

**STRENGTHENING FAMILIES AND FATHERHOOD:
CHILDREN OF FATHERS IN THE CRIMINAL
JUSTICE SYSTEM PROJECT**

FINAL EVALUATION REPORT

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Family Support Division**

For submission to the Office of Head Start

**In response to the original Program Announcement No. ACYF/HSB-2003-01
For grants to develop innovation and improvement projects that address the
President's Head Start initiatives in the priority area of
Strengthening Families/Fatherhood**

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- Missouri Head Start Association and the Head Start organizations of Missouri
- University of Missouri Outreach and Extension
- Missouri Office of State Courts Administrator
- Missouri Department of Economic Development Division of Workforce Development
- Missouri Department of Elementary and Secondary Education
- Missouri Department of Social Services Children's Division and Office of Early Childhood
- Children's Services Commission
- Parents as Teachers National Center, Inc.
- Mediation Achieving Results for Children (M.A.R.C.H.)
- Missouri Area United Methodist Church

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Table of Contents

Introduction.....	1
The Fathers for Life Logic Model and Theory of Change.....	1
Evaluation of the Fathers for Life Model	2
Evaluation of Statewide Infrastructure Development.....	2
Evaluation of Local Program Development	3
Evaluation of Interventions with Fathers and their Families and Children	3
Discussion and Implications	4
Organization of This Report	4
Fathers for Life Model and Theory of Change	5
Previous Development.....	5
Incarcerated Fathers Collaboration Project Findings.....	5
Strengthening Families and Fatherhood Planning Phase Findings.....	6
Logic Model.....	7
Key Model Components	9
Lead Agency Administration.....	9
Leadership of Stakeholder Teams.....	10
Interagency Network for Program Implementation	11
Adaptability of the Model.....	12
Evaluation of Statewide Infrastructure Development.....	13
State Leadership.....	13
State Steering Committee	14
Steering Committee Membership	14
Agency Level of Participation	15
Steering Committee Meeting and Activities.....	16
State Communication Plan.....	18
Product Development.....	19
Curriculum Development.....	19
Other Publications.....	21
Public Awareness.....	23
Capacity Building through Training and Technical Assistance	25
Training for Fathers for Life Coordinators	25
Training for Fathers for Life Intervention Facilitators	25
<i>24/7 DadTM</i> Facilitator Training.....	25
<i>Focus on Fathering</i> Facilitator Training.....	26
<i>Parenting Apart</i> Facilitator Training	27
<i>Proud Parents</i> Facilitator Training.....	27
<i>Relationship Enrichment Skills</i> Facilitator Training.....	28
Summary of Facilitator Training	28
Training for Professional Staff Working with Fathers and Families.....	30
<i>Working Collaboratively for Families</i> Staff Training	30
<i>Dads Matter</i> Staff Training	30
<i>Sharing Special Topics Books with Children</i> Staff Training.....	31
Summary of Staff Training	31

Technical Assistance.....	32
Staff Leadership.....	32
Region VII Head Start Training and Technical Assistance Network Support.....	33
Support for Early Childhood Comprehensive System.....	33
The Missouri Fathers for Life Profile	34
Bridging the State to the Local Level	34
Evaluation of Local Program Development	35
Leadership from the Local Head Start Organization	35
Local Capacity Building through Professional Development Training.....	36
Cross-Training for Partner Agencies	36
Training Staff on the Importance of Fathers.....	36
Head Start Personnel Training to Use Fathers for Life Resources	37
Local Team Development.....	37
Tier 1 Sites	37
Delta Area Economic Opportunity Corporation (DAEOC).....	37
Missouri Valley Community Action Agency (MVCAA).....	44
Tier 2 Sites	48
Grace Hill Settlement House.	49
East Missouri Action Agency (EMAA).....	52
Community Action Partnership of St. Joseph (CAPStJo)	54
Tier 3 Sites	56
Correctional Institutions.....	57
Bridging Communities to Fathers and Families	58
Evaluation of Interventions with Fathers and Families	59
Building a Support Team	59
Fathers for Life Coordinators.....	59
Individualizing Resources and Referrals	61
Capacity Building through Training and Support.....	61
24/7 Dad™	61
Focus on Fathering.....	63
Proud Parents	63
Missouri Career Centers	64
Resources in Head Start Classrooms for Families and Children	64
Bridging Fathers to their Families	65

Father Profiles.....	65
Fathers for Life Pre-Survey and Intake Information.....	66
Demographic Information.....	66
Housing.....	66
Employment Information.....	66
Probation and Parole Status and Conditions.....	67
Child Support.....	67
Children of the Participating Fathers.....	67
Relationship with the Youngest Child’s Mother.....	68
Self-Reported Needs.....	69
Assessment Instruments.....	70
<i>The Fathering Inventory</i> at Time 1.....	70
AAPI-2 at Time 1.....	70
PSI-SF at Time 1.....	71
Key Informant Interview and Focus Group Findings.....	71
Negative Family History.....	71
Prerequisite Life Skills and Organizational Skills.....	72
Employment Barriers.....	72
Child Support Barriers.....	73
Father Outcomes.....	73
Change from Pre-Survey to Post-Survey Administration.....	73
Changes Related to Employment and Basic Subsistence Needs.....	73
Changes Related to Custody Status.....	75
Changes Related to Fatherhood and Family Relationships.....	75
Changes on Assessment Instruments over Time.....	78
Changes in Fathering Attitudes at Time 2.....	78
Changes in Parenting Attributes at Time 2.....	78
Change in Parental Stress at Time 2.....	80
Discussion and Implications.....	81
Successes.....	81
Challenges.....	82
Lessons Learned.....	83
Other Considerations.....	84
Next Steps.....	85
Appendices.....	A-1
Appendix A: Local Fathers for Life Presentations.....	A-2
Appendix B: Facilitator Training Evaluation Results.....	A-9
Appendix C: Staff Training Evaluation Results.....	A-16
Appendix D: Community Survey Findings.....	A-19
Appendix E: Post-Intervention Survey Results.....	A-25
Appendix F: Pre-Survey and Post-Survey Findings.....	A-34

Table of Tables

Table 1.	State Steering Committee Members.....	14
Table 2.	Agency Representation at State Steering Committee or Local Stakeholder Team Meetings.....	16
Table 3.	Fathers for Life Communication within Your Organization	18
Table 4.	Fathers for Life Publications.....	21
Table 5.	State, Regional, and National Fathers for Life Presentations	24
Table 6.	Boothel Fathers for Life Board Members (DAEOC).....	38
Table 7.	Agency Representation at Boothel Fathers for Life Board Meetings (DAEOC).....	39
Table 8.	Fathers for Life Advisory Council Members (MVCAA)	44
Table 9.	Agency Representation at Fathers for Life Advisory Council Meetings (MVCAA)	45
Table 10.	Fathers for Life Steering Committee Members (St. Louis, Grace Hill).....	49
Table 11.	Agency Representation at Fathers for Life Steering Committee Meetings (Grace Hill, St. Louis).....	50
Table 12.	East Missouri Action Agency (EMAA) Steering Team Members	52
Table 13.	Agency Representation at EMAA Steering Team Meetings	53
Table 14.	Community Action Partnership of Greater St. Joseph (CAPStJo) Steering Team Members	55
Table 15.	Change over Time on <i>The Fathering Inventory</i> for 24/7 Dad™ Attendees ...	62
Table 16.	Desired Career Services.....	64
Table 17.	Relationship with Youngest Child	68
Table 18.	Relationship with Youngest Child’s Mother at Enrollment.....	68
Table 19.	Parenting Attributes of Research Participants at Time 1	70
Table 20.	Parental Stress of Research Participants at Time 1	71
Table 21.	Change in Basic Assistance Needs over Time.....	74
Table 22.	Changes in Fathers for Life Services Desired over Time	74
Table 23.	Changes in Perceived Employment Issues over Time.....	75
Table 24.	Changes in Child Support Information over Time.....	75
Table 25.	Changes in Custody Status over Time	75
Table 26.	Changes in Father’s Perceived Relationship with his Youngest Child over Time.....	76
Table 27.	Changes in Time Fathers Spent in Person with the Youngest Child	76
Table 28.	Changes in Fathers’ Modes of Contact with the Youngest Child over Time ..	76
Table 29.	Self-Perceived Changes in Fathers’ Relationship with the Youngest Child’s Mother	77
Table 30.	Changes in Needs for Support in Fathering over Time.....	77
Table 31.	Change over Time on <i>The Fathering Inventory</i> for Research Participants	78
Table 32.	Changes over Time in Parenting Attributes of Research Participants	79
Table 33.	Change over Time in Parental Stress of Research Participants	80
Table A-1.	Local Fathers for Life Presentations	A-2
Table B-1.	Participants’ Level of Confidence in their Knowledge and Skills Associated with 24/7 Dad™ Facilitator Training.....	A-9
Table B-2.	Evaluation of National Fatherhood Initiative Facilitator Training on 24/7 Dad™ Curriculum.....	A-11

Table B-3.	<i>Focus on Fathering</i> Facilitator Training Evaluation	A-12
Table B-4.	<i>Parenting Apart</i> Facilitator Training Evaluation	A-13
Table B-5.	<i>Relationship Enrichment Skills</i> Facilitator Training Evaluation.....	A-14
Table C-1.	<i>Working Collaboratively for Families</i> Staff Training Evaluation	A-15
Table C-2.	<i>Dads Matter</i> Staff Training Evaluation.....	A-16
Table C-3.	<i>Sharing Special Topics Books with Children</i> Staff Training Evaluation....	A-17
Table D-1.	Community Characteristics According to Bootheel Fathers for Life Board Members	A-18
Table D-2.	Bootheel Fathers for Life Board Perceptions of Needs Being Met in the Community	A-20
Table D-3.	Community Characteristics According to Fathers for Life Advisory Council	A-21
Table D-4.	Fathers for Life Advisory Council Perceptions of Needs Being Met in the Community	A-23
Table E-1.	<i>The Fathering Inventory</i> Prior to 24/7 Dad™ Participation.....	A-24
Table E-2.	<i>Focus on Fathering 1</i> – Child Development.....	A-27
Table E-3.	<i>Focus on Fathering 2</i> – Reading with Your Child	A-27
Table E-4.	<i>Focus on Fathering 3</i> – Parenting Apart.....	A-28
Table E-5.	<i>Focus on Fathering 4</i> – Connecting with Your Child	A-28
Table E-6.	<i>Focus on Fathering 5</i> – Discipline.....	A-29
Table E-7.	<i>Focus on Fathering 6</i> – Places to Go.....	A-29
Table E-8.	<i>Focus on Fathering 7</i> – Ways to Play.....	A-30
Table E-9.	<i>Proud Parents</i> Workshop Participant Survey	A-31
Table E-10.	Career Centers Workshop Participant Survey	A-32
Table F-1.	<i>The Fathering Inventory</i> – Time 1	A-33
Table F-2.	<i>Adult-Adolescent Parenting Inventory-2 (AAPI-2)</i> – Time 1	A-36
Table F-3.	<i>Parenting Stress Index-Short Form (PSI-SF)</i> – Time 1	A-38
Table F-4.	Change over Time on <i>The Fathering Inventory</i> for Research Participants	A-40

Table of Figures

Figure 1.	Perceived Effectiveness of Facilitator Training Instructor	28
Figure 2.	Perceived Value of Facilitator Training Content	29
Figure 3.	Recommendation of Facilitator Training to Others	29
Figure 4.	Perceived Effectiveness of Staff Training Instructor	31
Figure 5.	Perceived Value of Facilitator Training Content	32
Figure 6.	Recommendation of Staff Training to Others	32
Figure 7.	Father's Age at Intake	66

Introduction

The Fathers for Life Logic Model and Theory of Change

Strengthening Families and Fatherhood: Children of Fathers in the Criminal Justice System, otherwise known as *Fathers for Life – A Head Start Father Involvement Model*, developed as an Innovation and Improvement Project (IIP), funded through the Office of Head Start. Fathers for Life – A Head Start Father Involvement Model (referred to in this document as *Fathers for Life*) addressed the priority area of Strengthening Families/Fatherhood of the President’s Head Start initiatives. Office of Head Start first awarded Missouri Department of Social Services Family Support Division (FSD) funding to develop a sound logic model and theory of change during a 9-month Planning Phase. During the 3-year Implementation Phase that followed, the logic model continued to develop as the project entered early stages of implementation. This report summarizes the project model and describes the results of these efforts in the state of Missouri, in the local communities in which it was instituted, and in the lives of the fathers who participated. Some concluding comments summarize the initiative, pose additional questions, and give suggestions for next steps.

The stated theory of change for the Fathers for Life model summarizes the intended outcomes of the project:

By providing Head Start/Early Head Start families with fathers in the criminal justice system with specialized services (e.g., case management, parenting skills training, couples skills support, employment training and other employment support services), families will be strengthened and children will have a decreased risk of experiencing emotional, social, or educational problems.

Underlying premises of the project assume that (1) it is important to optimize the development of all young children; (2) young children benefit from the support of fathers, including many fathers who are in the criminal justice system; and (3) society benefits from efforts to strengthen all of its families.

The following core components of Fathers for Life are necessary for implementation: (a) administrative functions of a lead agency and Head Start organization; (b) leadership from state and local stakeholder teams; and (c) an interagency network of service providers to promote program implementation. Effective use of these structural elements is projected to result in public awareness, personnel training, identification and recruitment of fathers, and coordination and delivery of services across agencies, which lead toward improved outcomes for children. Together these features of the Fathers for Life model aimed to build a stronger system to foster the collaboration needed to address the complex issues, develop program features to improve staff competencies, and deliver interventions that promote fathers’ success. All of these efforts together strived for optimal outcomes for the children.

During the piloting of the Fathers for Life model, a graduated, tiered approach for implementation was employed. Two of Missouri's 22 Head Start grantees were selected as Tier 1 sites to receive more intensive support and services beginning in Year 1. A service coordinator in each community (whose salary was funded by the grant) rallied support to initiate Fathers for Life. In the second year, three additional grantees were added as Tier 2 sites. While the service coordination was not built into the funding for these sites, the sites benefited from the enhanced model development, curriculum development, and lessons learned from efforts in the Tier 1 sites. Finally, in the third year all Head Start grantees and their delegate agencies were invited to participate as Tier 3 sites. While the efforts of the seven agencies that volunteered are just beginning and are only briefly described in this evaluation report, these sites benefited from finalized materials and the experiences of both Tier 1 and Tier 2 sites. The final desired result is a set of resources to assist other states and other local communities in implementing Fathers for Life with limited technical support.

Evaluation of the Fathers for Life Model

Evaluation of Statewide Infrastructure Development

The activities at the state level were documented through various means. Work Plans were created by Pal Tech, Inc. for the Office of Head Start and then updated periodically by the Executive Steering Committee. State Steering Committee and subcommittee meeting minutes, meeting rosters and attendance sheets, tracking records, quarterly progress reports of the Project Manager and the Project Evaluator, and other supplementary materials chronicled the state infrastructure development activities. Additionally, surveys completed by participants after facilitator training sessions and after staff training events informed the development of curricula for these components.

During Year 3, the evaluation team conducted focus groups with the Local Stakeholder Teams in all five communities that participated as Tier 1 or Tier 2 sites. The focus groups generated information from the communities' perspectives on the value of the infrastructure that was created. Questions posed to each group addressed seven key areas: characteristics of the stakeholder team and its formation, project development, project outcomes, lessons learned, sustainability and replicability of the project, suggested key informants to interview, and additional comments.

These findings were coupled with data from key informant interviews (conducted in person or via telephone) of several individuals that participated in developing the state infrastructure, including personnel from FSD, the Head Start-State Collaboration Office, and Department of Corrections. The interview questions addressed these main topics: stakeholder team formation, project development, project outcomes, lessons learned, sustainability and replicability of the project, and additional comments.

Together this information assisted in the creation of a Missouri profile. This profile is intended to be a useful example to assist personnel from other states that are interested in applying the model in their state.

Evaluation of Local Program Development

To complete the evaluation of the implementation of Fathers for Life in communities, numerous sources of information were accessed. Among these were community assessment survey findings, minutes from Local Stakeholder Team meetings, Project Manager's quarterly progress reports, project tracking data, and other miscellaneous documents. Data from surveys completed by facilitators and local staff after they participated in training contributed their perspectives on these selections of interventions for their communities.

The focus group transcripts (as cited above) added rich qualitative data to the other data sources. In addition to the key informant interviews of state partners noted above, interviews of local partners who were instrumental in implementing Fathers for Life were conducted. Approximately five stakeholders from the communities of each of the following sites were interviewed: Delta Area Economic Opportunities Corporation (DAEOC), Missouri Valley Community Action Agency (MVCAA), East Missouri Action Agency (EMAA), Community Action Partnership of St. Joseph (CAPStJo), and Grace Hill Neighborhood Services. They, too, responded to questions concerning the formation of the stakeholder team, development of the project, outcomes of Fathers for Life, lessons their community learned, their views on sustainability and replicability of the project, and any additional comments.

The findings from these sources were compiled into a community profile for each of the five Tier 1 and Tier 2 sites, which describes the unique application of Fathers for Life in that location. These profiles point to the both the commonalities and the variations among communities, from which inferences can be made about the necessary elements of the model and the level of adaptability needed for replication in new sites.

Evaluation of Interventions with Fathers and their Families and Children

Among the multiple sources of data for the evaluation of interventions with fathers are the following: minutes of State Steering Committee and Local Stakeholder Team meetings, the Project Manager's quarterly progress reports, tracking data, and other documents. Anonymous post-intervention surveys completed by all participants (including fathers that were not part of the study and not necessarily on probation/parole) contributed to the profile information. The following instruments completed by fathers in the research study were also incorporated in the synthesis of findings: pre- and post-surveys, intake data, and pre/post administrations of *The Fathering Inventory*, *The Fathering Skills Survey*, the *Adult-Adolescent Parenting Inventory-2 (AAPI-2)*, and the *Parenting Stress Index-Short Form (PSI-SF)*. Finally, statements compiled from the transcripts of the aforementioned focus groups of local teams and key informant interviews of stakeholders enhanced the father profiles and the discussion of fathers' outcomes of participation.

Discussion and Implications

Noteworthy undertakings, such as this Fathers for Life model development work, generally take indirect paths with unexpected twists and turns along the way. Successes that were achieved in the Fathers for Life project are discussed in conjunction with the challenges that were encountered, with both successes and challenges contributing to the lessons learned through this endeavor. This report concludes with a brief sampling of these reflections. The feasibility of sustaining and replicating the Fathers for Life model is discussed, and other possible next steps for this work are considered.

Organization of This Report

Five sections comprise the body of this report. These sections present the following information:

- The first section of this report provides a history of this work and describes the Fathers for Life logic model and theory of change in more detail. It describes the intended outcomes systemically at the state level, programmatically at the community level, and in practice at the level of fathers' outcomes related to parenting their children.
- The second section presents the evaluation findings of the Fathers for Life work at the state level that aimed for systemic change. Processes and outcomes related to these areas are discussed: project administration, State Steering Committee leadership, curriculum and product development, statewide dissemination of information, and capacity building through training and technical assistance. A profile of the Missouri Fathers for Life initiative describes this systemic work at the state level.
- The evaluation findings associated with programmatic development of Fathers for Life at the local level are presented in the third section. The data describe both activities and outcomes regarding the following: Head Start leadership, development of local stakeholder teams, and training of local staff. Profiles of the first five Missouri communities to implement the model are presented.
- In the fourth section the evaluation findings document the engagement of fathers in Fathers for Life through their involvement with a service coordinator and their access to interventions. The section features profiles of the fathers that participated and a summary of the outcomes that they achieved.
- Finally, a discussion in the fifth section of the report reflects on both the successes and the challenges of the Fathers for Life initiative. Replication and sustainability are discussed, and other suggestions are made concerning possible next steps.

Fathers for Life Model and Theory of Change

Previous Development

Incarcerated Fathers Collaboration Project Findings

The Strengthening Families and Fatherhood: Children of Fathers in the Criminal Justice System Project was informed by and utilized components of a previous initiative, the Incarcerated Fathers Collaboration Project¹ completed in September 2003. The demonstrated success of an interagency Steering Team shaped the planning and implementation of the Fathers for Life model. Products created during this project were used as interventions and further developed in the implementation of Fathers for Life. Findings regarding the fathers' parenting knowledge and skills informed the planning efforts. Based on these factors, the FSD applied for and received funding to develop the *Strengthening Families and Fatherhood* initiative, to further extend this work into communities.

These products were developed as a result: blueprints and recommended materials for child-friendly indoor and outdoor visitation spaces, the *Proud Parents* curriculum, the first five sessions of *Focus on Fathering*, the *Relationship Enrichment Skills* curriculum, incorporation of the *Long Distance Dads* curriculum from the National Fatherhood Initiative, partnerships with Parents Fair Share and M.A.R.C.H. mediation, and a list of recommended resources for prison libraries. Most of these products were used or adapted for the *Strengthening Families and Fatherhood* initiative.

Fathers who participated in key interventions during the Incarcerated Fathers Collaboration Project reported improvement in their parenting knowledge and skills. Pre- and post-survey results of fathers who participated in treatment groups, unlike those in comparison groups, reported an improvement in their relationship with their child and an inclination to request help. However on average, satisfaction with the parenting role declined for all the fathers over time and they were less likely over time to believe that parental relationships affect their children. No statistically significant changes occurred over time in measures of child-rearing behaviors and parenting attitudes.

Some significant short-term improvements were observed and reported in key informant interviews. Anecdotally, numerous facilitators of the interventions witnessed positive parenting changes and projected the likelihood of long-term improvements. Interviewed stakeholders considered most of the interventions promising. Some short-term successes were seen with every intervention, even when challenges occurred.

Challenges recruiting mothers into mediation or couple skills training during incarceration led to the conclusion that additional opportunities were needed to support co-parenting upon fathers' release from prison. In addition, fathers expressed the desire for opportunities to sustain the parenting support and skill development upon their release. Fathers' overriding concerns

¹ Fuger, K.L., Stanfill, A.M., Todd, M.L., Brown, G.E., et al (2003). *Incarcerated Fathers Collaboration Project Evaluation Report*. Kansas City, MO: University of Missouri-Kansas City Institute for Human Development.

associated with employment upon release also shaped the Fathers for Life model to include partnerships with Workforce Development, Parents Fair Share, and employers willing to hire ex-offenders.

Strengthening Families and Fatherhood Planning Phase Findings

With the support of the Missouri Head Start-State Collaboration Office, local Head Start programs, the Missouri Department of Corrections Division of Probation and Parole, and local Probation and Parole districts, extensive data collection occurred during the Planning Phase. Findings from the Planning Phase heavily influenced further development of the model.²

Focus groups were conducted with fathers who were on Probation or Parole (in 3 Missouri communities) and relative caregivers of Head Start children who had a father in the criminal justice system (in 3 different communities). Findings provided first-hand insights into the need for assistance and likely deleterious effects of incarceration on children's well-being and the parent-child relationship. Both groups described systemic and personal challenges that affected parenting, children's emotional well-being, finances, and relationships. The primary shared theme across all six focus groups was their commitment to nurturing the child's well-being. Focus group participants also indicated that transportation, career training, and job placement were among the services that their communities lacked.

An informal straw poll was taken of the participants at the Missouri Head Start Association conference to determine the interest and needs concerning incarcerated fathers of children enrolled in Head Start or Early Head Start, as presented in their agencies throughout the state. All of the program directors, personnel, and parents that responded indicated the following: (a) their programs were directly affect by parental incarceration; (b) more resources were needed to serve children of incarcerated fathers; (c) more training was needed about the issue; and (d) they believed their programs would be willing to participate in such a project as Strengthening Families and Fatherhood: Children of Incarcerated Fathers Project. Most of them had data on incarcerated children in their programs. They stated that they needed curricula to address incarceration issues.

All Head Start staff and all Probation and Parole staff in the state of Missouri were given the opportunity to complete surveys concerning the issues related to Corrections involvement for fathers of young children. Remarkably, approximately 40% of Head Start staff and 54% of Probation and Parole staff completed the surveys. The response rate alone documents the degree of perceived importance of this issue. Survey results confirmed that the key service providers perceive a need for improving services for children and families of fathers who are incarcerated or on probation or parole. They indicated that a father's involvement with his children and family is highly important, but that most children had not lived with their father before incarceration and did not see their father during incarceration. Additionally, these two

² Fuger, K. L. (2005). *Strengthening Families and Fatherhood : Children of Incarcerated Fathers Project – Planning phase findings*. Kansas City, MO: UMKC Institute for Human Development.

Fuger, K. L., Jenson McDonald, R., Brown, G. E., Reeves, N., & Arnold, J. D. (2005). *Strengthening Families and Fatherhood: Children of Incarcerated Fathers Project evaluation report of planning phase*. Kansas City, MO: UMKC Institute for Human Development.

groups estimated that most children do not have a close relationship with a father that is involved in the criminal justice system, nor do they have another father figure in their life.

Probation and Parole Officers were asked to indicate training and resources that would facilitate their work with fathers and families. Greater than 50% stated that more information on the following topics would be beneficial: (a) fathers' legal rights, (b) referral processes for other services, (c) processes for identifying men that need help with their role as fathers, and (d) strategies for resolving conflict between parents. The majority of the polled Head Start staff responded that additional information would be helpful related to these topics: (a) meeting the child's emotional needs, (b) handling discipline, and (c) supplementing their teaching resources with books that address challenging family situations. Head Start staff also felt that services would be improved with additional information related to the following: (a) how to involve fathers in Head Start programs, (b) how to teach fathers interaction skills with their child, and (c) how to identify fathers that need help. With regard to the needs of families, Head Start staff specified the need for staff resources in these areas: (a) improved processes for identifying families that need help, (b) strategies for resolving conflict between parents, and (c) strategies for supporting parents in making good decisions for their children. Finally, both groups of survey respondents stated that a directory of local and statewide resources for fathers and families would improve access to information about other potentially beneficial programs for fathers and their children and families.

Logic Model

The Fathers for Life initiative was instituted to address this program goal: ***Strengthen low income families with children that have an incarcerated father or a father under supervision of the probation or parole system.*** These primary objectives – addressing the needs of children, fathers, families, personnel, and the system – were established to accomplish this:

- ***Objective 1:*** Support children currently enrolled in Head Start/Early Head Start who have incarcerated fathers, and increase referrals of eligible children with incarcerated fathers into Head Start/Early Head Start.
- ***Objective 2:*** Provide parenting support to incarcerated fathers and fathers under supervision of probation/parole whose children are enrolled in or eligible to enroll in Head Start/Early Head Start.
- ***Objective 3:*** Improve family well-being for families of children enrolled in or eligible for Head Start or Early Head Start, whose fathers are incarcerated/on probation or parole.
- ***Objective 4:*** Provide training and resources to Head Start/Early Head Start teachers, service coordinators (e.g., family advocates or family liaisons), and other professionals working with children of incarcerated parents and their families.
- ***Objective 5:*** Develop a statewide plan to address the effects of incarceration and poverty on young children and their families.

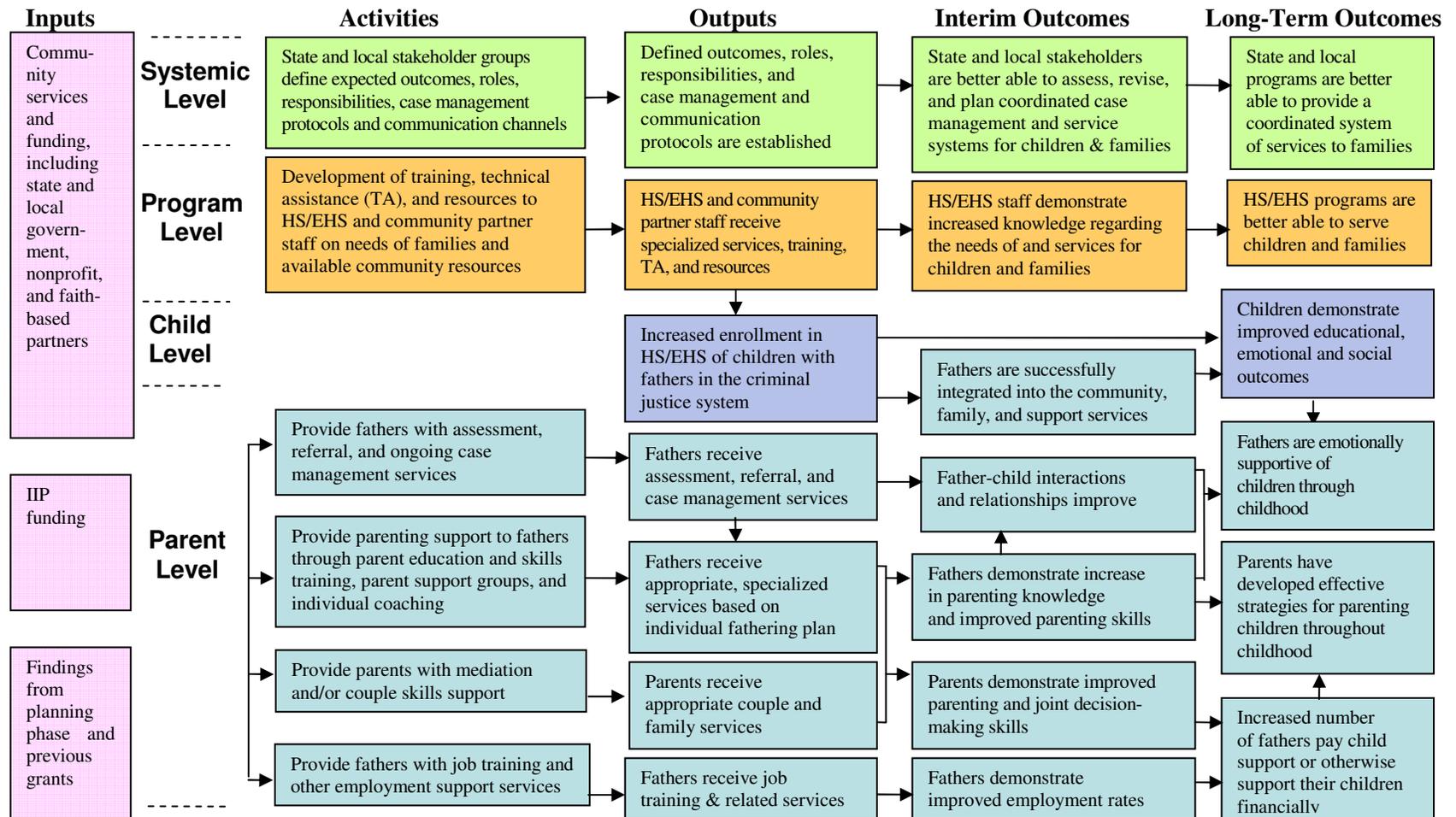
This initiative is built on a theory of change at a systemic level to address the prevalent challenge posed by young children having a father in the criminal justice system. The Fathers for Life Logic Model and the associated Theory of Change are presented on the next page.

FATHERS FOR LIFE

Strengthening Families and Fatherhood: Children of Fathers in the Criminal Justice System Project

Missouri Department of Social Services, Jefferson City, Missouri

Theory of Change: By providing Head Start/Early Head Start families with fathers in the criminal justice system with specialized services (e.g., case management, parenting skills training, couples skills support, employment training and other employment support services), families will be strengthened and children will have a decreased risk of experiencing emotional, social, or educational problems.



Key Model Components

Through the course of the project, the emergent model, Fathers for Life: A Head Start Father Involvement Model (Fathers for Life), was refined. Some features of the model were developed more fully than others, and some features were applied more successfully than others. Over the course of the 3-year Implementation Phase, Fathers for Life was instituted in the communities of 12 Missouri Head Start programs and 2 state correctional centers. Through this process of implementation, these components came to be understood as key to the success of implementation: (a) lead agency administration; (b) leadership from state and local stakeholder teams; and (c) an interagency network for training, identification, recruitment, referral, service delivery, and service coordination across agencies.

Lead Agency Administration

As grantee of the Innovation and Improvement Project funding from Office of Head Start, the Department of Social Services Family Support Division (FSD) provided all fiscal oversight and administration of this project. FSD established all subcontracts for curriculum development, service delivery, and evaluation. The Project Manager provided executive leadership overseeing personnel management, contracts, and activities. She was supported by her supervisor (who also served on the State Steering Committee), a Project Coordinator, an Area Manager, and other agency personnel to achieve the project outcomes. The Project Coordinator and Area Manager assisted the Project Manager in administrative functions and provided technical assistance to local sites. The Project Coordinator was also charged with developing tools and instruments that contributed to a sustainable model. FSD contracted with other organizations for such roles as the following: (a) to conduct the project evaluation (University of Missouri-Kansas City Institute for Human Development [UMKC-IHD]), (b) to employ Fathers for Life Coordinators in Tier 1 sites (DAEOC and MVCAA), and (c) to develop curriculum (Parents as Teachers National Center).

The model for lead agency administration at the state level was mirrored at the local level by Head Start Agencies. They provided administrative leadership for the project's implementation within their service delivery areas. Similar to responsibilities of the state lead agency, Head Start organizations directed the local initiative, coordinated activities among community partners, and led the local interagency stakeholder teams. In Tier 1 sites, Fathers for Life Coordinators were hired by the Head Start agencies and co-supervised by the Community Action Agency and the Project Manager. They were responsible for local public awareness of the project, recruiting participants, case management/service coordination for participants, and facilitating local stakeholder teams.³

³ Quarterly Progress Report, 7/06-9/06

Leadership of Stakeholder Teams

An Executive Steering Committee (comprised of the Project Manager, the Director of the Missouri Head Start-State Collaboration Office, and the Project Evaluator from UMKC-IHD) worked closely to provide leadership to the Fathers for Life project. This committee assisted FSD in project development decisions and participated with FSD in communication with the Office of Head Start.

The partner agencies represented on the State Steering Committee expanded further the expertise and leadership needed to guide the developing Fathers for Life initiative. Among the 18 agencies and organizations represented were government entities, statewide professional associations, Head Start agencies, correctional centers, university programs, a statewide faith-based organization, and private service delivery organizations. These agency partners were represented on the State Steering Committee:

- Missouri Department of Social Services – Family Support Division (FSD), Children’s Division, and Office of Early Childhood
- Missouri Department of Corrections - Divisions of Probation and Parole, Adult Institutions
- Missouri Department of Elementary and Secondary Education
- Missouri Department of Economic Development - Division of Workforce Development
- Office of State Courts Administrator, Family Court Programs
- Children’s Service Commission
- Missouri Head Start-State Collaboration Office
- Missouri Association for Community Action
- Missouri Head Start Association
- Missouri Valley Community Action Agency (MVCAA) Head Start
- Delta Area Economic Opportunities Corporation (DAEOC)
- Boonville Correctional Center
- Algoa Correctional Center
- Parents as Teachers National Center
- Missouri Area United Methodist Church
- Mediation Achieving Results for Children (M.A.R.C.H., Inc.)
- University of Missouri Extension
- University of Missouri-Kansas City Institute for Human Development (UMKC-IHD).

Stakeholder teams at the local level also provided leadership and advisement to the project in their communities. Similar to the State Steering Committee, Local Stakeholder Teams convened representatives from key organizations deemed essential to the development of the initiative. Patterned after the state model, representative agencies included Head Start, local or regional offices of state government agencies, Parents as Teacher personnel from school districts, universities, faith-based organizations, and business leaders. Parent or grandparent representation was included in the model, but their active participation was challenging to achieve in most communities. A *Technical Assistance Manual* developed to guide local teams in their formation included such sections as Local Monthly Meetings and Choosing Coalition Members: Building a Team That Can Mobilize a Community.⁴

Interagency Network for Program Implementation

The primary tasks of actual program implementation, supported by the administrative and advisory responsibilities noted above, drew upon a network of organizations capable of filling all key responsibilities to make Fathers for Life a reality. Planning Phase findings identified key challenges to be addressed, which guided the selection of service providers. To implement the model, the project sought expertise for curriculum development and training, identification and recruitment of participants, public awareness, referral and coordination of services across agencies, and delivery of key services to fathers and families. At the state level, this involved the development of curriculum and delivery of facilitator training across the state. The following detailed resources were developed to describe all protocols and instruments associated with these project components: *Technical Assistance Manual*, *Professional Development Manual*, and *Interventions Manual*. Recommended reading lists for professionals, parents, and children are also included. These resources were developed to increase the likelihood of sustaining the initiative when personnel change in participating organizations, and to increase the feasibility of replicating the initiative in other states or communities. Upon completion of the project, the three manuals will be adapted for widespread availability through the Office of Head Start's Early Childhood Learning and Knowledge Center (ECLKC).

The network of organizations and individuals then expanded as the Fathers for Life activities began to be implemented in communities. The resources that were developed addressed the issues identified by the fathers and their families and children. Knowledge of the local resources and the obstacles in each community also informed the process of deciding which interventions were most needed and most relevant. Facilitators and trainers, service coordinators, and other personnel that worked with fathers and their families and children then became part of the community solutions. The Fathers for Life model is built on the premise that when multiple stakeholders are kept informed of each other's roles and their efforts are coordinated, duplication of services is prevented and a synergy builds as organizations partners to build protective factors around the children.

⁴ Missouri Department of Social Services. (2008). *Fathers for Life: A Father Involvement Model for Early Head Start/Head Start – Technical Assistance Manual*. Jefferson City, MO: Author.

Adaptability of the Fathers for Life Model

Beyond these core elements, a menu of options was provided for local communities to consider in their dynamic application of the Fathers for Life model to address the circumstances of local families. Among these options were such supports as the following:

- Service coordination guidelines;
- Facilitator training guidelines;
- Supports for team development;
- Interventions tailored to specific needs of fathers and other family members (e.g., for father support, for parent training, for improved employability, for resolution of co-parenting issues, and for improved family relationships);
- Staff training curricula (for cross-training, for understanding the importance of fatherhood, for using added classroom resources);
- Suggested resources to help staff in classrooms and in Correctional Centers.

Communities were given a level of autonomy to implement Fathers for Life in a manner that capitalized on existing initiatives and partnerships, while forging into uncharted areas of need. Having a fluid model validated the work of stakeholder teams and participating organizations as they tailored the model to their local conditions. The interventions themselves were provided as a set of resources to dynamically build a system of support for families of young children with a father in the criminal justice system. The configuration of this system and the menu of options selected for fathers, couples, or families varied from one community to another as local teams determined their assets and needs for various interventions. It is hoped that others electing to use Fathers for Life resources would assess their successes as they, too, customize the Fathers for Life model in their communities.

Evaluation of Statewide Infrastructure Development

State Leadership

As the grantee, the Missouri Department of Social Services Family Support Division (FSD) provided all fiscal oversight and administration of this project. All subcontracts for the development of curriculum, delivery of intervention services, and evaluation originated from this department. The Project Manager was supported by her supervisor (who also served on the State Steering Committee), a Project Coordinator, an Area Manager, and other agency personnel to achieve the project outcomes.

The Project Manager formed an Executive Steering Committee to share some leadership responsibilities of the Fathers for Life project with two other stakeholders. The individual and collective expertise of the Executive Steering Committee was instrumental in the planning, development, and management of this extensive state initiative. Together they participated in Work Plan teleconferences with personnel from the Office of Head Start and Pal Tech, Inc. (technical assistance provider to the Office of Head Start). Collectively they made many project decisions about the project design, project implementation, and model development by consensus. In addition, each member of the Executive Steering Committee fulfilled distinct roles related to their respective organizations, as follows:

- The Project Manager at FSD was responsible for oversight of all aspects of the project, including programmatic and fiscal activity, federal reporting, and management of contract staff. She served as the principle liaison to partnering agencies and led the State Steering Committee.
- The Director of the Missouri Head Start-State Collaboration Office held integral roles in the planning and implementation of the Fathers for Life project. The previous director alerted the Department of Social Services to the Innovation and Improvement Projects Planning Grant opportunity and assisted in writing that grant. During the Planning and Implementation Phases, the new director served as liaison to Head Start/Early Head Start organizations throughout Missouri. She assisted with statewide coordination of this project and provided consultation as a member of the Executive Steering Committee. She served on the State Steering Committee and on various work groups to address specific needs of the project (e.g., the resource book development and various curriculum workgroups).
- The Director of Early Childhood Programs at UMKC-IHD served as the Principle Investigator for the process and outcome evaluation of the project. Her responsibilities included design of the research model, assurance of protections of human participants in research, oversight of all data collection, data analysis, and reporting of evaluation findings. She assisted in writing the grant applications for both the Planning and Implementation Phases and assisted with the model d. She served as a member of the State Steering Committee and assisted with the initial grant development and model development throughout the project. She shared findings as they became available to assist in project development decisions.

Each served as a sounding board for the others in fulfillment of their key roles. This approach offered checks and balances to ensure better responsiveness to multiple stakeholders and better consideration of all perspectives.

State Steering Committee

The State Steering Committee comprised of partner agency representatives met 11 times, providing leadership for program development and service coordination. Because many of the designated committee members participated on the Planning Team during the 9-month Planning Phase, the transition to implementation was relatively seamless, expediting formative tasks and moving the agenda toward implementation.⁵

Steering Committee Membership

Table 1 charts the roster of Steering Committee members, their agency affiliation, and their respective roles in the project. Participation among Steering Committee members was consistent and productive, as noted in the attendance records, meeting minutes, and progress reports. Progress reports indicate that goals were met in a timely fashion, and team members demonstrated a high commitment to contribute meaningfully to project tasks.

Table 1. State Steering Committee Members

Agency	Role	Steering Committee Member
Family Support Division	Project Manager	Kathy LeFebvre
Family Support Division	Social Services Manager	Bernice Holtmeyer
Family Support Division	Professional Support Staff	Judy Veasman
Family Support Division	Project Fiscal Manager	Harvey Helms
UMKC Institute for Human Development	Project Evaluator, Director of Early Childhood Programs	Kathryn Fuger
Missouri Head Start-State Collaboration Office	Director	Stacey Owsley
Missouri Head Start-State Collaboration Office	Assistant Director	Carolyn Stemmons
Division of Probation and Parole	Assistant Director-Field Services	Scott Johnston
Division of Adult Institutions Department of Corrections	Assistant Director	Tom Clements
Family Court Programs Office of State Courts Administrator	Coordinator	Norma Rahm
Office of Early Childhood	Early Childhood Program Supervisor	Collen Vreeland
Department of Elementary and Secondary Education	Early Childhood Education Director	Lana Brooks

⁵ Quarterly Progress Reports: 7/05-9/05, 10/05-12/05, 1/06-3/06, 4/06-6/06, 7/06-9/06, 10/06-12/06, 1/07-3/07, 4/07-6/07, 7/07-9/07, 10/07-12/07, 1/08-3/08, 4/08-6/08;
State Steering Committee meeting minutes: 4/25/06, 5/23/06, 1/23/07, 3/27/07, 5/22/07, 7/24/07, 9/25/07, 11/27/07, 1/22/08

Agency	Role	Steering Committee Member
Parents as Teachers National Center, Inc.	Program Development Manager	Ronda Guth
University of Missouri Extension	Associate State Extension Specialist & Instructor	Brenda Procter
University of Missouri Extension	Extension Associate & Building Strong Families Coordinator	Lucy Schrader
Children's Services Commission	Co-Chair Children of Incarcerated Parents Sub-Committee	Veronica Stovall
M.A.R.C.H., Inc.	Executive Director	Larry Swall
Missouri Area United Methodist Church	Coordinator Formation & Justice Ministries	Max Marble
Department of Economic Development Division of Workforce Development	Parents' Fair Share Coordinator	Steve Gibson
Department of Economic Development Division of Workforce Development	Workforce Development Coordinator	Bev Kelsay
Missouri Head Start-State Collaboration Office	Director	Darin Preis
Family Support Division	Social Services Manager	Jeannie Chaffin
Missouri Head Start Association	Executive Director	Donna Veatch
	Father	Oliver Williams
	Parent Member	Carol Oropeza
Boonville Correctional Center	Superintendent	Ron Schmitz
MVCAA Head Start	Head Start Director	Pam LaFrenz
Algoa Correctional Center	Superintendent	Michael Murphy
MO Association for Community Action	Training and Grants Manager	Patti Magruder
Family Support Division	Project Coordinator	Marnie Morgan
DAEOC	Executive Director	Jean Barham
MVCAA Head Start	Adult and Family Literacy Manager	Debby Lawson
Department of Social Services Children's Division	Social Service Manager	Kathryn Sapp

Agency Level of Participation

A number of agencies provided representation for this project at state and/or local levels. Table 2 reports the level of participation of agencies on the State Steering Committee and on the Stakeholder Teams of Tier 1 and Tier 2 sites. Some agencies that were represented on the State Steering Committee were not members of local teams, and in some instances, representation at the state level was not warranted for agencies represented on local teams.

Table 2. Agency Representation at State Steering Committee or Local Stakeholder Team Meetings

Agency	Percentage of Agency Representation		
	State Steering Committee (14 meetings)	Tier 1 Stakeholder Team (30 meetings)	Tier 2 Stakeholder Team (15 meetings)
Department of Social Services Family Support Division	100%	94%	87%
University of Missouri – Kansas City Institute for Human Development	100%	0%	0%
Department of Social Services Children’s Division	93%	67%	47%
Head Start Grantee Agencies	93%	100%	100%
Missouri Head Start-State Collaboration Office	79%	3%	0%
Family Court Programs	71%	0%	0%
University of Missouri Extension	64%	50%	20%
Missouri Association for Community Action	64%	43%	13%
Probation and Parole	64%	86%	87%
Children’s Service Commission	50%	0%	0%
Missouri Department of Elementary and Secondary Education	50%	0%	0%
Missouri Department of Corrections Adult Institutions	43%	63%	0%
Faith-Based Organizations	36%	23%	0%
M.A.R.C.H., Inc.	36%	0%	0%
Parents as Teachers	36%	63%	33%
Missouri Department of Economic Development Division of Workforce Development	36%	83%	60%
Parent or Grandparent	21%	27%	0%
Other Organizations	14%	33%	20%
Missouri Head Start Association	14%	0%	0%
Community Organizations	7%	0%	7%
Business Leaders	0%	17%	7%

Steering Committee Meeting and Activities

Twelve State Steering Committee meetings were held in Jefferson City, MO over the course of the project: 8 meetings held in Year 1 (monthly from July through November of 2005 and January, April, and May of 2006); 3 meetings held in Year 2 (January, March, and May of 2007); and 4 meetings held in Year 3 (July, September, and November of 2007 and January, 2008). Agendas for each meeting included both regularly reported items and new topics of discussion. Afterwards the minutes of the Steering Committee meetings were recorded and distributed to members via e-mail.

Fathers for Life – a name proposed by inmates – served as the name for the previous Section 1115 demonstration project, Incarcerated Fathers Collaboration Project. Based on the fact that the Strengthening Families and Fatherhood project evolved from the work previously done, the Steering Committee adopted the name “*Fathers for Life*” for this project.⁶

The Steering Committee provided active and meaningful leadership to the project. Committee members worked closely with the Project Manager to set priorities and develop the implementation plan. Much of the work in Year 1 involved establishing the operational infrastructure, refining the intervention activities and protocols, and beginning the development of local capacity to implement the interventions. Project staff and the Steering Committee made important decisions to develop the infrastructure. Two Head Start programs serving the communities surrounding Marshall and Portageville were selected for intensive interventions (Tier 1), and four additional sites were selected for replication with reduced support (Tier 2). A workgroup from the Steering Committee visited all six sites to determine interest and capacity for participation in the project.⁷

The Steering Committee and project staff established a process for identifying and interviewing local stakeholders, in order to develop local teams that mirror the statewide Steering Team. Members of the State Steering Committee assisted project staff in determining appropriate individuals from the communities surrounding the Head Start agencies of MVCAA and DAEOC to participate in the local stakeholder groups. The Steering Committee also received updates on progress at the local level. Some members assisted project staff in reviewing the community development manual being written by the Project Coordinator to guide the process of establishing stakeholder groups and implementing the project locally.⁸

A Project Coordinator and Area Manager for Eastern Missouri were hired by Missouri Association Community Action (MACA) to assist the Project Manager.⁹ Job descriptions were created for the Transition Service Coordinators, and protocols for their selection and employment by the local Head Start agencies were established. Two Transition Service Coordinators were hired in February 2006¹⁰ to recruit participants, serve as the main points of contact for all interventions, publicize Fathers for Life, track site activities and participation, and gather evaluation data. They also fulfilled a role within the Head Start agency similar to the family advocates who schedule home visits and carry a caseload.¹¹

The Steering Committee guided project staff in the process of determining the approach(es) for service coordination and service integration for this project. A subcommittee reviewed several service coordination models, including one service integration model for indigent populations, *Circles of Support*, discussing the merits and limits of applicability for this project.¹² The Steering Committee also considered strategies for recruitment and identification of fathers and families, professional development, the role of drug courts in the project, debit waivers for child support, and the configuration of interventions to be employed.

⁶ State Steering Committee meeting minutes, 7/26/05

⁷ State Steering Committee meeting minutes, 7/26/05

⁸ State Steering Committee meeting minutes, 11/15/05

⁹ State Steering Committee meeting minutes, 9/27/05; Quarterly Progress Report, 10/06-12/06

¹⁰ State Steering Committee meeting minutes, 4/25/06

¹¹ State Steering Committee meeting minutes, 1/24/06

¹² State Steering Committee meeting minutes, 8/23/05

State Communication Plan

A statewide communication plan was designed that established protocol and mechanisms for interagency communication at both the state and local level. Feedback mechanisms were developed to facilitate information flow between Steering Committee members, Tier 1 and 2 sites and coordinators, and individual programs. Potential mechanisms for communication include Websites, newsletters, a presentation tool box, and Steering Committee updates.¹³ Guiding documents were regularly shared, including: a condensed version of the quarterly report, project summaries, a list of partnering agencies, contact information for Steering Committee members, and a site map.¹⁴

A template was developed for use by the State Steering Committee, the Project Director, the local stakeholder groups, and the service coordinators. It identified the purpose of each type of communication, including its frequency and form. For example, Table 3 charts the completed state level communication plan by personnel at the management, staffing, and partner level in one partner organization. Steering Committee members and project staff completed interagency communication logs to track their communication with others about this project both within and outside their organizations. Similar communication plans were developed for usage in Tier 1 and Tier 2 sites.

Table 3. Fathers for Life Communication within Your Organization

Person or Group	Purpose	Frequency	Form of Communication
Management Level:			
Director	Give project updates, address challenges	Periodic	Face to face
Associate Director and Staff	Align budget	Quarterly	Email
Institute for Human Development and UMKC	Summarize project for dissemination	Annually	1-page Project Profile
Social Science Institutional Review Board	Maintain human subject protections	Annually and when plans are amended	Written report and full review board
Staffing Level:			
Research assistants and associates	Assign tasks	Ongoing	Face to face and email
Administrative support staff	Assign tasks	Ongoing	Face to face and email
Partner Level:			
All interested partners	Disseminate information	Periodic	Fact sheets and reports as they become available
All interested partners	Disseminate information	Quarterly	Written quarterly updates

¹³ State Steering Committee meeting minutes, 7/26/05

¹⁴ State Steering Committee meeting minutes, 1/24/06

In addition to the means listed in Table 3, communication among state partners and local Fathers for Life sites was facilitated with electronic communication tools in partnership with the Missouri Head Start Association and the Missouri Head Start-State Collaboration Office. The Collaboration Office established and hosts two dedicated listservs as communication mechanisms for the project. The first listserv was designed to facilitate networking and communication among the State Steering Team members and was used for disseminating information. The second listserv provided a forum for networking, problem solving and communicating with local sites.¹⁵

The Missouri Head Start Association maintains a website that showcases Head Start in Missouri and featured information on current initiatives, priority areas, activities, facts and other vital Head Start and early care and education topics. They created a section highlighting the Fathers for Life project, which included the project's goals, statewide partners, an informational brochure, and a brief abstract. The State Steering Committee initially considered utilizing the site as a clearinghouse of information by posting additional information separated into five primary categories of (1) an overview section, (2) a resources section, (3) a forms section, (4) an events calendar, and (5) a "what's new" section.¹⁶ During the Implementation Phase, however, the Office of Head Start encouraged Innovations and Improvement Projects to post information on a central information bank, the Early Childhood Early Learning and Knowledge Center (ECKLC), and the Steering Committee deferred moving forward with initial planning efforts until decisions could be made regarding the information posted on ECKLC. Next steps for the project include formatting all the products developed for Fathers for Life to meet the design specifications for posting on ECKLC.¹⁷

Product Development

Curriculum Development

Initial design of professional development training began during the 9-month Planning Phase. A Planning Team sub-committee constructed a matrix outlining training resources, outcomes, and approximate cost; thus setting the stage for formal design of a training framework, coordinating training sessions, providing technical assistance, and assuring replicability, as needed.

A task force of Planning Team members continued this work into the Implementation Phase. This task force created a protocol for reviewing curricular materials, which included these nine considerations:

- Would you recommend this item for incarcerated fathers?
- Would you recommend this item for distribution through this project?
- Is there anything in this item that you would not want to be distributed through this project?
- Does the material reflect current theory and practice?
- Does the material promote respect for incarcerated fathers, their children, and the children's mothers?

¹⁵ Quarterly Progress Report, 1/07-3/07

¹⁶ Quarterly Progress Report, 1/06-3/06

¹⁷ Key informant interview

- Does this material make a clear statement against psychological or physical abuse?
- Does the material reflect diversity among families?
- Is the material appropriate for incarcerated, paroled, or fathers on probation?
- Do the technical aspects of this material contribute to its usefulness?

Once funding for implementation was secured, the curriculum recommendations were revisited. In particular, one recommended curriculum was determined to be too costly for the project. With the guidance of the Steering Committee, the Project Manager elected to contract with Parents as Teachers National Center to instead tailor a curriculum to the needs of this project. Parents as Teachers National Center developed three curricula for the Fathers for Life project: *Focus on Fathering*, *Parenting Apart*, and *Using Special Topic Books with Children*. All the curricula were created to be available in both hard copy and electronic formats to facilitate easy duplication and adaptation.¹⁸

The *Focus on Fathering*¹⁹ curriculum was designed for 1-hour group sessions of fathers. Twelve sessions provide them with knowledge and skills about children and parenting: *Child Development*, *Reading with Your Child*, *Parenting Apart*, *Connecting with Your Child*, *Discipline*, *Places to Go*, *Ways to Play*, *Healthy Relationships*, *Helping Your Child Deal with Feelings*, *Siblings and Friendships*, *Choosing Childcare*, and *Self-Esteem*.

*Parenting Apart*²⁰ was developed as a 3-session program for parents who do not share the same household with the child's other parent. Parents learn ways to work together to do what is best for their children. Sessions included in this curriculum are *Partnering to Parent*, *Helping Your Child Grow and Develop Together*, and *Choices for the Road Ahead*.

The *Using Special Topic Books with Children* curriculum was designed for professional development training of Head Start staff and other personnel working directly with children and their families. The training accompanies a series of books and other resource materials for children, families and staff placed in Head Start classrooms as part of this project. A workgroup led by the State Steering Committee representative from the Children's Division consulted with Parents as Teachers to determine appropriate content for the curriculum. The workgroup suggested that the following topics be considered in the curriculum development and the selection of books:

- Identifying children who need help with issues related to their fathers and other family members in crisis, and suggested ways to encourage children to talk about their concerns;
- Identifying screening protocols currently available to use to identify issues children may be experiencing, particularly with regard to social/emotional development and mental health, including accessing information about potential referral sources available if problems are identified, and how to help the family access those services;

¹⁸ Quarterly Progress Report, 7/07-9/07

¹⁹ Kaverly, K. and Kostelc, J. (2006). *Focus on Fathering*. St. Louis, MO: Parents as Teachers National Center, Inc.

²⁰ Kaverly, K. and Kostelc, J. (2006). *Parenting Apart*. St. Louis, MO: Parents as Teachers National Center, Inc.

- How to provide and document on-going assessment of this population of children in the classroom to determine how they are progressing, both developmentally and socially/emotionally, and identifying those that may need special attention;
- Identifying strategies for working with the children identified as having special needs, including behavioral and discipline issues, possibly focusing on some of the more effective Positive Behavioral Support strategies, as well as other developmentally-appropriate best practices for addressing the child's behaviors;
- Identifying warning signs of abuse and/or neglect and what to do if it is suspected;
- How to communicate with fathers about their child in a positive manner; and
- How to ensure that the children have positive male role models.²¹

Other Publications

A plethora of resources resulted from the Fathers for Life project. Table 4 presents key publications that were created, including the final Fathers for Life manuals, the three major curricula developed by the Parents as Teachers National Center, and evaluation reports. However, many other handouts, survey instruments, research protocols, and intervention protocols were created throughout the project.

Table 4. Fathers for Life Publications

Publications
Caverly, K., & Kostelc, J. (2006). <i>Focus on fathering</i> . St. Louis, MO: Parents as Teachers National Center, Inc.
Caverly, K., & Kostelc, J. (2006). <i>Parenting apart</i> . St. Louis, MO: Parents as Teachers National Center, Inc.
Caverly, K., & Kostelc, J. (2007). <i>Understanding Children's Needs</i> . St. Louis, MO: Parents as Teachers National Center, Inc.
Caverly, K., & Kostelc, J. (2007). <i>Using Special Topic Books with Children</i> . St. Louis, MO: Parents as Teachers National Center, Inc.
Fuger, K. L. (2005a). <i>Strengthening Families and Fathers: Serving Children of Incarcerated Fathers Project – Planning Phase Findings</i> . Kansas City, MO: UMKC Institute for Human Development.
Fuger, K. L. (2005b). <i>Strengthening Families and Fathers: Serving Children of Incarcerated Fathers Project – Planning Phase Findings (Short Version)</i> . Kansas City, MO: UMKC Institute for Human Development.
Fuger, K. L., Abel, M. B., & Duvall, L. A. (2006). <i>Strengthening Families and Fatherhood: Children of Incarcerated Fathers Project – Evaluation report of year 1 of implementation phase: July 1, 2005 – June 30, 2006</i> . Kansas City, MO: University of Missouri-Kansas City Institute for Human Development.

²¹ Quarterly Progress Report, 1/07-3/07

Publications (Continued)

- Fuger, K. L., Duke, D., & Eckelkamp, L. A. (2007). *Strengthening Families and Fatherhood: Children of Fathers in the Criminal Justice System project "Fathers for Life" – Status report of year 2 of implementation phase: July 1, 2006 – June 30, 2007*. Kansas City, MO: University of Missouri-Kansas City Institute for Human Development.
- LeFebvre, K. (2005). *Strengthening Families and Fatherhood: Children of Incarcerated Fathers Project – Missouri's Head Start Innovation and Improvement Grant Project*. (Power Point). Jefferson City, MO: Missouri Department of Social Services.
- LeFebvre, K., & Fuger, K. L. (2006). *Strengthening Families and Fatherhood: Children of Incarcerated Fathers Project – Missouri Head Start Innovation and Improvement Grant Project*. (Power Point). Jefferson City, MO: Missouri Department of Social Services.
- LeFebvre, K., & Fuger, K. L. (2005). *Strengthening Families and Fatherhood: Children of Incarcerated Fathers (Fathers for Life)* (Abstract). Jefferson City, MO: Missouri Department of Social Services.
- Missouri Department of Social Services. (2006). *Fathers for Life*. (Brochure). Jefferson City, MO: Author.
- Missouri Department of Social Services. (2008). *Fathers for Life: A Father Involvement Model for Early Head Start/Head Start – Implementation Manual*. Jefferson City, MO: Author.
- Missouri Department of Social Services. (2008). *Fathers for Life: A Father Involvement Model for Early Head Start/Head Start – Interventions Manual*. Jefferson City, MO: Author.
- Missouri Department of Social Services. (2008). *Fathers for Life: A Father Involvement Model for Early Head Start/Head Start – Professional Development Manual*. Jefferson City, MO: Author.
- Morgan, M. (2006). *Proud Parent Training Manual*. Jefferson City, MO: Missouri Department of Social Services.
- Morgan, M. (2006). *Working Collaboratively for Families*. Jefferson City, MO: Missouri Department of Social Services.
- Morgan, M. (2007). *Fathers Matter*. Jefferson City, MO: Missouri Department of Social Services.

With input from the State Steering Committee, project staff refined and compiled all of the Fathers for Life resources into these three documents: the *Technical Assistance Manual*, the *Interventions Manual*, and the *Professional Development Manual*.²² These manuals reflect the experiences and lessons learned in Tier 1 and Tier 2 sites and contribute to the replicability of the project.²³

²² State Steering Committee meeting minutes, 9/25/07

²³ Quarterly Progress Report, 7/07-9/07

The *Technical Assistance Manual*²⁴ includes a variety of resources for community development, public relations and implementation, providing sites with sample agendas, recruitment tools and meeting tips. A CD version of the resources found in the manual was provided as a companion so that sites could easily adapt documents to meet their needs. Adapting the Fathers for Life model to compliment the existing Head Start structure is emphasized throughout to support the sustainability of services to fathers and families.²⁵

The *Interventions Manual*²⁶ contains copies of all intervention curriculum (*Proud Parents, 24/7 Dad*^{TM, 27}, *Focus on Fathering, Parenting Apart, Mediation, and Enhanced Employment Services*) included in this project, along with tips and guidelines for implementation. The *Professional Development Manual*²⁸ consists of a series of professional development sessions (*Working Collaboratively for Families, Understanding Children's Needs, Sharing Special Topic Books with Children, and Dads Matter*) that reflect the training needs of Head Start and Probation and Parole Staff.²⁹

Public Awareness

Members of the Steering Committee, under the leadership of the Project Manager, used a wide variety of means to share information about Fathers for Life with others – brochures, flyers, Power Point presentations, newsletters, networking at conferences, agency publications, and agency staff meetings. Numerous members of the Steering Committee and their organizations also presented information about the project to multiple audiences.

Extensive dissemination about Fathers for Life occurred during the 3-year Implementation Phase. Thirteen regional, state, and national presentations by Steering Committee members and/or program staff are displayed in Table 5. Table A-1 in Appendix A lists 139 additional formal presentations to local audiences. Each of these presentations served as an opportunity to update the information about the project, reflect on the changes, involve additional partners, and explore new ways of presenting the material (including Power Point, Executive Summaries, brochures, and packets of information). Many other incidental means were used to disseminate information about Fathers for Life, as well, such as networking at conferences, internal communications within organizations, and distribution of brochures to partner agencies.

²⁴ Missouri Department of Social Services. (2008). *Fathers for Life: A Father Involvement Model for Early Head Start/Head Start – Technical Assistance Manual*. Jefferson City, MO: Author.

²⁵ Quarterly Progress Report, 7/07-9/07

²⁶ Missouri Department of Social Services. (2008). *Fathers for Life: A Father Involvement Model for Early Head Start/Head Start – Interventions Manual*. Jefferson City, MO: Author.

²⁷ National Fatherhood Initiative. (1994). *24/7 Dad*TM. Gaithersburg, MD: Author.

²⁸ Missouri Department of Social Services. (2008). *Fathers for Life: A Father Involvement Model for Early Head Start/Head Start – Professional Development Manual*. Jefferson City, MO: Author.

²⁹ Quarterly Progress Report, 7/07-9/07

Table 5. State, Regional, and National Fathers for Life Presentations

Major Presentations (Arranged Chronologically)

- LeFebvre, K., Fuger, K., & Preis, D. (2005, April). *Strengthening Families: Children of Incarcerated Fathers Project - Missouri's Head Start Innovation and Improvement Grant Project*. Presentation for Third Statewide Kansas Fatherhood Summit, Wichita, KS.
- LeFebvre, K., & Owsley, S. (2005, August). *Fathers for Life*. Presentation for Missouri Head Start Association Meeting, Jefferson City, MO.
- LeFebvre, K., Owsley, S., & Clements, T. (2005, August). *Fathers for Life*. Presentation at Kick-Off Meeting for Executive Management from the State Departments of Social Services, Corrections, Elementary and Secondary Education, and Economic Development, Jefferson City, MO.
- LeFebvre, K. (2005, August). *Fathers for Life*. Presentation for Missouri Division of Probation and Parole Regional Managers, Jefferson City, MO.
- LeFebvre, K., & Owsley, S. (2005, October). *Fathers for Life*. Presentation for Missouri Head Start Association Meeting, Jefferson City, MO.
- Holtmeyer, B. (2005, October). *Fathers for Life*. Presentation for St. Louis Healthy Marriage Coalition. St. Louis, MO.
- Owsley, S. (2006, February). *Fathers for Life*. Presentation for MO Head Start Association Council Meeting, Jefferson City, MO.
- LeFebvre, K. (2007, March). *Fathers for Life*. Presentation for Missouri Head Start Parent Leadership Training, Jefferson City, MO.
- LeFebvre, K., & Fuger, K. L. (2007, June). *Strengthening Families and Fathers: Children of Fathers in the Criminal Justice System*. Presentation to Region VII Head Start Technical Assistance staff, Kansas City, MO.
- LeFebvre, K., Owsley, S., Fuger, K. L., and LaFrenz, P. (2007, July). *Fathers for Life*. Presentation at IIP Grantee Meeting about the Missouri project, Washington D.C.
- LeFebvre, K., & Morgan, M. (2007, December). *Missouri's Innovation and Improvement Project: Strengthening Families and Fatherhood: Children of Fathers in the Criminal Justice System*. Attended and presented at National Head Start Association's Annual Parent Training Conference, Indianapolis, IN.
- Fuger, K. L. (2006, December). *Fathers for Life*. Poster Session at Administration on Developmental Disabilities Grantee Site Visit to the Missouri University Center for Excellence in Developmental Disabilities Education, Research, and Service at UMKC Institute for Human Development, Kansas City, MO.
- Fuger, K. L. and Abel, M. (2007, February). *Fathers for Life*. Presentation for Missouri Head Start Association meeting about the development of the Fathers for Life community-based model into the Early Childhood Comprehensive System approach in Missouri, Columbia, MO.
- LeFebvre, K., & Morgan, M. (2008, April). *Fathers for Life*. Presentation for Region VII Head Start Leadership Conference, Kansas City, MO.

Capacity Building through Training and Technical Assistance

Training for Fathers for Life Coordinators

The Project Coordinator spent a substantial amount of time orienting and training the two Fathers for Life Coordinators. One 2-day training event was held March 13-15, 2006 to immerse them in the project.³⁰ Monthly meetings and regular conference calls also supported their skill development. Another meeting on March 29, 2006 helped coordinators become familiarized with the tracking forms.

The Project Coordinator developed extensive written materials to enhance their success. The *Proud Parents Manual* she created gave each Fathers for Life Coordinator an overview of each component of the project and the research study. In addition, she drafted a *Transition Service Coordination Manual*, a *Training Manual* (highlighting each intervention), and a *Community Development Manual*. All of these primary reference materials for their work were earlier drafts of the project's final products.

Each Fathers for Life Coordinator attended a day-long orientation to Head Start when they became employed. One coordinator attended the National Head Start Association Conference in Detroit on May 8 and 9, 2006. Additionally, Fathers for Life Coordinators attended numerous other training events, sometimes as participants and sometimes as observers with those who would become facilitators of the interventions. Their activity logs document attendance at facilitator training for *Relationship Enrichment Skills* and *Focus on Fathering*.

Training for Fathers for Life Intervention Facilitators

A primary activity early in the project was the preparation of personnel to offer each of the interventions in the Fathers for Life program. Different criteria for selection of facilitators were used, based on the particular content and audience of the curricula.

At the completion of each facilitator training event, participants were asked to complete a brief training evaluation survey. After the *24/7 Dad™* facilitator training events, participants assessed their confidence in their knowledge and skill in this area in the *24/7 Dad™ Program Training Institute Post-Evaluation*³¹ and completed the *Fathers for Life Training Evaluation* survey.³² This survey was also administered after the *Focus on Fathering*, *Parenting Apart*, and *Relationship Enrichment Skills* training events.³³

24/7 Dad™ Facilitator Training. MVCAA contracted with the National Fatherhood Initiative to train facilitators for the *24/7 Dad™* curriculum on 3/7/06 in Sikeston and 3/9/06 in Marshall.³⁴ Forty-nine Head Start and community action agency staff were trained to

³⁰ State Steering Committee meeting minutes, 4/25/06

³¹ Appendix B, Attachment 1

³² Appendix B, Attachment 2

³³ Appendix B, Attachments 3-5

³⁴ State Steering Committee meeting minutes, 11/15/05; Quarterly Progress Report, 1/06-3/06

facilitate *24/7 Dad™* curriculum to be delivered in 12 weekly sessions or 6 double sessions.³⁵ This comprehensive curriculum was designed to assist parents regarding a broad range of topics from child development to communication skills.³⁶

After attending the *24/7 Dad™* Facilitator Training, participants assessed the degree to which they were confident that their knowledge and skills had increased. With regard to most content areas, they were generally confident that they had grown in knowledge and skill, as shown by means ranging from 3.6 to 4.7 on a 5-point scale ranging from *Very Low* (1) to *Very High* (5). See Table B-1 in Appendix B for these results.

Training participants evaluated the training by rating their agreement on a series of statements. Participants used a 5-point scale to rate their responses, as follows: *Strongly Disagree* (1), *Disagree* (2), *Neutral* (3), *Agree* (4), and *Strongly Agree* (5). Most agreed or strongly agreed that they were satisfied with the training and would recommend it to a colleague. Table B-2 in Appendix B presents their opinions about the content and logistical features of the *24/7 Dad™* facilitator training.

The Training Institutes for *24/7 Dad™* were led by personnel from the National Fatherhood Initiative. Enrollment was limited to 22 attendees at a training event in each Tier 1 site (March 7, 2006 in Sikeston and March 9, 2006 in Marshall). A specified number of slots were allotted to personnel serving the Tier 1 site, and a similar number of slots were allotted to personnel from the two Tier 2 sites closest to the training location. Finally, three slots were reserved for programs outside of these geographic areas. The Head Start-State Collaboration Office Director sent an e-mail to all Head Start sites announcing the availability of these slots. A total of 39 Head Start and Community Action Agency staff from 12 programs and 40 counties (including St. Louis City) attended the Training Institutes.³⁷ Due to the amount of time between the training and implementation of this component, the Fathers for Life Project Coordinator offered technical support to refresh facilitators' skills in the curriculum prior to implementation in each site.

Focus on Fathering Facilitator Training. *Focus on Fathering* facilitator training events were held in Marshall on March 28, 2006, in Sikeston on March 30, 2006, and in St. Louis on April 12, 2007.³⁸ Eighty Parents as Teachers parent educators from school districts across the state and from each of the Tier 1 and Tier 2 sites³⁹ participated in facilitator training for the *Focus on Fathering* curriculum.⁴⁰ One stipulation of attendance was willingness to participate with the project by training participants in the Fathers for Life program and complying with the evaluation requirements of the study. In addition, the trainees were allowed to use the curriculum with any other families that they served.

³⁵ Tracking data

³⁶ State Steering Committee meeting minutes, 4/25/06

³⁷ Quarterly Progress Report, 1/06-3/06

³⁸ State Steering Committee meeting minutes, 4/25/06

³⁹ 18 from DAEOC, 29 from MVCAA, 28 from Grace Hill, 4 from CAPStJo, and 1 from EMAA

⁴⁰ Quarterly Progress Report, 1/06-3/06; Tracking data

At the completion of *Focus on Fathering* training, participants completed a brief survey to evaluate the content, the trainer, and the logistics associated with the training event. Training participants responded to a series of individual survey items to evaluate the session regarding the content, the trainer and logistics. They used a 3-point scale to rate their responses, as follows: *Disagree* (0), *Somewhat Agree* (1), and *Agree* (2). A summary of the information from the participants in the *Focus on Fathering* training events is presented in Table B-3, Appendix B. Most survey respondents reported positively about the content, trainer, and logistics of the sessions. Most of the participants (84%) felt they received information that was new to them. Ninety-seven percent of the trainees agreed or somewhat agreed that relevant examples were presented and they would recommend the training to a co-worker.

Participants identified the topics that they considered most useful, such as (1) helping teen fathers understand how their children need them, and (2) communication strategies for families. The participants generally indicated that they would apply the information in these ways: (1) begin the Fathers for Life project in the local community, (2) hold group meetings with teen parents and with incarcerated men, (3) share information at advocate parent meetings, (4) focus services on single dads, and (5) use the handouts.

Parenting Apart Facilitator Training. The *Parenting Apart* curriculum was offered to Head Start Family Advocates and Parents as Teachers educators on March 28, 2006 in Marshall; March 30, 2006 in Sikeston; April 13, 2007 in St. Louis; April 12, 2007 in Park Hills; January 28, 2008 in Winona; and March 19, 2008 in Hannibal.⁴¹ The Head Start Director of each program selected the individuals to receive this specialized training. Forty-three individuals from Tier 1 sites, 47 from Tier 2 sites, and 14 from Tier 3 sites⁴² attended facilitator training for *Parenting Apart*.⁴³

Training participants responded to a series of individual survey items to evaluate the session regarding the content, the trainer and logistics, using a 3-point scale to rate their responses, as follows: *Disagree* (0), *Somewhat Agree* (1), and *Agree* (2). Table B-4 in Appendix B summarizes the information from the participants in the *Parenting Apart* training events. Training evaluations at the conclusion of the session indicated that participants felt the training was very useful; all participants responding that they agreed or somewhat agreed that the material was well organized, the ideas and skills presented were useful, and the presentation met the training objectives, and the examples presented were relevant.

Several aspects of the training were listed as most helpful, including: 1) child development specific information, 2) choices for the road ahead, 3) improving co-parenting skills, 4) keeping the child's interest foremost for both parents, 5) activities to help parents see the other's perspective, and 6) logistics of presenting this information to groups.

Proud Parents Facilitator Training. *Proud Parents* is a 1-session introduction to the Fathers for Life project. It includes information for a father about the following topics: 1) knowing his rights

⁴¹ Quarterly Progress Report, 1/06-3/06

⁴² 21 from MVCAA, 22 from DAEOC, 6 from EMAA, 12 from Grace Hill, 29 from CAPStJo, 4 from South Central Missouri Community Action Agency Corporation, 10 from Douglass Community Services Head Start

⁴³ Tracking data

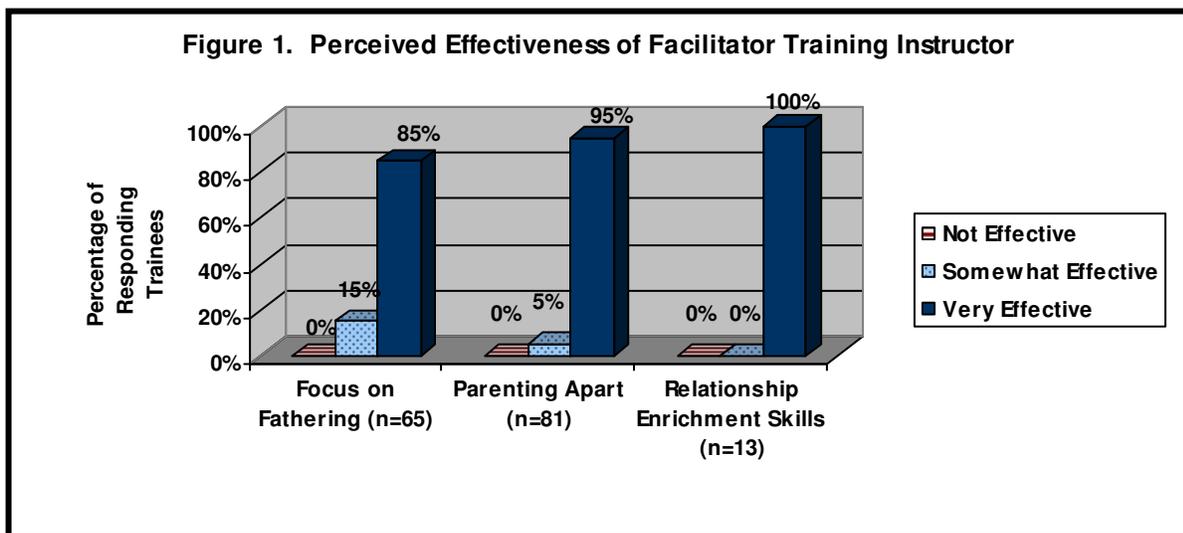
and responsibilities as a father; 2) talking with his child’s mother; and 3) bonding with his child. One facilitator was trained in the curriculum and responded favorably toward the training received.

Relationship Enrichment Skills Facilitator Training. *Relationship Enrichment Skills* sessions were designed to help parents who share the same home (or plan to do so in the future) The training was designed to help couples approach their relationship with equity and learn communication skills without placing blame regarding family and parenting issues.⁴⁴ In this curriculum, the parents meet together privately with a trained leader couple that guides the sessions. Six leader couples representing a variety of faith-based organizations were trained as facilitators in the Tier 1 sites by Bob Hellrung with Cherished Connection, author of the curriculum.⁴⁵ Training sessions were held on the 11th, 13th, 14th, and 18th of March 2006. All six couples volunteered to participate in the Fathers for Life program.

Training participants responded to a series of individual survey items to evaluate the session regarding the content, the trainer and logistics. They used a 3-point scale to rate their responses, as follows: *Disagree* (0), *Somewhat Agree* (1), and *Agree* (2). See Table B-5 in Appendix B for their responses. All of the trainees agreed that the ideas and skills were useful, the examples presented were relevant, and the content was very valuable.

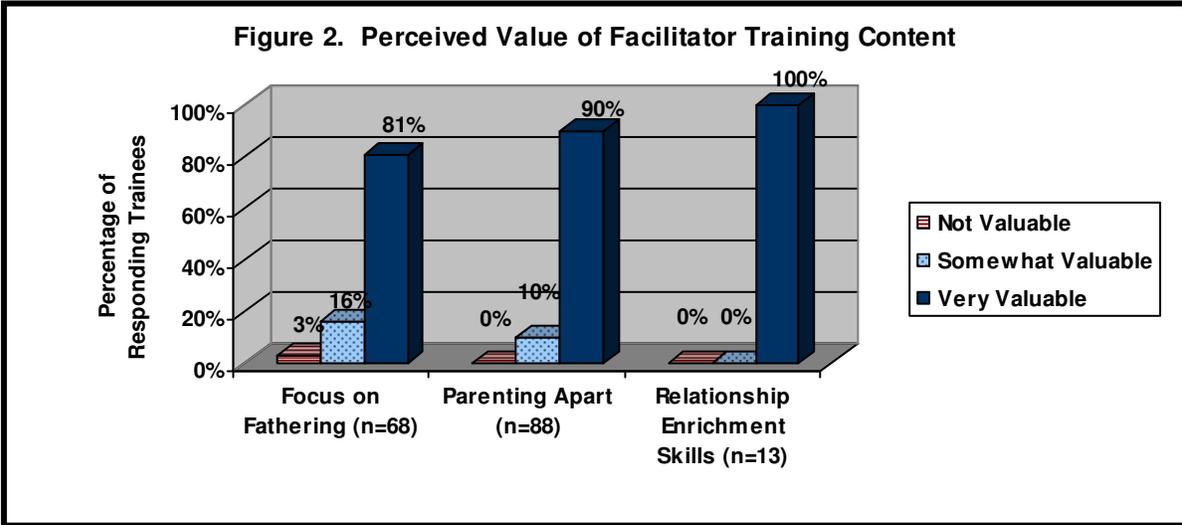
Participants considered these topics to be most helpful: (1) communication skills training, (2) conflict resolution and respectful dialoging, (3) reflective listening, and (4) reflecting the other person’s feelings. Respondents indicated that they would apply this training (1) in marriage, (2) through conflict resolution, (3) by facilitating *Proud Parents* classes, and (4) by communicating more clearly.

Summary of Facilitator Training. To summarize, facilitator training events were well-attended. As shown in Figure 1, at least 85% of participants considered the trainer to be highly effective for *Focus on Fathering*, *Parenting Apart*, and *Relationship Enrichment Skills* facilitator training.

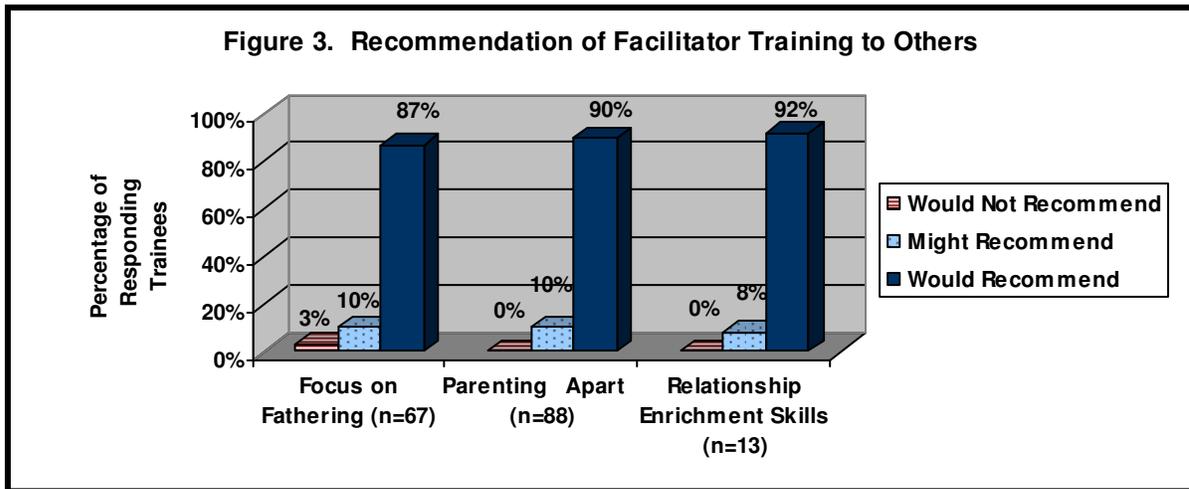


⁴⁴ State Steering Committee meeting minutes, 4/25/06; Quarterly Progress Report, 1/06-3/06

Participants in the facilitator training sessions reportedly valued the information they received. Over 80% of attendees at facilitator training sessions on *Focus on Fathering*, *Parenting Apart*, and *Relationship Enrichment Skills* considered the content very valuable. This is summarized in Figure 2.



Furthermore, most attendees (over 85%) stated that they would recommend the training sessions to others, as shown in Figure 3. Most individuals attending the *24/7 Dad™* Training Institute sponsored by National Fatherhood Initiative also stated that they would recommend (61%) or might recommend (37%) the training to others.



⁴⁵ State Steering Committee meeting minutes, 11/15/05

Training for Professional Staff Working with Fathers and Families

Working Collaboratively for Families Staff Training. Cross-training sessions were held in Caruthersville on August 30, 2006 and Marshall on September 6, 2006 using the *Working Collaboratively for Families* curriculum. Ninety-eight Head Start, Probation and Parole, and Child Support staff members participated in sessions to gain a greater understanding about these agencies, their operations, and how work with fathers in the criminal justice system.⁴⁶ Each agency gave a presentation about their services and then participants together on a case study exercise. This exercise was designed to give them the opportunity to explore ways that they might better serve families and fathers if they increased their collaboration at the local level.

In response to findings from the Planning Phase, *Working Collaboratively for Families*, was developed by the Project Coordinator, the Head Start-State Collaboration Office Director, and a representative of the MO Head Start Association and approved by the Office of Head Start in June, 2006.⁴⁷ The goals of the curriculum were to: (1) begin the process of building relationships between professionals that work with fathers and families; (2) Provide an overview of the Fathers for Life program; (3) Provide participants with an overview of the participating agencies (Family Support, Head Start and Probation and Parole); and (4) Explore ways to collaborate to better serve fathers and families.

Training participants responded to a series of individual survey items to evaluate the session regarding the content, the trainer and logistics. They used a 3-point scale to rate their responses, as follows: *Disagree* (0), *Somewhat Agree* (1), and *Agree* (2). See Table C-1 in Appendix for their responses. Participants evaluated the training highly, with 85% agreeing that the overall content of the training was very valuable.

Dads Matter Staff Training. A total of 72 Head Start staff members at Grace Hill Settlement House received *Dads Matter* training on January 2, 2008. Additionally, 12 Head Start Family Advocates from South Central Missouri Community Action Corporation participated in *Dads Matter* sessions on February 29, 2008 in Winona as part of Tier III training.⁴⁸ *Dads Matter* is a 2-hour session designed to help professionals explore the importance of nurturing father involvement in the lives of their children and its positive effects on family relationships.⁴⁹

At the completion of *Dads Matter* Training, participants completed a brief survey to evaluate the content, the trainer, and the logistics associated with the training event. Training participants responded to a series of individual survey items to evaluate the session regarding the content, the trainer and logistics. They used a 3-point scale to rate their responses, as follows: *Disagree* (0), *Somewhat Agree* (1), and *Agree* (2). A summary of the information from the participants in the *Dads Matter* training event is presented in is presented in Table C-2, Appendix C. Of those that completed the training evaluation, most of the participants

⁴⁶ Tracking data

⁴⁷ Quarterly Progress Report, 7/06-9/06

⁴⁸ Quarterly Progress Report, 1/06-3/06

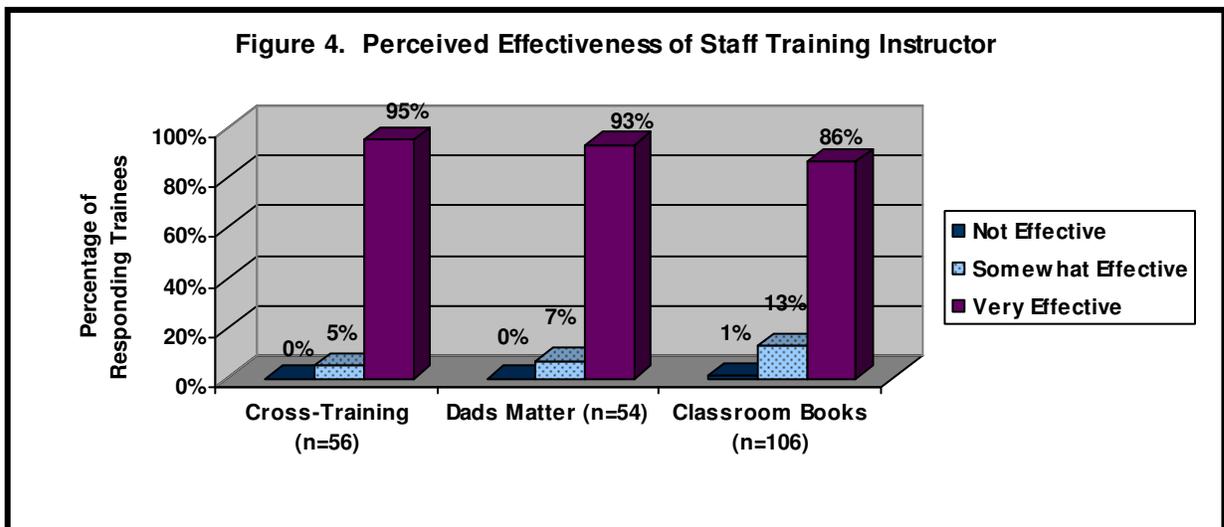
⁴⁹ Missouri Department of Social Services. (2008). *Fathers for Life: A Father Involvement Model for Early Head Start/Head Start – Professional Development Manual*. Jefferson City, MO: Author.

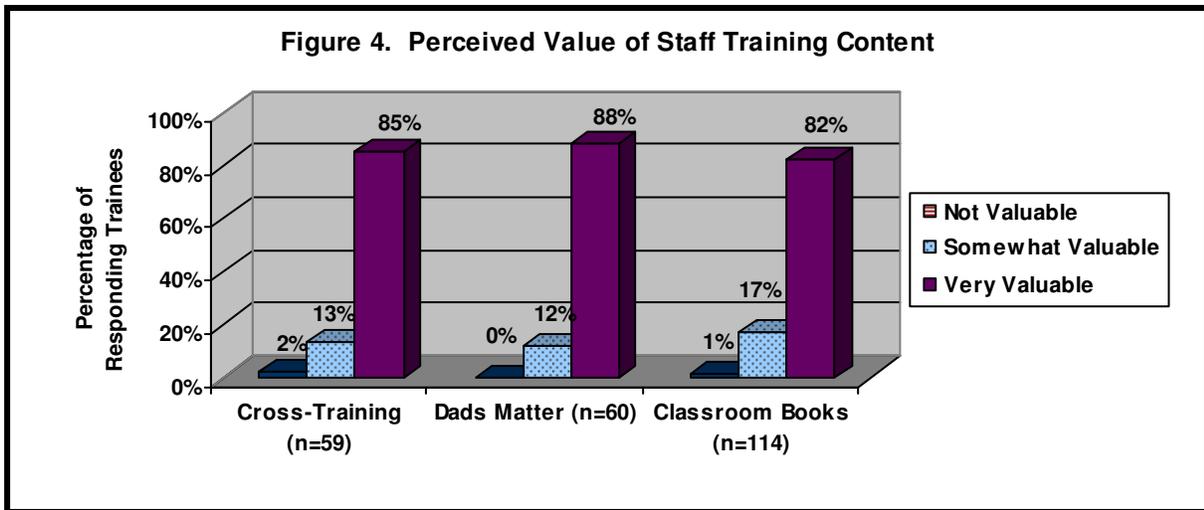
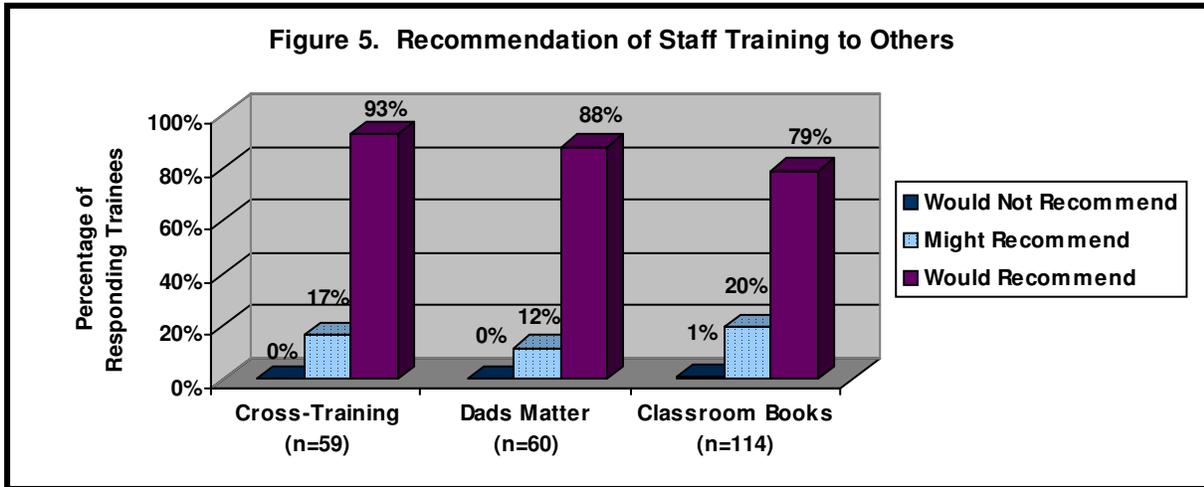
reported positively about the content, trainer, and logistics of the sessions, with 88% responding that the content was very valuable. However, only about half of the participants responded that the information was new to them.

Sharing Special Topics Book with Children Staff Training. A significant intervention of the Fathers for Life project was providing books and other resource materials to children, families and staff to support training and other interventions. Head Start and Early Head Start classrooms and correctional facilities received 3,393 books and materials on carefully selected topics to help children cope with real life situations. In addition to books for use with the children, 634 professional development books were distributed to classroom teachers. To strengthen the fidelity of implementation and to enhance the classroom teacher’s ability to use these books effectively, the *Sharing Special Topics Books with Children* training curriculum was created by the Parents as Teachers National Center in spring 2007. Training sessions were held in all of the Tier 1 and Tier 2 sites for 151 Head Start teachers, with 111 teachers trained in spring 2007 and 40 teachers trained that fall.⁵⁰

At the completion of *Sharing Special Topics Books with Children* Training, participants completed a brief survey to evaluate the content, the trainer, and the logistics associated with the training event. Training participants responded to a series of individual survey items to evaluate the session regarding the content, the trainer and logistics. They used a 3-point scale to rate their responses, as follows: *Disagree* (0), *Somewhat Agree* (1), and *Agree* (2). A summary of the information from the participants in the *Sharing Special Topics Books with Children* training events is presented in is presented in Table C-3, Appendix C. Of those that completed the training evaluation, most of the participants reported positively about the sessions with 79% responding that they would recommend it to a co-worker and 82% felt the content was very valuable. When asked if the information was new to them, 42% agreed, 45% somewhat agreed, and 13% disagreed.

Summary of Staff Training. The training evaluation results for the staff training events were similar to the results of the facilitator training evaluation. Figures 4, 5, and 6 document these responses of attendees: (1) over 85% considered the trainer to be very effective; (2) over 80% considered the content to be very valuable; and (3) over 75% would recommend the training to others.





Technical Assistance

Staff Leadership. The implementation of the Fathers for Life project was advanced with technical assistance provided by project staff members responsible for the following roles:

- The Project Manager contributed guidance and assistance to the State Steering Committee and subcommittees, the local stakeholder teams, the contractors for services, the participating Head Start agencies, the staff she supervised, and others throughout the life of the project.
- The Project Coordinator provided guidance to implement the project in local communities. She was assigned to 7 of the 12 project sites to provide technical assistance for implementing Fathers for Life in these communities. She also assumed responsibility for developing tools and instruments that contributed to a sustainable model.
- The Area Manager provided technical assistance to 5 of the 12 project sites in the eastern part of the state. Technical assistance provided by the Area Manager involved introducing the program and assisting sites with the selection and implementation of activities and interventions.

Region VII Head Start Training and Technical Assistance Network Support. Technical assistance was also enhanced through an ongoing partnership with the Region VII Head Start Training and Technical Assistance Network. As an arm of the Office of Head Start, Region VII provided periodic consultation to learn about the project's progress and to coordinate dissemination of information to benefit Head Start agencies in Missouri and across its 4-state region. As materials from the project became available, these were shared with the network.

The Executive Steering Committee met with representatives from the Region VII Head Start Training and Technical Assistance Network on May 17, 2007, to present information on the status of the project and to review the products that were developed for training. Region VII staff expressed an interest in formatting many of the products developed for Fathers for Life for posting on the Early Childhood Early Learning and Knowledge Center (ECKLC) website. Developing Spanish versions of some of the materials was discussed. The ECKLC website will feature program, professional development, and community development models, of which the Fathers for Life project offers components from each, making particularly suitable to be included. On June 19, 2007, a meeting was then held with the full staff of the Region VII Head Start Training and Technical Assistance Network to further explore directions for sustaining the support for this initiative in Missouri Head Start programs after the grant ends, as well as to consider the replicability of this initiative for the other three states of Region VII. Presenting information at the Head Start Regional Conference in Springfield as a capstone of Fathers for Life collaboration and replicability was discussed.

Support for Early Childhood Comprehensive System. Other opportunities for employing the structural aspects of this model were explored with the Early Childhood Comprehensive System (ECCS) Steering Committee for Missouri. Sponsored by Missouri Department of Health and Senior Services and funded by the Maternal and Child Health Bureau, the ECCS initiative was also examining ways to build strong local partners to provide a better safety net for children throughout Missouri, engaging multiple disciplines to comprehensively address all of children's needs – including basic needs, needs for parenting support, needs for sound early childhood programs, medical needs, and needs for supports to promote the social and emotional well-being. The Project Manager and Executive Steering Committee of the Fathers for Life project contributed technical assistance to the Missouri ECCS initiative to help them generalize the model for usage in state/local partnerships on behalf of all young children. The ECCS initiative then engaged local Head Start organizations in building invested local stakeholder teams that link with state partners to address the comprehensive needs of young children in their communities. Since then, the overlapping of the Fathers for Life and ECCS initiatives has given local communities opportunities to consider multiple ways to sustain their efforts and to add benefits for additional children and families.

The Missouri Fathers for Life Profile

The Fathers for Life project drew upon the strengths of a sustained State Steering Team. Many of the members were involved with the project from the previous initiative, the Incarcerated Fathers Collaboration Project⁵¹ completed in September 2003. This earlier project resulted in the formation of a synergistic interagency Steering Team that maintained solidarity through its consistent focus on the best interests of the children. This underlying focus carried over into the Strengthening Families and Fatherhood: Children of Incarcerated Fathers Project. Trust built over the years enabled a core group of leaders to move forward more readily with the current Fathers for Life initiative. Along with this commitment the agency leaders brought both expertise specific to their roles and administrative authority over others within their agency's internal infrastructure. Because each agency had statewide presence, leaders were able to authorize agency participation at the local level and sanction local stakeholder teams.

Consequently, the State Steering Committee's role diminished during implementation once the system was in place. The project's focus shifted from the development of a system to the creation of curricula and products; preparation of coordinators, facilitators, and staff to implement the system; and establishment of teams at the local level. The Steering Committee continued to provide oversight through established communication tools and periodic meetings, and they expressed their interest in the local implementation process and outcomes.

As the current grant ends, the state structure needs to be reshaped for long term sustainability in the absence of the Department of Social Services as a lead agency. Conversations have begun about the State Steering Committee working in collaboration with the Head Start-State Collaboration Office to regenerate direction for the work and to assume leadership responsibilities. Leadership roles might also be shared with the Missouri Head Start Association. The State Steering Committee is not sustainable without new structure, but the longstanding relationships remain strong. As the 3-year grant ends, opportunities to seek additional funding to continue this work continue to be explored.

Bridging the State to the Local Level

In order to address the challenges for young children with fathers in the criminal justice system, an infrastructure supported by able leaders from state agencies and other organizations was necessary. The administration of this project at the state level equipped local leaders with additional resources and support needed to address the issues in their communities, i.e., curriculum development, training, technical support, and materials. The professional development aspects of this infrastructure gave communities greater capacity in these areas: (1) development of dynamic local stakeholder teams, (2) service coordination of the local initiative, (3) facilitation of activities for fathers and families, and (4) training of staff to better address the issues.

⁵¹ Fuger, K. L., Stanfill, A. M., Todd, M. L., Brown, G. E., Arnold, J.D., Nobles, J., Schurman, E., & Stephens, D. J. (2003). *Incarcerated Fathers Collaboration Project: Evaluation report*. Kansas City, MO: UMKC Institute for Human Development.

Evaluation of Local Program Development

Leadership from the Local Head Start Organization

Delta Area Economic Development Corporation (DAEOC) is the Head Start grantee serving the Bootheel region of southeast Missouri, including Dunklin, Mississippi, New Madrid, Pemiscot, Scott, and Stoddard counties. The Executive Director provided oversight to the project with assistance from the Head Start Director. Under contract with the Family Support Division, DAEOC hired a Fathers for Life Coordinator to coordinate the services of the Fathers for Life project and help fathers in the criminal justice system and their families access community resources to develop strengths and skills. The Fathers for Life Coordinator was jointly supervised by DAEOC and the Family Support Division.⁵²

Missouri Valley Community Action Agency (MVCAA) located in central Missouri is the Head Start grantee for Carroll, Chariton, Johnson, Lafayette, Pettis, Ray, and Saline counties.⁵³ Project oversight for this region was provided by the Head Start Director with assistance from the Literacy Manager, who also served on the State Steering Committee. As with the other Tier 1 site (DAEOC), a Fathers for Life Coordinator was hired by MVCAA to coordinate the services of the project in this location.

Grace Hill Settlement House is a community agency and Head Start grantee in the urban core of the City of St. Louis.⁵⁴ The Head Start Director, Partnership Compliance Specialist, and Training Coordinator from the agency provided leadership to the Fathers for Life Steering Committee. The Partnership Compliance Specialist served as the Fathers for Life Coordinator at this site. Some of his primary responsibilities included providing leadership to the team, recruiting participants, service coordination, and coordinating interventions.

East Missouri Action Agency is the Head Start grantee serving the eight counties of Bollinger, Cape Girardeau, Iron, Madison, Perry, St. Francois, Ste. Genevieve, and Washington.⁵⁵ The agency's Executive Director and Head Start Director provided oversight and leadership to the project. Two Family Advocates were responsible for serving in the role of Fathers for Life Coordinators for their respective assigned counties of St. Francois and Washington.

The Community Action Partnership of St. Joseph is the Head Start grantee for Andrew, Buchanan, Clinton, and DeKalb counties in northwest Missouri.⁵⁶ It was the role of the Head Start Director to oversee the implementation of Fathers for Life at this site. She was assisted by the Fathers for Life Coordinator, whose role involved participating in statewide meetings, organizing and facilitating local stakeholder team meetings, and implementing the interventions.⁵⁷ As the stakeholder team began to gain momentum, the Fathers for Life Coordinator changed positions within the agency, resulting in a delay in the development of

⁵² Quarterly Progress Report, 1/06-3/06

⁵³ Missouri Head Start Association Website. Retrieved online on 6/29/08: <http://www.moheadstart.org>.

⁵⁴ Missouri Head Start Association Website. Retrieved online on 6/29/08: <http://www.moheadstart.org>.

⁵⁵ Missouri Head Start Association Website. Retrieved online on 6/29/08: <http://www.moheadstart.org>.

⁵⁶ Missouri Head Start Association Website. Retrieved online on 6/29/08: <http://www.moheadstart.org>.

⁵⁷ Key informant interviews

the program at this site. Leadership of the Fathers for Life project shifted to two other staff members. As the agency reorganized, the Fathers for Life initiative was deferred until activities resumed near the end of the grant period.⁵⁸

Local Capacity Building through Professional Development Training

Cross-Training for Partner Agencies

In response to the findings from the Planning Phase, cross-training professional development sessions were developed for Head Start, Probation and Parole, and Child Support staff members. The curriculum, entitled *Working Collaboratively for Families*, was developed by a work group that included the Project Coordinator, the Head Start-State Collaboration Office Director, and a representative of the Missouri Head Start Association. The Office of Head Start approved the training curriculum in June, 2006. It was designed to provide information about the partnering agencies as they relate to fathers in the criminal justice system and to offer an applied learning activity using a case study exercise working in mixed small groups.⁵⁹

These professional development training sessions were held on August 30, 2006 in Caruthersville and September 6, 2006 in Marshall, with a total of 98 participants.⁶⁰ Each agency gave a presentation about their services, and then participants worked together on the case study exercise. This exercise was designed to give them the opportunity to explore ways that they might better serve families and fathers if they increased their collaboration at the local level.⁶¹ Focus group and interview findings and post-survey results suggest that personnel learned valuable information about the activities of other agencies serving fathers in the criminal justice system. Situations were described in which participants in the cross-training sessions established enduring relationships that facilitated an increase in referrals and coordinated efforts.

Training Staff on the Importance of Fathers

A second staff training curriculum, *Dads Matter*, was developed and presented to Head Start staff in St. Louis and Grandin, Missouri. Goals for attendees at the *Dads Matter* training session include the following: 1) understand fatherhood and the role of fathers in the lives of children, 2) explore biases related to fathers and families, 3) learn ways to demonstrate empathy and respect when working with fathers, and 4) discuss strategies to promote father involvement in Head Start programs.⁶² A total of 72 Head Start staff members from Grace Hill Settlement House attended a 2-hour session on January 2, 2008, while 12 Head Start Family Advocates from South Central Missouri Community Action Corporation attended on February 29, 2008.⁶³ Staff remarked that

⁵⁸ State Steering Committee meeting minutes, 11/27/07

⁵⁹ Missouri Department of Social Services. (2008). *Fathers for Life: A Father Involvement Model for Early Head Start/Head Start – Professional Development Manual*. Jefferson City, MO: Author.

⁶⁰ Tracking data

⁶¹ Quarterly Progress Report, 7/06-9/06

⁶² Missouri Department of Social Services. (2008). *Fathers for Life: A Father Involvement Model for Early Head Start/Head Start – Professional Development Manual*. Jefferson City, MO: Author.

⁶³ Quarterly Progress Report, 1/06-3/06

the training provided them with practical ways to engage fathers and gave them more confidence to be a resource for fathers.⁶⁴

Head Start Personnel Training to Use Fathers for Life Resources

Head Start staff also received training corresponding with new resources added to their classrooms as part of the Fathers for Life initiative. A subcommittee of the State Steering Committee selected children's books and professional development resources on topics applicable to children with incarcerated fathers. The *Sharing Special Topics Books with Children* training curriculum created by the Parents as Teachers National Center aimed to enhance the classroom teacher's ability to use these books effectively. Head Start teachers from all Tier 1 and Tier 2 sites attended *Sharing Special Topics Books with Children* training sessions. A total attendance of 151 teachers includes the following staff participation:

- DAEOC – 19 participants on April 30, 2007;
- EMAA – a total of 41 participants on April 30, 2007, November 5, 2007, and November 29, 2007;
- Grace Hill – 3 participants in the spring 2007;
- CAPStJo – 85 participants in the spring 2007; and
- MVCAA – 3 participants in the spring 2007.⁶⁵

Local Team Development

During the Planning Phase a tentative selection of sites to receive more intensive support was made. The process of selecting the sites included analysis of statistical data and a visit to the Head Start program and surrounding communities. During the site visit, the Project Manager gauged their need for this support, their interest, and their programmatic capacity to implement the services. The list of potential sites was prioritized according to need, scarcity of resources, interest, and geographic representation. The Jefferson-Franklin Community Action Corporation in Hillsboro had originally been selected, but due to their limited interest, East Missouri Action Agency (a nearby location) was selected instead. Ozarks Area Community Action Corporation Head Start in Springfield was also selected initially to be a Tier 2 site, but the organization elected to delay participation until Tier 3.⁶⁶

Tier 1 Sites

Delta Area Economic Opportunity Corporation (DAEOC). The six-county area served by DAEOC, is located in the southeast corner of Missouri, often known as the Bootheel. DAEOC is located in Portageville, one of the numerous small towns in the region. This area was selected as a Tier 1 site due to the incidence of fathers in the criminal justice system, widespread poverty, and lack of sufficient resources to meet the needs of the families.

⁶⁴ Key informant interviews

⁶⁵ Tracking data

⁶⁶ Planning Phase documentation

Team Membership. The communities served by DAEOC worked with the Grants Coordinator and the Head Start-State Collaboration Office Director to form a local stakeholder group. They named it the *Bootheel Fathers for Life Board (BFLB)*.⁶⁷ The roster of stakeholder team members is shown in Table 6, along with their agency affiliations and roles associated with this project.

Table 6. Bootheel Fathers for Life Board Members (DAEOC)

Agency	Role	Steering Committee Member
Head Start	Fathers for Life Coordinator	Chris Stinnett
Head Start	CSBG Program Director	Brenda Holdiness
Head Start	Head Start Director	Cindy Huey
Missouri Department of Corrections	Probation and Parole	Sharon Derrington
Division of Workforce Development	Parents Fair Share	Beverly Wilburn
Southeast Correctional Center	Facility Unit Manager	Randy Wright
	Legal Services	Lew Polvick
University of Missouri Extension	Human Development Specialist	Mary Engram
Portageville Parents as Teachers	Parent Educator	Mary Rone
Portageville Parents as Teachers	Parent Educator	Susan Penn
	Mother	Carrie Green
American Railcar Industries	Employer	Ray Noel

Over the course of the project, the Board sought to replace member representatives that left and add representatives from other community groups. The Board found that sustaining parent representation was difficult due to their time commitments. Representation from DSS Children’s Division was solicited. While the faith community participated to some degree, keeping their involvement proved challenging. Presentations were made to ministerial alliances in 3 communities, including the American Ministerial Alliance. Faith-based groups did not tend to identify the Fathers for Life project as consistent with their missions.⁶⁸

Bootheel Fathers for Life Board Meetings and Activities. The Bootheel Fathers for Life Board met 14 times over the course of the project. In Year 1 of the project, the Board met in March, April, and May of 2006 to begin local planning for project implementation and service coordination.⁶⁹ During Year 2, the Board met every month between July 2006 and June 2007, with the exceptions of October and December. In Year 3, they met once in August 2007. Agendas were prepared for each meeting. Minutes of the meetings were transcribed and e-mailed to Board members. Table 7 reports the level of participation of agencies on the Bootheel Fathers for Life Board.

⁶⁷ BFLB meeting minutes: 4/20/06

⁶⁸ Focus group; BFLB meeting minutes, 4/19/07

⁶⁹ BFLB meeting minutes: 3/2/06, 4/20/06, 5/15/06

Table 7. Agency Representation at Bootheel Fathers for Life Board Meetings (DAEOC)

Agency	Percentage of Agency Representation (15 Meetings)
DAEOC Head Start	100%
Missouri Department of Economic Development Division of Workforce Development	100%
Department of Social Services Family Support Division	93%
Missouri Department of Corrections, Adult Institutions	80%
Department of Social Services Children’s Division	73%
Missouri Department of Corrections, Probation and Parole	73%
Parents as Teachers	53%
University of Missouri Extension	53%
Business Leaders	33%
Parent or Grandparent	33%
Faith-Based Organizations	27%
Other Organizations	13%

The work of the Board was guided by two sections in the *Community Development Manual* created for this project (which evolved into the *Technical Assistance Manual*): (1) Local Monthly Meetings and (2) Choosing Coalition Members: Building a Team That Can Mobilize a Community.⁷⁰ The Board began their work by considering the identity and composition of the team. After naming their Board, they worked to identify additional community stakeholders, such as a high-profile employer that would be willing to hire ex-offenders. They generated a list of six companies and developed a recruitment plan for contacting them.⁷¹

The Board and program personnel routinely exchanged information updating them about the project, including some of the following topics:

- Role and responsibilities of the Board,
- State level activities,
- Local project activities, and
- Web-based access.

The Board developed a public relations strategy, which involved careful selection of service sites for such programs as Proud Parents to avoid stigmatizing participants. It also included the creation of an exhibit display, featuring a wide array of books and additional resources to publicize the Fathers for Life Project.

⁷⁰ Missouri Department of Social Services. (2008). *Fathers for Life: A Father Involvement Model for Early Head Start/Head Start – Technical Assistance Manual*. Jefferson City, MO: Author.

⁷¹ BFLB meeting minutes, 3/2/06

In addition, the Board created inter-agency and intra-agency communication plans to facilitate the flow of information. They used templates developed by the state Steering Committee to identify the purpose of each type of communication, including its frequency and form.⁷²

The Board considered the importance of coordinating with other local coalitions and agencies, such as the Bootheel Regional Consortium. They discussed possible linkage with the following organizations:

- Re-Entry Team,
- Dunklin County Caring Council,
- Mississippi Interagency Council,
- New Madrid Human Resource Council,
- Pemiscot County, and
- Local colleges.

The Project Manager provided a description of the roles and responsibilities of the local Board. She discussed the following key roles of members: informing their respective agencies of the project, assisting with referrals, and serving as a problem-solving group for local interventions.⁷³

Community Assessment. The Board used the *Fathers for Life Community Survey* to assess Board members' perceptions of such characteristics as education, youth activities, and community support services in their area. The survey items used the following 6-point scale: *Strongly Disagree* (1), *Disagree* (2), *Slightly Disagree* (3), *Slightly Agree*(4), *Agree* (5), and *Strongly Agree* (6). Table D-1 in Appendix D displays the results of this survey.

Few respondents reported strongly held beliefs about the issues presented in the survey. However, some patterns were seen:

- Most (88%) of the Board members believed that the administration and faculty in the schools were caring and approachable.
- Similarly, 88% of respondents considered their schools to be a safe and positive environment for children.
- Most responding Board members (75%) believed that parents were actively involved in their children's schools, but they do not hold this belief strongly.
- All respondents believed that children were involved in school activities.
- Most of the Board members (89%) believed that an inadequate number of activities for youth were available in the region.
- All respondents thought that a YMCA would be used by community members if available.
- Views were divided on the importance of additional support groups in the community.
- Similarly, their opinions varied on the need for improved park facilities and equipment.

In addition to assessing community characteristics, stakeholder team members were also asked to rate how well their community was meeting needs in variety of categories relating to health and human services. Team members responded to a series of survey items pertaining to this question: *To what extent are the needs of families in your community being met in the*

⁷² BFLB meeting minutes, 3/2/06

⁷³ BFLB meeting minutes, 3/2/06

following areas? They used a 5-point scale to assess the community's performance, as follows: *Not at All* (1), *Not Very Much* (2), *Somewhat* (3), *Quite a Bit* (4), and *A Lot* (5). The results are presented in Table D-2 in Appendix D.

Three respondents also replied to this question: *What could the community do to better support young parents?* Following are their responses:

- *Encourage job, discourage more children until supported; one location for parent education, promote/recognize-agencies coming together;*
- *Offer family & youth activities; and*
- *Offer more family activities, encourage youth involvement.*

A number of strengths were noted in the community. Religion/spirituality, child care, education, social services and supportive neighbors topped the list for needs that respondents perceived were being met in the area served by DAEOC. However, they perceived that there were shortages of support in areas related to economic opportunity, transportation, government services, mental health counseling, and media support. Interestingly, half thought that parent education needs were being met, while the other half did not.

Bootheel Region Fathers for Life Profile. Following the convening of the Bootheel Fathers for Life Board and identification of characteristics and needs of the area in Year 1, project leaders began training individuals to work with fathers and their families. Facilitator training sessions were held for *Focus on Fathering* with 18 trainees, *Parenting Apart* with 22 trainees, and *Relationship Enrichment Skills* with 6 trainees. A training session on *Sharing Special Topics Books with Children* was held with 19 participants.⁷⁴

In order to establish a shared understanding of the work across agencies and to foster professional relationships, the *Working Collaboratively for Families* cross-training session was conducted in Caruthersville on August 30, 2006, which included 34 line staff from Family Support, Probation and Parole, and Head Start.⁷⁵ The training included an overview of the project, presentations from the three agencies, and application activities where participants solved case study scenarios in small groups with members from agencies other than their own. Cross-training sessions were repeated in spring 2007 in Kennett and Sikeston, with 29 staff participating.⁷⁶ In addition to the training, 280 professional development books were distributed to staff.⁷⁷

A primary activity of the Fathers for Life Coordinator and members of the Board was to make presentations at agencies and organizations across the Bootheel region to raise awareness of the program and to open pathways for recruiting participants. Presentations were made to: Head Start (all centers in the region), Family Support Division Office (Scott County), business (American Rail Industry), Workforce Development Offices (Sikeston, Kennett, and Caruthersville), Parents Fair Share Orientation meetings (Scott, Pemiscot, and Dunklin Counties), career fair for former offenders (Sikeston), Probation and Parole Offices (Kennett,

⁷⁴ Tracking data

⁷⁵ BFLB meeting minutes, 8/17/06

⁷⁶ BFLB meeting minutes, 3/15/07

⁷⁷ Tracking data

Caruthersville, Charleston, and Dexter), correctional facilities (Charleston and Southeast Correctional Center [SECC]), Department of Corrections Reentry Teams (Kennett, Mississippi, Pemiscot, and Scott Counties), drug court (Dunklin County), Juvenile Office (Scott County), school districts events (Portageville and Kennett), interagency councils (Scott County), DAEOC Board of Directors, Caring Community Partnerships (Dunklin County, East Prairie, and Charleston), youth council meeting (Cape Girardeau), and civic organization (Kennett Lions Club).⁷⁸ Promotional materials were also disseminated throughout the region.

These activities and individual recruitment efforts resulted in the completion of 136 risk assessment/case management intakes, which added 52 research participants over the course of the project. The Fathers for Life Coordinator conducted intake interviews and administered pre-surveys with fathers to gather case-specific data and to identify those eligible for the research study.⁷⁹ When appropriate, referrals were made to services based on the information obtained during the intake or the father's request. Thirty-nine men were referred for employment services, which 18 accessed. Referrals were also made to assist father in their relationship with mothers of their children, with 57 men referred to M.A.R.C.H. Mediation. One father was referred to receive *Relationship Enrichment Skills* training.⁸⁰

Relationships established through Board meetings and cross-training sessions aided in helping fathers find services. Focus group and key informant interview participants reported that relationships they built by participating in Fathers for Life increased the likelihood that they would contact other agencies to assist clients. However, some perceived that direct service personnel serving in enforcement roles (e.g., Child Support Enforcement, Probation and Parole) were not appropriate to provide service coordination. By nature of their enforcement role, fathers were reticent to contact them if they might be discovered to be behind on their child support payments or deficient in meeting requirements for their probation or parole.⁸¹ The Board considered these factors as the Fathers for Life project was implemented in the region.

Parallel to the implementation of the Fathers for Life Project, Missouri Department of Corrections was implementing the revised Missouri Re-Entry Process (MRP) signed into law on September 21, 2005.⁸² The new MRP required a close collaborative relationship between the Division of Adult Institutions (DAI) and Probation and Parole to help offenders re-enter society successfully.⁸³ Two transitional housing units affiliated with SECC (one minimum security and one maximum security prison) were established in the region.⁸⁴ In cooperation with the Unit Supervisor at SECC, the Bootheel Fathers for Life Board explored opportunities to introduce project interventions at the transitional housing units and to disseminate information during the MRP process. By November 2006, 21 fathers had graduated from the *Long Distance Dads* program at SECC, and Fathers for Life brochures

⁷⁸ Quarterly Progress Reports: 9/06, 12/06, 3/07, 6/07, 9/07, 12/07, 3/08

⁷⁹ Quarterly Progress Report, 9/06

⁸⁰ Tracking data

⁸¹ BFLB meeting minutes, 9/21/06

⁸² Missouri Reentry Process Report to the Governor Year End 2007, retrieved online 6/19/08
[http://www.doc.mo.gov/reentry/PDF/Governors Report 2007.pdf](http://www.doc.mo.gov/reentry/PDF/Governors%20Report%202007.pdf).

⁸³ BFLB meeting minutes, 7/20/06

⁸⁴ BFLB meeting minutes, 9/21/06

were consistently being distributed by the SECC Release Team.⁸⁵ The Board discussed conducting on-site group meetings within the transitional housing units.⁸⁶

The Bootheel Fathers for Life Board also considered the feasibility of establishing a work release program (a collaborative effort between the American Rail Industry and the Department of Corrections), which would train offenders in welding skills and allow them to earn an hourly wage 6 months prior to their release. While these efforts were promising, there were factors that prevented them from being implemented. The training in welding skills was conducted in Arkansas, and offenders could not be transported across the state line. The transitional housing unit at Kennett did not participate in the program, due to the logistical barrier of transporting offenders 80 miles to Charleston and assigning two correctional officers for the trip. Transitional housing facilities at New Madrid and Caruthersville were contacted regarding their interest, but they did not elect to implement the program.⁸⁷

Beginning in June 2007, *24/7 Dad™* sessions were held in Steele, Sikeston, Caruthersville, Hayti, and Howardsville,⁸⁸ resulting in a total of 75 fathers participating.⁸⁹ Book bags containing 7 books were given to fathers that completed the 12 sessions of the *24/7 Dad™* Program.⁹⁰ The Fathers for Life Coordinator worked with the New Madrid County Family Resource Center (a Caring Communities project) to establish a *24/7 Dad™* group in New Madrid, but he was not successful in recruiting more than minimal attendance at four sessions. A *24/7 Dad™* session was also held in Sikeston at the Missouri Re-Entry facility. The sessions in Sikeston were well-attended, and some of the research participants were enlisted from this site.⁹¹ *Proud Parents* group sessions were also held there, with 99 men participating.⁹² A focus group had previously been conducted, during the Planning Phase, at Sikeston's Head Start program in September 2004.⁹³

Parents as Teachers conducted *Focus on Fathering* sessions, concentrating their efforts in two of the six counties in the Bootheel region.⁹⁴ Twenty-five fathers participated in these group classes. At the end of the meetings, Parents as Teachers educators offered to provide individual home visits for the fathers.⁹⁵ Because attendance at *Focus on Fathering* sessions was small, the Fathers for Life Coordinator combined them with other activities, such as "Family Fun Nights"⁹⁶ and "Play Day with Dad at the Park." He enlisted a local Girl Scout troop to come to the park and assist by playing with the children during the fathers' participation in the classes.⁹⁷

⁸⁵ BFLB meeting minutes, 9/21/06

⁸⁶ BFLB meeting minutes, 11/16/06

⁸⁷ BFLB meeting minutes, 9/21/06

⁸⁸ BFLB meeting minutes: 1/18/07, 4/19/07, 5/17/07

⁸⁹ Tracking data

⁹⁰ BFLB meeting minutes, 2/15/07

⁹¹ Key informant interview data

⁹² Tracking data

⁹³ Focus Group Informational Letter (Planning Phase 8/30/04)

⁹⁴ State Steering Committee meeting minutes: 1/23/07, 5/22/07

⁹⁵ BFLB meeting minutes, 7/20/06

⁹⁶ BFLB meeting minutes, 3/15/07

⁹⁷ BFLB meeting minutes, 4/19/07

Missouri Valley Community Action Agency (MVCAA). The Missouri Valley Community Action Agency is the fiscal agent for the Head Start in Marshall, Missouri. The Head Start organization serves a 7-county area and includes an Early Head Start in Sedalia, Missouri. Poverty and a high incidence of men on probation or parole contributed to this site’s selection as a Tier 1 site. Additionally, the Head Start Director expressed a strong desire to participate and enhance the Head Start services to families and children through this project.

Team Membership. The local stakeholder group in Marshall began by orienting stakeholders to the project and fostering a cohesive group dynamic. They chose to name their group Fathers for Life Advisory Council.⁹⁸ Table 8 displays the roster of Stakeholder Team members, their agency affiliations, and their roles related to this project.

Table 8. Fathers for Life Advisory Council Members (MVCAA)

Agency	Role	Steering Committee Member
MVCAA Head Start	Director	Pam LaFrenz
First United Methodist Church	Reverend	David Huck
Division of Probation and Parole	Office Manager	Monica Lamphier
Family Support Division	Office Manager	Norma Skelton
University of Missouri Extension	County Specialist	Art Schneider
Division of Probation and Parole	Office Manager	Nick Coble
Division of Workforce Development	Parents Fair Share Case Manager	Jeanne Lake
Boonville Correctional Facility	Supt.	Ron Schmitz
	Grandmother	Sandi Lutjen
Parents as Teachers	Coordinator	Jackie Marshall
MVCAA Head Start	Literacy Manager	Debbie Lawson
Con Agra	Sr. Human Resource Generalist	Sue Zacarias
	Father	Michael Cooper

Representatives from key partner agencies were present at most of the meetings. Partners expressed a high commitment to the goals of the project. The percentage of meetings in which each agency was represented is shown in Table 9.

⁹⁸ Fathers for Life Advisory Council meeting minutes, 4/24/06

Table 9. Agency Representation at Fathers for Life Advisory Council Meetings (MVCAA)

Agency	Percentage of Agency Representation (15 meetings)
MVCCA Head Start	100%
Missouri Department of Corrections – Probation and Parole	100%
Department of Social Services – Child Support	94%
Missouri Association for Community Action	87%
Parents as Teachers	73%
Missouri Department of Economic Development – Division of Workforce Development	67%
Department of Social Services – Children’s Division	60%
Other Organizations	53%
Missouri Department of Corrections – Adult Institutions	47%
University of Missouri Extension	47%
Faith-Based Organizations	20%
Parent or Grandparent	20%
Missouri Head Start – State Collaboration Office	7%

Fathers for Life Advisory Council Meetings and Activities. The Advisory Council met 16 times over the course of the project. The Council met four times in Year 1 (July 2005 – June 2006) to begin local planning for project implementation and service coordination. Meetings were held in March, April, May, and June of 2006.⁹⁹ During Year 2, the Council met 10 times – in July, September, October, and November of 2006 and each month from January through June in 2007.¹⁰⁰ In Year 3, they met twice – in July of 2007 and May of 2008.¹⁰¹ Agendas were prepared to guide each meeting, and minutes were recorded and later sent to members via e-mail.

Soon after formation of the council, the members became more fully oriented to the project. They participated in group activities to build relationships and cohesion.¹⁰² The Council considered agencies, businesses and individuals from the community that might serve on the committee and developed a recruitment plan. Like the DAEOC stakeholder group, they used these sections of the *Community Development Manual* (which later evolved into the *Implementation Manual*): Local Monthly Meetings and Choosing Coalition Members: Building a Team That Can Mobilize a Community.

Community Assessment. The process for assessing the community by stakeholder team members that was conducted with the Bootheel Fathers for Life Board was also used in the MVCAA Fathers for Life Advisory Council. The same instruments were used with both stakeholder groups. They indicated in a series of survey items the degree to which they agreed with the statement, using a 6-point scale from *Strongly Disagree* (1) to *Strongly Agree* (6).

⁹⁹ Fathers for Life Advisory Council meeting minutes: 3/2/06, 4/24/06, 5/15/06

¹⁰⁰ Fathers for Life Advisory Council meeting minutes: 7/17/06, 9/18/06, 10/16/06, 11/ 20/06, 1/22/07, 2/26/07, 3/19/07, 4/16/07, 5/21/07, 6/18/07

¹⁰¹ Fathers for Life Advisory Council meeting minutes: 7/16/07, 5/9/08

¹⁰² Fathers for Life Advisory Council meeting minutes, 4/24/06

They were also given the opportunity to write additional comments. Table D-3 in Appendix D presents these findings.

Few respondents reported strongly held beliefs about the issues presented in the survey. However, some patterns were seen:

- All council members considered the administration and faculty in the schools to be caring and approachable.
- Similarly, most (89%) believed that their schools were a safe, positive place for children.
- All responding council members stated that parents teach their children the value of education, but they did not hold strong beliefs on this item.
- Most respondents (89%) thought that children were involved in school activities.
- Over half of the council members (55%) believed that an inadequate number of activities for youth were available in the region.
- Similarly, over half (55%) indicated that there were insufficient number of support groups locally.
- The majority (89%) believed that community members would use a YMCA, if available.
- The views of council members were divided on the need for improved park facilities and equipment.

The Fathers for Life Advisory Council completed the same survey as the Bootheel Fathers for Life Board, which rated the community's effectiveness in meeting health and human service needs. Team members indicated the extent to which the community met family needs, using this 5-point scale: *Not at All* (1), *Not Very Much* (2), *Somewhat* (3), *Quite a Bit* (4), and *A Lot* (5). The results of this survey are presented in Table D-4 in Appendix D.

The needs which council members perceived as being met to a greater degree were those associated with religion/spirituality, law enforcement or corrections, education, and health; however, these were only seen as being met *somewhat* to *quite a bit*. All other areas were considered to be areas of need, with the greatest needs in the areas of transportation and family activities.

Six council members responded to a question asking what the community could do to better support young parents. Here are their suggestions:

- *[Address these challenges]: (1) Available resources for families are too expensive; (2) Employment doesn't have [or address] all basic needs; (3) "Affordable" doesn't mean "quality."*
- *[Address needs in] Carroll County.*
- *[Offer] community activities for families.*
- *Coordinate activities/opportunities in order to decrease overlapping on a daily schedule.*
- *Have support meetings and activities for them and their child/children.*
- *Network families, community, schools, and neighborhood.*

Missouri Valley Region Fathers for Life Profile. Building capacity by training facilitators was a one of the first activities of the Advisory Council simultaneous to similar work in the Bootheel region. Three couples (6 individuals) were the first to be trained in *Relationship Enrichment Skills* on March 10, 2006. Facilitator training sessions were held for *Focus on Fathering* with 29 trainees on March 28, 2006 and *Parenting Apart* with 21 trainees on March 26, 2006.¹⁰³ In the spring 2007, 3 Head Start staff received training on *Sharing Special Topics Books with Children*.¹⁰⁴

The Fathers for Life Coordinator and members of the Board made presentations at agencies and organizations across in each district of the Missouri Valley region to raise public awareness of the program and to recruit participants. Presentations were made to: Parents as Teachers, Family Support Division, Head Start staff, Probation and Parole (2 offices), Circles of Support, Missouri Re-Entry Team, MVCAA Board of Directors, MVCAA Policy Council, Career Centers (in Lexington and Warrensburg), Lexington Public Health Office, Lafayette County Drug Court, Sedalia Career Center, Pettis County Re-Entry Team, and Job Fair in Lafayette County.¹⁰⁵ Eleven presentations were made at monthly Probation and Parole meetings in Lafayette County. The presentations included an overview of the grant and a list of partnering agencies. Probation and Parole staff members were given brochures and the steps to make referrals to the Fathers for Life Coordinator.¹⁰⁶

The Fathers for Life Coordinator was primarily responsible responding to referrals and meeting with fathers to conduct intake interviews and administering pre-surveys to gather case-specific data and identify those eligible for the research study. Over the course of the project, 28 research participants were enrolled through MVCAA and 73 risk assessment/case management intakes were completed. Service coordination in the Fathers for Life project includes referrals to services for men and their families. Three men were referred for employment services. Referrals were also made to assist father in their relationship with mothers of their children, with 13 men referred to M.A.R.C.H. Mediation and 2 fathers referred to *Relationship Enrichment Skills* training. *Parenting Apart* training was held in Lafayette County (Higginsville) on May 19, 2007, with one family participating.¹⁰⁷

Beginning in February 2007, twenty-two *24/7 Dad*TM sessions were held in Saline, Pettis, Johnson, and Lafayette counties with a total of 61 fathers participating.¹⁰⁸ Book bags containing 7 books were given to fathers that completed the 12 sessions of the *24/7 Dad*TM program. Proud Parent group sessions were also held with 99 men participating.¹⁰⁹

Parents as Teachers conducted 15 *Focus on Fathering* sessions in Saline and Pettis Counties from January 2007 through January 2008.¹¹⁰ Forty-two fathers participated in these group classes.¹¹¹

¹⁰³ Tracking data

¹⁰⁴ Tracking data

¹⁰⁵ Tracking data

¹⁰⁶ Fathers for Life Advisory Council meeting minutes: 6/18/06, 7/17/06

¹⁰⁷ Fathers for Life Advisory Council meeting minutes, 4/16/07; Tracking data

¹⁰⁸ Tracking data; Fathers for Life Advisory Council meeting minutes: 1/22/07, 2/26/07, 3/9/07, 4/16/07, 5/21/07, 6/18/07, 7/17/07

¹⁰⁹ Tracking data

¹¹⁰ Fathers for Life Advisory Council meeting minutes: 1/22/07, 2/26/07, 3/9/07, 4/16/07, 5/21/07, 6/18/07

The Council was also kept abreast of Parents as Teachers activity in the Transitional Housing Units of Boonville Correctional Center. Over the course of the project, 611 fathers participated in *Focus on Fathering* classes. Parents as Teachers also conducted 148 individual sessions with fathers. The Long Distance Dad curriculum was offered to 17 participants.¹¹²

Tier 2 Sites

In addition to establishing the state infrastructure and the program implementation in Tier 1 sites, the Project Manager and Steering Committee were intentional about maximizing efficiencies in capacity building for Tiers 2 and 3. Protocols, manuals, and templates were specifically designed for replication and sustained implementation after the life of the grant. The evaluation of Tier 1 activities was designed to inform the process for successful program expansion in other areas of the state. Likewise, as training and other activities were delivered to Tier 1 sites, they were also made available to Tier 2 sites and, in several cases, to Tier 3 sites. Thus, early on, the statewide capacity for program implementation was built, and communities were prepared for systemic expansion of the Fathers for Life program.

Listed below are some of the documented activities that occurred in Tiers 2 and Tier 3 Sites:

- During the Planning Phase of this project, surveys were collected from staff in 15 of Missouri's 25 Head Start Agencies, as well as in 45 of the Probation and Parole Districts.¹¹³
- An informational meeting with management of St. Joseph Head Start was held on October 12, 2005. Further discussion with representatives from Greater St. Joseph, in preparation for conducting focus groups, generated local interest in the project.¹¹⁴
- An informational meeting with the Superintendent and staff at Algoa Correctional Facility was held on December 12, 2005¹¹⁵ In February 2006, Parents as Teachers educators from Jefferson City Public Schools began offering group and individual sessions to inmates.¹¹⁶
- A total of 39 Head Start and Community Action Agency staff participated in two *24/7 Dad™* training institutes held on March 7, 2006 in Sikeston and March 9, 2006 in Marshall, representing 12 programs and 36 counties and St. Louis City.¹¹⁷
- Forty-three Head Start and partner agency staff representing a total of 13 counties participated in *Parenting Apart* training¹¹⁸
- Forty-seven Parents as Teachers parent educators from 16 school districts across the state participated in facilitator training for *Focus on Fathering* curriculum. Training events were held on March 28, 2006 in Marshall and March 30, 2006 in Portageville.¹¹⁹

¹¹¹ Tracking data

¹¹² Tracking data

¹¹³ Quarterly Progress Report, 10/05-12/05

¹¹⁴ Quarterly Progress Report 10/1/05-12/05

¹¹⁵ Quarterly Progress Report, 10/05-12/05

¹¹⁶ Steering Team meeting minutes, 4/25/06

¹¹⁷ Quarterly Progress Report, 1/06-3/06

¹¹⁸ Quarterly Progress Report, 1/06-3/06

¹¹⁹ Quarterly Progress Report, 1/06-3/06

Grace Hill Settlement House. Grace Hill Settlement House is a community agency and Head Start grantee in the urban core of the City of St. Louis, with 9 center locations and 1 partnering center.¹²⁰ This site was selected because it represented a community where the challenges of reentry are exacerbated by significant generational poverty and high crime. The concentration of fathers in the criminal justice system is high for this small geographic region.

Team Membership. The local group in St. Louis began by orienting stakeholders to the project and fostering a cohesive group dynamic. They chose to name their group *Fathers for Life Steering Committee*. Table 10 charts the roster of the Steering Committee members, their agency affiliation, and role in the project.

Table 10. Fathers for Life Steering Committee Members (Grace Hill, St. Louis)

Agency	Role	Steering Committee Member
Grace Hill Head Start	Partnership Compliance Specialist	William Scott
Grace Hill Head Start	Training Coordinator	Erica Hinton
Missouri Career Center	Parents Fair Share Coordinator	Andy Anderson
Missouri Department of Corrections, Probation and Parole	Unit Supervisor	Dawn Keller
Missouri Department of Social Services Family Support Division	Child Support Office Manager	Debra Schaller
Father's Support Center	Program Director	Chester Deanes
St. Louis Public Schools	Program Coordinator	Sharon Crandell

Fathers for Life Steering Committee Meeting and Activities. The Grace Hill Steering Committee, located in the city of St. Louis, met nine times in Year 2 and 3. Meetings were held in May, August, September, October, and December of 2007, and in January, March, April, and May of 2008.¹²¹ Agendas were prepared for each meeting. Minutes of the meetings were recorded, documenting the activity of the Steering Committee and the Fathers for Life project in St. Louis.

Representatives from four key partner agencies were present at most of the meetings. These partners expressed a high commitment to the goals of the project. Table 11 reports the level of participation of agencies on the Fathers for Life Steering Committee of St. Louis at Grace Hill.

¹²⁰ Head Start/Early Head Start Directory (2007). Missouri Head Start Association. Lees Summit, MO.

¹²¹ Grace Hill Steering Committee meeting minutes: 5/15/07, 8/28/07, 9/18/07, 10/16/07, 12/11/07, 1/8/08, 3/8/08, 4/15/08, 5/20/08

Table 11. Agency Representation at Fathers for Life Steering Committee Meetings (Grace Hill, St. Louis)

Agency	Percentage of Agency Representation (8 meetings)
Grace Hill Head Start	100%
Missouri Department of Corrections Probation and Parole	88%
Department of Social Services Child Support Division	88%
Missouri Department of Economic Development Division of Workforce Development	75%
Parents as Teachers	25%
Department of Social Services Children’s Division	13%
Business Leaders	13%

Steering Committee members exhibited a high degree of initiative regarding collaborative work as a team. They frequently considered strategies to coordinate activities among agencies. Referrals to the Fathers for Life Coordinator were made regularly from the Family Support Division,¹²² Division of Family Services, and Probation and Parole.¹²³ Workforce Development was engaged in follow-up efforts to support case management, as well.¹²⁴

During team discussions, they considered the challenges the team faced in this work. In approximately 1 year, they believed that they made significant progress toward communicating and addressing barriers to their collaborative work. They discussed the need for agencies to “let their doors down” in order to work more effectively as a team and to strengthen interagency connections. As they wrestled with their obstacles, they also examined other agencies working in collaboration in the St. Louis community, such as Catholic Charities and the Fathers Support Center. Structural and logistical barriers (e.g., agency policies, funding issues, protected health information under Health Insurance Portability and Accountability Act of 1996 [HIPAA] requirements, and inadequate meeting space) were also discussed.¹²⁵

St. Louis City Fathers for Life Profile. In order to prepare for implementation of the Fathers for Life program in St. Louis, 28 Parents as Teachers staff received facilitator training to lead *Focus on Fathering* sessions. Ten Head Start staff and 2 Parents as Teachers staff also received training to facilitate *Parenting Apart* sessions.¹²⁶ Three Head Start staff that work directly with fathers and their families accessed training on *Sharing Special Topics Books with Children*.¹²⁷

To raise public awareness and facilitate recruitment, grant project staff, the Fathers for Life Coordinator, and/or the Parents Fair Share Coordinator introduced the project to other agencies and organizations in the community at nine meetings between March of 2007 and

¹²² State Steering Committee meeting minutes, 5/22/07

¹²³ State Steering Committee meeting minutes, 9/25/07

¹²⁴ State Steering Committee meeting minutes, 5/22/07

¹²⁵ State Steering Committee meeting minutes, 5/22/07

¹²⁶ Tracking data

¹²⁷ Tracking data

February of 2008. A program overview of Fathers for Life, information about the interventions available, and the qualifications for participants were discussed. Presentations were made to these groups: Family Support Division staff in three St. Louis City offices, Division of Workforce Development, Howard Branch Parent meeting, Bethlehem Lutheran Church, Probation and Parole Employment Group meeting, Grace Hill Male Involvement Task Force Committee, and the Parent Committee at Patch Head Start.¹²⁸

The Steering Team reviewed lists from different sources to identify potential participants. A Presiding Judge from the local drug court forwarded a list of over 1,500 possible participants for the project. Team members from Probation and Parole reviewed the list to identify eligible participants and make contact with them.¹²⁹ The Steering Committee also discussed strategies for utilizing a pool of 2,500 men on a list available from Probation and Parole for recruitment purposes.¹³⁰ The team considered strategies for selecting potential fathers from such an extensive pool. The team also requested the opportunity to place Fathers for Life brochures in the child support orders regularly mailed to parents by three Family Support Division child support offices in the area.¹³¹

These activities and individual recruitment efforts resulted in completing 19 risk assessment/case management intakes with fathers on Probation and Parole, gaining 2 research participants during the year. The Fathers for Life Coordinator conducted intake interviews and administered pre-surveys with fathers to gather case-specific data and to identify those eligible for the research study. When appropriate, referrals were made to services based on the intake information or the father's request. Employment services referrals were provided to 36 fathers and were accessed by 6 of them.¹³²

An owner and employer spoke with the Steering Committee regarding his experience hiring ex-offenders. He was highly interested in helping the ex-offender population because of the vicious cycle they encounter upon reentry. Probation and parole referred 33 ex-offenders to his company for employment and not one of them was employable. Most of those referred still had drug and alcohol problems, and some were unable to speak English. This feedback to the Committee was well-received and provided one employer's perspective regarding challenges faced when hiring ex-offenders and suggestions for screening individuals before referring them to prospective employers.¹³³

Interview data suggested that there were some problems with service coordination among agencies. It was reported that some fathers who were referred to Fathers for Life for case management were not contacted and did not receive services.

Over the course of the year, 31 fathers participated in *24/7 Dad™* training and support group meetings. Seventy-two participants attended *Dads Matter* training sessions. Thirty-eight

¹²⁸ GH Steering Committee meeting minutes 10/16/07;
Quarterly Progress Reports: 3/07, 6/07, 9/07, 12/07, 1/08

¹²⁹ Quarterly Progress Report, 3/07

¹³⁰ State Steering Committee meeting minutes, 1/23/07

¹³¹ Quarterly Progress Report, 3/08

¹³² Tracking data

¹³³ GH Steering Committee meeting minutes, 8/28/07

Proud Parents group sessions were held over the course of the project, with 99 fathers participating.¹³⁴ Child support group sessions began in January 2008.¹³⁵ Materials were also made available to fathers and families by placing 1,108 books in Head Start and Early Head Start Classrooms.¹³⁶

East Missouri Action Agency (EMAA). East Missouri Action Agency is a community action agency and the Head Start grantee serving eight mainly rural counties in east-central Missouri.¹³⁷ Cape Girardeau is the largest municipality with an estimated population of 36,852.¹³⁸ They operate 10 Head Start centers in Park Hills, Perryville, Bonne Terre, Cape Girardeau, Marble Hill, St. Genevieve, Mineral Point, Fredricktown, Ironton, and Farmington. These communities face significant economic and social challenges due to high unemployment and poverty. There are four adult correctional facilities located in the region with several others in neighboring counties.

Team Membership. The local group in Park Hills began by orienting stakeholders to the project and fostering a cohesive group dynamic. Table 12 charts the roster of the Steering Committee members, their agency affiliation, and role in the project.

Table 12. East Missouri Action Agency (EMAA) Steering Team Members

Agency	Role	Steering Committee Member
EMAA	Head Start Director	Beverly Skaggs
Family Support Division	Office Manager	Grace Zahner
Division of Workforce Development	Parents Fair Share	Saundra Draper
Parents as Teachers	Coordinator and Parent Educator	Sharon Gibson
Division of Probation and Parole	Office Manager	Shelly Crump
University of Missouri Extension	Human Development Specialist/ County Program Director	Maude Kelly
University of Missouri Extension	Extension Associate	Rob Wilkerson

The team sought to enlist additional members representing the judiciary, parents, employers, and the faith community. They were not successful in adding these representatives to the Steering Team.¹³⁹ However, a Community Services staff member from EMAA and a University of Missouri Extension staff member who works with the “Building Strong Families” program were added early in the team’s formative period. Building Strong Families is a Department of Corrections program designed to help families identify and build on their strengths.¹⁴⁰

¹³⁴ Tracking data

¹³⁵ GH Steering Committee meeting minutes, 12/11/07

¹³⁶ Tracking data

¹³⁷ Missouri Head Start Association Website. Retrieved online on 6/29/08: <http://www.moheadstart.org>.

¹³⁸ City of Cape Girardeau Website. Retrieved online on 7/7/08:

<http://www.cityofcapegirardeau.org/aboutcapegirardeau/demographics.aspx>

¹³⁹ EMAA Steering Team meeting minutes, 6/14/07

¹⁴⁰ Quarterly Progress Report, 7/07-9/07

Representatives from four of six key partner agencies were present at most of the meetings. Table 13 reports the level of participation of agencies on the EMAA Steering Team.

Table 13. Agency Representation at EMAA Steering Team Meetings

Agency	Percentage of Agency Representation (8 meetings)
EMAA Head Start	100%
Missouri Department of Corrections – Probation and Parole	86%
Department of Social Services – Child Support	86%
Department of Social Services – Children’s Division	86%
Missouri Department of Economic Development – Division of Workforce Development	43%
Parents as Teachers	43%
Other Organizations	43%
University of Missouri Extension	43%
Missouri Association for Community Action	29%
Community Organizations	14%

EMAA Steering Team Meetings and Activities. The EMAA Steering Team met seven times in Year 2 and 3. Meetings were held in September and October of 2006 and in January, February, March, June, and July of 2007. Agendas were prepared for each meeting, and minutes were taken at the meetings to document the activity of the Steering Team and the project in Park Hills and the surrounding communities.¹⁴¹

Park Hills Fathers for Life Profile. Significant challenges for implementing Father for Life at this site emerged from focus group and key informant interview data. Agency personnel expressed that they did not have the capacity to implement a program of this scope without additional resources. It was stated that the case managers could not accommodate additional families beyond those enrolled in Head Start programs. The extent of the interventions reportedly required too much investment from fathers and their families, and administrative tasks to coordinate the program at the local level and link to state efforts were believed to require a full-time staff person dedicated to the project.

Considering the available resources at EMAA Head Start, the team decided to focus their efforts in two counties: Washington and St. Francois. These counties were in closer proximity to EMAA’s central office, making progress monitoring more efficient.¹⁴² Qualitative data indicated that allocated funding was not available to cover the amount of time required for case management and administration of the program for all eight counties. Family advocates in the remaining 6 counties were reluctant to participate because of anticipated increase in their caseload and the training requirements in human subjects research protections.

¹⁴¹ EMAA Steering Team meeting minutes: 9/8/06, 10/12/06, 1/11/07, 2/8/07, 3/8/07, 6/14/07, 7/12/07

¹⁴² EMAA Steering Team meeting minutes, 7/12/07

The committee considered strategies for identifying potential fathers with an interest in the program. Agency presentations were made with Workforce Development, the Community Partnership of Potosi, and Probation and Parole.¹⁴³ Most of the father contacts with the Family Support Division were shifted to a call center and staff only occasionally met with men in person. Family Support staff began handing out Father for Life brochures to “walk-ins” and mailed them to potential fathers with whom the spoke on the phone.¹⁴⁴ Case management intakes were completed on 3 fathers, however, no referrals or research participants were reported from this site. Interview data cited time commitment and the cost of transportation as possible reasons for the lack of enrollment.

The Steering Team demonstrated flexibility and a willingness to collaborate by sharing resources to overcome barriers in the project. Because the Head Start programs close during the summer months, Community Services agreed to carry the Head Start caseloads during that period. They were willing to collect information and forward it to Head Start personnel when they returned at the end of the summer. Other participants on the Steering Team used the summer months as an opportunity for team building.¹⁴⁵ Partners also agreed to share responsibility for facilitating the *24/7 Dad™* sessions.¹⁴⁶

Facilitator training was conducted for two of the interventions in the Park Hills region. *Parenting Apart* training was conducted on April 12, 2007 for 6 participants. One individual received training on *Focus on Fathering*.¹⁴⁷

A total of thirteen *24/7 Dad™* sessions were held in the two counties.¹⁴⁸ In St. Francois county, a Family Advocate conducted six *24/7 Dad™* sessions (2 hours in length) with one father. The number of sessions was reduced to accommodate the availability of the father, who could not commit to the 12 sessions, as the program was designed. With technical assistance from the Project Area Manager, the training was adapted for the reduced number of sessions and for a single participant. Sessions were held at a fast food restaurant to make the participant feel at ease.¹⁴⁹

Training on *Sharing Special Topics Books with Children* was conducted for 41 Head Start teachers on November 5th and 29th of 2007.¹⁵⁰ Professional Development materials were distributed to 145 agency personnel. Materials were also made available to fathers and families by placing 585 books in Head Start and Early Head Start Classrooms.¹⁵¹

Community Action Partnership of Greater St. Joseph (CAPStJo). The Community Action Partnership of St. Joseph is the Head Start grantee serving four counties in northwest

¹⁴³ State Steering Committee meeting minutes, 9/25/07

¹⁴⁴ EMAA Steering Team meeting minutes, 7/12/07

¹⁴⁵ State Steering Committee meeting minutes, 5/22/07

¹⁴⁶ EMAA Steering Team meeting minutes, 2/8/07

¹⁴⁷ State Steering Committee meeting minutes, 3/8/07; Tracking data

¹⁴⁸ Tracking data

¹⁴⁹ Key informant interviews

¹⁵⁰ Quarterly Progress Report, 10/07-12/07

¹⁵¹ Tracking data

Missouri.¹⁵² The agency operates 12 child care centers and partners with 2 additional centers to offer Head Start services in the region. Ten of the centers are located in the St. Joseph area. The service delivery area for CAPStJo hosts three adult correctional facilities.¹⁵³

Team Membership. The stakeholder team in St. Joseph began by orienting stakeholders to the project and fostering cohesive group dynamics. Table 14 displays the roster of the Steering Committee members, their agency affiliation, and role in the project.

Table 14. Community Action Partnership of Greater St. Joseph (CAPStJo) Steering Team Members

Agency	Role	Steering Committee Member
CAPStJo	Head Start Director	Lynette Saxon
Family Support Division	Office Manager	Bob Jackson
Division of Workforce Development	Parents Fair Share Coordinator	Terry Lake
Division of Workforce Development	Parents Fair Share Supervisor	Susan Litton
Parents as Teachers	Parent Educator	Debbie Kunz
Division of Probation and Parole	District Administrator	Laura Hibbs
Division of Probation and Parole	Unit Supervisor	Kelley Smyth
University of Missouri Extension	Human Development Specialist/ County Program Director	Don Miller
Western Regional Diagnostic Correctional Center	Corrections Classification Assistant	Kirk Thomas
Catholic Charities	Turn Around Program	Marcia Miller
St Joseph Youth Alliance	Executive Director	Robin Hammond

CAPStJo Steering Team Meetings and Activities. The CAPStJo Steering Team documented two meetings, which were held on November 14, 2006 and January 9, 2007.¹⁵⁴ The stakeholder group began the process of coalescing and learning about the project. Changes at the Head Start agency, however, interrupted further development of the team during the course of the project.

St. Joseph Fathers for Life Profile. The Community Action Partnership of Greater St. Joseph (CAPStJo) experienced significant changes when the Fathers for Life Coordinator changed positions within the agency.¹⁵⁵ Responsibilities for implementing the program were shifted twice to other agency personnel as they reorganized. Implementation of Fathers for Life at this site stalled during this transition. CAPStJo assessed what interventions and professional development training could be completed during the remaining time frame of the project.

¹⁵² Missouri Head Start Association Website. Retrieved online on 6/29/08: <http://www.moheadstart.org>.

¹⁵³ Missouri Department of Corrections Website. Retrieved online on 7/7/08:
<http://www.doc.mo.gov/division/adult/adult.htm>

¹⁵⁴ CAPStJo Steering Team Meeting Minutes, 11/14/06, 1/9/07

¹⁵⁵ Quarterly Progress Report, 10/06-12/06

With technical assistance from the grant staff, the site resumed activity under a plan that accounted for the implementation delays.¹⁵⁶

In addition to changes in leadership at the Community Action Partnership, other factors limited the implementation of the Fathers for Life program in St. Joseph. Key informant interview data suggest that broad-based support for Fathers for Life and the Parents' Fair Share program was not realized in Buchanan County. It appears that consensus about the potential effectiveness of such programs was not achieved among key agencies serving fathers in the criminal justice system. These challenges proved to be a barrier to recruitment in St. Joseph.¹⁵⁷

Facilitator training was conducted for three of the interventions in St. Joseph. A total of 29 individuals participate in *Parenting Apart* training in Spring 2007, including 27 staff from Head Start, one staff from the YMCA, and one staff from Parents as Teachers. Four individuals (3 Head Start staff members and one Parents as Teachers staff) received facilitator training to offer *Focus on Fathering* sessions.¹⁵⁸ Six individuals completed facilitator training for *24/7 Dad™* on March 14, 2007 at the Community Action Partnership of St. Joseph.¹⁵⁹ In the spring of 2007, 85 Head Start teachers received training on *Sharing Special Topics Books with Children*.¹⁶⁰ Professional development books and materials were distributed to 60 Head Start Teachers and 40 additional agency personnel.¹⁶¹

Some interventions for fathers and families were accomplished in St. Joseph. Two participants received *24/7 Dad™* training. Two training series were conducted that involved weekly sessions for 6 weeks.¹⁶² Materials were also made available to fathers and families; 483 books were placed in Head Start and Early Head Start classrooms.¹⁶³

Tier 3 Sites

All remaining Head Start grantees and their delegate agencies were given the opportunity to participate in the Fathers for Life project at the Tier 3 level. The following seven sites expressed an interest in participating in Fathers for Life at the Tier 3 level:

- Children's Therapy Center Early Head Start, Sedalia;
- YMCA of Greater Kansas City (a delegate agency of the Mid-America Head Start);
- Independence School District (a delegate agency of the Mid-America Head Start);
- Ozark Area Community Action Agency Head Start, Springfield;
- Douglass Community Services Head Start, Hannibal;
- Northeast Missouri Community Action Agency Head Start, Kirksville; and
- South Central Missouri Community Action Agency Head Start, Winona.

¹⁵⁶ Key informant interviews

¹⁵⁷ State Steering Committee meeting minutes, 11/27/07

¹⁵⁸ Tracking data

¹⁵⁹ Quarterly Progress Report, 1/08-3/08

¹⁶⁰ Quarterly Progress Report 4/07-6/07; Project Tracking Data

¹⁶¹ Tracking data

¹⁶² Tracking data

¹⁶³ Tracking data

In October 2007, project staff members visited each of the sites to discuss their implementation of the project in their communities. They provided project manuals, books, and other resources to the sites. At the Tier 3 level, leaders at each site self-selected the components of the Fathers for Life program that they believed would best meet the needs of their community and would be feasible for them to implement. Based on these decisions, the Project Manager provided additional resources associated with the components they intended to deliver and enlisted key personnel in training for the interventions that were selected.¹⁶⁴

Tier 3 sites were given two primary responsibilities for their participation in the project. First, each site was required to track the time and location of each intervention offered, along with the number of participants. These data were to be submitted on a monthly reporting form. Second, each site was required to cooperate with evaluation efforts to record their experiences in implementing the project.¹⁶⁵

The Project Manager intends to conduct an exit interview with leaders from each of the Tier 3 sites during the 6-month extension of the contract. More information will become available at that time concerning the implementation efforts in the Tier 3 sites.

Correctional Institutions

Fathers for Life intervention services were also offered at the Boonville Correctional Center and Algoa Correctional Center. Parents as Teachers provided *Focus on Fathering* classes as well as individual visits with fathers at both sites.¹⁶⁶ Total attendance at *Focus on Fathering* g group sessions was 1,519, with 908 in attendance at the Algoa facility and 611 participants at the Boonville Correctional Center. Likewise, 578 individual Parents as Teacher visits were conducted with 430 at Algoa and 148 at Booneville.¹⁶⁷

Long Distance Dads training sessions and Long Distance Dads support groups were provided at the Algoa Correctional Center. Group session attendance for Long Distance Dads was 166 and 77 fathers attended support group sessions.¹⁶⁸ Fridays in the facility was designated to focus on parenting education and offers a wide array of classroom opportunities each week, including *Long Distance Dads*, *Focus on Fathering* and PAT individual parent visits.¹⁶⁹

Qualitative data emphasized the importance of the presenters that come into correctional facilities. Parents as Teacher visits were initially conducted weekly at the Booneville Correctional Center, but have tapered off to once per month as the project approaches completion. The presenter skills in gaining acceptance by the inmate population and the consistency of delivering services are important to the success of these programs.

Two books were provided to the institutional libraries at both facilities as a part of the Fathers for Life project: *Dads at a Distance: An Activities Handbook for Strengthening Long*

¹⁶⁴ State Steering Committee meeting minutes, 9/25/07

¹⁶⁵ State Steering Committee meeting minutes, 9/25/07

¹⁶⁶ Quarterly Progress Report, 7/06-9/06

¹⁶⁷ Tracking data

¹⁶⁸ Tracking data

¹⁶⁹ Quarterly Progress Report, 1/07-3/07

Distance Relationships, by National Institute for Building Long Distance Relationships, and *Parenting from a Distance: Your Rights and Responsibilities*, by Jan Walker. Additional copies have been provided to the remaining 19 state correctional facilities' libraries.¹⁷⁰ Over the course of the project 20,674 parenting materials were placed in prison libraries.¹⁷¹

The Fathers for Life project made significant contributions at these facilities as well as throughout the Corrections system. Interventions have increased the awareness of the importance of parenting skills training and the availability of materials through prison libraries is an important resource to incarcerated fathers.¹⁷²

Bridging Communities to Fathers and Families

Under the leadership of Head Start agencies, local stakeholder teams formed and met to coordinate their efforts for providing interventions to fathers in the criminal justice system and their families. Through stakeholder team meetings and cross-training opportunities, agency personnel established new appreciation and understanding about the work of other agencies in their community serving this population. They gained new insights about how to work with fathers and families. In addition, staff that work with their children accessed new resources and materials for their classrooms, along with strategies to implement them. All of these project outcomes set the stage for their engagement with fathers and their families, which will be discussed in the next section of this report.

¹⁷⁰ Quarterly Progress Report, 1/07-3/07

¹⁷¹ Quarterly Progress Report, 1/08-3/08

¹⁷² Quarterly Progress Report, 7/07-9/07

Evaluation of Interventions with Fathers and Families

This section of the report provides rich information about the participating fathers and their circumstances. Implementation of the various Fathers for Life activities is described, and the efficacy of these supports is studied.

Building a Support Team

The Fathers for Life project benefited from previous work documenting the multi-faceted challenges men face when reentering society after incarceration. In order to increase the likelihood of their successful reentry and their supportiveness for their children, the collaborative involvement of multiple agencies was proposed. The multiplicity of challenges alone often appeared to contribute to the difficulties. Fathers' attempts to gain employment, find housing, address personal issues, and engage in positive relationships with others were often thwarted by low education, lack of job skills, stigma, child support debt, and a history of challenged relationships.

The Fathers for Life Coordinator served as a source of information about Fathers for Life resources available to assist with such challenges as these. In some instances a service coordinator from another community agency also assisted in integrating these supports with other services and with court-ordered stipulations. In addition, the development of a network of resources through expanded linkage of human service organizations was encouraged to increase fathers' access to appropriate resources. It was also hoped that fathers would cultivate stronger natural supports through their involvement with their families, their neighbors, and the faith community. Together the desired result was a support team for the father that often included the Fathers for Life Coordinator, the Probation/Parole Officer, Head Start personnel, Missouri Career Center personnel, and other community agency representatives.

Fathers for Life Coordinators

Service coordination was identified as an initial intervention needed to cultivate a community's capacity for serving this population. A work group was formed to develop the function of "Transition Service Coordinators," called "Fathers for Life Coordinators" in this project. The Project Coordinator, a parent, representatives from Head Start, and evaluation personnel participated in the work group. The group established a protocol to share case management responsibilities with Head Start, a Community Action Agency, or Parents' Fair Share. A job description that aligned well with Head Start positions was developed, distributed, and refined.¹⁷³

Fathers for Life Coordinators were responsible for conducting the initial intake interview to collect individual participant data, determine their eligibility to participate in the research

¹⁷³ State Steering Committee meeting minutes, 11/15/05

study, and administer pre-surveys.¹⁷⁴ During the intake process, they were to determine if the individual was receiving or was eligible to receive case management from Head Start, a Community Action Agency, or Parents' Fair Share, based on the individual father's or family's circumstances. A total of 230 fathers received case management services as part of Fathers for Life. Options for sharing the service coordination roles, such as documentation and referral, were then to be tailored to the needs and situations of families. With the father's permission the Fathers for Life Coordinators were to coordinate with the Probation/Parole Officer and other case managers to assist the father in choosing courses of action to stabilize their lives and their relationships with their children.

In practice, it appears that this protocol was not fully developed in the Tier 1 sites that received funding for the Fathers for Life Coordinator. Informal communication and coordination certainly occurred, but formal service coordination roles were only identified for 26 of the fathers. In these instances, 50% reportedly received service coordination from Workforce Development or Parents' Fair Share. It is unknown whether that support continued after they gained employment. For 35% of the 26 fathers, the Department of Social Services case manager assigned by the Family Drug Court reportedly coordinated the multiple agency involvement and support with this family; court-ordered case management, however, was not proposed in this model. Community Action Agencies reportedly coordinated services for 8% of fathers, with the remaining 8% coordinated by the Fathers for Life Coordinator at Head Start. Further investigation into this key element of the project would be very useful in addressing the interagency challenges and the chaos that can arise when services and supports are not well-integrated in the lives of the fathers or their families.

Fathers for Life Coordinators were also involved in a variety of other activities to continue implementation of the Fathers for Life initiative. These activities included:

- Delivering project presentations to staff of partnering agencies and community agencies that interface with the identified population of fathers and families;
- Disseminating project brochures throughout their multi-county areas;
- Expanding and updating information for resource directories;
- Receiving referrals and enlisting participants;
- Participating in ongoing training sessions focused on case management/service integration; and
- Participating in monthly local stakeholder group meetings and bi-weekly teleconferences with the Project Coordinator to address issues, discuss upcoming activities, and share ideas.¹⁷⁵

¹⁷⁴ Quarterly Progress Report, 7/06-9/06

¹⁷⁵ Quarterly Progress Report, 7/06-9/06

Individualizing Resources and Referrals

Fathers' circumstances spoke to the need for individualization of coordinated services. The Fathers for Life Coordinators and other community partners attempted to refer fathers for supportive services that matched the challenges they faced. A total of 230 intakes were completed which entailed a risk and needs assessment. Among the referrals were the following:

- 78 to employment services, with 24 receiving the service;
- 98 to mediation; and
- 37 to relationship skills training.

With regard to mediation, in many instances fathers did not report the source of the referral in order to track the actual number who successfully accessed mediation. While 37 couples were referred for relationship skills sessions, this intervention component was not sustained. Although facilitators were trained to deliver the *Relationship Enrichment Skills* curriculum, they found that the facilitator role, the level of skill needed to address couples' issues, and the time commitment were obstacles to their delivery of this service.

Capacity Building through Training and Support

Among the primary interventions for fathers through the Fathers for Life project were the following: the *24/7 Dad™* father support/education curriculum, *Focus on Fathering* education sessions, Proud Parent introductory sessions describing the Fathers for Life program and key aspects of the role and rights of a father, family mediation, Relationship Skills couple sessions (planned but never materialized), Parenting Apart group sessions for mothers and fathers, and employment and job readiness preparation interventions through the Missouri Career Centers. Enhanced resources and materials were also added to Head Start classrooms to benefit children and help their teachers and family members understand the issues children face.

After each intervention, fathers completed surveys evaluating the activity and documenting the perceived benefits. The surveys were anonymous for all men who were not part of the research study. In this section of the report, the anonymous responses of all participants in the activities are summarized. If differences were seen for the subset of fathers who were in the research study, they are noted, as well.

24/7 Dad™

One hundred ninety-two fathers participated at some point in time in *24/7 Dad™* sessions. Forty completed *The Fathering Inventory* and *Fathering Skills Survey* prior to their participation. The initial survey was completed on 16 different dates. In some cases, this was the beginning of a new training series, and in other cases, it was the inclusion of a new attendee. Table E-1 in Appendix E displays the frequencies of their anonymous responses to the 50-item survey as they began attending the father support and training group. Upon completion of the final *24/7 Dad™* session, 21 completed the same instruments again. Table 15 shows items that approached or reached statistical significance in a Paired Sample *t*-test analysis of pre- and post-test differences. Bold type identifies the changes in the desired

direction. The strongest finding was a statistically significant decline in the level of agreement men indicated with this statement: *It's okay to keep feelings inside.*

Table 15. Change over Time on *The Fathering Inventory* for 24/7 Dad™ Attendees

The Fathering Inventory Items	Pre-Test Mean ^a (n)	Post-Test Mean ^a (n)	Significance
Girls raised by fathers turn out to be “tomboy.” (n=19)	1.8	1.4	$p = .09$
Fathering is more important than mothering. (n=21)	2.0	1.5	$p = .08$
It's wrong for men to express their feelings in public. (n=20)	2.2	1.7	$p = .06$
There is no such thing as an 'ideal' father. (n=16)	2.3	1.9	$p = .07$
Culture plays an important role in fathering. (n=19)	2.9	2.9	$p = .08$
Men don't need to go to the doctor as often as do women. (n=19)	1.8	1.6	$p = .06$
It's okay to keep feelings inside. (n=20)	2.1	1.5	$t(df=19) = 2.57,$ $p = .019$
Balancing work and family is more important for women than for men. (n=19)	1.8	1.6	$p = .10$
Children should participate in making family rules. (n=20)	2.5	2.9	$p = .11$

^a Scale: *Strongly Disagree* = 1; *Disagree* = 2; *Agree* = 3; *Strongly Agree* = 4; *Uncertain* not included in mean.

The amount of time between the administration of the pre- and post-survey was very short, i.e., from 0 to 28 days. On average, the men participated in 24/7 Dad™ for 2 weeks 2 days before they completed *The Fathering Inventory* a second time. Two men completed the post-survey the same day that they completed the pre-survey after attending the group meeting. Three completed the post-survey 1 week later, 8 completed it after 2 weeks of participation, 2 completed it after 3 weeks, and 6 completed it after 4 weeks of participation in 24/7 Dad™.

Included with the other 24/7 Dad™ participants were 10 research study participants at Time 1, 6 who participated in the entire series and completed a post-test at Time 2. Their responses were similar to those of other father participants in 24/7 Dad™, with similar changes in the direction toward having a greater understanding of the father role.

The Fathers for Life Coordinator and facilitators in DAEOC expended efforts to disseminate information about 24/7 Dad™ sessions throughout the region. DAEOC attempted to offer sessions in the communities of Sikeston, Caruthersville, Howardsville, Kennett, Hayti, and Mission with success in some of the locations. Distance and scheduling contributed to the challenges of drawing participants to the sessions. Graduates received book bags, books, and a certificate of completion at graduation events that were publicized in the local paper. Juvenile court and corrections account for about 25% of the attendance.

Focus on Fathering

Focus on Fathering classes have been well-received by fathers in the Transitional Housing Units of the Correctional Centers in Boonville and Algoa. These sessions have offered short-term opportunities for fathers to prepare for interactions with their young children upon their release to the community. The total attendance in all sessions offered in the two Correctional Centers exceeded projections, with 611 attendees in group sessions and 148 in individual father visits with a parent educator.¹⁷⁶

Sessions 1-7 of *Focus on Fathering* were also offered in Tier 1 and Tier 2 communities, with a total attendance of 62 at a total of 24 sessions. Tables E-2 through E-8 in Appendix E show the generally favorable responses of attendees after the sessions. On average across all of the sessions, participants rated how helpful the sessions were for their relationships with their children, 3.4 on a 4-point scale (*not at all* = 1...*a lot* = 4). On the item asking how often the participants expected to use the information, a mean rating of 3.4 was also relatively high (*never* = 1...*all the time* = 4). After each session participants rated their knowledge in two content areas related to the session. Across all content areas in the *Focus on Fathering* sessions, the mean score for how much they knew in all the given areas was high (mean of 3.4 on a scale from *not at all* = 1...*a lot* = 4).

Among the 62 completed post-session questionnaires were 10 questionnaires completed by research participants. Their views were similar to those of the other *Focus on Fathering* attendees.

Proud Parents

Introductory Proud Parent group sessions described the Fathers for Life project, disseminated information about resources in their community, and provided a summary of (a) fathers' rights and responsibilities, (b) establishing healthy co-parenting relationships with the child's mother, and (c) the importance of attachment in a young child. Sessions were conducted at the Tier 1 sites with a total of 107 individual participants. Thirty-eight Proud Parent group sessions offered through DAEOC were conducted from March through September 2007 with 99 participants. Sessions were offered at two different times through MVCAA in May 2007 and April 2008 with 8 participants.¹⁷⁷ Table E-9 in Appendix E presents the findings from post-surveys administered after each session.

Participants agreed with this statement: *Overall, the program was worthwhile.* The mean score across all sessions was 4.5 on the 5-point scale (*strongly disagree* = 1...*strongly agree* = 5).

¹⁷⁶ Attendance figures are duplicative; participants often attended the entire series of sessions and held several individual father visits. They were counted each time they attended, since the attendance was anonymous.

¹⁷⁷ Tracking data

Missouri Career Centers

Missouri Career Centers, sponsored by Workforce Development and the Parents' Fair Share Program, received 78 documented referrals and tracked the involvement of 24 Fathers for Life participants in their career program. Brief sessions, along with supplemental resources for ex-offenders, highlighted the services they offer to persons seeking new or better job training or employment. A total of 113 attendees who attended a total of 43 Career Center introductory sessions evaluated these sessions. After the introductory session, all but 1 of the 113 attendees (99%) identified at least one related employment service that they anticipated using. The percentage of respondents that expected to use each of the noted services is shown in Table 16. Similar to those who attended the *Proud Parents* sessions, these attendees agreed with the statement, *Overall, the program was worthwhile*. The average score for all responses was 4.4 on the 5-point scale (*strongly disagree* = 1...*strongly agree* = 5). The findings for all the survey items are displayed in Table E-10 in Appendix E.

Table 16. Desired Career Services.

Do you feel you will use these services?	No % (n)	Yes % (n)
Career Counseling	64% (72)	36% (41)
Job Search Assistance	23% (26)	77% (87)
Career Assessments	71% (80)	29% (33)
Vocational Counseling Assistance	81% (91)	19% (22)
Parents' Fair Share	12% (14)	88% (99)
Dislocated Worker Services	92% (104)	8% (9)
Job Corps	95% (107)	5% (6)
MO Employment Training (METP)	81% (92)	19% (21)
Job Skills Training	43% (48)	57% (65)
Job Seeker Resource Area	61% (69)	39% (44)
Customized Jobseeker Services	77% (87)	23% (25)
Workforce Linkage Workshops	90% (102)	10% (11)
Veterans' Employment Services	95% (107)	5% (6)
Youth Services	97% (110)	3% (3)
Career Assistance Program (CAP/TANF)	86% (97)	14% (16)

Resources in Head Start Classrooms and Correctional Centers

Providing books and other resource materials was an important intervention for children, families, and staff in Head Start classrooms and in correctional institutions. A list of appropriate resources was developed during the Incarcerated Fathers Collaboration Project by a team of specialists, ParentLink at the University of Missouri, and the Missouri Department of Corrections. The list was expanded during the IIP Planning Phase.¹⁷⁸ During the Implementation Phase, University of Missouri Extension reviewed, revised, and recommended the list to the Office of Head Start for approval.¹⁷⁹

¹⁷⁸ Quarterly Progress Report, 7/05-9/05

¹⁷⁹ Quarterly Progress Report, 4/06-6/06

Tracking records indicate that 5,552 books and materials were distributed to Head Start and Early Head Start classrooms and correctional centers. Three sets of books were distributed: 1) professional books supporting Head Start staff in their work with fathers and children; 2) children's books to be used in Head Start classrooms; and 3) books for fathers to improve parenting skills.

It is estimated that 9,321 Head Start staff members and children in the Tier 1 and Tier 2 sites benefited from the resource materials. Among the fathers who received books were all 82 research participants.

In addition, the Fathers for Life project provided these two books to each State Correctional Center library (Boonville, Algoa, and 17 other facilities):

- *Dads at a Distance: An Activities Handbook for Strengthening Long Distance Relationships*, by National Institute for Building Long Distance Relationships; and
- *Parenting from a Distance: Your Rights and Responsibilities*, by Jan Walker.

It is estimated that 20,674 inmates gained access to the well-researched materials, along with Correctional Center staff members. Two additional book selections were placed in the libraries of participating correctional facilities.¹⁸⁰

Near completion of the Fathers for Life project, improvements were made to the visitation areas in the Boonville and Algoa facilities to make the settings more appropriate for children and more conducive for cultivating the father/child relationship. Floor plans and recommended materials developed during the Incarcerated Fathers Collaboration Project were adapted to meet the needs of these two institutions. These areas are reportedly widely used and appreciated by fathers and family members.

Bridging Fathers to their Families

All of these interventions were generated to facilitate a bridge from the father's generation to his child's. A realization from the previous Incarcerated Fathers Collaboration Project was that all of the stakeholders – regardless of their politics or religious beliefs or perspectives on the incarcerated population – were committed to preventing the next generation of those families from filling the same prison cells. This project aimed to build the capacity of fathers, their families, and their communities to undergird the children with protective factors, resulting in the achievement of the long-term outcome of children reaching optimal development and thriving outside the criminal justice system.

Father Profiles

Another benefit of this project was enhanced information about the fathers in the criminal justice system who have young children. In this section information from pre-surveys, intake forms, standardized instruments, focus groups of local teams, and meaty key informant interviews with stakeholders has been compiled to describe the fathers and their circumstances.

¹⁸⁰ Quarterly Progress Report, 10/06-12/06

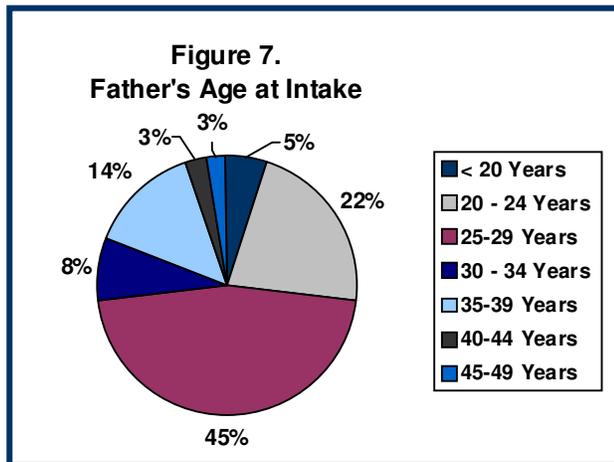
Fathers for Life Pre-Survey and Intake Information

The Fathers for Life Pre-Survey asks a number of questions about the father and his family, and his role as a father. Seventy-six fathers enrolled in the research study, completing a Pre-Survey form and meeting with the Fathers for Life Coordinator who completed an intake form. Both forms were used to compile this demographic information of the 76 men that enrolled in the research study and the Fathers for Life program in their community.¹⁸¹ Fifty-three (70%) of the participating fathers were affiliated through DAEOC, 21 (28%) were affiliated through MVCAA, and 2 (3%) were affiliated through Grace Hill Settlement House. Men were most frequently referred to the Fathers for Life program through their Probation and Parole Office.

Demographic Information. The racial distribution of the sample was 55% white, 42% African-American, 1% American Indian, and 1% bi-racial (white and African American). No participants identified themselves as Hispanic or Latino. All indicated that English was the primary language spoken in their home.

Fathers' ages ranged up to 49 years, with an average of 28 years at the time of enrollment. Figure 7 shows their ages by category. Sixty-five percent of the men had never been married, 18% were married, 16% were separated, and 1% had another marital status.

Seventy-five participants disclosed their highest level of education; 60% had graduated from high school or completed a GED program. Twelve of those that graduated had also received additional vocational or college education.



Housing. Among 72 respondents that described their housing circumstances, 47% rented their house or apartment, 36% lived with relatives, 10% lived with friends, 4% owned their own home or apartment, and 3% lived in transitional housing. Ninety percent of the respondents considered this housing situation to be permanent.

Employment Information. At the time they became involved with Fathers for Life, 40% of the 76 fathers were employed. Of the 30 employed men, 63% described this work as full-time, 23% as part-time, 3% as seasonal, and 10% as sporadic. Forty-seven fathers (71%) reported that they were current seeking a job. Participants also indicated issues that affected their employment status. Numerous issues reportedly affected their employment, including the following issues most frequently:

- Being on probation or parole (56%),
- Accessing transportation (54%),

¹⁸¹ Sample size may vary slightly due to missing responses. Percentages may not total 100% due to rounding.

- Limited education (16%),
- Limited job skills (15%),
- Child care (9%), and
- Disability (8%).

Probation and Parole Status and Conditions. Included among the participants were 5 fathers (7%) with both probation and parole status, 50 other fathers (68%) on probation, 15 other fathers (21%) on parole, and 3 fathers (4%) with another status (i.e., referred by drug court, going to prison, under house arrest). They were asked when they expected their probation or parole status to change, and their expectations 28% of 64 respondents expected a change within 6 months, 17% in 6-12 months, and 55% after 12 months.

All but 8 of 73 participating fathers stated that there were court-ordered conditions of their probation or parole. These conditions were ordered for the 65 fathers:

- Drug or alcohol counseling (42%),
- Parenting classes (14%),
- Anger management classes (11%),
- Other classes (6%),
- Mental health services (2%), and
- Other conditions, e.g., community service, restitution, court costs, finding employment or attending GED classes, paying child support, paying fines, and house arrest (11%).

Child Support. Sixty-five percent of the 76 fathers reported that they were currently paying child support; of the 49 fathers that pay child support, 43% reported making regular payments. According to 73 fathers, most (73%) had child support arrearages, and 83% of the 53 with this debt are reportedly making payments on these arrearages.

Children of the Participating Fathers. The fathers described their children, including the number of children, their ages, and their gender. The 76 men were fathers of a total of 180 minor children – 38% with 1 child, 24% with 2 children, 17% with 3 children, 9% with 4 children, and 12% with 5 or more children. One hundred eighteen of the children were less than 6 years of age. The ages of minor children averaged 4.8 years, and they were equally distributed among males and females.

Twenty-nine of the fathers stated that at least one of their minor children lived with them most of the time. When considering all 177 children for whom residence information was known, 30% of the children reportedly lived with the father most of the time, while 70% lived with someone else most of the time.

Fathers responded to several other questions about their relationship with their youngest child, using a scale from *not at all* to *a lot*. Table 17 reports their responses, which describe meaningful relationships and an expectation of high involvement.

Table 17. Relationship with Youngest Child

	Not at All % (n)	Not Very Much % (n)	Somewhat % (n)	A Lot % (n)
How much do you like being the parent of this child?	0% (0)	3% (2)	1% (1)	96% (70)
How close do you feel to this child?	7% (5)	8% (6)	22% (16)	63% (46)
How involved with this child do you expect to be in the future?	1% (1)	0% (0)	1% (1)	97% (71)
How satisfied are you with how your child is turning out?	3% (2)	8% (6)	40% (29)	49% (36)
How satisfied are you with the amount of contact you have with your child?	27% (20)	19% (14)	19% (14)	27% (20)
How satisfied are you with the quality of interaction you have with your child?	38% (28)	33% (24)	15% (11)	14% (10)

Over half of 70 fathers (53%) reported seeing their youngest child in person at least once a week, while 20% saw the child at least once a month, 6% saw the child less than monthly contact, and 21% had no face-to-face contact. Of the 15 men in the latter group, when asked why they did not see their child in person, 79% responded that the mother of the child did not allow them to have contact. Other types of contact were also reported; 66% of fathers communicated with their youngest child by phone and 9% by mail.

Relationship with the Youngest Child’s Mother. Fathers also described their relationship with their youngest child’s mother. The relationships between fathers and the mothers of their youngest children varied greatly. Some described effective communication, successful problem-solving encounters, and minimal conflict; others described much more strained communication, difficulty resolving co-parenting problems, and extensive conflict; and yet others described relationships somewhere between the extremes along this continuum. Table 18 summarizes these findings.

Table 18. Relationship with Youngest Child’s Mother at Enrollment

Relationship with Youngest Child’s Mother	1 % (n)	2 % (n)	3 % (n)	4 % (n)	Mean (n)
How effectively do you and your youngest child’s mother communicate? ^a	24% (17)	18% (13)	30% (21)	28% (20)	2.6 (71)
How easy is it for you and your youngest child’s mother to solve problems? ^b	21% (15)	25% (18)	41% (29)	13% (9)	2.5 (71)
How much conflict exists between you and your youngest child’s mother? ^c	9% (6)	49% (35)	23% (16)	20% (14)	2.5 (71)

^a Scale: *Not at All* = 1, *Not Very Much* = 2, *Somewhat* = 3, *A Lot* = 4
^b Scale: *Not at All Easy* = 1, *Not Very Easy* = 2, *Somewhat Easy* = 3, *Very Easy* = 4
^c Scale: *No Conflict* = 1, *Not Very Much Conflict* = 2, *Quite a Bit of Conflict* = 3, *A Lot of Conflict* = 4

Self-Reported Needs. When completing the intake process, fathers identified the areas in which they had unmet needs. While 3 of the 73 fathers identified no needs, these percentages of fathers expressed difficulties meeting their own needs in these areas:

- Transportation (33%),
- Legal assistance (32%),
- Health insurance (18%),
- Substance abuse treatment (10%), and
- Child care (7%).

Fathers also indicated areas of need related to their role as father. The highest percentages of fathers reported needs in these areas:

- Seeing their child more often (64%),
- Paying child support (63%),
- Improving their parenting skills (52%),
- Improving relationships with their child's mother (43%),
- Solving parenting issues better with their child's mother (43%), and
- Learning more about child development (40%).

While 29% of 72 responding fathers stated that they did not require help from community agencies, some fathers accessed support from such organizations as the following to meet a number of their needs:

- Social service agencies (21%),
- Head Start (18%),
- Workforce Development (15%),
- Church (11%),
- School district (10%), and
- Community Action Agency (10%).

The pre-survey listed a number of types of support that could be helpful to fathers. From this list the highest percentages of fathers stated that they might want help to do the following:

- Get on the right track (59%),
- Prepare for and find a job (52%), and
- Access more education and training (47%).

Among the supports being developed by the Fathers for Life at the time men were enrolling were these services in which higher percentages of fathers expressed an interest:

- Employment support (44%)
- The *24/7 Dad™* support group (42%),
- Family mediation (30%),
- Special topics father classes (28%),
- Home visits of a parent educator (15%), and
- Co-parenting classes (13%).

Assessment Instruments

Three Likert scale instruments measured key attributes associated with the father role: *The Fathering Inventory*, *The Adult-Adolescent Parenting Inventory (AAPI-2)*, and *The Parenting Stress Index-Short Form (PSI-SF)*. Each assessment was administered at intake and again at completion of participation in the Fathers for Life program.

The Fathering Inventory, a 50-item instrument, assesses a father’s attitudes and opinions about his identity and his roles with his children and family. The 36-item *AAPI-2* measures five constructs related to parenting behavior: inappropriate expectations for children, empathy toward children, corporal punishment, role reversal, and the power/independence dynamic between parents and children. The 36-item *PSI-SF* combines subscales that measure parental distress, dysfunctional interactions between the parent and the child, and behavioral characteristics of the child that affect how easily they are managed. Together these create the Total Stress Score that measures stress associated with parenting.

The Fathering Inventory at Time 1. This instrument gives a portrait of a father’s views about family, children, and his fathering role. Table F-1 in Appendix F presents the frequencies of all 50 items of *The Fathering Inventory* for the 74 research participants that completed the instrument at intake.

AAPI-2 at Time 1. Seventy-three respondents completed the *AAPI-2* when they enrolled in Fathers for Life. Standardized Sten Scores for each parenting attribute – with the exception of Power/Independence – were in the mid-range (4-7), representing the general population. The respondents demonstrated, on average, the following characteristics: (1) more appropriate expectations for children than many in the general population (65th percentile); (2) moderately low nurturance and empathy for children (31st percentile); (3) views about corporal punishment characteristic of the general population (50th percentile); (4) tendencies that match the general population with regard to adult expectations of their roles with children (46th percentile); and (5) difficulties viewing children with power as a threat and unrealistic expectations for unquestioning obedience (28th percentile). Table 19 shows the standardized Sten Scores and the percent of the general population with equal or lower scores on the five *AAPI-2* subscales. Table F-2 in Appendix F shows the frequency distribution for all 36 items of the *AAPI-2*.

Table 19. Parenting Attributes of Research Participants at Time 1

AAPI-2 Subscales (n=73)	Mean Sten Score ^a	Percentile
Construct A: Inappropriate Expectations ^a	5.8	65 th
Construct B: Empathy	4.1	31 st
Construct C: Corporal Punishment	5.0	50 th
Construct D: Role Reversal	4.8	46 th
Construct E: Power/Independence ^b	3.8	28 th

^a Scale: Sten Scores range from 1 to 10, with 10 being the most desirable score on each scale.

PSI-SF at Time 1. Seventy-three participants completed the PSI-SF at intake.¹⁸² Scores above the 85th percentile denote serious difficulties. Mean scores on the Parental Distress, Parent-Child Dysfunctional Interaction, and Difficult Child subscales ranked at the 74th, 77th, and 60th percentile, respectively.¹⁸³ Mean Total Stress scores at the 77th percentile indicate moderately high stress associated with the parenting role, on average. Forty-eight percent of fathers had scores above the 85th percentile. Table 20 displays mean scores and percentile ranking on the subscales and total score. Data for individual items can be found in Table F-3 of Appendix F.

Table 20. Parental Stress of Research Participants at Time 1

PSI-SF (n=66)	Time 1 Mean	Time 1 Percentile
Parental Distress	32.1	74 th
Child-Parent Dysfunctional Interaction	26.0	77 th
Difficult Child	28.2	60 th
Total Stress Score	87.7	77th

Key Informant Interview and Focus Group Findings

Additional information about fathers in the criminal justice system and the challenges they face was learned from key informant interviews and focus groups. While many of the perceptions about fathers were shared across the sites, some of these data vary by setting (rural or urban) and some are unique to particular communities. Unless otherwise noted, the generalizations referenced in this section were commonly shared across sites.

Negative Family History. Key informants and focus group participants frequently referred to the impact of negative childhood experiences in the lives of participant fathers. They noted that many of the men come from homes where the father was absent or did not serve as a good role model, resulting in a lack of knowledge about how to be a good parent. They noted that many fathers lack knowledge about child development or how to nurture children. Several interviewees referred to patterns of parental, sibling, and extended family criminal history (generational criminogenics¹⁸⁴) noting that in some cases fathers and sons are incarcerated simultaneously. An interviewee from Department of Corrections noted, “I’ve heard inmates talk about what they learned from their parents was how to make methamphetamines, how to sell drugs, how to do things that are anti-social as opposed to pro-social.” The need to break the cycle of destructive childhood experiences was frequently expressed.

Many informants that were directly involved with fathers and/or the interventions felt that the training sessions helped fathers address their lack of parenting knowledge. However, one interviewee that served as a facilitator expressed concern that certain sessions of the *24/7 DadTM* curriculum were intense enough to open up painful psychological wounds from a

¹⁸² While 73 completed the instrument, the responses of 7 were too incomplete to compute valid subscales.

¹⁸³ A separate factor of Defensive Responding was also computed; only 1 of the 66 men showed a red flag for having responded in a manner that may have invalidated the score.

¹⁸⁴ Brown, W.B., Ramirez, R., (2008). Confronting methamphetamine abuse: Part IV: The incarcerated parent and methamphetamine abuse. *Sheriff*. Alexandria: Winter 2008. (60), 1, 52.

father's childhood experiences, warranting the expertise of a mental health specialist as facilitator. This key informant acknowledged that her experience was limited to individual or small group facilitation, and the effects could be different within a larger group.

Such negative childhood experiences were sometimes reflected in the father's current family relationships. Limited data collected from interviews and focus groups indicated that in some instances the father has a negative relationship with the child's mother that becomes volatile or argumentative upon his release from prison. Incarceration, sometimes for years, inherently created barriers to establishing amicable relationships with the child's mother. This could be exacerbated by a history of the father's inconsistent contact with his children. Most key informants stated, nonetheless, that fathers generally want to see their children and have a relationship with them.

Prerequisite Life Skills and Organizational Skills. Qualitative data suggest that one of the challenges for fathers upon reentry is the busy nature of their lives. A structured prison setting in which a man's time is controlled by others does not adequately cultivate the required time management skills for him to successfully address his responsibilities and supervision conditions upon release. The requirements for his probation or parole may call for a significant time investment and skill to cope with the deadline pressures. Some men may not have developed the organizational skills needed to meet the demands of this new life. One informant described this challenge, *Most of these guys have never had anything positive happen to them. They've never achieved anything whether it's been in life or with their families.* Their probation/parole conditions affected the Fathers for Life project and influenced the delivery of interventions. Case managers reported that the father's busy lives made it difficult to contact them and sometimes posed a barrier to Fathers for Life participation. Understanding the conditions of their mandated supervision was essential in determining the schedule for Fathers for Life interventions. Gaining commitment was sometimes difficult because their life circumstances were a barrier to regular meeting attendance. Variable work schedules and lack of advanced notice of work schedules led to more sporadic attendance. Some fathers were responsible for child care because couples alternated their work schedules to provide child care for their children. In some cases they did not have child care to attend Fathers for Life sessions.

Employment Barriers. Another barrier to employment surfaced in the qualitative data; key informants stated that the majority of men that they worked with were incarcerated for drug-related violations. If the employer (or potential employer) learned that an employee has a history of substance abuse, the prospective employee might incur added liability on some jobs (e.g., operating equipment or construction). If the employee would come to work under the influence of drugs or alcohol, it would increase safety risks in the workplace. Even if information about previous drug use were not included on the application, potential employers in smaller communities might be well aware of the reason for the father's incarceration. The focus group in St. Louis noted that several employers were unwilling to hire ex-offenders after experiences that included problems handling authority, backtalk to supervisors and co-workers, workplace fights, and absenteeism. They also described some men who manipulated the system by seeking employment with benefits, with the intention of getting fired in order to collect unemployment benefits or getting injured to collect

workman's compensation. Whether this situation is a rarity or not, the perception that it could be the case would give employers reason to hesitate in hiring ex-offenders.

Child Support Barriers. Fathers reentering communities following incarceration often face significant financial burdens, in addition to the employment challenges. Examples from the qualitative data cited situations in which fathers had accrued significant arrearages to their child support by the time they were released; they were required to make regular payments on both their current amounts and arrearages or run the risk of being returned to prison. One member of the focus group in St. Louis described some of the fathers that accessed the Fathers for Life program in the following manner:

These men are in their 30's and 40's and had fathered 3 or 4 children in their late teens or early twenties by different women. The children are 16 to 30 years old. Over the years, they have accrued \$40,000 to \$60,000 of child support in arrears. At this stage in life, they are getting their first stable job, because they need health benefits.

Focus group participants and key informants emphasized how many fathers face such a financial predicament that they do not see the benefits of working and earning a living. Many men lack the education and work experience to earn a livable wage. If they are able to find employment, their wages are garnished to pay child support, court costs, and other fines. With the cost of transportation and housing, there is little incentive for them to get a job. Some key informants suggested that in some instances men resort to illegal forms of employment to make their child support payments.

Father Outcomes

Change from Pre-Survey to Post-Survey Administration

A non-experimental pre/post design was employed in this study of a treatment group only. A number of variables were examined for change from the time of the pre-survey to the time of the post-survey. A series of Wilcoxon Signed-Rank Tests was conducted to better describe the changes from the time of the pre-survey to the time of the post-survey.¹⁸⁵ Note that a reported increase or decrease refers to the overall dominant trend, although some participants may not have changed at all and others may have exhibited changes that did not follow the dominant trend.

Changes Related to Employment and Basic Subsistence Needs. A smaller percentage of the 31 participants expressed the need for help finding a job by Time 2 (61% at Time 1 to 29% at Time 2). This included 11 who needed this assistance initially but did not need it at Time 2. One who did not need help finding a job initially did need this help later, and all others responded the same on both the pre- and post-survey. This is consistent with the decreased percentage of men desiring employment support services (71% at Time 1 to 45% at Time 2). Nine that wanted employment support at Time 1 did not want this support at Time 2, although 1 man that did not want this type of service initially wanted it at Time 2. Involvement with Workforce Development decreased over time (19% to 6%); while 5 men stopped using this

¹⁸⁵ The Wilcoxon Signed-Rank Test detects differences in the distribution of two related variables. The z-value is a standardized score that represents the magnitude of the difference between variables, which is noted as statistically significant when $p < .05$.

service, 2 began using this service and the remaining 24 responded the same way both times. A decreased percentage needing help paying child support is also likely to be related to gainful employment (71% at Time 1 to 42% at Time 2). The lower percentage is attributed to 9 men that originally need this help stating that they no longer needed it. The following Tables 21 through 24 present information about the changes in basic assistance needs, Fathers for Life services desired, perceived employment issues, and child support.

Table 21. Change in Basic Assistance Needs over Time

Item	Pre-Test %	Post-Test %	Significance
Help preparing for or finding a job (n=31)	61%	29%	$z = -2.89, p = .004$
Need more education or training (n=31)	45%	29%	$z = -1.67, p = .10$
Need assistance with substance abuse treatment (n=31)	3%	10%	
Need help with anger or other problems (n=31)	13%	7%	
Assistance getting medical help (n=31)	16%	19%	
Help meeting other with your interests (n=31)	13%	7%	
Help getting on the right track (n=31)	58%	42%	$z = -1.67, p = .10$
Help with other needs (n=31)	16%	16%	

Table 22. Changes in Fathers for Life Services Desired over Time

Item	Pre-Test %	Post-Test %	Significance
Interested in Employment Support (Parents' Fair Share/Workforce Development) (n=31)	71%	45%	$z = -2.53, p = .011$
Interested in 12-week father support group (i.e., 24/7 Dad TM) (n=31)	42%	26%	
Interested in special father topic classes (n=31)	26%	3%	$z = -2.64, p = .008$
Interested in home visits (i.e., Parents as Teachers individual sessions) (n=31)	13%	13%	
Interested in couple skills sessions (n=31)	10%	10%	
Interested in family mediation (n=31)	42%	6%	$z = -2.84, p = .005$
Interested in co-parenting classes (n=31)	19%	7%	
Interested in other Fathers' for Life services (n=31)	7%	10%	

Table 23. Changes in Perceived Employment Issues over Time

Item	Pre-Test %	Post-Test%	Significance
Currently employed (n=30)	30%	53%	
Currently seeking a job (n=25)	76%	52%	
Transportation issues affect employment (n=31)	52%	39%	
Child care issues affect employment (n=31)	0%	3%	
Disability issues affect your employment (n=31)	10%	16%	
Education issues affect your employment (n=31)	10%	13%	
Job skills affect your employment (n=31)	13%	3%	
Being on probation and parole affects your employment (n=31)	48%	45%	
Age, race, or gender discrimination affects your employment (n=31)	3%	3%	
Other issues affect employment (n=31)	7%	7%	
Employment issues are not applicable. (n=31)	10%	13%	

Table 24. Changes in Child Support Information over Time

Item	Pre-Test %	Post-Test%	Significance
Currently paying child support (n=29)	66%	66%	
Previous child support debts (n=28)	82%	71%	
Paying child support debts (n=27)	70%	56%	

Changes Related to Custody Status. The percentages of post-survey respondents with changed probation or parole status did not change substantially. However, by the time of discharge from Fathers for Life, 13 of 59 fathers enrolled in the research study (22%) were known to be incarcerated. Of these, 12 were from the DAEOC area and 1 was from the MVCAA area. See Table 25.

Table 25. Changes in Custody Status over Time

Item	Pre-Test %	Post-Test%	Significance
On probation (n=30)	77%	70%	
On parole (n=30)	23%	23%	
Incarcerated (n=59)	0%	22%	

Changes Related to Fatherhood and Family Relationships. Fathers reported at both program enrollment and discharge how they felt about being the parent of their youngest child. These perceptions were relatively unchanged, although a change that approached statistical significance involved the father's greater satisfaction with how the child was turning out. See Table 26.

Table 26. Changes in Father’s Perceived Relationship with his Youngest Child over Time

Relationship with Youngest Child (n=31)	Time 1 Mean	Time 2 Mean	Significance
How much do you like being the parent of this child? ^a	3.9	4.0	
How close do you feel to this child? ^b	3.5	3.6	
How involved with this child do you expect to be in the future? ^a	3.9	4.0	
How satisfied are you with how this child is turning out? ^c	3.5	3.7	$p = .10, \eta^2 = .09$
How satisfied are you with the amount of contact you have with this child? ^c	2.5	2.8	
How satisfied are you with the quality of interaction you have with this child? ^c	3.0	3.0	

^a Scale: *Not at All* = 1, *Not Very Much* = 2, *Somewhat* = 3, *A Lot* = 4
^b Scale: *Not Close at All* = 1, *Not Very Close* = 2, *Fairly Close* = 3, *Very Close* = 4
^c Scale: *Not at All Satisfied* = 1, *Not Very Satisfied* = 2, *Somewhat Satisfied* = 3, *Very Satisfied* = 4

At both time periods, the amount of time the father spent with his youngest child ranged from *not at all* to *at least weekly*, with fluctuation occurring between Time 1 and Time 2 for individual fathers. While 13 men reported the same categorical amount of time with their child at the pre- and post-survey, 11 reported an increased amount of time and 5 reported a decreased amount of time. Clearly, time with their children was a factor affected by the other transitions and challenges experienced by fathers on probation or parole. These findings are shown in Table 27. The modes of contact also remained relatively unchanged, as shown in Table 28.

Table 27. Changes in Time Fathers Spent in Person with the Youngest Child

Face to Face Time with Youngest Child (n=30)	Not at All %	Less than Monthly %	At Least Monthly %	At Least Weekly %
Time 1 Pre-Survey	23%	7%	20%	50%
Time 2 Post-Survey	7%	23%	17%	53%

Table 28. Changes in Fathers’ Modes of Contact with the Youngest Child over Time

Item	Pre-Test %	Post-Test %	Significance
Phone contact with youngest child (n=31)	74%	77%	
Letter or other contact with youngest child (n=31)	10%	7%	
Email contact with youngest child (n=31)	0%	0%	

An area in which fathers perceived improvements during their participation in Fathers for Life is the relationship with the mother of their youngest child. In an analysis of variance, improvements were seen in his perception of the effectiveness of their communication, the ease with which they resolve parenting issues together, and the reduction in their conflict. Each of these changes was

statistically significant, and the large effect sizes ($eta^2 > .20$) suggest an association between this feature and having spent time in the Fathers for Life program. See Table 29.

Table 29. Self-Perceived Changes in Fathers' Relationship with the Youngest Child's Mother

Relationship with Youngest Child's Mother (n=31)	Time 1 Mean	Time 2 Mean	Significance
How effectively do you and your youngest child's mother communicate? ^a (n=29)	2.4	3.3	$F(1,28)=14.71, p =.001, eta^2 = .34$
How easy is it for you and your youngest child's mother to solve problems? ^b (n=29)	2.2	2.9	$F(1,28)=8.60, p =.007, eta^2 = .24$
How much conflict exists between you and your youngest child's mother? ^c (n=29)	2.7	2.1	$F(1,28)=7.97, p =.009, eta^2 = .22$
^a Scale: <i>Not at All</i> = 1, <i>Not Very Much</i> = 2, <i>Somewhat</i> = 3, <i>A Lot</i> = 4			
^b Scale: <i>Not at All Easy</i> = 1, <i>Not Very Easy</i> = 2, <i>Somewhat Easy</i> = 3, <i>Very Easy</i> = 4			
^c Scale: <i>No Conflict</i> = 1, <i>Not Very Much Conflict</i> = 2, <i>Quite a Bit of Conflict</i> = 3, <i>A Lot of Conflict</i> = 4			

Smaller percentages of 31 respondents also indicated needs in these areas to assist them in filling their father role: enhanced parenting skills and more child development information (48% to 26% decline, and 39% to 16% decline, respectively). Nine men who stated at Time 1 that they needed improved parenting skills no longer stated this at Time 2, while 2 who did not identify this need earlier identified it at Time 2. Others gave the same response each time. Similarly, 7 men who wanted more child development knowledge at Time 1 did not consider this a need at Time 2. All others gave the same response both times. Seven fathers who originally wanted sessions addressing special father topics did not indicate this need at Time 2. These findings are summarized in Table 30.

Table 30. Changes in Needs for Support in Fathering over Time

Item	Pre-Test %	Post-Test %	Significance
Help with seeing your child more often (n=31)	67%	48%	
Help paying child support (n=31)	71%	42%	$z = -3.00, p =.003$
Help improving parenting skills (n=31)	48%	26%	$z = -2.11, p =.035$
Help learning more about child development (n=31)	39%	16%	$z = -2.65, p =.008$
Help doing father/child activities with other fathers and their children. (n=31)	32%	23%	
Help meeting with other fathers (n=31)	10%	13%	
Help improving your relationship with the child's mother. (n=31)	36%	52%	
Help solving parenting issues better with child's mother (n=31)	48%	39%	
Help becoming more involved with my child's program or school (n=31)	42%	32%	
Help with other needs (n=31)	10%	10%	

Changes on Assessment Instruments over Time

Changes in Fathering Attitudes at Time 2. A Paired Sample t-test was used to compare the pre- and post-survey items of *The Fathering Inventory*. Three items showed statistically significant change over time, and four items approached statistical significance. In all seven items the direction of the change was toward a better understanding of the father role in the life of a child. Table 31 displays these changes. Table F-4 in Appendix F presents the mean scores at Time 1 and Time 2 for all items on the assessment.¹⁸⁶

Table 31. Change over Time on *The Fathering Inventory* for Research Participants

The Fathering Inventory Items	Pre-Test Mean ^a (n)	Post-Test Mean ^a (n)	Significance
The self-aware man is one who takes responsibility for his own behavior. (n=32)	3.3	3.5	$p = .07$
Spirituality and masculinity do not mix well. (n=26)	2.4	2.1	$p = .06$
Men are better off being married. (n=23)	2.0	2.3	$p = .07$
What parents expect from their children plays a big role in developing children's self-worth. (n=26)	3.0	3.2	$p = .10$
A son is better off being raised by his father than by his mother. (n=29)	2.4	1.9	$t(df=28) = 2.45, p = .021$
Men need to be strong no matter what happens. (n=32)	3.1	2.6	$t(df=31) = 3.71, p = .001$
Fathers who "lay down the law" get the respect of their children. (n=29)	2.7	2.2	$t(df=28) = 2.55, p = .017$

^a Scale: *Strongly Disagree* = 1; *Disagree* = 2; *Agree* = 3; *Strongly Agree* = 4; *Uncertain* not included in mean.

Changes in Parenting Attributes at Time 2. The length of time between pre-test and post-test ranged from 2 to 20 months, with an average of 12.8 months. Table 32 presents the mean standardized scores (Sten Scores) at Time 1 and Time 2 on five key parenting attributes measured by the *AAPI-2*, as well as the statistical significance of change over time, for the 32 fathers who completed both the pre-test and post-test.

¹⁸⁶ In Table F-4 of Appendix F, bold type is used to distinguish the scores that changed in the desired direction, even when the changes were not statistically significant.

Table 32. Changes over Time in Parenting Attributes of Research Participants

AAPI-2 Subscales (n=32)	Time 1		Time 2	
	Mean Sten Score ^a	Percentile	Mean Sten Score ^a	Percentile
Construct A: Inappropriate Expectations ^a	5.7	64 th	5.3	56 th
Construct B: Empathy	3.7	24 th	4.3	37 th
Construct C: Corporal Punishment	4.5	41 st	4.5	41 st
Construct D: Role Reversal	4.3	37 th	4.6	43 rd
Construct E: Power/Independence ^b	3.7	24 th	4.9	49 th

^a Scale: Sten Scores range from 1 to 10, with 10 being the most desirable score on each scale.
^b $F(1,31)=13.50, p=.001, \eta^2=.30$

Among the men assessed twice, the following results were seen. Scores for each parenting attribute were generally in the mid-range (4-7), representing the general population:

- **Inappropriate Expectations:** At both assessments the appropriateness of their expectations of children was greater than half of the general population.
- **Empathy:** Initial scores below the mid-range reflect their relatively poor understanding of children’s needs and the lack of nurturing qualities. Improvements were seen that approached statistical significance and resulted in men’s scores averaging just below the mid-range.
- **Corporal Punishment:** Their views on physical forms of discipline and knowledge of other alternatives were slightly below the norm.
- **Role Reversal:** Their tendency to perceive of children as objects to address their own needs was slightly worse than the norm.
- **Power/Independence:** Their tendency to view children with power as a threat and their expectations of unquestioning obedience were somewhat stronger than the norm. They showed statistically significant improvement in this area, moving to the norm by Time 2. The Time 2 scores suggest that by that time, they valued children’s self-expression and problem-solving skills. The large effect size of this change ($\eta^2 = .30$), indicates a likely association between this factor and having time in the Fathers for Life program.

Change in Parental Stress over Time. The *PSI-SF* was administered twice to 26 research participants enrolled in the Fathers for Life program, both initially and later. The amount of time between the pre-test and post-test ranged from 2 to 20 months, with an average of 11.9 months. When the men who had only participated in the program for less than 6 months were excluded from the sample, the results were not substantially different; thus, all are included in the data, with the assumption that dosage alone is not the only critical factor in changing participants' understanding of the fathering role. Mean scores are presented in Table 33. No statistically significant change occurred over time for the fathers completing both the pre-test and post-test in any of the subscales or the Total Stress Score. On average, the fathers continued to show high parental distress (at the 83rd percentile both times), high dysfunction in the parent/child relationship (at the 80th and then the 90th percentile), and moderate to high difficulties managing a challenging child behavior (at the 55th and then the 70th percentile). The Total Stress Score, which documents stress associated with the parenting role, remained high at both time periods (82nd percentile at Time 1 and 87th percentile at Time 2).

Table 33. Change over Time in Parental Stress of Research Participants

PSI-Short Form (n=26)	Time 1 Mean	Time 1 Percentile	Time 2 Mean	Time 1 Percentile	Significance
Parental Distress	31.8	83 rd	32.1	83 rd	
Child-Parent Dysfunctional Interaction	24.7	80 th	26.7	90 th	
Difficult Child	26.1	55 th	28.8	70 th	
Total Stress Score	83.3	82nd	87.6	87th	

Discussion and Implications

Successes

Many aspects of the Strengthening Fatherhood and Families: Children of Fathers in the Criminal Justice System Project, also known and referred to throughout this report as the Fathers for Life project, showed great promise. Communication among project leaders, the State Steering Committee, and local stakeholder teams facilitated the creation of curricula, instruments, and protocols that were successfully applied. Such successes as the following were documented in the development of a systemic approach at the state level:

- The relationships developed among members of the State Steering Committee promoted collaboration among agencies and fostered it in local teams as they were created. Members typically represented such agencies as Head Start, Probation/Parole, Family Support Division, Parents as Teachers, Workforce Development, family members, and other community businesses, nonprofit agencies, and faith-based partners. These collaborative relationships were frequently noted in the qualitative data as some of the most important successes of the project.
- A significant outcome of the Fathers for Life project was the development of the *Technical Assistance Manual*, *Interventions Manual*, and *Professional Development Manual*.¹⁸⁷ Stakeholders considered the curricula developed for the Fathers for Life project to be of high quality, applicable to the needs of incarcerated fathers, and comprised of meaningful information to improve outcomes for fathers and their families and children.
- The plan to disseminate Fathers for Life resources via the Office of Head Start's Early Childhood Learning and Knowledge Center (ECLKC) significantly enhances the opportunity for Head Start organizations and local communities to implement the model. This mode of dissemination also increases the likelihood of sustaining the project over time. As personnel change in sites that have elected to implement the model, these manuals will assist in orienting new staff to continue Fathers for Life activities.

Creating effective local stakeholder groups was a pivotal strategy in the Fathers for Life project. While many options were proposed by the State Steering Committee or developed at the state level, this project was predominantly mobilized at the local and regional level, where invested partners made decisions within their own communities. Following are some of the successes noted in communities:

¹⁸⁷ Missouri Department of Social Services. (2008). *Fathers for Life: A Father Involvement Model for Early Head Start/Head Start – Interventions Manual*. Jefferson City, MO: Author.
Missouri Department of Social Services. (2008). *Fathers for Life: A Father Involvement Model for Early Head Start/Head Start – Professional Development Manual*. Jefferson City, MO: Author.
Missouri Department of Social Services. (2008). *Fathers for Life: A Father Involvement Model for Early Head Start/Head Start – Technical Assistance Development Manual*. Jefferson City, MO: Author.

- Cohesive stakeholder teams were established at four of the five sites that enlisted in Year 1 or Year 2. Three of the communities have developed plans to sustain the Fathers for Life initiative and to continue meeting as a group after this funding for the project ends.
- The Fathers for Life model allowed for flexibility in local adaptation and implementation to meet the needs of communities. All sites that enlisted in this work during Year 3 had the opportunity to select those aspects of the program that they believed would work best in their community.

These results for men that participated in the Fathers for Life project are encouraging:

- The majority of referrals to the Fathers for Life project originated from Probation and Parole, suggesting effective partnership between Head Start and Corrections.
- Men participating in Fathers for Life tended to experience better relationships with the mothers of their children during their participation, reporting improved communication, greater ease in problem-solving, and reduced conflict at the time of the post-survey.
- Father participants in the various Fathers for Life curricula rated them as very helpful, noting that they planned to use the information often. They believed that their skills in parenting and communicating with the mother of their children improved.

Challenges

The organizational structure of Head Start was a key element in this project; building the Fathers for Life Coordinator positions into job descriptions at Head Start grantee agencies effectively grounded the program within Head Start. In focus groups and interviews, however, Head Start personnel contended that fully implementing Fathers for Life without resources for additional personnel would be challenging; they stated that, increasingly, federally mandated requirements result in heavy workloads to fulfill existing job responsibilities. It is unclear whether the issue is truly a capacity issue or an issue of perception. Indeed, if personnel have already been designated to serve the identified families, a redistribution of tasks may be the solution, rather than increased staffing. Program capacity issues need to be weighed carefully to determine the degree to which additional personnel are needed to coordinate services and supports for families in which a father is in the criminal justice system.

Coordination of services for fathers and families across programs proved to be challenging. While some initial steps to consolidate service coordination took place, further refinement is needed in the model regarding the recommendations for service coordination. Integrated service coordination or case management could enhance fathers' abilities to address the complex issues associated with building life skills, job skills, stable employment, and community membership while establishing healthy parenting and partner relationships. This project proposed that varied approaches to service coordination be considered, with the selection of the agency that provides the most central services ideally being the agency that coordinates services across agencies. The coordination issue was compounded by the added supervision and enforcement that occurred through Probation/Parole, child support, and courts.

At the conclusion of the project, some stakeholders reflected on the need for better determination of the skill-set needed to direct a local Fathers for Life initiative and to work with the fathers. This would influence the job description for this role and the advanced training provided to equip

personnel once selected. While improved interagency coordination through Fathers for Life was reported to occur in many instances, further exploration of service coordination options in new sites – while tracking more completely the networks of supports developed and the behaviors associated with effective service coordination – would strengthen this model.

Fathers returning to their communities after incarceration faced a number of challenges that could hamper a father's employment, reestablishment of a positive relationship with the children's mother, and nurturing support for his children. The scheduling demands on a father under probation/parole supervision required significant time management skills that some men did not possess. Meeting the stipulations of his supervision frequently left a father with a limited amount of time to participate in voluntary programs like Fathers for Life. (Some stakeholders contended that participation in Fathers for Life should be court-ordered, while others believed that this alternative would change the nature of the program and the receptivity of participating fathers.)

Stakeholders from urban areas and some rural communities claimed that cultural factors also influenced men's willingness to pursue a lifestyle that supported their children. They suggested that choosing a pro-social lifestyle (i.e., gainful employment, good relationship with the child's mother, nurturing fathering) might cause ex-offenders to lose "street credibility" with their previously established peer groups. Some also believed that financial pressures to pay child support arrearages, restitution or fines – as well as the cost of independent living – reduced the incentive for men to find legal employment.

Lessons Learned

Numerous lessons were learned during development of the Fathers for Life project in Missouri. Foremost, the structural framework of the Fathers for Life model appeared to be successful. A statewide approach that allows flexibility at the local level builds both structural integrity and adaptability to accommodate both state and community circumstances. In addition, having local stakeholder teams as a key component allowed the strengths of their communities to be reflected and the assessments of needs to be built into their action plans.

Using a tiered approach to implement the model was a useful mechanism that could be applied to other projects. More intensive support during the first year in Tier 1 sites led to the development of resources and supports and "lessons learned." These benefits were shared with Tier 2 sites, even though they received less concrete support. Further refinement of the resources and the model during the second year allowed delivery of an even more complete "package" to Tier 3 sites; while they were given even less concrete support, they benefited from more latitude in the manner of implementing the model and more experience gained in other sites.

The existing structures and underlying values of Head Start were consistent with this model, both holding a strengths-based view of the child in context of family and community. Building the model into existing activities and structures of Head Start (the Head Start Association and Collaboration office at the state level and the Head Start grantees at the local level) strengthened the potential for sustainability and replicability. Numerous stakeholders from other agencies stated that they had previously been unaware of the areas in which Head Start had interfaced with the families that they served, and they were eager to develop partnerships and coordination.

In addition, the strategy of building on the success of the previous Incarcerated Fathers Collaboration Project, the Planning Phase of this project, and several other projects that led to development of key interventions and curricula propelled this project forward. Such successful components as the *Proud Parents*, *Focus on Fathering*, and *Relationship Enrichment Skills* curricula were developed prior to this project and adapted for further use. Key partnerships were established during other projects, as well, including those with Department of Corrections and the other participating state agencies, M.A.R.C.H. mediation, Parents' Fair Share, and the United Area Methodist Church.

Other Considerations

Numerous other issues arose during this 3-year project. Many issues were tangential to the primary purpose of this project or were not resolved through this project. Some reflections about this project, though not yet verified, are worthy of notation for possible further consideration:

- The sequence of project development during this 3-year period did not always seem optimal, according to some who were interviewed. It was stated that greater success would likely occur with more well-established teams prior to attempts to recruit fathers for participation and more well-trained staff prior to attempts to refer across agencies or implement interventions in classrooms.
- Qualitative data point to mixed views on whether the gender of staff involved in the Fathers for Life interventions was an important factor. Most felt that individual interpersonal skills were more important for establishing a good relationship with fathers than gender.
- Probation/Parole personnel and Workforce Development personnel are eligible to serve on Head Start Policy Councils. This might prove helpful in embedding Fathers for Life into the existing Head Start infrastructure.
- It was suggested that a system be established for developing fathers who have been through similar experiences into mentors for other fathers.
- There could be stronger involvement of the faith community. Churches have the potential to provide support to counter the negative influences that these men encounter as they rejoin their communities.
- Other populations that could be served by this model include the following: mothers in the criminal justice system, juvenile parents, kinship caregivers of children with incarcerated parents.
- Stakeholders often stated that some program components should be presented while fathers are still incarcerated and preparing to transition into the community (which was done in two Transitional Housing Units in Missouri as part of the re-entry process).
- It was challenging to achieve active team participation from parent or grandparent representatives in most communities.
- Turnover of leaders can thwart the entire project, and turnover of staff members that conduct interventions with fathers can halt fathers' progress. Processes need to be in place for speedy orientation of new personnel.

Next Steps

Planning efforts of the Executive Steering Committee and other key local and state partners at the conclusion of the Fathers for Life project resulted in consensus on a number of recommended next steps. These steps are consistent with the evaluation findings in this report. Each of these suggested next steps is built on the over-arching goal of continued development and maturation of the Fathers for Life model while replicating it throughout Missouri and in the four-state region.

- Build partnerships within the Head Start network in Region VII (Iowa, Nebraska, Kansas, and Missouri) to facilitate the replication of the Fathers for Life model in the other three states. It is projected that these efforts would further strengthen the durability of the model and the adaptability of the model to different state infrastructures and locales. At the same time, attempts to replicate the model are projected to further increase the impact of the investment already made in the Fathers for Life resources, thereby benefiting more fathers and their families.
- Rebuild the state leadership in Missouri for long-term sustainability of the Fathers for Life model. This would involve a determination of the systemic ways that the Missouri Head Start Association and the Missouri Head Start-State Collaboration Office would assume leadership in maintaining the initiative within Head Start. It might also involve greater connectivity with the Early Childhood Comprehensive System initiative and the Missouri Re-Entry Process initiative in Missouri. The end result would be widespread usage of the Fathers for Life resources throughout the 22 Head Start grantees and their communities. It is recommended that outcomes of locally implemented interventions with fathers continue to be evaluated to determine their effectiveness.
- Enhance the Fathers for Life resources by developing translations into Spanish and determining appropriate supplemental materials in Spanish. The quality of the Fathers for Life materials was perceived to be very high by all stakeholders who had the opportunity to evaluate them. An important next step would be increasing accessibility for persons who speak Spanish.
- Since the Fathers for Life curricula were highly regarded, incorporation of these materials within a broader framework of fatherhood materials would be advantageous. A well-indexed compilation of fatherhood materials could result in easier accessibility, greater functionality, and more widespread usage of quality materials that may be under-utilized.
- Adapt the Fathers for Life resource manuals for application in Correctional Centers. This recommended strategy would facilitate better preparation of fathers for reentry into society and fulfilling their parenting responsibilities.

Building strong, effective partnerships requires a level of information-sharing and trust-building that takes time. Great strides were made at both the state level and the community level in stakeholders becoming oriented to each others' systems to accomplish the goals. The common vision of what is perceived to be good for families and for children continues to be a driving, unifying force of the stakeholders who were involved in the Fathers for Life project.

Appendices

Appendix A: Local Fathers for Life Presentations

Appendix B: Facilitator Training Evaluation Results

Appendix C: Staff Training Evaluation Results

Appendix D: Community Survey Findings

Appendix E: Post-Intervention Survey Results

Appendix F: Pre-Survey and Post-Survey Findings

Appendix A: Local Fathers for Life Presentations

Table A-1. Local Fathers for Life Presentations

Presentations (Arranged Chronologically)
LeFebvre, K., & Morgan, M. (2005, September). <i>Fathers for Life</i> . Presentation for Division of Probation and Parole Area and Local Management and Staff, Cape Girardeau, MO.
Fuger, K. L. (2005, September). <i>Incarcerated Fathers Collaboration Project: Findings from the planning phase</i> . Presentation for Fathers for Life Steering Committee, Jefferson City, MO.
LeFebvre, K., & Morgan, M. (2005, October). <i>Fathers for Life</i> . Presentation for Division of Probation and Parole Area and Local Management and Staff, Sikeston, MO.
LeFebvre, K., Owsley, S., & Stemmons, C. (2005, October). <i>Fathers for Life</i> . Presentation for St. Joseph Head Start Management, St. Joseph, MO.
LeFebvre, K., & Morgan, M. (2005, October). <i>Fathers for Life</i> . Presentation for Division of Probation and Parole Area and Local Management and Staff, Sedalia, MO.
Morgan, M. (2005, November). <i>Fathers for Life</i> . Presentation for Division of Probation and Parole Area and Local Management and Staff, Warrensburg, MO.
LeFebvre, K., & Carter, J. (2005, December). <i>Fathers for Life</i> . Presentation to Missouri Family Support Division Management, Jefferson City, MO.
LeFebvre, K. (2005, December). <i>Fathers for Life</i> . Presentation to Superintendent and Staff at Algoa Correctional Facility. Algoa, MO.
Rahm, N., Swall, L., & Morgan, M. (2006, January). <i>Fathers for Life</i> . Presentation to 8 th , 9 th , 15 th & 18 th Circuit Judges and Drug Court Commissioners, Marshall, MO.
LeFebvre, K. (2006, January). <i>Fathers for Life</i> . Presentation to Family Support Division County Directors' Regional Meeting, Columbia, MO.
Rahm, N., Swall, L., & LeFebvre, K. (2006, January). <i>Fathers for Life</i> . Presentation to 34 th Circuit Judges and Drug Court Commissioners, New Madrid, MO.
LeFebvre, K. (2006, January). <i>Fathers for Life</i> . Presentation to Statewide Meeting of Child Support Office Managers, Jefferson City, MO.
LeFebvre, K. (2006, January). <i>Fathers for Life</i> . Presentation to Family Support Division County Directors' Regional Meeting, Hillsboro, MO.
LeFebvre, K. (2006, January). <i>Fathers for Life</i> . Presentation to Family Support Division County Directors' Regional Meeting, Jefferson City, MO.
LeFebvre, K., & Stinnett, C. (2006, March). <i>Fathers for Life</i> . Presentation to Bootheel Regional Consortium, Sikeston, MO.
LeFebvre, K., & Fuger, K. L. (2006, March). <i>Fathers for Life</i> . Presentation to Region VII Administration for Children and Families Staff, Kansas City, MO.
LeFebvre, K. (2006, March). <i>Fathers for Life</i> . Presentation to Head Start/Community Action Agency Representatives, Portageville, MO.

Presentations – Continued (*Arranged Chronologically*)

- Fuger, K. L. (2006, April). *Protocols for focus groups of Head Start parents who had an incarcerated father*. Presentation to Mid-America Head Start Community and Family Partnership Personnel from All Delegate Agencies, Kansas City, MO.
- LeFebvre, K., & Stinnett, C. (2006, March). *Fathers for Life*. Presentation to Bootheel Regional Consortium, Sikeston, MO.
- LeFebvre, K., & Fuger, K. L. (2006, March). *Fathers for Life*. Presentation to Region VII Administration for Children and Families Staff, Kansas City, MO.
- LeFebvre, K. (2006, March). *Fathers for Life*. Presentation to Head Start/Community Action Agency Representatives, Portageville, MO.
- Fuger, K. L. (2006, April). *Protocols for focus groups of Head Start parents who had an incarcerated father*. Presentation to Mid-America Head Start Community and Family Partnership Personnel from All Delegate Agencies, Kansas City, MO.
- Roberts, S. (2006, May). *Fathers for Life*. Presentation to Probation and Parole Management Staff, Warrensburg, MO.
- Roberts, S. (2006, May). *Fathers for Life*. Presentation to Probation and Parole Management Staff, Sedalia, MO.
- Roberts, S. (2006, June). *Fathers for Life*. Presentation to Community Action Partnership of Greater St. Joseph, St. Joseph, MO.
- Roberts, S. (2006, June). *Fathers for Life*. Presentation to Missouri Family Support Division, Columbia, MO.
- Stinnett, C. (2006, July). *Fathers for Life*. Presentation to American Rail Industry, Marmaduke, AR.
- Stinnett, C. (2006, July). *Fathers for Life*. Presentation to Workforce Development, Sikeston, MO.
- Stinnett, C. (2006, July). *Fathers for Life*. Presentation to Workforce Development, Kennett, MO.
- Stinnett, C. (2006, July). *Fathers for Life*. Presentation to Workforce Development, Caruthersville, MO.
- Stinnett, C. (2006, July). *Fathers for Life*. Presentation to Life Skills class with soon to be released offenders at the Charleston Prison, Bootheel region.
- Stinnett, C. (2006, July). *Fathers for Life*. Presentation for Portageville Back to School Fair, Portageville, MO.
- Roberts, S. (2006, August). *Fathers for Life*. Presentation to Parents as Teachers, Missouri Valley region.
- Roberts, S. (2006, August). *Fathers for Life*. Presentation to Family Support Division, Missouri Valley region.
- Roberts, S. (2006, August). *Fathers for Life*. Presentation to Head Start staff, Missouri Valley region.
- Roberts, S. (2006, August). *Fathers for Life*. Presentation to Probation and Parole, District 5, Missouri Valley region.
- Stinnett, C. (2006, August). *Fathers for Life*. Presentation for Kennett Back to School Fair, Kennett, MO.
- Stinnett, C. (2006, August). *Fathers for Life*. Presentation to all Head Start Center Directors, Missouri Bootheel region.
- Stinnett, C. (2006, August). *Fathers for Life*. Presentation for the Scott County Interagency Council meeting, Scott County, MO.

Presentations – Continued (*Arranged Chronologically*)

- Stinnett, C. (2006, August). *Fathers for Life*. Presentation to DAEOC Board of Directors, Portageville, MO.
- Stinnett, C. (2006, August). *Fathers for Life*. Presentation for the Mississippi County Re-Entry Team meeting, Mississippi County, MO.
- McAlister, T. and Stinnett, C. (2006, September). *Fathers for Life*. Presentation for the Sikeston Probation and Parole office, second visit, Sikeston, MO.
- Roberts, S. (2006, September). *Fathers for Life*. Presentation to Circles of Support, Missouri Valley region.
- Stinnett, C. (2006, September). *Fathers for Life*. Presentation to the Southeast Correctional Center, Facility Unit managers and case managers, Missouri Bootheel region.
- Stinnett, C. (2006, September). *Fathers for Life*. Presentation for the Kennett and Caruthersville Probation and Parole office, second visit, Missouri Bootheel region.
- Stinnett C. (2006, September). *Fathers for Life*. Presentation to all Head Start FCP's for 6 counties, Portageville, MO.
- Stinnett, C. (2006, September). *Fathers for Life*. Presentation to Scott County Re-Entry team, Scott County, MO.
- Stinnett, C. (2006, September). *Fathers for Life*. Presentation to Dunklin County Caring Communities, Dunklin County, MO.
- Stinnett, C. (2006, September). *Fathers for Life*. Presentation to Dunklin County Drug Court, Missouri Bootheel Region.
- Stinnett, C. (2006, September). *Fathers for Life*. Presentation to Charleston Probation and Parole office, second visit, Charleston, MO.
- Stinnett, C. (2006, September). *Fathers for Life*. Presentation to Former Offender Career Fair, Sikeston, MO.
- Stinnett, C. (2006, September). *Fathers for Life*. Presentation to Dexter Probation and Parole office, second visit, Missouri Bootheel region.
- Roberts, S. (2006, October). *Fathers for Life*. Presentation to Missouri Re-Entry Team, Missouri Valley region.
- Roberts, S. (2006, October). *Fathers for Life*. Presentation to Missouri Valley Community Action Agency Board of Directors, Marshall, MO.
- Roberts, S. (2006, October). *Fathers for Life*. Presentation to MVCAA Policy Council, Marshall, MO.
- Stinnett, C. (2006, October). *Fathers for Life*. Presentation to Missouri Re-Entry Program, Kennett, MO.
- Stinnett, C. (2006, October). *Fathers for Life*. Presentation for the Youth Council Meeting, Cape Girardeau, MO.
- Stinnett, C. (2006, October). *Fathers for Life*. Presentation to Missouri Re-Entry Program, Mississippi County, MO.
- Stinnett, C. (2006, October). *Fathers for Life*, Presentation to Arbyrd Head Start, Missouri Bootheel region.
- Roberts, S. (2006, November). *Fathers for Life*. Presentation to Lexington Career Center, Lexington, MO.
- Roberts, S. (2006). *Fathers for Life*. Presentation to Lexington Public Health Office, Lexington, MO.

Presentations – Continued (*Arranged Chronologically*)

- Roberts, S. (2006, November). *Fathers for Life*. Presentation to Warrensburg Career Center, Warrensburg, MO.
- Roberts, S. (2006). *Fathers for Life*. Presentation to Probation and Parole office, Lexington, MO.
- Roberts, S. (2006, December). *Fathers for Life*. Presentation for Lafayette County Drug Court, Lafayette County, MO.
- Roberts, S. (2006, December). *Fathers for Life*. Presentation to Sedalia Career Center, Sedalia, MO.
- Roberts, S. (2007, January). *Fathers for Life*. Presentation to Probation and Parole, Lafayette County, MO.
- Moss, M. (2007, January). *Fathers for Life*. Presentation to Family Advocates, Washington County, MO.
- Roberts, S. (2007, February). *Fathers for Life*. Presentation to Re-Entry Team, Pettis County, MO.
- Roberts, S. (2007, February). *Fathers for Life*. Presentation to Probation and Parole, Lafayette County, MO.
- Morgan, M. (2007, February). *Fathers for Life*. Presentation to Head Start Staff, St. Joseph region.
- Stinnett, C. (2007, February). *Fathers for Life*. Presentation at Head Start Family Fun Night, Dunklin County, MO.
- Stinnett, C. (2007, February). *Fathers for Life*. Presentation at Head Start Family Fun Night, Pemiscot County, MO.
- Stinnett, C. (2007, February). *Fathers for Life*. Presentation at Head Start Family Fun Night, New Madrid, MO.
- Stinnett, C. (2007, February). *Fathers for Life*. Presentation at Doughnuts with Dads, Portageville Elementary School, New Madrid County, MO.
- Roberts, S. (2007, March). *Fathers for Life*. Presentation for Job Fair, Lafayette County, MO.
- Scott, W. (2007, March), *Fathers for Life*. Presentation to Family Support Division Staff, Grace Hill region.
- Marrocco, M. (2007, March). *Fathers for Life*. Presentation to University of Missouri Extension, Cape Girardeau County, MO.
- Marrocco, M. (2007, March). *Fathers for Life*. Presentation to Head Start Staff, Cape Girardeau, MO.
- Moss, M. (2007, March). *Fathers for Life*. Presentation to Family Advocates, St. Francois County, MO.
- Roberts, S. (2007, April). *Fathers for Life*. Presentation to Pettis County Circles, Pettis County, MO.
- Roberts, S. (2007, April). *Fathers for Life*. Presentation for Probation and Parole Orientation , Lafayette County, MO.
- Stinnett, C. (2007, April). *Fathers for Life*. Presentation to DAEOC Family and Community partners about presentations to Head Start parents regarding *Fathers for Life*, Missouri Bootheel Region.
- Roberts, S. (2007, May). *Fathers for Life*. Presentation to Interagency Meeting, Lafayette County, MO.
- Roberts, S. (2007, May). *Fathers for Life*. Presentation for Early Head Start, Sedalia, MO.
- Roberts, S. (2007, May). *Fathers for Life*. Presentation for Probation and Parole Orientation, Lafayette County, MO.
- Stinnett, C. (2007, May). *Fathers for Life*. Presentation for Caring Communities, East Prairie, Mississippi County, MO.

Presentations – Continued (*Arranged Chronologically*)

- Stinnett, C. (2007, May). *Fathers for Life*. Presentation for Caring Communities, Charleston, Mississippi County, MO.
- Stinnett, C. (2007, May). *Fathers for Life*. Presentation at Parents Fair Share Orientation, Dunklin County, MO.
- Stinnett, C. (2007, May). *Fathers for Life*. Presentation for Caring Communities, Dunklin County, MO.
- Stinnett, C. (2007, May). *Fathers for Life*. Presentation to Juvenile Office, Scott County, MO.
- Stinnett, C. (2007, May). *Fathers for Life*. Presentation for Parents Fair Share Orientation, Scott County, MO.
- Stinnett, C. (2007, May). *Fathers for Life*. Presentation for Parents Fair Share Orientation, Dunklin County, MO.
- Stinnett, C. (2007, May). *Fathers for Life*. Presentation for Parents Fair Share Orientation, Pemiscot County, MO.
- Stinnett, C. (2007, May). *Fathers for Life*. Presentation to DAEOC Family and Community partners about presentations to Head Start parents regarding *Fathers for Life*, Missouri Bootheel Region.
- Roberts, S. (2007, June). *Fathers for Life*. Presentation for Probation and Parole Orientation, Lafayette County, MO.
- Stinnett, C. (2007, June). *Fathers for Life*. Presentation for Parents Fair Share Orientation, Dunklin County, MO.
- Stinnett, C. (2007, June). *Fathers for Life*. Presentation to Family Support Division Office, Scott County, MO.
- Stinnett, C. (2007, June). *Fathers for Life*. Presentation for Fatherhood Conference, St. Louis, MO.
- Stinnett, C. (2007, June). *Fathers for Life*. Presentation for Parents Fair Share Orientation, Pemiscot County, MO.
- Stinnett, C. (2007, June). *Fathers for Life*. Presentation for Parents Fair Share Orientation, Scott County, MO.
- Scott, W. (2007, July). *Fathers for Life*. Presentation to Probation and Parole, St. Louis City.
- Stinnett, C. (2007, July). *Fathers for Life*. Presentation for Parents Fair Share Orientation, Dunklin County, MO.
- Stinnett, C. (2007, July). *Fathers for Life*. Presentation for Parents Fair Share Orientation, Scott County, MO.
- Stinnett, C. (2007, July). *Fathers for Life*. Presentation to Kennett Lions Club, Dunklin County, MO.
- Stinnett, C. (2007, July). *Fathers for Life*. Presentation for Parents Fair Share Orientation, Pemiscot County, MO.
- Stinnett, C. (2007, July). *Fathers for Life*. Presentation to Pemiscot County Re-Entry Team, Pemiscot County, MO.
- Morgan, M. (2007, August). *Fathers for Life*. Presentation to EMAA Family Advocates regarding recruitment strategies, evaluation materials, and referral processes, Park Hills region.
- Roberts, S. (2007, August). *Fathers for Life*. Presentation to Head Start Center Directors and Family Advocates regarding the project and their specific role in the recruitment process, Missouri Valley region.

Presentations – Continued *(Arranged Chronologically)*

- Stinnett, C. (2007, August). *Fathers for Life*. Presentation for Parents Fair Share Orientation, Pemiscot County, MO.
- Stinnett, C. (2007, August). *Fathers for Life*. Presentation for Parents Fair Share Orientation, Scott County, MO.
- Stinnett, C. (2007, August). *Fathers for Life*. Presentation for Parents Fair Share Orientation, Dunklin County, MO.
- Stinnett, C. (2007, September). *Fathers for Life*. Presentation for Parents Fair Share Orientation, Scott County, MO.
- Stinnett, C. (2007, September). *Fathers for Life*. Presentation for Parents Fair Share Orientation, Pemiscot County, MO.
- Stinnett, C. (2007, September). *Fathers for Life*. Presentation for Parents Fair Share Orientation, Dunklin County, MO.
- Stinnett, C. (2007, September). *Fathers for Life*. Presentation for Parent Conference, New Madrid County, MO.
- Moss, M. (2007, September). *Fathers for Life*. Presentation to St. Francis County Community Partnership, St. Francis County, MO.
- Moss, M. (2007, September). *Fathers for Life*. Presentation to Workforce Development, St. Francois County, MO.
- Moss, M. (2007, September). *Fathers for Life*. Presentation to Probation and Parole of St. Francois and Washington Counties, St. Francois County, MO.
- Roberts, S. (2007, October). *Fathers for Life*. Presentation for Probation and Parole Orientation, Lafayette County, MO.
- Scott, W. (2007, October). *Fathers for Life*. Presentation to Division of Workforce Development, St. Louis City.
- Scott, W. (2007, October). *Fathers for Life*. Presentation to Howard Branch Parent Meeting, St. Louis City.
- Stinnett, C. (2007, October). *Fathers for Life*. Presentation for Head Start Family Fun Night, Stoddard County, MO.
- Stinnett, C. (2007, October). *Fathers for Life*. Presentation for Parents Fair Share Orientation, Scott County, MO.
- Stinnett, C. (2007, October). *Fathers for Life*. Presentation for Ex-offender job fair, New Madrid County, MO.
- Stinnett, C. (2007, October). *Fathers for Life*. Presentation for Parents Fair Share Orientation, Pemiscot County, MO.
- Roberts, S. (2007, November). *Fathers for Life*. Presentation for Probation and Parole Orientation, Lafayette County, MO.
- Scott, W. (2007, November). *Fathers for Life*. Presentation to Bethlehem Lutheran, St. Louis City.
- Stinnett, C. (2007, November). *Fathers for Life*. Presentation for Parents Fair Share Orientation, Scott County, MO.

Presentations – Continued (*Arranged Chronologically*)

- Roberts, S. (2007, December). *Fathers for Life*. Presentation for Probation and Parole Orientation, Lafayette County, MO.
- Scott, W. (2007, December). *Fathers for Life*. Presentation for Probation and Parole Employment Group Meeting, St. Louis City.
- Stinnett, C. (2007, December). *Fathers for Life*. Presentation for Parents Fair Share Orientation, Pemiscot County, MO.
- Stinnett, C. (2007, December). *Fathers for Life*. Presentation for Parents Fair Share Orientation, Scott County, MO.
- Stinnett, C. (2008, January). *Fathers for Life*. Presentation for Head Start Family Fun Night, New Madrid County, MO.
- Stinnett, C. (2008, January). *Fathers for Life*. Presentation for Head Start Family Fun Night, Pemiscot County, MO.
- Stinnett, C. (2008, January). *Fathers for Life*. Presentation for Parents Fair Share Orientation, Dunklin County, MO.
- Scott, W. (2008, February). *Fathers For Life*. Presentation for Grace Hill Male Involvement Task Force Committee and Parent Committee at Patch Head Start, Grace Hill region.
- Stinnett, C. (2008, March). *Fathers for Life*. Presentation for Parents Fair Share Orientation, Pemiscot County, MO.
- Stinnett, C. (2008, March). *Fathers for Life*. Presentation for Parents Fair Share Orientation, Dunklin County, MO.
- Stinnett, C. (2008, March). *Fathers for Life*. Presentation for Parents Fair Share Orientation, Scott County, MO.

Appendix B: Facilitator Training Evaluation Results

Table B-1. Participants' Level of Confidence in their Knowledge and Skills Associated with 24/7 Dad™ Facilitator Training

Item	Very Low % (n)	Low % (n)	Average % (n)	High % (n)	Very High % (n)	Mean ^a (n)
How confident are you that you understand the conceptual development, philosophy, values, and principles of the <i>24/7 Dad</i> Program?	0% (0)	2% (1)	14% (6)	50% (22)	34% (15)	4.1 (44)
How confident are you that you understand the 5 characteristics of the <i>24/7 Dad</i> Program?	0% (0)	2% (1)	18% (8)	37% (16)	43% (19)	4.2 (44)
How confident are you that you know the <i>24/7 Dad</i> Program description and format?	0% (0)	7% (3)	36% (16)	39% (17)	18% (8)	3.7 (44)
How confident are you that you are ready to embrace the <i>24/7 Dad</i> philosophy in order to facilitate the <i>24/7 Dad</i> program?	2% (1)	5% (2)	30% (13)	36% (16)	27% (12)	3.8 (44)
How confident are you that you know how to prepare and run a group session?	5% (2)	11% (5)	30% (13)	34% (15)	20% (9)	3.6 (44)
How confident are you that you understand when and how to use the <i>24/7 Dad</i> Fathering Skills Survey and Fathering Inventory?	2% (1)	5% (2)	28% (12)	37% (16)	28% (12)	3.8 (43)
Overall, I was satisfied with the training institute.	2% (1)	0% (0)	9% (4)	64% (28)	25% (11)	4.1 (44)
The time allotted for the training institute was sufficient for the topics covered.	0% (0)	4% (2)	16% (7)	57% (25)	23% (10)	4.0 (44)
The level of interaction among the attendees was high.	0% (0)	0% (0)	2% (4)	44% (18)	54% (22)	4.4 (44)
I was satisfied with the level of interaction among the attendees.	0% (0)	0% (0)	5% (2)	52% (23)	43% (19)	4.4 (44)
The level of interaction between the trainers and the attendees was high.	0% (0)	0% (0)	2% (1)	44% (19)	54% (23)	4.5 (43)
I was satisfied with the level of interaction between the trainers and the attendees.	0% (0)	0% (0)	2% (1)	43% (19)	54% (24)	4.5 (44)
The printed materials (e.g., activities manual, fathering handbook, and program facilitator's guide) were useful.	0% (0)	0% (0)	17% (7)	34% (14)	49% (20)	4.3 (41)
The PowerPoint presentation supported the concepts in the course.	0% (0)	0% (0)	9% (4)	46% (20)	46% (20)	4.4 (44)

¹ Scale: *Very Low* = 1; *Low* = 2; *Average* = 3; *High* = 4; *Very High* = 5.

Item	Very Low % (n)	Low % (n)	Average % (n)	High % (n)	Very High % (n)	Mean^a (n)
The Power Point presentation was clear and easy to understand.	0% (0)	0% (0)	5% (2)	40% (17)	56% (24)	4.5 (43)
Overall, I thought the trainers did well.	0% (0)	0% (0)	7% (3)	32% (14)	61% (27)	4.5 (43)
The trainers exhibited knowledge of the course content.	0% (0)	0% (0)	0% (0)	26% (11)	74% (32)	4.7 (43)
The trainers gave clear examples to illustrate major points.	0% (0)	0% (0)	4% (2)	32% (14)	64% (28)	4.6 (44)
The trainers responded to questions in a clear, friendly, and helpful manner.	0% (0)	0% (0)	0% (0)	32% (14)	68% (30)	4.7 (44)
I would recommend this training institute to a colleague.	0% (0)	2% (1)	7% (3)	30% (13)	61% (27)	4.5 (44)

¹ Scale: *Very Low* = 1; *Low* = 2; *Average* = 3; *High* = 4; *Very High* = 5.

Table B-2. Evaluation of National Fatherhood Initiative Facilitator Training on 24/7 Dad™ Curriculum

	Strongly Disagree % (n)	Disagree % (n)	Neutral % (n)	Agree % (n)	Strongly Agree % (n)	Mean ¹ (n)
Overall, I was satisfied with the Training Institute.	2% (1)	0% (0)	9% (4)	64% (28)	25% (11)	4.1 (44)
The time allotted for the Training Institute was sufficient for the topics covered.	0% (0)	5% (2)	16% (7)	57% (25)	23% (10)	4.0 (44)
The level of interaction among the attendees was high.	0% (0)	0% (0)	9% (4)	41% (18)	50% (22)	4.4 (44)
I was satisfied with the level of interaction among the attendees.	0% (0)	0% (0)	5% (2)	52% (23)	43% (19)	4.4 (44)
The level of interaction between the trainers and the attendees was high.	0% (0)	0% (0)	2% (1)	44% (19)	54% (23)	4.5 (43)
I was satisfied with the level of interaction between the trainers and the attendees.	0% (0)	0% (0)	2% (1)	43% (19)	55% (24)	4.5 (44)
The printed materials were useful.	0% (0)	0% (0)	17% (7)	34% (14)	49% (20)	4.3 (41)
The PowerPoint presentation supported the concepts in the course.	0% (0)	0% (0)	9% (4)	46% (20)	46% (20)	4.4 (44)
The PowerPoint presentation was clear and easy to understand.	0% (0)	0% (0)	5% (2)	40% (17)	56% (24)	4.5 (43)
Overall, I thought the trainers did well.	0% (0)	0% (0)	7% (3)	32% (14)	61% (27)	4.6 (44)
The trainers exhibited knowledge of the course content.	0% (0)	0% (0)	0% (0)	26% (11)	74% (32)	4.7 (43)
The trainers gave clear examples to illustrate major points.	0% (0)	0% (0)	5% (2)	32% (14)	64% (28)	4.6 (44)
The trainers responded to questions in a clear, friendly, and helpful manner.	0% (0)	0% (0)	0% (0)	32% (14)	68% (30)	4.7 (44)
I would recommend this Training Institute to a colleague.	0% (0)	2% (1)	7% (3)	30% (13)	61% (27)	4.5 (44)

¹ Scale: *Strongly Disagree* = 1, *Disagree* = 2, *Neutral* = 3, *Agree* = 4, *Strongly Agree* = 5.

Table B-3. Focus on Fathering Facilitator Training

Training Feature	Disagree % (n)	Somewhat Agree % (n)	Agree % (n)	Mean ^a (n)
Content				
1. The material was well organized.	0% (0)	9% (6)	91% (63)	1.9 (69)
2. The ideas and skills presented were useful.	2% (1)	16% (11)	82% (56)	1.8 (68)
3. The information was new to me.	16% (11)	32% (22)	52% (36)	1.4 (69)
4. The presentation met the training objectives.	3% (2)	12% (8)	85% (58)	1.8 (68)
5. The presentation held my interest.	1% (1)	16% (11)	83% (57)	1.8 (69)
6. Relevant examples were presented.	0% (0)	22% (15)	78% (54)	1.8 (69)
7. The presentation pace was comfortable.	1% (1)	12% (8)	87% (60)	1.9 (69)
8. I would recommend this training to a co-worker.	3% (2)	10% (7)	87% (58)	1.8 (67)
9. Overall, I found the content to be very valuable.	3% (2)	16% (11)	81% (55)	1.8 (68)
Trainer				
1. The trainer was able to hold my interest.	0% (0)	23% (15)	77% (50)	1.8 (65)
2. The trainer was an expert on the topic.	2% (1)	23% (15)	75% (49)	1.7 (65)
3. The trainer was able to stay focused on the topic.	2% (1)	12% (8)	86% (56)	1.9 (65)
4. The trainer effectively responded to questions.	1% (1)	8% (5)	91% (59)	1.9 (65)
5. The trainer used relevant examples.	1% (1)	11% (7)	88% (57)	1.9 (65)
6. The trainer solicited audience interaction.	0% (0)	9% (6)	91% (59)	1.9 (65)
7. Overall, I found the trainer to be very effective.	0% (0)	15% (10)	85% (55)	1.9 (65)
Logistics				
1. The seating was comfortable.	11% (7)	23% (15)	66% (43)	1.6 (65)
2. The room temperature was correct.	5% (3)	23% (15)	72% (46)	1.7 (64)
3. The room lighting was optimal.	3% (2)	8% (5)	89% (58)	1.9 (65)
4. Overall, the logistics were satisfactory.	3% (2)	17% (11)	80% (51)	1.8 (64)

^a Scale: *Disagree* = 0; *Somewhat Agree* = 1; *Agree* = 2.

Table B-4. Parenting Apart Facilitator Training Evaluation

Training Feature	Disagree % (n)	Somewhat Agree % (n)	Agree % (n)	Mean ¹ (n)
Content				
1. The material was well organized.	0% (0)	3% (3)	97% (85)	2.0 (88)
2. The ideas and skills presented were useful.	0% (0)	6% (5)	94% (83)	1.9 (88)
3. The information was new to me.	10% (9)	41% (36)	49% (43)	1.4 (88)
4. The presentation met the training objectives.	0% (0)	3% (3)	97% (85)	2.0 (88)
5. The presentation held my interest.	1% (1)	18% (16)	81% (71)	1.8 (88)
6. Relevant examples were presented.	0% (0)	5% (4)	95% (84)	2.0 (88)
7. The presentation pace was comfortable.	1% (1)	13% (11)	86% (76)	1.9 (88)
8. I would recommend this training to a co-worker.	0% (0)	10% (10)	90% (78)	1.9 (88)
9. Overall, I found the content to be very valuable.	0% (0)	10% (9)	90% (79)	1.9 (88)
Trainer				
1. The trainer was able to hold my interest.	3% (2)	11% (9)	86% (70)	1.8 (81)
2. The trainer was an expert on the topic.	1% (1)	13% (10)	86% (69)	1.9 (80)
3. The trainer was able to stay focused on the topic.	1% (1)	9% (7)	90% (72)	1.9 (80)
4. The trainer effectively responded to questions.	0% (0)	6% (5)	94% (76)	1.9 (81)
5. The trainer used relevant examples.	0% (0)	5% (4)	95% (77)	2.0 (81)
6. The trainer solicited audience interaction.	0% (0)	6% (5)	94% (76)	1.9 (81)
7. Overall, I found the trainer to be very effective.	0% (0)	5% (4)	95% (77)	2.0 (81)
Logistics				
1. The seating was comfortable.	15% (12)	14% (11)	72% (58)	1.6 (81)
2. The room temperature was correct.	4% (3)	27% (22)	69% (56)	1.7 (81)
3. The room lighting was optimal.	1% (1)	7% (6)	91% (74)	1.9 (81)
4. Overall, the logistics were satisfactory.	1% (1)	15% (12)	84% (68)	1.8 (81)

^a Scale: Disagree = 0; Somewhat Agree = 1; Agree = 2.

Table B-5. Relationship Enrichment Skills Facilitator Training Evaluation

Training Feature		Disagree % (n)	Somewhat Agree % (n)	Agree % (n)	Mean ^a (n)
Content					
1.	The material was well organized.	0% (0)	8% (1)	92% (12)	1.9 (13)
2.	The ideas and skills presented were useful.	0% (0)	0% (0)	100% (13)	2.0 (13)
3.	The information was new to me.	8% (1)	38% (5)	54% (7)	1.5 (13)
4.	The presentation met the training objectives.	0% (0)	0% (0)	100% (13)	2.0 (13)
5.	The presentation held my interest.	0% (0)	15% (2)	85% (11)	1.9 (13)
6.	Relevant examples were presented.	0% (0)	0% (0)	100% (13)	2.0 (13)
7.	The presentation pace was comfortable.	0% (0)	15% (2)	85% (11)	1.9 (13)
8.	I would recommend this training to a co-worker.	0% (0)	8% (1)	92% (12)	1.9 (13)
9.	Overall, I found the content to be very valuable.	0% (0)	0% (0)	100% (13)	2.0 (13)
Trainer					
1.	The trainer was able to hold my interest.	0% (0)	0% (0)	100% (13)	2.0 (13)
2.	The trainer was an expert on the topic.	0% (0)	8% (1)	92% (12)	1.9 (13)
3.	The trainer was able to stay focused on the topic.	0% (0)	0% (0)	100% (13)	2.0 (13)
4.	The trainer effectively responded to questions.	0% (0)	0% (0)	100% (13)	2.0 (13)
5.	The trainer used relevant examples.	0% (0)	0% (0)	100% (13)	2.0 (13)
6.	The trainer solicited audience interaction.	0% (0)	0% (0)	100% (13)	2.0 (13)
7.	Overall, I found the trainer to be very effective.	0% (0)	0% (0)	100% (13)	2.0 (13)
Logistics					
1.	The seating was comfortable.	0% (0)	23% (3)	77% (10)	1.8 (13)
2.	The room temperature was correct.	0% (0)	15% (2)	85% (11)	1.9 (13)
3.	The room lighting was optimal.	0% (0)	8% (1)	92% (12)	1.9 (13)
4.	Overall, the logistics were satisfactory.	0% (0)	8% (1)	92% (12)	1.9 (13)

^a Scale: Disagree = 0; Somewhat Agree = 1; Agree = 2.

Appendix C: Staff Training Evaluation Results

Table C-1. Working Collaboratively for Families Staff Training Evaluation

Training Feature	Disagree % (n)	Somewhat Agree % (n)	Agree % (n)	Mean ^a (n)
Content				
1. The material was well organized.	0% (0)	10% (53)	90% (6)	1.9 (59)
2. The ideas and skills presented were useful.	0% (0)	8% (5)	92% (54)	1.9 (59)
3. The information was new to me.	3% (2)	46% (27)	51% (30)	1.5 (59)
4. The presentation met the training objectives.	0% (0)	15% (9)	85% (50)	1.9 (59)
5. The presentation held my interest.	0% (0)	22% (13)	78% (46)	1.8 (59)
6. Relevant examples were presented.	0% (0)	14% (8)	86% (51)	1.9 (59)
7. The presentation pace was comfortable.	0% (0)	15% (9)	85% (50)	1.9 (59)
8. I would recommend this training to a co-worker.	0% (0)	17% (10)	83% (49)	1.8 (59)
9. Overall, I found the content to be very valuable.	2% (1)	13% (8)	85% (50)	1.8 (59)
Trainer				
1. The trainer was able to hold my interest.	0% (0)	13% (7)	87% (49)	1.9 (56)
2. The trainer was an expert on the topic.	0% (0)	23% (13)	77% (43)	1.8 (56)
3. The trainer was able to stay focused on the topic.	0% (0)	5% (3)	95% (53)	2.0 (56)
4. The trainer effectively responded to questions.	0% (0)	2% (1)	98% (55)	2.0 (56)
5. The trainer used relevant examples.	0% (0)	7% (4)	93% (52)	1.9 (56)
6. The trainer solicited audience interaction.	0% (0)	7% (4)	93% (52)	1.9 (56)
7. Overall, I found the trainer to be very effective.	0% (0)	5% (3)	95% (53)	2.0 (56)
Logistics				
1. The seating was comfortable.	3% (2)	30% (17)	67% (38)	1.6 (57)
2. The room temperature was correct.	5% (3)	25% (14)	70% (40)	1.7 (57)
3. The room lighting was optimal.	0% (0)	9% (5)	91% (51)	1.9 (56)
4. Overall, the logistics were satisfactory.	0% (0)	9% (5)	91% (52)	1.9 (57)

^a Scale: Disagree = 0; Somewhat Agree = 1; Agree = 2.

Table C-2. Dads Matter Staff Training Evaluation

Training Feature	Disagree % (n)	Somewhat Agree % (n)	Agree % (n)	Mean ^a (n)
Content				
1. The material was well organized.	2% (1)	13% (8)	85% (51)	1.8 (60)
2. The ideas and skills presented were useful.	2% (1)	10% (6)	88% (54)	1.9 (61)
3. The information was new to me.	6% (4)	46% (28)	48% (29)	1.4 (61)
4. The presentation met the training objectives.	0% (0)	16% (10)	83% (50)	1.8 (60)
5. The presentation held my interest.	2% (1)	18% (11)	80% (49)	1.8 (61)
6. Relevant examples were presented.	1% (1)	12% (7)	87% (53)	1.9 (61)
7. The presentation pace was comfortable.	2% (1)	15% (9)	83% (50)	1.8 (60)
8. I would recommend this training to a co-worker.	0% (0)	12% (7)	88% (53)	1.9 (60)
9. Overall, I found the content to be very valuable.	0% (0)	12% (7)	88% (53)	1.9 (60)
Trainer				
1. The trainer was able to hold my interest.	4% (2)	9% (5)	87% (47)	1.8 (54)
2. The trainer was an expert on the topic.	2% (1)	6% (3)	93% (50)	1.9 (54)
3. The trainer was able to stay focused on the topic.	2% (1)	6% (3)	93% (50)	1.9 (54)
4. The trainer effectively responded to questions.	2% (1)	4% (2)	94% (51)	1.9 (54)
5. The trainer used relevant examples.	0% (0)	4% (2)	96% (52)	2.0 (54)
6. The trainer solicited audience interaction.	0% (0)	7% (4)	93% (50)	1.9 (54)
7. Overall, I found the trainer to be very effective.	0% (0)	7% (4)	93% (50)	1.9 (54)
Logistics				
1. The seating was comfortable.	10% (5)	32% (17)	59% (31)	1.5 (53)
2. The room temperature was correct.	30% (16)	38% (20)	32% (17)	1.0 (53)
3. The room lighting was optimal.	0% (0)	24% (13)	76% (40)	1.8 (53)
4. Overall, the logistics were satisfactory.	4% (2)	24% (13)	72% (38)	1.7 (53)

^a Scale: *Disagree* = 0; *Somewhat Agree* = 1; *Agree* = 2.

Table C-3. Sharing Special Topics Books with Children Staff Training Evaluation

Training Feature	Disagree % (n)	Somewhat Agree % (n)	Agree % (n)	Mean ^a (n)
Content				
1. The material was well organized.	0% (0)	11% (12)	89% (102)	1.9 (114)
2. The ideas and skills presented were useful.	0% (0)	12% (14)	88% (100)	1.9 (114)
3. The information was new to me.	13% (15)	45% (51)	42% (47)	1.3 (113)
4. The presentation met the training objectives.	0% (0)	15% (17)	85% (96)	1.9 (113)
5. The presentation held my interest.	2% (2)	24% (27)	74% (85)	1.7 (114)
6. Relevant examples were presented.	1% (1)	12% (14)	87% (98)	1.9 (113)
7. The presentation pace was comfortable.	1% (1)	18% (20)	82% (93)	1.8 (114)
8. I would recommend this training to a co-worker.	7% (1)	20% (23)	79% (90)	1.8 (114)
9. Overall, I found the content to be very valuable.	1% (1)	17% (20)	82% (93)	1.8 (114)
Trainer				
1. The trainer was able to hold my interest.	3% (3)	19% (20)	78% (82)	1.8 (105)
2. The trainer was an expert on the topic.	1% (1)	20% (21)	79% (84)	1.8 (106)
3. The trainer was able to stay focused on the topic.	1% (1)	11% (12)	88% (93)	1.9 (106)
4. The trainer effectively responded to questions.	0% (0)	13% (14)	87% (92)	1.9 (106)
5. The trainer used relevant examples.	0% (0)	14% (15)	86% (91)	1.9 (106)
6. The trainer solicited audience interaction.	1% (1)	11% (12)	88% (92)	1.9 (106)
7. Overall, I found the trainer to be very effective.	1% (1)	13% (14)	86% (91)	1.9 (106)
Logistics				
1. The seating was comfortable.	3% (3)	19% (20)	78% (82)	1.8 (105)
2. The room temperature was correct.	5% (5)	25% (21)	75% (79)	1.7 (105)
3. The room lighting was optimal.	0% (0)	8% (8)	92% (97)	1.9 (105)
4. Overall, the logistics were satisfactory.	1% (1)	16% (17)	83% (87)	1.8 (105)

^a Scale: Disagree = 0; Somewhat Agree = 1; Agree = 2.

Appendix D: Community Survey Findings

Table D-1. Community Characteristics According to Bootheel Fathers for Life Board Members

	Strongly Disagree % (n)	Disagree % (n)	Slightly Disagree % (n)	Slightly Agree % (n)	Agree % (n)	Strongly Agree % (n)	Mean ^a (n)
Education							
Parents in our community teach the value of education to their children.	0% (0)	0% (0)	38% (3)	25% (2)	38% (3)	0% (0)	4.0 (8)
Community parents are actively involved in our schools.	0% (0)	0% (0)	25% (2)	50% (4)	25% (2)	0% (0)	4.0 (8)
The schools in our community have high academic expectations for their students.	0% (0)	13% (1)	13% (1)	13% (1)	63% (5)	0% (0)	4.3 (8)
Our students are actively involved in school activities.	0% (0)	0% (0)	0% (0)	43% (3)	57% (4)	0% (0)	4.6 (7)
Students in our schools enjoy a positive and safe environment.	0% (0)	0% (0)	13% (1)	25% (2)	50% (4)	13% (1)	4.6 (8)
The administration and faculty in our schools are caring and approachable.	0% (0)	0% (0)	13% (1)	0% (0)	75% (6)	13% (1)	4.9 (8)
Community members take advantage of continuing adult education opportunities.	0% (0)	0% (0)	25% (2)	38% (3)	38% (3)	0% (0)	4.1 (8)
Community parents are encouraged to be involved in our schools.	0% (0)	0% (0)	13% (1)	38% (3)	50% (4)	0% (0)	4.4 (8)
Our schools have a clear purpose that the community recognizes.	0% (0)	0% (0)	25% (2)	25% (2)	50% (4)	0% (0)	4.3 (8)
^a Scale: <i>Strongly Disagree</i> = 1; <i>Disagree</i> = 2; <i>Slightly Disagree</i> = 3; <i>Slightly Agree</i> = 4; <i>Agree</i> = 5; <i>Strongly Agree</i> = 6.							

	Strongly Disagree % (n)	Disagree % (n)	Slightly Disagree % (n)	Slightly Agree % (n)	Agree % (n)	Strongly Agree % (n)	Mean ^a (n)
Youth							
Community members would use a YMCA if it were available.	0% (0)	0% (0)	0% (0)	25% (2)	75% (6)	0% (0)	4.8 (8)
The money I spend on entertainment is spent mostly in this county.	0% (0)	38% (3)	25% (2)	13% (1)	25% (2)	0% (0)	3.3 (8)
Our community has adequate park facilities and equipment.	0% (0)	13% (1)	25% (2)	0% (0)	63% (5)	0% (0)	4.1 (8)
Our community has an adequate number of activities for youth to participate in.	13% (1)	13% (1)	63% (5)	13% (1)	0% (0)	0% (0)	2.8 (8)
Community							
Community officials are caring and supportive of families.	0% (0)	0% (0)	13% (1)	63% (5)	25% (2)	0% (0)	4.1 (8)
Enough support groups are available in our community.	0% (0)	0% (0)	50% (4)	50% (4)	0% (0)	0% (0)	3.5 (8)
Our community provides adequate resources to assist me in my role as a parent.	0% (0)	0% (0)	14% (1)	71% (5)	14% (1)	0% (0)	4.0 (7)
^a Scale: <i>Strongly Disagree</i> = 1; <i>Disagree</i> = 2; <i>Slightly Disagree</i> = 3; <i>Slightly Agree</i> = 4; <i>Agree</i> = 5; <i>Strongly Agree</i> = 6.							

Table D-2. Bootheel Fathers for Life Board Perceptions of Needs Being Met in the Community

<i>To what extent are the needs of families in your community being met in the following areas?</i>	Not at All % (n)	Not Very Much % (n)	Somewhat % (n)	Quite a Bit % (n)	A Lot % (n)	Mean¹ (n)
Child Care	0% (0)	0% (0)	38% (3)	38% (3)	25% (2)	3.9 (8)
Parenting Education	13% (1)	38% (3)	0% (0)	25% (2)	25% (2)	3.1 (8)
Education	0% (0)	0% (0)	38% (3)	38% (3)	25% (2)	3.9 (8)
Health	0% (0)	0% (0)	29% (2)	71% (5)	0% (0)	3.7 (7)
Counseling/Mental Health	0% (0)	25% (2)	75% (6)	0% (0)	0% (0)	2.8 (8)
Housing	0% (0)	0% (0)	75% (6)	25% (2)	0% (0)	3.3 (8)
Social Services	0% (0)	0% (0)	38% (3)	50% (4)	13% (1)	3.8 (8)
Transportation	0% (0)	75% (6)	25% (2)	0% (0)	0% (0)	2.3 (8)
Family Activities	0% (0)	50% (4)	38% (3)	13% (1)	0% (0)	2.6 (8)
Youth Activities	0% (0)	38% (3)	50% (4)	13% (1)	0% (0)	2.8 (8)
Economic Opportunity	0% (0)	63% (5)	25% (2)	13% (1)	0% (0)	2.5 (8)
Business Support	0% (0)	13% (1)	63% (5)	0% (0)	25% (2)	3.4 (8)
Local Government	0% (0)	25% (2)	75% (6)	0% (0)	0% (0)	2.8 (8)
Religion/Spirituality	0% (0)	0% (0)	25% (2)	50% (4)	25% (2)	4.0 (8)
Media Support	0% (0)	38% (3)	63% (5)	0% (0)	0% (0)	2.6 (8)
Legal Services	0% (0)	13% (1)	75% (6)	13% (1)	0% (0)	3.0 (8)
Law Enforcement/Corrections	0% (0)	13% (1)	38% (3)	50% (4)	0% (0)	3.4 (8)
Supportive Neighbors	0% (0)	25% (2)	25% (2)	13% (1)	38% (3)	3.6 (8)

¹ Scale: *Not at All* = 1; *Not Very Much* = 2; *Somewhat* = 3; *Quite a Bit* = 4; *A Lot* = 5.

Table D-3. Community Characteristics According to Fathers for Life Advisory Council

	Strongly Disagree % (n)	Disagree % (n)	Slightly Disagree % (n)	Slightly Agree % (n)	Agree % (n)	Strongly Agree % (n)	Mean^a (n)
Education							
Parents in our community teach the value of education to their children.	0% (0)	0% (0)	0% (0)	56% (5)	44% (4)	0% (0)	4.4 (9)
Community parents are actively involved in our schools.	0% (0)	0% (0)	11% (1)	56% (5)	33% (3)	0% (0)	4.2 (9)
The schools in our community have high academic expectations for their students.	0% (0)	0% (0)	11% (1)	33% (3)	44% (4)	11% (1)	4.6 (9)
Our students are actively involved in school activities.	0% (0)	0% (0)	11% (1)	22% (2)	67% (6)	0% (0)	4.6 (9)
Students in our schools enjoy a positive and safe environment.	0% (0)	0% (0)	11% (1)	11% (1)	78% (7)	0% (0)	4.7 (9)
The administration and faculty in our schools are caring and approachable.	0% (0)	0% (0)	0% (0)	11% (1)	89% (8)	0% (0)	4.9 (9)
Community members take advantage of continuing adult education opportunities.	0% (0)	0% (0)	22% (2)	56% (5)	22% (2)	0% (0)	4.0 (9)
Community parents are encouraged to be involved in our schools.	0% (0)	0% (0)	22% (2)	44% (4)	33% (3)	0% (0)	4.1 (9)
Our schools have a clear purpose that the community recognizes.	0% (0)	0% (0)	22% (2)	33% (3)	44% (4)	0% (0)	4.2 (9)
^a Scale: <i>Strongly Disagree</i> = 1; <i>Disagree</i> = 2; <i>Slightly Disagree</i> = 3; <i>Slightly Agree</i> = 4; <i>Agree</i> = 5; <i>Strongly Agree</i> = 6.							

	Strongly Disagree % (n)	Disagree % (n)	Slightly Disagree % (n)	Slightly Agree % (n)	Agree % (n)	Strongly Agree % (n)	Mean ^a (n)
Youth							
Community members would use a YMCA if it were available.	0% (0)	11% (1)	0% (0)	33% (3)	33% (3)	22% (2)	4.6 (9)
The money I spend on entertainment is spent mostly in this county.	11% (1)	11% (1)	33% (3)	22% (2)	11% (1)	11% (1)	3.4 (9)
Our community has adequate park facilities and equipment.	0% (0)	11% (1)	22% (2)	22% (2)	33% (3)	11% (1)	4.1 (9)
Our community has an adequate number of activities for youth to participate in.	0% (0)	11% (1)	44% (4)	22% (2)	11% (1)	11% (1)	3.7 (9)
Community							
Community officials are caring and supportive of families.	0% (0)	11% (1)	0% (0)	33% (3)	56% (5)	0% (0)	4.3 (9)
Enough support groups are available in our community.	0% (0)	11% (1)	44% (4)	11% (1)	22% (2)	11% (1)	3.8 (9)
Our community provides adequate resources to assist me in my role as a parent.	0% (0)	0% (0)	28% (2)	14% (1)	57% (4)	0% (0)	4.3 (7)
^a Scale: <i>Strongly Disagree</i> = 1; <i>Disagree</i> = 2; <i>Slightly Disagree</i> = 3; <i>Slightly Agree</i> = 4; <i>Agree</i> = 5; <i>Strongly Agree</i> = 6.							

Table D-4. Fathers for Life Advisory Council Perceptions of Needs Being Met in the Community

<i>To what extent are the needs of families in your community being met in the following areas?</i>	Not at All % (n)	Not Very Much % (n)	Somewhat % (n)	Quite a Bit % (n)	A Lot % (n)	Mean¹ (n)
Child Care	0% (0)	22% (2)	67% (6)	11% (1)	0% (0)	2.9 (9)
Parenting Education	0% (0)	11% (1)	67% (6)	22% (2)	0% (0)	3.1 (9)
Education	0% (0)	11% (1)	44% (4)	33% (3)	11% (1)	3.4 (9)
Health	0% (0)	11% (1)	44% (4)	33% (3)	11% (1)	3.4 (9)
Counseling/Mental Health	11% (1)	44% (4)	22% (2)	11% (1)	11% (1)	2.7 (9)
Housing	0% (0)	22.2% (2)	56% (5)	11% (1)	11% (1)	3.1 (9)
Social Services	0% (0)	22.2% (2)	56% (5)	22% (2)	0% (0)	3.0 (9)
Transportation	11% (1)	67% (6)	22% (2)	0% (0)	0% (0)	2.1 (9)
Family Activities	0% (0)	78% (7)	0% (0)	22% (2)	0% (0)	2.4 (9)
Youth Activities	0% (0)	44% (4)	33% (3)	11% (1)	11% (1)	2.9 (9)
Economic Opportunity	0% (0)	50% (4)	38% (3)	13% (1)	0% (0)	2.6 (8)
Business Support	0% (0)	22% (2)	67% (6)	11% (1)	0% (0)	2.9 (9)
Local Government	11% (1)	0% (0)	78% (7)	11% (1)	0% (0)	2.9 (9)
Religion/Spirituality	0% (0)	11% (1)	33% (3)	44% (4)	11% (1)	3.6 (9)
Media Support	0% (0)	33% (3)	44% (4)	22% (2)	0% (0)	2.9 (9)
Legal Services	0% (0)	44% (4)	33.3% (3)	11% (1)	11% (1)	2.9 (9)
Law Enforcement/Corrections	0% (0)	22% (2)	33% (3)	11% (1)	33% (3)	3.6 (9)
Supportive Neighbors	0% (0)	11% (1)	67% (6)	11% (1)	11% (1)	3.2 (9)

¹ Scale: *Nor at All* = 1; *Not Very Much* = 2; *Somewhat* = 3; *Quite a Bit* = 4; *A Lot* = 5.

Appendix E: Post-Intervention Survey Results

Table E-1. *The Fathering Inventory* Prior to 24/7 Dad™ Participation

Item	Uncertain n	Strongly Agree % (n)	Agree % (n)	Disagree % (n)	Strongly Disagree % (n)	Mean ^a (n)
The self-aware man is one who takes responsibility for his own behavior.	1	71% (29)	29% (12)	0% (0)	0% (0)	3.7 (41)
Children need to learn to know that Dads don't mess around when it comes to discipline.	0	33% (14)	48% (20)	12% (5)	7% (3)	3.1 (42)
Boys should be taught to "take it like a man."	2	13% (5)	28% (11)	41% (16)	18% (7)	2.4 (39)
The best thing a Dad can do for his children is to love their mother.	1	27% (11)	46% (19)	22% (9)	5% (2)	3.0 (41)
Masculinity is acceptable for a man and it ranges from very traditional to very non-traditional.	8	18% (6)	58% (19)	18% (6)	6% (2)	2.9 (33)
Kids need to know right from wrong using whatever it takes.	3	21% (8)	28% (11)	36% (14)	15% (6)	2.5 (39)
Putting yourself in your children's place is a good way to find out how they feel.	1	39% (16)	51% (21)	7% (3)	2% (1)	3.3 (41)
Boys need to learn to keep their feelings to themselves.	0	2% (1)	2% (1)	50% (21)	45% (19)	1.6 (42)
Girls raised by fathers turn out to be "tomboys."	2	3% (1)	5% (2)	48% (19)	45% (18)	1.7 (40)
The Dad's major role in the family is as the provider.	0	33% (14)	33% (14)	26% (11)	7% (3)	3.0 (42)
Men and women grieve differently.	1	33% (13)	45% (18)	20% (8)	3% (1)	3.1 (40)
Spirituality and masculinity do not mix well.	5	12% (4)	9% (3)	59% (20)	21% (7)	2.1 (34)
Women handle stress differently than men.	2	40% (16)	43% (17)	13% (5)	5% (2)	3.2 (40)
Being a man means following traditional gender roles.	3	18% (7)	23% (9)	56% (22)	3% (1)	2.6 (39)
Hitting a punching bag or pillow is a good way to express anger.	2	18% (7)	37% (15)	40% (16)	5% (2)	2.7 (40)
Men are raised to keep their problems to themselves.	2	8% (3)	36% (14)	51% (20)	5% (2)	2.5 (39)
Fathering is more important than mothering.	3	8% (3)	8% (3)	51% (20)	33% (13)	1.9 (39)
Men are better off being married.	6	19% (7)	25% (9)	42% (15)	14% (5)	2.5 (36)
Harsh punishments help children know that Dads "mean business."	2	5% (2)	26% (10)	38% (15)	31% (12)	2.0 (39)

^a Scale: *Strongly Disagree* = 1; *Disagree* = 2; *Agree* = 3; *Strongly Agree* = 4; *Uncertain* not included in mean.

Item	Uncertain n	Strongly Agree % (n)	Agree % (n)	Disagree % (n)	Strongly Disagree % (n)	Mean ^a (n)
Dads are better than mothers at disciplining children.	3	10% (4)	13% (5)	62% (24)	15% (6)	2.2 (39)
Fathers need to be the head of the household.	1	29% (12)	46% (19)	20% (8)	5% (2)	3.0 (41)
It's wrong for men to express their feelings in public.	0	5% (2)	14% (6)	64% (27)	17% (7)	2.1 (42)
Dads need to push their children to do more.	2	15% (6)	42% (17)	40% (16)	3% (1)	2.7 (40)
A spiritual family is one that feels membership for all its members.	4	39% (15)	45% (17)	16% (6)	0% (0)	3.2 (38)
Dads who are soft on discipline raise spoiled kids.	4	16% (6)	26% (10)	45% (17)	13% (5)	2.5 (38)
What parents expect from their children plays a big role in developing children's self-worth.	3	41% (16)	46% (18)	10% (4)	3% (1)	3.3 (39)
Females should have different careers than males.	0	7% (3)	14% (6)	45% (19)	33% (14)	2.0 (42)
Feelings tell us something about an experience.	0	34% (14)	56% (23)	7% (3)	2% (1)	3.2 (41)
Praising yourself in front of your children is a good way to model self-worth.	8	17% (6)	47% (16)	21% (7)	15% (5)	2.7 (34)
Talking to someone about your anger is a waste of time.	0	2% (1)	5% (2)	36% (15)	57% (24)	1.5 (42)
Moms and Dads – because they come from different backgrounds – should expect to raise their children differently.	2	8% (3)	12% (5)	60% (24)	20% (8)	2.1 (40)
A son is better off being raised by his father than by his mother.	3	8% (3)	10% (4)	56% (22)	26% (10)	2.0 (39)
There is no such thing as an “ideal” father.	6	6% (2)	29% (10)	35% (12)	29% (10)	2.1 (34)
Fathers can't do as good a job raising children as mothers.	1	5% (2)	15% (6)	44% (18)	37% (15)	1.9 (41)
Real men don't cry.	0	0% (0)	7% (3)	50% (21)	43% (18)	1.6 (42)
Men need to be strong no matter what happens.	0	21% (9)	48% (20)	17% (7)	14% (6)	2.8 (42)
Men should be able to “take a licking and keep on ticking.”	2	26% (10)	20% (8)	39% (15)	15% (6)	2.6 (39)
Culture plays an important role in fathering.	3	23% (9)	54% (21)	18% (7)	5% (2)	3.0 (39)
There are clear differences between the roles of a mother and a father.	2	35% (14)	53% (21)	12% (5)	0% (0)	3.2 (40)
Men don't need to go to the doctor as often as do women.	1	0% (0)	10% (4)	63% (26)	27% (11)	1.8 (41)

^a Scale: *Strongly Disagree* = 1; *Disagree* = 2; *Agree* = 3; *Strongly Agree* = 4; *Uncertain* not included in mean.

Item	Uncertain n	Strongly Agree % (n)	Agree % (n)	Disagree % (n)	Strongly Disagree % (n)	Mean ^a (n)
Work should be more important for men than family.	3	7% (3)	10% (4)	31% (13)	52% (22)	1.7 (42)
It's okay to keep feelings inside.	0	5% (2)	7% (3)	62% (26)	26% (11)	2.0 (42)
Fathers who "lay down the law" get the respect of their children.	2	15% (6)	35% (14)	40% (16)	10% (4)	2.6 (40)
Balancing work and family is more important for women than for men.	2	0% (0)	8% (3)	67% (27)	25% (10)	1.8 (40)
Certain feelings are good; certain feelings are bad.	6	36% (13)	56% (20)	8% (3)	0% (0)	3.3 (36)
Fathers work; mothers take care of children. It's that simple.	2	5% (2)	12% (5)	55% (22)	28% (11)	2.0 (40)
Children should participate in making family rules.	1	5% (2)	61% (25)	24% (10)	10% (4)	2.6 (41)
Dads are more important role models for children than are moms.	2	5% (2)	8% (3)	52% (21)	35% (14)	1.8 (40)
Being a man has nothing to do with being spiritual.	3	23% (9)	33% (13)	26% (10)	18% (7)	2.6 (39)
The way parents raise their children has more to do with how their children turn out than does their children's nature.	4	24% (9)	37% (14)	31% (12)	8% (3)	2.8 (38)

^a Scale: *Strongly Disagree* = 1; *Disagree* = 2; *Agree* = 3; *Strongly Agree* = 4; *Uncertain* not included in mean.

Table E-2. Focus on Fathering 1 – Child Development

Item	1 % (n)	2 % (n)	3 % (n)	4 % (n)	Mean (n)
How much did you like the leader? ^a	0% (0)	0% (0)	40% (2)	60% (3)	3.6 (5)
How much did you like what the class was about? ^a	0% (0)	0% (0)	20% (1)	80% (4)	3.8 (5)
How much did you like the handouts, videos, materials? ^a	0% (0)	0% (0)	60% (3)	40% (2)	3.4 (5)
How much did you like when the class was held? ^a	0% (0)	0% (0)	80% (4)	20% (1)	3.2 (5)
How much did this class help you and your child? ^a	0% (0)	0% (0)	80% (4)	20% (1)	3.2 (5)
How often will you use what you learned in this class? ^b	0% (0)	0% (0)	80% (4)	20% (1)	3.2 (5)
I know what to expect of my child at this age. ^a	0% (0)	80% (4)	20% (1)	0% (0)	2.2 (5)
I know what to do with my child at this age. ^a	0% (0)	20% (1)	80% (4)	0% (0)	2.8 (5)

^a Scale: *Not at All* = 1; *Not Very Much* = 2; *Quite a Bit* = 3; *A Lot* = 4.
^b Scale: *Never* = 1; *Not Very Often* = 2; *Often* = 3; *All the Time* = 4.

Table E-3. Focus on Fathering 2 – Reading with Your Child

Item	1 % (n)	2 % (n)	3 % (n)	4 % (n)	Mean (n)
How much did you like the leader? ^a	0% (0)	0% (0)	50% (4)	50% (4)	3.5 (8)
How much did you like what the class was about? ^a	0% (0)	0% (0)	37% (3)	63% (5)	3.6 (8)
How much did you like the handouts, videos, materials? ^a	0% (0)	37% (3)	0% (0)	63% (5)	3.2 (8)
How much did you like when the class was held? ^a	0% (0)	13% (1)	37% (3)	50% (4)	3.4 (8)
How much did this class help you and your child? ^a	0% (0)	0% (0)	63% (5)	37% (3)	3.4 (8)
How often will you use what you learned in this class? ^b	0% (0)	0% (0)	63% (5)	37% (3)	3.4 (8)
I know how to help my child enjoy books and things to read. ^a	0% (0)	13% (1)	37% (3)	50% (4)	3.4 (8)
I know how to choose books and other things for my child to read. ^a	0% (0)	37% (3)	13% (1)	50% (4)	3.1 (8)

^a Scale: *Not at All* = 1; *Not Very Much* = 2; *Quite a Bit* = 3; *A Lot* = 4.
^b Scale: *Never* = 1; *Not Very Often* = 2; *Often* = 3; *All the Time* = 4.

Table E-4. Focus on Fathering 3 – Parenting Apart

Item	1 % (n)	2 % (n)	3 % (n)	4 % (n)	Mean (n)
How much did you like the leader? ^a	0% (0)	0% (0)	60% (3)	40% (2)	3.4 (5)
How much did you like what the class was about? ^a	0% (0)	0% (0)	20% (1)	80% (4)	3.8 (5)
How much did you like the handouts, videos, materials? ^a	0% (0)	0% (0)	20% (1)	80% (4)	3.8 (5)
How much did you like when the class was held? ^a	0% (0)	0% (0)	60% (3)	40% (2)	3.4 (5)
How much did this class help you and your child? ^a	0% (0)	0% (0)	40% (2)	60% (3)	3.6 (5)
How often will you use what you learned in this class? ^b	0% (0)	0% (0)	40% (2)	60% (3)	3.6 (5)
I know why it is important for both fathers and mothers to be involved in parenting their child. ^a	0% (0)	0% (0)	0% (0)	100% (5)	4.0 (5)
I know ways to improve the relationship with my child's mother. ^a	0% (0)	20% (1)	0% (0)	80% (4)	3.6 (5)

^a Scale: *Not at All* = 1; *Not Very Much* = 2; *Quite a Bit* = 3; *A Lot* = 4.
^b Scale: *Never* = 1; *Not Very Often* = 2; *Often* = 3; *All the Time* = 4.

Table E-5. Focus on Fathering 4 – Connecting with Your Child

Item	1 % (n)	2 % (n)	3 % (n)	4 % (n)	Mean (n)
How much did you like the leader? ^a	0% (0)	0% (0)	57% (4)	43% (3)	3.4 (7)
How much did you like what the class was about? ^a	0% (0)	0% (0)	57% (4)	43% (3)	3.4 (7)
How much did you like the handouts, videos, materials? ^a	0% (0)	14% (1)	43% (3)	43% (3)	3.3 (7)
How much did you like when the class was held? ^a	0% (0)	0% (0)	57% (4)	43% (3)	3.4 (7)
How much did this class help you and your child? ^a	0% (0)	0% (0)	29% (2)	71% (5)	3.7 (7)
How often will you use what you learned in this class? ^b	0% (0)	0% (0)	29% (2)	71% (5)	3.7 (7)
I know the benefits for a child having a strong attachment to a father. ^a	0% (0)	14% (1)	0% (0)	86% (6)	3.7 (7)
I know behaviors that help and behaviors that hurt a child's attachment to a father. ^a	0% (0)	14% (1)	14% (1)	72% (5)	3.6 (7)

^a Scale: *Not at All* = 1; *Not Very Much* = 2; *Quite a Bit* = 3; *A Lot* = 4.
^b Scale: *Never* = 1; *Not Very Often* = 2; *Often* = 3; *All the Time* = 4.

Table E-6. Focus on Fathering 5 – Discipline

Item	1 % (n)	2 % (n)	3 % (n)	4 % (n)	Mean (n)
How much did you like the leader? ^a	0% (0)	0% (0)	78% (7)	22% (2)	3.2 (9)
How much did you like what the class was about? ^a	0% (0)	0% (0)	44% (4)	56% (5)	3.6 (9)
How much did you like the handouts, videos, materials? ^a	0% (0)	0% (0)	44% (4)	56% (5)	3.6 (9)
How much did you like when the class was held? ^a	0% (0)	0% (0)	22% (2)	78% (7)	3.8 (9)
How much did this class help you and your child? ^a	0% (0)	11% (1)	67% (6)	22% (2)	3.1 (9)
How often will you use what you learned in this class? ^b	0% (0)	0% (0)	100% (9)	0% (0)	3.0 (9)
I know how to help my child behave. ^a	0% (0)	0% (0)	78% (7)	22% (2)	3.2 (9)
I know what kind of behavior to expect of my child at this age. ^a	0% (0)	11% (1)	67% (6)	22% (2)	3.1 (9)

^a Scale: *Not at All* = 1; *Not Very Much* = 2; *Quite a Bit* = 3; *A Lot* = 4.
^b Scale: *Never* = 1; *Not Very Often* = 2; *Often* = 3; *All the Time* = 4.

Table E-7. Focus on Fathering 6 – Places to Go

Item	1 % (n)	2 % (n)	3 % (n)	4 % (n)	Mean (n)
How much did you like the leader? ^a	0% (0)	0% (0)	33% (2)	67% (4)	3.7 (6)
How much did you like what the class was about? ^a	0% (0)	0% (0)	33% (2)	67% (4)	3.7 (6)
How much did you like the handouts, videos, materials? ^a	0% (0)	0% (0)	33% (2)	67% (4)	3.7 (6)
How much did you like when the class was held? ^a	0% (0)	17% (1)	17% (1)	66% (4)	3.5 (6)
How much did this class help you and your child? ^a	0% (0)	0% (0)	33% (2)	67% (4)	3.7 (6)
How often will you use what you learned in this class? ^b	0% (0)	0% (0)	50% (3)	50% (3)	3.5 (6)
I know some things to do with my child. ^a	0% (0)	0% (0)	50% (3)	50% (3)	3.5 (6)
I know places to go with my child. ^a	0% (0)	0% (0)	50% (3)	50% (3)	3.5 (6)

^a Scale: *Not at All* = 1; *Not Very Much* = 2; *Quite a Bit* = 3; *A Lot* = 4.
^b Scale: *Never* = 1; *Not Very Often* = 2; *Often* = 3; *All the Time* = 4.

Table E-8. Focus on Fathering 7 – Ways to Play

Item	1 % (n)	2 % (n)	3 % (n)	4 % (n)	Mean (n)
How much did you like the leader? ^a	0% (0)	0% (0)	55% (12)	45% (10)	3.4 (22)
How much did you like what the class was about? ^a	0% (0)	0% (0)	50% (11)	50% (11)	3.5 (22)
How much did you like the handouts, videos, materials? ^a	0% (0)	0% (0)	50% (11)	50% (11)	3.5 (22)
How much did you like when the class was held? ^a	0% (0)	4% (1)	41% (9)	55% (12)	3.5 (22)
How much did this class help you and your child? ^a	0% (0)	0% (0)	64% (14)	36% (8)	3.4 (22)
How often will you use what you learned in this class? ^b	0% (0)	0% (0)	68% (15)	32% (7)	3.3 (22)
I know good toys to choose for my child. ^a	0% (0)	4% (1)	23% (5)	73% (16)	3.7 (22)
I know what to check to see if a toy is safe. ^a	0% (0)	5% (1)	18% (4)	77% (17)	3.7 (22)

^a Scale: *Not at All* = 1; *Not Very Much* = 2; *Quite a Bit* = 3; *A Lot* = 4.
^b Scale: *Never* = 1; *Not Very Often* = 2; *Often* = 3; *All the Time* = 4.

Table E-9. Proud Parents Workshop Participants Survey

Item	Strongly Disagree % (n)	Disagree % (n)	Neither % (n)	Agree % (n)	Strongly Agree % (n)	Mean ^a (n)
The length of the program was about right.	0% (0)	0% (0)	0% (0)	69% (62)	31% (27)	4.3 (89)
The materials in this session were helpful.	0% (0)	0% (0)	1% (1)	60% (53)	39% (35)	4.4 (89)
The program allowed enough chances for me to participate and ask questions.	0% (0)	0% (0)	0% (0)	57% (51)	43% (38)	4.4 (89)
The presenter for program was well organized and easy to understand.	0% (0)	0% (0)	0% (0)	46% (41)	54% (48)	4.5 (89)
The presenter understood the needs and problems of families going through custody and/or support negotiations.	0% (0)	0% (0)	2% (2)	52% (46)	46% (41)	4.4 (89)
The presenter held my interest throughout the program.	0% (0)	0% (0)	0% (0)	57% (51)	43% (38)	4.4 (89)
The program helped me understand how children are affected by not living with both parents.	0% (0)	0% (0)	3% (3)	56% (50)	41% (37)	4.4 (90)
The information presented will influence decisions I make regarding my children.	0% (0)	0% (0)	5% (4)	54% (48)	41% (37)	4.4 (89)
As a result of this program, I plan to try harder to work with my children's other parent for the sake of the children.	0% (0)	1% (1)	3% (3)	49% (44)	47% (42)	4.4 (90)
The program increased my understanding of importance of developing a plan that provides opportunities for both parents to have a relationship with their children.	0% (0)	0% (0)	2% (2)	57% (51)	41% (37)	4.4 (90)
The program helped me to better understand the benefits to my children if their other parent and I can cooperate with each other.	0% (0)	0% (0)	1% (1)	57% (51)	42% (38)	4.4 (90)
The program helped me to understand the needs and reactions of children of various ages not living with both parents.	0% (0)	0% (0)	5% (4)	66% (59)	29% (26)	4.4 (89)
The program helped me think of new ways to resolve issues about the children with the children's mother.	0% (0)	1% (1)	8% (7)	55% (48)	36% (32)	4.3 (88)
The program offered helpful suggestions to support my children's relationships with me and with their mother.	0% (0)	2% (2)	6% (5)	58% (51)	34% (30)	4.2 (88)
The program provided useful ideas about reducing stress for children.	0% (0)	2% (2)	11% (10)	58% (51)	29% (25)	4.1 (88)
I plan to avoid arguing/fighting with my children's mother in front of the children.	1% (1)	0% (0)	2% (2)	48% (42)	49% (43)	4.4 (88)
I plan to avoid questioning my children about their mother's relationships.	1% (2)	0% (0)	2% (2)	55% (48)	42% (36)	4.4 (87)
I plan to avoid saying negative things about my children's mother in front of them.	0% (0)	0% (0)	2% (2)	50% (44)	48% (42)	4.5 (88)
Overall, the program was worthwhile.	0% (0)	0% (0)	0% (0)	47% (41)	53% (47)	4.5 (88)

^a Scale: *Strongly Agree* = 1; *Agree* = 2; *Neither* = 3; *Disagree* = 4; *Strongly Disagree* = 5.

Table E-10. Career Centers Workshop Survey

Item	Strongly Disagree % (n)	Disagree % (n)	Neither % (n)	Agree % (n)	Strongly Agree % (n)	Mean ^a (n)
The length of the program was about right.	1% (1)	1% (1)	0% (0)	70% (78)	28% (32)	4.2 (112)
The materials in session were helpful.	1% (1)	0% (0)	0% (0)	60% (67)	39% (44)	4.4 (112)
The program allowed enough chances for me to participate and ask questions.	1% (1)	0% (0)	1% (1)	61% (68)	37% (41)	4.3 (111)
The presenter for program was well organized and easy to understand.	1% (1)	0% (0)	1% (1)	44% (50)	54% (61)	4.5 (113)
The presenter understood the needs and problems.	1% (1)	0% (0)	1% (1)	54% (61)	44% (49)	4.4 (112)
The presenter held my interest throughout the program.	1% (1)	1% (1)	0% (0)	56% (63)	42% (48)	4.4 (113)
The presenter eliminated some of the myths of hiring ex-offenders.	1% (1)	1% (1)	8% (9)	54% (61)	36% (41)	4.2 (113)
Overall, the program was worthwhile.	1% (1)	0% (0)	1% (1)	51% (58)	47% (53)	4.4 (113)

^a Scale: *Strongly Disagree* = 1; *Disagree* = 2; *Neither* = 3; *Agree* = 4; *Strongly Agree* = 5.

Appendix F: Pre-Survey and Post-Survey Findings

Table F-1. *The Fathering Inventory* – Time 1

Item	Uncertain n	Strongly Agree % (n)	Agree % (n)	Disagree % (n)	Strongly Disagree % (n)	Mean ^a (n)
The self-aware man is one who takes responsibility for his own behavior.	3	44% (33)	50% (36)	6% (4)	1% (1)	3.4 (74)
Children need to learn to know that Dads don't mess around when it comes to discipline.	6	11% (8)	55% (37)	31% (24)	3% (2)	2.7 (71)
Boys should be taught to "take it like a man."	6	5% (3)	22% (17)	60% (42)	13% (9)	2.2 (71)
The best thing a Dad can do for his children is to love their mother.	10	13% (9)	33% (22)	41% (27)	13% (9)	2.5 (67)
Masculinity is acceptable for a man and it ranges from very traditional to very non-traditional.	23	10% (5)	63% (35)	23% (11)	4% (2)	2.8 (53)
Kids need to know right from wrong using whatever it takes.	4	7% (5)	39% (28)	42% (29)	12% (9)	2.4 (71)
Putting yourself in your children's place is a good way to find out how they feel.	2	26% (20)	65% (48)	9% (7)	0% (0)	3.2 (75)
Boys need to learn to keep their feelings to themselves.	2	0% (0)	1% (2)	58% (43)	41% (30)	1.6 (75)
Girls raised by fathers turn out to be "tomboys."	4	4% (3)	6% (6)	68% (48)	22% (16)	2.0 (73)
The Dad's major role in the family is as the provider.	2	29% (22)	53% (39)	15% (12)	3% (2)	3.1 (75)
Men and women grieve differently.	7	24% (18)	56% (38)	18% (13)	2% (1)	3.0 (70)
Spirituality and masculinity do not mix well.	6	3% (2)	30% (18)	53% (33)	14% (8)	2.2 (61)
Women handle stress differently than men.	3	26% (18)	64% (48)	9% (7)	1% (1)	3.1 (74)
Being a man means following traditional gender roles.	3	7% (5)	40% (30)	47% (35)	6% (4)	2.5 (74)
Hitting a punching bag or pillow is a good way to express anger.	5	10% (7)	37% (25)	37% (29)	16% (11)	2.4 (72)
Men are raised to keep their problems to themselves.	5	6% (4)	39% (28)	45% (33)	10% (7)	2.4 (72)
Fathering is more important than mothering.	6	0% (0)	4% (3)	69% (48)	27% (20)	1.8 (71)
Men are better off being married.	14	10% (6)	17% (10)	63% (39)	10% (8)	2.2 (63)
Harsh punishments help children know that Dads "mean business."	5	6% (4)	18% (12)	54% (40)	22% (15)	2.1 (71)

^a Scale: *Strongly Disagree* = 1; *Disagree* = 2; *Agree* = 3; *Strongly Agree* = 4; *Uncertain* not included in mean.

Item	Uncertain n	Strongly Agree % (n)	Agree % (n)	Disagree % (n)	Strongly Disagree % (n)	Mean ^a (n)
Dads are better than mothers at disciplining children.	7	8% (5)	29% (19)	57% (40)	6% (5)	2.4 (69)
Fathers need to be the head of the household.	9	28% (19)	41% (28)	28% (19)	3% (2)	2.9 (68)
It's wrong for men to express their feelings in public.	6	7% (5)	26% (18)	46% (34)	21% (14)	2.2 (71)
Dads need to push their children to do more.	10	1% (1)	44% (29)	50% (34)	5% (3)	2.4 (67)
A spiritual family is one that feels membership for all its members.	17	18% (12)	56% (31)	20% (12)	6% (3)	2.9 (58)
Dads who are soft on discipline raise spoiled kids.	8	11% (7)	42% (28)	42% (30)	5% (4)	2.6 (69)
What parents expect from their children plays a big role in developing children's self-worth.	12	13% (9)	72% (47)	13% (8)	2% (1)	3.0 (65)
Females should have different careers than males.	6	3% (2)	15% (11)	66% (47)	16% (11)	2.0 (71)
Feelings tell us something about an experience.	5	6% (4)	81% (58)	10% (8)	3% (2)	2.9 (72)
Praising yourself in front of your children is a good way to model self-worth.	9	5% (4)	55% (37)	31% (21)	9% (6)	2.6 (68)
Talking to someone about your anger is a waste of time.	5	0% (0)	7% (5)	43% (31)	50% (36)	1.6 (72)
Moms and Dads – because they come from different backgrounds – should expect to raise their children differently.	12	2% (1)	32% (21)	49% (32)	17% (11)	2.2 (65)
A son is better off being raised by his father than by his mother.	13	7% (4)	20% (13)	60% (39)	13% (8)	2.2 (64)
There is no such thing as an "ideal" father.	12	7% (4)	37% (25)	42% (27)	14% (9)	2.4 (65)
Fathers can't do as good a job raising children as mothers.	4	5% (3)	16% (11)	50% (36)	29% (22)	1.9 (72)
Real men don't cry.	3	0% (0)	7% (5)	60% (44)	33% (25)	1.7 (74)
Men need to be strong no matter what happens.	2	20% (14)	59% (45)	21% (16)	0% (0)	3.0 (75)
Men should be able to "take a licking and keep on ticking."	4	12% (8)	54% (39)	32% (24)	2% (1)	2.8 (72)
Culture plays an important role in fathering.	10	9% (6)	67% (45)	24% (16)	0% (0)	2.9 (67)
There are clear differences between the roles of a mother and a father.	2	20% (15)	63% (46)	16% (12)	1% (1)	3.0 (74)
Men don't need to go to the doctor as often as do women.	9	2% (1)	14% (9)	61% (43)	23% (15)	1.9 (68)

^a Scale: *Strongly Disagree* = 1; *Disagree* = 2; *Agree* = 3; *Strongly Agree* = 4; *Uncertain* not included in mean.

Item	Uncertain n	Strongly Agree % (n)	Agree % (n)	Disagree % (n)	Strongly Disagree % (n)	Mean ^a (n)
Work should be more important for men than family.	4	7% (5)	4% (3)	45% (33)	44% (32)	1.7 (73)
It's okay to keep feelings inside.	8	0% (0)	11% (7)	63% (44)	26% (18)	1.8 (69)
Fathers who "lay down the law" get the respect of their children.	11	6% (4)	36% (24)	52% (34)	6% (4)	2.4 (66)
Balancing work and family is more important for women than for men.	12	0% (0)	15% (9)	65% (42)	20% (14)	1.9 (65)
Certain feelings are good; certain feelings are bad.	4	25% (18)	68% (49)	6% (5)	1% (1)	3.2 (73)
Fathers work; mothers take care of children. It's that simple.	5	6% (4)	9% (7)	64% (44)	21% (16)	2.0 (71)
Children should participate in making family rules.	6	17% (11)	52% (38)	31% (22)	0% (0)	2.9 (71)
Dads are more important role models for children than are moms.	5	1% (1)	12% (8)	66% (46)	21% (16)	1.9 (71)
Being a man has nothing to do with being spiritual.	10	19% (12)	55% (38)	21% (14)	5% (3)	2.9 (67)
The way parents raise their children has more to do with how their children turn out than does their children's nature.	14	27% (17)	55% (35)	18% (11)	0% (0)	3.1 (63)

^a Scale: *Strongly Disagree* = 1; *Disagree* = 2; *Agree* = 3; *Strongly Agree* = 4; *Uncertain* not included in mean.

Table F-2. Adult-Adolescent Parenting Inventory-2 (AAPI-2) – Time 1

Item	Strongly Agree % (n)	Agree % (n)	Uncertain % (n)	Disagree % (n)	Strongly Disagree % (n)	Mean ^a (n)
Children should keep their feelings to themselves.	0% (0)	0% (0)	2% (1)	58% (42)	40% (29)	4.4 (72)
Children should do what they're told to do, when they're told to do it. It's that simple.	8% (6)	59% (43)	12% (9)	17% (12)	4% (3)	2.5 (73)
Parents should be able to confide in their children.	14% (10)	57% (42)	22% (16)	4% (3)	3% (2)	2.2 (73)
Children need to be allowed freedom to explore their world in safety.	16% (12)	58% (42)	11% (8)	12% (9)	3% (2)	2.2 (73)
Spanking teaches children right from wrong.	3% (2)	37% (27)	18% (13)	33% (24)	9% (7)	3.1 (73)
The sooner children learn to feed and dress themselves and use the toilet, the better off they will be as adults.	4% (3)	26% (19)	28% (20)	35% (25)	7% (5)	3.1 (72)
Children who are 1 year should be able to stay away from things that could harm them.	3% (2)	16% (12)	6% (4)	56% (41)	19% (14)	3.8 (73)
Children should be potty trained when they are ready and not before.	12% (9)	48% (35)	11% (8)	27% (20)	2% (1)	2.6 (73)
A certain amount of fear is necessary for children to respect their parents.	1% (1)	25% (18)	18% (13)	45% (33)	11% (8)	3.4 (73)
Good children always obey their parents.	5% (4)	22% (16)	5% (4)	62% (45)	6% (4)	3.4 (73)
Children should know what their parents need without being told	0% (0)	10% (7)	8% (6)	64% (47)	18% (13)	3.9 (73)
Children should be taught to obey their parents at all times.	19% (14)	64% (46)	7% (5)	8% (6)	2% (1)	2.1 (72)
Children should be aware of the ways to comfort their parents after a hard day's work.	4% (3)	32% (23)	27% (20)	32% (23)	5% (4)	3.0 (73)
Parents who nurture themselves make better parents.	4% (3)	33% (24)	38% (28)	22% (16)	3% (2)	2.9 (73)
It's ok to spank as a last resort.	8% (6)	48% (35)	16% (12)	22% (16)	6% (4)	2.7 (73)
"Because I said so!" is the only reason a parent needs to give.	8% (6)	11% (8)	8% (6)	61% (44)	12% (9)	3.6 (73)
Parents need to push their children to do better.	12% (9)	51% (37)	14% (10)	22% (16)	1% (1)	2.5 (73)
Time-out is an effective way to discipline children.	20% (15)	60% (44)	7% (5)	10% (7)	3% (2)	2.1 (73)
Children have a responsibility to please their parents.	3% (2)	19% (14)	18% (13)	52% (38)	8% (6)	3.4 (73)

^a Scale: *Strongly Agree* = 1; *Agree* = 2; *Uncertain* = 3; *Disagree* = 4; *Strongly Disagree* = 5.

Item	Strongly Agree % (n)	Agree % (n)	Uncertain % (n)	Disagree % (n)	Strongly Disagree % (n)	Mean ^a (n)
There is nothing worse than strong-willed 2 year olds.	3% (2)	14% (10)	29% (21)	51% (37)	4% (3)	3.4 (73)
Children learn respect through strict discipline.	4% (3)	34% (25)	15% (11)	45% (33)	2% (1)	3.1 (73)
Children who feel secure often grow up expecting too much.	0% (0)	22% (16)	33% (24)	43% (31)	2% (1)	3.2 (72)
Sometimes spanking is the only thing that will work.	7% (5)	37% (27)	11% (8)	40% (29)	5% (4)	3.0 (73)
Children can learn good discipline without being spanked.	30% (22)	55% (40)	11% (8)	4% (3)	0% (0)	1.9 (73)
A good spanking lets children know parents mean business.	4% (3)	43% (31)	14% (10)	31% (23)	8% (6)	3.0 (73)
Spanking teaches children that it is alright to hit others.	4% (3)	18% (13)	10% (7)	45% (33)	23% (17)	3.7 (73)
Children should be responsible for the well-being of their parents.	0% (0)	8% (6)	13% (9)	54% (39)	25% (18)	4.0 (72)
Strict discipline is the best way to raise children	3% (2)	14% (10)	19% (14)	56% (40)	8% (6)	3.5 (72)
Children should be their parents' best friend.	19% (14)	40% (29)	16% (12)	23% (17)	2% (1)	2.5 (73)
Children who receive praise will think too much of themselves.	0% (0)	16% (12)	23% (17)	55% (40)	6% (4)	3.5 (73)
Children need discipline, not spanking.	18% (13)	58% (42)	12% (9)	8% (6)	4% (3)	2.2 (73)
Hitting a child out of love is different than out of anger.	21% (15)	26% (19)	16% (12)	26% (19)	11% (8)	2.8 (73)
In father's absence, the son needs to be the man of the house.	7% (5)	32% (23)	16% (12)	38% (28)	7% (5)	3.1 (73)
Strong-willed children must be taught to mind their parents.	10% (7)	77% (56)	7% (5)	5% (4)	1% (1)	2.1 (73)
A good child will comfort both parents after they have argued.	6% (4)	22% (16)	38% (27)	30% (21)	4% (3)	3.0 (71)
Parents who encourage their children to talk to them only end up listening to complaints.	0% (0)	9% (6)	22% (16)	61% (44)	8% (6)	3.7 (72)
A good spanking never hurt anyone.	7% (5)	34% (25)	14% (10)	34% (25)	11% (8)	3.1 (73)
Babies need to learn how to be considerate of their mothers.	0% (0)	7% (5)	21% (15)	53% (38)	19% (14)	3.9 (72)
Letting a child sleep in the parent's bed every now and then is a bad idea.	7% (5)	16% (12)	11% (8)	56% (41)	10% (7)	3.5 (73)
A good child sleeps through the night.	0% (0)	16% (12)	23% (17)	51% (37)	10% (7)	3.5 (73)

^a Scale: *Strongly Agree* = 1; *Agree* = 2; *Uncertain* = 3; *Disagree* = 4; *Strongly Disagree* = 5.

Table F-3. Parenting Stress Index-Short Form (PSI-SF) – Time 1

Item	Strongly Agree % (n)	Agree % (n)	Not Sure % (n)	Disagree % (n)	Strongly Disagree % (n)	Mean (n)
I often have the feeling that I cannot handle things very well. ^a	6% (4)	40% (29)	11% (8)	35% (25)	8% (6)	3.0 (72)
I find myself giving up more of my life to meet my children's needs than I every expected. ^a	12% (9)	24% (17)	21% (15)	37% (27)	6% (4)	3.0 (72)
I feel trapped by my responsibilities as a parent. ^a	4% (3)	11% (8)	14% (10)	56% (41)	15% (11)	3.7 (73)
Since having this child, I have been unable to do new and different things. ^a	4% (3)	17% (12)	12% (9)	53% (39)	14% (10)	3.6 (73)
Since having a child, I feel that I am almost never able to do things that I like to do. ^a	3% (2)	14% (10)	5% (4)	68% (50)	10% (7)	3.7 (73)
I am unhappy with the last purchase of clothing I made for myself. ^a	4% (3)	19% (14)	14% (10)	55% (40)	8% (6)	3.4 (73)
There are quite a few things that bother me about my life. ^a	21% (15)	52% (38)	7% (5)	16% (12)	4% (3)	2.3 (73)
Having a child has caused more problems than I expected in my relationship with my spouse (or male/female friend). ^a	4% (3)	15% (11)	16% (12)	44% (32)	21% (15)	3.6 (73)
I feel alone and without friends. ^a	1% (1)	11% (8)	6% (4)	65% (46)	17% (12)	3.9 (71)
When I go to a party, I usually expect not to enjoy myself. ^a	3% (2)	16% (12)	14% (10)	52% (38)	15% (11)	3.6 (73)
I am not as interested in people as I used to be. ^a	8% (6)	39% (28)	11% (8)	35% (25)	7% (5)	3.9 (72)
I don't enjoy things as I used to. ^a	14% (10)	34% (24)	1% (1)	45% (32)	6% (4)	2.9 (71)
My child rarely does things for me that make me feel good. ^a	3% (2)	7% (5)	16% (11)	49% (35)	25% (18)	3.9 (71)
Sometimes I feel my child doesn't like me and doesn't want to be close to me. ^a	1% (1)	14% (10)	15% (11)	45% (37)	25% (14)	3.8 (73)
My child smiles at me much less than I expected. ^a	0% (0)	7% (5)	25% (18)	51% (37)	18% (13)	3.8 (73)
When I do things for my child, I get the feeling that my efforts are not appreciated very much. ^a	1% (1)	14% (10)	15% (11)	51% (37)	19% (14)	3.7 (73)
When playing, my child doesn't often giggle or laugh. ^a	1% (1)	3% (2)	11% (8)	55% (39)	30% (21)	4.1 (71)
My child doesn't seem to learn as quickly as most children. ^a	1% (1)	7% (5)	15% (11)	49% (35)	28% (20)	3.9 (72)
My child doesn't seem to smile as much as most children. ^a	0% (0)	1% (1)	16% (12)	55% (40)	28% (20)	4.1 (73)

^a Scale: Strongly Agree = 1; Agree = 2; Not Sure = 3; Disagree = 4; Strongly Disagree = 5.

Item	Strongly Agree % (n)	Agree % (n)	Not Sure % (n)	Disagree % (n)	Strongly Disagree % (n)	Mean (n)
My child is not able to do as much as I expected. ^a	0% (0)	7% (5)	14% (10)	56% (41)	23% (17)	4.0 (73)
It takes a long time and it is very hard for my child to get used to new things. ^a	0% (0)	8% (6)	23% (17)	52% (38)	17% (12)	3.8 (73)
I feel that I am not very good at being a parent. ^a	7% (5)	30% (21)	32% (22)	9% (6)	22% (15)	3.1 (69)
I expected to have closer and warmer feelings for my child than I do and that bothers me. ^a	4% (3)	19% (14)	15% (11)	45% (33)	17% (12)	3.5 (73)
Sometimes my child does things that bother me just to be mean. ^a	1% (1)	14% (10)	19% (14)	45% (33)	21% (15)	3.7 (73)
My child seems to cry or fuss more often than most children. ^a	0% (0)	8% (6)	21% (15)	51% (37)	20% (15)	3.8 (73)
My child generally wakes up in a bad mood. ^a	3% (2)	9% (7)	19% (14)	51% (37)	18% (13)	3.7 (73)
I feel that my child is very moody and easily upset. ^a	3% (2)	11% (8)	22% (16)	53% (39)	11% (8)	3.6 (73)
My child does a few things which bother me a great deal. ^a	0% (0)	20% (14)	21% (15)	42% (30)	17% (12)	3.6 (71)
My child reacts very strongly when something happens that my child doesn't like. ^a	7% (5)	39% (28)	20% (14)	26% (19)	8% (6)	2.9 (72)
My child gets upset easily over the smallest thing. ^a	3% (2)	20% (15)	23% (17)	43% (31)	11% (8)	3.4 (73)
My child's sleeping or eating schedule was much harder to establish than I expected. ^a	1% (1)	24% (17)	25% (18)	39% (28)	11% (8)	3.4 (72)
I have found that getting my child to do something or stop doing something is: ^c	15% (10)	8% (5)	42% (28)	22% (15)	13% (9)	3.1 (67)
Think carefully and count the number of things which your child does that bother you. ^d	0% (0)	5% (3)	9% (6)	21% (14)	65% (42)	4.5 (65)
There are some things my child does that really bother me a lot. ^a	2% (2)	18% (13)	22% (16)	41% (30)	17% (12)	3.5 (73)
My child turned out to be more of a problem than I had expected. ^a	1% (1)	3% (2)	11% (8)	53% (39)	32% (23)	4.1 (73)
My child makes more demands on me than most children. ^a	0% (0)	7% (5)	18% (13)	55% (40)	20% (15)	3.9 (73)

^a Scale: *Strongly Agree* = 1; *Agree* = 2; *Uncertain* = 3; *Disagree* = 4; *Strongly Disagree* = 5.

^b Scale change: *Not very good at being a parent* = 1; *A person who has some trouble being a parent* = 2; *An average parent* = 3; *A better than average parent* = 4; *A very good parent* = 5.

^c Scale change: *Much harder than I expected* = 1; *Somewhat harder than I expected* = 2; *About as hard as I expected* = 3; *Somewhat easier than I expected* = 4; *Much easier than I expected* = 5.

^d Scale change: *10+* = 1; *8-9* = 2; *6-7* = 3; *4-5* = 4; *1-3* = 5.

Table F-4. Change over Time on *the Fathering Inventory* for Research Participants

The Fathering Inventory Items	Pre-Test Mean^a	Post-Test Mean^a	Significance
The self-aware man is one who takes responsibility for his own behavior. (n=32)	3.3	3.5	<i>p</i> = .07
Children need to learn to know that Dads don't mess around when it comes to discipline. (n=29)	2.8	2.8	
Boys should be taught to "take it like a man." (n=29)	2.3	2.1	
The best thing a Dad can do for his children is to love their mother. (n=26)	2.6	2.6	
Masculinity is acceptable for a man and it ranges from very traditional to very non-traditional. (n=18)	2.8	2.8	
Kids need to know right from wrong using whatever it takes. (n=30)	2.4	2.3	
Putting yourself in your children's place is a good way to find out how they feel. (n=34)	3.2	3.1	
Boys need to learn to keep their feelings to themselves. (n=32)	1.7	1.8	
Girls raised by fathers turn out to be "tomboy." (n=31)	2.0	1.8	
The Dad's major role in the family is as the provider. (n=32)	3.2	3.1	
Men and women grieve differently. (n=30)	3.0	3.2	
Spirituality and masculinity do not mix well. (n=26)	2.4	2.1	<i>p</i> = .06
Women handle stress differently than do men. (n=33)	3.1	3.1	
Being a man means following traditional gender roles. (n=32)	2.7	2.8	
Hitting a punching bag or pillow is a good way to express anger. (n=28)	2.5	2.5	
Men are raised to keep their problems to themselves. (n=29)	2.2	2.4	
Fathering is more important than mothering. (n=30)	1.7	1.7	
Men are better off being married. (n=23)	2.0	2.3	<i>p</i> = .07
Harsh punishments help children know that Dads 'mean business.' (n=30)	2.1	1.9	
Dads are better than mothers at disciplining children. (n=30)	2.1	2.1	
Fathers need to be the head of the household. (n=28)	3.1	2.9	
It's wrong for men to express their feelings in public. (n=31)	2.4	2.2	
Dads need to push their children to do more. (n=27)	2.4	2.5	
A spiritual family is one that feels membership for all its members. (n=23)	2.8	2.8	
Dads who are soft on discipline raise spoiled kids. (n=28)	2.6	2.4	
What parents expect from their children plays a big role in developing children's self-worth. (n=26)	3.0	3.2	<i>p</i> = .10
Females should have different careers than males. (n=29)	2.0	2.0	
Feelings tell us something about an experience. (n=31)	2.9	3.1	
Praising yourself in front of your children is a good way to model self-worth. (n=26)	2.5	2.5	

^a Scale: *Strongly Disagree* = 1; *Disagree* = 2; *Agree* = 3; *Strongly Agree* = 4; *Uncertain* not included in mean.

The Fathering Inventory Items	Pre-Test Mean^a	Post-Test Mean^a	Significance
Talking to someone about your anger is a waste of time. (n=31)	1.7	1.6	
Moms and Dads – because they come from different backgrounds – should expect to raise their children differently. (n=25)	2.3	2.2	
A son is better off being raised by his father than by his mother. (n=29)	2.4	1.9	$t(df=28) = 2.45,$ $p = .021$
There is no such thing as an ‘ideal’ father. (n=25)	2.5	2.4	
Father’s can’t do as good a job raising children as mothers. (n=29)	1.9	1.8	
Real men don’t cry. (n=31)	1.7	1.7	
Men need to be strong no matter what happens. (n=32)	3.1	2.6	$t(df=31) = 3.71,$ $p = .001$
Men should be able to “take a licking and keep on ticking.” (n=33)	2.6	2.5	
Culture plays an important role in fathering. (n=26)	2.9	2.9	
There are clear differences between the role of a mother and a father. (n=31)	3.0	2.9	
Men don’t need to go to the doctor as often as do women. (n=31)	1.8	2.0	
Work should be more important for men than family. (n=31)	1.7	1.7	
It’s okay to keep feelings inside. (n=28)	1.8	1.8	
Fathers who “lay down the law” get the respect of their children. (n=29)	2.7	2.2	$t(df=28) = 2.55,$ $p = .017$
Balancing work and family is more important for women than for men. (n=27)	1.8	2.0	
Certain feelings are good; certain feelings are bad. (n=30)	3.3	3.2	
Fathers work; mothers take care of children. It’s that simple. (n=30)	1.9	2.0	
Children should participate in making family rules. (n=31)	2.9	2.6	
Dads are more important role models for children than are moms. (n=30)	2.0	2.0	
Being a man has nothing to do with being spiritual. (n=28)	3.1	3.0	
The way parents raise their children has more to do with how their children turn out than does their children’s nature (style or temperament). (n=25)	3.2	3.1	

^a Scale: *Strongly Disagree* = 1; *Disagree* = 2; *Agree* = 3; *Strongly Agree* = 4; *Uncertain* not included in mean.