



EVALUATION OF THE **POWER OF FATHERS** PROGRAM

FINAL REPORT / OCTOBER 2021



PREPARED BY



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Acknowledgments

Many thanks to all of the people that supported this work and its evaluation. Our gratitude goes to Ed Davies, Power of Fathers Director for his leadership and support, PoF Staff: Nathan Wright, Othniel Tucker, Mashuan Alston, Reggie Hicks, Ken Lewis, and Virgil Huff for their input. We also want to thank the evaluation committee members: Elena Calafell, Shelby Smeenge, Laurie Sedio, Darren Harris, Clinton Boyd, for their valuable feedback and support. And we would be remiss not to express a heartfelt thank you to the program fathers (Shay, Isaiah, Terry, and Robert in particular) and co-parents for being vulnerable and sharing their wisdom and experiences with us.

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Executive Summary

The Power of Fathers (PoF) program was an innovative collaboration of four agencies—Children’s Home & Aid (CH&A), Fathers, Families & Healthy Communities (FFHC), Family Focus (FF), and Metropolitan Family Services (MFS)—focused on improving outcomes for children by improving the life circumstances of their fathers. The PoF program was founded on the belief that every father has the power within themselves to affect their own life, their family, and their community. The initiative uses multiple strategies to shape outcomes at three levels—individual level; organization level; and systems/policy level.

With PoF’s alignment of mission, vision, and theory of change with Loyola University Chicago Center for Research on Self-Sufficiency (CROSS)’s psychological self-sufficiency (PSS) theory and evaluative framework, collaborative evaluation efforts were launched to assess PoF program implementation and program outcomes.

This report covers cumulative program activities and findings from January 2018-May 2021. A mixed-method research design, integrating qualitative and quantitative data was used. Data was collected from fathers, program staff, and agency representatives. Qualitative data included: 8 father interviews, 11 Navigator interviews, 4 focus group with dads, 3 co-parent interview, case notes, and virtual town hall meeting notes. Quantitative data included survey (PICS, PSS, and relationship tracker data) collected at the beginning, middle, and end of the program.

Below is a summary of key learnings from the program:

KEY LEARNINGS

- Father are more successful when they focus on individual needs before addressing parenting and co-parenting concerns.
- Many goals require more than 6 months or even a year to complete.
- Peer-to-peer support is key to fathers’ experience in the program.
- The mentoring and coaching approach is more effective than the traditional case management approach.
- Father only programs need to find ways to engage co-parents to support fathers growth.
- Fathers engage more with their children when they felt better about themselves.
- When fathers’ are more stable they are more likely to engage more in their communities.
- Being responsive to fathers’ needs should guide programming decisions.
- A culture of learning is key for program growth.

CONCLUSIONS AND RECOMMENDATIONS

Findings from this evaluation indicate that PoF was successful in achieving its program goals, particularly at the individual/program level. The collaborative efforts produced a comprehensive program model combining weekly group sessions with intensive individual case management. As proposed by the PoF logic model, we found that fathers developed a stronger sense of self-identity, self-worth, and self-efficacy. Quantitative and qualitative data confirm that fathers' skills improved and positive engagement with their children and co-parent(s) increased as a result of participating in the program. In addition to the development of an effective, replicable program model, the partnership collaborated with the CROSS team to develop the PoF Integrated Curriculum and Fatherhood PSS scales.

We believe that key ingredients contributing to the program's success included the culture of learning cultivated within the program and the program's responsiveness to fathers' needs. The culture of learning encouraged fathers, program staff, evaluators, and other stakeholders to share their knowledge, experiences, and perspectives in order to improve the program. The bi-weekly planning committee meetings also created a space for sharing and collective learning.

Critical modifications made throughout the program in response to listening to fathers contributed to the program's growth. From changing meeting locations to modifying the curriculum, the adaptations contributed to fathers' engagement and experience in the program.

We found that the program could be strengthened at the organizational and policy/systems levels by pushing father engagement practices forward within the organizations and sharing what has been learned related to father engagement more broadly and instituting a targeted policy agenda. These efforts would require additional time and coordinated efforts to address and achieve.

We recommend:

- Promoting consistent communication and follow-up with fathers regarding services needed and resources.
- Prioritizing and monitoring program fidelity.
- Further developing goal status tracking.
- Continue supporting father engagement.
- Determine ways to engage co-parents.
- Formalize processes for collecting and incorporating father feedback.
- Support ongoing communication between the partners to share engagement practices and learnings.
- Build on learnings from the virtual programming.
- Develop ways to share learnings with fathers, the community, and the fatherhood engagement/family strengthening field.
- Consistently engage fathers in policy and advocacy and in the evaluation process.
- Continue developing leadership opportunities for fathers.

Introduction

The Power of Fathers (PoF) program was an innovative collaboration of four agencies focused on increasing outcomes for children by improving the life circumstances of their fathers. It is an initiative was created to address individual, organizational, and systemic challenges that fathers and low-income fathers of color in particular face that impact the ability for them and their children to thrive.

The PoF program was founded on the belief that every father has the power within themselves to improve their own lives, their families, and their communities. PoF defines power as knowing your **Person**, your **Place**, and your **Purpose**. When fathers know who they are (person), understand how they fit into the world (place), and recognize the talents and gifts they possess to improve themselves, their families, their communities, and the world (purpose), then they have the power to be a force for positive change.

Each of the four organizations collaborating in the PoF program bring unique expertise and histories to the field of father engagement work. **Children's Home & Aid (CH&A)** works to see that all children, youth and families thrive in strong communities. They link children to a network of opportunity and care, to extended family, teachers, mentors, and the resources of their neighborhood and community. **Fathers, Families & Healthy Communities (FFHC)** confronts racism, poverty and policy that limit relationships between Black Fathers and their children. Through training, collaborative partnerships, and advocacy, FFHC creates new pathways for men to connect with their children, their families, and their communities. The mission of **Family Focus (FF)** is to promote the wellbeing of children from birth by supporting and strengthening families within their communities. **Metropolitan Family Services (MFS)** provides a wide variety of programs and services designed to strengthen families and help them realize their full potential.

PURPOSE OF THE EVALUATION

This report covers cumulative program activities and findings from January 2018-May 2021. The purpose of the evaluation is to assess PoF's impact on the fathers and their children over the 3.5 years programming period.

Loyola University Chicago in partnership with PoF implemented an evaluation plan to assess the program implementation process (program model and fidelity) and program outcomes. For the program implementation assessment, the evaluation seeks to determine how to improve implementation in order to improve program outcomes. For the program outcomes assessment, the evaluation focuses on understanding whether and how the program achieved the initiative's stated outcomes. Ongoing analysis allowed the partners to adjust programming and revise processes to maximize efficiency and efficacy.

INTRODUCTION OF THE EVALUATORS

LOYOLA UNIVERSITY CHICAGO, CENTER FOR RESEARCH ON SELF-SUFFICIENCY (CROSS)

CROSS is a research center housed within Loyola University Chicago's School of Social Work¹. CROSS is committed to studying the process of psychological transformation related to reaching goals associated with fatherhood and economic and relational outcomes for men as fathers, co-parents, and community members.

CROSS's research focuses on the psychological empowerment process of switching perceived barriers (adversity, challenge, and failure) to hope (goal-directed action) through the human-centered Transforming Impossible into Possible (TIP)[®] curriculum that builds traits necessary to overcome achievement challenges. This process leads to economic self-sufficiency (ESS) and other positive behavioral outcomes in workforce development and programmatic and relational outcomes, and will serve as the anchoring theoretical framework of the evaluation.

Cross began evaluating the TIP curriculum in 2018 when it was first integrated, and became the overall program evaluator for the program beginning in 2020. The Become Center served as the program evaluator from 2017-2019.

PROGRAM OVERVIEW

The PoF program was designed to meet fathers where they are and tap into their existing internal as well as external resources to support them in improving their life circumstances, families and communities. The PoF program model combines a 12-week integrated group-based curriculum with intensive individual case management. The curriculum was designed to be delivered weekly for 2 hours. Through the curriculum, fathers were provided an opportunity to strengthen their identity as men as well as supporting their roles as fathers and co-parents. The curriculum integrates: **TIP for Fatherhood[®]** curriculum (Loyola University Chicago; Hong, 2016; 2020), **24/7 Dad[®]** curriculum (National Fatherhood Initiative) and the **Parenting Together Partnership[®]** curriculum (Metropolitan Family Services).

- **TRANSFORMING IMPOSSIBLE INTO POSSIBLE (TIP)[®] FOR FATHERHOOD:** TIP[®] for Fatherhood is an adapted version of the evidenced based social work intervention, **Transforming Impossible to Possible (TIP[®])** (Hong, 2016) that was developed by Dr. Philip Hong at Loyola University Chicago based on his theory and research on psychological self-sufficiency (PSS). The intervention designed to increase participant's motivation and ability to overcome barriers to achieving their individual and program goals. The **TIP[®] for Fatherhood** curriculum focuses on developing identity, purpose, self-awareness, confidence, motivation, goal orientation, and accountability.
- **24/7 DAD[®]:** A fatherhood curriculum developed by the National Fatherhood Initiative curriculum to train fathers to be involved, responsible, and committed twenty-four hours a day, seven days a week. The curriculum focuses on developing five characteristics of a 24/7 Dad: Self-awareness, caring for self, fathering skills, parenting skills, and relationship skills. Topics discussed include family history, the meaning of being a man, showing and handling feelings, men's health, communication, the father's role, discipline, child development, getting involved, co-parenting, and work.
- **PARENTING TOGETHER PARTNERSHIP[®]:** A co-parenting curriculum that focuses on the development of fathers' knowledge, skills, and commitment to the fatherhood role. The program's goals are to increase mothers' support and expectations for the fathers' involvement, to foster co-parental teamwork in the couple, and to have the couple deal more constructively with contextual factors such as work and cultural expectations.

¹ Visit <https://www.luc.edu/cross/> for more information about CROSS

PROGRAM GOALS

PoF works to assist fathers in achieving goals and removing barriers to being the best men, fathers, family and community members they can be. The PoF initiative works toward accomplishing the following goals:

1. Improve father-defined life outcomes
2. Improve father-child relationships
3. Improve co-parenting relationships between fathers and the mothers of their children
4. Improve each partner organization's father engagement practices
5. Share father engagement practices to improve programs, services, and outcomes of community organizations and public agencies
6. Address policies and systems that have an adverse impact in father engagement and family well-being
7. Amplify the voices of fathers as self-advocates

Methodology

The purpose of the evaluation was to assess the implementation of the PoF model and program performance over the past 3.5 years. A mixed-methodology research design was used to answer the evaluation questions listed below. In 2020, the evaluation committee revised the evaluation questions from the previous years to reflect a shift in focus on strengthening the PoF program model and questions to assess the impact of the COVID-19 pandemic on fathers and programming were added. See Appendix A for the evaluation questions from program years 2018 and 2019.

TABLE 1: 2020-2021 Evaluation Questions

INDIVIDUAL	To what extent are fathers participating in the program?
	Are fathers achieving the goals that they set for themselves?
	To what extent has fathers' engagement with their children been impacted by COVID-19?
	What barriers are fathers facing that prevent them from full engagement in the program as a result of COVID-19?
	What are the demographics and characteristics of fathers?
FAMILY	Are fathers improving or developing parenting skills?
	Are fathers improving or developing co-parenting skills?
	Are the relationships between fathers and their children improving?
	How are fathers' issues (health, employment, legal, etc.) being addressed? Tracked? Supported?
	To what extent has COVID-19 impacted programming and services for fathers?
	To what extent is PoF programming inclusive of all fathers regardless of race/ethnicity, economic status, religion, marital/relational status, or sexual orientation.
COLLABORATIVE	In what ways is the collaborative effective and ineffective at recruiting and retaining fathers in the program?
	In what ways is the collaborative effective and ineffective at developing partnerships for the initiative?
	What activities does the collaboration engage in to improve the overall implementation of the initiative?
	In what ways is the collaborative effective and ineffective at communicating with the community at-large and other stakeholders?

DATA COLLECTION

Quantitative and qualitative tools and sources were utilized to address each of the evaluation questions included: interviews and focus groups, administrative data, notes from the Virtual Town Hall, and survey data.

TABLE 2: *Evaluation Activities*

YEAR	EVALUATION ACTIVITIES	DESCRIPTION
2018	Father, Navigator, Advocate, and Leaders interviews	4 interviews with fathers, 5 interviews with navigators, 4 interviews with advocates, and 1 interview with a leader were conducted.
2019	Father Focus Group, Cook County Pilot Navigator interview	<p>2 focus groups were conducted with a total of 13 fathers. Fathers were asked questions about their parenting methods, their goals, challenges in co-parenting and how the program is meeting their needs.</p> <p>1- 50-minute interview was conducted with one navigator responsible for facilitating the Cook County Jail program site to learn about the program model being used and his observations around the effectiveness of the program on incarcerated participants.</p>
2020	Navigator Interviews, Father Focus Group and Co-parent Interview	<p>5 Navigator interviews were conducted virtually and in-person with Navigators that lasted between 20-45 minutes. Interview questions covered the impact of the COVID-19 pandemic on programs aspects- case management, group sessions, referrals and resources provided. Navigators were also asked about the impact of the pandemic on father's relationships with their children and co-parents.</p> <p>1-50 minute virtual focus group was conducted with 8 fathers. Focus group questions covered the impact of the COVID-19 pandemic on their involvement in the program and engagement with their children.</p> <p>1-30 minute virtual co-parent interview was conducted. Interview questions asked about the effect of the COVID-19 pandemic on the fathers' involvement with their children.</p>
	Virtual Town Hall Meeting Notes	On May 19, 2020, PoF hosted a virtual town hall meeting to provide a platform for dads to share their thoughts and experiences related to the COVID-19 crisis and the underlying historic systemic issues that have heightened the impact of this crisis on them, their families, and their communities.
2021	Father interviews, Father Focus Group, Co-Parent Interviews, Navigator Focus Group	<p>1-40 minute virtual focus group was conducted with 5 program fathers and 1-40 minute virtual focus group was conducted with Navigators. Questions asked about their experiences with the Manhood Tree curriculum and overall impact of the program.</p> <p>4 virtual individual interviews were virtually conducted with fathers and lasted between 30 minutes and one hour. Interview questions asked about their experience in the program and the impact of the program on them personally (goal achievement and how they feel about themselves) and on their relationships with their children and co-parenting partners.</p> <p>2 virtual co-parent interviews were conducted and lasted about 30 minutes. Interview questions covered the impact of the program on their co-father's parenting and co-parenting skills and on their relationships with their children and with each other.</p>
All Years	Administrative data	<p>Navigators collected administrative data using the Effort to Outcomes (ETO) database. Data collected includes: Individual Goal Plans (IGP's), case notes, and demographic information. IGP's are case management plans where participants identify their needs and goals they want to pursue within the program. Case notes are used to track contact with fathers and the Goal tracker is used report on the progress toward goal completion.</p>

TABLE 2: Evaluation Activities (continued)

YEAR	EVALUATION ACTIVITIES	DESCRIPTION
All Years	Parent Involvement and Co-Parenting Scales (PICS)	PICS are used to measure fathers' relationships with their children and co-parent. PICS are completed at the beginning, middle and end of the program. See the PICS scales in Appendix C.
2018-2020 <i>(Spring Cohort)</i>	Psychological Self-Sufficiency Survey (PSS) for Workforce Development	PSS related to workforce development was used to measure psychological and economic self-sufficiency at three time points (beginning, middle, and end of the program). See the PSS survey in Appendix B.
2020 <i>(Fall Cohort-2021)</i>	Psychological Self-Sufficiency Survey for Fatherhood (PSS-Fatherhood)	PSS related to fatherhood was used to measure psychological self-sufficiency related to being a father at three time points (beginning, middle, and end of the program). See the PSS-Fatherhood survey in Appendix C.
2019-2021	Relationship Tracker	Beginning in 2019, the relationship tracker is used to track fathers' involvement with their children and co-parents and is completed at the beginning, middle, and end of the program. See the Relationship Tracker questions in Appendix C.
2020	Post-survey	A post survey was administered in December 2020 to capture fathers' experiences in the program and program performance in terms of meeting fathers' needs. See the Post-survey in Appendix D

Part 1: Four Agencies...One Goal

PARTNER PROFILES:



Children's Home & Aid

Children's Home & Aid works with youth and families who's potential to create hope, opportunity, and bright futures is at risk. Their vision is that all children and families thrive in strong communities. They link youth to resources in their neighborhood and community, and to a network of opportunity and care. For more than 130 years, they have gone wherever children and families need them, and where that work has been proven to be most effective: at home, in the classroom, in the neighborhood, and in the course of daily life. Children's Home and Aid offices are located across Illinois and serve more than 40,000 children and families each year in over 60 counties.



Family Focus

The mission of Family Focus is to promote the well-being of children from birth by supporting and strengthening families with their communities. They help parents gain confidence and competence as the primary caregivers and educators of their children. Family Focus provides parents and their children with critical resources and learning opportunities to encourage healthy development in their communities. Their areas of focus are: Early Childhood Development, Youth Development, and Family Support Services.



Fathers, Families & Healthy Communities

Fathers, Families & Healthy Communities confronts racism, poverty and policy that limit relationships between Black Fathers and their children. Through training, collaborative partnerships and advocacy, FFHC creates new pathways for men to connect with their children, their families and their communities. The organization believes that fathers are an underutilized resource and an overlooked asset that can help break the cycle of poor child outcomes in many of our communities. By connecting African American fathers and their families to a range of services and resources, FFHC provides fathers with the tools they need to meaningfully engage with their families – and ultimately to give their children a better chance at success.



Metropolitan Family Services

Metropolitan Family Services empowers families to learn, to earn, to heal, and to thrive. Part mentor, part motivator, part advocate, Metropolitan provides a wide variety of programs and services designed to strengthen families and help them realize their full potential. Since 1857 Metropolitan Family Services has been the engine of change that empowers Chicago-area families to reach their greatest potential and positively impact their communities. MFS has more than 1,000 full- and part-time professional staff dedicated to providing quality services to families throughout Chicago, DuPage County, Evanston/Skokie and the southwest suburbs. In 2018, they reached over 79,000 people across the city and the suburbs.

THE PoF GENESIS AND COLLABORATIVE STRUCTURE DESIGN

The Power of Fathers (PoF) partnership was born out of a series of meetings with a group of father engagement stakeholders, convened by the Pritzker Early Childhood Foundation, interested in learning more about father engagement and its potential impact on early childhood outcomes. As a result of participating in those meetings, the program partners – Children's Home & Aid; Family Focus; Fathers, Families and Healthy Communities; and Metropolitan Family Services began collaborating and applied for a federal fatherhood funding grant in 2015, to provide programming to fathers while improving service delivery through collaborative practice.

Although the partners were not awarded a federal grant, local Chicago- area funders who had been a part of the father engagement convenings stepped in to fund the partners to develop and implement, a comprehensive father engagement initiative. The Pritzker Early Childhood Foundation, Paul Angel Foundation, Polk Brothers Foundation, Irving Harris Foundation, and McCormick Foundation came together to fund the five-year pilot initiative that would come to be known as Power of Fathers.

COLLABORATIVE PARTNERSHIP STRUCTURE:

The following roles were developed to implement PoF:

- **PoF DIRECTOR:** The role was responsible for the overall design and implementation of the program at each level, coordinating the efforts of each partner organization, providing support to partner staff, cultivating external partners, and developing and coordinating the internal partnership committees. By design, the position did not represent any partner in particular, but operated as neutral staff working with and on behalf of each partner in the best interest of the program and ultimately the participating fathers.
- **NAVIGATORS:** The Navigators are responsible for recruiting and enrolling fathers into the program. They provide individual case management to the fathers through in-person, virtual, and phone meetings to support them in navigating life, systems and resources to meet their identified goals. Navigators also facilitate the 12-week group curricular workshops, and organize father and family outings.
- **ADVOCATES:** Internal staff at each of the four agencies were identified to be responsible for leading organizational change efforts and working internally to identify the gaps in policies and services that may be improved to be more responsive to the diverse needs of fathers. This position was phased out in 2018.
- **PoF LIAISONS:** A PoF liaison at each organization is designated to ensure that organizational resources and supports were available to assist the staff and participating fathers. The liaison worked with the PoF Director to ensure each organization was complying with the partnership, supporting their PoF staff, and identifying resources within their organization from which all PoF staff and fathers could benefit.
- **PROGRAM/PLANNING COMMITTEE:** Direct service staff (Navigators and Advocates) met with Program Director and the evaluation team to discuss and coordinate service delivery to the program fathers. The committee addresses program implementation challenges, provides case management support, coordinates staff training, father referrals and father/family activities, and collects data for evaluation purposes. The committee met bi-weekly to discuss best practices, troubleshoot issues, and align supports.
- **EVALUATION COMMITTEE:** Each partner designates a committee member to support the evaluation efforts. The evaluation committee works with the PoF Director and external evaluators to provide input and feedback to ensure that the research supports the program goals. The committee met quarterly.
- **LEADERSHIP COMMITTEE:** Executive level staff from each organization worked with the Program Director to provide program oversight and ensure partners provided the necessary resources support the initiative- including staff oversight, professional development, child/father/family resources, and access to community partnerships. They are responsible for the overall implementation of the initiative by ensuring adherence to the policies, procedures, and program model. The committee met monthly.
- **CEO COMMITTEE:** The Program Director collaborated with the CEO's from each partner to make governance decisions for the initiative. The CEOs approve the annual budget, support fundraising, cultivate external partnerships, and approve the terms of the collaborative agreement that outlines the partnership terms. The committee met quarterly.

COLLABORATIVE PARTNERSHIP SUCCESSES

- **DEVELOPING A SHARED APPROACH TO THE WORK.** The four organizations working toward shared outcomes using a common approach allowed for greater learning collaboration. The shared approach included training staff training to use the same curriculum, utilizing similar case management and father support strategies, and collecting and analyzing the same data points. This approach allowed the partners to test variations of their father interactions in order to identify best practices.
- **SHARING RESOURCES.** Fathers benefited from having access to the shared resources of the four partner agencies. Fathers and staff could access resources from any of the partner agencies, regardless of the partner they entered the program through. This allowed fathers to access the best of what each agency had to offer, while filling gaps if one agency did not have needed services another agency could provide.
- **COLLECTIVE LEARNING.** The bi-weekly planning meeting provided opportunities for staff to share feedback with one another, the program director, and partner liaisons about what was and was not working, and to collaboratively discuss program improvement strategies. Group professional development activities also strengthened staff's shared skill development and knowledge attainment.

COLLABORATIVE PARTNERSHIP CHALLENGES

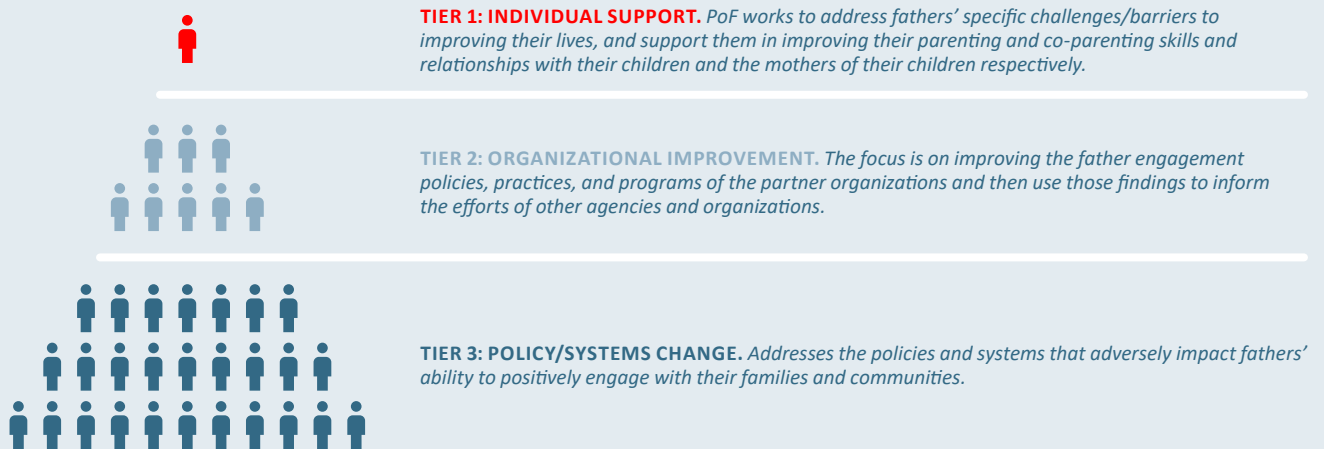
- **DECENTRALIZED AUTHORITY WITHIN THE COLLABORATIVE STRUCTURE.** The partnership assigned the program director the role of coordinating program activities without supervisory authority over the individual partner's program staff. This presented challenges in ensuring program fidelity and adherence to staff and program procedures. This also weakened accountability in areas such as program recruitment, case management and data collection.
- **VARYING DEGREES OF EXPERIENCE, SKILLS, AND TRAINING AMONG PROGRAM STAFF.** We found varying degree of experience, skills, and training among program staff. This impacted the ability of program staff's ability of effectively work with and support fathers in the role of facilitator, coach, and case manager.
- **WILLINGNESS TO COMPROMISE.** Each partner brought significant strengths and resources to the partnership. Greater collaboration, communication, and compromise could help the partnership capitalize on what each partner does best to benefit all partners and fathers, while minimizing the duplication of services and efforts.

Part 2: Evolution of the Model

THE PoF MODEL

3-TIERED PROGRAM MODEL:

As a comprehensive father engagement model, PoF was designed to address personal barriers faced by fathers, including their interactions with organizations and policies and systems impacting their involvement in their children's lives. The partners designed the following three-tiered model to achieve this goal:



The logic model below illustrates how the collaborative efforts of PoF were designed to increase outcomes for children by improving the life circumstances of their fathers through addressing their individual, organizational, and systemic challenges they face. In order to address fathers' needs, PoF provided group-based curriculum, intensive individual case management, peer-to-peer support, and family engagement outings. Many stakeholders and resources were invested to help support fathers in achieving their goals. The partners leveraged staff, facilities, supplies, and other internal as well as external resources to support the program. PoF staff were trained in PoF Integrated curriculum facilitation, trauma-informed practice, and other areas to support fathers.

As a result of participation in the program, fathers were expected to develop a stronger sense of self-identity, self-worth, and self-efficacy and also, increase positive engagement in their relationships with their children and co-parent(s). Additionally, fathers' would receive support in addressing their life situations. Ultimately, we anticipated that fathers' life circumstances and relationships will improve, contributing to healthy families and safer, healthy communities.

TABLE 3: PoF Logic Model

INPUTS	PROGRAM ACTIVITIES	OUTPUTS	OUTCOMES	IMPACTS
INDIVIDUAL/FAMILY/COMMUNITY LEVEL				
Innovative collaboration of four partners	Father participate in individual case management to address life issues	Over 100 fathers/yr. receive information and support to address life situations, improve parenting/co-parenting skills	Fathers' life situations are improved	Fathers are thriving and contributing members of society
Adequately trained PoF staff to implement initiative and support fathers	Fathers participate in group and peer networking sessions utilizing and integrated curriculum to build parenting and co-parenting skills	Fathers develop stronger sense of self-identity, self-worth, and self-efficacy; and P.O.W.E.R. core competencies	Fathers have improved relationships with their children and co-parents.	Children are healthy and thriving
Case management to support fathers	Fathers participate in fun activities with other fathers, their children and co-parents	Fathers have increased positive engagements with their children	Children achieve appropriate developmental outcomes: sense of stability, appropriate development and growth, sense of safety, attachment & emotional well-being, economic stability & improved health	Communities are safer
Integrated curriculum	Fathers are trained in advocacy and support efforts to improve systems/policies that affect them and their families	Fathers and co-parent effectively co-parent together		
Internal (org) and external (community) resources to support fathers	Fathers participate in community service projects	Fathers are actively engaging advocacy efforts to improve policies and systems		
Research recommendations and feedback from the father engagement field to inform programming, organizational improvement, and policy/systems change	Fathers receive services and supports provided by partners, non-profits, and local agencies			
ORGANIZATIONAL LEVEL				
	Advocates implement organizational improvement process within each partner organization	Partner organizations develop and implement organizational improvement plan Partner organizations develop and disseminate best practices and lessons learned	Partner organizations more effectively meet the needs of fathers and families Other father-serving organizations and agencies more effectively meet the need of fathers and families	Fathers and families "succeed more" through the services received by father-serving organizations and agencies
POLICY/SYSTEMS LEVEL				
	Gather input from fathers, organizations, stakeholders, and research to identify policies/systems affecting fathers/families Partners, fathers, and stakeholders participate in activities to support policy and systems reform	PoF procedures policy father-related agenda Father- and family- related policies and systems are revised or implemented	Fathers can more effectively navigate systems that impact them, and receive the necessary supports/services to improve their lives	Fathers are viewed as valuable assets to their children, families, and communities



**POWERof
FATHERS**



Learn. Engage. Act. Discussion (LEAD) Series

Learn, Act, Engage, and Discussion (LEAD) Series

As a part of its organizational and systems improvement efforts, PoF created the Learn. Act. Engage. Discussion (LEAD) Series. The LEAD Series was designed to share knowledge with the field about what works, and what challenges and opportunities exist in improving father engagement and early childhood outcomes. The series focused on either a research, policy, or practice topic. LEAD was designed to educate, engage and motivate participants to action.

A LEAD Series research-focused symposium was held in September 2017, on the topic: how we measure outcomes for children when providing supports and services to their fathers. The discussion identified strategies to measure improvement in child outcomes based on intervention with and supports for fathers. Discussion questions included:

- What are the best methods for determining if and how programs are improving outcomes for children when the focus of the direct work is fathers?
- What is realistic to measure?
- What are the current holes in the research and what can the field learn from the available research?
- How do practitioners design and refine their programming and research plans to gather the best information?

Beginning in 2018, PoF's LEAD Series also convened a quarterly Father Involvement Group comprised of funders, practitioners, policymakers, advocates, academia and researchers to discuss funding, policy, practice and research implications for father engagement. The quarterly meetings were helpful to better understanding the best practices, progress, challenges and opportunities for working with fathers and impacting their families. The meetings created opportunities for shared learning, alignment of strategies and resources, and collaboration.

In May 2020, a Virtual Town Hall meeting was convened to provide a platform for fathers to share their thoughts and experiences related to the COVID-19 pandemic and the underlying historic systemic issues that have heightened the impact of this crisis on them, their families, and their communities. At the meeting, input from "advocates"- practitioners, program partners and community members and "experts"- fatherhood scholars and program, policy and legal experts was also incorporated. The collective information gathered from this meeting was used to lift the voices of fathers being impacted by COVID-19 in order to help develop action steps for finding a way forward in terms of addressing the organizational and systematic changes needed in order to better support fathers and their families.

PROGRAM DESIGN

Each partner was asked to recruit up to 25 fathers to participate in each cohort. The cohorts were 6-month sessions, and consisted of the 12-week integrated curriculum followed by three months of topical discussions of interest to the fathers. The discussion topics ranged from knowing your legal rights as a father, to understanding and addressing trauma, to knowing the developmental stages of children and youth, and how best to support your child at each stage. Additionally, fathers were referred to additional resources within each partner organization or externally to support specific issues fathers were addressing (legal, housing, mental health, substance abuse, etc.). Fathers also received 12 months of individual case management support. PoF also hosted several father and family outings during each cohort allowing fathers to bond with each other and their families in fun settings. Outings included meals, golfing, attending sporting events, museum field trips, and other recreational activities.

PROGRAM EVOLUTION

In the first program year, 2017, cohort sessions were held for all fathers in the program as one-group at Dawson Technical Institute in Chicago, Illinois. The sessions were held once a week for two hours, and partner organizations had their fathers attend. The sessions primarily utilized the 24/7 Dad curriculum to help fathers improve their parenting skills and the Parenting Together activities to support co-parenting skills. At the end of the program year, fathers shared that while the sessions were useful, many of them were struggling with personal issues that the curricula did not cover, making it harder for them to adequately address their roles as fathers and co-parents. Fathers also shared that transportation, work and other logistics made it hard for all of them to attend the same meeting in one location at one time.

In 2018, PoF adjusted the program to address the issues fathers raised after the first program year. PoF partnered with CROSS at Loyola University Chicago to incorporate its Transforming Impossible into Possible (TIP) curriculum into PoF programming. The curriculum allowed PoF dads focus on addressing their individual issues and developing goals and supports to overcome their individual challenges.

Additionally, partner organizations began facilitating individual group sessions at their own facilities on different days and at different times. This reduced barriers to participation for fathers by allowing them to attend whichever weekly session best fit their schedule.

PoF continued with this new program model in 2019. Fathers shared that the integration of the TIP curriculum significantly increase their experience in the program and what they got out of the sessions. As a result of the curriculum modification and addition of weekly session options, fathers felt heard, supported, respected and valued.

In response the COVID-19 pandemic, the 2020 program through its completion in 2021 evolved into a virtual program delivery model. The partner organizations were paired to co-facilitate sessions utilizing the Zoom virtual platform. While fathers expressed strong feelings about missing the comradery built through in-person meetings, they greatly appreciated the opportunity to continue meeting virtually. The fathers benefited in several ways. The virtual meetings further reduced barriers to participation by eliminating travel and location as logistical issues. Fathers also benefited from the engagement and support from all the navigators during the virtual sessions.

The final program enhancement introduced in 2021 was the use of the Manhood Tree curriculum, dubbed, “My Six Hoods” for PoF. The discussion-based curriculum focused on each father’s journey from childhood to adulthood, and the impacts it had on them as children and currently on them as fathers. Understanding their boyhood, young adulthood, brotherhood, manhood, fatherhood, and neighborhood gave the fathers the ability to apply what they learned through the integrated curriculum to what they experienced in these key developmental stages, and how to best support their children in navigating them as well.

PoF was designed to be responsive to fathers’ needs and challenges. Over the five years of the program, the partner organizations adjusted and improved the program by listening to fathers and better understanding their needs. The evolution of the program design had a direct impact on what fathers were able to achieve through the program.

PSYCHOLOGICAL SELF-SUFFICIENCY SURVEY (PSS) AND TIP



As previously mentioned, PoF collaborated with the research team at CROSS in 2018 to integrate the Transforming Impossible to Possible (TIP®) model into the existing fatherhood specific curricular content. TIP® is an evidenced-based social work intervention developed by Dr. Philip Hong at Loyola University Chicago based on the theory and research on psychological self-sufficiency (PSS). Originating in workforce development to invigorate PSS, the process of overcoming perceived barriers through developing hope direct actions to achieve goals, TIP® can be applied to the process of goal achievement in areas outside of employment, such as fatherhood.

Applying the PoF theory of change, participating in PoF programming (group-based TIP curriculum and case management) can invigorate fathers’ psychological self-sufficiency, the psychological capital needed to face and overcome challenges they encounter. Developing PSS becomes the foundation of self-identity, self-worth, and self-efficacy. With increased PSS, fathers are able to develop a set of core competencies: Parenting Cooperatively, Ownership for Increasing Competency, Wellness, Engaged Connection, and Ready Contributor (P.O.W.E.R. Core). With increased PSS and a strong P.O.W.E.R. Core, fathers can impact their children in key developmental areas: sense of stability, appropriate growth, sense of safety, attachment and economic stability.

POWER OF FATHERS

Children are healthy and thriving, through achieving appropriate developmental outcomes.

Sense of
Stability &
Security

Appropriate
Development &
Growth

Sense of
Safety

Attachment
/Improved
Emotional
Well-being

Economic
Stability &
Improved
Health

When children are sufficiently actively engaged with fathers who have achieved a sound level of Psychological Self-Sufficiency and strong P.O.W.E.R. Base, children may be positively impacted in key developmental areas.

BASED UPON: National Center of Fathers and Families' The Fathering Indicators Framework, 2011

Parenting
Cooperatively

Ownership
for Increasing
Competency

Wellness:
Physical &
Emotional

Engaged
Connection

Ready
Contributor

Fathers develop a **P.O.W.E.R Base** that allow them to develop a set of core competencies that will contribute to the impact on young children (ages 0-8) in key developmental areas.

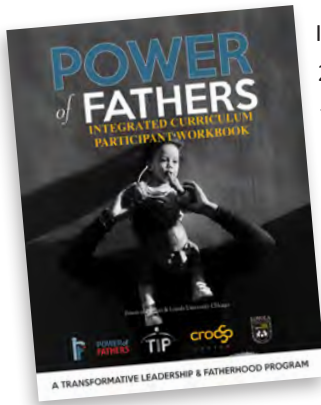
BASED UPON: National Center of Fathers and Families' The Fathering Indicators Framework, 2011

Fathers develop the Psychological Self-Sufficiency (PSS) which gives them power to believe they can face and overcome the challenges they inevitably face in life. Developing PSS becomes the foundation of self-identity, self-worth, and self-efficacy fathers use to develop the skills necessary to be thriving individuals, fathers, and co-parents.

DEVELOPED BY: Loyola University Chicago, Center for Research on Self-Sufficiency

The integration of the TIP curriculum into the program was intended to improve fathers' experiences in the program along with engagement and retention by fostering increased self-identity and self-worth. Improvement in father-child relationship and employment outcomes were also sought. Through the curriculum fathers learned how to address and overcome personal barriers affecting their ability to positively engage with their children and co-parents. The addition of the TIP curriculum was found to improve fathers' experience in the program as well as program retention. Fathers found the addition of TIP helped them connect to their identity as men as fathers and created a supportive environment that helped them to see things from a "different perspective", resulting in them becoming more self-aware and self-reflexive.

POWER OF FATHERS INTEGRATED CURRICULUM DEVELOPMENT



Initially, the program curriculum combined individual components of the TIP® curriculum (employment focused), 24/7 Dad®, and Parenting Together Partnership® curricular content. In 2019, the Navigators provided feedback that they found that the amount of content in each session and the flow of the content to be challenging to facilitate. Navigators would pick and choose the components independently, resulting in inconsistent delivery of curricular content across sites. In addition, the language, approach, and content varied between each curriculum with TIP focusing on employment, 24/7 Dad® on fatherhood, and Parenting Together on co-parenting. Navigators also reported that much of the co-parenting content was not being used. Responding to the feedback, PoF collaborated with CROSS to develop the Power of Fathers Integrated Curriculum.

The first step in developing the integrated curriculum involved working with the Navigators to review the curricular content and determine which activities were being used and resonated most with fathers. Activities that were being used by multiple or the majority of sites were kept and those that were not being used were removed to streamline the content.

The second step in the integration process was to change the focus of the TIP® curriculum from employment to fatherhood. This involved adapting the TIP curriculum and related PSS survey to focus on transforming perceived fatherhood barriers into fatherhood hope in order to achieve goals as a father and co-parent.

In the final step in the integration process, PoF received permission and license to use TIP® for Fatherhood as the foundation for the **Power of Fathers Integrated Curriculum**. The CROSS research team integrated key elements of the 24/7 Dad®, and Parenting Together Partnership® curricula content with **TIP® for Fatherhood** and added additional co-parenting content to create the **Power of Fathers Integrated Curriculum**, the content was further streamlined to ensure that the concepts, approaches and language were seamless, inclusive and consistent throughout.

In addition to curriculum integration and design, the CROSS team provided training on the new PoF Integrated Curriculum and developed a tool for assessing curriculum fidelity (See Appendix E to review an example of the Fidelity Assessment). The assessment tool was designed to be used for peer or external assessments of each curriculum session.

Throughout the process of developing, training and implementing the integrated fatherhood curriculum, fidelity was prioritized. We assessed two components of fidelity: a) curriculum/content delivery and b) facilitation stance; how were the facilitators “TIPPING”² along with and supporting participants. Fidelity was assessed throughout the implementation of the new curriculum and findings were used to gauge the effectiveness of curriculum delivery and impact on participants’ experiences related to strengthening the PSS process, and the development of a sense of community within the cohort.

The CROSS team began assessing fidelity during the 2020, fall combined cohort. Navigators from each partner organization performed the lead facilitation role for 3 of the twelve sessions (See Table 4 below). The CROSS team reviewed each recorded session and provided feedback on fidelity at the end of Sessions 3, 6, and 9. Curriculum content delivery components were assessed as being delivered or not delivered and suggestions were given to improve adherence to the curriculum. Facilitation was assessed as being fully delivered or having room for improvement.

² “TIPPING” is a term developed by program participants to summarize the process of transforming the impossible into possible i.e. shifting from focusing on the barriers in their way to determining and applying hope driven actions.

TABLE 4: Integrated curriculum facilitation sample schedule

TOPICS	LEAD FACILITATOR	SUPPORTING FACILITATOR
Topics 1-3	CH&A	FFHC
Topics 4-5	MFS	Family Focus
Topics 6-9	Family Focus	MFS
Topics 10-12	FFHC	CH&A

MANHOOD TREE



The Manhood Tree curriculum was added as additional content used after the 12-week PoF Integrated Curriculum was completed. Being geared toward addressing the journey that fathers and low-income in black fathers in particular take, the curriculum aligns with the majority of participants in the program.

Using the analogy of a tree, the Manhood Tree curriculum, explores five figurative tree branches referred to as “hoods”: Boyhood, Teen/Young Adulthood, Brotherhood, Fatherhood and Manhood. “Neighborhood” was added as sixth “hood” to focus on how men show up as community members.

Participating fathers stated that they wanted a more practical way of connecting what they learned in the program to their own lives. Contextualizing the information in the program with the events of their own lives would make the program more relevant and impactful for them. The 8-week discussion series challenged the men to reflect on their life journey from boyhood to where they are in their lives now.

The Manhood Tree curriculum builds off of the PoF Integrated Curriculum -- which establishes a foundation for understanding **who** they are men, as fathers, and as co-parents – by helping the fathers understand **why** they are. In tracing their life’s pathway according to these milestones, fathers explore their experiences as children and their interactions with their own parents, especially their fathers. The fathers discuss what they needed from their own parents at each stage and how those experiences shaped who they are. This helps dads better understand what their own children need from them as parents at each of these stages.

Power of Fathers added a sixth hood, neighborhood, to the discussion series in order for this insightful journey to culminate in how they were shaped by their neighborhoods, and their opportunity to improve their current neighborhoods for themselves and their children.

Fathers appreciated the walk through their “six hoods,” which allowed them to reflect on their experiences as children, better empathize with their own children, and fine tune their roles as fathers.

Part 3: Program Results





DEMOGRAPHIC PROFILES OF FATHERS IN THE PROGRAM

PoF targets fathers between the ages of 17 and 34 but is open to serve any interested father. **61%** of enrolled fathers were between the ages of 18 and 29. **85%** of enrolled fathers (264 out of 309) identified as Black or African American. The highest level of education for **77%** of fathers (237 out of 309) was reported to be less than High School or High School/ GED. **49%** of fathers (151 out of 309) reported an annual income less than \$5000. **40%** of fathers reported single as their relationship status (123 out of 309). On average fathers reported having **2** children. **32%** (155 out 489) of the children were between the ages of 0 and 5. See Table 6 for additional characteristics of program participants.

At intake, fathers were asked to identify services that they were in need of. Services included 1) child relationship concerns, 2) Co-Parenting support, 3) Education/GED, 4) Employment, 5) Health and Well-being, 6) Housing, 7) Legal Assistance, 8) Life Skills, 9) Parenting Skills, and 10) Other. For fathers that identified service needs, the greatest area of need were 1) employment- **45%** (140/309), 2) Parenting skills- **32%** (100/309), and 3) Co-Parenting support- **31%** (97/309).

Each PoF partner agency was responsible for recruiting a minimum of 12-13 participants for each cohort (25 participants each program year). The participation requirement was reduced to 5 fathers/partner agency during the second cohort (2020-2) due to COVID-19.

TABLE 5: Enrolled Fathers

ENROLLED FATHERS BY YEAR	2018	2019	2020-2021	TOTAL FATHERS
 CH&A	39 (13 fathers participated in both cohorts)	29 (8 fathers participated in both cohorts)	24 (7 fathers participated in both cohorts)	93
 FF	31 (5 fathers participated in both cohorts)	13	5 (1 father participated in both cohorts)	48
 FFHC	63 (3 fathers participated in both cohorts)	52 (5 fathers participated in both cohorts)	26	141
 MFS	26	23	21 (1 father participated in both cohorts)	70
Total	159	117	76	352
Unduplicated count	138	104	67	309



Cook County Department of Corrections Program

Responding to fathers' requests for parenting and co-parenting support, the Cook County Department of Corrections (CCDOC) reached out to PoF in the fall of 2017 to explore the possibility of starting a PoF program in the jail. At the time, PoF was in the process of refining the program model and did not have the staff capacity or program continuity to expand, and decided to delay implementing a CCDOC program. CCDOC reached out again in early spring of 2019 to see if PoF was in a better position to start a CCDOC program. After internal discussion, two partners, Fathers, Families, and Healthy Communities (FFHC) and Metropolitan Family Services (MFS), volunteered to co-facilitate a pilot cohort at the jail beginning in October of 2019. The cohort was held in Division 9, a super maximum security facility for men awaiting trial, sentencing or both. Sentenced men are typically held for less than two years.

The pilot cohort consisted of 15 fathers that met for two hours weekly in the chapel over a 15-week period. Due to limitations of contact with fathers, the implementation of the PoF program model was adapted. This modification included having two navigators jointly facilitate each session in order to be able to simultaneously provide both group sessions and one-on-one case management sessions with the dads. While one navigator facilitated the group session, another navigator would conduct one-on-one case management sessions in another part of the chapel.

According to the navigators, early on, fathers became fully engaged and remained engaged throughout the program. They would come to the session having completed their homework (curriculum activities that are not completed during group because of the time constraints). Fathers talked about wanting to start their own program so that they could continue after the cohort ended and provide support to other non-participating fathers on their tier. Navigators reported that fathers have bonded with each other and interact outside of the group. Navigators shared a story about one participant that uses his clout within the prison to support his fellow PoF participants, as example to show the depth of their bonding with one another.

In the beginning of the program, the fathers did not truly buy in that they were 'good' fathers, or that they could still be an asset to their families...one of the fathers felt they were truly 'evil', and didn't see any redeeming qualities within themselves. Through our program and the detainee's other programs, this ideology could be seen to transition even within the short period of our cohort, (4 months). The fathers expressed that our program significantly assisted them not only in their roles as fathers, but themselves as men.

— PoF NAVIGATOR

After a very successful pilot cohort, a second cohort of CCDOC program was held between October 17, 2019, and February 6, 2020, on Thursdays from 4-6 pm and was facilitated by FFHC. The cohort consisted of 14 fathers. Additional adaptations of the PoF program model were made including a shift away from individual case management to a group approach. Navigators reported that fathers needed assistance in the following areas: communication with co-parents, anger management, coping with stress, being an asses while detained and gratitude.

Additional support is needed for Navigators to be able to provide regular 1:1 case management. Ideally, using a private room for 1:1's would allow fathers to talk more openly but would need to be approved by the jail and might necessitate additional staff.

TABLE 6: *Characteristics of Fathers*

TOTAL PARTICIPANT CHARACTERISTICS N= (UNDUPLICATED COUNT):				
Age group	2018 (N=138)	2019 (N=104)	2020 (N=67)	Total (309)
18-29	47	26	21	94
30-39	37	34	25	96
40-49	29	26	12	67
50-59	16	12	6	34
60+	9	4	3	16
Unknown	0	2	0	2
ETHNICITY				
Black or African American	124	86	54	264
Caucasian	6	7	9	22
Hispanic/Latino	4	6	2	12
Bi-racial/Multi-Ethnic	2	1	0	2
Unknown	2	4	2	8
EDUCATION LEVEL				
Less than high school	0	26	12	38
High-School/GED	86	68	45	199
Some college but no degree	6	4	5	15
Bachelor's degree	5	5	4	14
Unknown	41	1	1	43
ANNUAL INCOME				
None-\$4,999	59	55	37	151
\$5,000-\$9,000	1	0	0	1
\$10,000-\$19,999	2	4	2	8
\$20,000-29,999	5	2	1	8
+\$30,000	1	0	2	3
Unknown	70	43	25	138

TABLE 6: *Characteristics of Fathers (continued)*

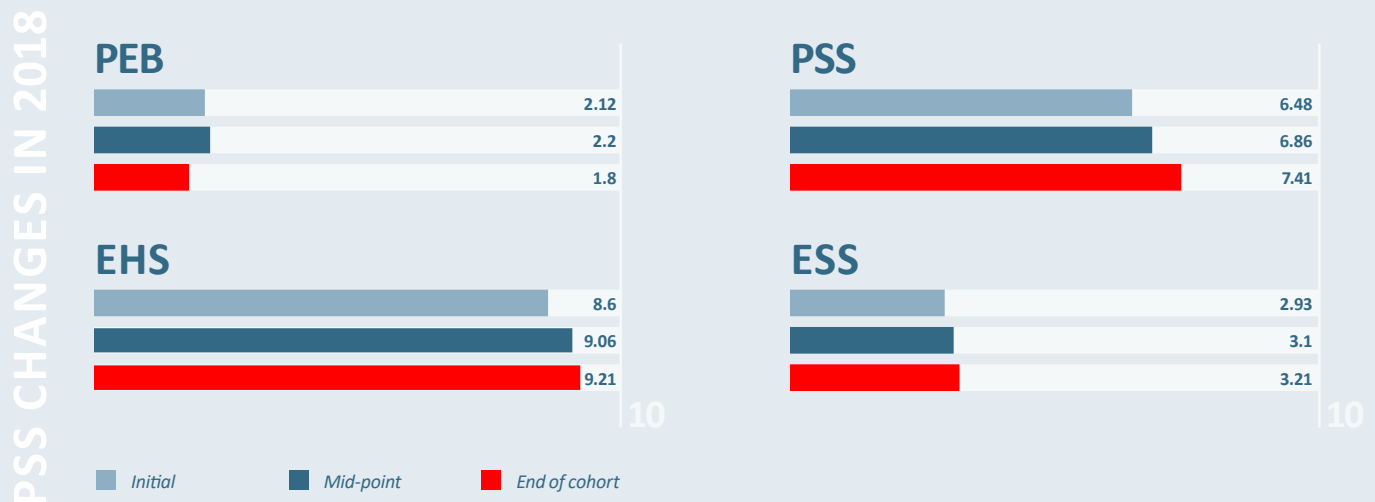
TOTAL PARTICIPANT CHARACTERISTICS N= (UNDUPLICATED COUNT):				
Relationship Status	2018 (N=138)	2019 (N=104)	2020 (N=67)	Total (309)
Married	5	13	10	28
Separated	1	5	3	9
Divorced	0	2	2	4
Cohabiting	18	7	5	30
Single	24	62	37	123
Unknown	90	15	10	115
History of Criminal Justice Involvement				
Ever been arrested?	113	98	55	266
Has been convicted of a crime?	86	84	48	218
Currently on probation or parole?	65	57	31	153
Services needed at intake				
Child relationship concerns	14 (10%)	34 (33%)	24 (36%)	72
Co-parenting support	20 (14%)	45 (43%)	32 (48%)	97
Education/GED	10 (7%)	17 (16%)	11 (16%)	38
Employment	27 (20%)	69 (66%)	44 (66%)	140
Health and Well-being	12 (9%)	34 (33%)	27 (40%)	73
Housing	16 (12%)	50 (48%)	29 (43%)	85
Legal Assistance	7 (5%)	46 (44%)	23 (34%)	76
Life Skills	19 (14%)	35 (34%)	32 (48%)	86
Parenting skills	24 (17%)	45 (43%)	31 (46%)	100
Other	8 (6%)	19 (18%)	7 (10%)	34

2018 PROGRAM LEVEL FINDINGS

SUCCESSES

- The peer-to-peer group was identified as a beneficial program component.
- Fathers showed improvement in executive functioning, emotional regulation, self-awareness, self-efficacy, and resilience.
- Fathers reported improved parenting and communication skills.
- The majority of fathers were making progressing on their goals.
- **PSS INCREASED.** PSS is a measurement of psychological empowerment and represents the difference between Employment Hope (24 items) and Perceived Employment Barriers (27 Items) scales. Fathers rated themselves on a scale of 0 to 10. While not a statistically significant finding, we found the fathers' PSS incrementally increased from the beginning (6.48), middle (6.86), to the end (7.41) of the program. Economic self-sufficiency also increased from the beginning (2.93), middle (3.1), to the end (3.71) of the program.

GRAPH 1: 2018 Changes in PSS



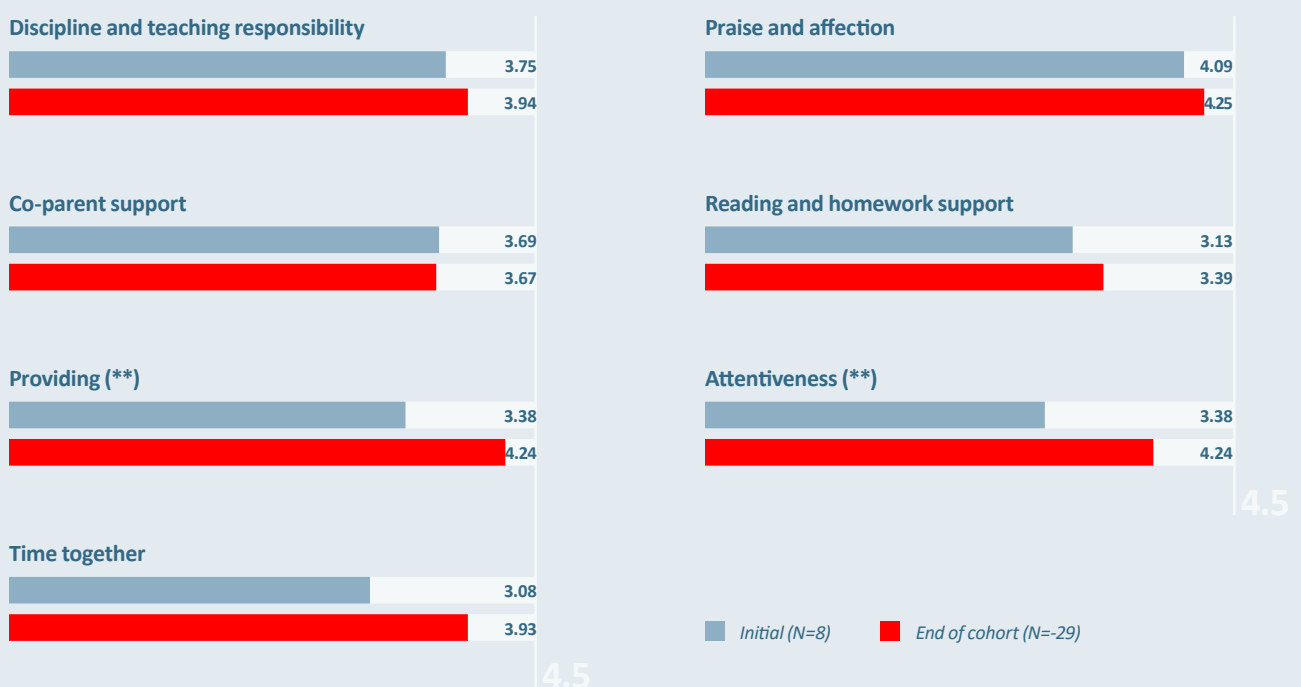
- **PICS #1 SCORES INDICATE THAT FATHERS INVOLVEMENT INCREASED.** The PICS #1 scale assessed 7 dimensions of father involvement (Discipline and Teaching responsibility, Co-parenting support, Providing, Time Together, Praise and Affection, Reading and Homework, Attentiveness) through 19 items. Fathers were asked to rate “how good a job” they thought they were doing as a fathers in the past 3 months on a scale from one to five (1=Very Poor, 2= Poor, 3= Fair, 4= Good, and 5= Excellent) at the beginning and end of the program. Statistically significant differences between the average initial and final ratings were found in the following areas:

FATHER INVOLVEMENT DIMENSION: PROVIDING

- On average fathers rated themselves as **fair (3.38)** at the beginning of the program and **good (4.65)** at the end of the program.

FATHER INVOLVEMENT DIMENSION: ATTENTIVENESS

- On average fathers rated themselves as **fair (2.88)** at the beginning of the program and **good (3.83)** at the end of the program.

GRAPH 2: 2018 Significant changes in PICS 12018 SIGNIFICANT CHANGES IN
FATHER INVOLVEMENT PICS 1**CHALLENGES**

- Program participation was negatively impacted by fathers' work schedule conflicts, lack of transportation, and substance use issues.
- Navigators reported having insufficient housing resources to offer participants.
- Navigators found assessing father-child relationships to be challenging due to lack of contact with the children. The same was true for assessing co-parent relationships, as Navigators' had little or no interactions with co-parents.

2018 ORGANIZATIONAL LEVEL FINDINGS

- The partner organizations developed an organizational assessment that was used to conduct surveys to assess father engagement strengths, weaknesses, and opportunities within each organization.
- The partner organizations drafted action plans to address the survey findings they planned to implement in 2019.

2018 POLICY/SYSTEMS LEVEL FINDINGS

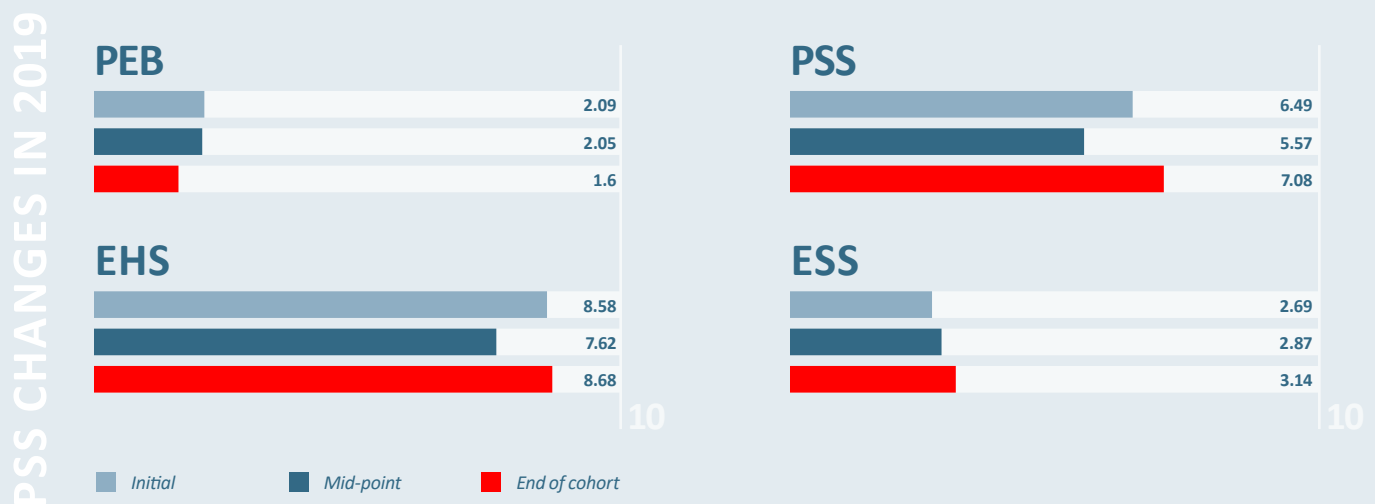
- The partner organizations developed a policy agenda to address key policy issues having a significant adverse impact of fathers' ability to support themselves and engage with their children and families. The key policy areas identified included: child support, custody/visitation, access to social services/benefits, and father engagement in the child welfare system, and housing.

2019 PROGRAM LEVEL FINDINGS

SUCSESSES

- Fathers showed improvements in parenting skills and increased self-agency.
- Supportive relationships between Navigators and fathers were identified.
- Fathers provided peer-to-peer support to one another outside of PoF group sessions.
- Organizational improvement work progressed. There was greater collaboration on resources and referrals between partner agencies.
- A partnership with Community Organizing and Family Issues (COFI) was developed to support organizing and advocacy efforts.
- The Cook County Department of Corrections (CCDOC) pilot program was successful due to support from the institution and consistent participation from the dads.
- PSS PROCESS:** PSS is a measurement of psychological empowerment and represents the difference between Employment Hope (24 items) and Perceived Employment Barriers (27 Items) scales. Fathers rated themselves on a scale of 0 to 10. On average, fathers' PSS decreased from the beginning (6.49) to the middle (5.57) but then increased at the end (7.08) of the program. ESS steadily increased from the beginning (2.69), middle (2.87), to the end (3.14) of the program.

GRAPH 3: 2019 Changes in PSS



- PICS #1 SCORES INDICATE THAT FATHERS INVOLVEMENT INCREASED:** The PICS #1 scale assessed 7 dimensions of father involvement (Discipline and Teaching responsibility, Co-parenting support, Providing, Time Together, Praise and Affection, Reading and Homework, Attentiveness) through 19 items. Fathers were asked to rate “how good a job” they thought they were doing as fathers in the past 3 months on a scale from one to five (1=Very Poor, 2= Poor, 3= Fair, 4= Good, and 5= Excellent) at the beginning and end of the program. Statistically significant differences between the average initial and final ratings were found in the following areas:

FATHER INVOLVEMENT DIMENSION: DISCIPLINE AND TEACHING RESPONSIBILITY

- On average fathers rated themselves as **good (3.57)** at the beginning of the program and **good (4.17)** at the end of the program.

FATHER INVOLVEMENT DIMENSION: TIME TOGETHER

- On average fathers rated themselves as **fair (3.29)** at the beginning of the program and **good (3.93)** at the end of the program.

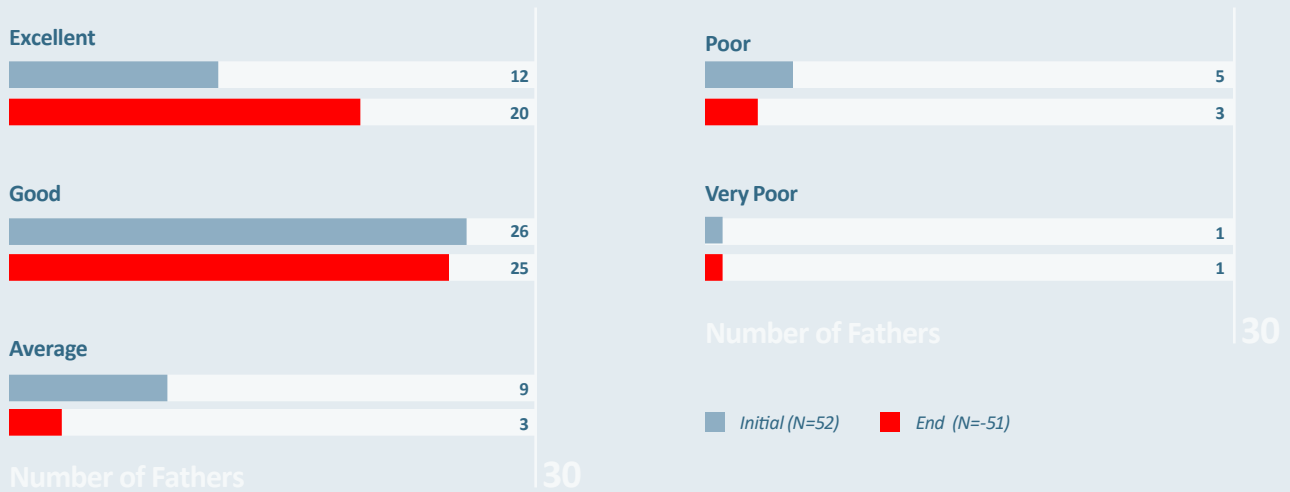
FATHER INVOLVEMENT DIMENSION: PRAISE AND AFFECTION

- On average fathers rated themselves as **good (3.87)** at the beginning of the program and **good (4.39)** at the end of the program.

GRAPH 4: 2019 Changes in PICS #1

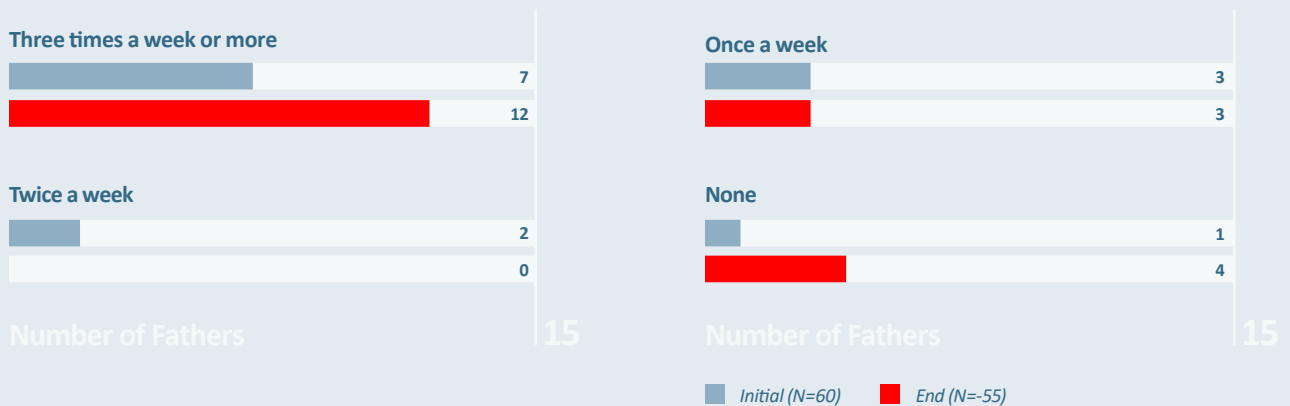
- RELATIONSHIP TRACKER INCREASES.** The relationship tracker was introduced in 2019 to better track father-child and father-co-parent interactions.
- RELATIONSHIP WITH CHILDREN RATING.** Fathers were asked to rate their relationship with their children at the beginning and at the end of the program on a scale of 1 to 5 (1=very poor, 2=poor, 3= average, 4=good, 5 –excellent). While there were no statically significant changes, there was an **increase** in the number of fathers reporting their relationship as **excellent** from the beginning of the program (n=12/52 fathers) to the end of the program (20/51 fathers). There was a decline for the relationship ratings- **good**, **average**, and **poor** that is most likely due to the increase fathers’ rating their relationship as being **excellent**.

GRAPH 5: Fathers' Relationship with Children Rating

2019 RELATIONSHIP TRACKER:
father's relationship with children rating

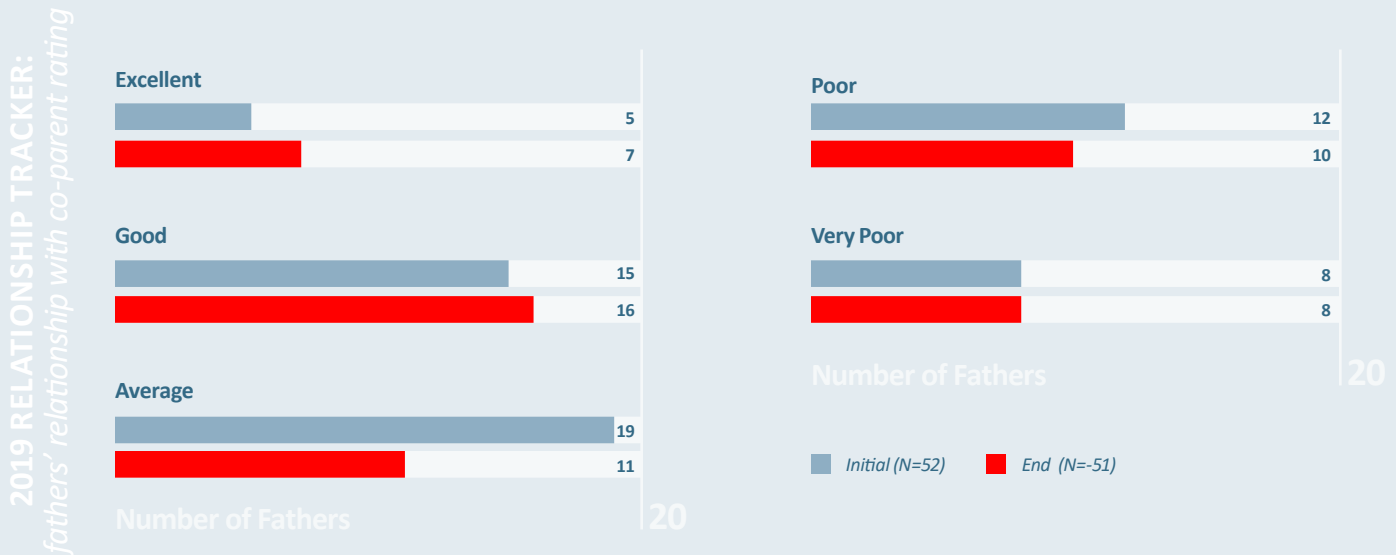
- TIME SPENT WITH CHILDREN.** Fathers were asked to identify how often they spend with their children on a weekly (none, once a week, twice a week, or three or more time/week). There was an **increase** in the number of fathers spending time with their children **three or more times/week** and spending **no time** with their children. There was a **decrease** in fathers spending **twice a week** that might be attributed to the increase in the number of fathers reporting three or more times/week.

GRAPH 6: Frequency of Time Spent with Children

2019 RELATIONSHIP TRACKER:
how often fathers spend time
with their children each week

- CO-PARENT RELATIONSHIP RATING.** Fathers were asked to rate their relationship with their co-parent at the beginning and at the end of the program on a scale of 1 to 5 (1=very poor, 2=poor, 3=average, 4=good, 5=excellent). While there were no statically significant changes, there were **increases** in the number of fathers rating their relationship as being **excellent** or **good** from the beginning to the end of the program (20/51 fathers). There were **declines** in **average** and **poor** ratings.

GRAPH 7: Fathers' Relationship with Co-parent Rating



CHALLENGES

- Fathers experienced a variety of co-parenting challenges such as gatekeeping and lack of communication that impact program outcomes.
- The program experienced challenges in recruitment.
- Consistent and more thorough data entry is needed.
- Stronger connections need to be developed between case management learnings and policy efforts.

2019 ORGANIZATIONAL LEVEL FINDINGS

SUCCESSSES

- PLANNING WORK.** One partner agency created a planning team to implement their newly developed father engagement approach as well as key stakeholders to discuss organizational change plans and advocacy work.
- ADMINISTRATIVE IMPROVEMENTS.** Partner organizations made administrative efforts to be more inclusive of fathers. One partner agency prioritized ensuring that images of fathers were present throughout their offices/sites. Another provided father engagement training workshops to their staff to implement in their programs and/or departments.
- FATHER-FRIENDLY PROGRAMMING.** Partners have focused efforts to include fathers within programming. One partner modified an existing program to include fathers. Another partner began offering individualized services focused on addressing the needs of fathers.
- NEW PARTNERSHIPS.** One partner began a pilot program aimed at improving the inclusion of paternal relatives in the child welfare system.

CHALLENGES

- Partners reported challenges in moving the organizational change and advocacy work forward due to the amount of time needed to do the work and the lack of dedicated staff available.
- Not all partners provided updates on their organizational improvement work.
- Fathers in the program perceived the PoF collaborative as having started as a unified force but now each organization seems to be progressing on its own trajectory.
- The need for consistent communication across all levels (program, organizational, and policy) of the collaborative persist.

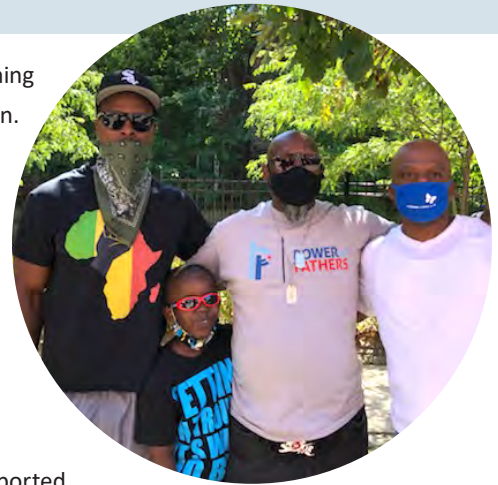
2019 POLICY/SYSTEMS LEVEL FINDINGS

- The policy committee was formed to develop platform for policy change based on the 2018 policy agenda.

2020-1 SPRING COHORT

2020-1 PROGRAM LEVEL FINDINGS

Due to the COVID-19 pandemic, programming was suspended at all sites beginning in March of 2020, which significantly impacted both program and data collection. During that time, lack of in-person contact disrupted group sessions and case management. Some sites were able to continue limited case management services and eventually, transition to a virtual format in order to resume group sessions while other sites were unable to resume programming during the cohort. However, triangulation of multiple sources of data was used to conduct a comprehensive evaluation of the program



SUCCESSES

- Despite the facing varied challenges due to the pandemic, many fathers reported experiencing personal growth and increased involvement with their children.
- The pandemic also presented learning opportunities. Programs adapted to meet the fathers' needs and found benefits in virtual programming.
- An active, high-touch approach with contacts happening primarily through calls, text messages, and socially distanced in-person interactions, was identified as effectively supporting father's engagement in the program during the pandemic.
- Virtual program delivery removed barriers to participation such as transportation, childcare, and work schedule conflicts.
- **PICS #1 SCORES INDICATE THAT FATHERS INVOLVEMENT INCREASED:** The PICS #1 scale assessed 7 dimensions of father involvement (Discipline and Teaching responsibility, Co-parenting support, Providing, Time Together, Praise and Affection, Reading and Homework, Attentiveness) through 19 items. Fathers were asked to rate "how good a job" they thought they were doing as fathers in the past 3 months on a scale from one to five (1=Very Poor, 2= Poor, 3= Fair, 4= Good, and 5= Excellent) at the beginning and end of the program. Statistically significant differences between the average initial and final ratings were found in the following areas:

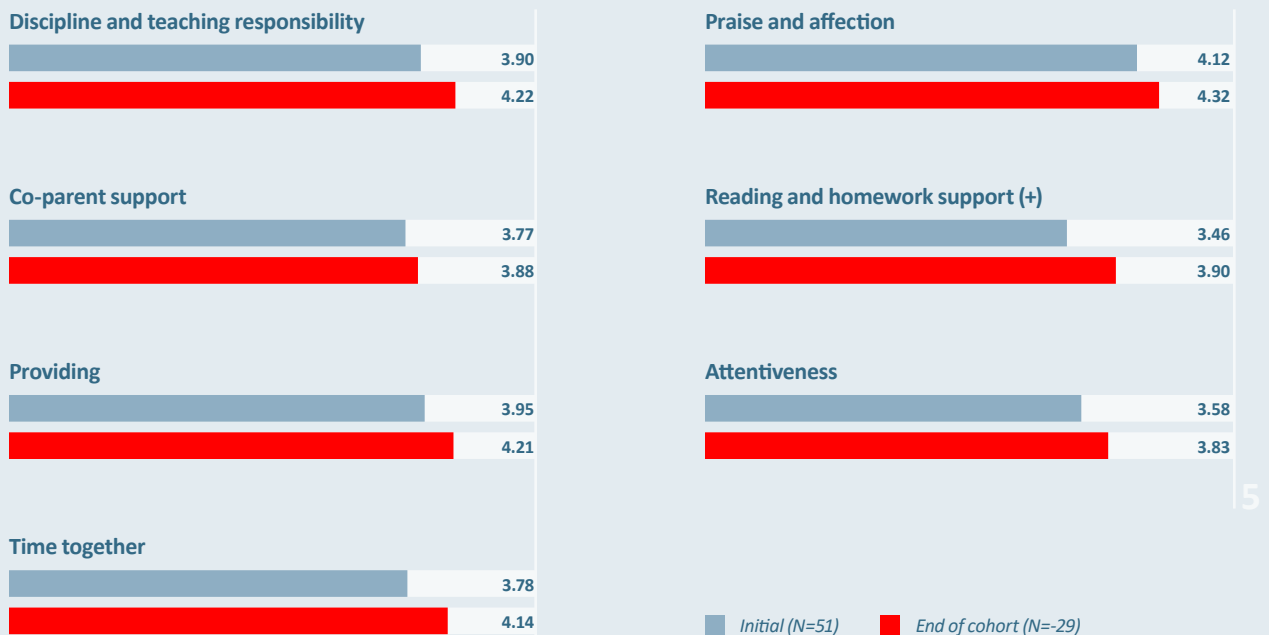
FATHER INVOLVEMENT DIMENSION: TIME TOGETHER

- On average fathers rated themselves as **good (3.78)** at the beginning of the program and **good (4.14)** at the end of the program.

FATHER INVOLVEMENT DIMENSION: READING AND HOMEWORK SUPPORT

- On average fathers rated themselves as **fair (3.46)** at the beginning of the program and **good (3.9)** at the end of the program.

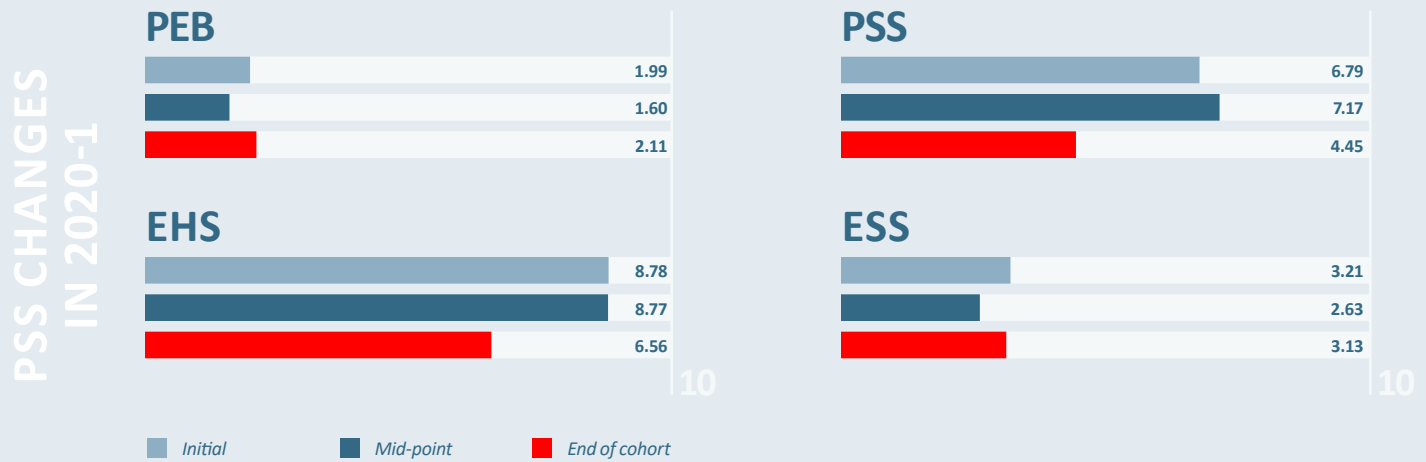
GRAPH 8: 2020 Changes in PICS #1

2020-1 SIGNIFICANT CHANGES IN
FATHER INVOLVEMENT PICS 1

CHALLENGES

- During the pandemic fathers' lives were impacted in the following areas: education, employment and finances, childcare, physical health, mental health, father involvement.
- Fathers' engagement in the program was impacted by limitations in case management and referrals, technology challenges, disruption of group sessions, and transitioning to virtual programming.
- The significant drop in program participation as a result of the pandemic made it difficult to accurately measure program outcomes.
- Collaborative efforts were put on hold as a result of agency closures.
- PoF partners with external program sites experienced the greatest challenge in retaining fathers.
- Data entry accuracy and consistency in data collection needs improvement.
- **PSS SCORES DECREASED:** PSS is a measurement of psychological empowerment and represents the difference between Employment Hope (24 items) and Perceived Employment Barriers (27 Items) scales. Fathers rated themselves on a scale of 0 to 10. On average, fathers' PSS increased from the beginning (6.79), to the middle (7.17) but decreased at the end (4.45) of the program. ESS decreased from the beginning (3.21) to the middle (2.63) but increased at the end (3.13) of the program. The decline in PSS is consistent with the job loss reported by many fathers' as a result of the COVID-19 pandemic.

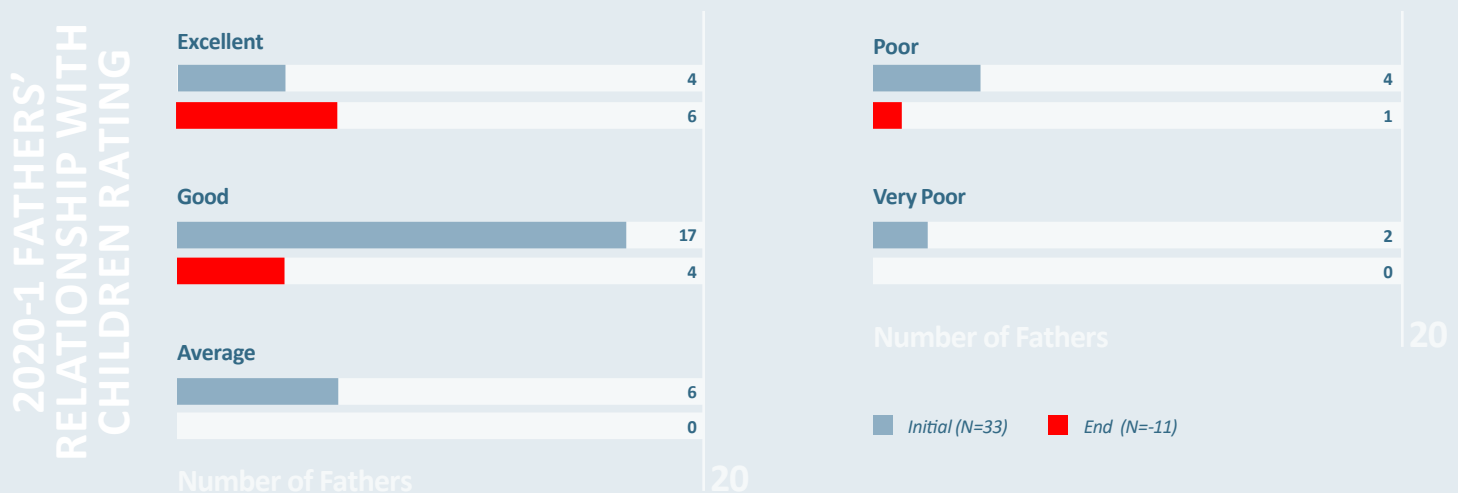
GRAPH 9: 2020-1 Changes in PSS



- RELATIONSHIP TRACKER DECREASES:**

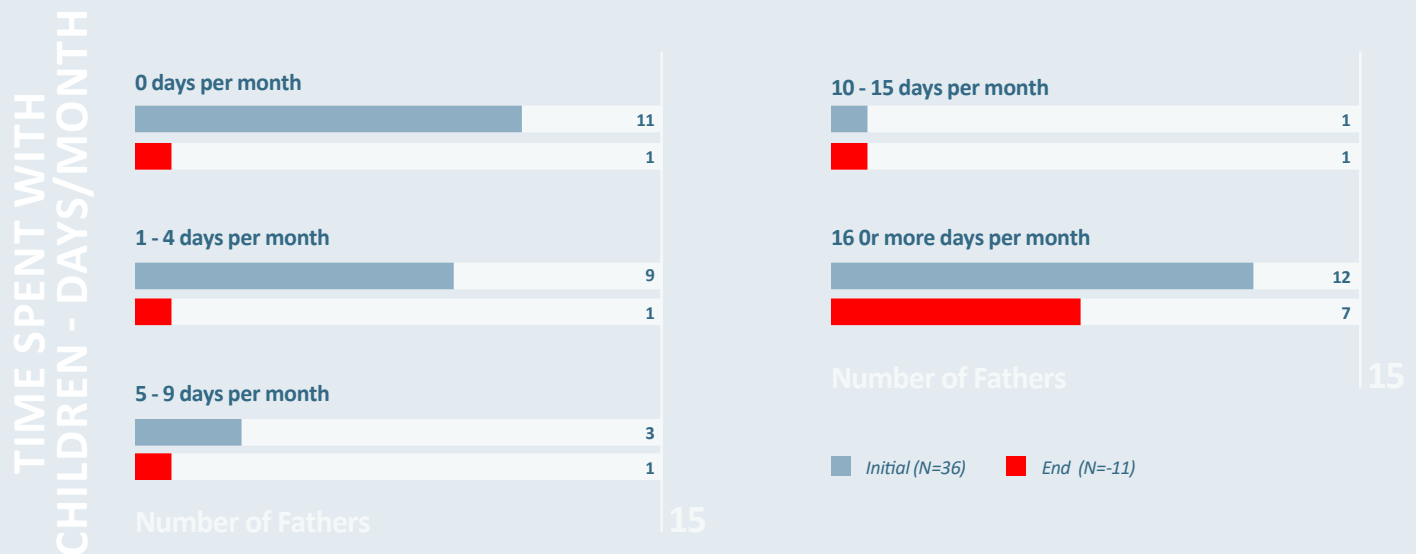
- Relationship with children rating.** Fathers were asked to rate their relationship with their children at the beginning and at the end of the program on a scale of 1 to 5 (1=very poor, 2=poor, 3= average, 4=good, 5 –excellent). While there were no statically significant changes, there was an increase in the number of fathers reporting their relationship as excellent from the beginning of the program (n=4/33 fathers) to the end of the program (6/11 fathers). Declines for the relationship ratings in all categories are consistent with the drop in program participation as a result of COVID-19 program disruptions.

GRAPH 10: Fathers' relationship with children rating



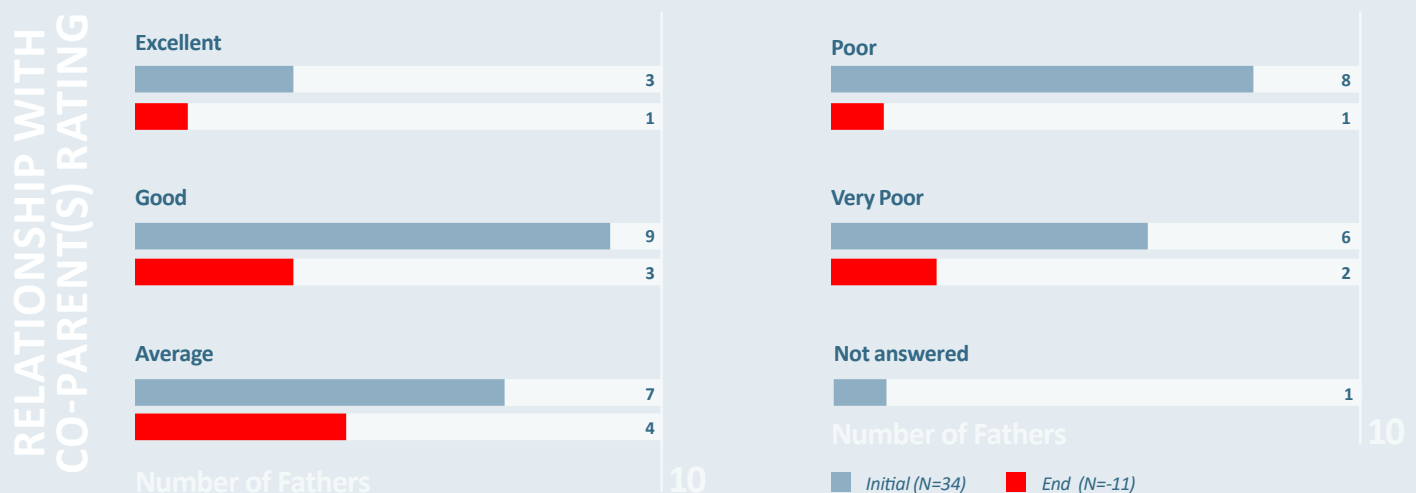
- Time spent with children.** Fathers were asked to identify how much time they spend with their children on a monthly basis (none, 1-4 days, 5-9 days, 10-15 days, or 16+ days). There was a decrease in the number of fathers in all categories except 10-15 days/month. The decline in all other categories is consistent with the decrease in program participation resulting from COVID-19 program disruptions.

GRAPH 11: Time spent with children



- Co-parent relationship rating.** Fathers were asked to rate their relationship with their co-parent at the beginning and at the end of the program on a scale of 1 to 5 (1=very poor, 2=poor, 3= average, 4=good, 5 –excellent). There were decreases in the number of fathers in every category. This is consistent with the decrease in program participation resulting from COVID-19 program disruptions.

GRAPH 12: Relationship with Co-parent Rating



2020-1 ORGANIZATIONAL LEVEL FINDINGS

SUCSESSES

- **ADAPTING SERVICES.** Partners found ways of working with participants remotely and providing virtual programming.
- **LEVERAGING RESOURCES.** Partners were able to leverage organizational resources to support fathers.

CHALLENGES

- **PROGRAMMING SUSPENSION.** The disruption of services resulted in a “loss of momentum” due to challenges in connecting with and providing services to participants.
- **COLLABORATIVE EFFORTS PUT ON HOLD.** Collaboration between partners was put on hold due to the pandemic. Organization wide closure and remote work altered to flow of communication and in-person interactions shifted to a virtual format.

2020-2 FALL COHORT

2020-2 PROGRAM LEVEL FINDINGS

SUCCESSES

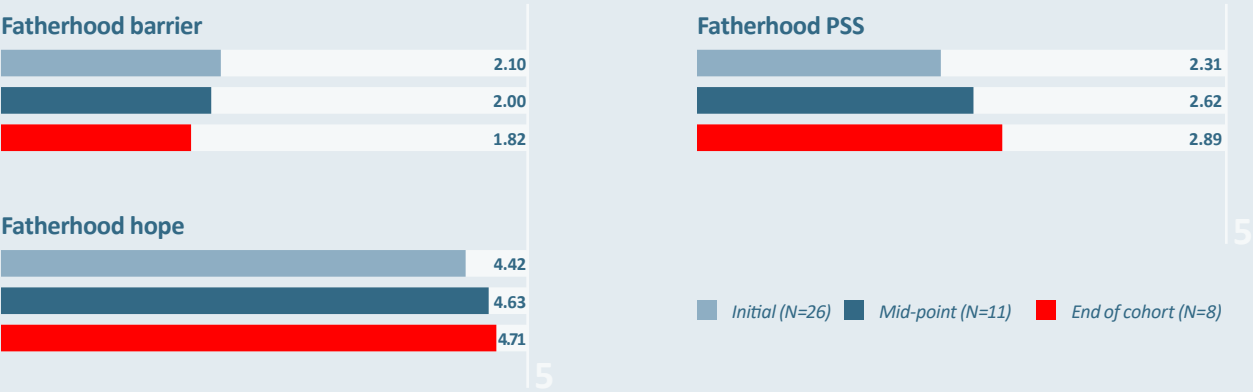
- **THE COMBINED COHORT WAS SUCCESSFUL.** All sites combined into one virtual group session. Navigators shared facilitation responsibilities. Participants benefited from experiencing different facilitation styles.
- **POWER OF FATHERS INTEGRATED CURRICULUM.** Navigators and fathers have responded positively to the PoF Integrated Curriculum.
- **MANHOOD TREE CURRICULUM.** The curriculum and knowing you roots content particularly seemed to resonate with many fathers. As one father commented:

“So the topics that we discussed were topics that men need to have those conversations... and then have that space to do it. And they (the topics) were very insightful and they very made us want to think and open up to more of us and learn more about us, especially the ancestral piece that we discussed in our curriculum.”

- **CO-PARENT DATA COLLECTION.** Previously, only data from fathers was collected to address the program’s father-child and co-parent relationship outcomes. Fathers were hesitant and resistant to allow the research team to engage co-parents. However, co-parents were found to be amenable to being engaged and supportive of the program and the research. The co-parents’ perspectives were insightful and tremendously helpful in addressing the program’s co-parent and father-child relationship outcomes.
- **FATHERHOOD PSS INCREASED.** Fatherhood PSS is a measurement of psychological empowerment related to being a father and represents the difference between the Fatherhood Hope (24 items) and Perceived Fatherhood Barriers (32 Items) scales. Fathers rated themselves on a scale of 0 to 5. On average, fathers’ PSS increased from the beginning **2.31**, to **2.62** in the middle to **2.89** at the end of the program.

GRAPH 13: 2020-2 Changes in Fatherhood PSS

2020-2 CHANGES IN
PSS-FATHERHOOD



- PICS #1 scores indicate that fathers involvement increased: The PICS #1 scale assessed 7 dimensions of father involvement (Discipline and Teaching responsibility, Co-parenting support, Providing, Time Together, Praise and Affection, Reading and Homework, Attentiveness) through 19 items. Fathers were asked to rate “how good a job” they thought they were doing as a fathers in the past 3 months on a scale from one to five (1=Very Poor, 2= Poor, 3= Fair, 4= Good, and 5= Excellent) at the beginning and end of the program. Statistically significant differences between the average initial and final ratings were found in the following areas:

FATHER INVOLVEMENT DIMENSION: DISCIPLINE AND TEACHING RESPONSIBILITY

- On average fathers rated themselves as **good (3.72)** at the beginning of the program and **good (4.48)** at the end of the program.

FATHER INVOLVEMENT DIMENSION: TIME TOGETHER

- On average fathers rated themselves as **good (3.73)** at the beginning of the program and **good (4.33)** at the end of the program.

FATHER INVOLVEMENT DIMENSION: PRAISE AND AFFECTION

- On average fathers rated themselves as **good (4.07)** at the beginning of the program and **excellent (4.75)** at the end of the program.

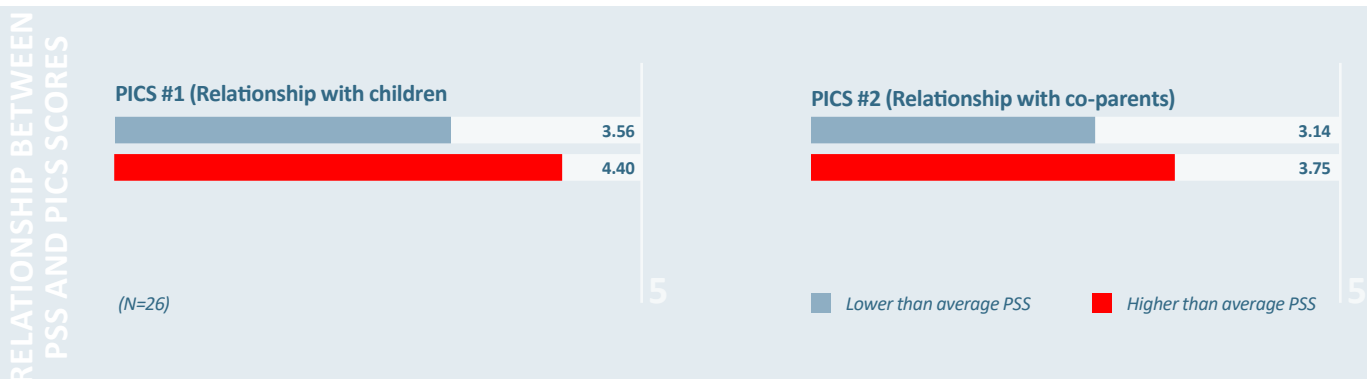
GRAPH 14: 2020-2 Significant changes in PICS 1

2020-2 SIGNIFICANT CHANGES IN FATHER INVOLVEMENT PICS 1



- PICS #2 SCORES INDICATE THAT CO-PARENTING RELATIONSHIPS IMPROVED. This was the first improvement in the PICS #2 rating.** Fathers were asked to rate the extent of agreement to statements regarding interactions with their co-parents on a five-point scale (1=strongly disagree, 2= Disagree, 3= Not sure, 4= Agree, 5= Strongly Agree) at the beginning and end of the program. Though not statistically significant, **improvement** between the average initial and final ratings was found on the following statements:
 - Even if my child's mother and I have problems in our relationship, we can work together for our child.** On average fathers reported being **not sure (3.43)** at the beginning of the program and **agreeing (3.90)** at the end of the program.
 - My child's mother cares about our child.** On average fathers reported **agreeing (4.31)** at the beginning of the program and **strongly agreeing (5.0)** at the end of the program.
 - My child's mother makes my job of being a parent easier.** On average fathers reported being **not sure (3.23)** at the beginning of the program and **agreeing (3.80)** at the end of the program.
 - My child's mother and I communicate well about our child.** On average fathers reported being **not sure (3.06)** at the beginning of the program and **agreeing (3.60)** at the end of the program.
 - My child's mother and are a good team.** On average fathers reported being **not sure (3.14)** at the beginning of the program and **agreeing (3.60)** at the end of the program.
 - I have a good relationship with the extended family of my child's mother* (statistically significant finding).** On average fathers rated themselves as **not sure (3.21)** at the beginning of the program and **agree (4.1)** at the end of the program.
- A RELATIONSHIP BETWEEN PSS AND PICS WAS IDENTIFIED.** We analyzed the relationship between fathers' PSS scores and PICS scores. PICS score #2 represents the average of composite scores on the 19 items related to fathers' perception of their relationships with their children. PICS score #2 represents the average composite scores of fathers on 17 items fathers' perceptions of their interactions with the co-parents. Fathers were divided into two groups: those with higher-than-average PSS scores and those with lower-than-average PSS scores. Fathers with **higher-than-average** PSS scores also had higher PICS#1 (child relationship rating) and PICS#2 (co-parent relationship rating) scores and fathers with **lower-than-average** PSS scores had lower PICS#1 and PICS#2 scores. These preliminary findings indicate that higher PSS scores are associated with higher PICS scores and a consistent with the theory of change which posits that increased PSS supports increased positive engagement of fathers with their children and co-parents.

GRAPH 15: Relationship between PSS scores and PICS scores



“I feel that this program changes fathers’ lives”

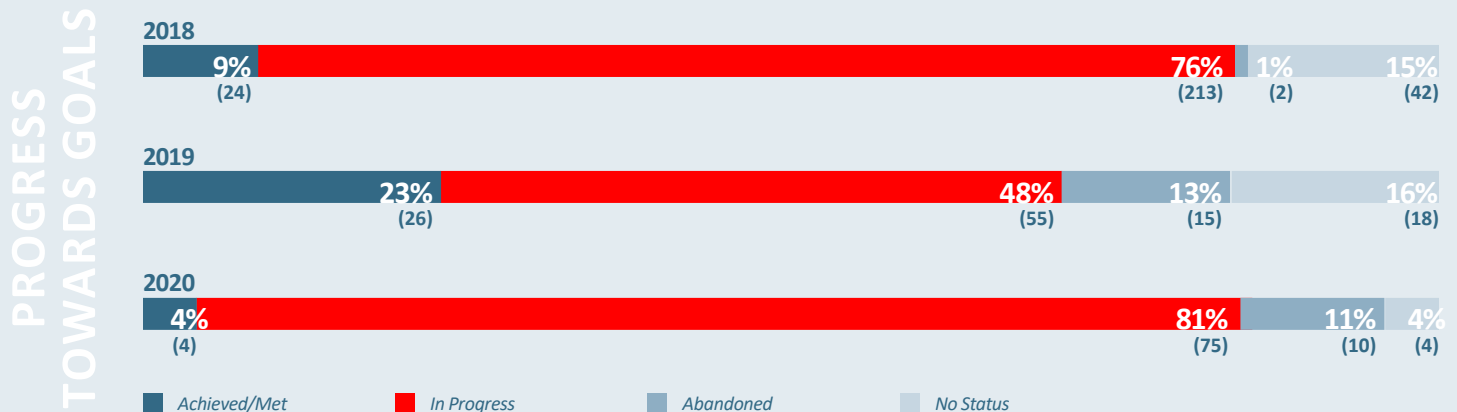
— PoF FATHER

CUMULATIVE FINDINGS FOR 2018-2020

DID FATHERS ACHIEVE THE GOALS THAT THEY SET FOR THEMSELVES?

Findings indicate that fathers were working toward completing the goals that they set for themselves in 2018, 2019, and 2020. The number of fathers reporting their goal status as being **in progress** decreased from **76%** in 2018 to **48%** in 2019 but then increased to **81%** in 2020. The decline in progress status between 2018 and 2019 was due to an increase in **goal completion** and **goal abandonment**. In 2020, **in progress** uptick can be attributed to a **decrease** in **goal completion** and **goal abandonment**. Qualitative data also indicates that fathers faced increased barriers to goal completion due to COVID-19. Case notes reveal that many of the goals that fathers set for themselves were longer term and could not be completed within the time frame of the program.

GRAPH 16: Progress toward goals by year



HOW DID FATHER RATE THE QUALITY OF PoF PROGRAM COMPONENTS?

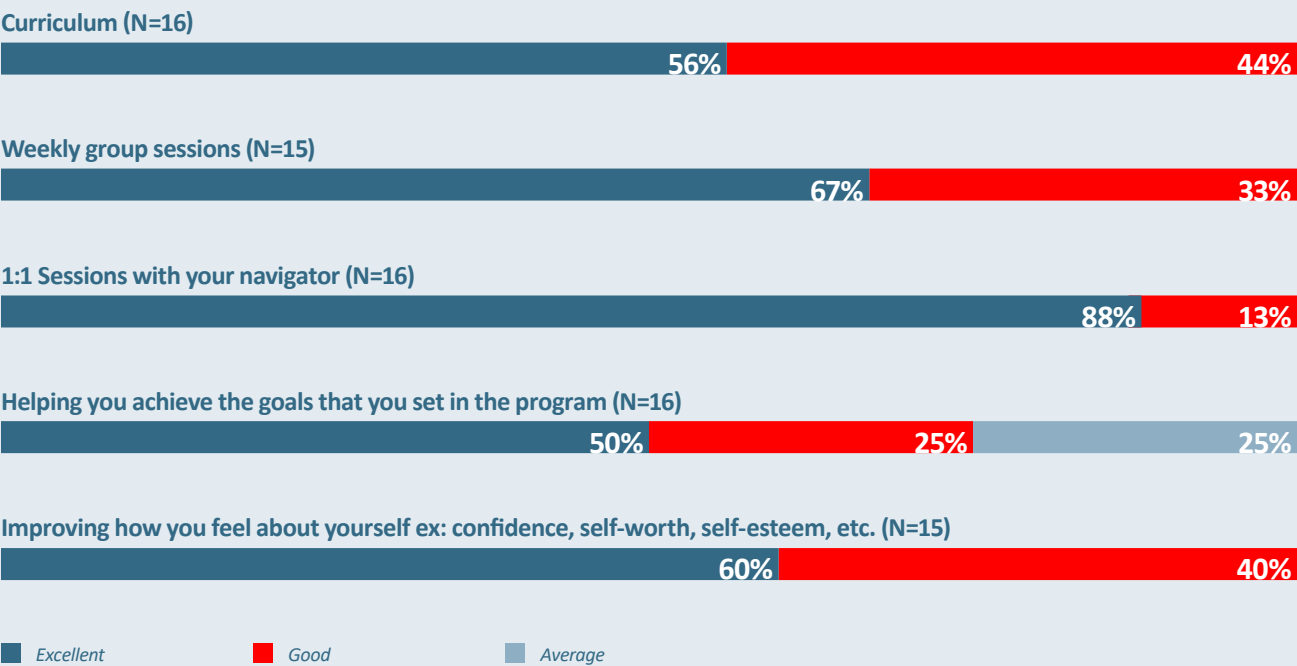
Post-survey results indicate that on average, fathers rated the program components (curriculum, weekly group sessions, 1:1 sessions with their Navigator, Helping them achieve the goals that they set in the program and Improving how they feel about themselves) as **excellent or good**. **1:1 sessions with their Navigators** received the highest rating (**88% excellent rating**), among the program components. **Helping them achieve the goals the set in the program** received the lowest rating (**75% excellent or good rating** and a **25% average** rating).

I really enjoyed the program. The staff were some good guys... You get to open up about a lot of things & feel a connection with the group. #justtheguys

— PoF FATHER

GRAPH 17: Fathers' ratings of program components

FATHERS' RATED PoF IN THE FOLLOWING AREAS

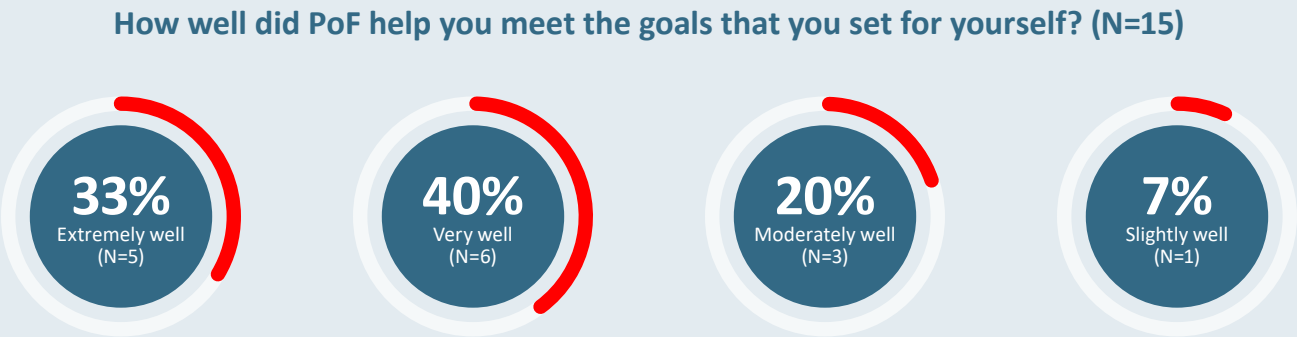


HOW WELL DID THE PoF PROGRAM HELP FATHERS MEET THE GOALS THAT THEY SET FOR THEMSELVES?

77% of fathers said that the program helped them meet the goals that they set for themselves **Extremely well** or **Very well**. Additional information is needed to determine whether goal program data was not sufficiently updated or if fathers perceived and interpreted their goal progress differently.

GRAPH 18: Fathers' rating of meeting goals

FATHERS' RATING OF MEETING GOALS



DID PARTICIPATING IN THE PoF SUPPORT/IMPROVE FATHERS' RELATIONSHIPS WITH THEIR CHILDREN?

88% of fathers said that participating in PoF supported or improved their relationships with their children **A great deal** or **A lot**.

GRAPH 19: PoF's support of fathers' relationship with their children

FATHERS' RATING OF
MEETING GOALS

To what extent did participating in PoF support your relationship with your children?
(N=16)



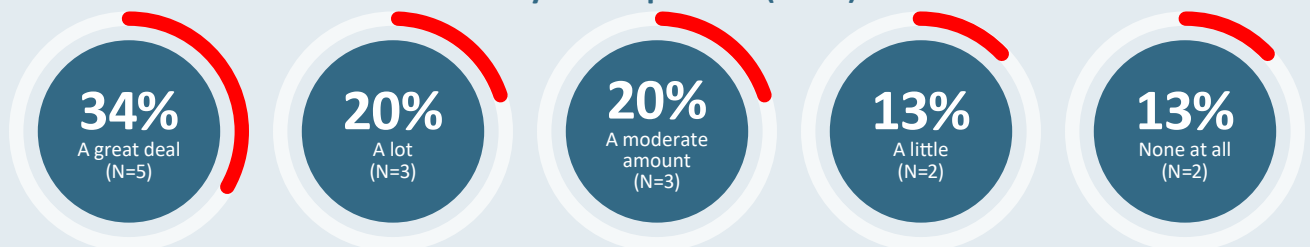
DID PARTICIPATING IN THE PoF SUPPORT/IMPROVE THEIR RELATIONSHIP WITH THEIR CO-PARENTS?

54% of fathers said that participating in PoF supported or improved their relationship with the co-parent(s) **A great deal** or **A lot**.

GRAPH 20: PoF's support of fathers' relationship with their co-parents

FATHERS' RATING OF
MEETING GOALS

To what extent did participating in PoF support or improve your relationship
with your co-parent? (N=15)





School-Based Programs

During 2019, two schools partnered with Power of Fathers to support school-aged fathers and delay/prevent other students from becoming fathers. Navigators held workshops on what it means to become a man in today's society, so that a man can be ready to be a strong partner and family member. Navigators believed this program had the potential to strengthen young men's sense of self, enhance young men's understanding of how they influence and affect their children, and improve young fathers' relationships with co-parents, which has further positive impacts on their children.

January through June 2019, PoF worked with 17 young men in two schools. From August to December of 2019, PoF worked with 10 young men from a third school. In these group sessions with students, Navigators facilitated conversations and dialogue, adapting the PoF curriculum to fit the students' needs, adjusting to time constraints in the school setting, and ensuring the content was both age-appropriate and meaningful for the youth. Participants in this program learned about positive communication with co-parents, critical thinking, how to respect others' views and perspectives, and pragmatic and realistic relationship skills.

The young men gained support from the others in their group, a camaraderie of young fathers like them. They received mentoring from the Navigator as well as a space to express themselves and have fun. One successful group session focused on an issue that a particular father was having with a co-parent. The group worked together to calm him down and provide support during the session. They discussed positive communication and engagement. Future sessions showed a positive improvement between this father and his co-parent, which the case manager believed to be a result of the skills

Part 4: Profiles



“It (PoF) gave me more resolve. Like, it made me want to do better (as a father).” ”

SHAY P. PoF FATHER SINCE 2019

Shay and his wife have been married for 10 years. They have two children. Shay was invited to the program by MaShaun, the Children’s Home & Aid Navigator. At first, Shay wasn’t sure that he had much in common with some of the fathers or had anything to contribute to the group. He soon realized:

“...the more I came, the more I started to see (that) there was some commonalities (between us) and it’s always something about a shared experience that brings people together. And although there were different issues we were confronted with, we were all fathers... So, that’s what kind of got me there.”

By participating in the program, Shay hoped to learn from others’ successes and mistakes in order to be able to share/give advice to his younger nephews that have fathered children and to prepare for things his daughters may go through as they grow up.

Goals that Shay set for himself included communication and spending time with his daughters and communication with his wife. He also wanted to develop more introspection related to fatherhood and reflect on his growth as a father over time: today, after six months, 1 year later and so on. One aspect of the program that Shay said is helping him achieve his goals is the “last curriculum” (Manhood Tree). The curriculum, he said made him think about things differently, and “*provided positive affirmations of things I was doing right (as a father)*”. Learning and talking about parenting styles was helpful in improving his parenting skills and his co-parenting relationship. He said that he now listens more to his wife and children and is more open to their feedback. In terms of the programs impact on how he feels about himself, he commented, *“It gave me more resolve. Like, it made me want to do better (as a father).”*



PROGRAM SUMMARY — At intake, Shay requested support in the following areas: Parenting skills, co-parenting support, health and well-being, and other services.

SERVICES REQUESTED AT INTAKE	GOAL PLAN	STEPS TAKEN	GOAL STATUS
1. Parenting skills	Goal #1-2020. To learn more tools to continue to grow as a father	2020. Attend group session. Talk with Navigator about goals. Make plans and outings with family	In progress
2. Co-parenting	Goal #2-2020. To continue to grow as a husband	2020. Listen more to wife	In progress



“...with the power fathers group, I’m hooked up with a bunch of real brothers...to help me become a better man in so many ways.”

TERRY R. POF FATHER SINCE 2017

Terry and his wife have been married for 9 years. They have four children- he has one child and she has 2 children from previous relationships and they have one child together. Terry said that his wife connected him with MaShaun to get him involved in PoF. He shared his thoughts about what he expected to get out the program:

“I wasn’t expecting much. But just being in the right place with the right people because I always believed in the type of people you have in your circles, so, you become like as long as you hang around them enough. I saw how successful these brothers was and the way they dress and the way they talk. And I grew up in the streets, but I to transfer the same energy today and be successful as well. I just wanted to be a step up like a Davies [Program Director], you know. You know, Professor [Dr. Harris], I just wanted to be like these guys. MaShaun... So, I just wanted to be like them. So, I joined what they were doing, it turns out, (I) have (had) many benefits to doing. And many benefits of joining. And there’s a whole laundry list (of benefits)...”

One goal that Terry set for himself was to become a mentor, working with young boys to keep them out of trouble, which he said was accomplished after about a year and a half in the program. He credits the program and learning from the other brothers in the program as contributing to growth in his parenting skills. While the program he said, supported improvement in his relationship with his children, he also identified the support he receives from his wife motivates him to be a better father. Appreciating her support, he said that he became less selfish and more supportive of her, especially with the kids. While he said that the things going on around him, such as the recent death of his son’s mother, impact how he feels about himself and interacts with others, he believes that the program supported improvement in how he feels about himself.



PROGRAM SUMMARY — At intake, Terry requested support in the following areas: health and well-being, co-parenting support, and life skills.

SERVICES REQUESTED AT INTAKE	GOAL PLAN	STEPS TAKEN	GOAL STATUS
1. Parenting skills	Goal #1-2019. Address inner conflicts contributing to him engaging in unhealthy behaviors by resolving inner conflicts and developing coping skills in high risk situations. 2020. To maintain a positive mental health mind set	2020. Attend and participate in group and meet with Navigator regularly	In progress
2. Co-parenting	Goal #2-2020. To get in agreement with co-parent on how to raise and educate their children during the pandemic	2020. Has become more involved with family and more active in son’s e-learning in particular	In progress



*“I’m happy now. I have confidence in myself.
I’m not angry anymore.”*

ROBERT G. POF FATHER SINCE 2020

When Robert came to the program, he was the process of getting a divorce and was raising his young son and daughter. He said that the coordinator at his children’s daycare had given him a flyer about Power of Fathers to get some help because he had seen him going through a lot of challenges (no car, raising two small children on his own, stress from the divorce, etc.). He had heard that the program helps people finds jobs and get other supports but since was already working and receiving supports, he said that his motivation to join the program was to have a safe space to talk:

“So, I mostly went to Power of Fathers just to talk. Once I heard that it’s a bunch of men and we’re all talking to each other and it’s just a safe circle, a safe environment for us to express how we feel as men, I was like, cool. I’ve never been a part of something like that so, I want to try that.”

By participating in the program, he hoped to learn ways to deal with anger and build more self-confidence. He said that the program helped by showing him, *“...that I have value. That I matter... and I have feelings and my feelings matter.”* He said that program allowed him to have a safe space to speak his truth and that listening to others share their stories and talking with his Navigator were the most impactful components of the program for him.

Robert said that he was able to accomplish every goal that he set for himself in the program- *“I’m happy now. I have confidence in myself. I’m not angry anymore.”* Talking and learning more about parenting styles supported growth in his parenting skills. As a result, he learned the importance of being “emotionally consistent” with his children. Since being in the program, his relationship with his children has improved. Before joining the program he was providing for his children but was sad and depressed. Now, he is happier and enjoys being with them while being is more emotionally involved with them. His relationship with his co-parent has not improved but he does not think that PoF could have done anything to help. However, he said that PoF helped him to accept the reality of their relationship and set boundaries for himself.



PROGRAM SUMMARY — At intake, Robert requested support in the following areas: Legal assistance, housing, and co-parenting support.

SERVICES REQUESTED AT INTAKE	GOAL PLAN	STEPS TAKEN	GOAL STATUS
1.Parenting skills	Goal #1-2020. Obtain legal representation for divorce and custody	2020. Provided information and contact number for MFS attorney	In progress
2.Co-parenting	Goal #2-2020. Find a better housing for himself and children	2020. (Navigator began the process of looking for housing)	In progress



“...our group Power Fathers...It was so beneficial to me because I was looking at brothers just like me, some of them never been in trouble, never been on the streets, and we all connected as being fathers.”

ISAIAH R. PoF FATHER SINCE 2018

Isaiah is in a cohabitating relationship with his youngest son's mother. He is the father of 13 sons and three daughters. All of his children are grown except the youngest, whom he has custody of. After returning home from prison, Isaiah got involved in a program to help him deal with one of his son's who'd gotten involved in gang activity. When funding cuts ended that program, he was told about the Power of Fathers program. In order to, *“be around fathers that was helping”*, he said that he, *“used to walk from 79th Street all the way over there to Dawson Tech [more than 5 miles] just to go”* to the PoF meetings.

Isaiah came to the program hoping that it would help him better support his son. His main goal is to care and provide for his youngest son. One of the goals that he set for himself was to get his GED. However, he said that not having reliable childcare has prevented him from taking the classes needed to achieve this goal. He also would like to run his own business and has completed the paperwork necessary to start his own landscaping business but lacks the capital needed to get it fully up and running i.e. purchase materials and equipment.

During his time in the program, he was able to take advantage of a resume class through MFS and was provided a suit upon completion on the class. He received access to a therapist through Family Focus. He participated in the training and community organizing with COFI. He received certification as a TIP facilitator.

Since joining PoF Isaiah said that his parenting skills as a father and grandfather have “greatly” improved. He said this about the improvement in his communication with his grandchildren, *“I got grandkids out there popping mollies, doing crazy stuff, smoking weed, and now with the Power of Fathers, it enables me to talk to them on their level...”* He said that the program has helped him improve his relationship with his co-parent by providing him emotional support to help him better deal with challenges with his co-parent. PoF has helped him improve how he feels about himself. He said that being put in more of a leadership role has increased his self-confidence and has made him feel, in his words that, *“I could take anything. I can do this.”*



PROGRAM SUMMARY — At intake, Isaiah requested support in the following areas: GED/Education, co-parenting support, child relationship concerns, parenting skills, employment, housing, health and well-being, legal assistance, life skills, and other (anger management).

ISAIAH R. PoF FATHER SINCE 2018 *(continued)*

SERVICES REQUESTED AT INTAKE	GOAL PLAN	STEPS TAKEN	GOAL STATUS
1. GED/education:	Goal #1-2018. Earn a GED	2018. Enrolled in Kennedy King	In progress
2. Co-parenting	Goal #2-2018. Resolve conflict with co-parent and strengthen the co-parenting relationship. 2020. Establish and maintain appropriate co-parenting boundaries	2018. Attend individual case management and groups session to express frustrations and feelings of helplessness	In progress
3. Parenting skills	Goal #3- 2018. Identify unresolved childhood issues that affect parenting	2018. Attend all PoF groups, talk regularly with when feeling helpless, continue to write thoughts and challenges in journal	In progress
4. Other: Anger Management	Goal #4- 2020. Reduce the frequency and intensity of angry verbal outbursts toward people	2020. Learn meditation and self-control strategies	Goal not met

CO-PARENT FEEDBACK

The co-parents' perspectives and experiences of the fathers in the program provided insight on barriers dads face in being in their children's lives, parenting skills, and impact of the program at the family level. Co-parents were asked a series of questions to explore their understanding of the program's impact on father involvement, and changes in parenting skills and resources as a result of participating in the program. Three co-parents were interviewed- 2 were spouses of participating fathers and had been married for 9 and 12 years, and 1 co-parent reported being friends, parenting together with the participating father.

- **PERSONAL GROWTH OF FATHERS' REPORTED BY CO-PARENTS.**

- **More appreciative.**

I think he's more reflective on...how can I put it? How blessed he feels because he'll share without giving names. You know, some of the fathers have shared some really rough stuff and some circumstances they've had maybe with the mothers of their children. So he'll make a joke and say, well, I lucked out because, you know, some fathers dealing with some stuff. And again, he just can't give any, like I could tell you any names or anything. But I think he's reflected on that a lot and probably appreciates me even more, which I love.

- **Wanting to give back.**

I think it's (participating in PoF) also kind of had him think about how he might want to be able to help more, especially like younger fathers who might not have had, you know, mentors or coaches, so to speak and just wanting to give back

- **IMPROVEMENTS IN THE CO-PARENTING RELATIONSHIP REPORTED BY CO-PARENTS.**

- **Listening more.**

And then just, just the listening, you know, listening to your wife... Now, he tells me stuff that he's telling them that I told him. He's telling them like I was telling him not to be talking to your baby mom like that. He's telling them "you respect the mother of your child and don't talk about." I'm like... Good. Very good...

*He's calmer. Much calmer (now) and able to accept the things that I'm saying better...
He's listening and responding to the things that I'm seeing differently. And with much calmer action.*

- **Better communication.**

He'll try to run stuff by me more. He'll say, "Well, I wanted to ask you before I tell it to the kids and so they won't think it's my fault", and stuff like that. So he'll call and say "well, I wanted to do this or how about this", stuff like that. He'll call me. And so, trying to make sure I'm not always the bad guy because. He'll say stuff to the kids, "I'm going to do this, do that." And then I have to tell them, no, we can't do that. So he runs things by me more

Like sometimes we have conversations that's not something we want to talk about, right? You know, and I'm like, OK, but we, me and you, you can't do this. Even though you may have done it in the past, but we can't do that if we trying to go forward and we're trying to grow. We cannot live in the same position. We have to talk about it. You know, I'll give you some time, but we have to talk about this. So like that has helped tremendously like the communication part.

- **Expressing feelings more.**

It (PoF) has helped them because, like he expresses more. Like, (he will now say) I feel like this, you know, not really like. He's not walking around her crying and stuff. He would never I do that (laughs).

- **CHALLENGES IN THE CO-PARENTING RELATIONSHIP:**

- **Being raised differently/Having different parenting styles.**

We weren't raised the same. So like how he was raised is different from how I was raised. But we have to respect each other and like the things that we bring to the table individually...So the communication has to be there. We have to understand.

I would say mine (parenting style) is more along the lines of giving them as much information as possible. Where [PoF Father] is like, enough is enough... And a lot of times I would say he's right and I've probably given them way too much than they need or way too much because. You know, at the end of the day, we are the parents. I was raised that way. Where my father was, is very you know, you don't need to have everything like, I'm the father and I said it. [PoF father] is similar.

- **CHALLENGES IN FATHER'S INVOLVEMENT WITH KIDS REPORTED BY CO-PARENTS:**

- **Work or other schedule conflicts that prevent them from spending time with their children.**

"A lot of times, he's not able to make it to a lot of things that I, you know. Well, just even spending time as much as the kids want. It's either because he has to work or something else comes up and a few times, he hasn't been able to make it..."

- **Gatekeeping i.e. limiting access to the children.**

Well, because it's COVID, he's (their father) not able to come as often as he would like to and the kids want him to because I am trying to be extra protective. And because I don't know his environment and what's going on. I just have to protect me as well. That's the main thing, he's not able to visit as much. (And) Go to him. I'm not going to do that either... we try to limit travel period. I try to keep the kids home as much as possible and just secluded from other things. And they can call (their dad) and things like that but that's it. And I know it's kind of depressing for the children, but I'm really trying to be protective because it's a really dangerous disease. That's all. I know it's probably not going to work for right now to keep them from feeling some kind of way, but I have to be the bad one for right now.



COFI Community Collaboration

In 2019, the program established a partnership with Community Organizing and Family Issues (COFI), an organization with a mission of strengthening the power and voice of low-income and working families at all levels of civic life—from local institutions and communities to local, state, and federal policy arenas.

COFI and PoF staff co-created a plan to provide PoF participants the opportunity to engage in leadership development and community organizing trainings and activities. The participating dads were trained on in a basic understanding of advocacy and community organizing. They learned about governmental structures, what policy is, how to impact policy, and how to begin to build a platform for policy recommendations.

For the community organizing training part, Dads were trained on community mapping and surveying. Trained dads conducted outreach in the Englewood neighborhood to hear community members' thoughts and ideas concerning the strengths and problems in their neighborhood. They also asked community members about their experience with child welfare, how they believe the system could be improved, and more, in order to inform the PoF policy and advocacy work.



“My experiences with PoF dads over the last 5 years have been phenomenal.”



MASHAUN ALSTON
CHILDREN'S HOME & AID

My experiences with PoF dads over the last 5 years have been phenomenal. When I first started with the PoF program, I wasn't sure of my role and how I could make some type of change or impact in the lives of the dads. As time went on and relationships were formed in groups and individually with the dads, I knew I was in the right position. Having the opportunity to meet men with different backgrounds and bringing their own style improved my way of thinking on certain issues. No one was above or lower than the next person, just different insights and experiences that made the groups unique. To the end, I want to make a difference and uplift men of color to be the best in whatever role we are in, and continue to always evolve into something great is my biggest motivation in doing this work!



“I can now honestly say that this has been the most rewarding work I have ever done.”



KENNETH LEWIS
FAMILY FOCUS

I began work as a Navigator for the fatherhood program 3 years ago not knowing what to expect and not sure if I would be able to help the fathers connected to the program. I can now honestly say that this has been the most rewarding work I have ever done, and I look forward to serving the fathers of our community for years to come. What motivates me to do this work is that quite often when I initially speak with a dad about the program, they are often skeptical about how the father's program could be beneficial to them, but the majority of those fathers find a community of dads even a brotherhood and some lifelong bonds through our group sessions. This work has allowed me to see fatherhood from a totally different perspective. Many of our young men have become fathers without the benefit of being raised by one. It is extremely difficult to be successful at something when you are not given the tools. This program provides our fathers with the tools they need to succeed as Fathers.

**REGINALD HICKS**

FATHERS, FAMILIES, HEALTHY COMMUNITIES

Reginald Hicks is a practitioner whose focus is bringing attention to the importance of male involvement in the lives of children, families and communities, while enhancing the parenting skills that fathers possess. Mr. Hicks currently serves as Fathers, Families and Healthy Communities (FFHC) Systems Navigator.



“working directly with the fathers has also helped me grow as a father myself”

**OTHNIEL TUCKER**

FATHERS, FAMILIES, HEALTHY COMMUNITIES

I firmly believe that in order to break the generational cycles of poverty, crime, and other detrimental effects that has systematically plagued our minoritized community, fathers have to step up and become pillars of our society and families. It is critically important that we as fathers tap into our power, and use it as a strength to empower our children, our families, and ourselves. As a father of two sons, I want them and their peers to take up the mantle and pass it on, to ensure a positive legacy.

Being apart of PoF has changed me dramatically. Coming from a corporate background, I wanted a more meaningful career. When the opportunity came along to help build and grow a nonprofit dealing in the space that interested me the most, I had no idea it would lead to being on such an amazing team as PoF, and working directly with the fathers has also helped me grow as a father myself.

**NATHAN WRIGHT, SR.**

METROPOLITAN FAMILY SERVICES

There are many programs out here, but very few aimed specifically at men, not to mention "Fathers." "Fatherhood" like "Motherhood" doesn't come with a manual, but the expectations are just as high if not higher for the man who finds himself in this position. I am helping these "Young Fathers" find their way both in their fatherhood and society as a whole. I have found my passion!

Part 5: Conclusion and Recommendations

Findings over the 3.5 programming years reported here indicate that overall, the PoF program achieved its program goals, especially individual level goals. The PoF program model's 2-week integrated group-based curriculum delivered through 2-hour weekly group sessions combined with intensive individual case management provided space for fathers' to increase their "power" i.e. understanding their person, place, and purpose. More specifically, the goal directed focus of the curriculum and case management supported fathers' efforts to improve their life outcomes and strengthen their relationships with their children and co-parenting partners (Program goals #1, 2, and 3). Quantitative and qualitative data confirm that fathers' skills improved and engagement with their children increased as a result of participating in the program. Most areas of father involvement saw some improvement each cohort. Statistically significant improvements in father involvement dimensions- Time Together, Discipline and Teaching Responsibility, and Praise and Affection in 2019 and 2020 represent program strengths that help identify program areas where there is room for further development such as co-parenting support.

Partners committed to prioritizing organizational efforts to improve policies, practices, and programs that work with fathers and families within their organizations. Notable progress included the development of an organizational assessment to assess father engagement strengths, weaknesses, and opportunities within each organization. However, organizational assessment results were not reported across all organizations, making it challenging to assess the extent to which father-informed practices were embedded and shared (Program goal #4).

In addition to the development of an effective, replicable program model, the partnerships' collaboration with the CROSS team on the development of the PoF Integrated Curriculum and Fatherhood PSS scales represent contributions to programming and learning in the fatherhood field (Program goal# 5). System change work also included the successful program extensions into the Cook County Department of Correction and Chicago Public Schools (Program goal #6). Policy work addressing child support enforcement was initiated (Program goal #6). Work to amplify the voices of fathers included the Virtual Town Hall meeting and the COFI collaboration in which allowed fathers to learn how to lend their voices and support to addressing issues in their communities (Program goal# 7).

We believe that key ingredients contributing to the program's success include a culture of learning cultivated within the program and being responsive to fathers' needs. The culture of learning encouraged fathers, program staff, evaluators, and other stakeholders to share their knowledge, experiences, and perspectives in order to improve the program. The bi-weekly planning committee meetings also created a space for collective learning.

Critical modifications were made to the program in response to listening to fathers. From changing meeting locations to modifying the curriculum, the adaptations contributed to fathers' engagement and experience in the program.

The program might be further strengthened at the organizational and policy systems levels. Moving organizational father engagement practices forward, sharing father engagement learning broadly and addressing may require more time and coordinated efforts to achieve.

RECOMMENDATIONS

The following recommendations are organized by program goal:

Improving father-defined outcomes	<ul style="list-style-type: none"> • Consistent communication and follow-up with dads. Case note review and interviews with fathers indicate that greater follow-up is needed on the resources and services requested by fathers at intake and on referrals provided. Resource referrals might be improved by ensuring that fathers connect with the referral source, and that the referral source adequately supports fathers; and then reporting the referral outcome. • Goal achievement. Consistently, the majority of fathers were reported the goal status of in progress. We found that the length of the program may not allow enough time for completion of longer term goals and that some fathers encountered multiple and varied challenges in completing goals. It might be helpful to break down longer term goals into shorter-term goals or milestones. • Navigator training. In addition to case management training and experience, we recommended additional training in the following areas: coaching, trauma, mental health, substance abuse, co-parenting, conflict resolution, and domestic violence. • Best practices. Drawing from best practices might assist in addressing the diversity of needs of fathers in the program. • Inclusivity. Related to Best Practices, programming should make every effort to be inclusive of all fathers regardless of race/ethnicity, economic status, religion, marital/relational status, or sexual orientation. Program assessment of inclusivity should be incorporated. • Prioritize and monitor program model fidelity. As previously mentioned, findings indicate the PoF program model is effective. We found that facilitators varied in terms of facilitation stance and implementation and adherence to the curriculum. Some Navigators demonstrated a strong facilitation stance but not strong adherence to the curriculum and vice versa. Ongoing training and measurement of fidelity is recommended. <p>We also found that program participation was less consistent among program sites not adhering to the program model. As a result, we recommend encouraging adherence to the minimum requirements for the program model- 2-hour sessions and 12-weeks of the integrated group-based curriculum with intensive individual case management. For maximum benefit to fathers, the highest fidelity to the program model should be maintained. Fidelity should be monitored regularly and feedback provided.</p>
Improving father-child outcomes	<ul style="list-style-type: none"> • Continue supporting father engagement. Continued support for fathers efforts to engage with their children by providing resources and organizing events. Develop opportunities to observe father's interactions with their children.
Improving co-parenting relationship	<ul style="list-style-type: none"> • Engaging co-parents. Given that co-parenting support was the third most requested service and that fathers' in the program showed little improvement in their interactions and perceptions of the relationship with their co-parents, we recommend additional discussion about this area of the program. While the program model is not focused in engaging co-parents, findings indicate that father interactions with co-parent can affect father-child engagement. To strengthen this area, the program might work with fathers to identify and address barriers to co-parent engagement, setting more incremental co-parent goals, and explore opportunities to engage co-parents.
Improve each partner organization's father engagement practices	<ul style="list-style-type: none"> • Collecting and incorporating father feedback. Identifying or formalizing processes to consistently incorporate father feedback may help embed father informed organizational practices. • Communication between partners. Developing a process/system for sharing engagement practices on an ongoing basis.
Share father engagement practices to improve programs, services, and outcomes	<ul style="list-style-type: none"> • Build on the learnings from virtual programming to continue strengthening the program. There were strengths and challenges experienced during 2020 from going virtual and in combining sites. • Expanding the reach of PoF. Support efforts to disseminate learnings from the program to the broader community (local community, father engagement/family strengthening community, academic community, practitioners, etc).

RECOMMENDATIONS *(continued)*

Address policies and systems that have an adverse impact on father engagement and family well-being

- **Engage fathers in policy and advocacy.** Develop ways to involve fathers to inform policy and stakeholder decisions made to improve their lives.

Amplifying the voices of fathers as self-advocates

- **Include fathers in the evaluation process.** Fathers' have expressed interest in understanding the evaluation and what happens with the data collected. We recommend incorporating fathers' perspective in evaluation efforts. We believe that efforts such as fathers reviewing evaluation reports, research instruments, and representation on the evaluation committee would be very valuable.
- **Leadership opportunities for fathers.** Many fathers' have expressed desire to mentor other fathers and have given back to the program by supporting recruitment efforts and co-facilitating group sessions. The programs might explore developing additional leadership opportunities for fathers such as Father to Father mentoring, community organizing, etc.

***CONSISTENT AND ACCURATE DATA COLLECTION AND DATA ENTRY.** Underscoring all the above recommendations is needed data entry improvement. More consistent and accurate data collection by the program staff would better inform the enhancements to the program model, the support provided to fathers, and what outcomes fathers achieve.

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Appendix A: 2018-2019 Evaluation Questions

Individual	<p>To what extent are fathers participating in the program?</p> <p>Are the life situations of fathers enrolled improving?</p> <p>What aspects of parenting do fathers feel are the most important?</p> <p>What barriers are fathers encountering that prevent them from full engagement with their children?</p> <p>What barriers are fathers encountering that prevent them from full engagement in the program?</p> <p>What motivators and strengths do they have that help them engage in the program?</p> <p>To what extent has fathers' engagement in the community changed through their participation in the program?</p> <p>What are the demographics and characteristics of the fathers?</p>
Family	<p>Are fathers improving or developing parenting skills?</p> <p>Are fathers improving or developing co-parenting skills?</p> <p>Are the relationships between fathers and their children improving?</p> <p>To what extent does the program impact positive child-related outcomes?</p>
Agency	<p>What is working within the agency to serve fathers well?</p> <p>How are fathers' issues (health, employment, legal, etc.) being addressed? Tracked? Supported?</p> <p>How are fathers engaged outside of group meetings, throughout the navigation process?</p> <p>To what extent has each organization changed their father engagement policies, procedures, and practices?</p> <p>What techniques work for the organizations effective learning, growing, and collaboration?</p>
System / Policy	<p>What impact has the collaborative had on city, county and/or state policies and systems?</p> <p>What impact has the collaborative had on the policies, procedures, and practices of other father-serving organizations across the city/region?</p>
Collaborative/Process	<p>What collaborative system across all four organizations is in place?</p> <p>What collaborative strategies have worked for maintaining the active participation in the collaborative?</p> <p>What are barriers to complete participation in the collaborative?</p> <p>In what ways is the collaborative effective and ineffective at recruiting and retaining fathers in the program?</p> <p>In what ways is the collaborative effective and ineffective at developing partnerships for the initiative?</p> <p>In what ways is the collaborative effective and ineffective at communicating with the community at-large and other stakeholders?</p> <p>What activities does the collaboration engage in to improve the overall implementation of the initiative?</p>

Appendix B: Power of Father Integrated Curriculum Content

Appendix B : Power of Father Integrated Curriculum Content

	Themes	Topics
Week 1	Identity and Purpose	Who am I? Who am I as a father?
Week 2	Power and Control and Forgiveness	Use of Power, Power Struggles, and Forgiveness
Week 3	Transitioning to Fatherhood and Fathering Goals	Goal Setting, Improving, and Moving Forward
Week 4	Barriers and Dealing with Stress	Identifying Barriers and Managing Stress
Week 5	Sources of Strength and Parenting	Where My Strength Comes From and Parenting Styles
Week 6	Self-Worth	Developing Self-Worth
Week 7	Fatherhood Hope Part I	Co-Parenting and Future Possibilities
Week 8	Fatherhood Hope Part II	Self-Motivation and Parenting Experiences
Week 9	Fatherhood Hope Part III	Skills and Resources
Week 10	Unresolved Triggers	Managing Anger
Week 11	Gratitude	Finding Meaning and Having Fun
Week 12	Social Support and Compassion	Seeking Help and Helping Others

Appendix C: PSS Fatherhood Survey

Date: _____ Program: _____ Survey # (circle one): 1st 2nd 3rd 4th

Staff Name: _____ Participant ID: _____

Fatherhood PSS Survey

FB. Please answer the following statements based on how much you feel each item is a **barrier/challenge** that prevents you from **being a father**.

Circle a number on the scale between 1 to 5 (1= Not a barrier and 5= Strong barrier).

	Not a Barrier				Strong Barrier
1. Not having paternity established	1	2	3	4	5
2. Not knowing how to be a father	1	2	3	4	5
3. Not having a father or father figure in my life when I was growing up	1	2	3	4	5
4. Not wanting to be a father	1	2	3	4	5
5. Not having custody	1	2	3	4	5
6. Being legally restricted from seeing my children	1	2	3	4	5
7. Not living in the same home with my child(ren) on a daily basis	1	2	3	4	5
8. My child(ren) live too far away from me	1	2	3	4	5
9. My work/school schedule or other time conflicts	1	2	3	4	5
10. Not getting along with the co-parent	1	2	3	4	5
11. Co-parent(s) or caregivers prevent me from seeing my children	1	2	3	4	5
12. My co-parent's current partner objects/interferes	1	2	3	4	5
13. My child(ren) do not want to see me	1	2	3	4	5
14. My child(ren)'s behavior problems	1	2	3	4	5
15. Not having enough money to provide for my child(ren)'s basic needs	1	2	3	4	5
16. Being behind in paying child support	1	2	3	4	5
17. Not having a job	1	2	3	4	5
18. Not having stable housing	1	2	3	4	5

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Circle a number on the scale between 1 to 5 (1= Not a barrier and 5= Strong barrier).

	Not a Barrier				Strong Barrier
19. Transportation challenges	1	2	3	4	5
20. Lack of support from my family	1	2	3	4	5
21. Not wanting to ask for help to provide for my child(ren)	1	2	3	4	5
22. Not being able to find resources available to fathers (housing, child-care, etc.)	1	2	3	4	5
23. Feeling like I am not a good father	1	2	3	4	5
24. Feeling like I cannot be a good role model for my child(ren)	1	2	3	4	5
25. Having difficulty controlling my temper	1	2	3	4	5
26. My involvement in criminal or gang activity	1	2	3	4	5
27. Having a physical disability or other health problems	1	2	3	4	5
28. Having mental health problems such as depression, anxiety, bi-polar disorder, PTSD, or OCD	1	2	3	4	5
29. Drug / Alcohol addiction	1	2	3	4	5
30. Having experienced trauma and/or violence during my lifetime	1	2	3	4	5
31. Having been abused as a child (physically, sexually, mentally, or emotionally)	1	2	3	4	5
32. Going to jail or prison	1	2	3	4	5

FB. Please read the following statement about your **fatherhood situation**.

Circle a number on the scale between 1 to 5 (1= Strongly disagree, 5= Strongly agree, and 3= Neutral).

	Strongly Disagree				Neutral				Strongly Agree
1. I feel confident about being a father	1	2	3	4	5				
2. I feel that I am the best father that I can be	1	2	3	4	5				
3. I respect myself as a father	1	2	3	4	5				
4. As a father, I see myself as valuable	1	2	3	4	5				
5. I am capable of being a father	1	2	3	4	5				
6. I have the strength to overcome any challenges that comes in the way of me being a father	1	2	3	4	5				

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Circle a number on the scale between 1 to 5 (1= Strongly disagree, 5= Strongly agree, and 3= Neutral).

	Strongly Disagree				Neutral				Strongly Agree
7. I can be as good of a father as I want to be	1	2	3	4	5				
8. I can be a good father if I set my mind to it.	1	2	3	4	5				
9. I feel positive about how I will do as a father in the future	1	2	3	4	5				
10. I don't worry about not being able to be there for my child(ren)	1	2	3	4	5				
11. I will continue to be a good father	1	2	3	4	5				
12. I will be a better father in the future than I am now	1	2	3	4	5				
13. I am able to move toward my goal of being a better father	1	2	3	4	5				
14. I am committed to reaching my goals as a father	1	2	3	4	5				
15. I am excited when I think about becoming a better father	1	2	3	4	5				
16. I am willing to do my best to reach my goals as a father	1	2	3	4	5				
17. I am aware of skills that I have that help me be a father	1	2	3	4	5				
18. I am aware of the resources available to help me as a father	1	2	3	4	5				
19. I am able to use my skills to move toward my goals as a father	1	2	3	4	5				
20. I am able to use the resources available to me to move toward my goals as a father	1	2	3	4	5				
21. I am on the road toward being a good father	1	2	3	4	5				
22. I am in the process of moving toward reaching my goal to be a good father	1	2	3	4	5				
23. Even though I am not able to be the kind of father that I want to be right now, I will find a way to get there	1	2	3	4	5				
24. My current path will take me where I want to be as a father	1	2	3	4	5				

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TIP: Please answer each of the following statements describing the process of moving toward your goals. Circle a number on the scale between 1 to 7 (1= Strongly disagree and 7= Strongly Agree).

	Disagree strongly	Disagree moderately	Disagree a little	Neither agree nor disagree	Agree a little	Agree moderately	Agree strongly
1. I am clear about "who I am".	1	2	3	4	5	6	7
2. I am deeply aware of my purpose in life.	1	2	3	4	5	6	7
3. I can easily forgive myself for my own actions.	1	2	3	4	5	6	7
4. I have no problem forgiving people and things that are beyond my control.	1	2	3	4	5	6	7
5. I am certain about what goal I need to achieve.	1	2	3	4	5	6	7
6. I am clear about how to get to my goal.	1	2	3	4	5	6	7
7. I can actually see myself in the future having achieved the goal.	1	2	3	4	5	6	7
8. I can easily identify what my barriers to being a father are.	1	2	3	4	5	6	7
9. I am certain as to where my strength comes from.	1	2	3	4	5	6	7
10. I frequently pull energy from my source of strength.	1	2	3	4	5	6	7
11. I often engage in hope-based actions.	1	2	3	4	5	6	7
12. I can confidently manage my stress and anger.	1	2	3	4	5	6	7
13. I can find something to be thankful for in all situations.	1	2	3	4	5	6	7
14. I am able to seek help from others.	1	2	3	4	5	6	7
15. I find it easy to give help to others.	1	2	3	4	5	6	7

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Appendix C: PSS Fatherhood Survey *(continued)*

PICS 1. Think about your experience as a parent over the past 2 months. Rate how good a job you think you did as a father on each of the items listed below.

	Very Poor	Poor	Fair	Good	Excellent
1. Providing guidance/modeling for your children.	1	2	3	4	5
2. Encouraging your children to do their chores or help out.	1	2	3	4	5
3. Setting rules and limits for your children's behavior.	1	2	3	4	5
4. Encouraging your children to learn.	1	2	3	4	5
5. Giving your children's mother/father encouragement and emotional support.	1	2	3	4	5
6. Letting you children know that their mother/father is an important & special person.	1	2	3	4	5
7. Providing your children's basic needs (food, clothing, shelter & health care).	1	2	3	4	5
8. Accepting responsibility for the financial support of your children.	1	2	3	4	5
9. Playing games with your children.	1	2	3	4	5
10. Spending time listening to or being with your children.	1	2	3	4	5
11. Putting your children to bed.	1	2	3	4	5
12. Praising your children for doing good or doing the right thing.	1	2	3	4	5
13. Praising your children for something they have done well.	1	2	3	4	5
14. Showing physical affection to your children (hugging, kissing).	1	2	3	4	5

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	Very Poor	Poor	Fair	Good	Excellent
15. Telling your children that you love them.	1	2	3	4	5
16. Reading with your children.	1	2	3	4	5
17. Attending events your children participate in (sports, school, childcare, church events).	1	2	3	4	5
18. Being involved in the daily or regular routine of taking care of your children's basic needs or activities (feeding, driving them to places, etc.)	1	2	3	4	5
19. Knowing where your children go and what activities they do.	1	2	3	4	5

PICS 2. Please answer the following statements about what happens between you and your child's mother. While you may not find an answer that exactly describes what you think, please select the answer that comes closest to describing what you think. Your first reaction should be your answer:

	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
1. My child's mother/father sees our child in the same way I do.	1	2	3	4	5
2. My child's mother/father and I have the same goals for our child.	1	2	3	4	5
3. My child's mother/father and I agree on what our child should and should not be permitted to do.	1	2	3	4	5
4. When there is a problem with our child, we work out a good solution together.	1	2	3	4	5
5. I believe my child's mother/father is a good parent.	1	2	3	4	5
6. I learn how to better manage my child by watching his/her mother/father manage him/her.	1	2	3	4	5
7. Even if my child's mother/father and I have problems in our relationship, we can work together for our child.	1	2	3	4	5

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	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
8. My child's mother/father cares about our child.	1	2	3	4	5
9. I feel good about my child's mother's/father's judgment about what is right for our child.	1	2	3	4	5
10. My child's mother/father makes my job of being a parent easier.	1	2	3	4	5
11. My child's mother/father and I communicate well about our child.	1	2	3	4	5
12. Talking to my child's mother/father about our child is something I look forward to.	1	2	3	4	5
13. My child's mother/father and I are a good team.	1	2	3	4	5
14. My child's mother/father is willing to make personal sacrifices to help take care of our child.	1	2	3	4	5
15. My child's mother/father enjoys being alone with our child.	1	2	3	4	5
16. My child's mother/father pays a great deal of attention to our child.	1	2	3	4	5
17. My child's mother/father knows how to manage children well.	1	2	3	4	5
18. I have a good relationship with the extended family of my child's mother/father.	1	2	3	4	5
19. I have a good relationship with the current partner of my child's mother/father.	1	2	3	4	5

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F1. Please circle the response that indicates how important each of the following activities is to you:

	Very Important	Somewhat Important	Very Important
1. Showing love and affection	1	2	3
2. Spending time with your children	1	2	3
3. Providing emotional support	1	2	3
4. Being a positive example for your children	1	2	3
5. Teaching your children about life	1	2	3
6. Teaching morals and values and providing discipline	1	2	3
7. Providing financially for you children's basic needs (food, shelter, clothes, etc.)	1	2	3
8. Providing protection for your children	1	2	3
9. Providing direct care such as feeding, dressing, or childcare	1	2	3

DM. Please fill in the blank or circle the appropriate answer

- What is your age? _____
- What is your gender?

Male	0
Female	1
Other	2
Prefer not to say	3

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Appendix C: PSS Fatherhood Survey *(continued)*

3. What is your race/ethnicity?

Native American or Alaska Native	0
Asian or Pacific Islander	1
Black or African American	2
White or European American	3
Hispanic/Latino	4
Bi- / Multi-racial	5
Other (specify): _____	6

4. What is the highest level of education that you have completed?

Less than High School	0
High School / GED	1
Some College but no degree	2
Diploma or certificate from vocational, Technical, or trade school	3
Associates Degree	4
Bachelor's Degree	5
Master's Degree	6
Professional School Degree	7
Doctorate	8

5. Are you employed?

No	0
Yes	1

6. What is your annual income? _____

7. Are you currently receiving any public assistance? (TANF/SNAP/WIC/Link/Medicaid)?

No	0
Yes	1

8. Where do you currently live?

Rental	0
--------	---

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	Own Home	1
	Homeless	2
	Public Housing	3
	Other (specify): _____	4
	Living with family or friend	5

9. Have you ever spent time in a state, federal, or private prison? (If no, skip to question 10)

No	0
Yes	1

9-1. Are in jail or prison now?

No	0
Yes	1

9-2. Are you on probation?

No	0
Yes	1

10. What is your marital status?

Married, spouse present	0
Married, spouse absent	1
Never Married	2
Separated	3
Divorced	4
Widowed	5

11. How many children have you fathered, adopted, been a foster parent, or consider yourself to be a parent of?

11-1. Please indicate the number of **biological** children you have in each age-group?

Expecting baby	_____
Birth- 3 years	_____
4-6 years	_____
7-9 years	_____

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	10-12 years	_____
	13-15 years	_____
	16-18 years	_____
	Over 18 years	_____

11-2. How many of your biological children live with you on a regular basis? _____

11-3. Where are your other biological children living? They are living with...

Another Parent	0
A Relative	1
On their own	2
Foster Care	3
Other (specify): _____	4

11-4. Have you had any contact with your non-resident children in the past 2 months?

No	0
Yes	1

12. How would you rate your relationship with your children?

Excellent	0
Good	1
Average	2
Poor	3

13. How many hours do you spend with your children each week?

0 hours	0
1-4 hours	1
5-8 hours	2
9-11 hours	3
12 or more	4

14. How many different mothers/co-parents do your children have?

14-1. What is your relationship with them now?

Mother/Co-parent 1	_____
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Please indicate if you are: 1= Married, 2= Romantically involved/committed relationship, 3= Separated or Divorced, 4= On and off again relationship or sexually involved but no relationship, 5= Just friends, 6= Not in any kind of relationship, 7= Mother/Co-parent is deceased.

Mother/Co-parent 2	_____
Mother/Co-parent 3	_____
Mother/Co-parent 4	_____
Mother/Co-parent 5	_____

15. How would you rate your relationships with your children's mother(s)/co-parent(s)?

Excellent	0
Good	1
Average	2
Poor	3

16. How would you rate your communication with the co-parent(s) of your children?

Excellent	0
Good	1
Average	2
Poor	3

17. What do you and the co-parent(s) of your children communicate about? Your children's... (check all that apply)

Education	0
Health / Well-being	1
Behavior or emotions	2
Basic needs (clothing, food, etc.)	3
Planning activities	4
Other (Please describe): _____	5

Thank you very much!

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Appendix D: Post Survey

8/3/2021 Qualtrics Survey Software

We are collecting feedback about the Power of Fathers Program.

Please tell us about your experience in the Power of Fathers Program

Program Site

☐ Children's Home and Aid (CH&A)

☐ Family Focus

☐ Fathers, Families, Healthy Communities (FFHC)

☐ Metropolitan Family Services (MFS)

Please share one word or sentence about how you felt as a result of the program.

How satisfied are you with your overall experience in the Power of Fathers program?

☐ Extremely satisfied

☐ Somewhat satisfied

☐ Neither satisfied nor dissatisfied

☐ Somewhat dissatisfied

☐ Extremely dissatisfied

How would you rate the quality of the following program components?

	Excellent	Good	Average	Poor	Terrible
Curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Weekly Group sessions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1:1 Sessions with your Navigator	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helping you achieve the goals that you set in the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

https://uc01.qualtrics.com/GED5SectionBlocks/Ajax/GetSurveyPrintPreview?ContextSurveyID=SV_2w6M715e9c50d&ContextLibraryID=URL_fm8... 14

8/3/2021 Qualtrics Survey Software

Improving how you feel about yourself (ex: confidence, self-worth, self-esteem, etc.)

	Excellent	Good	Average	Poor	Terrible
Improving how you feel about yourself (ex: confidence, self-worth, self-esteem, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How satisfied are you with your Navigator in the following areas?

	Extremely satisfied	Somewhat satisfied	Neither satisfied nor dissatisfied	Somewhat dissatisfied	Extremely dissatisfied
Encouraging and supporting you	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing/connecting you to resources that you need to achieve your goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facilitating weekly group session	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meeting with you regularly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How well did the Power of Fathers program help you meet the goals that you set for yourself?

☐ Extremely well

☐ Very well

☐ Moderately well

☐ Slightly well

☐ Not well at all

To what extent did the Power of Fathers program support/improve your relationship with your children?

☐ A great deal

☐ A lot


☐ A moderate amount

☐ A little

☐ None at all

https://uc01.qualtrics.com/GED5SectionBlocks/Ajax/GetSurveyPrintPreview?ContextSurveyID=SV_2w6M715e9c50d&ContextLibraryID=URL_fm8... 24

Appendix E: Fidelity Assessment Example



Session 4: Barriers and Dealing with Stress

Lead Navigators:

Meeting Time	4:00 pm	
Start Time	4:15 pm	
TIP-In	4:15-4:25 pm	10 min
Barrier Self-Reflection Worksheet	4:25-4:59 pm	34 min

Barrier Inventory	4:59-5:20 pm	21 min
Barrier Worksheet	5:20-5:49 pm	29 min
What is Stress?	5:50-6:04 pm	14 min
Meeting End Time	6:04 pm	

Content Delivery		
	Delivered	Not Delivered
1. TIP-In		
2. Recap previous session		
3. "Barriers" self-reflection worksheet on page 26		
4. "Fatherhood Barrier" worksheet on page 27.		
5. "Barriers to Hope" worksheet on page 28.		
7. "What is Stress?" worksheet on page 29.		
<ul style="list-style-type: none"> Discussion question- "What is stress for you?" Suggestion- Have the dads identify stress in their relationship with the children and/or co-partner. 		
9. Deliver the Tips for Managing Stress on page 30.	X	
10. "Barriers" self-reflection worksheet on page 31.		X
12. TIP Commitment and green hope action slips (if using slips).		X
13. TIP-Out.		X

Implementation		
	Done	Not Done
1. Perform "TIPPING" process alongside participants.	X	
2. Listen carefully to the participants and model non-judgmental listening	X	
3. Create an atmosphere of trust among participants	X	
4. Deliver curriculum		X
5. Engage participants in activities and discussions	X	
6. Encouraging reflection on barriers and control and dealing with stress.		X

Appendix G: Conferences and Publications

- 2020. Hong, P.Y.P., Lewis, D., & Park, J.H Changing the narrative around African American fathers: A mixed-method study of a fatherhood partnership program. Paper presented at the annual conference of the Society for Social Work Research (SSWR), Washington, D.C., January, 16-20.
- 2020. Hong, P, D. Lewis, R. Hong, J. Park, & E. Davies. Transforming Impossible into Possible (TIP) for Fatherhood: an empowerment-based social work intervention. *Research on Social Work Practice*.
- <https://poweroffathers.org/media/transforming-the-impossible-to-possible/>