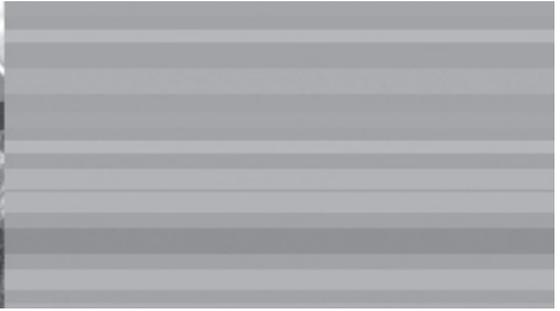


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Foreward



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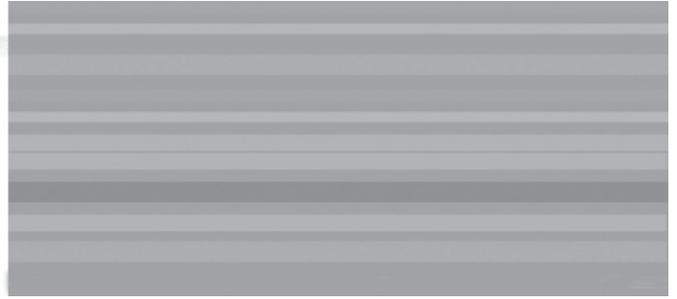
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The production of this document has been made possible with funding from the CAPC/CPNP National Projects Fund, Public Health Agency of Canada (PHAC).

The views and opinions expressed herein do not necessarily represent the official policy of PHAC.



THE FATHER TOOLKIT...HOW IT ALL BEGAN...

WHAT IS IN THIS SECTION?

- Why a Toolkit supporting father involvement?
- Who is this Toolkit for?
- Community Action Program for Children and Canada Prenatal Nutrition Program (CAPC/CPNP) Goals
- Where father involvement fits in the health picture
- What do we mean when we say father involvement?
- How it all began...
- The Father Toolkit sub committee...Fourteen Pilot Sites

WHY A TOOLKIT FOR SUPPORTING FATHER INVOLVEMENT?

The last few years have seen an increase in the number of fathers seeking parenting support services, particularly prenatal and early postnatal services, from various service providers including CAPC/ CPNP projects. It is our belief that an involved, responsible father provides many positive contributions to the life of their developing children. According to 'The Effects of Father Involvement: A Summary of the Research Evidence' carried out by Dr. Kerry Daly and Dr. Sarah Allen (see Pullout Toolbox #12), responsible father involvement is good for children's:

- Cognitive Development
- Better school performance and staying in school longer
- Problem solving abilities
- Emotional Development: Locus of control (accepting responsibility for their actions), less impulsive
- Appropriate management of emotions
- Self acceptance, less depression
- Social Development
- Positive peer relations
- Less aggression, more tolerance
- Empathetic concern

There are strong indicators that responsible father involvement is also healthy for Dads and is good for marital stability.

The evidence is unequivocal, responsible father involvement results in:

- Healthier communities
- Healthier fathers and mothers
- Healthier, more stable marriages

These three factors lead to healthier families and combined create *Healthier Communities and Healthier Societies*.

WHO IS THIS TOOLKIT FOR?

This Toolkit has been designed for any staff member of a CAPC/CPNP project interested in promoting father involvement. The kit is useful to any project along the father involvement continuum, including projects that have had father programs up and running for many years as well as projects that do not yet have any programs.

CAPC/CPNP GOALS

The goal of CAPC/CPNP is to:

- Improve the health of children living in conditions of risk beginning from the prenatal stage to age six. CAPC focuses on children 0-6; and
- CPNP supports women through pregnancy, birth, and the early post partum period.

Specifically the CAPC/CPNP Guiding Principles are:

- Children First/Mothers and Babies First
- Strengthening and Supporting Families
- Equity and Supporting Families
- Partnerships
- Community-based
- Flexibility

Health promotion was first introduced as a Public Health Agency of Canada (formerly called Health Canada) policy consideration in 1974. It extends health policy beyond the health care system, advocating for social and political strategies to address health issues as well.

There are five action spheres:

- Building Healthy Public Policy
- Creating Supportive Environments
- Strengthening Communities
- Developing Personal Skills
- Reorienting Health Services

In a health promotion approach, health is defined not simply by an individual's lifestyle, but more by the social, economic and political context surrounding the person.

Empowerment of both individuals and communities becomes a key health strategy.

Population health is another important policy direction that guides CAPC/CPNP. It was adopted in the 1990's by the Public Health Agency of Canada (PHAC) as a foundation for public health policy and programs. The Public Health Agency of Canada defines population health as an approach that aims to improve the health of the entire population and reduce health inequities among population groups. PHAC's population health approach recognizes and acts on twelve factors that have a strong influence on health.

These twelve factors are known as the “determinants of health”.
The twelve determinants of health include:

- Income and Social Status
- Social Support Networks
- Education
- Employment/Working Conditions
- Social Environments
- Physical Environments
- Personal Health Practices and Coping Skills
- Healthy Child Development
- Biology and Genetic Endowment
- Health Services
- Gender
- Culture

WHERE FATHER INVOLVEMENT fits into the ‘health picture’

A growing body of research confirms that responsible, dedicated father involvement is critical to the development of children. With increased father involvement, outcomes that act as protective factors for children are:

- Increased self esteem and positive self-image;
- Increased emotional well-being allowing for building trusting relationships with others;
- Increased cognitive abilities, contributing to success in school;
- Increased social competencies and fewer behavioural problems;
- Increased opportunities to experience success;
- Improved readiness to learn by encouraging exploratory behaviour.

Simply put, father involvement is a supportive and protective condition for healthy child development and resiliency.

The Advisory Committee has adopted a framework that views fatherhood as part of the natural transition of the individual male from boy to man to father, and of his family role from son to husband/partner to father.

Within our society there are changing demands placed upon boys and men as they move through school to employment. At times the pressures of ‘providing’ for the family are difficult and demanding.

Fathers need to know that both family and society value their role. Their positive contributions are essential to the well-being of the family and are a vital component in raising children.

WHAT DO WE MEAN WHEN WE SAY FATHER INVOLVEMENT

The type of father involvement that we wish to promote is responsible, active father involvement that is beneficial to the healthy development of the child and is a positive factor in developing child resiliency.



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How it all Began

HOW IT ALL BEGAN....

The *Father Toolkit* is the result of many months of work by a very dedicated, involved Advisory Committee with fourteen pilot sites across Canada. The Toolkit grew out of the national “*My Daddy Matters Because...*” project funded by Public Health Agency of Canada’s Community Action Program for Children (CAPC) and Canada Prenatal Nutrition Program (CPNP) National Projects Fund (NPF).

The National Projects Fund funds training, resource development, and networking initiatives to address common issues faced by CAPC/CPNP projects across Canada. National Advisory Committees with members from across the country were struck to develop ideas. The committee for “*My Daddy Matters Because...*” identified a consolidated inter-sectoral approach to addressing the many issues of fathering including:

Examining Best/Effective Practices

- A national survey sent to all CAPC/CPNP Projects and other organizations
- A single national database that housed all of the French/English survey data
- A *User Index*: A directory of national activities, services, resources, and programs that exist for fathers
- A Research Report in both official languages
- A Father Toolkit Prototype in both official languages

Developing Social Marketing Tools

- A national social marketing campaign
- Public Service Announcements for TV, Radio, and Print

Community Mobilization

- Identification of fourteen pilot sites for fathering, two per region
- Providing the pilot sites with fathering social marketing tools
- Each pilot site provided feedback to the Father Toolkit prototype

THE FATHER TOOLKIT SUB COMMITTEE...Fourteen Pilot Sites

To ensure the development of an inclusive Father Toolkit prototype, members of the sub committee felt that a participatory approach should be used to gather input from every region of Canada, and potential pilot sites should be identified.

The participatory approach was carried out in the following manner:

- Based upon the survey results, five potential pilot sites per region were identified
- A questionnaire was developed and sent out via email to all potential pilot sites
- Based on feedback, two pilot sites per region were chosen
- Seed funding was provided to each of the fourteen pilot sites in order to assist in providing feedback, disseminating social marketing tools (Father Involvement Initiative-Ontario Network then (FII-ON)), and enhancing the project’s capacity to become more father friendly
- On-going father social marketing tools were provided as needed

Based on feedback from the fourteen pilot sites, a prototype for the Father Toolkit was developed and sent to all of the project Advisory Committee members, Public Health Agency of Canada, and to the pilot sites. We offer a big thank you to the Pilot sites and the CAPC/CPNP project staff that took the time to assist in the enrichment of the *Father Toolkit*.

The NATIONAL ADVISORY COMMITTEE includes representatives from:

- Aisling Discoveries Child and Family Centre - Scarborough, Ontario (project sponsor)
- Connections - Carleton Place, Ontario
- Camrose Association for Community Living - Camrose, Alberta
- Healthy Families, Healthy Babies - Dawson City, Yukon
- Abbotsford Community Services - Abbotsford, British Columbia
- Direction de santé publique de Montréal- Montréal, Québec
- Dads Making A Difference, Family Plus - Saint John, New Brunswick
- Focus On Fathers - Richmond Hill, Ontario
- Better Fathers Inc. - Winnipeg, Manitoba
- Project Evaluator - Edmonton, Alberta
- Project Coordinator - c/o Connections-Carleton Place, Ontario

The FOURTEEN PILOT SITES agreed to review the Father Toolkit and act as champions for the issue of fathering within their region:

- Frog Hollow Neighbourhood House - Vancouver, British Columbia
- Abbotsford Community Services - Abbotsford, British Columbia
- Camrose Association for Community Living - Camrose, Alberta
- Terra Association - Edmonton, Alberta
- The Pas Family Resource Centre Inc. - The Pas, Manitoba
- Andrews Street Family Resource Centre - Winnipeg, Manitoba
- Skookum Jim Friendship Centre - Whitehorse, Yukon
- Healthy Families, Healthy Babies - Dawson City, Yukon
- Niagara Brighter Futures - Welland, Ontario
- Our Children, Our Future - Chelmsford, Ontario
- Carrefour familial Hochelaga - Montréal, Québec
- Station Famille - Montréal, Quebec
- Healthy Baby & Me - Moncton, New Brunswick
- Memory Lane Family Place - Lower Sackville, Nova Scotia

An evaluation questionnaire was sent to the Pilot Sites, yielding the following major changes to the Father Toolkit Prototype:

- The categories: Community Mobilization, Funding and Organizational Readiness ranked as being low on the ‘new information’ by some sites;
- Primary suggestions for content to include as many useful, practical tools as possible;
- Most sites wanted to condense the sections into briefer, more concise content that is broken up with larger and more open spaces;
- There was interest in providing a toolkit not only for French and English Canada but also for Asian and Aboriginal groups;
- Pilot Sites really liked the zipped carrying case that included a handle.

Based on the feedback, the final Father Toolkit prototype increased the number of pages to allow for more open formatting, bigger spaces, and a more adult learner style formatting.

There has never been a better time to support
FATHER INVOLVEMENT

Responsible father involvement is a building block to healthy children, healthy parents, healthy families, healthy communities and healthy societies.



As writer Frederick Buechner states:
“When a child is born, a father is born”



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Introduction

INTRODUCTION

WHAT IS IN THIS SECTION?

- Project History
- Important Notes to Readers - The Fathering Project Team
- What is in the Toolkit and how do you use it?

PROJECT HISTORY

In the recent National Project Fund on fathers entitled “On Fathers’ Ground”, Camil Bouchard states:

“The job of a father is this: to help his children develop - to teach them to express and master their emotions; to avoid physiological distress; to provide a context for their experiences; to help them persevere, reach goals and take on responsibilities; and to instill the roles of citizen, partner, and parent. In short, it is to fill their bellies with bread, their brains with wisdom and their hearts with love and courage.”

“MY DADDY MATTERS BECAUSE...” purposely builds on the “On Father’s Ground” project and supports CAPC/CPNP projects across Canada to improve services to fathers.

The project intends to consolidate, translate and transfer the information contained in the previous National Project by:

- Identifying Effective Practice: To research what is working and how projects are implementing programs that acknowledge and improve fathering in their communities. The project will create a Father Toolkit for projects that is practical, inclusive and easy to use.
- Developing a Social Marketing Campaign: To promote involved, responsible fathering the project will develop and implement a promotional campaign to celebrate fatherhood.
- Mobilizing Community: To bring together partners in the community to promote and acknowledge the importance of fathering by learning from successful grassroots coalitions and partnerships across Canada.

“MY DADDY MATTERS BECAUSE...” responds to needs identified by CAPC/CPNP projects, both provincially and nationally, with the development of a Father Toolkit. This ‘Father Toolkit’ enhances the community capacity of CAPC/CPNP projects to provide meaningful programs, services, activities, and resources to fathers.

The Father Toolkit was tested and evaluated by fourteen pilot sites across Canada to determine a number of factors with respect to content, packaging, cultural relevance, organization, and design. This final version of the Father Toolkit is a tribute to the insightful feedback and constructive suggestions provided by the pilot sites and the project’s Advisory Committee members.

There has been an increase in the number of Dads seeking services within CAPC/CPNP projects and it is the hope of this project that the Father Toolkit can help to provide some meaningful and helpful suggestions for projects to enhance their capacity to serve fathers.

IMPORTANT NOTES TO READERS

THE FATHERING PROJECT TEAM

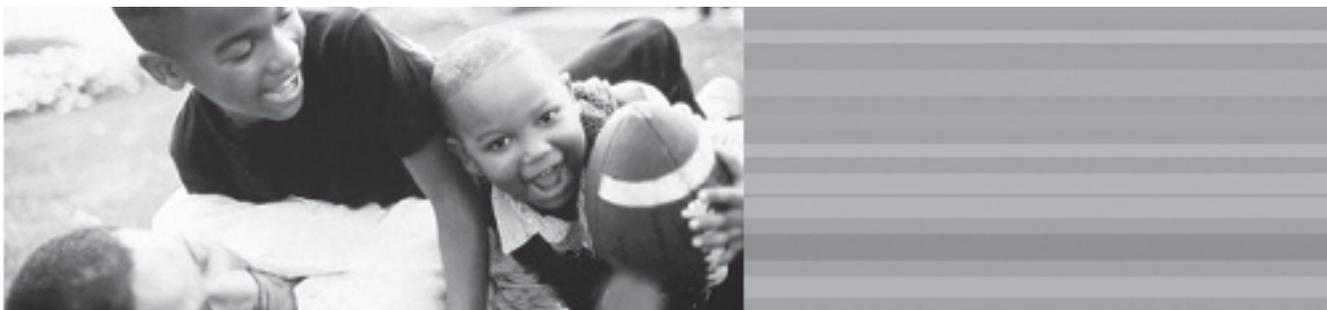
The success of “MY DADDY MATTERS BECAUSE...” has been strengthened by the Advisory Committee, which ensured input from every region of the country. Our participatory approach to project development ensured that each and every Advisory Committee member had the opportunity to bring his/her strengths to the team through involvement in a number of sub-committees. In this way, the project was able to operate in a strength based manner getting the most out of the Advisory Committee members’ unique set of experiences, talents and abilities.

The “**MY DADDY MATTERS BECAUSE...**” Advisory Committee representatives include:

- **Jim Howes:** Aisling Discoveries Child and Family Centre, Scarborough, Ontario - Sponsor Agency
- **Annette Hillaby:** Camrose Association for Community Living, Camrose, Alberta
- **Deb Jarvis:** Abbotsford Community Services, Abbotsford, British Columbia
- **Paul Molloy:** Better Fathers Inc., Winnipeg, Manitoba
- **Patricia Greer:** Healthy Families, Healthy Babies, CPNP, Dawson City, Yukon
- **Ed Bader:** Catholic Community Services of York Region (Focus on Fathers), Richmond Hill, Ontario
- **Gilles Forget:** Direction de santé publique de Montréal. Montréal, Québec
- **Derek Jones:** Dads Making A Difference-Family Plus-Saint John, New Brunswick
- **Mary Beth Zeeman:** Connections, Carleton Place, ON
- **Tim Paquette:** Connections, Carleton Place, ON - Project Coordinator

Thanks for the support from our PHAC member:

- **Anne Stenhouse:** National Projects Fund, Public Health Agency of Canada (*Ex-officio*)



WHAT IS IN THE TOOLKIT AND HOW DO YOU USE IT?

The Father Toolkit is comprised of 7 modules all designed to promote and acknowledge father involvement within a CAPC/CPNP framework:

- The Father Toolkit...How It All Began
- Introduction
- Why Should We Do This? Why Father Involvement Now?
- Father Involvement – What Can Be Done in Your Project
- The Canadian Fatherhood Library of Resources
- What is Relevant to Broader Community Partnerships...My project, the Community and Father Involvement
- Bibliography

The Father Toolkit is designed in such a way that users will have the ability to pull out the various sections of the toolkit and use them independently from the rest of the document.

THE FOLLOWING TOOLS CAN BE PULLED OUT and used independently from the rest of the Father Toolkit:

TOOLBOX PULLOUT	#1 Summary of Key Points: Activities, Services, and Programs for Dads <i>p.31 - 32</i>
TOOLBOX PULLOUT	#2 General Organizational Assessment Checklist <i>p.37</i>
TOOLBOX PULLOUT	#3 Organizational Readiness Questionnaire <i>p.39-40</i>
TOOLBOX PULLOUT	#4 Template for Focus Groups with mothers/fathers <i>p.43-44</i>
TOOLBOX PULLOUT	#5 Tips for Father Friendly-Friendly Programs + Tips for Female Facilitators <i>p.47-48</i>
TOOLBOX PULLOUT	#6 Tips for Successful Father Programs and Services <i>p.49-50</i>
TOOLBOX PULLOUT	#7 Library Summary of Father Friendly Resources <i>p.55-65</i>
TOOLBOX PULLOUT	#8 Sustainability Worksheet Package: Including: <i>p.75-106</i> <ul style="list-style-type: none">• Determining which component applies to your project• Sustaining the Issue• Sustaining the Behaviour Change• Sustaining Programs• Sustaining the Partnerships
TOOLBOX PULLOUT	#9 General Organizational Assessment Checklist and Community Readiness Questionnaire <i>p.115-117</i>
TOOLBOX PULLOUT	#10 Media Kit for Father Involvement <i>p.121-127</i>
TOOLBOX PULLOUT	#11 Getting on with it and the Assessment of How We Involve Fathers in our Organizations and Practices <i>p.129-132</i>
TOOLBOX PULLOUT	#12 The Effects of Father Involvement: A Summary of the Research Evidence <i>p.133-143</i>
TOOLBOX PULLOUT	#13 Funding Template <i>p.157-163</i>

There is an included CD ROM in the Father Toolkit that contains the following tools:

- The Father Toolkit in both French and English
- The project produced Public Service Announcements for TV, Radio, and Print
- Two MS PowerPoint presentations:
 - Fathers' Role, based on the Father Involvement Initiative-Ontario Network (FII-ON) booklet: "Involved Fathers: A guide for today's dad"
 - National Projects Fund, created as part of the My Daddy Matters Because... to promote and acknowledge father involvement

For further information about the Father Toolkit, please contact:

*Jim Howes
Babies Best Start
c/o Aisling Discoveries Child and Family Centre
325 Milner Avenue, Suite 110
Scarborough, ON Canada M1B 5N1
Phone (416) 321-5464 ex. 357
Fax (416) 447-3451
jhowes@aislingdiscoveries.on.ca*





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Why?

WHY SHOULD WE DO THIS? WHY FATHER INVOLVEMENT NOW?

WHAT IS IN THIS SECTION?

- Why should we do this – An Introduction
- Why Have Programs or Services for Dads?
- Barriers to Father Involvement programs
- Benefits of Father Involvement programs
- Activities for Dads
- Why Have Activities?
- Barriers to Providing Activities in General
- Benefits to Fathers
- Types of Activities for Fathers and Their Families
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 - Workshops on the development of specific abilities
 - Information Sessions or Conferences (one-time activities)
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 - Family and Couple Activities
 - Recreational / Social Opportunities
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- The Changing Face of Fatherhood – Role of the Father
- Social Obstacles and Barriers
- Family Expectations
- Mothers as Gatekeepers
- Developmental Considerations for Fathering Programs
- Feedback from Men and Fathers
- Best Practises for Program Activities
- Summary of Key Points – Programs and Services for Dads
- Summary of Key Points – Activities for Dads

WHY SHOULD WE DO THIS?

AN INTRODUCTION

The Community Action Program for Children and Canada's Prenatal Nutrition Programs (CAPC/CPNP) have successful programs and services for mothers and children and provide great information about what it takes to create and run these initiatives.

The basic building blocks are much the same for fathers as for mothers, but there are some differences in the way the groups are facilitated. Projects that are just starting to think about father involvement and that have no experience should look at a number of organizational steps before facilitating a group for fathers:

- Hold an organization-wide discussion with all staff about the issue of father involvement. Including father involvement programs in an organization not only results in organizational change, but also in staff looking at their attitudes, values, and beliefs vis-à-vis father involvement. The General Organizational Assessment Checklist can be a great catalyst to promote discussion. *(Please see Toolbox Pullout #2)*

WHY HAVE PROGRAMS OR SERVICES FOR DADS?

The very same reasons for offering programs and services to mothers and children apply to fathers.

Programs for fathers and their children can help to:

- Enhance existing parenting skills;
- Develop a peer network with other fathers, who share similar life experiences;
- Encourage positive father-child interaction;
- Increase parenting information and confidence;
- Promote father involvement within the family unit;
- Decrease isolation by networking with other fathers and professional support staff;
- Increase the amount of time spent between father and child;
- Increase the number of positive interactions between father and child.

BARRIERS TO FATHER INVOLVEMENT PROGRAMS

- Men generally have less experience in parenting and parenting programs
- There is less social pressure to be involved
- Men may find it difficult to participate in services that are held in the day during the work week
- Men may not be able to get time off work
- Some men lack flexibility of work schedule to attend parenting programs
- Fathers are often viewed as less competent than mothers
- Family arrangements and socio-economic realities can be serious barriers
- Fathers are often open to support, however, there is little available to them in the community
- Fathers may not be aware of services already in place or available to them

BENEFITS OF FATHER INVOLVEMENT PROGRAMS

Research has shown that children who feel close to their father develop much more successfully, cognitively, emotionally and socially.

Here are just a few of the ways in which that success can be demonstrated:

- Increased parenting confidence;
- Improved job readiness;
- Decreased isolation through networking;
- Improved communication skills;
- Increased community awareness - fathers could become an integral part of an agency or organization;
- Increased promotion of father involvement within the family;
- Increased understanding of how important fathers are in the lives of children;
- Peer Support Network with other fathers;
- Enriched programs as a result of inclusion of fathers in organizations;
- Benefits mothers by sharing the parenting responsibility, rather than having mom bear the entire parenting role
- Equal parenting can provide growth of the relationship as an issue in common that couples can discuss and grow with

It may be useful to know ahead of time some of the barriers that may make it difficult to provide programs or services to fathers; these barriers can exist at the individual, community or societal level.

From recent social changes, we know that Dads are playing a bigger role in parenting their children for a variety of reasons:

- Economic: the Mother's salary can be higher than Father's salary, so more fathers are staying home;
- More Canadian families than ever (70%, according to Profiling Families, Canadian Institute of Child Health (CICH)) have both parents working outside the home. Out of necessity both parents must share the parenting role;
- More and more fathers are asking for services to support their role as a parent.

The programs and services carried out by the project will have many benefits to the father, the mother, and most importantly, the child and the family as a whole.

Offering programs and services to fathers can help to identify your project as a place that fathers can obtain parenting support. It may take some time to develop your project as being a 'safe' place for fathers to obtain services, but it is a great place to start.

ACTIVITIES FOR DADS

One of the most effective ways to involve fathers in programming is through activities.

- Activities can be a way for fathers to receive information or enhance skills. Since fathers do a lot of their teaching through play with their children, activities can be a catalyst to help Dads teach their children.
- Activities can be a way for fathers to share a fun experience with their children.
- Activities can broaden a child's social skills as he or she meets new friends in a variety of fun, friendly circumstances.

We have found that for the most part Dads like DOING things – being active. Activities can start slowly and could begin with a pilot, one-time activity with the aim of obtaining fathers' feedback and re-designing based on that input.

Activities can have a variety of purposes and take a variety of forms. The best choice depends upon some or all of the following factors:

- *The target population of Dads that are being served:* Is the group all the same types of Dads? (new Dads, young Dads or a mixture of different types of Dads that includes young Dads, new Dads, recently divorced Dads and single Dads);
- *The strengths of your organization:* What resources does your organization have that translates well into group activities?; i.e. is there a gymnasium, male facilitator, big child playroom, etc.;
- *Unique qualities of your community:* Who are the partners that can assist your project in providing something for fathers? Each community is unique and will have different partners, bringing different resources to the table.

WHY HAVE ACTIVITIES?

- They create an excellent opportunity for Dads to interact with their children and other Dads in a relaxed and fun-filled atmosphere;
- They give fathers and children something to look forward to;
- They give fathers and children an opportunity to participate in activities or outings they might not otherwise be able to do;
- They help Dad become an involved parent;
- They provide a setting that increases awareness of fathering issues and generates discussion and dialogue;
- They help Dads who do a lot of their teaching through play;
- They meet the needs of many fathers who are active and prefer action-oriented activities;
- They help children forge stronger relationships with peers and adults.

Remember: All indicators point to one thing. It's worth it! Children who feel close to their fathers are:

- Twice as likely to go to college or find a stable job after high school;
- 75% less likely to become teenage parents;
- 80% less likely to spend time in jail;
- Half as likely to experience serious depression.

BARRIERS TO PROVIDING ACTIVITIES IN GENERAL

- Transportation
- Coming up with ideas that fathers can relate to
- Expenses of camps and some activities
- Motivating and reaching out to Dads to get involved
- Potential insurance issues
- Getting the community involved
- Sustaining interest and funding

BENEFITS TO FATHERS

- Increased self confidence;
- Increased understanding of child development and milestones;
- Closer bond with child(ren) and possibly families too;
- Increased likelihood that Dads will be involved with their communities;
- Involved fathers report less than average contact with the law, less substance abuse, fewer hospital admissions.



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TYPES OF ACTIVITIES FOR FATHERS AND THEIR FAMILIES

Group discussions and support groups for fathers

- Fathers meet together and discuss issues around fatherhood and their relationships with their children. This helps create an environment of support for fathers in their role;
- Fathers talk about their childhood and about their role model(s);
- Fathers feel free to discuss their views and ideas on fatherhood in a friendly, supportive environment.

Group discussions for NEW Fathers and Fathers TO BE

- Group meetings before fatherhood create an opportunity for fathers to discuss their partner's pregnancy, meet with other new fathers and explore their own feelings on fatherhood;
- Workshops on how to care for a newborn.

Note: Design the sessions to allow for discussion of issues and expectations and to explore fears and myths surrounding pregnancy, childbirth, breastfeeding and the father's role.

Workshops on development of specific abilities

- Workshops on individual or parenting abilities, on conflict resolution, time management, communication skills etc.;
- Classes on house maintenance, safety, set-up for children, family work division, etc.

Information session or conferences (one-time activities)

- A social worker could come to the group to present some information on the importance of fathering;
- Information sharing for separated or divorced fathers on child custody, father's rights, etc.;
- Press conferences, panel discussions, meetings, newsletters, celebrating and informing the public and organizations about the importance of fatherhood.

Father-child activities

- Activities for fathers and their children; e.g. bowling, museum visit, park day, etc.;
- Socialization workshops for fathers and children;
- Fathers and children build something together; e.g. a simple construction / carpentry project like a push car or bird feeder.

Recreation / Social Opportunities

Being active is a great way to deal with life's stressors. It can allow a mind to open to new ideas and learnings. In addition, these types of settings allow for the opportunity for fathers to develop rapport with other fathers.

- Softball/Indoor Soccer
- Pool Tournaments
- Evening Floor Hockey

Recreation can be held with the inclusion of the children – like kids versus Dads challenge game of no-contact floor hockey or flag football.

TYPES OF FATHERHOOD GROUPS

There are three basic types of groups that can be offered to men or fathers:

Learning Groups are set up for participants to impart a new set of tools/skills for parenting, enhance existing parenting abilities, and include presentations, role-plays, and practical exercises.

Support Groups are where participants face common experiences such as prenatal, separation, divorce, children with disabilities. The groups can be run on a weekly or other basis.

The Open Discussion Group provides support and learning through sharing common needs, experiences and knowledge. This can lead to the building of networks and relationships between the fathers and various service providers and raise awareness of the issue.

Remember - the choice of programs or services will depend on:

- The target population of Dads that are being served;
- The strengths of your organization;
- Unique qualities of your community.

According to the book *“Supporting Fathers”*, written by Bill Beauregard and Fred Brown on behalf of the Canadian Association of Family Resource Programs (CAFRP), the focus should be on programs for fathers that are:

- organized, open-ended and on-going.

THE CHANGING FACE OF FATHERHOOD – The Role of the Father

Over the years, the role of the father has dramatically changed from being strictly the provider/protector of the family to providing for other needs of their child(ren). According to Arama, D. (LAREHS UQUAM, 1997.), the role of the father can be organized into six different categories:

- **Responsible father:** Getting the child’s first doctor’s appointment, buying school supplies, calling and arranging for a babysitter, taking charge of the health card/immunization record, etc.;
- **Remembering father:** Thinking of the child during work, talking about his child with friends, being preoccupied with and having mental images of the child, etc.;
- **Nurturing father:** Feeding the child, changing diapers, giving a bath, buying clothing, bringing child to the doctor, etc.;
- **Affectionate father:** Hugging, kissing, and playing with the child;
- **Interactive father:** Communicating with the child, vocalizing, expressing positive emotions, supporting autonomy, and playing with the child;
- **Provider/Protector father:** Focusing on providing for his family by obtaining a decent wage.

Clearly, today’s fathering reality is much different than the reality faced by the father of the fifties or sixties. Today’s father has taken a bigger role in child rearing as more two working parent families become the norm.

There are a growing number of fathers in the stay-at-home role, acting as primary caregiver.

SOCIAL OBSTACLES AND BARRIERS

Even with the best intentions, a father’s role can sometimes be unfulfilled due to a number of obstacles or barriers. According to Sirois, A. (“Le rôle du père” - revue de littérature, DSC, 1991), **the father is influenced by:**

- what society expects of him;

- what he has learned of the role of father as a child;
- what his family expects of him regarding a fair share of parental responsibility.

Society and the media have much to say about the ideal father, but very few concrete, realistic models of committed and competent fathers are presented. Fathers are often portrayed as inept and ridiculous. In the case of the popular cartoon “The Simpsons”, as downright negligent and offensive!

A father’s idea of the ideal father role is partly shaped by the media, but if positive role models do not exist and do not promote the father’s role as necessary and useful, the wrong messages are sent – and received.

FAMILY EXPECTATIONS

There is a gap between family expectations and reality. Before the birth, many fathers’ perceptions are influenced by positive images nurtured by the social image of the ‘new’ father. These images can dissipate rapidly over the two years following birth as some fathers fail to survive the difficulties of a new parent’s reality. The difference between the expected role of the father based on ideal and deeply ingrained attitudes is the source of many marital break-ups. Attitudes of parenting roles may also be influenced by societal stereotyping of gender roles - in general, many females are socialized to be nurturing, cooperative, passive, dependent, etc. while many males, are socialized to be competitive, aggressive, independent, self reliant, etc.

If both parents strictly adhere to these roles, parenting can be very one-sided. In addition, the role of female is not only the societal definition of a parent, but has a wider range of traits associated with it. The father, on the other hand, is seen by society as the secondary parent and has a much narrower selection of traits to choose from. With the many challenges that exist, any program/service developed should assist men to overcome challenges with taking on the role of father.

MOTHERS AS GATEKEEPERS

Mothers are generally viewed as the “gatekeepers” and official experts on parenting. This is largely because young girls are socialized to be nurturing and compassionate from a young age, and women have a nine-month head start when it comes to bonding with the baby. Many moms are caught between wanting their partner’s help and uncertainty about how to share responsibility. Many women may be ambivalent about increased father involvement:

- Lack of trust in fathers’ capabilities;
- Different parenting styles;
- Previously unsuccessful attempts to get the father involved;
- Pregnancy and childbirth help a woman feel like a Mom even before the birth;
- Most moms have had early experience of hands-on parenting: babysitting, playing with dolls, taking care of toys, etc.;
- Men, in general, are socialized to be competitive, performance based, aggressive. They have a less clear idea of what role a father plays;
- Men need to overcome their stigma about ‘female things’ like changing a diaper, feeding, holding babies;
- Mom needs to let Dad into her territory without telling him how to do things.

DEVELOPMENTAL CONSIDERATIONS for Fathering Programs

In developing any program or service for men and fathers, it is critical to consider the socialization processes that are unique to boys/men/fathers. The way in which organizations attract men will be somewhat different than the way in which organizations have historically attracted women. For instance, an event inviting fathers to a group to discuss their “feelings about parenting” may not be as effective as an approach that is promoted as a “nuts and bolts of parenting” or a more “solution focused approach to parenting”.

According to Men's Health Needs Assessment (McRae Consulting Associates, January 2000) completed by Somerset West Community Health Centre [Ottawa] in 2000:

- Men generally do not seek health and/or social support until they are in crisis;
- Men tend to have limited support networks;
- There tend to be negative social images of men;
- Community Health Centres, Family Resource Programs and Community Resource Centres are often seen by men as places for women and mothers;
- In most organizations, there are no specific programs or services for men.

FEEDBACK FROM MEN AND FATHERS

Feedback from fathers certainly indicates that men themselves can be a barrier to involvement in a program or service. Based on feedback, organizations that wish to provide activities, resources, programs or services to fathers need to:

- Situate men within the family and community;
- Develop relationships/services that are inclusive and 'man friendly';
- Examine internal agency values and attitudes vis-à-vis Men/Fathers;
- Share supports through Networks and Partnerships due to scarcity of resources;
- Bear in mind that there are existing supports and networks for Women (Mothers), and that there are very few supports or networks for Men (Fathers);
- Remember that services for parents are often targeted to mothers and facilitated by women;
- Stay in touch with the barriers raised by negative social images of men, such as being seen as a less experienced parent or not as competent as women;
- Have agency staff begin to examine their own attitudes and values about gender issues in a supportive fashion;
- Begin at the beginning: start to develop simple supports for men both in clinical and social service practices;
- Link with other networks/agencies and health care professionals to build networks of support for men, fathers.

BEST PRACTICES FOR PROGRAM ACTIVITIES

Feedback from fathers certainly indicates that men themselves can be a barrier to involvement in a program or service. Based on feedback, organizations that wish to provide activities, resources, programs or services to fathers need to:

- ***Recreational activities start the group night:*** Most fathers say this is why they attend group activities. Recreational activities provide the opportunity for exercise and decrease anger/stress in a positive manner.
- ***Flexible Agenda:*** This allows the fathers to discuss critical issues that affect their own lives, such as housing, money, food, and provides opportunities for fathers to set the program's agenda.
- ***All staff, facilitators and participants are males:*** This provides effective fathering role modeling for young fathers who may have lacked a positive father role model.
- ***Program is open-ended, ongoing and voluntary:*** This allows fathers to miss groups and not feel obligated to attend every week, while accommodating seasonal jobs, long hours and other commitments.
- ***The Program's weekly group night is the same time and day of week:*** This provides consistency and predictability so that even if a father has not been to the group for a few months, he will know when the activity is scheduled.
- ***Access to a food cupboard:*** This allows fathers to augment their weekly nutrition.

TOOLBOX PULLOUT #1

SUMMARY OF KEY POINTS - PROGRAMS AND SERVICES FOR DADS

Some of the important reasons for offering programs or services to fathers and their children are:

- To encourage fathers to become more positively involved with their families;
- To enhance existing parenting skills;
- To decrease isolation and help develop a peer network with other fathers;
- To increase the amount of time that Dads spend with their children and the number of positive interactions that they share.

As you consider developing a program or service for fathers think of the following points:

- Some of your existing programs or services for mothers and children can be adapted or made more father friendly;
- Men, like women, may need some support in raising their children and in enhancing their existing parenting skills;
- By encouraging and enhancing positive fathering, the entire family benefits;
- Projects just beginning should include discussions with all staff so they can assess their own attitudes and beliefs about fathering and identify organizational resources;
- It is important that staff be aware of the many benefits to the family and specifically the child's development of positive father involvement;
- It is useful to identify ahead of time some of the barriers that may make providing programs and services to fathers more challenging, so that they can be addressed before starting;
- There are varying perceptions on what the ideal father role is. This could be due, in part, to men's experience with their own fathers, non-traditional family structures or gender roles and how the media portrays modern dads;
- Mothers are still seen as parenting gatekeepers. Men need to be encouraged to handle babies, diaper and nurture young children. Mothers should be encouraged to share these activities with fathers without being too critical or untrusting.

SUMMARY OF KEY POINTS - Activities for Dads

Activities can take a number of forms:

- Discussion and support groups;
- Group discussions for new fathers and fathers to be;
- Workshops to develop specific abilities;
- Information sessions or conferences (one time activities);
- Father-child activities;
- Family and couple activities;
- Recreational/social opportunities.

Best Practices for program activities include:

- consistent weekly group nights;
- open-ended, ongoing and voluntary structure;
- staff, facilitators and participants who are all male;
- flexible agenda;
- opening the meeting with a recreational activity; and
- access to food cupboard or other resources.

Remember:

- Fathers do a lot of teaching with their children during play.
- Children who feel close to their fathers have many social and emotional advantages.
- Activities can take a variety of forms and have several purposes, and can help men be more involved fathers.
- Starting slowly with a pilot, one-time activity is a good way to start positive relationships and get feedback.



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What?

FATHER INVOLVEMENT WHAT CAN BE DONE IN YOUR PROJECT?

WHAT IS IN THIS SECTION?

- Getting Started – STEP ONE - Organization-wide Support for Fathering
- Tools
- General Organizational Assessment Checklist
- If Your Project is NOT Ready to Offer a Program or Service for Fathers
- If Your Project is NOW Ready to Offer a Program or Service for Fathers
- A Step-by-Step Guide to Offering Programs or Services for Fathers
- Step One – Organizational Strengths
- Tool – Organizational Readiness Questionnaire
- Step Two – Focus Groups
 - Context
 - Conversation
 - Supports
 - Different approaches
 - What should be included?
- Father’s Needs
- Tool – Focus Group Activities to be done with Fathers / Mothers
- Points to Consider
- Tips for Father-Friendly Programs and Services
- Tips for Female Facilitators of Men’s Groups
- Tips for Successful Father Programs and Services
- Recruitment Methods
- Time/Money Savers
- Categories of Activities for Fathers and Their Families
- Library of Father Friendly Resources

GETTING STARTED...

STEP ONE: ORGANIZATION-WIDE SUPPORT FOR FATHERING

Ensure that your organization has reached a full consensus on supporting programming for fathers. This can be done by discussing the issue at a staff meeting or retreat. Ensure that the majority of staff are present and that there is a clear consensus to support father involvement programs or projects.

- Hold an organization-wide discussion with all staff about the issue of father involvement. Including father involvement programs in an organization not only results in organizational change, but also in staff looking at their attitudes, values, and beliefs vis-à-vis father involvement.

TOOLS

- Please refer to TOOLBOX PULLOUT #12: *The Effects of Father Involvement: A Summary of the Research Evidence* by Sarah Allen, MSc and Kerry Daly, PhD, University of Guelph. This paper provides evidence that explains why the inclusion of fathers in project programming is important.
- Begin the process of examining staff attitudes, values and beliefs vis-à-vis father involvement by reproducing a copy of *Section 1 - General Organizational Assessment Checklist* taken from the FII-ON Community Readiness Questionnaire. Please refer to TOOLBOX PULLOUT #2 (This can also be downloaded from www.cfii.ca).

TOOLBOX PULLOUT #2

GENERAL ORGANIZATIONAL ASSESSMENT CHECKLIST

INSTRUCTIONS:

- Ask staff to complete the Assessment Checklist individually before or during a staff meeting.
- Take a moment to plot the results on a flip chart.
- Discuss the general patterns. What was predictable? Are there any surprises?
- Can anything be done about it?

Father Involvement is an important supportive and protective condition for healthy child development. How would you assess your organization's overall standing with regard to the following indicators? Based on the evidence you are currently aware of, on a scale of 1 (very low or non existent) to 5 (very high), rate your organization on the following aspects:

- | | | | | | | |
|-----|--|---|---|---|---|---|
| (a) | Clarity of agency's mandate to service the specific needs of fathers | 1 | 2 | 3 | 4 | 5 |
| (b) | Clarity of policies enabling pro-active services and programs aimed at the specific needs of fathers | 1 | 2 | 3 | 4 | 5 |
| (c) | Guidelines which are cognizant of the presence, specific needs and contributions of fathers | 1 | 2 | 3 | 4 | 5 |
| (d) | Conscious practices which are inclusive of both the roles of mothers as well as fathers | 1 | 2 | 3 | 4 | 5 |
| (e) | Father involvement as a standing item on the agency's agenda and planning cycles | 1 | 2 | 3 | 4 | 5 |
| (f) | Type, quality and quantity of resources available to meet the specific needs of fathers | 1 | 2 | 3 | 4 | 5 |
| (g) | Number, type and frequency of programs and services uniquely designed to meet the needs of fathers | 1 | 2 | 3 | 4 | 5 |
| (h) | Number of men on staff | 1 | 2 | 3 | 4 | 5 |
| (i) | Level of financial resources allocated to meet specific needs of fathers | 1 | 2 | 3 | 4 | 5 |
| (j) | Staff training dealing with father involvement | 1 | 2 | 3 | 4 | 5 |
| (k) | Involvement of fathers in decision-making | 1 | 2 | 3 | 4 | 5 |
| (l) | Visual evidence of the reality of fatherhood on the agency's premises | 1 | 2 | 3 | 4 | 5 |

Discussions that result from the use of this tool could create various outcomes. If there is no consensus on whether to offer a program or service for fathers, there are still some excellent options that your project could carry out before getting to the point of offering a program or service to fathers.

IF YOUR PROJECT IS NOT READY to offer a program or service for fathers

The following suggestions are aimed at making your CAPC/CPNP project more father friendly without offering a program or service for fathers:

- Ensure promotional materials are inclusive of both parents. Make sure that language on program brochures, program flyers, pamphlets is gender neutral and inclusive of both parents; i.e. using the word ‘parent’ rather than mother, using colour neutral flyers/pamphlets (Grey, off white, light brown, etc.). Avoid pink or pastels that indicate to potential Dads it is a brochure for mothers.

Physical Project Environment:

- Project waiting room/reception area – use neutral tones rather than pinks/pastels
- Use posters that illustrate fathers and children in positive interactions rather than only mothers and children. You can obtain an order form from FII-ON for father friendly posters at www.cfii.ca or download from the website www.mydad.ca. You can also ask permission to use photos of fathers in the community or from the Public Health Agency of Canada (PHAC) <http://www.hc-sc.gc.ca/>.
- What kind of magazines or books are in the waiting room/reception area? Make sure there are gender neutral reading materials including: Today’s Parent magazine, and “Involved Fathers: A guide for today’s Dad” and “Full-time Dads, Part-time Kids: A guide for recently separated or divorced Dads” which can be ordered from www.cfii.ca for \$3 each.
- A one time ‘Special Event’ could provide an excellent opportunity to promote the issue of father involvement, such as an event celebrating the role of fathers for Father’s Day in June. This event can play an important role in identifying to fathers that your project is doing something tangible for fathers and is interested in fathers. Fathers that attend the special, one-time event could be asked in an informal way (Informal Needs Assessment) if they would be interested in attending a meeting to discuss what kinds of things fathers would be interested in attending. Use the event as a recruitment pool for getting Dads involved in your project, especially when mothers attending your project encourage their partners to attend the event.
- Does your project carry out home visits or does your project have lay home visitors? If so, are the project staff encouraged to involve the father if he is present at the meeting? Do the project’s documents include a section for the father?

IF YOUR PROJECT IS NOW READY to offer a program or service for fathers
A Step-by-Step Guide to Offering Programs or Services for Fathers

STEP ONE: ORGANIZATIONAL STRENGTHS

As a first step, your project may wish to assess conditions for success and/or organizational strengths to identify areas that will need to be focused on before providing any programming for fathers.

An excellent tool for assessing a project’s strengths and capacities is a variation of the *Section 2 General Questions of the Community Readiness Questionnaire* (www.cfii.ca - resources- tools).

TOOLBOX PULLOUT #3

**TOOL: ORGANIZATIONAL READINESS QUESTIONNAIRE
 FATHER INVOLVEMENT**

Identify the strengths and barriers of your organization as they relate to any planned programming or event that is promoting positive father involvement.

	Barriers/Obstacles	Strengths/Supports
Relating to your organizational mandate/policies		
Relating to the guidelines and organizational procedures		
Relating to the values, beliefs, attitudes of staff and Board of Directors		
Planning stages: i.e. financial, time, etc.		
During the implementation stage: i.e. staff recruitment, space, etc.		
During the program operation: i.e. participant retention, program schedule, attendance, etc.		

FATHER INVOLVEMENT

Describe some changes that you and your organization would be able to do immediately for little to no cost?

Describe some outreach and recruitment strategies that you and your organization may establish as priorities vis-a-vis father involvement.

Describe some important strategies to ensure the involvement of fathers in any planned organizational activity.

Describe some factors that could lead to the sustainability of any activity/program/event promoting responsible father involvement.

How difficult/easy was this exercise?

STEP TWO: FOCUS GROUPS

Focus groups are a great way to start the process of group development. Because men typically do not get together to talk about issues that are close to them, a focus group can be a catalyst for forming a group.

Create a model for supporting fathers by speaking with men in focus groups and exploring several programs that support men. Three elements of successful programs will begin to emerge:

- *Context* - Address men within the context of their families and communities.
- *Conversation* - Build relationships with fathers through developing a conversation.
- *Supports* - Develop supports through building and engaging networks.

CONTEXT

Men need to be viewed as part of a family, which in turn is part of the broader community. Men's relationships with their children and family, function as part of the family's overall health. There is new research that indicates that positive father involvement leads to healthy child development and resilient children.

CONVERSATION

Building relationships with men occurs through conversations where:

- All parties are equal;
- There is mutual sharing;
- Conversation continues by mutual consent for mutual benefit.

SUPPORTS

Facilitators can support the group to define areas of interest that the majority of group members wish to discuss. Over time, as the group becomes more structured, group members themselves will govern the group and the role of the facilitator will be to keep discussions focused on parenting issues.

The development of networks can also lead to fathers connecting with other fathers and developing informal networks with fathers in the group. One of the best forms of program promotion is 'word of mouth' from the father participants themselves. Be sure to provide fathers with program brochures or pamphlets promoting your program.

Bring in guest speakers to address issues that have been identified by the fathers in the group. This builds trust between the Dads and the facilitator and helps to build networks among service providers and provides fathers with more resources.

DIFFERENT APPROACHES

It should be said that what works best in one community may or may not work in another community.

The approach that works best will consider the following:

- Unique community make-up: the number and type of key stakeholders within your community, the geographic region: urban/rural, etc.;
- Target group of Dads: young, separated, new Dads, Dads with young children etc.;

- The issues faced by the target group of Dads: what do the Dads want - information, support, network building, recreation, anger/stress relief, parenting skill building, etc.;
- Strengths/Capacities of the key stakeholders: the availability of resources such as location for the group, trained facilitators, food, evening/weekend programming, etc.

What works in one community may provide a template for other communities to tailor the program and service to meet their needs.

WHAT SHOULD BE INCLUDED?

Offer some of the following options to fathers in a focus group. The choice of which services are available to fathers will need to be based on a consensus of staff and the needs expressed by fathers.

- Workshops on specific fatherhood/child care topics;
- Day care for fathers in need;
- Parent resource and toy lending library;
- Home visits;
- Outreach;
- Drop in play group;
- Child care and activities during fathers' meetings;
- Transportation assistance;
- Computer access;
- Project web site;
- Referral agent;
- Advocacy;
- Clothing exchange;
- Gym passes to work out;
- Parent relief resources;
- Food bank;
- Community kitchen;

This is not an exhaustive list and fathers may mention things you never thought of - fathers must be involved in the program development!!

TOOLBOX PULLOUT #4

TEMPLATE FOR FOCUS GROUPS WITH MOTHERS AND FATHERS TO DETERMINE NEEDS

FATHER'S NEEDS

Once the organizational strengths are identified, the next step is to look at Fathers' Needs. It may be useful to either do a focus group with the fathers that are currently connected with your project or invite a number of fathers to attend a focus group to discuss the inclusion of fathers within the project.

A useful tool to assist with the facilitation of a focus group with Dads is available from the FII-ON web site (www.cfii.ca). It is called *Focus Group, Fourth Cluster, Activity Guide for Fathers*. This focus group activity will assist you in determining the needs of fathers and suggesting the type of program that will best meet their needs.

The use of focus groups can be an excellent catalyst to getting fathers involved in a more meaningful, long-term manner. What if your project is unable to persuade fathers to come out and take part in a focus group? The Focus Group Template can also be completed with mothers - the questions are interchangeable.

PART 1 WELCOME: 15 MINUTES

- Facilitator's Introduction
Name and role of facilitator (and joint facilitator)
- General Information: Washroom locations, refreshments, schedule for the focus group.
- Project Introduction
Throughout the region, we are trying to see how community projects for children (e.g. CAPC/CPNP) can better adapt to the role of fathers, as they themselves, see it and foster leadership in promoting paternal involvement.
- Participant's Introductions
Names of participants, number of children (sex and age), place of residence, marital status.

PART 2 GETTING STARTED – 15 MINUTES

- **General Question – flip chart answers**
What motivated you to participate in this discussion group?
- Introduction of Focus Group Principles

Let both fathers and mothers have the opportunity to:

- Describe the needs, interests, motivations and concerns of fathers and father figures;
- Identify obstacles perceived in the exercise of the paternal role and solutions to consider in overcoming these;
- Be frank and not follow the leader.

Basic rules:

- Talk one at a time;
- Say anything that comes to mind because there are no good or bad answers. We want to know your views;
- Everything that is said here remains confidential;
- Exceptions to confidentiality: Abuse, Neglect, Suicide, and Criminal Activities.

Get agreement on these rules.

PART 3 1.5 HOURS

Questions:

- 1 What was your reaction when you learned that you would be a father/mother (feelings and emotions experienced)?
- 2 Do you believe that your relationship/your partner's relationship with your own/their own father influences your relationship with your children? How?
- 3 Do you believe that the father role has evolved, changed since your father's time? How?
- 4 What, for you, are the qualities of a good father (ideal father)?
 - Those of a good mother (ideal mother)?
 - Do they differ? What is different?
- 5 Is your role/your partner's role as father given value and worth in your own circle?
 - Family
 - Friends
 - Workplace
 - Leisure
- 6 Do you think the role of father is valued in Canadian society in general?
- 7 What stands in the way of your having/your partner having an ideal experience of Fatherhood? (barriers)
 - In your work environment
 - In your social life
 - In your community
 - At your family level
 - As a man/woman, at a personal level
 - How do Canadian society's values affect you in this?
- 8 When you have doubts and/or worries in relation to your role as a father/your partner's role as a father and/or in your relationship with your child, who can you count on (family, friends, services, others)?
- 9 How could we reach men and fathers more efficiently?
- 10 (Optional) As a man/woman and as a father/mother could you do something for or with the other fathers/mothers of your community that would be helpful in your role as a parent?

PART 4 EVENING ASSESSMENT – 10-15 MINUTES

- 1 What are you leaving with?
- 2 Did this approach give you the desire to do something for and with fathers?
- 3 Do you have questions?

Closure:

- 1 Everything that was said must remain confidential.
- 2 Thanks from the facilitators.
- 3 Fill out the personal information cards so the local CAPC/CPNP can send you an information follow-up.

POINTS TO CONSIDER:

- ***Inclusion of Fathers in Program Formation:*** The focus group is one important way to involve the fathers in program formation right from the start so that you get 'buy-in' from Dads.
- ***Know your Target Audience:*** What types of Dads are showing up at your project? Are they in one target group - such as young fathers, new fathers, separated fathers, fathers with children 3-6 years of age, etc. The make-up of the group of fathers could dictate the type of program that your project offers. It can be challenging when Dads are from various target populations, as is often the case in rural settings where lower populations result in more than one type of target population being served in one group. In this case, just remember that the common issue for all of these fathers is a desire to enhance their parenting skills to the benefit of their children. The group discussions that occur may need to be broken down into various age groups of babies, children, prenatal, etc. Just remember that the Dads are at the program for their children!
- ***Dads' Issues:*** The issues being faced by the target group of Dads: What do Dads want: information, support, network building, recreation, anger/stress support, parenting skill building, etc. The group may choose one of the above or a combination. As program staff, it will be up to you, in conjunction with fathers, to identify the needs of the group and to determine how sessions will fulfill the Dads' needs. The User Index available on the website www.mydad.ca can be of assistance in examining and researching the currently operating programs that exist for fathers in CAPC/CPNP projects and other organizations across the country.
- ***Importance of Partnerships:*** If your project is offering a program for fathers for the first time, a good first starting point could be partnering with another organization in your community that could help share some of the costs, workload and personnel. For example, one project could offer a physical space to hold the program, another project could provide a male facilitator, and yet another project could provide a parenting program curriculum. Very often this partnership model is an excellent starting point for a project's first program offering to Dads. As well, it allows the cost of running the program to be shared amongst more than one project and increases the probability that the program can be offered in the future. It is a good idea to start with a special one-time event for fathers before jumping into full program offerings for fathers.
- ***Hours of Operation:*** Consideration will need to be given to the project's hours of operation. In general, the best time to offer programs so that the majority of fathers are able to attend is in the evenings or on weekends. There may be special times of the season that large groups of fathers may not be available, such as in rural communities during the hunting or harvesting seasons.

TOOLBOX PULLOUT #5

TIPS FOR FATHER-FRIENDLY PROGRAMS AND SERVICES

The next series of general tips for Father Inclusive Programming come from *Getting Men Involved: Strategies for Early Childhood Programs*, 1998, James Levine, Dennis T. Murphy, and Sherrill Wilson.

We know that in order for programs and services to be 'father-friendly':

- All program promotion in brochures, pamphlets etc should be inclusive of fathers;
- All programs, services, activities are offered in the evenings and/or on weekends and should be inclusive of a wide range of types of Dads;
- Experiment with different times to find one that works;
- Where your meeting is held and how you organize your discussion should be varied to keep things from getting stale. Experiment with different formats;
- People will drift in and out based on life circumstances. Don't expect everybody to show up every time. Open ended and on-going groups are the best options;
- It is important to let men take responsibility themselves. Make men part of developing the program and build the agenda around their needs.
- Know your Dads. They may be experiencing life issues that make it difficult to participate or focus on a specific program or service;
- A men's group is never too small. Group size can range from three or four to much larger;
- Meeting space should be kept private to assure men that they can talk openly. Find a room that is off the beaten path;
- It can help to have some visual reminders of the importance of the contributions that fathers make to the lives of children: Posters and booklets promoting father involvement are especially important in Community Health Centres and Community Resource Centres.

TIPS FOR FEMALE FACILITATORS OF MEN'S GROUPS

Another key challenge in providing father programs and services is the lack of qualified male facilitators. The vast majority of staff in CAPC/CPNP projects, parent education, and family resource programs are female. It is not impossible for a father program or service to be facilitated by a female facilitator, but there are some differences for group facilitation with males that female facilitators should be aware of before facilitating a program or service for fathers.

Some excellent tips for female facilitators can be found in the book entitled *Getting Men Involved* (1998).

When working with men in groups:

- Spend two weeks on ice breakers: Sometimes it is good to open each group with an ice breaker and remember physical activities can help;
- Hear men out: Find out their interests;
- Women facilitators: Let men know you are the facilitator, not the expert;
- Play down occupations when making introductions. This can lead to some men being self-conscious about their occupation and lead to men shutting down in the group and not sharing;

- Ask men: What do you think instead of what do you *feel*? Keep discussions in general very solution focused, rather than idea or sharing focused;
- Challenge the notion that a mother is the one that goes to parent meetings, field trips and school volunteering, etc. Promote the message that Dads can do it too!
- Make the group activity based, not just information based.
- Start with an assumption that Dad is important and really wants to be there;
- Be explicit in your expectations of fathers and other males;
- Be prepared to be tested over and over again, and be prepared to prove yourself over and over;
- Have a sense of humour;
- Prepare staff for a male environment. The majority of social service and family resource staff are female and will not initially be used to an all-male environment;
- Be convinced yourself before you try to convince others about involving more men. If you are not convinced, you won't be able to convince others;
- Go slowly. Try a few fathers-only events before plunging into a full program offering;
- Be patient and don't give up;
- Assume that all men can be reached no matter what their background, attitude, or age;
- Look for opportunities to meet specific needs. Once a man knows you are there to help him, you begin to build trust;
- Follow up - If you have invited a man to come to an event and he doesn't show up, call or visit to find out why;
- Be flexible - Hours of classes need to change with the seasons to accommodate overtime work schedules and seasonal work;
- Hire staff who are sensitive to the needs of the Dads and can relate to them verbally and culturally;
- Stick to the 'men only' concept. Men will not feel as intimidated and may open up better without the presence of women;
- Hold classes in the community. Consider providing transportation, food and childcare (especially for young parents);
- Provide education and job training opportunities which can enhance a young father's provider role;
- Work with mothers to suggest ways that men can alternate in their attendance at parent meetings. 70% of families are two parent working families (Canadian Institute of Child Health, *CICH, Profiling Canadian Families*) and there is a need to accommodate both parents;
- Encourage as many women as possible to bring their partner. Typically, the majority of those who attend a parent meeting are women;

TOOLBOX PULLOUT #6

TIPS FOR SUCCESSFUL FATHER PROGRAMS AND SERVICES

Taken from On Fathers' Ground, following are success factors for programs and services.

- 1 ***A clearly defined conceptual framework:*** The frame of reference should be explicit. Projects will be more likely to succeed if team members take the time to examine together the conceptual framework of an intervention program before undertaking the project, and if they continue to apply this throughout the life of the project.
- 2 ***Intervention that builds on transitions:*** Projects will be more likely to succeed... if the important transitions that fathers experience are taken into account during the planning of programs and activities, and if particular attention is paid to the challenges that these transitions represent.
- 3 ***An effective recruitment strategy:*** Projects will be more likely to succeed... if traditional recruitment is abandoned in favour of a more proactive approach. If the fathers don't come by themselves, go out and get them.
- 4 ***An approach adapted to the specific reality of fathers:*** Projects will be more likely to succeed... if they tend toward a flexible and informal approach, emphasizing father's strengths. Value them and leave a lot of room for fun.
- 5 ***Intervention that promotes the fathers' empowerment:*** Projects will be more likely to succeed...if fathers participate at every stage, from activity planning to project evaluation. Practitioners should act primarily as guides for the process of fathers taking over the projects themselves.
- 6 ***Strong and respected leadership:*** Projects will be more likely to succeed...if practitioners can rely on several passionate leaders willing to defend the project.
- 7 ***The integration of activities into fathers' immediate environments:*** Projects will be more likely to succeed...if they reach fathers and their children where they live their everyday lives (home, work, school, recreational sites or daycare centres) and if these environments are used as bases for intervention.
- 8 ***Intensive intervention with the most vulnerable fathers:*** Projects will be more likely to succeed...if they provide a range of activities that make it possible to reach the most vulnerable fathers in different spheres of their existence in an intense and sustained fashion. These activities should be carried out in a context of consistency and continuity, especially with the presence of the same project worker.
- 9 ***Public awareness campaign:*** Projects will be more likely to succeed...if project workers organize or take part in public awareness activities or design promotional tools to strengthen public opinion.
- 10 ***Political pressure and action lobbying:*** Projects will be more likely to succeed...if people who can indirectly influence public policy makers or who want to advance the social cause of fathers are associated with it.
- 11 ***A multiplicity of targets and strategies for action:*** Projects will be more likely to succeed...if they undertake activities that simultaneously target fathers and their families as well as fathers' immediate and larger environments.

12 Organizational support: Projects will be more likely to succeed...if they are supported by an umbrella organization whose mission is harmonious with the project's own objectives and from whose resources, clientele and network of partners can benefit.

13 A support network for project workers: Projects will be more likely to succeed...if they provide activities that support its project workers, on the condition that the administrators or the organizations that employ them support the promotion of father involvement.

14 Quality partnerships: Projects will be more likely to succeed...if they collaborate with partners from various disciplines because that empowers them to respond to the whole range of fathers' needs in the fruitful context of dialogue and mutual benefit.

Furthermore, partnering helps with:

- Recruiting participants for project activities using a larger 'Recruitment Pool';
- Viewing both partners as service providers in the community;
- Causing greater access to other potential partners that can help raise awareness of the issue, greater influence on other partners, help create the 'need' for more father services;
- Allowing skills and resources to be shared and used more efficiently, ultimately leading to more program/service offerings;
- Improving a program's chances of survival, affording access to a pool of administrative and financial expertise, making it easier to obtain grants, especially since partnerships are essential to successful funding applications;
- Helping to create a local, regional, or provincial network of organizations that have the same goals. This is a catalyst to defining common principles, to running combined activities, and to sharing skills with a broader plan or action for father involvement;
- Creating more favourable conditions for evaluative activities through the development of an evaluation plan and designing tools for data collection from a larger pool.

15 Stable and diversified funding: Projects will be more likely to succeed...if they have diversified sources of funding, if partners share their resources, and if the sources of funding assure long-term support. Insufficient funding can lead to:

- Activities being suspended, especially in summer;
- Services, activities, programs, etc. not being expanded;
- Permanent presence of program workers being hindered;
- Hiring of fundraising personnel being prevented;
- Team members wasting energy and being put under constant stress;
- Pace at which a program can be implemented slows down;
- Staff finds themselves preoccupied with finding, researching and writing funding proposals rather than with program activities.

16 Rigorous program evaluation: Projects will be more likely to succeed... If they have in place rigorous evaluation with the support of researchers to analyze the data and create useful evaluation.

RECRUITMENT METHODS

From research and needs assessment completed by fathers, it is known that fathers themselves are difficult to outreach and convince to come into various organizations for programs, groups or services. Where do projects find fathers for the purposes of facilitating programs?

The following categories for recruitment provide some great starting points:

Individual Recruitment - Informal

Word of mouth, encouraging fathers to come with partners, parenting classes for partners, religious groups, invitations from moms-to-be, phone contacts through mothers, informal conversations with families, engaging one or two interested fathers and providing support to them to recruit more Dads, using newsletters, bulletins in churches, community centres, and early years centres. Encourage mothers who are currently attending CAPC/CPNP projects to assist in the recruitment of fathers.

By Practitioners or organizations in the community

Practitioners talk about activities and programs to their clients, nurses at the hospital and health units, home visitors program, educational programs for young parents, child care programs, early year's sites, wellness fairs, developmental screening fairs, family resource programs, local fathering networks (FII-ON), Child and Youth committees (CYC's), CAPC/CNCP coalitions, probation officers, school counsellors and social workers.

Recruitment by Mass Media

Dissemination of information in the media:

(Internet, newspaper, radio, television), messages in the media, publicity and ads in local papers, radio about upcoming events or activities, community bulletins, agency mailing lists, fax announcements to other service and health agencies, community television, postings on websites, local TV spots showing fathers involved in programs and activities, moccasin telegraph (pounding the pavement), and monthly and quarterly newsletters.

Written (posters, pamphlet, advertising):

Distribution of posters, brochures, schedule of events, calendars, and any pertinent fathering material. Sometimes, the oldest methods can be the best! Consider distribution to the following community access points and consider engaging Dads and kids in the process.

- Hospitals
- Public health unit
- Child care centres
- Early learning sites
- Community centres
- Doctors' offices
- Lawyers' offices
- Local elementary schools
- Pregnancy outreach programs
- Family resource programs
- Local politicians' offices
- Laundromats
- Drop-in programs
- Colleges/universities
- Community service agencies

Special Events:

Conferences, congress, meetings in the provincial legislature, special events for fathers.

Additional Recruitment/Retention Strategies

- Provide transportation, snack/meal and help with child care costs in cases where a single parent has limited family resources;
- Provide input to program development/evaluation. Participants will feel a sense of ownership with the program and become more connected;
- Follow up with Dads if they miss a session to gain helpful information and to encourage participation. Encourage Dads to be accountable to each other in terms of attendance;
- Promote the group as activity-based and flexible, not just information-based;
- Invite guest speakers and give workshops to provide information in a unique way based on the interests of the fathers;
- Remember that pilot projects, such as special Father's Day events, can help bring attention to the issues that revolve around fatherhood and be a catalyst.

TIME/MONEY SAVERS

From research and needs assessment completed by fathers, it is known that fathers themselves are difficult to out-reach to and convince to come into various organizations for programs, groups or services. Where do projects find fathers for the purposes of facilitating programs?

- Partner with other services, programs or groups;
- Share father services and materials if possible;
- Ask Dads on the registration form, what their expectations are from the service to be provided. This could help in developing the content of the services to ensure relevancy;
- Have Dads participate and contribute in whatever capacity they are able;
- Look to the User Index (www.mydad.ca) for ideas and contacts in your community.

CATEGORIES OF ACTIVITIES FOR FATHERS AND THEIR FAMILIES

Group discussions and support groups for fathers:

- Fathers meet together and discuss issues around fatherhood and their relationship with their children. This helps create an environment of support for fathers in their role;
- Fathers talk about their childhood and about role model(s);
- Fathers discuss their views and ideas on fatherhood in a friendly, supportive environment.

Group discussions for new fathers and fathers to be:

- Group meetings during pregnancy, discussions about the father role create an opportunity to discuss their partner's pregnancy, meet with other new fathers and explore their own feelings on fatherhood;
- Workshops on how to take care of a newborn.
- Design the sessions to allow for discussion of issues and expectations, and to explore fears and myths surrounding pregnancy, childbirth, breastfeeding and the father's role.

Workshops on development of specific abilities:

- Workshops on individual or parental abilities, on conflict resolution, on time management, communication skills etc.;
- Classes on house maintenance, safety, set-up for children, family work division, etc.

Information sessions or conferences (one-time activities, not on a regular basis):

- A social worker comes to the group to present some information on the importance of fathering;
- Information sharing for separated or divorced fathers on child custody, father's rights, etc.;
- Press conference, panel discussion, meetings, newsletter celebrating and informing the public and organizations on the importance of fatherhood.

Father-child activities:

- Group of men organize activities for and with their children; e.g. bowling, park day, etc.;
- Socialization workshops for fathers and children;
- Participation of fathers in a chosen cultural activity, for instance a visit a museum;
- Fathers and children build something together; e.g. a simple construction / carpentry project like a push car or bird feeder.

Family and couple activities:

- Monthly meetings for young couples with parent-child activities or discussion between adults on challenges and successes as parents;
- A family 'drop in centre' for parents and children.

Recreational / Social Opportunities:

Being active is a great way to deal with life's stressors. It can allow a mind to open to new ideas and learnings. In addition, these types of settings allow for the opportunity for fathers to develop rapport with other fathers.

Examples:

- Softball/Indoor Soccer
- Pool Tournaments
- Evening Floor Hockey

Recreation activities can be held with the inclusion of the children - kids can challenge Dads in a game of no-contact floor hockey or flag football.

TOOLBOX PULLOUT #7

LIBRARY OF FATHER FRIENDLY RESOURCES

The following includes a list of Canadian Resources that currently exist in library format. Kits that include father friendly resources in different media formats will assist the project to save both time and money. It should be noted that these resources have been used in various father programs, services or activities.

1 ONTARIO EARLY YEARS CENTRES KIT FOR NEW PARENTS

This kit contains information pertaining to fathers in various media formats that has been assembled by the *Focus on Fathers Program*.

The Ontario Early Years Centres Kits are available from:

**Ed Bader, Focus on Fathers
Catholic Community Services of York Region
21 Dunlop St.
Richmond Hill
L4C 2M6
Phone (905) 770-7040 ex237
Fax (905) 770-7064
ebader@ccsy.org**

CONTENTS

A VIDEOS

- 1 ***“The First Years Last Forever”*** (29 minutes) produced by I AM YOUR CHILD Foundation. “New research in brain development tells us of the vital importance of the relationship between caregiver and child in the critical first years of life.”
- 2 ***“Preparing for Parenthood”*** (32 minutes) produced by I AM YOUR CHILD Foundation.
This video includes information on:
 - forming of healthy habits before and during pregnancy;
 - importance of pre-natal care;
 - preparation required for your baby’s birth.
- 3 ***“To Be a Father”*** (29 minutes) produced by I AM YOUR CHILD Foundation.
This video includes information on:
 - how fathering begins even before the baby is born.
 - how Dads can connect with their children right from the start.
- 4 ***“Ready to Learn”*** (24 minutes) produced by I AM YOUR CHILD Foundation.
This video includes information on:
 - the importance of communicating with your newborn;
 - the establishment of reading routines;
 - the activities which will spark your child’s interest in learning.

5 ***“Discipline: Teaching Limits with Love”*** (27 minutes) produced by I AM YOUR CHILD Foundation. This video includes information on:

- why a child actually looks for limits;
- what techniques to use for setting effective limits from the start;
- how to manage your own emotions and to avoid physical punishment;
- why the limits learned in the first years build a foundation for the rest of our lives.

6 ***“Safe from the Start”*** (23 minutes) produced by I AM YOUR CHILD Foundation. This video includes information on:

- Car seats and Car Safety
- Childproofing at Home
- Bath Time / Bathroom Hazards
- Toy Safety and Safety Outside the Home

Each of these videos are available at www.iamyourchild.org at \$14.95 (US) each or \$59.95 for 7.

7 ***“Parenting – The First Child”*** (22 minutes). One of eight videos produced by the Royal Australian College of General Practitioners (Melbourne) under the general title Working with Families: The Family Life Cycle. A family physician, a family therapist and a family life educator discuss the transition to parenthood in Australia. Available from Ed Bader: ebader@ccsy.org

B WORKBOOKS

1 ***“Involved Fathers”***, published by Father Involvement Initiative – Ontario Network, is a FII-ON 40-page guide for today’s Dads that can be used in an introductory workshop or discussion group.

2 ***“Full-time Dad, Part-time Kids”***, published by FII-ON, is a 40-page guide for recently separated or divorced fathers, suitable for personal reading, workshops or discussion groups.

3 ***“Daddy...Come Play With Me”***, published by Father Involvement Initiative – Ontario Network (FII-ON), is a 40-page booklet that is a guide for father’s about how to play with young children 0-6 years of age.

4 ***“Dads Under Construction: Adventures in Fatherhood”***, published by Dundurn Press. This 160-page book is a reflective view of being fathered and fathering two girls by Neil Campbell, Ph.D., and the founder of DADS CAN. Ideal for personal reading or group discussion with new Dads and Dads of young children.

5 ***“What a Difference a Dad Makes”***, published by Family Transitions Consultants. This 45-page workbook accompanies a four or eight session program for fathers of children under six years of age, offered by FOCUS ON FATHERS in York Region. It can also be used for personal reading and/or group discussions.

6 ***“Fathers”***, published by the British Columbia Council for the Family. This 28-page workbook has been used for Nobody’s Perfect workshops for fathers, and can also be used for discussion groups and personal reading.

7 ***“Learning through Play - From Birth to Three Years”*** and ***“Learning through Play - From Three to Six Years.”*** These calendar-workbooks are published by the Hincks-Dellcrest Centre and enable new parents to nurture and play with their children at each stage of their development.

C RESOURCE BOOKS AND ARTICLES

- 1 **“Developing ‘Father-Friendly’ Early Years Centres: Tips for Program Directors”**, is a 28-page report which combines excerpts from a) Supporting Fathers, a 144-page publication of the Canadian Association of Family Resource Centres (Ottawa) and b) Involving Fathers, a 98-page report on the first National Symposium on the place and role of fathers, held in Montreal, November 2000.
- 2 **“Research on Fathers’ Involvement”**, This 26-page report combines 1) a survey of the literature in fathers’ involvement by Drs. Allen and Daly at the University of Guelph with 2) an article in the Canadian Family Physician by Dr. William Watson et al. 3) an article by Dr. Carol Crill Russell at *Invest in Kids*, Toronto.
- 3 **“Effective Evaluation of Programs for Fathers”**, This 32-page report contains “A Better Understanding for Effective Initiatives” from the National Symposium in Montreal, and Dr. Guilherme Dantas’ evaluation of the FOCUS ON FATHERS programs by the use of questionnaires and focus groups.

D PAMPHLETS (All published by the British Columbia Council for the Family)

- 1 **“Teen Dads: Your Baby Needs You.”** This 12-page pamphlet encourages teen fathers to maintain a presence in their babies’ lives, and promotes the message that fathers are important to their babies.
- 2 **“Becoming a Father.”** This 12-page pamphlet is part of the Child Development series and discusses some of the issues raised by becoming a new father.
- 3 **“Time Out for Parents.”** This 12-page pamphlet is part of the Child Development series, and looks at the importance of making time for your own needs as you raise a young child.
- 4 **“Parenting... through Separation and Divorce.”** This practical 16-page pamphlet offers ideas on what you need to parent effectively, what your kids need and how to help kids make the transition between parents.

E POSTERS

1. **The Father Involvement Initiative** – Ontario Network (FII-ON) has published five posters in English and French showing fathers interacting with their children during early childhood. All five posters in English are included; posting one or more posters in the Centre can be an effective way to make visiting fathers feel more welcome.

Another type of resource that currently exists as a library for fathers that is easily transportable and available from the FII-ON Secretariat is:

2. **Dads Travellin’ Tackle Box:** It consists of children’s books, resources and articles, bits and bytes binder of resources, videos, board games and toys that are father friendly. The Travellin’ Tacklebox is particularly constructed for the rural projects in which a wide variety of activities, resources, games, and information for fathers and their children is all contained in one transportable container.

Information about how to assemble the Travellin’ Tackle Box can be obtained from: FII-ON Secretariat: C/o Connections, 7270 County Road 29, Suite 4, RR#1, Carleton Place, ON K7C 3P1; (613) 257-2779 1-888-284-2204; www.cfii.ca.

CHILDREN'S BOOKS

Jamie Anderson Wouldn't, by Carol Meredith and Lorrie Szekat
Something Good, by Robert Munsch
Guess How Much I Love You, by Sam McBratney & Anita Jeram
Where is Gah-Ning, by Robert Munsch
Mom and Dad Don't Live Together Anymore, by Kathy Stinson
Franklin's Bad Day, by Paula Bourgeois
Animal Dads, by Sneed B. Collard
Daddy, Daddy Be There, by Candy Dawson Boyd
Muddle Cuddle, by Laurel Dee Gugler and Vlasta van Kampe
Daddy Day, Daughter Day, by Larry King
Daddy, will you miss me?, by W. McCormick & Jennifer Eachus
50 Below Zero, by Robert Munsch,
My Daddy, by Susan Paradis
Katie's Hand-Me-Down Day, by Laurie Wark
The Biggest Fish in the Lake, by Margaret Carney
The Emperor's Egg, by Martin Jenkins
Emily and Her Daddy: A Lift-the-Flap Book, by Claire Masurel

RESOURCE BOOKS/ARTICLES:

- *Dads Under Construction: Adventures in Fatherhood*, by Neil Campbell
- *Dad's Guide to the First Year*, by Armin A. Brott
- *Dad's Guide to the Toddler Years*, by Armin Brott
- "The Importance of Fathers" Transitions, Summer 2002, Vol. 32, No. 2, *The Vanier Institute of the Family* (613) 228-8500 www.vifamily.ca, email llegault@vifamily.ca
- *What a Difference a Dad Makes - Focus on Fathers*, Contact: Ed Bader
- *Helping Dads Figure out Breastfeeding*, SIRCH, Call (705) 457-1742, info@sirch.on.ca
- "Involved Fathers", by John Hoffman – FII-ON Secretariat www.cfii.ca; (613) 257-2779; 1-888-284-2204
- "Full-time Dad, Part-time Kids", by John Hoffman – FII-ON Secretariat www.cfii.ca; (613) 257-2779 1-888-284-2204
- "My Daddy Matters Because..." User Index by National Project on Fathering: Available as download at www.mydad.ca or calling 1-888-284-2204

"BITS AND BYTES FOR DADS" BINDER

Today's Parent.com articles:

- "Becoming a Father. Your role in pregnancy, birth & postpartum", by Teresa Pitman
- "Dads Ride the Hormone Roller Coaster Too!", by Susan Spicer
- "Hey, Dad!", by Cathie Kryczka
- "Being There. Supporting your partner when labour gets difficult", by Teresa Pitman
- "Discovering Dad. Baby Steps: Birth to 6 months", by Teresa Pitman
- "Hands-on Dad. Baby Steps: 0-6 months", by Donna Papacosta
- "Father Love. Tender bonding time is just as special for Dad", by John Hoffman
- "Fatherhood By the Numbers", by Steve Brearton
- "Boys to Men. With the birth, fatherhood is instantaneous; adulthood is still on the way", by John Hoffman
- "No Man's Land", by John Hoffman
- "Out with the Boys. Can Daddy still be one of the guys", by Patrick Walsh
- "Of Myths & Men", by John Hoffman
- "A Guy's Guide to New Mothers"
- "A Rookie Dad's Guide to Newborns"
- "Dads are Different...Duh"
- "Me & My Dad", by Teresa Pitman

- Dads Can:
 - 10+ tips to Be an Involved Father
 - 10 Conseils +1 être Un Père Responsable
 - Fathering Information Network Directory, Central Canada.

VIDEOS

- The Secret Thoughts of Fathers – Oprah Winfrey
- Finding Nemo - Disney
- I Am Your Child “To Be a Father”
- The First Years Last Forever
- Quality Child Care
- Ready to Learn
- Discipline
- Safe from the Start
- Your Healthy Baby

BOARD GAMES

- Monopoly Jr. (5-8yrs) or Clue Jr. (3-5yrs), Hasbro
- Chutes and Ladders (3-6yrs) Hasbro or Flips and Ladders – Patrix (Grand River Toy Co)
- Hungry, Hungry Hippos (3-6yrs) Hasbro
- Memory Game – Milton Bradley (3-6yrs)
- Yahtzee Jr. Disney Edition Hasbro (4yrs and up)
- Dora the Explorer “I Spy”
- Hi-Ho Cherry-O
- Dora UNO game
- My Classic Card Games (ages 5 and up) Q303A–Grand River Toy Co.

TOYS

- Lollipuppets Farley Frog (G163H)-Grand River Toy Co. (18 mos+)
- Lollipuppets Rico Rabbit (G163B)-Grand River Toy Co. (18 mos+)
- Sparkling Symphony Stacker or Ocean Wonders - Fisher Price (6mos+)
- Shape Sorter Ball or Baby’s First Blocks- Fisher Price (6mos+)
- Pocket or Travel Magna Doodle Magnetic Fisher Price (2mos+)

For more information about the Dad’s Travellin’ Tackle Box, contact the FII-ON Secretariat: www.cfii.ca; 1-888-284-2204

3 VIDEOS

Name of Resource: “Life With Dad”

Who: Produced by The National Film Board of Canada

What it is: (43 minutes) Whether by choice or necessity, more single men are raising children than ever before. Life with Dad explores this growing phenomenon through intimate portraits of three single Dads at different stages of fatherhood.

Where it can be obtained: The National Film Board of Canada order # C9102077 Call 1-800-267-7710

Name of Resource: “Secrets of Discipline”

Who: Woodstream Publishing Inc. Publications by international speaker and author Ronald Morrish

What it is: (80 minutes) Available in video format. Filmed in front of a live audience of parents and education professionals, this 80-minute performance will provide you with a host of fresh insights.

Where it can be obtained: <http://www.realdiscipline.com/products/products.html>

Tel: 905-892-2715 **Fax:** 905-892-8936

Name of Resource: “The First Years Last Forever”

Who: Produced by I AM YOUR CHILD Foundation

What it is: (29 minutes) “New research in brain development tells us of the vital importance of the relationship between caregiver and child in the critical first years of life.”

Where it can be obtained: <http://www.iamyourchild.org/shop.asp>

Name of Resource: “Preparing for Parenthood”

Who: Produced by I AM YOUR CHILD Foundation

What it is: (32 minutes) This video includes information on: forming healthy habits before and during pregnancy; the importance of pre-natal care; how to prepare for your baby’s birth.

Where it can be obtained: <http://www.iamyourchild.org/shop.asp>

Name of Resource: “To Be a Father”

Who: Produced by I AM YOUR CHILD Foundation.

What it is: (29 minutes) How fathering begins even before the baby is born, and how Dads can connect with their children.

Where it can be obtained: <http://www.iamyourchild.org/shop.asp>

Name of Resource: “Your Healthy Baby”

Who: Produced by I AM YOUR CHILD Foundation.

What it is: (26 minutes) This video includes information on: bottle feeding vs. breast feeding; when you and your baby should visit the doctor; what foods to feed your child and when.

Where it can be obtained: <http://www.iamyourchild.org/shop.asp>

Name of Resource: “Ready to Learn”

Who: Produced by I AM YOUR CHILD Foundation.

What it is: (24 minutes) This video includes information on: the importance of communicating with your newborn; establishing reading routines; activities to spark your child’s interest in learning.

Where it can be obtained: <http://www.iamyourchild.org/shop.asp>

Name of Resource: “Discipline: Teaching Limits with Love”

Who: Produced by I AM YOUR CHILD Foundation.

What it is: (27 minutes) This video includes information on why a child actually looks for limits; techniques for setting effective limits from the start; managing your own emotions and avoiding physical punishment; why the limits learned in the first years build a foundation for the rest of our lives.

Where it can be obtained: <http://www.iamyourchild.org/shop.asp>

Name of Resource: “Safe From the Start”

Who: Produced by I AM YOUR CHILD Foundation.

What it is: (26 minutes) This video includes information on: car seats and car safety, child-proofing at home, toy safety and bathroom hazards.

Where it can be obtained: <http://www.iamyourchild.org/shop.asp>

Name of Resource: “Parenting – The First Child”

Who: Produced by Royal Australian College of General Practitioners

What it is: A family physician, a family therapist and a family life educator discuss the transition to parenthood in Australia.

Where it can be obtained: e-mail ebader@ccsyr.org

4 RESOURCE BOOKS

Name of Resource: On Father's Ground

Who: GRAVE-ARDEC (Groupe de recherche et d'action sur la victimisation des enfants et Alliance de recherche en développement des enfants dans leur communauté)

What it is: This 141-page publication contains data from a national survey coordinated by Gilles Forget (1998-2000). A team of researchers from the Université du Québec focused on fifteen selected projects from among 61 participating projects across Canada which support and promote fathering. The data collected from all 61 projects provides a rich vein of experience and information on sixteen identified success factors for fathering initiatives.

Where it can be obtained: <http://www.myDad.ca>

Order number 6786-15-2002-4550009 <http://www.unites.uqam.ca/grave/>

Name of Resource: Supporting Fathers

Who: Canadian Association of Family Resource Programs

What it is: This 144-page publication "will assist program staff to improve their programs for fathers by describing successful programs, setting out the lessons learned and listing program resources." Also available in French.

Where it can be obtained: http://www.frp.ca/g_PublicationsList_en.asp?ID=1

Name of Resource: Involving Fathers

Who: National Symposium on Fathers

What it is: A 98-page report of the first National Symposium on Fathers' Role in Montreal, November 2000.

Where it can be obtained: <http://www.santepub-mtl.gc.ca>

Name of Resource: Dads Under Construction

Who: Neil Campbell, Ph. D.

What it is: This book by the founder of "Dads Can" can be used as an outline for a program for expectant Dads, new Dads, and Dads of young children.

Where it can be obtained: www.Dadscan.org

Name of Resource: New Expectations: Community Strategies for Responsible Fatherhood

Who: James A. Levine and Edward W. Pitt

What it is: This practical guidebook is intended to engage and re-engage men in the lives of their children (230 pages)

Where it can be obtained: <https://fatherhood.safeserver.com> or

https://fatherhood.safeserver.com/catalog_detail.asp?category=07&SKU=PC-04

Name of Resource: Fatherneed: Why Fathercare is as Essential as Mothercare for Your Child

Who: Kyle Pruett, M.D.

What it is: Research on the impact of fathers on their children's development. 244 pages long

Where it can be obtained: The Free Press, New York

Name of Resource: Throw Away Dads

Who: Ross D. Parke & Armin A. Brott

What it is: This book can be used as a workbook for Dads. Two well-known writers explore the myths and barriers fathers often face today.

Where it can be obtained: Houghton Mifflin Co; ISBN:0395860415

Name of Resource: Dads Make a Difference!

Who: Saskatchewan Institute on Prevention of Handicaps

What it is: A 30-page booklet that focuses on the importance of a father's positive involvement in the life of a child. This booklet is intended to engage fathers to be actively involved in their child's life with practical, easy to read information. The booklet has many positive images of dads interacting with their children. It is designed to be a supplemental resource for the Nobody's Perfect Parenting program, but can be used by other parenting education programs as well, 2004.

Where it can be obtained: www.preventioninstitute.sk.ca ISBN 1-894373-43-X

Name of Resource: The New Baby Owner's Manual for Dads

Who: KFL & A Health Unit

What it is: This informative manual for New Fathers is written in a style that is best described as mimicking a car ownership manual. The topics covered in the manual include: everything a new father will need to know both prenatally and early postnatal period. An excellent resource truly designed with the new father in mind.

Where it can be obtained: www.healthunit.on.ca

Name of Resource: "The New Baby Manual for Dads"

Who: Published by the Region of Peel for 'New Dads' written in the style of a Car manual

What it is: Excellent resource for new dads and a great catalyst to group discussions for dads with newborns and the early post natal period

Where it can be obtained: Region of Peel: Health Line Peel: 905-799-7700

5 WORKBOOKS

Name of Resource: Supporting Immigrant and Refugee Fathers: A Training Manual for Human Service Workers.

Who: Published by the CAPC/CPNP National Projects Fund, by Dawne Clarke (Ph.D.), Rena Shimoni (Ph.D.), David Este (Ph.D.), October 2000

Where it can be obtained: Please visit Health Canada web site for further information.
<http://www.phac-aspc.gc.ca>

Name of Resource: "Involved Fathers"

Who: FII-ON (Father Involvement Initiative – Ontario Network)

What it is: A 40-page guide for today's Dads that can be used in introductory-stage workshops.

Where it can be obtained: <http://www.cfii.ca/fiion/index.htm>

Name of Resource: "Full-time Dad, Part-time Kids"

Who: FII-ON

What it is: A 40-page guide for recently separated and divorced fathers, suitable for workshops or discussion groups.

Where it can be obtained: <http://www.cfii.ca/fiion/index.htm>

Name of Resource: "Daddy ... Come Play With Me"

Who: FII-ON

What it is: The 3rd FII-ON booklet that deals with Fathers, Children ages 0-6 years of age, and Play.

Where it can be obtained: For more information contact the FII-ON Secretariat: www.cfii.ca, (613) 257-2779 or 1-888-284-2204

Name of Resource: "What a Difference a Dad Makes!"

Who: FOCUS ON FATHERS

What it is: This 45-page workbook accompanies an eight-session parenting course for fathers of children from birth to six years of age, but can also be used for personal reading or group discussions.

Where it can be obtained: e-mail ebader@ccsy.org

Name of Resource: “Fathers”

Who: B.C. Council for Families

What it is: This 28-page workbook has been used for fathers Nobody’s Perfect workshops and discussion groups.

Where it can be obtained: www.bccf.bc.ca

6 PAPERS AND REPORTS FOR STAFF MEMBER

Name of Resource: “Emerging Trends in Fathering: The Prenatal and Postnatal Needs Assessment of fathers in Ontario CAPC/CPNP sites”

Who: Published by Buns in the Oven with funding from Health Canada, Canada Prenatal Nutrition Program (CPNP)

Where it can be obtained: please visit the Ontario CAPC/CPNP WebBoard; Brighter Futures: 613-749-4584
Lise Skinner

Name of Resource: “Portraits of Fathers”

Who: Dr. Diane Dubeau

What it is: This 37-page report published by the B.C. Council for Families examines Canadian fathering experiences, historical comparisons of fathers’ changing roles and the focus of fathers today.

Where it can be obtained: www.bccf.bc.ca

Name of Resource: “Aboriginal Family Trends: Extended Families, Nuclear Families, Families of the Heart”

Who: Marlene Brant Castellano

What it is: This 41-page paper looks at aboriginal perspectives on the family, the legacy of residential schools and evolving traditions.

Where it can be obtained: www.bccf.bc.ca

Name of Resource: “Fathers – Partners in Parenting”

Who: Edward Bader and Mary MacMillan

What it is: This 40-page report includes a survey of the literature on the roles of fathers and reports on eight focus groups of fathers in the Toronto area – Somali, Caribbean, Chinese, teen fathers, family agencies, community health centres, etc.

Where it can be obtained: e-mail ebader@ccsy.org

Name of Resource: “Developing ‘Father-Friendly’ Early Years Centres: Tips for Program Directors”

Who: Edward Bader

What it is: This 28-page report combines sections of Supporting Fathers and Involving Fathers (see Books section).

Where it can be obtained: e-mail ebader@ccsy.org

Name of Resource: “Research on Fathers’ Involvement”

Who: Sarah Allen, Ph.D. and Kerry Daly, Ph.D.; William Watson, M.D.; Carol Crill Russell, Ph.D

What it is: This 26-page report combines a survey on the literature on fathers’ involvement by Sarah Allen and Kerry Daly with articles by William Watson and Carol Crill Russell.

Where it can be obtained: e-mail ebader@ccsy.org

Name of Resource: “Effective Evaluation of Programs for Fathers”

Who: Ed Bader

What it is: This 32-page resource contains “A Better Understanding for Effective Initiatives” from the National Symposium in Montreal, and Guilherme Dantas’ evaluation of the FOCUS ON FATHERS program by using questionnaires and focus groups.

Where it can be obtained: e-mail ebader@ccsy.org

7 *PAMPHLETS*

Name of Resource: “Teen Dads: Your Baby Needs You”

Who: BC Council for Families

What it is: This pamphlet encourages teen fathers to maintain a presence in their babies’ lives and promotes the message that fathers are important to their babies.

Where it can be obtained: www.bccf.bc.ca

Name of Resource: “Becoming a Father”

Who: BC Council for Families

What it is: This pamphlet is part of the Child Development series and discusses some of the issues raised by becoming a new father.

Where it can be obtained: www.bccf.bc.ca

Name of Resource: “Time Out for Parents”

Who: BC Council for Families

What it is: This pamphlet is part of the Child Development series and looks at the importance of making time for your own needs as you raise a young child.

Where it can be obtained: www.bccf.bc.ca

Name of Resource: “Parenting... through Separation and Divorce”

Who: BC Council for Families

What it is: This practical 16-page pamphlet offers ideas on what you need to parent effectively, what you kids need, and helping kids make the transition between parents.

Where it can be obtained: www.bccf.bc.ca

Name of Resource: “Discipline without Hurting”

Who: Produced by the Child Welfare League of Canada (CWLC)

What it is: Information for parents of young children providing tips on discipline and consequencing

Where it can be obtained: **Web site:** www.cwlc.ca: Free PDF download, To contact for ordering: crcy@cwlc.ca; (613) 235-4412

8 *POSTERS*

Name of Resource: Five posters showing fathers interacting with their children

Who: Produced by FII-ON

What it is: Five different posters showing fathers and children interacting.

Available in English and French.

Where it can be obtained: Website: <http://www.cfii.ca/fiion/index.htm>

Name of Resource: Two posters showing fathers with their children

Who: Dads Make a Difference, Saint John, NB

What it is: A collage of fathers and their children on one piece of Poster sized laminated paper...Ensure proper consent is obtained through written consent forms.

Where it can be obtained: <http://www.familyservicesj.com/Dads/>

9 *OTHER RESOURCES*

Name of Resource: 4 Workbook Workshop entitled: **Changing Fathers, Evolving Practices**

Who: Produced by Direction de santé publique. Agence de développement de réseaux locaux de services de santé et de services sociaux de Montréal (2004), All Rights Reserved Copyright: 2nd quarter 2004

Where it can be obtained: Bibliothèque nationale du Canada, ISBN: 2-89494-418-7

Father Toolkit CD ROM included in this toolkit contains:

- **Father Toolkit in French and English**
- **Project produced public service announcements for TV, Radio, and Print**
- **2 MS PowerPoint Presentations:**
 - **Fathers' Role, based on the Father Involvement Initiative-Ontario Network (FII-ON) booklet: "Involved Fathers: A guide for today's dad"**
 - **National Projects Fund, created as part of the My Daddy Matters Because... to promote and acknowledge father involvement**

10 WEB SITES FOR FATHERS

Note: "My Daddy Matters Because..." does not necessarily endorse the linked web sites in any way. The views and opinions of the other Father Involvement Initiatives do not necessarily reflect the views and opinions of this project. Also, note that the views expressed herein do not necessarily represent the official policy of PHAC (Public Health Agency of Canada).

A) CANADIAN WEB SITES

Public Health Agency of Canada <http://www.hc-sc.gc.ca/>

The Father Involvement Initiative-Ontario Network (FII-ON): <http://www.cfii.ca>

The Vanier Institute of the Family <http://www.vifamily.ca/>

The BC Council for Families <http://www.bccf.bc.ca/>

Invest In Kids <http://www.investinkids.ca/>

Father Involvement Research Alliance <http://www.fira.uoguelph.ca/home/>

The Canadian Association of Family Resource Programs <http://www.frp.ca>

Dads Can <http://www.Dadscan.org/>

Dads Making A Difference <http://www.familyservicesj.com/Dads/>

Le GRAVE-ARDEC (Groupe de recherche et d'action sur la victimisation des enfants et Alliance de recherche en développement des enfants dans leur communauté) <http://www.unites.uqam.ca/grave/>

My Daddy Matters Because <http://www.myDad.ca> www.monpère.ca

The Footprints of Fatherhood "Our children watch everything we do and need to have footprints they can see clearly as they navigate through life." www.brian@dadstoday.org

B) AMERICAN WEB SITES

Boot Camp For Dads www.newdads.com

Families and Work Institute www.familiesandwork.org

National Centre for Fathering www.fathers.com

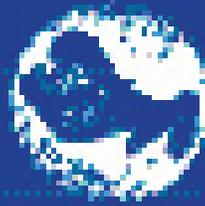
MELD <http://members.aol.com/meldctrl/>

National Center on Fathers and Families <http://www.ncoff.gse.upenn.edu/>

National Center for Fathering www.fathers.com

C) UK WEB SITES

BabyCentre <http://www.babycentre.co.uk>



My Daddy
Matters
Because...

Fatherhood

it's the best job on the planet

Resources

THE CANADIAN FATHERHOOD LIBRARY OF RESOURCES

WHAT IS IN THIS SECTION?

- Program, Project and Service Resource Examples
- Example - Man in the Moon Reading Program
- Example – Model – Business Run Dads Camp
- Example – Model – Community Run Dads Camp
- Example – Fire Station Tour
- Tips for Dads Camps
- Example – Father / Child Mall Drop-In
- Example – Adapting Programs for Fathers to Specific Cultural Groups
- Sustainability Worksheet Package
 - Introduction
 - Sustaining the Issue
 - Sustaining the Behavior Change
 - Sustaining Programs
 - Sustaining the Partnership
- Father / Child Activities
 - Infants
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 - Toddlers
 - Older Children
- Suggested Organizations Readiness Tools
 - Section 1 – General Organizational Assessment Checklist
 - Section 2 – General Questions
- Where to Go Next
- Cost Savers
- Tips for Recruitment and Retention
- Do It Yourself Media Kit
 - Staging a Media Conference
 - Sample Media Advisory
 - Holding Your Conference
 - Media Packages
 - Fatherhood Backgrounders
- Getting on With It – Next Steps
- Assessment of How We Involve Fathers Within our Practises and Organizations
- The Effects of Father Involvement: A Summary of The Research Evidence
- Case Study: The Birth of CAPC – Ottawa – Young Fathers’ Program

PROGRAM, PROJECT AND SERVICE RESOURCE EXAMPLES

The following section is a listing of national fathering resources that provide examples of useful resources that can be used in a variety of different project settings and in a variety of geographic locations. The majority of resources listed are Canadian and can be obtained through the contact information included.

Example - Reading program for Children and Male Caregivers in Vancouver BC Public Library

A free story time program for fathers, uncles, granddads, and all male caregivers with children – newborn to 18 months old.



What's this program all about?

It's about sharing the experience of fatherhood with and among other men. It's about building a set of skills for spending quality time with the important child or children in our lives. The atmosphere is relaxed, but serious. Our goal: to make play and story, love of language, an everyday part of the experience of being with our children. Any and all fathers (uncles, granddads, or other male caregivers) are encouraged to register for this six-week series of activity based, hour-long facilitated workshops.

"The Man in the Moon program gave my daughter and I an opportunity to be included in the only program that I have attended which specializes in the development of the father and child relationship. This program was truly a magical experience for the both of us."

-S.M., Participant of the Spring 2002 session

What kind of stuff will we do?

What do we do with this amazing presence suddenly dropped in our laps... especially when Mom's not around to take charge? How can we make our children laugh? How can we keep them from crying? How can we understand their needs? Where do we go to find answers to all these questions?

Man in the Moon is a place to start – a place to bring your questions, and the lessons you've learned along the way. It's a place to share, among other men embarked upon the same path. We will learn songs and movement games, read books, and tell stories. We'll re-learn the rhymes of childhood, and remember how and when to use them.

We will have fun. Every session includes a free snack.

"What was unexpected was the camaraderie that I felt with the other fathers."

-M.M., Participant of the Autumn 2003 session

"It was nice to see that when only men were present [discussions about parenting] could still take place."

-B.S., Participant of the Autumn 2003 session

What if I don't really have much to contribute?

Children are a fantastic adventure, but they're not always easy. The first few years can be especially challenging, and many of us may not have had the best of role models. Man in the Moon is about finding your own strengths, realizing your own voice, and enlarging upon you and your child's inherently special relationship. As we learn from each other, the program will also provide a range of books and other materials to help you find the right tools that work for you, to build a strong set of skills for interacting with your child.

“(My daughter) responded with more interaction as we developed the story together by asking questions of each other as to the meaning of the depicted storybook pictures.”

-S.M., Participant of the Spring 2002 session

“[We] established an enjoyable routine of ‘guy time’.”

-R.F., Participant of the Autumn 2003 session

Join us each Saturday!

Man in the Moon is especially and specifically for male caregivers and their children.

The program runs from 12:00 p.m. to roughly 1:00-1:30 p.m., in the Canucks Family Education Centre (on the north side of Grandview Park, just off Commercial Drive).

There is no fee, but registration is required, and regular attendance is requested.

Location:

Britannia Community Services Centre - Canucks Family Education Centre
1661 Napier Street, Vancouver, B.C. (2nd floor above Eastside Family Place)

Dates: New sessions of Man in the Moon - February 21 to March 27 (6 meetings)

Facilitator: Paul Evans is an intern with Vancouver Public Library, and a graduate student at UBC. He has extensive ESL teaching experience, and has worked with children for a number of years.

For more information, and to register, call: (604) 331-3663

For further information on the background of the Man in the Moon program, please contact:

**Janice Douglas,
Director of Youth Services & Programming, Vancouver Public Library
Central Branch, 350 W. Georgia St.
(604) 331-4035**

The Man in the Moon program is co-sponsored by:

- Canucks Family Education Centre
- Britannia Community Services Centre
- Friends of Vancouver Public Library

Example – Model - ‘Business Run Dads’ Camp

Having a community agency run a dads’ camp has many benefits. It allows for a partnership between your agency and another, and allows both parties to exchange information on what each offers. This activity can help build relationships off site and be a great ‘hands-on’ activity for dads and their children.

Example Activity

Building a toolbox or birdhouse or Kleenex holder

- 1 Call your local hardware store that offers workshops and let them know that you are a community-based group. Find out the options for group attendance. How many in a group? You may get a discount and sometimes a free day!
- 2 Find out the rules of conduct (what children can and cannot do, if cameras are allowed etc).
- 3 Have Dads register for event.
- 4 If possible, meet with Dads before the event to go over the rules of conduct.
- 5 It may be necessary to have Dads fill out a waiver before the event (this also helps keep track of the participants).
- 6 Have information on your fathering program or agency ready to give to Dads after the event.
- 7 Have information ready to hand out to Dads about the importance of building lasting relationships.
- 8 Have some sort of evaluation of the event, filling out a survey or questionnaire or following up with a focus group.
- 9 If permitted, take a group photo with the children holding the agency logo.

The advantage of this type of camp that it is hands on and most Dads love this. You also have something tangible to remember your day!

Example – Model - ‘Community Run Dads’ Camp

Having a community agency run a dads’ camp has many benefits. It allows for a partnership between your agency and another, and allows both parties to exchange information on what each offers, and share the workload.

Example - Fire Station Tour

- 1 Call your local fire station community liaison to arrange for a tour. The fire department will schedule a time for you to arrive with your group. Find out the rules of conduct (what the children can and cannot do, if cameras are allowed etc).
- 2 Have Dads register for event.
- 3 Let the fire department know how many to expect.
- 4 If possible, meet with Dads before the tour to go over the rules of conduct.
- 5 It may be necessary to have Dads fill out a waiver form before the event (this also helps keep track of the participants).
- 6 Have information on your fathering program or agency ready to give to Dads after the event
- 7 Have information ready to hand out to Dads and children about fire safety!
- 8 Have some sort of evaluation of the event, filling out a survey or questionnaire or following up with a focus group
- 9 If permitted, take a group photo with the children holding the agency logo.

The advantage of this type of camp is that the costs are minimal!

TIPS FOR DADS CAMPS

- 1 Have input from Dads and children on what type of activities they like to do.
- 2 Have Dad(s) co-facilitate the camps.
- 3 Evaluate the camps by forms or focus groups. This helps ensure that you are doing all you can to help make Dads camps enjoyable for all involved.
- 4 Let the community know you're interested in this excellent opportunity for Dads to interact with their children and other Dads in a relaxed and fun-filled atmosphere. They may offer help, suggestions or donations.
- 5 You may want to take your own children along with you to the camps. This can help develop rapport with Dads.
- 6 Make sure Dads accompany their children and can supervise their children. (It may be wise to have Dad's partner come out to volunteer at the event if Dad has more than two children at the event). This will also assist to share with Mom what activities are carried out at the Dads Camps.
- 7 Providing SNACKS are very helpful and will make future participation more likely. Remember for Dads and Children: "Feed them and they will come..."
- 8 Keep in mind: "Dads camps provide an opportunity for the child and father to have a memorable experience that they can look back upon in fondness."
- 9 Use your own judgment. Nobody knows your group like you do!

Example – Peterborough, ON, Father/Child Mall Drop-In

PETERBOROUGH ONTARIO FATHER/CHILD MALL DROP-IN

Me and My Dad

Children, bring your Dads for:
Children's Activities
Breakfast
Chance to meet other fathers

Lots of Fun!

This drop-in for Dads and their children takes place in a local shopping mall every Saturday morning in an empty storefront converted to a drop-in for families. This is a great opportunity to find Dads on a weekend while shopping with their children.

***Peterborough Family Resource Center • Peterborough Square
Every Saturday 9:30-11:00am***

For more information call • 705-748-9144 Ext. 325

Example - Adapting Programs for Fathers to Specific Cultural Groups

Edward Bader, Project Coordinator
Focus on Fathers
Catholic Community Services of York Region
May 28, 2004

In March 2001, the Focus on Fathers project offered an eight-week educational program in Markham, Ontario for fathers of children under six. For the first time, the course was taught entirely in Cantonese. Speakers were social workers, family therapists and family physicians chosen from the Chinese community, who had been living in Canada for some time. Thirteen fathers attended, and encouraged us to continue offering this course, especially to new immigrants who often have difficulty adjusting their parenting styles to Canadian society.

Since then, we have offered courses in Spanish, Korean, Russian, Farsi (for fathers from Iran), and Gujarati (for fathers from a specific region in India). Coordinators for these programs are selected by Focus on Fathers, and the coordinators choose speakers for their programs from the appropriate community.

A second important step in adaptation was taken in 2003 when Ranjan Rasanayagam, a CCSYR settlement worker, suggested that our workbook, "What a Difference a Dad Makes!" be translated into Tamil so that each father attending the program would have his own summary of the eight sessions which he could keep as a parenting source book. With support from the F. K. Morrow Foundation, "What a Difference a Dad Makes!" was translated and printed in both Tamil and Korean. We are now seeking funds for translations into French, Chinese, Farsi, Punjabi, and Ojibway (for a First Nations community on Georgina Island).

A third important step in adaptation took place in 2002 when we offered a "Caribbean breakfast" at a program in Unionville for fathers of Caribbean heritage. Since then, several groups have chosen foods that are familiar to their culture, and when a coordinator is chosen to lead a group, we recommend that he choose foods that will make the fathers "feel at home".

The final step is to prepare posters in the language being used, and if possible, submit them and additional information to appropriate newspapers or media outlets.

Focus on Fathers' Best Practices: Adapting programs to various multi-cultural groups

1. Ensure that the fathers' group is facilitated by a leader within the cultural community that you are serving.
2. Choose guest speakers for the program that are, if at all possible, from the cultural community you are serving.
3. Ensure course materials and content handouts are in the appropriate language of the cultural group that you are serving. Along with this, if at all possible, ensure photos and pictures are culturally relevant.
4. If there is a meal provided as part of the group, choose foods that are familiar to the culture being served; this helps the fathers 'to feel at home'.
5. Ensure that all promotional materials and recruitment materials are done in the language used by the cultural group being served.

For more information about adaptation of parenting programming to multi cultural groups, please contact:

***Focus on Fathers, Catholic Community Services of York Region
21 Dunlop St., Richmond Hill L4C 2M6
Phone (905) 770-7040 ex237 Fax (905) 770-7064 ebader@ccsy.org***



at the Centre for Health Promotion
University of Toronto

SUSTAINABILITY WORKSHEET PACKAGE

APRIL 2001

STEP ONE WORKSHEET

We gratefully acknowledge the use of the following Sustainability Tools from:
*The Health Communication Unit at the Centre for Health Promotion
University of Toronto*

TOOLBOX PULLOUT #8



The Father Toolkit 75



SUS WORKSHEETS

STEP ONE WORKSHEET

Step One: Determine which component is most relevant to you right now. More than one may apply.

	My situation. Please check appropriate box/es.		Applicable checklist.
A	I am working on an issue, and I want to increase and/or sustain public, decision maker, and/or community partner awareness of and support for the issue.	GO TO ⇒	SUSTAINING THE ISSUE
B	I am working on changing a particular behaviour (using education, skill development and/or changes in the environment) in a particular audience, and I want to do this effectively, and as permanently as possible.	GO TO ⇒	SUSTAINING THE BEHAVIOUR CHANGE
C	<p>I am working on a program/activity such as :</p> <ul style="list-style-type: none"> • a smoking cessation support group; • an awareness campaign about the risks involved with drinking and snowmobiling; and/or • a breakfast program for elementary school children. <p>and I know that if it is to survive in the long-term, an individual or organization will need to take responsibility for maintaining it.</p>	GO TO ⇒	<p>SUSTAINING PROGRAMS</p> <p>* note: if you also checked boxes A and/or B, we recommend that you address those checklists before thinking about passing on responsibility for a program/activity to someone else.</p>
D	I am addressing an issue, and want to enhance my efforts by building/maintaining an effective, efficient, sustainable partnership.	GO TO ⇒	SUSTAINING THE PARTNERSHIP

SUSTAINING THE ISSUE: STEPS TWO - FOUR WORKSHEETS

Activity _____

Step Two: Clarify your component outcome goal.

I/we hope to raise awareness/support in:

- The public
 - Decision makers for _____
 - Project Partners (Write issue here)
 - Others
-

Step Three: Determine whether sustainability efforts are required/feasible.

Work toward sustaining the issue (raising awareness and support) may not be feasible/required if it:

- was initiated where there was not a need;
- is/was designed to meet a temporary need or condition; or
- is overshadowed by a competing agenda which cannot be overcome (e.g. high unemployment).

If you checked any of these boxes, efforts to sustain audience awareness and support may not be suitable. Modify, continue as planned to termination, or stop activity immediately.

Step Four: Consider key recommendations and generate possible action steps.

Recommendation	Check here if: <ul style="list-style-type: none"> • We are already doing this as completely as possible; or • This does not apply. 	To address the key recommendation, we could be taking the following action steps.	Check here if adding to workplan
1. Disseminate messages to intended audiences frequently and consistently over a sustained period.			
2. Use no or low cost health communication strategies with high reach to increase/maintain audience awareness of the issue.			
3. Use communication materials and resources that have already been developed (when possible/appropriate).			

Recommendation	Check here if: <ul style="list-style-type: none"> • We are already doing this as completely as possible; or • This does not apply. 	To address the key recommendation, we could be taking the following action steps.	Check here if adding to workplan
4. Establish credibility with media representatives by providing accurate, relevant and timely information.			
5. Provide information to the audience/s (public, decision makers, partners) on how work to date has resulted in some progress towards goals.			
6. Produce sufficient quantities of awareness-raising materials when funds are available so that they are available for future use.			
7. Ensure that project partners are prepared to include the promotion of the issue in their related work.			

Recommendation	Check here if: <ul style="list-style-type: none"> • We are already doing this as completely as possible; or • This does not apply. 	To address the key recommendation, we could be taking the following action steps.	Check here if adding to workplan
8. Involve participants of programs in the promotion of the issue (provide them with materials and encouragement).			
9. Ensure group commitment to training project members in developing communication campaigns.			
10. Recruit and train local opinion leaders to act as spokespersons for the issue.			

Recommendation	Check here if: <ul style="list-style-type: none"> • We are already doing this as completely as possible; or • This does not apply. 	To address the key recommendation, we could be taking the following action steps.	Check here if adding to workplan
11. Ensure that effective messengers are in place to promote the issue to the respective audience/s.			

SUSTAINING BEHAVIOUR CHANGE: STEPS TWO - FOUR WORKSHEETS

Activity _____

Step Two: Clarify your component outcome goal.

I/we hope to:

- Adapt physical environments so that they support behaviour change.
 - Adapt social environments so that they support behaviour change.
 - Build audience behaviour change skills.
-

Step Three: Determine whether sustainability efforts are required/feasible.

Work toward sustaining behaviour change may not be feasible/required if it:

- was initiated where there was not a need;
- is/was designed to meet a temporary need or condition; or
- is overshadowed by a competing agenda which cannot be overcome (e.g. high unemployment).

If you checked any of these boxes, efforts to sustain behaviour change may not be suitable. Modify, continue as planned to termination, or stop activity immediately.

Step Four: Consider key recommendations and generate possible action steps.

Recommendation	Check here if: <ul style="list-style-type: none"> • We are already doing this as completely as possible; or • This does not apply. 	To address the key recommendation, we could be taking the following action steps.	Check here if adding to workplan
1. Ensure efforts to create healthy public policies and supportive physical environments are included in all appropriate programs.			
2. Ensure that opinion leaders and champions have been identified to advocate for healthy public policy changes.			
3. Ensure that local government shows commitment to publicly affirming the importance of the issue and their resolution to address it.			

Recommendation	Check here if: <ul style="list-style-type: none"> • We are already doing this as completely as possible; or • This does not apply. 	To address the key recommendation, we could be taking the following action steps.	Check here if adding to workplan
Provide as many of the following behaviour maintenance supports as possible. Supports can be offered in the form of <i>tools</i> such as self-help booklets or <i>services</i> such as telephone hotlines or support groups. They should be available, easily accessible and should operate largely outside the structure of programs.			
4. Assist clients create short-term, flexible, and realistic goals tailored to a person's tuation.			
5. Assist clients write contracts with oneself or others outlining expectations, responsibilities, and reinforcements.			
6. Assist clients monitor themselves (self-monitoring) to help them become aware of forces that influence their ability to sustain a desired behaviour (e.g. does having a coffee prompt them to smoke?).			

Recommendation	Check here if: <ul style="list-style-type: none"> • We are already doing this as completely as possible; or • This does not apply. 	To address the key recommendation, we could be taking the following action steps.	Check here if adding to workplan
7. Assist clients eliminate or modify cues (environmental restructuring/stimulus control) that prompt undesirable behaviours (e.g. storing tempting foods out of sight).			
8. Assist clients with reinforcement management (rewards and feedback provided to self or by others for successful behaviour changes).			
9. Assist clients replace the behaviour that is attempting to be changed with a substitute behaviour (counter conditioning).			

Recommendation	Check here if: <ul style="list-style-type: none"> • We are already doing this as completely as possible; or • This does not apply. 	To address the key recommendation, we could be taking the following action steps.	Check here if adding to workplan
10. Assist clients gradually increase the difficulty of their goals.			
11. Assist clients break the target behaviour or long-term goal, into smaller, more easily managed components.			
12. Assist clients record their successes.			

Recommendation	Check here if: • We are already doing this as completely as possible; or • This does not apply.	To address the key recommendation, we could be taking the following action steps.	Check here if adding to workplan
13. Assist clients develop/learn anxiety reduction techniques to help make the challenging situation less threatening and allow energy to be focused on performance.			
14. Assist clients find social support from people who: are already engaged in the positive behaviour; are addressing the change simultaneously and can act as a buddy; and/or can encourage the person making the change with information, tangible aid or emotional support. This may be found in the form of self-help groups, an ongoing interpersonal relationship or a new professional relationship.			
15. Brainstorm ways to reduce resource needs and administrative costs.			

SUSTAINING A PROGRAM: STEPS TWO -FOUR WORKSHEETS

Activity _____

Step Two: Clarify your component outcome goal.

We plan to sustain the program in the following way:

- Independent Model: One organization will continue the activity on their own.
 - Cooperative Model: One partner will administer the activity and provide some leadership but other partners will cooperate in the planning and delivery.
 - Coordinated Model: Joint planning will occur, but partners will deliver specific sections relatively independently.
 - Collaborative Model: Partners will work together in the planning and delivery of a collective activity.
-

Step Three: Determine whether sustainability efforts are required and feasible.

Work toward sustaining the program may not be feasible/required if it:

- was initiated where there was not a need;
- is/was designed to meet a temporary need or condition; or
- is overshadowed by a competing agenda which cannot be overcome (e.g. high unemployment).

If you checked any of these boxes, efforts to sustain the program may not be suitable. Modify, continue as planned to termination, or stop activity immediately.

Step Four: Consider key recommendations and generate possible action steps.

Recommendation	Check here if: <ul style="list-style-type: none"> • We are already doing this as completely as possible; or • This does not apply. 	To address the key recommendation, we could be taking the following action steps.	Check here if adding to workplan
1. Ensure that programs are based on existing best practices .			
2. Ensure that the program is desired by the audience.			
3. Involve more than one partner in program development.			
4. Ensure that there are no other local programs serving the same audience with the same need.			

Recommendation	Check here if: • We are already doing this as completely as possible; or • This does not apply.	To address the key recommendation, we could be taking the following action steps.	Check here if adding to workplan
5. Allow sufficient time to plan for integration. The potential adopting organization needs time to see the program value.			
6. Allow a high degree of local program control so that there is flexibility to customize the program to community need/capacity.			
7. Ensure there is a program champion who develops and sustains a personal commitment to continuing program.			
8. Lay the financial groundwork for integration in the early stages of program development.			

Recommendation	Check here if: <ul style="list-style-type: none"> • We are already doing this as completely as possible; or • This does not apply. 	To address the key recommendation, we could be taking the following action steps.	Check here if adding to workplan
9. Ensure programs use existing resources within the community (as much as possible) and build on the strengths in partners and program participants.			
10. Ensure that the program can be delivered in the absence of paid staff.			
11. Ensure access to the necessary tools, resources, supports and training to assist with program implementation and maintenance.			
12. Ensure program helps partners achieve their individual mandates.			

Recommendation	Check here if: <ul style="list-style-type: none"> • We are already doing this as completely as possible; or • This does not apply. 	To address the key recommendation, we could be taking the following action steps.	Check here if adding to workplan
13. Involve a health professional as one source of information either directly to the audience or via a 'train the trainer' approach.			
14. Involve participants who have completed the program in some way - program promotion, implementation or other aspects of the project.			
15. Ensure that the front line staff and other members of the potential adopter organization support the intervention (more likely if program not imposed from above, doesn't cause more work and they have helped create and evaluate.			

Recommendation	Check here if: <ul style="list-style-type: none"> • We are already doing this as completely as possible; or • This does not apply. 	To address the key recommendation, we could be taking the following action steps.	Check here if adding to workplan
16. Ensure that the program evaluation data being collected will be useful for convincing potential lead agencies to adopt the program or funders to continue support.			
17. Ensure that program participants are very positive about the program, its implementation and its effect.			
18. Ensure that there is early and continuing success based on established objectives, combined with an expectation of future success.			

Recommendation	Check here if: <ul style="list-style-type: none"> • We are already doing this as completely as possible; or • This does not apply. 	To address the key recommendation, we could be taking the following action steps.	Check here if adding to workplan
19. Ensure that the program has demonstrated that the impact has a greater value than the costs associated with its delivery.			
20. Ensure that participating partners can identify benefits as a result of being involved in the program. These can be promoted as incentives to encourage potential adopting organizations.			
21. Ensure that the program is desired by a host organization (demonstrate need for the program; show it is wanted by constituents; and prove it will help to meet organization's goals.)			

Recommendation	Check here if: <ul style="list-style-type: none"> • We are already doing this as completely as possible; or • This does not apply. 	To address the key recommendation, we could be taking the following action steps.	Check here if adding to workplan
22. Ensure that organization that intends to take the lead role in the program has carefully examined its own capacity to introduce and to support the program over long term.			
23. Ensure that there a strong connection between the potential lead agency and the program (i.e. is consistent with the mandate, objectives and /operations).			
24. Select an adopter organization that has already set its own direction, priorities and program areas of emphasis - a mature organization.			

Recommendation	Check here if: <ul style="list-style-type: none"> • We are already doing this as completely as possible; or • This does not apply. 	To address the key recommendation, we could be taking the following action steps.	Check here if adding to workplan
25. Provide the adopting organization with clear and thorough manuals/guidelines for implementation and training.			
26. Ensure that there is some carry over of personnel from phase one to the next phase, if only as a consultant/advisor.			
27. Ensure that an intentional process of gradual turnover of project responsibility has occurred or is occurring.			

SUSTAINING THE PARTNERSHIP: STEPS TWO - FOUR WORKSHEETS

Activity _____

Step Two: Clarify your component outcome goal.

We plan to sustain the partnership using the following format:

- Consultative or Advisory: a partnership that is formed to receive public input around change or gather ideas for future activities.
 - Contributory: funders set the objectives and the partners can agree to them or not.
 - Coordinated: activities are planned with some discussion among partners to address gaps and avoid duplication of service.
 - Cooperative: work-sharing partnership where one partner retains control but the others can influence decision-making and programming is accomplished with efforts of more than one partner.
 - Collaborative: formed to share resources, risks and decision-making.
 - Coalition: collective action, often for advocacy purposes.
 - Independent Programming: no connections among agencies.
-

Step Three: Determine whether sustainability efforts are required and feasible.

Work toward sustaining the program may not be feasible/required if it:

- was initiated where there was not a need;
- is/was designed to meet a temporary need or condition; or
- is overshadowed by a competing agenda which cannot be overcome (e.g. high unemployment).

If you checked any of these boxes, efforts to sustain the program may not be suitable. Modify, continue as planned to termination, or stop activity immediately.

Step Four: Consider key recommendations and generate possible action steps.

Recommendation	Check here if: <ul style="list-style-type: none"> • We are already doing this as completely as possible; or • This does not apply. 	To address the key recommendation, we could be taking the following action steps.	Check here if adding to workplan
1. Develop community partnership in the earliest stages of the project/program planning and implementation.			
2. Encourage discussions about how the partnership serves personal interests as well as the interests of the organization.			
3. Ensure that the partners perceive more benefits than costs from being a member of the group.			
4. Ensure that partners are committed to continuing the partnership based on an understanding of the benefits of involvement.			

Recommendation	Check here if: <ul style="list-style-type: none"> • We are already doing this as completely as possible; or • This does not apply. 	To address the key recommendation, we could be taking the following action steps.	Check here if adding to workplan
5. Acknowledge, openly and honestly, the different types of power that each individual or organization brings to the table.			
6. Ensure that there is a balanced and diverse membership including people who may be the end users of an activity or who the partnership will directly affect.			
7. Ensure that members support the partnership by recruiting others to participate.			
8. Establish written objectives for developing community capacity where necessary, through training opportunities.			

Recommendation	Check here if: <ul style="list-style-type: none"> • We are already doing this as completely as possible; or • This does not apply. 	To address the key recommendation, we could be taking the following action steps.	Check here if adding to workplan
9. Ensure that the capacity of partners is enhanced where necessary and possible. This can occur by ensuring that partner training opportunities are connected to activities within the project, based on a needs assessment, and conducted in a variety of styles.			
10. Share roles and responsibilities so there is decreased dependency on any one partner.			
11. Clearly define roles, responsibilities and accountability.			
12. Ensure that a simple, flexible infrastructure is in place.			

Recommendation	Check here if: <ul style="list-style-type: none"> • We are already doing this as completely as possible; or • This does not apply. 	To address the key recommendation, we could be taking the following action steps.	Check here if adding to workplan
13. Ensure that the infrastructure is cost effective to operate			
14. Value and strive for sustainability from the beginning of the project by including sustainability in your goals and objectives.			
15. Include community mobilization in the project and program goals and/or objectives.			

Recommendation	Check here if: <ul style="list-style-type: none"> • We are already doing this as completely as possible; or • This does not apply. 	To address the key recommendation, we could be taking the following action steps.	Check here if adding to workplan
16. Ensure that partners, within their means, agree to long term commitment.			
17. Ensure that the partnership tolerates diversity of viewpoints.			
18. Actively involve all partners in identifying needs, setting goals, objectives, planning, implementation, evaluation, and sustainability.			

Recommendation	Check here if: <ul style="list-style-type: none"> • We are already doing this as completely as possible; or • This does not apply. 	To address the key recommendation, we could be taking the following action steps.	Check here if adding to workplan
19. Ensure that a substantial percentage of the work undertaken is devoted to goal-related activities and progress towards goals is evident.			
20. Reach a relatively formal agreement on partnerships early in the project.			
21. Ensure that there is collaborative problem solving across organizations and there is a mechanism for conflict resolution in place.			

Recommendation	Check here if: • We are already doing this as completely as possible; or • This does not apply.	To address the key recommendation, we could be taking the following action steps.	Check here if adding to workplan
22. Ensure that the partnership is flexible, able to change if things are not working and able to take advantage of opportunities if they arise.			
23. Ensure that there are frequent, supportive interactions between partners.			
24. Use a shared decision-making process.			

Recommendation	Check here if: <ul style="list-style-type: none"> • We are already doing this as completely as possible; or • This does not apply. 	To address the key recommendation, we could be taking the following action steps.	Check here if adding to workplan
25. Share credit, fun and recognition.			
26. Periodically assess of partnership functioning (many excellent resource exist on this topic).			
27. Ensure that shared leadership is evident (e.g. co-chairs, rotating chairs, or change to a new chair regularly), including a sharing of power, responsibility and authority.			
28. Ensure that there is a continuity of leadership or at least style of leadership unless the local situation calls for significant change.			

Recommendation	Check here if: <ul style="list-style-type: none"> • We are already doing this as completely as possible; or • This does not apply. 	To address the key recommendation, we could be taking the following action steps.	Check here if adding to workplan
29. Find ways to reduce resource needs and administrative costs.			

FATHER/CHILD ACTIVITIES

Some things to keep in mind:

Most activities, songs, games, even reading books can be modified for younger children or expanded for older children to suit the individual child or time of the day.

Dads and Moms aren't always running with batteries fully charged so a favourite snack or quiet activity with their child (ren) can recharge grown-ups too.

As young children experience more sights, sounds, tastes, physical activity and safe objects, their own knowledge and capabilities will grow. This is an ongoing time to watch your child(ren) and to see if you can add:

- attainable challenges
- stimulating variety
- a degree of self help (independence) to their play, interactions and play materials

INFANTS... *0-18mo*

Parents are the 'best toy' for their infants. Just holding, talking to tickling, singing, walking etc. with young child are good activities to help bonding. The more quality time spent with child(ren) the better parents will be able to judge whether they are ready for an active game, song, quiet walk or a pit stop for a snack, burp or rest. Activities can be repeated as long as the infant is showing pleasure. Crying is just baby talk for "I'm tired, hungry, over stimulated, bored or in pain."

1 *Baby Aerobics*

Place your infant on a soft surface on their back, supporting their head as you do. Talk and/or sing while maintaining eye contact, then gently bring their arms into their chest then back out to their sides. Repeat several times if your child is enjoying the interaction, then switch to their legs. Bring them up gently above their chest and back down again. Variations might include the addition of music, some tickling or gentle side-to-side rocking.

2 *Interactive Mobile*

From a stable surface, like the bottom of the crib or a coffee table, affix (tie or tape) some elastic material. On the other end, tie some favourite rattles, plastic or stuffed toys. These should be just within reach of your baby as they lay down on their backs reaching up. Talk to your child as they reach, bat and feel the hanging toys.

3 *Imitating your Infant*

During routines like diapering, feeding or washing, you may get a chance to imitate your baby's sounds, actions or facial expressions. As you do, describe what they are doing and encourage them by smiling, clapping or cuddling. This is the beginning of parent/child communication; something Dads will cherish for the rest of their lives (Moms too!).

4 *Board Books*

Board books are books with thick pages, mostly pictures. Some have textures for your baby to experience. Read to your young infant, although they may not understand what you are saying, they will enjoy the sound of your voice (try varying it or adding sound effects) and it is a nice close, cozy time together.

5 *Moving Objects*

Moving objects can stimulate your infant's interest, their ability to focus their eyes and their head and body movements. You could use puppets, wind chimes, mobiles or musical instruments. After gaining your baby's attention, slowly move the item from one side of their vision to the other, talking to them as you do.

OLDER INFANTS...*1yr - 2yrs*

They might start rolling, grabbing, sitting, crawling and standing. They will start using more of the space around them (keep checking for safety). They become more expressive and aware of favourite people, things and activities.

1 *Rewarding Struggles*

This is a general title and could apply to any age group. Basically it means allowing your child to persist with their efforts to achieve a goal; e.g. moving to reach a toy, struggling to move over an obstacle. You want to be close by to verbally encourage or physically steady them to avoid undue frustration or a painful fall. After they succeed (with or without a little help) the child will feel empowered and supported to try the 'task' again or move on to the next challenge. As a Dad it feels good to help or do things for our children. Somehow we need to figure out when it is better to stand back a little and give them a chance to problem solve and take a 'baby step' away from 100% dependence.

2 *Interactive Games*

"Pat-a-cake" or "Peek-a-Boo" are fun, short activities that you can personalize, make up or repeat for as long as your child is showing interest. While you are doing the actions (with or for them) and singing, describing their reactions, your child is watching you and getting to further know your expressions and your voice.

3 *Making Music*

Collect simple materials from around your home; i.e. empty coffee cans with lids and wooden spoons, small plastic containers with tight fitting lids with a few grains of dry rice inside, aluminum pie plates and plastic spoons. With these, or sound making toys you may already have, you can have fun together making different sounds to music (popular, children's or your own singing) or just while you are talking to him/her. **Note:** At first, with any new material or toy, your child may just want to explore it with their mouth, hands or eyes.

4 *Finger Painting*

Finger paint with one or two different colours of pureed baby food (vegetable or fruit). Place a spoonful or two of each puree on their tabletop and let them create, interact, explore the temperatures (warm and cold) and, of course, taste. Warning: for active artists this might be a two or three facecloth activity!
Pictures anyone?

5 *Ball Play*

Ball play is one of the best toys for any age group. Older infants can grasp, push, bat, taste and sometimes throw balls of different sizes (not too small), textures, weights and colours. While playing ball, Dads can face their babies, describe the ball or baby's actions then roll or bounce the ball back to them. With older infants set up some toy or plastic cup bowling pins to knock down. Encourage crawling after a ball to give young soccer players a good workout.

TODDLERS... *18mo - 2 1/2 yrs*

They are very interested in exploring the inside and outdoor world around them. They can understand a lot more than they are able to vocalize and will use gestures and sounds in their attempts to communicate. Modeling appropriate language and behaviour is important as they learn so much from watching and listening to grown-ups. Consistent and fair expectations (or rules) will help your young child (and you) to enjoy activities together with a minimum of conflicts or temper tantrums.

1 *The Car Game*

Children and Dads can take turns calling out a type of vehicle such as ‘race car’, ‘fire truck’, ‘old jalopy, or ‘stinky garbage truck’. Together you make the motions or sounds that go with that vehicle. Either of you could shout out “Red light- stop”, “Yellow light – slow down”, “Curvy road” or “Icy road”, etc. and do the actions that fit. This activity can be played indoors or out and is great with more “drivers”.

2 *Children’s Magazines and Books*

These should be mentioned for every age group as they are an ‘interactive window to the world’ and to your child’s imagination. Sometimes your child will want to look at the pictures independently posing the odd question or two. Anytime of the day is a great time to snuggle up on the couch or lawn chair and read a short story that they have chosen or just talk about the pictures. This is a good opportunity to ask questions about the pictures or something related to the story that happened in real life to your child or you in your childhood. Check out your library or borrow books from a friend.

3 *Bed Sheet (Parachute) Games*

When your child(ren) has/have a strong enough grasp to hold onto the edge of a small bed sheet or light fabric, you can try some variations of group parachute games. Each of you grasp opposite edges of the fabric and you can practice raising and lowering it, feeling the air move as you do. Other activities are:

Putting sponges or small soft toys in the middle and everyone shakes the fabric up and down making the objects “pop” up and down.

Raise the sheet up high then quickly move yourselves into the middle, letting the sheet settle over your head like a tent.

4 *Action Songs*

Action songs are a big hit with this age group and allow them to exercise their bodies, listening skills and comprehension. They don’t have to be complicated and you can substitute words or make up your own action songs.

Action Songs

Here are a couple of old favourites:

Here We Go Round the Mulberry Bush.

*Here we go round the Mulberry Bush,
The Mulberry Bush, the Mulberry Bush,
Here we go round the Mulberry Bush,
So early in the morning.*

ACTIONS - Hold hands and dance around in a circle.

This is the way we wash the car

This is the way we wash the car,
Wash the car, wash the car.
This is the way we wash the car,
So early in the morning.

ACTIONS - Circular hand motions

Alternate Verses - Pump the tires. Hammer the nail. Brush the teeth.
(Do the appropriate actions together.)

One is a Giant

ACTIONS - Done together

One is a giant who stamps his feet.
(Big stomping motions)
Two is the elf so light and neat.
(bend down take small steps)

Three is the mouse crouched way down small.
(get right down and hug self)

Four is a great big bouncing ball.
(get up quickly and jump)

Other action songs:

Head-n-Shoulders,
Knees and Toes,
Five Little Monkeys and
Grand Ol' Duke of York

OLDER CHILDREN... *2 1/2 - 5yrs*

1 Supporting their Interests

They sometimes enjoy “helping out” activities like washing the car (playing with bubbles), digging in the garden (looking for insects) or fixing things (using real tools). The quality of work might not be up to adult standards, but that is not important. What is important is the feeling of helping Dad do ‘work’ and being together which gives you an excellent opportunity to capitalize on ‘teachable moments’. Your child’s active mind will wonder and ask questions about unexpected things such as the rainbow from the hose, the spider found in the corner or “why only guys take their shirts off when they wash their cars?”

2 Shopping Spree

Don’t worry! This game might not cost anything. Basically, it is like a scavenger hunt where items are placed or hidden around a room or yard. Younger children could start off with a picture chart (either hand drawn or pictures cut out of magazines) and go around with their bucket or gift bag collecting the items shown on their chart; i.e. picture of green leaf, picture of little shoe, etc. The shopping/hunting could be guided verbally with Dad giving clues to where things are hidden. Older children could have a price list of items and a budget of 12 pennies to buy eight items; i.e. purple straw = one penny, yellow toy car = two pennies, hidden photo of pet = two pennies, etc. When they are finished they can take a turn hiding the items and Dad can search.

3 Going on a Hunt

This is a repeating song you could read out and everyone does the actions, but it is a lot more fun if Dad throws in some ‘drama’ and some real obstacles. Dad might set the scene by saying....“That the National Geographic Magazine has asked us to fly to Africa to photograph a lion family....”. You could show pictures of lions or Africa and discuss them first or add props like pretend airplane tickets, backpacks, flash lights, cameras, etc. The real obstacles you have to conquer might be a mountain = stairs, mud hold = cushions on the floor or a cave = bathroom with lights off. When everyone is ready with their gear (real or imaginary) and the airplane has landed you can start the song with everyone repeating your lines and doing the actions.

Going on a Hunt

Verse

Going on a (Bear, Gorilla, etc.) hunt

* *Children repeat each line...*

Actions

Slap hips

But I’m not afraid

* *Repeat*

Hands up

Cause I’ve got my backpack

* *Repeat*

Pat back

And I’ve got my friends by my side

* *Repeat*

Pat each other’s back

Look what I see

* *Repeat*

Point, look around

I see a (Mountain, Lake, Cave, etc.)
up ahead

* *Repeat*

Hand shading eyes

We can’t (Climb, Swim, Crawl, etc.)
(Over, Under, Through, etc.) it

* *Repeat*

Shake head
Move arms

We have to (Climb, Swim, Crawl, etc.)
Through, Over, Under, etc.) it

Go to the area that resembles the obstacle, then do the motions to cross it (sound effects may be added).

Repeat song three to six times using different obstacles. At the end you see the animal and photograph it. Sometimes it chases you and you have to do the song in reverse to get away.

4 What If...

“What If...” is a quiet activity you could do in the car, waiting in line or just hanging out. You could ask questions like “What if your ball rolled out onto the road?” or “What if you owned a candy store?” After your child has given their answer you could discuss it (clear up any misconceptions) or let them ask you a “What if?” question. If you are going to ask serious questions like “What if a stranger offered you a ride?” Be sure to balance the activity with fun or imaginative questions. Their answers might surprise and amaze you.

5 Water Play

Water Play is a favourite activity for many age groups. It can be simple like toys in the bathtub or more complex with hoses, funnels, bins, taps, troughs and food colouring.

Usually Water Play is calming and quiet but with some ingenuity, leftover pipes, tubes, clamps, buckets and some feedback from your ‘little scientist’ it can be very involved and stimulating. If possible, leave it set up for several days of modifications and experiments. Outside would be an ideal place if weather permits (easy clean-up and lots of space). Inside, you might use the basement near the drain or laundry tub area), kitchen or bathroom. Beforehand set out the guidelines of the activity and get some towels at the ready.

Have fun!



Where to Find More Information

Since some web sites are unstable (may be under construction or may no longer exist) we have chosen not to list current sites as a resource for the Activities for Dads section. There are, however, some great places to go for resources on activities, special family oriented events and crafts.

- Check out your local library and ask them for assistance;
- Refer to the User Index available at www.mydad.ca
- Use search engines such as Google for Internet searches; try words such as children’s activities, nature, crafts, family fun etc.;
- Talk to Early Childhood Educators, teachers and students for ideas;
- Check TV listings. Television can also be a great resource for activities (e.g. children’s craft show, nature programs, etc.). Some of these shows are available on video from libraries, resource centres or retail outlets.
- Ask Dads and kids themselves for ideas;
- Think of seasonal and holiday related themes for your activity sessions;
- Search out local events or activity calendars.

SUGGESTED ORGANIZATIONAL READINESS TOOLS

The very first step to organizational readiness is to measure the overall project's or organization's readiness to adopt the issue of father involvement. Unless the consensus of the entire project/organization is to jump on board to promote father involvement, your project will not be able to sell the issue of father involvement to other projects/organizations. The following exercise can be used as a catalyst to gauge the project's overall interest in promoting the issue of father involvement and the project's capacities as carrying out activities vis-à-vis father involvement.

Please note that Section 1 and Section 2 (on the next pages) are taken from the Father Involvement Initiative - Ontario Network Tool - Community Readiness Questionnaire. They may be copied so that you can conduct a simple exercise at your next staff meeting.

- Reproduce copies of Pullout Toolbox #9
- Checklist shown on the next page.
- Ask the staff to complete the assessment checklist individually before or during the meeting.
- Take a moment to plot the results on a flip chart.
- Discuss the general patterns. What was predictable?
Are there any surprises?
- So what? Can anything be done about it?

TOOLBOX PULLOUT #9

GENERAL ORGANIZATIONAL ASSESSMENT CHECKLIST & AND COMMUNITY READINESS QUESTIONNAIRE

SECTION 1 - GENERAL ORGANIZATIONAL ASSESSMENT CHECKLIST

Father Involvement is an important supportive and protective condition for healthy child development. How would you assess your organization's overall standing with regard to the following indicators? Based on the evidence you are currently aware of, on a scale of 1 (very low or non existent) to 5 (very high), rate your organization on the following aspects:

- | | | | | | | |
|-----|--|---|---|---|---|---|
| (a) | Clarity of agency's mandate to service the specific needs of fathers | 1 | 2 | 3 | 4 | 5 |
| (b) | Clarity of policies enabling pro-active services and programs aimed at the specific needs of fathers | 1 | 2 | 3 | 4 | 5 |
| (c) | Guidelines which are cognizant of the presence, specific needs and contributions of fathers | 1 | 2 | 3 | 4 | 5 |
| (d) | Conscious practices which are inclusive of both the roles of mothers as well as fathers | 1 | 2 | 3 | 4 | 5 |
| (e) | Father involvement as a standing item on the agency's agenda and planning cycles | 1 | 2 | 3 | 4 | 5 |
| (f) | Type, quality and quantity of resources available to meet the specific needs of fathers | 1 | 2 | 3 | 4 | 5 |
| (g) | Number, type and frequency of programs and services uniquely designed to meet the needs of fathers | 1 | 2 | 3 | 4 | 5 |
| (h) | Number of men on staff | 1 | 2 | 3 | 4 | 5 |
| (i) | Level of financial resources allocated to meet specific needs of fathers | 1 | 2 | 3 | 4 | 5 |
| (j) | Staff training dealing with father involvement | 1 | 2 | 3 | 4 | 5 |
| (k) | Involvement of fathers in decision-making | 1 | 2 | 3 | 4 | 5 |
| (l) | Visual evidence of the reality of fatherhood on the agency's premises | 1 | 2 | 3 | 4 | 5 |

The project discussions that will ensue from the use of this tool could result in various outcomes. If the outcome reached is one of failure to achieve consensus on whether to offer a program or service, there are still some excellent options that exist that your project could carry out before getting to the point of offering a program or service to fathers.

SECTION 2 - GENERAL QUESTIONS

Identify the strengths and barriers of your organization as they relate to any planned programming or event that is promoting positive father involvement.

	Barriers/Obstacles	Strengths/Supports
Relating to your organizational mandate/policies		
Relating to the guidelines and organizational procedures		
Relating to the values, beliefs, attitudes of staff and Board of Directors		
Planning stages: i.e. financial, time, etc.		
During the implementation stage: i.e. staff recruitment, space, etc.		
During the program operation: i.e. participant retention, program schedule, attendance, etc.		

FATHER INVOLVEMENT

Describe some changes that you and your organization would be able to do immediately for little to no cost?

Describe some outreach and recruitment strategies that you and your organization may establish as priorities.

Describe some important strategies to ensure the involvement of fathers in any planned organizational activity.

Describe some factors that could lead to the sustainability of any activity/program/event promoting responsible father involvement.

How difficult/easy was the small group exercise?

WHERE TO GO NEXT

After the project has completed the two sections on Community Readiness, the project can then be in a better position to decide where to go as an organization vis-à-vis father involvement. If the project/organization chooses to go with the choice of making their own project more father friendly, please go to \$\$\$\$-Cost Savers in this Section.

If, however, your project has decided to go with providing a program, service, or activity for fathers, please go to ***Toolbox Pullout #1*** for how to start a program, service or activity that is in the “What is Relevant to My Project” section.

Or perhaps you may wish to bolster your Father Resources: Please see ***Toolbox Pullout #7: Library of Father Friendly Resources***.

If Community Mobilization is your project’s course of action, please go to ***Toolbox Pullout #8*** that refers to Sustaining the Partnerships

If your project is interested in funding: refer to ***Toolbox Pullout #13***.

Lastly if your project wishes to do more training with respect to fathering, please go to The Canadian Library of Resources section.

From research completed through a 1999 grant from the National Projects Fund (NPF) of the Community Action Program for Children (CAPC) and the Canada Prenatal Nutrition Program (CPNP) called On Father’s Ground, we can highlight certain success factors that will benefit practitioners, agencies and community organizations.

Through their work collected from sixty-one fathering projects and interviews and from fifteen project spokespersons and from the collective expertise within the Advisory Committee for this project, we can provide a framework of what is essential in implementing and operating fathering initiatives.

(\$\$\$\$-COST SAVERS)

In looking at how a project or program can create a more “Father Friendly” environment, here are a few inexpensive suggestions:

- Include the role of positive father involvement into objectives of existing family programs. Make existing family programs more inclusive of fathers. (Important to not just infer but to write it out!);
- Revise existing brochures, pamphlets, parenting handouts and communication tools to reflect the fathering role; i.e. father/child photo on brochure;
- Ensure that the physical environment where activities are held has some presence of fathering role; i.e. posters on wall, father booklets in waiting room, etc.;
- Re-name activities to be more father inclusive; i.e. Change Moms/Tots to Parents/Tots;
- Use existing staff and create dyads of male /female facilitators.

TIPS FOR RECRUITMENT AND RETENTION

An agency or organization needs to be cognizant that the person responsible for recruitment is the key to the program's success and to the retention of the participants. Recruitment can be handled in a variety of different ways, including:

- The facilitator is a key person. It is preferable to have a male, but if not possible, then a sensitive and responsive woman;
- The approach and initial contact are everything;
- Existing programs that offer programs for mothers and children should be used as a source for recruitment. Often fathers drop off their partners or are not connected to social service program;
- Prenatal classes are a natural place to find fathers to be. They may not as yet feel connected with their unborn child and may be looking for other men to talk with about their concerns about becoming a father. Often their issues are not addressed at prenatal classes and this will be a lead in for them in joining a group;
- Schools and community centres that offer educational or recreation programs for young parents are ideal locations to look for fathers that may need some support.

If fathers are not deemed important or included at the organizational board level then they will not be supported at the project level. You will need buy-in from the Board of Directors, administration and project staff. Make sure fathering is included in the agency's strategic plan and that you are aware of your community needs and trends.

Various projects may be called upon to do activities related to providing press releases, putting together a media kit, or promoting father involvement in the media.



My Daddy
Matters
Because...

TOOLBOX PULLOUT #10



MEDIA KIT FOR FATHER INVOLVEMENT

The following **TOOL**
can be used by projects as a:
DO IT YOURSELF MEDIA KIT

that will show you step-by-step how to put together a father involvement media package.

FII-ON MEDIA KIT

This kit is designed to help you promote involved fatherhood (and your programs) through the media in your area. It contains:

- Do-it-yourself instructions for how to put together a father involvement media package which also includes: sample media advisories, how to stage a media conference and what to put in a media release;
- One fatherhood backgrounder. A short article written by John Hoffman, which you or your local newspapers can use for whatever purposes you see fit;
- Backgrounder on FII-ON for use with your media package.

PUTTING TOGETHER A LOCAL FATHER INVOLVEMENT MEDIA PACKAGE

Obviously, Father's Day is a good time to promote involved fatherhood. The important thing about getting your local media to do a fatherhood story is to give them something to write about. They are always looking for story ideas and around Father's Day they will want to do stories about Dads.

You can help your local media by offering story ideas and people to interview. If you make it easier for them to do the story, they will be more likely to do the story. Newspapers may have their own ideas about what sort of Father's Day theme story they'd like to run, but if not, you can help them. One possibility is a story about your local program for fathers (if you have one) or a local event for fathers you may decide to run. However that may not be enough to generate a full story and the media may be looking for more general fatherhood topics.

Two obvious general story ideas are the benefits of father involvement and the changing roles of today's fathers. This kit contains two articles written by John Hoffman which you can provide to local media either to run as articles (the author's permission is granted) or to use as backgrounders to help the reporters flesh out a local story.

If the reporter wishes to write a locally based story you can help them by providing them with contact information for two or three local fathers who are willing to be interviewed and photographed with their children. Try to pick fathers you are familiar with who you know to be relatively articulate and involved with their children. You should also provide the names of someone within your organization who can talk about how fathers are involved with your programs, and also a person who runs a program or group specifically for fathers, if you have one. For example:

Potential Interviews (Examples Only)

John Doe: father of Jasmine (five) and Tyler (two) - small business owner and active father Home: 835-2777 Business 835-1111 (willing to be photographed and to speak about his role as a father).

Dave Smith: full-time student and single father of Jamie (three) Home: 835-2222 (willing to be photographed and to speak about his experience as a single father).

Jane Doe: Executive Director, Duckburg Family Centre 835-7777 ext. 700 (willing to speak about increased father participation in family programs).

Phil Buck: Social Worker and facilitator of father-to-father support group. 835-5566 (willing to speak about support group).

STAGING A MEDIA CONFERENCE:

Holding a media conference is not always necessary to gain media coverage, nor is it always appropriate. Sometimes you can just call a reporter and ask them to come and speak with you. The reason you would hold a media conference might be to make an announcement about the launch of a major new program, an announcement about a special event you may be running in conjunction with Father's Day or perhaps the launch of a publication, but it should be a fairly major kind of announcement.

It takes a fair bit of work to organize a media conference, however, it's not as hard as people might think and it does not require any kind of sophisticated set-up. You can simply hold it in your drop-in centre, your board room or even outside in front of your building.

Send out a media advisory several days before your conference to all local newspapers, radio stations and television stations. If you don't already know, call each media outlet beforehand to determine the appropriate person to send the advisory to. If you don't have time to gather that information simply direct the release to the news director or assignment editor. After you've sent the advisory (faxes work best), follow up with a phone call to make sure it was received.

SAMPLE MEDIA ADVISORY

Media Advisory

Duckburg Family Centre to Launch New Guide for Fathers.

On June 18, 2002 at 2 pm. a media conference will be held at the Duckburg Family Centre to announce the launch of a new Father's Guide to Family Services. Family Centre Executive Director, Jane Doe, and Bill Smith, author of the Father's Guide, will be on hand to talk about how the guide was created and how it will help fathers to locate family services in the Duckburg area.

What: Launch of Father's Guide to Family Services

When: June 18, 2002, 2:00 pm

Where: Boardroom, Duckburg Family Centre offices, 201 Chestnut St.

For more information: *Jane Doe 835-1111*

HOLDING YOUR CONFERENCE

Keep it short: Don't feel compelled to entertain your media friends for half an hour. They are busy, task-oriented people. They are looking for the essential information and a chance to shoot some video or take a couple of photos. It's O.K. to talk for a little as five minutes and then open it up to questions. Most reporters will assume that the bulk of their story will come from the interview, not your speech.

Television reporters will often want to hold a separate interview on camera during which they may ask you to repeat things you already have said.

MEDIA PACKAGES

You should provide reporters with media packages for media conferences. They can also be used in cases when a media conference is not appropriate. In that case, send a press package to local media. It should contain:

- A media release (one page, if possible) which includes essential information about whatever it is you are trying to promote, including who to contact for more information;
- A list of potential interviewees (if appropriate);
- One page of basic background information about your program.

If you are looking for a general fatherhood story you can include Fatherhood backgrounders (provided with this package) and a media release about sponsoring a program.

The Golden Rule of Media Releases

Get it on the first page.

Make sure that the most important piece of information is easy to find and on the first page of your package. Don't try to be clever with your writing or to artfully lead up to your main point. It's better to be blunt. There's no bigger turn off for a reporter than having to wade through pages and pages of material to figure the essential information. You can provide extra pages of material, as noted above, but don't assume it will even be looked at unless the reporter decides to follow-up. Even then, additional material may be ignored. So, put the important stuff on page one.

FATHERHOOD BACKGROUNDEERS

(The author grants permission for these articles to be reproduced in whole or in part with credit to the author.)

The Changing Roles of Fathers By John Hoffman

Not so long ago, a father's job was to bring home a pay cheque, cut the grass, fix things and tell the kids when they were misbehaving. There was a fairly strict dividing line between the roles of mothers and fathers. Now it's different. Families have changed in the past 25 years and male and female parenting roles are not as clear as they once were. Although the gap has narrowed, mothers still spend more time with children and working on domestic tasks than fathers do.

The idea that the average father spends only 20 minutes a day with his children has been exposed as a myth. Fathers are now involved in most aspects of child care, and on any given day, you can see fathers doing lots of things that once were considered the work of a mother - changing diapers, taking children to school and day care and even looking after children while their partner is at work. At the same time, more mothers are spending more time in the traditionally male domain of work outside the home.

While the roles of both fathers and mothers have changed, the two genders have experienced those changes in different ways. For mothers, the changes came about as a result of women wanting or needing to be more involved in the outside world of work and careers. For men, the changes came about partly as a result of what women were doing. With mothers spending more time away from home, they had less time for at-home work including child care. Therefore, fathers were needed to pick up the slack by spending more time looking after their children and doing housework.

One growing phenomenon in Canadian families is off-shifting, where mothers and fathers stagger their work time so as to be able to keep at least one parent at home caring for children while having the benefits of a second income. This is one way in which significant numbers of fathers have found themselves in the position of primary caregiver for at least certain hours during the day or week. In fact a small, but gradually increasing number of men have taken on the role of stay-at-home parent. Previously, psychologists and sociologists tended to look at parenting in terms of motherhood because mothers were usually the parents who spent the most time with children.

More recently, two factors have caused researchers to take a closer look at fatherhood. One factor is the increasing involvement of fathers in the lives of children. The other is the phenomenon of fatherlessness. Recent figures published by the U.S.-based National Fatherhood Initiative indicate that 34 percent of American children do not live with their biological father. Of those children, 40 percent have not seen their father in the past year. (Unfortunately, there are no corresponding statistics for Canada although most observers believe that the fatherlessness problem is less acute in this country.)

Much of the early research on fatherhood tried to establish the kind of contributions that fathers make to child development. Some studies, which have looked at children's long term development, have found that children who grow up with positively involved fathers are more empathetic, more likely to do well in school and less likely to engage in violent behaviour as youths.

Other studies have looked at father's parenting and play behaviour. Other researchers have documented (if we didn't already know from our own experience) that fathers and mothers hold babies differently and that fathers' style of playing with babies is different from that of mothers. Fathers tend to be more physical in their play, mothers more verbal.

Some researchers have suggested that these differences are very important to children's overall development. Mothers provide security and keep children close to them while fathers encourage exploration and serve to bring children out into the world.

However, human development is very complex and it is always difficult to isolate one factor, such as how a father plays Peek-a-boo, and be able to say that it caused a certain outcome in a child's life. Moreover, this fascination with mother-father differences may have overlooked the most important contribution that involved fathers make to their children, and that's that positive, involved fathering seems to help with the overall effective functioning of families.

Two of the leading American researchers in the area of fatherhood are Kyle Pruett, of Yale University and Michael Lamb, of the National Institute for Child Health and Human Development in Bethesda, Maryland. Pruett is conducting a long-term study of stay-home fathers. He has found that there seems to be a significant benefit to having the father do most of the hands-on daily care in the early years.

That's not because fathers do it better than mothers, it's because having a primary-caregiver father usually means that a child has two highly involved parents, which, Pruett believes is good for children. In addition, Lamb suggests that having an involved father, whether he's the primary caregiver or not, contributes to good teamwork and mutual support between mothers and fathers. "The most important issues about good fatherhood have to do with marital harmony," Lamb noted in a 1998 article in Today's Parent magazine.

Therefore, the unheralded benefit of involved fathering may simply be that it helps to promote an effective parenting partnership: two partners who support each other and are able to share the ups and downs of the parenting experience. That has to be good for kids.

Father Involvement Initiative - Ontario Network (FII-ON)

This section is optional: portions of this section could be used by various regions across Canada to illustrate to potential funders, the existence of a regional initiative devoted to promoting and acknowledging positive father involvement.

The Father Involvement Initiative - Ontario Network (FII-ON) is a broad-based coalition of organizations and individuals who believe that the active involvement of caring, committed and responsible fathers promotes healthy development in children. It is clear that fathers are taking an increasingly active role in the lives of their children. As a result, organizations which provide services to families have seen an increase in number of fathers coming through their doors and also an increasing need for specialized services that meet the needs of fathers.

This has required something of a shift in thinking since most family programs are staffed by women, most of their clients were women and most of their services were originally designed to meet the needs of mothers. FII-ON developed as professionals who saw the need to reassess the way they offer services to families in light of increased participation by fathers.

Currently FII-ON membership includes fathers, policy-makers and professionals who work with families. They represent more than two dozen communities covering a geographic area bounded by Sault Ste. Marie, Prescott, Toronto and London. The group has been working together for several years to find ways to promote the involvement of fathers in the lives of children and to find new ways for family services to include and reach out to fathers.

One of FII-ON's goals is to increase public awareness about the importance of involved fathering through social marketing. Already FII-ON has produced three booklets about father involvement along with a series of posters which contain key messages about positive father involvement.

John Hoffman, a contributing editor to *Today's Parent* magazine, wrote all three booklets. The first, titled "*Involved Fathers. A Guide for Today's Dad*", is a general guide to involved fatherhood for fathers of young children aged 0 to 6. The second booklet, released in the spring of 2002, is called "*Full-time Dad. Part-time Kids. A guide for recently separated and divorced fathers*". It is designed to help non-resident fathers remain effectively and positively involved with their children after divorce or separation. Fifty thousand copies of these booklets have been distributed throughout Ontario in English and they will soon be available in French. The third booklet released in March 2005, is called "*Daddy...Come Play With Me*". This booklet is about fathers, play and looking at various approaches of interaction with children 0-6 years of age.

In the next several years FII-ON expects to increase its membership as more communities make a commitment to learning about and promoting the benefits of positive involved fatherhood.

For more information contact:

Go to the FII-ON web site: www.cfii.ca and look under the *tools* section of the website.

**John Hoffman, author, Involved Fathers, Full-time Dad Part-time Kids and Daddy...Come Play With Me
(705) 748-2126
jhoffman@todaysparent.com
www.cfii.ca**

TOOLBOX PULLOUT #11

GETTING ON WITH IT:

ASSESSMENT OF HOW WE INVOLVE FATHERS WITHIN OUR ORGANIZATIONS AND PRACTICES

An excellent tool for identifying key stakeholders in your locality is the FII-ON Community Readiness Questionnaire.

Once the key stakeholders have been identified and have agreed to set a meeting date the next step will be to answer the following questions:

- What form will the mobilization take?
- Who will be the host organization?
- Who will the partners be?
- What are the responsibilities of each partner?
- How to build partnerships, networks with other like-minded organizations vis-à-vis fathering; i.e. local Coalitions, working groups etc.

The lead organization(s) will need to organize meetings, symposiums, etc. that will help answer these questions that will form the basis of the group identity. An important point to keep in mind is the variability and differences that exist city-to-city, province-to-province, region-to-region, based upon geography, culture, religion, etc. The goal is to have a group identity that is as inclusive as possible so that every key stakeholder within the community can be a member in the group.

Remember that each community is unique and will mobilize in different ways, with different partners, using the strengths of the community.

FII-ON has a group identity definition page within the Phase 1 Report that is found on the FII-ON web site: www.cfii.ca.

Since the group will be deciding upon actions that the 'collective group' will take, it is of the utmost importance that organizations around the table be able to put aside their organizations' agendas in favour of a 'collective group' agenda.

The collective group may then develop its own Mission Statement, Guiding Principles, etc. This document will provide the underpinnings to all of the group's activities and actions and will assist the group to promote its messaging in a consistent, predictable manner.

The FII-ON Charter and Course of Action is available to anyone, free of charge, interested in forming a group dedicated to promoting the issue of father involvement in a population health approach. The document includes: Vision, Mission, Goals, Objectives, Guiding Principles, Outcomes, and a Course of Action.

One of the advantages of partners and networks devoted to the same issue is that the resources can be shared amongst different organizations. Since resources are scarce and the issue of community mobilization is long and difficult to sustain, the sharing of resources with other local organizations to coordinate actions is the best cost efficient way for all organizations. 'A lot of organizations give a little rather than a few organizations giving a lot.' This will ensure that the process can be sustained longer. A great example of this sharing of resources can be pointed to in Ottawa:

- 3 organizations (Somerset West Community Health Centre (SWCHC), Children's Aid Society of Ottawa Carleton (CAS) and CAPC-Brighter Futures) coming together to provide an 8-week parenting course for fathers;
- Each partner brought something to the partnership: SWCHC: Meeting Space for the group and resources, CAS-Male Staff Facilitator, CAPC-Male Staff Facilitator. This partnership used the strengths of each organization to provide a parenting course for fathers.

ASSESSMENT OF HOW WE INVOLVE FATHERS within our Practices and Organizations

Questionnaire inspired by the Male Involvement Profile published by Scholastic in 1993 in the book entitled *Getting Men Involved: Strategies for Early Childhood Programs*, authored by James A. Levine, Dennis T. Murphy and Sherrill Wilson.

Reference: Ouellet, F. Forget G., *Changing Fathers, Evolving Practices Workbook Number 2*, Direction de santé publique de Montréal.

Individual questionnaire Approximate time to complete: **10 minutes**

Name of my program or organization: _____

In each of the following themes, check (✓) the appropriate category

CATEGORY	QUESTIONS			
		YES	NO	N/A
THEME 1 – Communication with Parents				
1.1	Written announcements are addressed to mothers and to fathers			
1.2	Verbal notices are given to fathers as well as to mothers			
1.3	If the father is not living in the home, verbal and/or written announcements are given and/or sent directly to him			
Total (3)				
THEME 2 – Greeting of Parents and Organization’s Premises				
2.1	Our premises are as comfortable for fathers as they are for mothers (magazines, posters etc...)			
2.2	Our staff addresses the father as well as the mother when parents visit our premises			
2.3	Our files contain contact information for both mothers and fathers			
Total (3)				
THEME 3 – Home Visits				
3.1	Home visits are scheduled at a time when both parents are at home			
3.2	If the father does not live in the home, we inquire about the presence of a significant male figure in the child’s life			
3.3	When the father is present, we address comments to both parents			
3.4	If parents are not living together, we regularly verify the telephone number and address of the father so we can reach him directly			
Total (4)				

CATEGORY	QUESTIONS			
		YES	NO	N/A
THEME 4 – Individual or Group Meetings with Parents				
4.1	Fathers regularly attend scheduled parent meetings (including such activities as vaccination clinics etc.)			
4.2	We make every possible effort to include fathers in all activities concerning their children, such as: assessment, problem solving, resource allocation ...			
4.3	We schedule activities which generate parents' discussions concerning parents' roles and relationships			
4.4	During parents' meetings and events, I solicit and count on fathers' participation			
4.5	Fathers regularly attend parents' meetings			
4.6	When follow-up actions are required, I involve both parents			
Total (6)				
THEME 5 – Individual or Group Meetings with Fathers				
5.1	We sponsor specific father activities: support groups, self-development, skill training ...			
5.2	We hold father and child activities: games, outings, workshops...			
5.3	We regularly test new father activities			
5.4	In our activities with fathers, we attempt to address all parenting skills (communication, care giving, play, soothing, organization...)			
5.5	When fathers are not participating in our events, we try to find out why			
5.6	We continually assess our activities with fathers			
Total (6)				
THEME 6 – Special Events (Celebrations, Outings...)				
6.1	Both parents are requested to participate in special family events			
6.2	Fathers are requested to participate and to accompany children during special children activities and outings			
6.3	When special events are planned, fathers are requested to contribute in one way or other			
6.4	We hold special events for and with fathers (father's day, contest...)			
Total (4)				

CATEGORY	QUESTIONS			
		YES	NO	N/A
THEME 7 – The Father’s Place in my Program or Organization				
7.1	In my program or organization fathers are prioritized			
7.2	I see more and more fathers on my program’s or my organization’s premises			
7.3	Fathers are a part of my client group			
7.4	Policies and practices in my program or my organization prescribe the inclusion of fathers in family intervention initiatives			
7.5	In my program or my organization the approach to reach fathers differs from the approach to reach mothers			
7.6	In my program or my organization I have access to specific information concerning fathers			
7.7	In my program or my organization when we have questions concerning fathers, we can address them to a male representative			
7.8	In my program or my organization specific individuals are assigned to address father involvement issues			
7.9	My department or my organization provides support to professionals who want to address father involvement issues			
7.10	Fathers take an active part in the decision making in my program or organization			
7.11	My program or my organization actively seeks fathers’ involvement in decision making			
Total (11)				
Grand total (37)				

TOOLBOX PULLOUT #12

THE EFFECTS OF FATHER INVOLVEMENT:
A SUMMARY OF THE RESEARCH EVIDENCE
By Dr. Kerry Daly and Sarah Allen MSc.
at the University of Guelph (2002)

THE EFFECTS OF FATHER INVOLVEMENT: A SUMMARY OF THE RESEARCH EVIDENCE

INTRODUCTION

Over the past 30 years, father involvement research has advanced dramatically. There is now a substantial research literature that establishes a number of important trends in the way that men approach parenting and the effects that their involvement has on their children's development. This document presents an overview of some of those key trends. While we are unable to provide methodological detail in such a succinct summary, we endeavoured to compile as accurately as possible reliable research results that support these trends. It is clear from the research that father involvement has enormous implications for men on their own path of adult development, for their wives and partners in the co-parenting relationship and, most importantly, for their children in terms of social, emotional and cognitive development.

In presenting the research evidence, we have used author citations in the text. A copy of the full bibliography for these citations is available from the Father Involvement Initiative – Ontario Network (FII-ON) Secretariat (www.cfii.ca).

Furthermore, given the developments in the measurement of the father involvement construct itself, we have included a section at the end of this document on the different ways that father involvement has been measured in the research literature.

INFLUENCES OF FATHER INVOLVEMENT ON CHILD DEVELOPMENT OUTCOMES

COGNITIVE DEVELOPMENT

Infants of highly involved fathers are more cognitively competent at 6 months and score higher on the Bayley Scales of Infant Development (Pedersen, Rubinstein, & Yarrow, 1979; Pedersen, Anderson, & Kain, 1980). By one year, they continue to have higher cognitive functioning (Nugent, 1991), are better problem solvers as toddlers (Easterbrooks & Goldberg, 1984), and have higher IQ's by age three (Yogman, Kindlan, & Earls, 1995).

School aged children of involved fathers are also better academic achievers. They are more likely to get A's, have better quantitative and verbal skills (Bing, 1963; Goldstein, 1982; Radin, 1982), have higher grade point averages, receive superior grades, or perform a year above their expected age level on academic tests (Astone & McLanahan, 1991; Blanchard & Biller, 1971; Cooksey & Fondell, 1996; Feldman & Wentzel, 1990; Goldstein, 1982; Gottfried, Gottfried, & Bathurst, 1988; National Center for Education Statistics, 1997; Shinn, 1978; Snarey 1993; Wentzel & Feldman, 1993). Children of involved fathers are also more likely to live in cognitively stimulating homes (William, 1997).

Children of involved fathers are more likely to demonstrate more cognitive competence on standardized intellectual assessments (Lamb 1987; Radin 1994) and have higher IQ's (Gottfried, Gottfried, & Bathurst, 1988; Honzik, 1967; Radin 1972; Shinn, 1978).

Children of involved fathers are more likely to enjoy school, have better attitudes toward school, participate in extracurricular activities, and graduate. They are also less likely to fail a grade, have poor attendance, or have behaviour problems at school, (Astone & McLanahan, 1991; Brown & Rife, 1991; Mosley & Thompson, 1995; National Center for Education Statistics, 1997; William, 1997).

Children of involved fathers are more likely to become educationally mobile young adults with higher levels of economic and educational achievement, career success, occupational competency, and psychological well being (Amato, 1994; Barber & Thomas, 1986; Barnett, Marshall, & Pleck, 1992a; Bell, 1969; Furstenberg & Harris, 1993; Harris, Furstenberg, & Marmar, 1998; Lozoff, 1974; Snarey, 1993).

Infants whose fathers are involved in their care are more likely to be securely attached to them, (Cox, Owen, Henderson, & Margand, 1992), be better able to handle strange situations, be more resilient in the face of stressful situations (Kotelchuck, 1976; Parke & Swain, 1975), be more curious and eager to explore the environment, relate more maturely to strangers, react more competently to complex and novel stimuli, and be more trusting in branching out in their explorations (Biller, 1993; Parke & Swain, 1975; Pruett, 1997).

Father involvement is positively correlated with children experiencing overall life satisfaction, less depression (Field et al., 1995; Furstenberg & Harris, 1993; Zimmerman et al., 1995), less emotional distress (Harris et al., 1998), and fewer expressions of negative emotionality such as fear and guilt (Easterbrooks & Goldberg, 1990).

EMOTIONAL DEVELOPMENT AND WELL-BEING

Children of involved fathers are more likely to demonstrate a greater tolerance for stress and frustration (Mischel, Shoda, & Peake, 1988), have superior problem solving and adaptive skills (Biller, 1993), be more playful, resourceful, skilful, and attentive when presented with a problem (Mischel et al., 1988), and are better able to manage their emotions and impulses in an adaptive manner (Easterbrooks & Goldberg, 1990).

Children of involved fathers are more likely to demonstrate a greater internal locus of control (Biller, 1993; Hoffman, 1971; Lamb, 1987; Mosley & Thompson, 1995; Radin, 1994; Williams & Radin, 1999), have a greater ability to take initiative, use self direction and control (Amato, 1989; Pruett, 1987), and display less impulsivity (Mischel, 1961).

Young adults who had nurturing and available fathers while growing up are more likely to score high on measures of self acceptance and personal and social adjustment (Fish & Biller, 1973), see themselves as dependable, trusting, practical, and friendly (Biller, 1993), be more likely to succeed in their work, and be mentally healthy (Heath & Heath, 1991). The variable that is most consistently associated with positive life outcomes is the quality of the father child relationship (Amato, 1998; Furstenberg & Harris, 1993; Lamb, 1997). Children are better off when their relationship with their father is secure, supportive, reciprocal, sensitive, close, nurturing, and warm (Biller, 1993; Easterbrooks & Goldberg, 1984; Lamb, 1986, 1997; Radin, 1981).

SOCIAL DEVELOPMENT

Father involvement is positively correlated with children's overall social competence, maturity, and capacity for relatedness with others (Amato, 1987; Forehand & Nousiainen, 1993; Gottfried, Gottfried, & Bathurst, 1988; Krampe & Fairweather, 1993; Mischel et al., 1988; Parke, 1996; Snarey, 1993).

Children of involved fathers are more likely to have positive peer relations and be popular and well liked. Their peer relations are typified by less negativity, less aggression, less conflict, more reciprocity, more generosity, and more positive friendship qualities (Hooven, Gottman, & Katz, 1995; Lieberman, Doyle, & Markiewicz, 1999; Lindsey, Moffett, Clawson, & Mize, 1994; Macdonald & Parke, 1984; Rutherford & Mussen, 1968; Youngblade and Belsky, 1992).

Children of involved fathers are more likely to have prosocial sibling interactions (Volling & Belsky, 1992), show fewer negative emotional reactions during play with peers, experience less tension in their interactions with other children, and solve conflicts by themselves rather than seeking the teacher's assistance (Suess, Grossman, & Sroufe, 1992).

Children who have involved fathers are more likely to grow up to be tolerant and understanding, (McClelland, Constantian, Regalado, & Stone, 1978), be well socialized and successful adults (Block & van der Lippe, 1973) have long term, successful marriages (Franz, McClelland, & Weinberger, 1991; Lozoff, 1974), have supportive social networks consisting of long-term close friendships (Franz et al., 1991), and adjust well to college both personally and socially (Reuter & Biller, 1973).

The strongest predictor of empathic concern in children and adults is high levels of paternal involvement while a child (Bernadette-Shapiro, Ehrensaft, & Shapiro, 1996; Koestner, Franz, & Weinberber, 1990; Lamb, 1987; Radin, 1994; Sears, Maccoby, & Levin, 1957).

Father warmth and nurturance significantly predicts children's moral maturity, is associated with more pro social and positive moral behaviour in boys and girls (Mosely & Thompson, 1995), and is positively correlated with higher scores on measures of internal moral judgment, moral values, and conformity to rules (Hoffman 1971; Speicher-Dublin, 1982).

DECREASE IN NEGATIVE CHILD DEVELOPMENT OUTCOMES

Father involvement protects children from engaging in delinquent behaviour (Harris et al., 1998), and is associated with less substance abuse among adolescents (Coombs & Landsverk, 1988), less delinquency (Zimmerman et al., 1995), less drug use, truancy, and stealing (Barnes, 1984), less drinking (Harris et al., 1998), and a lower frequency of externalizing and internalizing symptoms such as acting out, disruptive behaviour, depression, sadness and lying (Mosley & Thompson, 1995). Adolescents who strongly identify with their fathers were 80% less likely to have been in jail and 75% less likely to have become unwed parents (Furstenberg & Harris, 1993).

EFFECTS OF FATHER ABSENCE ON CHILD DEVELOPMENT OUTCOMES

Children who live without their fathers, are, on average, more likely to have problems in school performance (Hetherington & Stanley-Hagan, 1997; Horn & Sylvester, 2002). For example, they are more likely to have lower scores on achievement tests (McLanahan & Sandefeur, 1994; Snarey, 1993; US Department of Health and Human Services, 1995) lower scores on intellectual ability and intelligence tests (Duncan, Brooks-Gunn, & Klebanov, 1994; Luster & McAdoo, 1994), have lower grade point averages, (McLanahan & Sandefeur, 1994), be academic underachievers - working below grade level (Blanchard & Biller, 1971), have trouble solving complex mathematical and puzzle tasks, (Biller, 1981), or spend an average of 3.5 hours less per week studying (Zick & Allen, 1996).

Children who live without their fathers, are, on average, more likely to experience behaviour problems at school (Hetherington & Stanley-Hagan, 1997; Horn & Sylvester, 2002) such as having difficulty paying attention, disobedience, (Mott, Kowaleski-Jones, & Mehaghan, 1997), being expelled, suspended (Dawson, 1991), or have poor school attendance. They are more likely to drop out of high school, less likely to graduate and enrol in college, and more likely to be out of school and work in their mid 20's (McLanahan & Sandefeur, 1994).

Boys who live without their fathers consistently score lower on a variety of moral indexes - such as measures of internal moral judgement, guilt following transgressions, acceptance of blame, moral values and rule conformity (Hoffman, 1971). Girls who live without their fathers are more likely to cheat, lie, and not feel sorry after misbehaving (Parke, 1996; Mott et al., 1997). Both boys and girls are less likely to be able to delay gratification, have poor impulse control over anger and sexual gratification, and have a weaker sense of right and wrong (Hetherington & Martin, 1979).

Children in father absent homes are more likely to have problems in emotional and psychosocial adjustment (Hetherington & Stanley-Hagan, 1997; Horn & Sylvester, 2002). Boys, on average, are more likely to be more unhappy, sad, depressed, dependent, and hyperactive. Girls, on average, are more likely to become overly dependent (Mott et al., 1997) and have internalizing problems such as anxiety and depression (Kandel, Rosenbaum, & Chen, 1994). Both boys and girls are more likely to develop disruptive or anxiety disorders (Kasen, Cohen, Brook, & Hartmark, 1996), have conduct problems (Kandel et al., 1994), suffer from psychological disorders, or commit suicide (Brent, Perper, Moritz, & Liotus, 1995).

Children who live without their fathers are, on average, more likely to choose deviant peers, have trouble getting along with other children, be at higher risk for peer problems (Mott et al., 1997), and be more aggressive (Horn & Sylvester, 2002).

Children who live without their fathers are, on average, at greater risk of being physically abused, or harmed by physical or emotional neglect (Sedlak & Broadhurst, 1996).

Children who live without their fathers are more likely to engage in criminal behavior (Horn & Sylvester, 2002), or commit a school crime - such as possessing, using, or distributing alcohol or drugs, possessing a weapon, or assaulting a teacher, administrator, or another student (Jenkins, 1995).

Children who live with a single parent or in step families are more likely to use and abuse illegal drugs, alcohol, or tobacco compared to children who live with either biological or adoptive parents (Johnson, Haffmann, & Gerstein, 1996).

Adolescents who live without their father are more likely to engage in greater and earlier sexual activity and are more likely to become pregnant as a teenager (Miller & Moore, 1990; Metzler, Noell, Biglan, & Ary, 1994; US Department of Health and Human Services, 1988).

Children who live without their fathers are, on average, more likely to be poor and experience health problems (Horn & Sylvester, 2002).

BENEFITS OF FATHER INVOLVEMENT FOR FATHERS

Men who are involved fathers feel more self confident and effective as parents, (DeLuccie, 1996; Russell, 1982), find parenthood more satisfying (Owen, Chase-Lansdale & Lamb, 1982), feel more intrinsically important to their child (Lamb, 1987) and feel encouraged to be even more involved (DeLuccie, 1996).

Involved fathers are more likely to see their interactions with their children positively (DeLuccie, 1996), be attentive to their children's development (Lamb, 1987), better understand, and be accepting of their children (Almeida & Galambos, 1991; Russell, 1982), and enjoy closer, richer father-child relationships,(Gronseth, 1975; Lamb, 1987; Lamb, Pleck, & Levine, 1987; Owen et al., 1982; Snarey, 1993).

Fathers who are involved in their children's lives are more likely to exhibit greater psychosocial maturity (Pleck, 1997; Snarey, 1993), be more satisfied with their lives (Eggebean & Knoester, 2001), feel less psychological distress (Barnett, Marshall, & Pleck, 1992b; Gove & Mongione, 1983; Ozer, Barnett, Brennan, & Sperling, 1998), and be more able to understand themselves, empathically understand others, and integrate their feelings in an ongoing way (Heath, 1994).

Involved fathers report fewer accidental and premature deaths, less than average contact with the law, less substance abuse, fewer hospital admissions, and a greater sense of well being overall (Pleck, 1997).

Involved fathers are more likely to participate in the community (Heath, 1978, 1994; Heath & Heath, 1991; Eggebean & Knoester, 2001), do more socializing (Eggebean & Knoester, 2001), serve in civic or community leaderships positions (Snarey, 1993), and attend church more often (Chaves, 1991; Eggebean & Knoester, 2001; Ploch & Hastings, 1998; Stolzenberg, Blair-Loy, & Waite, 1995).

Some evidence suggests that involved fathering is correlated with marital stability (Cowan & Cowan, 1992) and is associated with marital satisfaction in midlife (Heath & Heath, 1991; Snarey, 1993). Involved fathers are more likely to feel happily married ten or twenty years after the birth of their first child (Snarey, 1993), and be more connected to their family (Eggebean & Knoester, 2001).

Overall, men who are involved fathers during early adulthood usually turn out to be good spouses, workers, and citizens at midlife (Snarey, 1993). Despite some of the documented short term costs of father involvement for men such as stress, increased work- family conflict, and decreased self esteem; long term, high involvement has a modest, positive impact on occupational mobility, work success, and societal generativity (Hawkins, Christiansen, Sargent, & Hill, 1993; Snarey 1993). In fact, men's emotional involvement with their children has been found to act as a buffer against work related stresses (Barnett et al., 1992b).

CO-PARENTAL RELATIONSHIP

The quality of the co-parental relationship has both direct implications for how involved fathers are, and indirect implications for child development outcomes. As a result, marriage becomes an important context within which to promote and sustain father involvement. This next section explores three dimensions of the co-parental relationship: 1) the importance of marriage for father involvement, 2) the mother's role in father involvement, and 3) how the quality of the co-parental relationship indirectly affects child development outcomes.

1) THE IMPORTANCE OF SPOUSAL RELATIONS FOR FATHER INVOLVEMENT

The kind of mother-father relationship most conducive to responsible fathering...is a caring, committed, collaborative marriage" (Doherty, Kouneski, & Erickson, 1998, p. 286).

Marital quality plays an important role in fathering for a number of reasons:

- Fathers appear to withdraw from their children when not getting along with the mother (mothers do not show similar withdrawal);
- The optimal conditions for father involvement are when a father lives with his children and has a good partnership with the mother;
- Although these conditions can be met outside of marriage, cohabiting couples are more susceptible to long term instability (Doherty et al,1998).

Belsky (1984) calls the marital relationship "the principal support system for parents."(P.87).

Some research indicates that there is a positive correlation between marital quality and the following: levels of father involvement in child care responsibilities (Bouchard & Lee, 2000; Harris & Morgan, 1991; McBride & Mills, 1993), the quality of the father-child relationship (Belsky & Volling, 1987; Cox, Owen, Lewis, & Henderson, 1989; Doherty et al., 1998; Feldman, Nash, & Aschenbrenner, 1983; Levy-Schiff & Israelaschivili, 1988), the father's satisfaction in his own paternal role, and his competence as a parent (Bouchard & Lee, 2000).

These correlations indicate that the marital relationship is an important context for the quality of men's experiences as a father (Bouchard & Lee, 2000). Men are more likely to understand their role of being a father and a husband as a "package deal" - one contingent upon the other (Townsend, 2002). Therefore, if marital conflict is high, fathers have a much more difficult time being involved with their children which weakens the father-child relationship (Coiro & Emery, 1998; Doherty et al., 1998).

Some research indicates that increased father involvement can have positive consequences for the marriage. For example, Snarey (1993) found that fathers who were involved in their children's lives were significantly

more likely to enjoy a stable marriage at midlife. (Father Involvement accounted for 25% of the variance in the father's midlife marital success.) Other researchers have found a similar relationship between competent fathering behaviours and increased marital satisfaction and marital stability in later life (Belsky, 1984; Cowan & Cowan, 1992; Feldman, et al., 1983; Heath & Heath, 1991).

2) MOTHER'S ROLE IN FATHER INVOLVEMENT

When mothers are supportive of their spouse's parenting (view them as competent parents, provide encouragement, expect and believe parenting is a joint venture), men are more likely to be involved with, and responsible for their children (Biller, 1993; Coverman, 1985; Cowan & Cowan, 1987; DeLuccie, 1995, 1996; Doherty et al., 1998; McBride & Rane, 1998; Paisley, Futris & Skinner, 2002; Simons, Whitbek, Conger, & Melby, 1990;), feel recognized as a parental figure (Jordan, 1990), place a greater importance on their father role identity (Paisley et al., 2002), and feel more satisfaction, pleasure, competence, and comfort in their paternal role (Biller, 1993; Bouchard & Lee, 2000; Coffman, Levitt, & Brown 1994; Cowan & Cowan, 1987; DeLuccie, 1996).

Mothers can serve as gatekeepers to the father-child relationship. Many women are ambivalent about greater father involvement for a variety of reasons including concerns about their husband's competence as a caregiver, feared loss of control over a domain in which they exercised significant power, and an unwillingness to change their standards for housework and childcare. The father's level of involvement in the child's life is therefore, partly determined by the extent to which mothers permit participation (Allen & Hawkins, 1999; Daly, 2002; DeLuccie, 1995; Dickie & Carnahan, 1980; Seery & Crowley, 2000).

3) THE CO-PARENTAL RELATIONSHIP HAS INDIRECT EFFECTS ON CHILD DEVELOPMENT OUTCOMES

The co-parental relationship indirectly affects the parent-child relationship. For example, when fathers are supportive and encouraging, mothers are more competent parents. They are more patient, flexible, emotionally responsive, sensitive, and available to their infants and young children (Belsky, 1981; Cowan & Cowan, 1987; Feiring & Lewis, 1978; Parke & Anderson, 1987; Snarey, 1993). This tends to enhance the quality of the mother-child relationship and thus facilitates positive developmental outcomes for their children (Lamb 1997), such as being popular with peers (Boyum & Parke, 1995), increased self-control and academic competence (Brody et al., 1994), and positive relationships with peers and intimate partners (Amato, 1998). The effect of a supportive co-parental relationship seems to work for fathers as well. Therefore, support from wives can improve the quality of the father's parenting (Amato, 1998; Conger & Elder, 1994), which in turn has positive child development outcomes.

When the co-parental relationship is not supportive, children suffer. For example, husbands who show little warmth or are abusive towards their wives, have wives who are more likely to feel emotionally drained, irritable, and distracted. This increases the likelihood that they will employ non-effective parenting strategies (such as harsher and less consistent discipline) when interacting with their children and respond to them in an impatient, non-nurturing manner (Amato, 1998).

Research consistently documents a negative association between marital discord and children development outcomes such as academic success, behavioural conduct, emotional adjustment, self esteem, and social competence (Amato, 1998; Cummings & O'Reilly, 1997; Davies & Cummings, 1994; Emery, 1988; Grych & Fincham, 1990; Kandel, 1990).

Happily married parents interact more positively with their infant (Levy-Schiff, 1994), preschool child (Lindahl, Clements, & Markman, 1997), and school age child (Simons, Beaman, Conger, & Chao, 1993).

A positive co-parental relationship models many important relationship skills that children can use in their own relationships such as: providing emotional support, resolving conflict effectively, showing respect, and positive, open communication patterns (Amato, 1998).

When fathers are emotionally supportive of their spouses, wives are more likely to enjoy a greater sense of well being, good post partum mental health (Gjerdingen, Froberg, & Fontaine, 1991), and have a relatively problem free pregnancy, delivery process, and nursing experience, (Biller, 1993).

NON- RESIDENTIAL FATHERS

PAYMENT OF CHILD SUPPORT

The amount of child support paid by non-resident fathers is positively and significantly associated with children's well being, including improved cognitive test scores, higher reading, verbal, and math ability (Argys, Peters, Brooks-Gunn, & Smith, 1998; King, 1994), and better educational achievement, success and competence - including higher grades and attained education level (Amato & Gilbreth, 1999; Graham, Beller, & Hernandez, 1994; King, 1994; Knox & Bane, 1994; Marsiglio, Amato, Day, & Lamb, 2000; McLanahan, Seltzer, Hanson, & Thomson, 1994).

Child support payments improve children's access to educational resources, increase the amount of stimulation in the home and improve children's health and nutrition (Graham et al., 1994; Knox & Bane, 1994).

Payment of child support is negatively and significantly related to reports of children's behavioural problems (Furstenberg, Morgan, & Allison, 1987; McLanahan et al., 1994) and children's externalizing problems (Amato & Gilbreth, 1999). It is, however, positively associated with positive behavioural adjustment and adaptation after divorce (King, 1994; Lamb, Sternberg, & Thompson, 1997).

The positive correlation between payment of child support and desirable child development outcomes continue to exist after controlling for influences of maternal income, interparental conflict, and frequency of contact (Amato, 1998).

RELATIONSHIP WITH THE MOTHER AND CHILD

Research consistently indicates that the most crucial mediating variable for child development outcomes for children with non-residential fathers is the father's relationship with the mother and the child (Amato, 1998; Marsiglio et al., 2000). Other variables, such as the father's frequency of contact with their child and their child's feelings about their fathers have proven to be inconsistent predictors of child development outcomes or adjustment (Amato, 1998; Marsiglio et al., 2000).

Following divorce, children consistently do better in many domains of child development when they are able to maintain meaningful relationships with both parents unless the levels of interparental conflict remain unusually high (Amato, 1993; Emery, 1982; Guildubaldi & Perry, 1985; Heath & MacKinnon, 1988; Hess & Camara, 1979; Hetherington, Cox, & Cox, 1982, 1985; Kurdek, 1986; Lamb, 1997; Wallerstein & Kelly, 1980).

Positive child developmental outcomes for children are associated with the quality of the non-residential father's parenting and how they interact with the child. For example, non-residential fathers who engage

in authoritative parenting (setting and enforcing rules, monitoring, supervising, helping with homework, provide advice and emotional support, providing consistent discipline, praising children's accomplishments) are less likely to have adolescents who experience symptoms of depression or various externalizing problems (Barber, 1994; Furstenberg & Cherlin, 1991; Simons, Whitbeck, Beaman, & Conger, 1994).

Extrinsic support (going out to dinner, buying things, and seeing movies together) and frequency of contact do not consistently contribute in a positive way to child development (Marsiglio et al., 2000; Young, Miller, Norton, & Hill, 1995) because they do not facilitate authoritative parenting.

Overall, non-residential fathers have the potential to contribute to their child's development by 1) paying child support, 2) developing a collaborative and cooperative relationship with the child's mother, and 3) investing in an authoritative parental role.

FATHERS, WORK, & FAMILY

IMPORTANCE OF THE PROVIDER ROLE

Economic support of the family is an indirect, but important way, fathers can contribute to their child's development. Christiansen & Palkovitz (2001) argue that economic provision for child and family needs is the foundation on which many fathers build their involvement in family life and that it is integrated and connected with many other forms of father involvement.

Fathers who do not provide economically for their families are more likely to disengage from involvement in many other aspects of their children's lives than fathers who do provide economically (Christensen & Palkovitz, 2001).

Snarey (1993) found that when compared with men who are not fathers, fathers exhibit a greater attachment to the labour force and career out of a sense of responsibility to provide for their children. Other research indicates a similar trend. Fatherhood encourages men to be more serious about their work productivity but not to "over commit" to their jobs and careers (Coltrane, 1995; Eggebean & Knoester, 2001; Gutman, 1994).

EFFECTS OF FAMILY INCOME ON CHILD DEVELOPMENT OUTCOMES

Note: The effects of income on child development outcomes are mostly due to the father's income. For example, in dual earner families, fathers contribute approximately 2/3 of total income (Work-Life compendium, 2001).

Research consistently documents that poverty has many detrimental effects on child development outcomes, putting them at greater risk of poor nutrition and health problems (Klerman, 1991), low school grades, dropping out of school (Levin, 1986), emotional and behavioural problems such as depression, low self-esteem, conduct disorders, and conflict with peers (Brooks-Gunn, Britto, & Brady, 1999; Duncan & Brooks, Gunn, 1997; Klerman, 1991; Marsiglio, Amato, Day, & Lamb, 2000; Mayer, 1997; McLoyd, 1989; McLoyd & Wilson, 1991).

In contrast, fathers earnings are positively associated with the educational attainment (Hill & Duncan, 1987; Kaplan, Lancaster, & Anderson, 1998; Yeung, Duncan & Hill, 2000), psychological well being, (Amato, 1998), and earned income (Behrman & Taubman, 1985) of young adult sons and daughters even when mother's earnings are controlled.

Paternal education is positively associated with children's grade point averages (Alwin & Thornton, 1984; DiMaggio, 1982) cognitive and achievement test scores (Alwin & Thornton, 1984; Amato, 1987, Blau & Grossberg, 1992; Mercy & Steelman, 1982; Parcel & Menaghan, 1994; Steelman & Dolby, 1983) school attendance (Brown & Rife, 1991), and occupational status and earnings (Amato, 1998; Jencks, Crouse, & Mueser 1983; Kerkhoff, Cambell & Trott, 1982; Kiker & Condon, 1981; Sewell, Hauser, & Wolf, 1980).

IMPACT OF FATHER INVOLVEMENT ON WORK

Overall, men who are involved fathers during early adulthood usually turn out to be good spouses, workers, and citizens at midlife (Snarey, 1993).

Despite some of the documented short term costs of father involvement for men such as stress, increased work- family conflict, and decreased self esteem, long term, high involvement has a modest, positive impact on occupational mobility, work success, and societal generativity (Snarey 1993; Hawkins, Christiansen, Sargent, & Hill, 1993).

Men's emotional involvement with their children was found to act as a buffer against work related stresses (Barnett, Marshall & Pleck, 1992b). Westermeyer's research (1998) found that career success did not come at the expense of marriages or community service.

Research indicates that men who occupy many roles such as husbands, employees, and fathers report higher well being and lower distress (Barnett,1997), and are more mentally healthy (Westermeyer, 1998).

BALANCING WORK AND FAMILY: BARRIERS AND PATHWAYS

Pathways:

Several forms of work organizational supports have been identified as necessary to facilitate an optimal work/family balance for fathers. They include: family responsibility leave, supportive supervisors and co-workers, work time flexibility, work-place flexibility (Lee & Duxbury, 1998), and flexible implementation of corporate policies at the local level (Palkovitz, Christensen, & Dunn, 1998).

Flex-time and pro-family corporate practices are associated with more father involvement (Pleck, 1997).

Barriers:

Workplace barriers such as longer work hours are ranked by fathers as the most important reason for low levels of paternal involvement and source of stress in balancing work and family life (Haas, 1992; Milkie & Peltola, 1999; Yankelovich, 1974).

Men are more likely to work more hours, and less likely to take advantage of flexible work arrangements or parental leave (Robinson & Godbey, 1997).

Fathers who work long hours are more likely to feel overloaded, be less accepting of their adolescent children, and be less effective in taking the child's perspective. The combination of long working hours and role overload predicted this relationship quality (Crouter, Bumpas, Head, & McHale, 2001).

MEASURES OF FATHER INVOLVEMENT

Although innovative discussions exist on the limitations of past father involvement definitions, constructs, and measures, this discussion will highlight briefly some of the main ways father involvement has been measured, with an emphasis on the ways father involvement has been measured in the majority of the research cited in this document.

The most dominant measures of father involvement include the use of time diaries, correlational studies that demonstrate the salience of father presence by studying families without fathers, and variations of Lamb, Pleck, Charnov, & Levine's (1985) constructs of engagement, accessibility, and responsibility.

FATHER INVOLVEMENT MEASURED AS TIME SPENT TOGETHER

This includes frequency of contact, amount of time spent together (doing things such as shared meals, shared leisure time, or time spent reading together), and the perceived accessibility and availability of the father. This can also include the amount of time fathers spend performing routine physical child care such as bathing, preparing meals, and clothing in addition to the amount of time father's spend playing with their child, and how effective, mutual and reciprocal the play is.

FATHER INVOLVEMENT MEASURED AS THE QUALITY OF THE FATHER-CHILD RELATIONSHIP

A father is defined as an involved father if his relationship with his child can be described as being sensitive, warm, close, friendly, supportive, intimate, nurturing, affectionate, encouraging, comforting, and accepting. In addition, fathers are classified as being involved if their child has developed a strong, secure attachment to them.

FATHER INVOLVEMENT MEASURED AS INVESTMENT IN PATERNAL ROLE

Measures assess the level of investment in child rearing, including the father's ability to be an authoritative parent (exercises appropriate control and limits while allowing autonomy; takes responsibility for limit setting and discipline; monitors child's activities), the degree to which he is facilitative and attentive to his child's needs, and the amount of support he provides his children with school related activities.

CASE STUDY: THE BIRTH OF CAPC – OTTAWA – ON YOUNG FATHERS’ PROGRAM

The Young Fathers’ Program started on January 10, 1997 with ‘seed funding’ from a local community funder. The current program is now part of the CAPC-Brighter Futures project in Ottawa and is part of the funding renewal for CAPC-Brighter Futures-Ottawa from the Public Health Agency of Canada (PHAC).

The Young Fathers’ Program started out of an alternative education high school for young mothers. The Centre staff began to see a pattern in that the majority of students’ issues (mothers) involved the biological father of the mothers’ children.

The Centre’s first response was to refer the fathers to existing community parenting programs, but there were no existing community resources exclusively for fathers of any age in the community.

The program currently includes the following activities:

- The program participants are part of CAPC’s Regional Evaluation;
- Program aimed primarily at young fathers 15-24 years of age with children 0-6 years of age;
- Staff/Volunteers: All are male and all are fathers.

The program consists of four major components:

- Weekly group night;
- Parenting course;
- One-to-one counseling;
- Father/child drop-in.

GROUP NIGHT

- Each participant is contacted by phone one day prior to the weekly group night;
- Group night every Wednesday, 6:30-9:30 p.m., consistent and predictable;
- First half of program is recreation (6:30-8:00 p.m.), initial ‘hook’;
- Second half is meal preparation, group discussion, guest speakers, workshops, parenting information, etc.;
- Group is open-ended and on-going and operates for eleven months of the year.

PARENTING COURSE

- Eight-week closed parenting course aimed specifically at young fathers: “It’s My Child Too” from Purdue University with a certificate provided at the end of the course;
- Psycho-educational material to enhance fathers existing parenting skills;
- Course modules: Fathers’ Roles, Nutrition, Effective Discipline, Child Behaviour, Anger/Stress, Parent Cooperating, etc.;
- Evaluation of parenting course by Purdue University: Average age of Dad 27.4 years, range 21-41 years old;
- Average age of child involved with Dad: 38.1 months

ONE-TO-ONE COUNSELLING

Short-term solution focused, client centred counseling. Topics can include

- Anger/Stress;
- Job/Employment Assistance;
- Resource/Referral;
- Relationship Issues;
- Housing;
- Crisis support;
- Advocacy

FATHER AND CHILD DROP-IN

Focus group feedback has shown that Fathers want an activity for themselves and their children – this concept uses a participatory approach to programming. Consider a Saturday a.m. drop-in for fathers/children in a local school gymnasium with lunch provided.

PARTICIPANT PROGRAM OPPORTUNITIES

- Independent Learning Courses (ILC) and GED preparation are available through the program to work towards a high school diploma;
- Laptop computer: Update resumes/cover letters, Internet job search, etc.;
- Annual Program Christmas party for Dads/Children;
- Summer Program: Outdoor Activities with same format;
- Recreation/Parenting Education.

PROGRAM GOALS

- Enhance existing parenting skills
- Develop Peer Support Network with other Fathers
- Increase Parenting Confidence
- Promote Father involvement within family
- Increase number of healthy weekly recreational activities
- Improve job readiness
- Increase the number of weekly activities for father/child
- Increase number of high school credits
- Decrease isolation through networking
- Improve Communication Skills

As a closing note, the CAPC-Brighter Futures-Young Fathers' Program is the first program for fathers to be part of the Funding Renewal from the Public Health Agency of Canada for the CAPC project Brighter Futures in Ottawa.

This can certainly act as a precedent to other CAPC/CPNP projects across Canada aspiring to include a fathers' program as part of the funding renewal from the Public Health Agency of Canada for their CAPC/CPNP project.



*My Daddy
Matters
Because...*

Fatherhood

it's the best job on the planet

Community

WHAT IS RELEVANT TO BROADER COMMUNITY PARTNERSHIPS? MY PROJECT, THE COMMUNITY AND FATHER INVOLVEMENT...

IS IN THIS SECTION?

- Organizational Readiness
- How does father involvement 'FIT' with existing CAPC/CPNP Guiding Principles?
- Assessment Categories
- Barriers
 - Financial / Human Resource Challenges
 - Organizational / Agency Challenges
 - Community Challenges
- Benefits
- Best Practises
- Organizational Structure
- Organizational Culture – Ways to Create a Father-Friendly Organization
- Community Mobilization or Community Readiness
 - Barriers
 - Benefits
 - Conditions of Success
- Funding
 - Why Funding is Important
 - Barriers
 - Funding Template Toolbox
 - Funding Tips
 - Categories of Funding

ORGANIZATIONAL READINESS

Have you ever wondered what it takes to be a father-inclusive organization? Most of us have struggled with barriers that exist in our organizations to include fathers. This toolbox will help you assess the degree to which your organization's daily operations are father friendly.

Why Be Ready as an Organization

The last few years have seen an increase in the number of fathers seeking services, particularly prenatal and early postnatal services, from various service providers including CAPC/CPNP projects (Emerging Trends in Fathering, 2003). The research literature suggests that an involved, responsible father provides many positive contributions to the life of developing children (Summary of the Research Evidence, 2002).

The needs of fathers are unique and equally important in the life of the developing child. Emerging research has shown that positive father involvement is a vital condition in healthy child development and resiliency. In a recent research paper commissioned by the Father Involvement Initiative-Ontario Network (FII-ON), and completed by Dr. Kerry Daly and Sarah Allen from the University of Guelph, entitled "The Effects of Father Involvement: A summary of the research evidence" (2002), the research findings were clear and

consistent. Positive father involvement was shown to have a positive effect on both child and parental outcomes. Specifically, there was a decrease in negative child outcomes with positive father involvement, and children benefit in terms of:

- Cognitive development
- Emotional development and well-being
- Social Development

Fathers benefited from their involvement in terms of:

- Health and sense of well-being
- Marital stability
- Sense of self-worth
- Sense of commitment to their family and to their community at large.

Expectant and new parents, particularly fathers, frequently report communications issues with their partner during the pre and early postnatal periods, as well as an inability to connect with the baby in the prenatal period, a lack of understanding of the breastfeeding experience, a lack of sleep, and challenges in “role sharing” as they become parents. Also, according to the research, the best time to involve fathers in the parenting role is from pregnancy through to the first year post partum. Prenatal programs provide an excellent opportunity to address the fathering role; however, these programs have historically focused on the mother and baby. It would certainly be beneficial to include the father’s role in the prenatal program outline (see Supporting Fathers 2000).

HOW DOES FATHER INVOLVEMENT ‘FIT’ WITH EXISTING CAPC/CPNP GUIDING PRINCIPLES?

The 6 Guiding Principles of CAPC/CPNP:

- Children First/Mothers Babies First
- Strengthening and Supporting Families
- Equity and Accessibility
- Partnerships
- Community-based Programming
- Flexibility

Being ready as an organization to support and promote responsible father involvement:

- Places children first since the evidence supports the notion that an involved father makes important contributions to the life of the developing child. An involved father can play a supportive role to the prenatal mother and to the early postnatal mother by assisting and supporting mom with breastfeeding and assisting in the identification of post partum depression.
- An involved father makes important contributions to the life of the developing child in various developmental areas (cognitive, social, and emotional). In addition, involved fathers themselves are happier and healthier and report higher satisfaction in their relationships. This certainly strengthens and supports families.
- By including fathers in the organizational activities, services, resources, or programs this assists to uphold the equity and accessibility principle by not only serving mothers and children but also being equally open and accessible to fathers and children.
- Since the issue of father involvement is new for many CAPC/CPNP projects and will require additional resources, partnering with other community organizations to share funding, resources and staffing may

- be essential to deliver something meaningful for fathers in a community based program delivery setting.
- Involving fathers in the project's environment (i.e. father posters, father books), the project's program promotion, and even in the organizational structure, can add a dimension of flexibility to the project that will result in an extra perspective being brought to the organizational table.

Being ready as an organization to promote and acknowledge father involvement is a supportive condition not only to children but also to families and that is what CAPC/CPNP projects are all about!

But where does an organization start to look in terms of being more supportive of father involvement

ASSESSMENT CATEGORIES

Organizational philosophy needs to be inclusive, broad and clearly outline that fathers are not a separate but an integral part of a family.

The board of directors, managers, supervisors and staff will need to examine their values and attitudes about enhancing operations to meet the growing needs of fathers and their families. This philosophy needs to be reflected in the organizations' vision, mandate and mission statement.

Policies and procedures need to reflect the role of the father and not create roadblocks and obstacles to accessing programs and services. Identify and address policies and procedures that discourage father involvement using clear father friendly language whenever possible and making forms inclusive to both parents.

Physical environment is an important ingredient in offering programs for fathers. Projects will be more likely to succeed if they reach fathers and their children where they live their everyday lives (home, work, school, recreational sites, early learning sites and childcare centres) and if these environments are used as bases for intervention. Find ways to make these settings more father friendly with posters, pictures, father welcome areas, staff that are welcoming and sensitive to their needs and issues.

Staff orientation and training is a vital component to a successful program. Provide opportunities for staff to become aware of the importance of positive father involvement in the lives of children so they include fathers in their programs. It is important to remember that most staff working with families are women and they may need on-going support and training to facilitate fathers into their existing programs. If it is a stand-alone father program it may provide the opportunity to hire a male or male/female dyad to lead the group.

Program and service content is what will keep them coming back. Most programs identified that the content and delivery of the program was a key element and when fathers had input into creating parts of the program there was a greater buy-in from the participants. A recreational component for fathers and/or children was what kept them involved.

In looking from the context of organizations, it is important to identify barriers and opportunities. There are many barriers that have been identified that make offering fathering programs challenging. However, there are also great opportunities that arise as an organization begins to create ways to support father involvement.

Social marketing strategies will determine whether you have consistent and adequate funding, as this is vital to the on-going operation of programs for fathers. Community awareness also applies to recruitment and retention of participants, as you need all practitioners to assist you in the developing and maintaining of programs for fathers. Knowing your community and how to educate them on the role fathers play in child development is paramount to your success. It is often easy to start new initiatives but it takes a well-organized social marketing plan to keep it operating.

Community partnerships need to be developed and nurtured. Identifying potential partners early in your initial project start up phase is an important part of the big picture. Developing an Advisory Committee or task group made up of partners will provide you with pertinent community information, joint training opportunities, sharing of resources, equipment and buildings. It can also be a source for educated advocates that can speak out for fathers.

Barriers

Financial/Human Resources

- Limited financial resources - many programs offer services to mothers and children and are not funded to include fathering activities;
- Shrinking agency and program budgets;
- Lack of paid staff to implement fathering activities - many social service agencies have limited, if any, male staff or staff that have time within their program to add extra activities;
- Volunteer turnover - many programs have volunteers that assist with delivering a father involvement component and a paid position is always in jeopardy of being cancelled;
- Lack of training, for staff and for volunteers;
- Support to staff and volunteers - time and commitment are needed to get a fathering program up and operating.

Organizational/ Agency Challenges

- Overall agency budget limitations
- Lack of vision
- Resistance of Board, project managers
- Isolated initiatives

Community Challenges

- In general, men don't use services or consult as easily as women
- Recruitment
- Retention of participants
- Hard to reach fathers
- Father's schedules
- Negative judicial attitudes

Benefits

When barriers have been addressed there are numerous opportunities that will develop for organizations, agencies, staff and communities and for families. Identified opportunities are:

- Interest from community partners that may not have existed before;
- Enhancement of existing programs and projects;
- An in-kind approach to sharing assets;
- Involvement of private and workplace sector;
- Building healthy families by providing support to all members;
- Organizations that are ready may find support in providing services to fathers as there is current research available to support this initiative;
- Raising community awareness about the importance of positive father involvement.

BEST PRACTICES

- ***Developing a conceptual framework that is clear.*** Adding something to an already existing program may not be helpful or effective. Take the time to put together a strategic plan before implementing and remember to take into consideration sustainability.
- ***Developing an effective recruitment strategy.*** If you haven't taken the time to discuss recruitment then you may have a program with no participants. You will also need to be patient as developing a group takes time and energy when dealing with this hard to reach clientele.
- ***Successful projects tend to be flexible and have an element of FUN.*** If you are just planning discussions without some activity that perks their interest they may not stick with the group over the long term. and energy when dealing with this hard to reach clientele.
- ***Strong and respectful leadership*** is a required element that needs to be modeled from all levels within the organization.
- ***Projects or programs need to be community based*** and located where fathers and children live, play, work or use childcare. You will need to be strategic when determining the best place to hold groups.
- ***Creating a range of activities*** that encompasses both prevention and intervention. Programs designed just to support divorced or separated fathers are necessary but so are projects that provide on-going support and information on healthy child development.
- ***Fathers participate at every stage*** from planning to evaluation. Including fathers in the planning process is imperative in making sure they buy into the program. This will ensure participation and provide the impetus in creating positive outcomes that will lead to a positive evaluation of the project.
- ***Organizations and agencies have the ability to strengthen public opinion*** around the many issues facing fathers. Organizational support is critical to the on going sustainability of fathering initiatives.
- ***Providing a support network for project workers and volunteers.*** Many project and program staff or volunteers work in isolation and need to feel connected to other organizational staff.
- ***Quality partnerships.*** Choosing appropriate and committed partners in the beginning may lead to quality relationships and 'buy-in' at a later time.
- ***Stable and diverse funding.*** Financial security is a perpetual challenge and having a variety of sources may be useful in helping to provide program consistency. If there is only one source and this source is withdrawn then the program is often in jeopardy of not continuing.
- ***Program evaluation*** that is on going, effective and based on organizations' strategic goals and objective.

ORGANIZATIONAL STRUCTURE

Your organizational structure needs to include:

- Willingness to work on inter-sectoral responsibility regarding the health and well being of families; i.e. Health and Education;
- Creation of tools and strategies that promote community mobilization;
- Development of a team or group of practitioners that become "champions" for fathers;
- Ways to give fathers a voice when policies and procedures are developed.

Board of Directors:

Here are some ways to create awareness around the importance of father involvement.

- Maintain awareness of project/program (annual reports, evaluations, special events);
- Provide information regarding new research as it becomes available;
- Have fathers share their experiences at Annual General Meeting (AGM);
- Find an advocate and voice from within the board membership to become a voice for fathers.

ORGANIZATIONAL CULTURE -WAYS TO CREATE A “FATHER-FRIENDLY” ORGANIZATION:

- Include father(s) on Advisory Committee or sub-committee in order to create an organizational voice for fathers;
- Promote fathering as being part of a family centred agency (mandate, vision, goals);
- Provide on-going education and awareness of the role fathers play in the lives of their children

Staffing:

Ways to maintain and involve staff in promoting fathering initiatives:

- Create dyads of male/female teams to co-facilitate fathering initiatives within agency (Prosper Model);
- Provide on-going training and opportunities regarding fathering initiatives;
- Provide funding and support to share resources, staff and events within the organization.

COMMUNITY MOBILIZATION OR COMMUNITY READINESS

Community Mobilization is:

- The building of networks, partnerships and initiatives to promote broad issues such as father involvement;
- The mobilization of the community, municipal, provincial, federal or international levels to work in cooperation to achieve a specific goal;
- The involvement of various partners putting aside organization mandates, in favour of the collective whole;
- The sharing/offering of resources by various organizations.

Each region, province, city and community will need to identify potential partnerships and major stakeholders. It is really important to generate interest and support on many levels within an organization before developing outside partnerships.

We need to encourage communities to develop and deliver services that support positive father involvement within a consolidated, comprehensive and coordinated system that will ensure the stability and longevity of the project.

As we create programs geared at promoting healthy families and children we will need to work together. Raising social awareness of the critical role that fathers play in the lives of their children is everybody's responsibility.

Identifying key stakeholders is a good starting point. Who has the funds, mandate and political motivation to support your project?

- Try to build on any federal (CACP/CNCP) and provincial initiatives that are currently in place;
- Approach universities, local colleges and educational institutes – they may be potential research partners;
- Seek out local businesses and not-for-profit societies that are looking for projects;
- Target local and provincial service clubs that provide services and support to children and families;
- Approach faith communities and interested community groups that may become allies and champions for fathers.

Why Engage in Community Mobilization?

A common complaint from projects that do offer something for Dads is the feeling of isolation, of being alone, of being a 'silo' not connected to other organizations.

The challenge of projects feeling alone while offering activities, resources, programs, or services for fathers is truly valid, but there is hope in terms of projects searching for like-minded organizations with which to share their ideas, resources and expertise. The inability of one organization to do everything from program formation, facilitator training, meeting space and staff expertise can be shared when a number of organizations come together and mobilize with the idea of sharing resources.

Mobilizing one's own community can be achieved in a variety of different manners. A local community mobilization effort could not be undertaken without first having gauged one's own organization's commitment to father involvement. The following steps establish various stages based upon FII-ON's **Roadmap to Father Involvement**.

- 1 Ensure your own organization is in support of father involvement (Please use *Toolbox Pullout #3* - Organizational Readiness Questionnaire or download it from the FII-ON web site: www.cfii.ca.)
- 2 Community Readiness Questionnaire: Helps locate other interested organizations and determine Community Readiness: (Please see *Toolbox Pullout #9*.)
- 3 Hold focus groups: Fathers, Mothers, Stakeholders, Partners, etc. This helps to establish common goals amongst all key stakeholders. (Please see *Toolbox Pullout #4* - Focus Groups.)
- 4 Hold local father involvement workshop(s) facilitating the coalition of local experts, such as program leaders, counselors, etc.
- 5 Implementation of a local father initiative: Community Action Plan. Seed funding can start the process, especially if shared amongst stakeholders.
- 6 Implementation of Local Initiative(s): Group Action by the local initiative.

Barriers

For most CAPC/CPNP projects the process of community mobilization is a long and arduous road with sometimes very little tangible outcomes to sustain the process. Indeed, a funding climate of budget cuts and increasing scrutiny on measurable and quantifiable outcomes can very often lead to the abandonment of community mobilization. As well, when the mobilization process is being imposed from the top down it is less successful. The impetus must come from the grassroots level.

In addition, there are a large number of challenges that make it difficult to pursue:

- Community Mobilization is a very long process with few outcomes and can take years to accomplish;
- It is difficult to find like-minded projects/organizations that are interested in the issue of father involvement;
- It can be a very complicated and time consuming process with little to no resource support;
- The community where the mobilization is occurring must be in a state of 'community readiness' and able to support the community mobilization process;
- It can be difficult to keep sustained momentum with few funding sources and a long term process;
- The process requires that project representatives drop their own organizational mandate in favour of a collective group mandate. Many projects cannot support this and end up dropping out of the process;
- For CAPC projects the guiding principle of "Children First" is a good fit for father involvement. For CPNP projects where the actual guiding principle is "Mothers and Babies First", the situation may be a bit more challenging. The role of the father, in this case, can be interpreted as a supportive condition to mother and baby thus ensuring that the CPNP principle is upheld.

Benefits

The benefits of community mobilization are numerable and there currently exists a plan called the **Roadmap for Mobilization**. (Please see: www.cfii.ca).

Some of the benefits include:

- Building of partnerships and networks with other like-minded projects/organizations;
- Sharing of resources with other projects/organizations;
- Sharing of ideas and proposals that can expand approach to father involvement;
- Effecting more change if the group is larger and has many representatives from various sectors;
- Assisting in the sustainability of the process if work can be shared amongst many organizations rather than just a few projects/organizations.

Conditions of Success for Mobilization with respect to father involvement:

- Community-wide support in the issue of father involvement;
- Isolated programs scattered around the province need to be connected to facilitate sharing and communication between projects;
- There is funding in place to sustain a long-term approach to supporting healthy father involvement, and seed money to pursue local projects;
- Focus groups (mothers, fathers, stakeholders) where high interest in fathering has been expressed;
- Willingness of various projects to work collectively on Charter for the working group (Vision, Mission, Goal, Objectives, Guiding Principles, and Course of Action);
- Effective social marketing campaign to promote the issue of father involvement in the local community.

FUNDING

One of the very first challenges that arise with respect to offering a new program or service for fathers or expanding existing programs/services for fathers is the issue of funding. The vast majority of projects find it difficult to simply sustain the existing level of services, given huge increases in overhead costs, coupled with no increases in funding for CAPC/ CPNP projects since inception. This makes it very challenging to provide yet one more program/service.

Why Funding Is Important

The issue of positive father involvement is important and the marvelous benefits to the child(ren) and the whole family of an active, caring and committed father are apparent. One option for funding could be a reallocation of existing resources to support activities, services, resources, or programs for fathers, but this could involve the re-writing of a project's mandate, mission, etc. Most likely the only option that may exist will be to look to external funding sources. But, where do these funding sources exist? How does a project obtain more information about funding sources?

Barriers

- Finding the staff project time to write a full proposal;
- Project staff expertise to write a funding proposal. It is true that the more proposals you write the better you get but, some projects do not have that staff experience on site;
- The competitive funding environment has resulted in a majority of funding requests being turned down;
- The maximum amount of funding dollars in a community may be too small to support the type of funding proposal you require;
- Sustainability. Once the funding for the program, service or activity is finished, then what? Some projects simply cannot sustain new programs, services or activities.

Benefits

- The new program, service, or activity that obtains funding can assist the project to address the issues of fathers;
- Successful funding can assist in bringing fathers into your project through the funded program, service, or activity;
- Successful funding can be a catalyst to getting other projects/organizations interested in the issue of father involvement;
- Funding proposals can assist a project to conceptualize exactly what it will be offering to fathers;
- A solid funding base from many different sources is a condition for successful programming for fathers.

TOOLBOX PULLOUT #13

FUNDING TEMPLATE

Funding Template Toolbox

The issue of funding is always an important issue and in surveys is in the top two of program challenges with staffing following closely behind. (*Emerging Trends in Fathering: The prenatal early postnatal needs Assessment of Dads, 2003*) There are some proactive steps that can be taken to place a program, either currently operating or in the planning stages, within a framework that is more proposal friendly.

The following categories that form the funding framework template have been taken from various funding proposals that exist at the federal, provincial, and municipal levels. This is only a guideline to assist with proposal writing. It should be noted that every funding proposal is different and requirements for reporting are different, but the following categories 'cut across' many of the various funders from across the country.

The following eleven categories should be included as part of a template:

1. History/Overview

- How many years has the sponsor organization been in existence? What are the networks/partnerships that exist within the sponsor organization?
- Is there is a Board of Directors, Community Representation, Father Involvement somewhere within the organization?

2. The Community Served

The community served by the sponsor organization or the network, in particular the target group of Dads being served by the potential funding needs to be clearly noted. For example: Projects that serve at-risk young/single parents (15 - 25) and their children ages 0 - 6. The funding might work with young Dads. Note HOW the community is served – e.g. - Participants attend the program on a voluntary basis to:

- Enhance existing parenting skills;
- Network with other young fathers who have similar issues;
- Encourage positive father - child interaction;
- Promote father involvement within the family constellation;
- Take part in a free weekly recreational activity;
- Take part in a free weekly recreational activity;
- Improve job-readiness;
- Decrease the sense of isolation through networking with other young fathers and professional support staff.

For example: ...ten to fifteen young fathers participate in weekly group activities, while counseling or outreach is provided to approximately ten to fifteen participants on an individual basis. With additional funding, The Network hopes to triple the number of young Dads being reached within the next two years.

The future projection of numbers served is also important.

3. Program Description

This is an opportunity to describe the program that is either being offered or will soon be offered. It is useful to provide exact details as to the day of the week, time, location, and staff/facilitators and how long the program will operate.

If there is more than one program component, break it down into different categories. For example: *Weekly group night: Open-ended and on-going, Parenting course: 8-weeks in duration, One-to-one counseling, Father/Child drop-in, etc.*

4. Program Operation

This should include exactly what program activities the successful funding will cover.

For example, the current program funding is to enable:

- Operating on a full-time basis with ensured and sustainable annual funds;
- Expanding the number of program sites;
- Increasing the number of participants able to access the program;
- Having a positive impact on the lives of the fathers' children;
- Creating a pro-active, local fathering network.

The funds are used to support all areas of the program's budget: Personnel, Program Materials, Transportation and Child Care.

5. Why a Program for Fathers

This section will directly relate to the currently existing evidence-based information to convince funders that programs for fathers are important. You may wish to use some or all of the evidence based information. The decision is totally up to the proposal writer.

There is evidence-based information that father involvement has enormous implications for men on their own path of adult development, for their wives and partners in the co-parenting relationship and, most importantly, for their children in terms of social, emotional and cognitive development. The active involvement of caring, committed and responsible fathers promotes healthy child development in children. Use the "*The Effects of Father Involvement: A Summary of the Research Evidence*" by Sarah Allen, MSc and Kerry Daly, PhD, University of Guelph, as a piece of evidence to funders.

- Enhance existing parenting skills through a combination of parenting courses and education, guest speakers, group problem-solving and role modelling;
- Emphasize the unique contribution of fathers in the lives of their children;
- Promote positive father-child relationships;
- Promote communication amongst participants;
- Provide the opportunity for networking;
- Encourage fathers to explore their own values and beliefs that can help their child(ren) develop successfully;
- Encourage parent-child relationships that can lead to lifelong achievement in children;
- Encourage the multi-faceted role of the father within the family constellation;
- Decrease the isolation often felt by young fathers;
- Provide a free recreational activity once per week for young fathers;
- Improve the lives of fathers and their children as they grow together.

According to Census data from Statistics Canada for 2001:

- 70% of Canadian families have two parents working outside the home;
- Employment laws are changing: Parental Leave is now for both parents;
- Of single parent families in Canada and Ontario: 20% are headed by the father;
- Ottawa/Hull and Toronto: 18% are headed by the father;
- Divorce rates are around 25%, resulting in more single parent families where one parent needs to take on both parental roles.

These numbers indicate that not only are fathers more involved with their families but also the number of sole custody fathers is on the rise. It is quite clear that fathers are becoming more active as sole custody parents and are one of the biggest rising parent types.

There aren't, however, comprehensive support and assistance networks solely for fathers. *If the father is the head of 20% of single parent families, are 20% of community services aimed specifically at the father?*

Any program/service designed for men must consider the socialization differences and provide a service that includes elements of male socialization to make the service a comfortable, safe setting for male participants.

The societal stereotyping of gender roles influences the socialization of males. In general, females are socialized to be nurturing, cooperative, passive, dependent, etc. while males on the other hand, are socialized to be competitive, aggressive, independent, self reliant, etc.

Non-traditional ways of recruiting men/fathers, such as through Physical Activities, Food, Father/Child Activities, etc. have merit. In general, it is a good idea to include activities that validate the competitive, aggressive, independent socialization of males.

6. Program Mission and Goals

This section will provide the opportunity to create a program mission and goals. The CAPC/CPNP guiding principles are an excellent source of guiding principles:

- Children First/Mothers and Babies First
- Strengthening and Supporting Families
- Accessibility
- Partnerships
- Community-based programming

Since the research indicates that responsible father involvement is a supportive and protective condition for healthy child development and resiliency, the Mission/Goals for a fathering program/service should include guiding principles such as those espoused by CAPC/CPNP. ***The mission of a program for fathers could include the following qualities that the program hopes to build upon with participants:***

- Strong sense of what a father does;
- Increasing confidence in parenting;
- Knowledge of good decision-making skills;
- Ways of coping with growing children (Ages and Stages);
- Strategies for dealing with conflict;
- Understanding of financial needs;
- Ability to find help in the community;
- How to effectively interact with their children.

This could prove an excellent opportunity to ensure that vulnerable children 0 - 6 will benefit from this program as a result of enhancing fathers' existing parenting skills.

In addition to the program funding, the proposal could include some funding to begin looking to building local partnerships with like-minded organizations interested in promoting the issue of father involvement.

For example...*The community will have an opportunity to participate in establishing a local “Fathering” Network that will increase partnerships and working relationships amongst service providers. This will help fulfill the partnerships aspects of the guiding principles. The program strives to decrease the likelihood of child abuse and/or neglect and improve the establishment of healthy father/child relationships....*

By providing tools to the father in programming, the likelihood of certain behaviours decreases. Also, a father that is ‘hooked-into’ a program is more likely to reach out for assistance than a father that is not ‘hooked-in’ to a program or service.

7. Partners/Partnerships

A list of all the sponsor organizations partners/partnerships will go a long way in convincing the funder that there are multiple partners that will increase the likelihood of future program sustainability. In fact, a number of funders’ expectations are that the potential proposal involves at least two partners and in general, the more partners the better.

The host organizations list of partners and letters of support from each of the partners for the funder will be tangible examples of the partnerships. If there is more than one partner involved in carrying out the proposed activity that is being funded, both organizations should spell out clearly what each one is providing for the proposal.

If there is a way to demonstrate the fact that the proposed sponsor organization has links with provincial and/or national groups and projects, this will improve the chances for funding. The proposed program will serve as a partner to share lessons learned far beyond the boundaries of the community. The program will share the results with other key stakeholders locally, provincially and nationally through established networks that currently exist within CAPC/CPNP that share the CAPC/CPNP WebBoard.

Is there another program/service in your community that offers a program for fathers? If there is a similar program/service, you may need to research what that other program or service is doing and in what way the program/service you are proposing is different, and if you will use the other program/service as a resource. If there are no other programs/services in your area, you may need to obtain letters of support from various community organizations indicating that a program/service for fathers is needed within the community.

8. Reaching isolated community members

In general, the case can be made that the majority of existing parenting programs, services and activities that currently exist are for mothers and their children. There are very few programs/services specifically for fathers.

For example, the program will outreach this isolated population in the following ways:

- In keeping with the theory that males are socialized to be competitive, the program begins with a recreational component that provides the competitive “flavour” that initially ‘hooks-in’ the young Dads.
- All or many of the staff, facilitators, volunteers and participants are fathers which establishes high levels of comfort, safety, trust and familiarity;
- One of the program components is open-ended and on-going which encourages fathers to meet both family needs and participate in the program;
- The program provides transportation assistance (bus tickets), a well-balanced meal, and some child care costs. If possible, this will help remove some of those obstacles that exist for certain populations of fathers;
- ‘Word of mouth’ from the long-term participating young fathers is extremely effective in recruiting new participants;
- The program provides one-to-one counseling for young fathers whose issues are best discussed in a private setting;

- Guest speakers and workshops deliver information in a unique, participatory and interesting way to ensure an on-going interest of the participants, and guest speakers are based on suggestions from the fathers themselves;
- Responding to the needs, as expressed by participants, is crucial to program success. Encouraging program participants to have a voice in planning, implementation, development and evaluation of the program is extremely important.

9. Program Development/Program Maintenance

Funders are interested in knowing how the program was developed and how it operates. For example, the program operates on the Participatory Approach to programming in which the program participants are involved both formally and informally in program development, implementation and evaluation of the program. Some fathers assist with the program's outreach component by speaking publicly and becoming advocates for their peers and the program. These factors once again can improve the chances of obtaining funding.

10. Results/Outcomes

Many funders expect that the program will have a number of results/outcomes that are clear and measurable. Ensure that the program states the program's results/outcomes in a way that is measurable through an evaluation questionnaire with the participating fathers in the program. ***Some results/outcomes may include:***

- The stated number of fathers that you wish to serve through the funding, with the expectation that you will hopefully reach 75% of the stated number;
- Improved parenting skill level of participants as measured by pre and post testing: you need to use an existing parenting skills measuring tool;
- Satisfaction scale: Were the fathers were satisfied with the course?
- Would the fathers recommend the course/program to other fathers? Yes or No? If no, what improvements need to be made in order that the course/program would be recommended?
- Qualitative data from the fathers themselves: This could include written testimonials, reasons outlining why they like the program and why it is important, how it has helped them as a father, etc.;
- The relationship between the father and child and how it has improved in measurable ways;
- Has the course/program resulted in more information about community resources and options for support and assistance to their role as a parent?

11. Evaluation Results

As stated in the outcomes/results section, most funders will require program evaluation and the proposed program/service to quantify the outcomes/results. The two broad areas of evaluation are quantitative and qualitative; and both can be accomplished with some pro-active planning.

Quantitative results can be accomplished through a pre/post-testing questionnaire that can be administered in the program/service that measures: Satisfaction, Enhanced Parenting Abilities, Recommending the course to other fathers, etc.

Qualitative evaluation could involve written testimonials from father participants themselves indicating why they liked the program, how it improved their life and that of their child, etc.

Please note that the above categories may or may not exist in each and every funding application, but the majority of the categories do exist in one form or another in most funding proposals.

Funding Tips

- Service clubs, local businesses and municipal groups will be more likely to fund a specific activity, service, program or resource rather than offering an unspecified donation. This will also be true of obtaining funding for a full or part-time position of a male facilitator of fathering programs;
- If there is a province-wide or region-wide coalition around fathering in your area, they can provide names of individuals or organizations that can assist your organization in developing fathering programs;
- Be sure to include an evaluation plan that can be modified and adjusted as your program progresses. This evaluation plan is a key element in obtaining funding at all levels, and may make the difference in the approval or rejection of your proposal;

Categories of Funding

The following is a list of potential funding sources, that may or may not exist in communities across Canada, but provides a good start to looking at various funders at different levels of government:

A Federal Funding

Public Health Agency of Canada: Through its Population and Public Health Branch and the National Project Fund, Health Canada funds innovative approaches to father involvement, e.g. On Father's Ground (1998), Dads Can Web site (1998), Father Involvement Initiative – Ontario Network (1999), Attachment Access Culture (2001), Father Involvement in Educational Institutions (2003) etc. Web site: www.hc-sc.gc.ca

Citizenship and Immigration Canada: For newcomers to Canada, Citizenship and Immigration Canada has been an invaluable resource for fathers attempting to establish themselves in a new country; e.g. Settlement programs, Job Search workshops, HOST programs, etc. Web site: www.cic.gc.ca

Human Resources Development Canada: Although H.R.D.C. has not funded many projects specifically for fathers, this agency is a good possibility for funding, especially if the application is connected to employment or retraining issues. Web site: www.hrdc-drhc.gc.ca

National Crime Prevention Strategy: This federal agency has funded several programs for fathers through its community mobilization program and is open to further funding of fathering projects. Web site: www.prevention.gc.ca

B Provincial Funding

In general, provincial funding can be obtained from agencies parallel to the federal agencies, often in matching funds arrangements; e.g. the Trillium Foundation is a province-wide funder of programs, services, activities and resources in Ontario. The Vancouver Foundation is an example of a similar funder in the province of British Columbia. Similar Funders exist in each of the provinces and the Territories.

C Regional and Municipal Funding

This funding varies according to different areas, but should not be overlooked; e.g. the United Way in each area can be an excellent resource for starting up activities, services, programs or resources for fathers. In addition, looking to municipal or regional governments to fund community based health initiatives in partnership with key stakeholders and looking at either promoting father involvement or even looking at men's Health.

D Social Agencies

Partnerships with social agencies in the region will definitely increase the possibility of receiving federal and/or provincial funds for fathering programs. Many social agencies have established excellent programs for specific groups of fathers; e.g. Catholic Family Services in Montreal and Toronto have both provided programs for separated and divorced fathers of all faiths and cultures, while St. Christopher House has provided a Success by Six support group for Portuguese-speaking fathers in Toronto since 1999.

E Service Clubs and Local Businesses

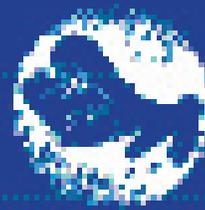
An often untapped resource for developing programs for fathers are service clubs like the Rotary, Kiwanis, Lions, Shriners, Knights of Columbus, Kinsmen, Royal Canadian Legion, etc. Local businesses who fund sports activities may be willing to fund fathers' events, especially if the sports association is co-sponsoring the event; e.g. Father's Day celebration.

F The Centre for Philanthropy

For individuals, projects or organizations that depend upon external funding to survive in the current competitive funding environment, the Canadian Centre for Philanthropy (www.ccp.ca) provides many valuable tools and manuals for pursuing alternative funding options. The web site and membership to The Centre for Philanthropy provides access to excellent funding resources and tools.

The Canadian Directory to Foundations and Grants, 17th Print Edition, 2003, has a list of over 1,700 foundation profiles and over 24,000 indexed grants. The member price is \$250 and \$350 for non-members. The cost to become a member of the Canadian Centre for Philanthropy depends upon the organizational operating budget on a sliding fee scale.

Your local library will most likely have access to a copy of the funding Directory for you to use as a free resource.



My Daddy
Matters
Because...

Fatherhood

it's the best job on the planet

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The Publisher: The Pas Family Resource Centre, Inc., Box 97, 81 Edwards Ave., The Pas, Manitoba, R9A 1K3, tpfrc@mb.sympatico.ca, ISBN 0-9731412-0-4

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