your Child
- Child Development
- Ways to Play
- Parenting Apart
- Healthy Relationships
- Helping Your Child Deal with Feelings
- Choosing Childcare

**Parents as Teachers Individual Parent Coaching:** In addition to group sessions, some fathers with children under the age of five have the opportunity to participate in individual sessions with a parent educator to learn about their child's development and to plan play activities for their child.

Individualized parent guidance specifically designed for fathers is an exciting parent education opportunity. Parents as Teachers Individual Parent Coaching, which is typically delivered through local school districts at the parent's home, is offered voluntarily to identified fathers not currently receiving services. Traditionally, Parents as Teachers educators have focused on service delivery to the mothers of young children, but as part of Fathers for Life, educators specifically target fathers.

**Parenting Apart:** This is a three-hour curriculum designed for parents of young children who do not live together but want to learn how to better cooperate in their parenting roles. During these workshops, parents learn about the importance of consistent parenting, explore how children develop, and practice positive decision-making strategies. These workshops provide many opportunities for parents to actively discuss their children while identifying strategies to improve daily parenting. The Parenting Apart curriculum was designed as three, one-hour sessions but can be adapted to suit your participants. Facilitators who wish to complete the three-hour curriculum in one session should know the format is active and uses a variety of learning strategies that make it possible to maintain parents' interest. While it is possible to conduct these sessions with one parent, it is most effective if both parents attend and practice the cooperative parenting skills together. Parenting Apart sessions can be used successfully with large and small audiences; however, the recommended number of participants is 10 couples.

**Relationship Enrichment Skills:** The Relationship Enrichment Skills workshop is designed for couples who are parenting together to learn and practice key communication skills with the help of experienced leader couples. During this three-hour workshop parents learn a four-step model for resolving conflict, handling anger, and growing together as a couple. In addition, parents can discuss and set relationship goals. Because of the nature of the curriculum and topics covered it is typically necessary to complete this workshop as written in one, three-hour session. The intervention is designed specifically for parents currently in a relationship with one another, who share the same household, and who want to learn and practice new ways of communicating, problem solving, and understanding one another better. The Relationship Enrichment Skills workshop is intended for use with individual couples rather than a group. This format allows a mother and father to work one-on-one with a leader couple to build their communication and problem-solving skills. The curriculum was designed to be delivered by volunteer facilitator couples connected to faith-based agencies and organizations who have backgrounds in education, counseling, or a closely related field. In the absence of volunteer facilitators, fathers can be referred to local resources for couple skills and relationship enrichment.

## **Employment**

Realizing that some dads may have a hard time finding a job that allows them to care for their children the way they would like, one of the primary goals of Fathers for Life is to increase fathers' access to employment and job-training opportunities. The state's workforce development agencies can offer a wide variety of employment services, including vocational counseling and customized jobseeker services. Career centers can offer fathers the opportunity to identify programs and services to help them find and keep jobs. Prior to making referrals for this intervention, it may be helpful to contact the workforce development agencies in your area, talk with them about Fathers for Life, and invite a representative to be a member of your local steering team. Your agency will want to ensure that all workforce development locations are aware of Fathers for Life and the commitment their agency has made to it. Talk with the representative about the special services they will provide those from Fathers for Life and ensure that they create a system for letting these offices know that a father is affiliated with this project. State workforce

development agencies can create innovative ways of working with employers to more efficiently and successfully match individuals with jobs.

### **Mediation**

Mediation, a problem-solving process facilitated by a neutral third party who helps individuals in conflict make informed decisions, can help mothers and fathers resolve issues about co-parenting. Mediation focuses on what is best for the child, is informal, confidential, future-focused, and encourages respect, fairness, and privacy. Mediation is cooperative rather than competitive, exposes parents to problem-solving strategies, and is less costly financially and emotionally than going to court. Perhaps the most important benefit of mediation is that the parents control decisions that affect their children and themselves.

Mediation services may be available through a number of diverse agencies and organizations. Collaboration with these agencies can help make mediation more accessible to Head Start families. Mediators work with a father and mother to create a parenting plan that addresses such issues as each parent's time with his or her children, child support, and custody. Explore mediation resources in your area to determine accessibility and referral processes.

### **Child Support Debt Waivers**

While child support debt waivers were part of the original Fathers for Life proposal, statutory authority did not exist in Missouri to implement the practice. Since state statutes vary, the possibility of child support debt waivers should be explored with the state's child support agency. When exploring the possibility of developing a model for partial child support debt waivers, states should consider four guiding points:

- 1) Waivers should be for state-owed (assigned) payments only. Such waivers should be tied to positive behaviors such as regular payment of current support.
- 2) Support obligations should be established based on actual, not credited, income.
- 3) Child support agencies should not request state-debt judgments in attorney referrals against low-income parents but should instead focus on the regular payment of current support.
- 4) The process guided by these points should be made available to low-income individuals in general, including incarcerated, noncustodial parents and/or noncustodial parents on probation/parole.

### **Professional Development Sessions**

Head Start teachers, child support staff, probation and parole officers, and other professionals who work with young children and their families will have access to training. They will learn about available resources for families and children and how to access them. Survey findings consistently reflected that trainees considered facilitators to be highly effective; trainees valued the training content; and trainees would recommend the facilitator training to others (Fuger & Abel, 2008).

### **Working Collaboratively for Families**

In response to survey data indicating that professionals are interested in training opportunities that allowed them to get to know the work of other agencies, we have selected a cross-training as the first professional development opportunity for this project. This session is designed to create an opportunity for child support, Head Start, and probation and parole staff to learn about the work of each other's agencies and build relationships that will allow them to better serve families and fathers. We expect this session to:

- Start building relationships among professionals that work with fathers and families;
- Provide an overview of the Fathers for Life program;

- Provide participants an overview of participating agencies (child support, Head Start and probation and parole); and
- Explore ways to collaborate to better serve fathers and families.

### **Understanding Children’s Needs**

The Understanding Children’s Needs session is designed to help professionals explore the seven needs outlined by early childhood experts Brazelton and Greenspan and discuss strategies for meeting these needs in families, communities, and classrooms. The session covers the following areas of need:

- Ongoing nurturing relationships;
- Physical protection, safety, and regulation;
- Experiences tailored to individual differences;
- Developmentally appropriate experiences;
- Limit setting, structure, and expectations;
- Stable, supportive communities and cultural continuity; and
- Protecting the future.

### **Sharing Special-Topic Books with Children**

This professional development session is designed to enhance the classroom teacher’s ability to use books to effectively promote social and emotional development in young children. We expect this session to meet the following goals:

- Discuss the important role books can play in children’s social and emotional development;
- Explore the concept of emotional literacy and its importance both inside and outside the classroom; and
- Review several special-topics books and identify how they could be used in the classroom.

### **Dads Matter**

This two-hour session is designed to help professionals explore the importance of nurturing father involvement in children’s lives, as well as how it positively affects moms, dads, and children. Participants will review the impact of fathers and positive mother/father relationships. During this workshop, participants will gain the following:

- A greater understanding of fatherhood and the role of fathers in the lives of children;
- A chance to explore one’s own biases related to fathers and families;
- An opportunity to discuss how to demonstrate empathy and respect when working with fathers; and
- An opportunity to discuss strategies that promote father involvement.

### **Literature and materials for Head Start Sites**

A diverse team of Missouri specialists identified the following books and resource materials for parents, children, and professionals. Special efforts were made to identify materials suitable for work with families that have a member involved with the criminal justice system. Resources include books for children, fathers, and professionals. The Fathers for Life Curriculum Manual includes a training to support professionals as they use special-topics books with children in their classrooms.

### **Correctional Facility Interventions**

If a correctional facility is nearby, there are a number of ways staff and inmates can be involved in Fathers for Life.

### **Books and Educational Materials**

Correctional facilities' libraries may accept books and educational materials for fathers who wish to build their parenting skills. The materials may need to be reviewed and approved by a designated official within the state agency that provides prison oversight.

### **Parent Education for Incarcerated Fathers**

Fathers in correctional facilities can also be offered the opportunity to participate in sessions to improve their parenting skills. Many of the parent education opportunities listed above, including Focus on Fathering, can be adapted for use in correctional facilities. Individuals providing sessions to inmates will need to talk with facility management about orientation trainings and other preparations that will need to be made before entering the prison.

### **Enhanced Child Visiting Areas**

Many children visit correctional facilities to spend time with parents and loved ones. If funding is available, the child visiting areas can be redesigned to address a wide array of developmental and learning skills as well as encourage interaction between fathers and their children. Below are examples of what can be done:

#### **Reading Area:**

A reading area includes appropriate books and seating for adults and children. The area is designed to:

- Boost literacy skills for both children and the offenders.
- Build stronger communication and verbal skills.
- Build positive relationships for offenders and their children.

#### **Dramatic Play Area:**

The dramatic play area can include a pretend kitchen, puppet theatre, and puppets. This area is designed to:

- Allow freedom of expression.
- Build communication skills.
- Provide a strong foundation for social interaction.
- Enable problem solving.

#### **Motor Skills Area:**

The motor skills area can include various blocks, beads, activity tables, and stacking activities. This area is designed to:

- Build problem-solving skills.
- Enhance motor skills in all ages.
- Strengthen hand-eye coordination.
- Begin to build concepts of height, weight, length, and balance.
- Provide understanding of space.

#### **Puzzle & Game Area**

The puzzle and game area can include a variety of games and puzzles and is designed to:

- Enable educational interaction between adult and child.
- Build fine motor control of the child.
- Teach conflict resolution.
- Provide understanding of rule making and negotiation strategies.

#### **Outdoor Area**

Correctional facilities may be able to designate an unused outside area for fathers and their children and create multi-activity playground sets and picnic areas for families.



# **Fathers for Life**

## **Agency Presentation Talking Points**

### **Introduction of Presenter(s)**

Introduce yourself and any co-facilitators.

### **Background**

We are here today to talk with you about an exciting new initiative to support fathers of young children and their families. The Fathers for Life project originally started in Missouri as a part of a Head Start Innovation and Improvement Grant that began in 2003. After three successful years of project implementation, a model was created for work throughout the country. We are excited about this opportunity to serve our fathers and families in innovative new ways.

### **Project Goal**

I want to take a moment to tell you a little about the goal of this project. The Fathers for Life project is designed to strengthen low-income families with children that have an incarcerated father or a father under supervision of the probation or parole system by:

- Increasing parenting education and support for their fathers
- Increasing fathers' access to employment and job training opportunities
- Improving the relationships between mothers and fathers of young children
- Improving training for professionals who work with families

Ultimately, this project hopes to create systems change within agencies to help them more effectively serve these fathers, families, and children.

### **Barriers Incarcerated Fathers and their Families Face**

Ex-offenders and their families often experience unique barriers. Many fathers involved with the criminal justice system report that they experience the following:

- Receive little or no parent education nor did they have any fathering role models
- Feel ill-prepared to provide emotional or financial support for their children
- Often have difficulty communicating and interacting effectively with the mother of their children to make parenting decisions together
- Have limited or no access to community support systems that encourage and sustain their positive, effective parenting upon their re-entry into society

In an effort to avoid labeling participant father and families, Fathers for Life is being promoted as an initiative to enhance the ability of Head Start programs and partnering agencies to connect with and serve fathers of young children.

### **Interventions**

Let's take a closer look at the project and what it has to offer these fathers and families (read list of project interventions from inside of the brochure)

### **Collaborating Agencies**

These project interventions have been made possible through the collaboration of a number of agencies and organizations. To give you an idea of the level of coordination that has taken place, I would like to read you a list of collaborating agencies (read list of collaborating agencies from back of brochures).

**Impacts**

Participating sites are already reporting great outcomes from their agencies and the families they serve and we are excited about the impacts we might see here as we move forward with this project.

# **Fathers for Life**

## **Presentation Talking Points for Head Start Staff**

### **Scenario 1: In-Office Visit or Home Visit with Dad**

- Commend Dad for meeting with you and taking an active role in his child's life.
- Give Dad handouts about how father involvement affects children.
- Tell Dad Head Start and various social service agencies within his community are recognizing the importance of fatherhood more and more and are now providing activities and resources to help encourage and promote the positive relationship between dads and their children.
  - Let dad know what father-figure events and projects you have planned.
  - Hand Dad a Fathers for Life brochure and briefly mention that the services listed are a part of efforts being made by both the community and Head Start to promote and celebrate fatherhood.
  - Tell Dad if he is interested in more information he can get in touch with the Head Start staff person serving as the project's point of contact.

### **Scenario 2: Center Events with Dad**

- Commend Dad for attending the event and being involved in his child's life.
- Share how Head Start wants to be more welcoming to dads, and that there are now center events and projects going on that specifically promote dad involvement.
- Let him know that there are other community opportunities for him to help further his desire to be a great dad. Open the Fathers for Life brochure and briefly mention what each intervention is about. Encourage Dad to get in touch with the Head Start staff person serving as the project's point of contact.

### **Scenario 3: Phone Call with Dad**

- Ask Dad if he's aware of your center's father-focused Head Start events/programs/projects.
- Introduce Fathers for Life as part of the Head Start program and give him an overview of the services:
  - Educational workshops that focus on child development, appropriate activities for playing with his child, and skills every dad needs;
  - Mediation services and parenting workshops to help Mom and Dad communicate, problem solve, and create a parenting plan; and
  - Job assistance through the workforce development agency.
- Give Dad the contact information of the Head Start staff person serving as the point of contact for the project, and ask if you can send him a brochure.

### **Scenario 4: In-Office Visit or Home Visit with Mom**

- Determine if the child's biological father is present in the child's life. If Dad does not live in the home, determine if there is another father figure present.
- If Mom has a strained relationship with Dad, let her know about mediation, Parenting Apart, and/or Relationship Enrichment Skills Workshop.
  - If she is interested, give her the contact information of the Head Start staff person serving as the project's contact.

- If she is **NOT** interested in working on a better relationship with Dad, let her know there are other opportunities for dad, such as parent education workshops and job assistance, which are being provided through Fathers for Life.
- Encourage Mom to contact the Head Start staff person serving as the project's point of contact.

#### **Scenario 5: Center Events with Mom**

- Have Fathers for Life brochures handy.
- Ask Mom if her child has a father figure in his or her life and whether that person would possibly be interested in attending any of the events or participating in any of the Fathers for Life programs.
  - If Mom says that the father is **NOT** involved in their child's life or that she has a strained relationship with him, let her know about the mediation services provided through the grant project:
    - If Mom and Dad don't have a relationship, or have a strained relationship, inform her of mediation, Parenting Apart, and the Relationship Enrichment Skills workshop (choose which ones to mention based on Mom and Dad's living conditions).
    - Based on her reception of the previous information, continue by informing her of the parenting education classes available to any father-figure in her child's life (Focus on Fathering and 24/7 Dad™).
    - If she says Dad needs employment, let her know about the workforce development agency services.

#### **Scenario 6: Phone call with Mom**

- Based on your knowledge of the mother's and father's relationship, proceed with the following:
  - If mom and dad don't have a relationship, or have a strained relationship, address that and inform her of mediation, Parenting Apart, and the Relationship Enrichment Skills Workshop (choose which ones to bring up based on mom and dad's living conditions).
  - Based on her reception of the previous information, continue by informing her of the parenting education classes available to any father-figure in her child's life (Focus on Fathering and 24/7 Dad™).
  - If she says dad needs to get a job, let her know about the workforce development agency services.
- Give mom the contact information for the Head Start staff serving as the project contact, and ask if you can send her a Fathers for Life brochure. Based on the relationship between mom and dad, encourage her to speak with dad about this opportunity.

#### **Scenario 7: In-Office Visit or Home Visit with Mom and Dad**

- Commend Mom and Dad for being active participants in their child's life.
- Let them know Head Start is encouraging the relationship not only between Mom and child, but also Dad and child. Mention the various events/ programs/ projects offered.
- Give them both a brochure and introduce Fathers for Life. Briefly review the resources in the brochure:
  - Educational child development workshops, appropriate play activities for their children, and skills every dad needs.
  - Mediation services and parenting workshops to help Mom and Dad communicate, problem solve, and create a parenting plan.

- Job assistance through the workforce development agency; stress that this is being offered by Head Start to help Dad build and maintain positive relationships with his child.
- Encourage dad to contact the Head Start staff serving as the project contact.

## **Fathers for Life Presentation Talking Points – Adaptations for Partner Agencies**

It may be beneficial to adapt an educational framework to each agency you contact. Here are some suggestions for appropriate adaptations:

### **Probation and Parole Staff and Corrections Staff**

Department of Corrections (DOC) staff need to know that the Fathers for Life project was designed to complement and enhance the Missouri Re-Entry process (MRP). The two initiatives share many of the same goals and objectives. Here are the MRP goals that correspond to those of this project:

- Smarter transition practices
- Increased public safety
- Stronger families
- More stable neighborhoods
- Less new victimization
- Maximized resources
- Released offenders who become contributing citizens

Here are some additional stats that might be helpful as you talk with DOC staff:

- 97 percent of all offenders will be released back into the community.
- One study estimated that children with an incarcerated parent may be six times more likely to become incarcerated themselves.
- A 1999 study by Columbia University revealed that teenagers who have poor relationships with their fathers are 68 percent more likely to use drugs.
- Children of incarcerated parents are at increased risk for educational, social, and emotional problems, such as diminished cognitive abilities, poor peer relationships, aggressive behavior, and withdrawal.
- There are 35,468 dependent children with a parent in prison.
- There are 60,400 dependent children with a parent under probation supervision.
- There are 16,378 dependent children with a parent under parole supervision.
- There are 112,246 total dependent children with a parent under DOC supervision.

### **Outreach and Extension Staff**

When presenting to Extension staff, it may be helpful to outline potential contributions they might make to the project. Here are some suggestions:

- Helping with identifying and recruiting participants;
- Emphasizing the availability of Fathers for Life to target fathers and families; and
- Accepting referrals from Fathers for Life for services provided by your agency.

### Parents As Teachers Educators

When presenting to Parents as Teachers educators, you will want to discuss their role in implementing the Focus on Fathering sessions.

### Workforce Development Staff

When presenting to Workforce Development staff, it may be helpful to outline potential project roles, such as:

- Helping to identify and recruit participants;
- Providing specialized job development and employment-related services to fathers; and
- Offering life skills classes, transportation, and specialized services.

# Fathers for Life

## Sample Press Release

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**EMBARGOED FOR RELEASE**  
February XX, XXXX at 6am EST

**Contact: Jane Doe**  
**(XXX)-XXX-XXXX**

### **Head Start to Offer Free Fatherhood Classes**

Date: Head Start programs are offering free fatherhood classes to all fathers and fathers who want to serve as role models for young children.

Based on the National Fatherhood Initiative's 24/7 Dad™ program, the classes give men the opportunity to improve their fathering skills as they learn about themselves and the important role they have as dads in a group setting.

Topics covered during the 24/7 Dad™ sessions include:

- Getting involved with your children
- Discipline, rewards, and punishment
- Recognizing and handling anger
- Masculinity
- Balancing work and family
- Improving communication skills
- Expectations and children's development
- Growth and celebration
- Physical and mental health
- Spirituality

Classes are being held in various counties throughout (Add state here). To find out if there is a class in your area, please contact (Name and phone number).

The National Fatherhood Initiative's mission is to improve the well-being of children by increasing the number of children who grow up with involved, responsible, and committed fathers. The National Fatherhood Initiative helps men be more involved, responsible, and committed fathers by:

- 1) **Educating** and inspiring all Americans, especially fathers, through public awareness campaigns, research, and other resources.
- 2) **Equipping** and developing leaders of national, state, and community fatherhood initiatives through curricula, training, and technical assistance.
- 3) **Engaging** every sector of society through strategic alliances and partnerships.



# Fathers for Life

## Core Steering Team Meeting Agenda

[date and location]

### **Introductions**

#### **Handouts**

- Agenda
- Project Summary
- Steering Team Member List with contact information

### **Election of Individual to be Responsible for Meeting Minutes**

### **Summary of Fathers for Life Initiative**

### **Role/Responsibilities of Steering Team**

### **Who's Not Here?**

### **Public Relations Strategy**

### **Next Meeting Place/Date**

# Fathers for Life

## Steering Team Agenda for Meeting No. 1

[date and location]

### Introductions

Have individuals briefly introduce themselves to refresh memories and for the benefit of new members. Welcome new members and give each new individual a packet containing handouts from the Core Group Meeting.

### Old Business

Follow-up as needed on items from previous meeting.

### Project Update

- State level activities
- Local multi-county region activities
- Other items of interest

### New Business: Communication Exercise

Team members are responsible for informing members of their agency or organization about the project and the potential role they will play in its success. This exercise is designed to provoke thought about how this will occur, what types of information should be shared, and effective techniques for doing so. Allow 5-10 minutes for completing the handout. Facilitate a discussion of responses. Individuals may want to share their thoughts and receive feedback from other members. Information may be recorded on flip chart paper. Hand out the templates for developing a communication plan and documenting activities. If time allows, members can design the plans and turn them in at the end of the meeting. If not, they can be submitted electronically or handed in at the next team meeting. The Communication Activity Log should be taken, completed as appropriate and brought to the following meeting.

### Next Meeting Place/Date

Set date, time and location for next meeting.

### Handouts

Agenda	Communication Exercise	Communication Plan
Member Contact List	Communication Activity Log	Core Meeting Minutes

### Note

Display table to showcase resource information and materials related to fatherhood.

# Fathers for Life

## Communication Exercise Handout

Team Member: \_\_\_\_\_ Date: \_\_\_\_\_

Organization: \_\_\_\_\_

1. What are the most important things the colleagues in my agency need to know about this project? (Example: a description of the interventions, what our agency's role will be, etc.)
2. What will my colleagues need to know to fulfill their role in the project? (Example: how to make referrals, dates of interventions)
3. What are the most effective ways to pass this information on to my colleagues? (Example: staff meetings, agency newsletters)
4. What types of tools or support do I need to make this a reality? (Example: project staff to accompany me to a meeting, project brochures)

# Fathers for Life

## Steering Team Agenda for Meeting No. 2

[date and location]

### **Introductions**

If there are individuals in attendance for the first time, ask them to briefly introduce themselves. Welcome new members and guests and give each new individual a packet containing handouts from earlier local steering team meetings.

### **Handouts**

Agenda

Member Contact List

Previous Meeting Minutes

Community Survey

### **Old Business**

Soliciting employer member—has one been recruited?

Communication Plans and Logs—did everyone turn in a plan? Are there logs to turn in?

### **Project Update**

State-level activities

Local, multi-county region activities

### **New Business**

Community Survey

### **Next Meeting Place/Date**

\

# Fathers for Life

## Community Survey

The Fathers for Life Program wants to understand the people in this community better. You can help us by filling out this survey. Please mark ONE best answer for each of the following:

### Age:

- |   |                                  |
|---|----------------------------------|
| <input type="checkbox"/> Under 18 years | <input type="checkbox"/> 45-54   |
| <input type="checkbox"/> 19-24          | <input type="checkbox"/> 55-64   |
| <input type="checkbox"/> 25-34          | <input type="checkbox"/> 65-75   |
| <input type="checkbox"/> 35-44          | <input type="checkbox"/> Over 75 |

### Sex:

- |                               |                                 |
|-------------------------------|---------------------------------|
| <input type="checkbox"/> Male | <input type="checkbox"/> Female |
|-------------------------------|---------------------------------|

### Marital Status:

- |                                   |  |
|-----------------------------------|--|
| <input type="checkbox"/> Single   | <input type="checkbox"/> Legally Separated |
| <input type="checkbox"/> Married  | <input type="checkbox"/> Widowed           |
| <input type="checkbox"/> Divorced |  |

### Indicate the number of children in each age group in your household:

- |   |   |
|---|---|
| <input type="checkbox"/> Birth to 2 years | <input type="checkbox"/> 13 to 17 years |
| <input type="checkbox"/> 3 to 5 years     | <input type="checkbox"/> 18 to 20 years |
| <input type="checkbox"/> 6 to 12 years    |   |

### Education:

- |   |  |
|---|--|
| <input type="checkbox"/> Less than 12 grades      | <input type="checkbox"/> Associate's Degree(2-year degree) |
| <input type="checkbox"/> High School diploma/GED  | <input type="checkbox"/> Bachelor's Degree (4-year degree) |
| <input type="checkbox"/> Some college (no degree) | <input type="checkbox"/> Graduate Degree                   |

### Total Yearly Gross Household Income:

- |  |  |
|--|--|
| <input type="checkbox"/> \$0-\$10,000      | <input type="checkbox"/> \$30,000-\$40,000 |
| <input type="checkbox"/> \$10,000-\$20,000 | <input type="checkbox"/> \$40,000-\$50,000 |
| <input type="checkbox"/> \$20,000-\$30,000 | <input type="checkbox"/> \$50,000+         |

### Occupation:

- |  |   |
|--|---|
| <input type="checkbox"/> Agriculture                                 | <input type="checkbox"/> Mechanics, Repairs, Installation       |
| <input type="checkbox"/> Executive, Administrative, Managerial       | <input type="checkbox"/> Construction                           |
| <input type="checkbox"/> Professional & Technical (Law, Engineering) | <input type="checkbox"/> Production (Assembly, Plant Operation) |
| <input type="checkbox"/> Human Services (Health, Family)             | <input type="checkbox"/> Education                              |
| <input type="checkbox"/> Marketing & Sales                           | <input type="checkbox"/> Student                                |
| <input type="checkbox"/> Clerical                                    | <input type="checkbox"/> Other: _____                           |

Please check one best answer that reflects your opinion.

	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
<b>Education</b>						
1. Parents in our community teach the value of education to their children.						
2. Community parents are actively involved in our schools.						
3. The schools in our community have high academic expectations for their students.						
4. Our students are actively involved in school activities.						
5. Students in our schools enjoy a positive and safe environment.						
6. The administration and faculty in our schools are caring and approachable.						
7. Community members take advantage of continuing adult education opportunities.						
8. Community parents are encouraged to be involved in our schools.						
9. Our schools have a clear purpose that the community recognizes.						
<b>Youth Activities</b>						
1. Community members would use a YMCA if it were available.						
2. The money I spend on entertainment is spent mostly in this county.						
3. Our community has adequate park facilities and equipment.						

	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
4. Our community has an adequate number of activities for youth to participate in.						
<b>Community</b>						
1. Community officials are caring and supportive of families.						
2. Enough support groups are available in our community.						
3. Our community provides adequate resources to help me in my role as a parent.						

## Community Needs

To what extent are the needs of families in your community being met in the following areas?  
(Please check one answer for each item and write additional comments in the box below.)

	Not at All	Not Very Much	Somewhat	Quite a Bit	A Lot
Child Care					
Parenting Education					
Education					
Health					
Counseling/Mental Health					
Housing					
Social Services					
Transportation					
Family Activities					
Youth Activities					
Economic Opportunity					
Business Support					
Local Government					
Religion/Spirituality					
Media Support					
Legal Services					

	<b>Not at All</b>	<b>Not Very Much</b>	<b>Somewhat</b>	<b>Quite a Bit</b>	<b>A Lot</b>
Law Enforcement/Corrections					
Supportive Neighbors					
What could the community do to better support young parents?					

Thank you for taking the time to complete this survey.



# Fathers for Life

## Steering Team Agenda for Meeting No. 3

[date and location]

### **Introductions**

If there are individuals attending for the first time, ask attendees to briefly introduce themselves. Welcome new members and guests and give each new individual a packet containing handouts from earlier local steering team meetings.

### **Old Business**

Communication plans and logs

### **Project Update**

State-level activities

Local, multi-county region activities

### **New Business**

Intervention Rotation Exercise – This activity will allow the steering team an opportunity to discuss the individual interventions and their role in implementing them. The facilitators will go through each intervention, explaining the intervention and its implementation. Following each presentation, the steering team will engage in a discussion about that intervention. The group will be asked to shape its discussion around the following questions and to record the content of the discussion on flip chart paper.

What are the potential roadblocks in our community that could impact the success of this program?

- How do we address these roadblocks?
- How do we best market this intervention in our community?
- What contributions can each member of your group and their agency make to the success of this intervention (i.e. assist in marketing, make referrals, donate facility use, etc.)?

### **Next Meeting Place/Date**

#### **Handouts**

Agenda

Member Contact List

Previous Meeting Minutes

Project Brochure for Intervention Rotation Exercise

#### **Supplies**

Flip Chart Paper

Markers

# Fathers for Life

## Inter-Agency Communication Plan

Partnering Agency \_\_\_\_\_

Steering Team Member \_\_\_\_\_

Date \_\_\_\_\_

Person or Group	Purpose	Frequency	Form of Communication
<b>Management Level:</b>			
<b>Staffing Level:</b>			
<b>Partner Level:</b>			



# Fathers for Life

## Steering Team Agenda for Meeting No. 4

[date and location]

### **Introductions**

If there are people attending for the first time, ask all attendees to briefly introduce themselves. Welcome new members/guests, give each new individual a packet containing handouts from earlier meetings of the local steering team. Is information on the contact sheet correct?

### **Handouts**

Agenda

Member Contact List

Last Month's Meeting Minutes

Project Brochure for Intervention Rotation Exercise

### **Old Business**

Communication plans and logs

Member recruitment updates

### **Project Update**

State-level activities

Local, multi-county region activities

### **New Business**

Public awareness

Intervention rotation – Complete this exercise from meeting #3

### **Next meeting place/date**

**Fathers for Life  
Monthly Activity Tracking**

**Site:** \_\_\_\_\_

**Month/Year:** \_\_\_\_\_

**Referrals**

- Total Number of Referrals this Month: \_\_\_\_\_
- Total Number of Referrals to Date: \_\_\_\_\_
  
- Total Number of Intakes this Month: \_\_\_\_\_
- Total Number of Intakes to Date: \_\_\_\_\_

**Interventions**

**1) Proud Parent Sessions**

Date	Location (City/County)	Number Attending

**2) Focus on Fathering**

Date	Topic	Location (City/County)	Number Attending

**3) 24/7 DAD Sessions**

Date	Location (City/County)	Number Attending

**4) Parenting Apart**

Date	Location (City/County)	Number Attending

5) Number of Enhanced Employment Services Referrals: \_\_\_\_\_

6) Number of Mediation Referrals: \_\_\_\_\_

7) Number of Referrals to Relationship Skills Counseling: \_\_\_\_\_

**\*\*\*Please send this form by the 6th of each month to:** (name of contact person)

## FATHERS FOR LIFE INTAKE AND QUARTERLY UPDATE

Participant Name \_\_\_\_\_

Address \_\_\_\_\_

City, State, Zip \_\_\_\_\_

Telephone # \_\_\_\_\_ Telephone # \_\_\_\_\_ Age \_\_\_\_\_ years

Where did you hear about Fathers for Life? \_\_\_\_\_

What is your race? *(Check all that apply.)*

- White
- African American or Black
- American Indian
- Asian
- Pacific Islander
- Other: \_\_\_\_\_

Are you Hispanic?

- Yes
- No

What is the primary language spoken in your home?

- English
- Spanish
- Other: \_\_\_\_\_

Marital status: *(Check one best answer.)*

- Never married
- Married
- Separated, divorced, or widowed
- Other: \_\_\_\_\_

Highest level of education completed:

*(Check one best answer.)*

- Less than high school
- Some high school
- High school graduate or GED
- Trade school or vocational training
- Some college
- College degree
- Other: \_\_\_\_\_

### Minor Children

Child's First Name	Age	Gender	Child's Mother's First Name	Father's Custody Status
	__ Yr __ Mo	M F		CP NCP Shared
	__ Yr __ Mo	M F		CP NCP Shared
	__ Yr __ Mo	M F		CP NCP Shared
	__ Yr __ Mo	M F		CP NCP Shared
	__ Yr __ Mo	M F		CP NCP Shared
	__ Yr __ Mo	M F		CP NCP Shared
	__ Yr __ Mo	M F		CP NCP Shared

### Housing Information

Do you have access to housing?

- Yes – permanent housing
- Yes – temporary housing
- No - homeless

What kind of housing do you have?

- Renting home or apartment
- Owning home or apartment
- Transitional housing

- Shelter
- Living with friends
- Living with relatives
- Other: \_\_\_\_\_

### Transportation Information

Do you have access to transportation?

- Yes
- No

If yes, what type:

- Your own vehicle
- Rides from friends/family members
- Mass transit
- Other: \_\_\_\_\_

How reliable is your access to transportation?

- Not at all reliable
- Not very reliable
- Somewhat reliable
- Very reliable

### Assistance Needs

What are your unmet needs at this time? *(Check all that apply.)*

- None at this time
- Food
- Permanent shelter
- Clothing
- Help with utilities
- Transportation
- Legal assistance
- Medical assistance
- Health insurance
- Drug/alcohol treatment
- Mental health services
- Child care
- Other

If other, please describe:

### Employment Information

Are you currently employed?

- Yes
- No

Describe your employment:

- Full-time
- Part-time
- Seasonal
- Sporadic

- Lack of transportation
- Lack of child care
- Lack of language skills
- Permanent health/disability
- Lack of diploma or GED
- Marketable skills
- Emotionally unable to work
- Discrimination (age, race, gender)
- Other
- Not Applicable

Which issues may affect your employment? *(Check all that apply.)*

## Child Support

Complete this section if you are the **non-custodial** parent for any of your children...

Are you currently paying child support?

- Yes  
 No

Describe these child support payments:

- Regular payments  
 Irregular payments

Do you have overdue child support payments?

- Yes  
 No

Are you paying child support arrearages?

- Yes  
 No

Complete this section if you are the **custodial** parent for any of your children...

Are you receiving child support payments?

- Yes  
 No

Describe these payments:

- Regular payments  
 Irregular payments

Which is the most accurate statement?

- I have applied for child support  
 I need to apply for child support  
 I refuse to apply for child support

Reasons: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- Not applicable

## Probation/Parole Conditions

What court-ordered programs are conditions of your probation and parole?

(Check all that apply.)

- No court-ordered programs  
 Alcohol/drug counseling  
 Mental health services  
 Anger-management classes  
 Parenting Classes

- Classes: \_\_\_\_\_  
 Classes: \_\_\_\_\_  
 Other: \_\_\_\_\_  
 Other: \_\_\_\_\_  
 Not Applicable

## Fathers for Life Benefits

Which of these Fathers for Life services might interest you? (Check all that apply.)

- 24/7 Dads Support Group  
 Missouri Careers Center Support  
 Parents as Teachers Group Classes  
 Individualized Parents as Teachers Sessions  
 Couple Skills Sessions  
 Co-Parenting Classes  
 Family Mediation  
 Other: \_\_\_\_\_  
 Other: \_\_\_\_\_



## SITE READINESS SURVEY: FATHER INVOLVEMENT AND FAMILY ENGAGEMENT

1a. Please rate by county **your agency involvement with each service provider/organization** during the past 12 months, using the definitions on pages 2-3. Tally the number of counties within your service area that fit in each category. The total for each item should be the number of counties you serve (Fuger & Abel, 2008).

Category	Number of Counties			
	No Working Relationship (little/no contact)	Cooperation (exchange info/referrals)	Coordination (work together)	Collaboration (share resources/agreements)
A. Division of Workforce Development or other employment agencies (e.g. Parents Fair Share, etc.)	_____	_____	_____	_____
B. Faith-Based Organizations	_____	_____	_____	_____
C. Parent education providers, including Parents as Teachers	_____	_____	_____	_____
D. Family Support Division: Income maintenance staff Child support staff	_____ _____	_____ _____	_____ _____	_____ _____
E. Local Employers	_____	_____	_____	_____
F. Family mediation	_____	_____	_____	_____
G. Law Enforcement and Corrections: Probation/parole offices Correctional centers (jails, prisons, transitional housing units) Re-entry teams (transitioning offenders from prison to community) Local police Courts	_____ _____ _____ _____ _____	_____ _____ _____ _____ _____	_____ _____ _____ _____ _____	_____ _____ _____ _____ _____

1b. Please describe any other community collaboration activities related to father involvement or family engagement your agency is involved in.

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2. Please rate **how difficult each activity was** during the past 12 months within each of the counties in your service area, using the definitions on page 3. Tally the number of counties within your service area that fit in each category. The total for each item should be the number of counties you serve.

Area	Number of Counties				
	Not at All Difficult	Somewhat Difficult	Difficult	Extremely Difficult	Not Attempted
A. Involving families in classroom activities	_____	_____	_____	_____	_____
B. Involving families in activities outside of the classroom	_____	_____	_____	_____	_____
C. Involving fathers in classroom activities	_____	_____	_____	_____	_____
D. Involving fathers in activities outside of the classroom	_____	_____	_____	_____	_____
E. Involving fathers in home visits:					
Fathers who reside in the home	_____	_____	_____	_____	_____
Fathers who reside in a separate household	_____	_____	_____	_____	_____
F. Building partnerships with families that allow you to cooperatively address the needs of children	_____	_____	_____	_____	_____

3. Please describe any challenges you face regarding engaging families in your program.

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4. Please indicate approximately how many individuals you have in each of these segments of your agency.

Category	Males	Females
A. Management	_____	_____
B. Teaching staff	_____	_____
C. Family advocates (including staff for the Child Development Family Advocacy Model)	_____	_____
D. Volunteers	_____	_____
E. Policy Council	_____	_____
F. Governing Board	_____	_____
G. Advisory Council(s)		

5. Briefly describe any history of your agency's participation in innovative demonstration projects or other initiatives.

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6. What father initiatives have occurred at your agency? Please indicate if they have been under one "umbrella" (e.g., led by one coordinator) or distributed across agency functions and personnel.

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7. Briefly describe the personnel resources your agency would be willing to commit to father involvement programming:

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8. At the time of application, do you make an effort to identify children who...

- a. Have a parent who is incarcerated? Yes \_\_\_\_\_ No \_\_\_\_\_
- b. Have a parent who is on probation or parole? Yes \_\_\_\_\_ No \_\_\_\_\_

If **yes** to either question, does this affect the child's eligibility priority criteria (EPC) for enrollment?

Yes \_\_\_\_\_ No \_\_\_\_\_

9. At which of the following times are you likely to identify a parent's involvement in the criminal justice system?  
(Check all that apply.)

- At the time of application
- At the time of enrollment
- During a home visit

10. Does your agency currently have a designated staff person or contractor for promotion of father involvement and father activities?

Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, briefly describe their role.

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If yes, does this person have other duties? Yes \_\_\_\_\_ No \_\_\_\_\_

Other Comments regarding **Father Involvement and Family Engagement**:

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**Thank you for helping fulfill this requirement of the Head Start Act. We hope that the resulting strategic plan will benefit you as we work together for children and families.**