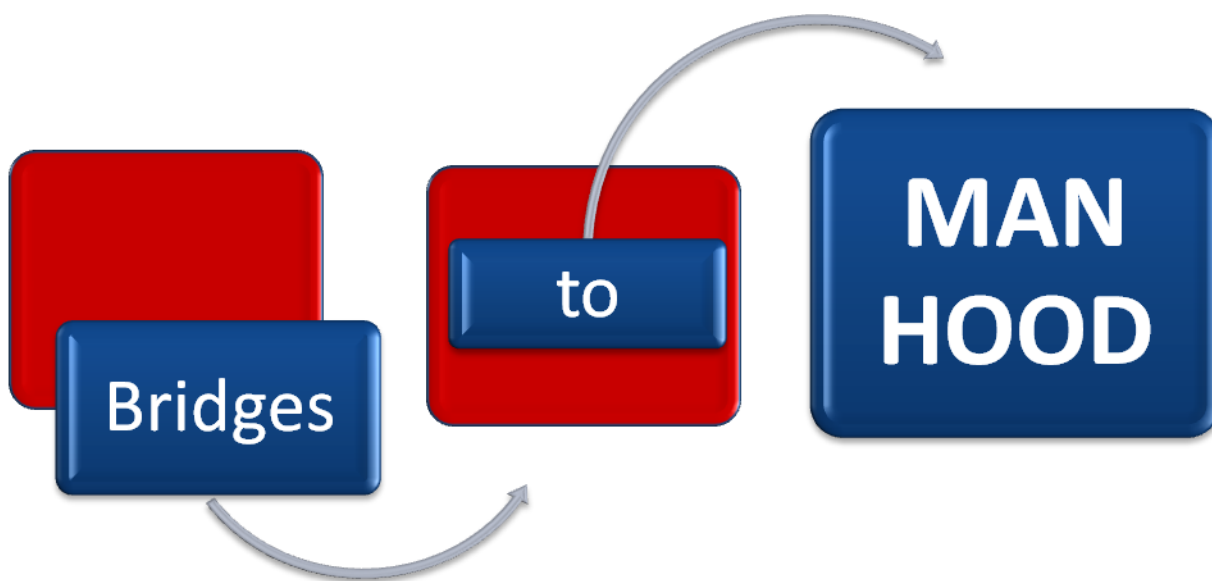


Cook County, Illinois, Juvenile Probation Office



BRIDGES TO MANHOOD:

A multifaceted probation strategy that incorporates fatherhood development

May, 2011

ACKNOWLEDGEMENTS

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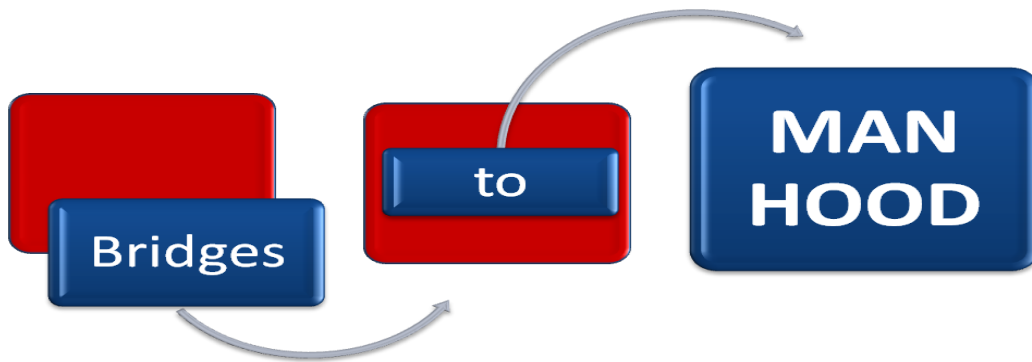
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THE STORY OF

Cook County (IL) Juvenile Probation's

BRIDGES TO MANHOOD



I. The Case for Incorporating Fatherhood Development into Probation Intervention

The bottom line case for focusing on fatherhood development within a probation intervention with young men is that **IT WORKS!** It works to:

- Focus young men on successful probation completion,
- Improve their ability to be responsible fathers and family members, and
- Lighten the workload of probation officers through concentrated programming.

We'll say more about each of these outcomes shortly. But first we need to take a few steps back, explain what we mean by "incorporating fatherhood development into probation intervention," and tell you what led to its implementation in Cook County, Illinois, as the "**Bridges to Manhood**" program.

Fatherhood development within probation intervention is an effort to provide young men with opportunities to build competencies through the probation experience to become better men and fathers. In our work, too many of the young men who come through our juvenile justice system have either no relationship with their father or one that is damaged for one reason or another. An internal survey found that a significant number of these young men were now *biological* fathers themselves. Yet, their ability to be *responsible* fathers was frequently compromised by anger, fear, insufficient information, myths, detoured aspirations, and a poor relationship with the mother of their child. We know the importance of responsible fatherhood to children, since the research documents too many poor outcomes from father absence (see inset box below). So our intent was to help these young men build skills while the young men were under orders of probation that could interrupt what otherwise might be an intergenerational cycle of father absence.

Children who live absent their biological fathers are more likely than their peers to:

- use drugs (3 times more likely)
- experience educational, emotional, and behavioral problems (3 times more likely)
- drop out of school (twice as likely)
- engage in criminal behavior (3 times more likely), and
- live in poverty (5 times more likely).

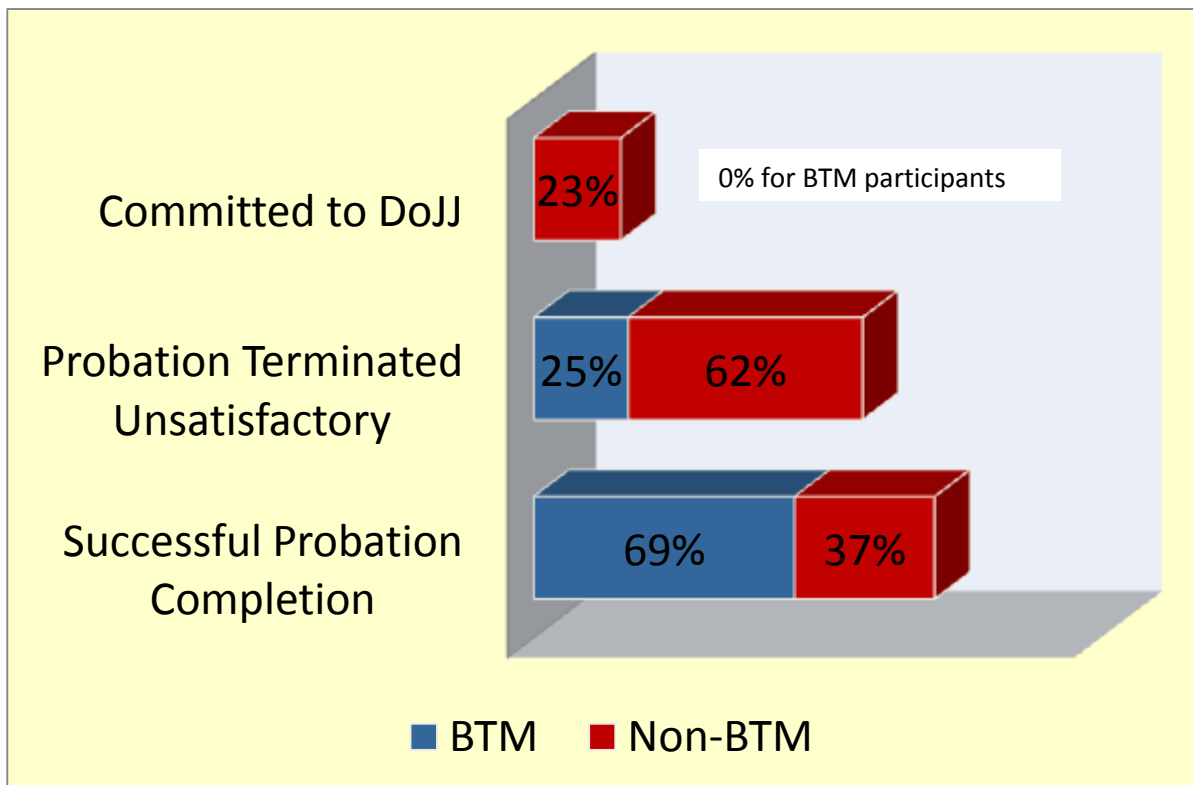
When fathers are involved with their children, the children:

- perform better in school, both academically and socially
- have higher self esteem and lower rates of depression
- are less likely to display aggressive or hyperactive behaviors
- are less likely to engage in high risk behaviors (e.g., drugs, truancy), and
- (for boys) are more likely to become responsible fathers themselves.

Sources: *Fathers and Their Children*, Fact Sheet 5, and *Promoting Responsible Fatherhood*, A TARC Resource Guide, Annie E. Casey Foundation., 2005.

The **Bridges to Manhood** (BTM) program that was implemented has proven successful beyond our original expectations:

1. Young men who participated in BTM – whose offenses are not substantially different from non-participants with whom they were compared -- were **more than twice as likely to complete probation successfully** and much less likely to have an unsatisfactory termination of probation. Further, in our sample, none of the BTM participants were committed to the Department of Juvenile Justice, while almost ¼ of non-participants were. (See chart below.)



2. The former program participants speak openly and positively about how the program has changed their lives and what that means to them. Importantly, the effects reached into their families:
 - *“At first I rejected the class because I was involved in gang activity, then I learned the special role that I play in my child’s life. I gave up gang activity because that was time I could spend with **my daughter**.”*

- *“I learned to hold **my son** even when he cries or needs to be changed. I learned the patience to nurture him when he’s upset. We are close now. He is three years old.”*
- *“I learned to help **the mom** with **my son**. I learned to spend quality time with the mom and baby, because I wanted to see my baby take his first steps and hear him say ‘dada,’ and speak his first words.”*
- *“**My baby’s mama** said I was a dead-beat dad, but after BTM, I got a job, started giving her money and time, and I was able to turn her negative conversation into positive conversation.”*
- *“I learned to have a better relationship with **my baby’s grandmother** by being more respectful to her.”*
- *“I learned to be a better father to **my son**, and it helped me and **my dad** get reconnected. I bring my child to my dad and he is glad to be a granddad. Seeing my commitment to my son, my dad helped me find a job.”*
- *“Do you have something like this for **my girlfriend**?”*

3. In addition to how BTM supports young men, it actually helps the probation officers who work the young men’s cases. Officers making referrals for their clients have a list of requirements that need to be addressed and a menu of referral options available to accomplish those requirements. Programs like BTM that simultaneously achieve multiple requirements – e.g., community service, violence prevention, anger management, relationship issues, peer employment training, and mental health education – become appealing for two bottom line reasons: they **reduce the overall workload** of probation officers, and they work for young men. The potential of workload reduction is a critical “selling point” when introducing a program like BTM into a setting with relatively high and challenging caseloads.

4. Employees union leaders were persuaded that BTM would **not be considered work beyond their job descriptions**. Other factors that helped with union acceptance included the following:

- Key union members were trained on Fatherhood and the proposed BTM program.

“When it came to BTM, Union members were quick to volunteer because of the impact it had with young fathers.”

■ Employees Union Representative

- The initial Steering Committee worked to educate all department staff and court personnel to the importance of Fatherhood.
- The Department Director and management were educated on the goals of the Steering Committee and the importance of adding this program component to the department's service continuum.
- All BTM work outside union parameters was done on a volunteer basis, with the knowledge of the union.
- The successful addition of this type of programming added opportunities for additional skilled slots in the union shop.

A look at the Cook County, Illinois,
Juvenile Probation Office ...

- It provides services to more than 8,000 minors yearly. During any given month 5,000 minors are on the case loads.
- The Juvenile Probation and Court Services Departments provide a continuum of services to those minors and their families.
- Department staff works with judges to develop alternative strategies that address the needs of minors.
- Services are provided to minors in both the pre-adjudication and post-dispositional stages of cases in response to the Balanced and Restorative Justice section of Public Act 90-590.

II. How Bridges to Manhood Got Started

In 2003 a cross-section of professionals at the court were called to the Chief Judge's conference room to hear a presentation -- a routine occurrence in Juvenile Probation. But what they heard that day from a panel that included Maurice Moore, program officer for Responsible Fatherhood at the Annie E. Casey Foundation, Joe Jones of Baltimore's Center for Fathers, Families and Workforce Development, Robert Johnson from the Georgia Department of Human Resources, and Naim Muslim of the Camden, NJ, organization "Fathers Go Get Your Sons," connected to actions already underway at the Probation Department to develop fatherhood programming at the Juvenile Court. As a Supervising Probation Officer, Dwayne Johnson knew that responsible fatherhood was an issue for young men. Until that day, though, he had not envisioned it as an intervention strategy, as the panel framed it. He saw power in this idea and offered to help think it through for the Cook County Juvenile Court.

The work began with a volunteer committee comprised of Juvenile Probation Department Supervisors, formed after the meeting to look into how this newly introduced area of intervention could be used at the Court. Deputy Chief Probation Officer Irvin Ashford initially facilitated the group of volunteers, who eventually became a steering committee chaired by Officer Johnson. When the opportunity presented itself, Officer Johnson transferred into what would become the Programs and Services Unit as the supervisor and helped to incorporate the Bridges to Manhood program into the unit's initiatives.

One year later a pilot project was underway.

But that one year required a lot of activity:

- Intensive work securing the support of the Presiding Judge and the Offices of the State Attorney and Public Defender.
- The Presiding Judge introducing the idea to department heads and line staff.
- Formation of an exploratory committee, chaired by the Deputy Chief, to consider how responsible fatherhood programming could work within the juvenile court.
- A survey of Department staff to estimate what proportion of youth on probation might benefit from responsible fatherhood programming.
- Formation of focus groups with probationers to understand participants' challenges, concerns, needs, and interests.
- Meetings with local professionals working in the area of responsible fathering, including Family Support America, the Illinois Fatherhood Initiative, and Rush Hospital, to determine what fatherhood work was underway locally and to understand the national context of the responsible fatherhood movement.
- After several hits and misses, selection of an initial curriculum for the pilot program. Designed initially by the committee to be a 10- week, select group activity, it became an open group with youth on probation status joining as time passed. We graduated about half the young men who entered the program, and over the first year serviced between 30 to 40 clients.



Judge Terrence Sharkey and Deputy Chief Probation Officer Irvin Ashford, early proponents.

- The pilot group of clients was chosen from the intensive probation caseload, which allowed for greater control during the pilot phase. Since the clients we would be dealing with would be adjudicated by the court and pending placement on probation or already placed on probation, the tools at hand were used to determine need and risk.

III. Developing and Piloting the Curriculum

The pilot of this fatherhood intervention commenced in April, 2004 – with 10 weekly group sessions and 8 weeks of follow-up. The plan also included training graduates of the pilot to become sponsors for the next round of participants. The “target market” for the intervention was identified as young men 13-18 currently on probation and already a father, or having a girlfriend who was expecting a child. They were to be referred through court orders or directly from a probation officer at least five months prior to the termination of their probation status. The pilot program provided rich learning about important features of the undertaking – how it was “branded,” what factors might influence reliable participation, the effectiveness of the chosen curriculum, the value of community partners, and what next steps were needed.

Branding the program specifically as the formation of a “fatherhood” group was problematic from the outset, for two key reasons. First, we learned that both the young men and their parents may not be ready to embrace the idea of the youth being or becoming a father. Second, while responsible fatherhood is a focused programmatic outcome, young men’s concerns included the successful completion of probation and other issues in their lives. This learning resulted in subsequent offerings framed as “Bridges to Manhood,” whose curriculum would encompass responsibility in all of life’s roles, including fatherhood.

Participation by young men – their regular attendance at the weekly sessions – was influenced by their parents, their referral source, and other members of their support system. When these individuals were active in reinforcing the value of the program and urging a young man to go, it was a good bet that he would be there. Ideally, staff would have time for follow-up when attendance problems presented themselves – but that was not always the case. In addition, we learned that the use of incentives such as stipends, employment assistance, and/or the ability to satisfy further probation requirements would be beneficial in order to positively influence regular attendance. If anything, we thought we might need to increase programming beyond 10 weekly sessions to fully cover and reinforce the important content.

The **focus and content of the curriculum** used in programming was a critical factor in maintaining participants' attention and achieving the desired programmatic outcomes. From the pilot it was determined that life skills and opportunities -- Communications, Conflict Resolution, Values, Job Training, Educational and Vocational Outings -- needed to be included in the curriculum. Traditional fatherhood curricula had not been built with the level of maturity of a teen 13-18 in mind. Thus, subsequent content would need to be more age-appropriate, interactive, and user-friendly than its predecessor. The initial curriculum was very generic and difficult to use. It was clear that we did not have a curriculum that dealt with adolescent fathers, especially those in the Juvenile Justice System. The subsequently developed Curriculum is a progression of lessons and experiences designed to create a climate and provide knowledge that builds on itself. For example, the skills taught in the first module prepare youth to participate more productively in later modules and provide them with a language to use as the curriculum addresses difficult issues.

The **community partners** proved to be valued resources both in and outside of the program. They delivered important content to the young men in their areas of expertise. In addition, their presence introduced participants to external resources which they might access for services for themselves, their child, or the child's mother. Expanding this network could produce bonus returns for the quality of the curriculum and the networks on which participants could call for support and assistance.

During the initial stages of program development, periodic assessments were conducted on at least a quarterly basis. Approximately one year into the program, it was determined from the pilot that the following needed to happen:

- Re-frame the effort from responsible fatherhood to "Bridges to Manhood,"
- Rename the exploratory committee as a Steering Committee to guide BTM's work,
- Seek consultant support to revise the curriculum, and

Community Partners whose expertise has been enlisted include:

- Illinois Dept of Child Support Enforcement
- Annie E. Casey Foundation
- Hartgrove Hospital
- Cook County Hospital Fantus Clinic
- Kennedy King College
- Disproportionate Minority Confinement / Contact Committee
- Chicago Police Department
- National Partnership for Community Leadership

- Present BTM to all professional staff of the probation department.

IV. Building on Early Lessons Learned

Growing out of these early experiences, a formal Steering Committee was created to implement Bridges to Manhood (BTM). Sub-committees were created for public relations, group facilitation, and curriculum development. The full BTM program has multiple goals;

- Educating Juvenile Justice Partners to the importance of responsible fathering,
- Advocating for the inclusion of the father back into the Juvenile Justice agenda,
- Providing positive and relevant programming for client who are fathers, and
- Building a sustainable fatherhood agenda at Cook County and elsewhere.

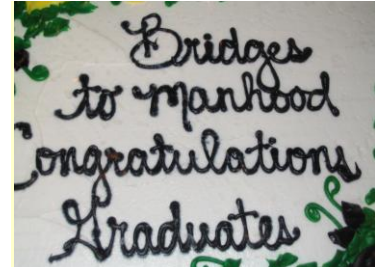
After running two groups over the course of a year, the Committee sought to build upon the lessons and insights from the pilot phase:

- **Attendance.** Much more follow-up is needed with the focus population in order to improve attendance. Court orders are helpful with efforts to increase attendance. Other incentives should be explored for this population as well, such as satisfying additional probation requirements, stipends, and employment assistance.
- **Program and its Curriculum.** The number of group sessions should be more than double the ten originally anticipated. A more interactive curriculum works better with this population of young men, who stand to benefit from a more holistic approach than just a fathering group. As a response to this recognition, program administrators enlisted the technical support of the Annie E. Casey Foundation, whose staff provided technical assistance that resulted in an assessment tool, a logic model, and a more user-friendly curriculum. This enabled program administrators to take a broader approach that incorporated life skills (such as the identification of values, the sharing of cultural values, and anger management), health and sexuality, and a module that addressed issues the young father encountered involving the mother of his child.
- **Staffing.** Fuller implementation requires additional personnel who can embrace BTM. In the BTM program, nine probation officers and a program intern were trained on the National Partnership for Community Leadership's curriculum, after which the officers became participants in BTM as steering committee members, mentors, case managers, and group facilitators.

- **Community Partners.** These organizations are great resources for presentations and the introduction of participants to services. For example, Dr. John Kahler of Pediatric Ambulatory Services Fantus Health Center, Ambulatory and Community Health Network, offered ongoing services to the young fathers, mothers, and children.

Specific new features and enhancements recommended for BTM by the Steering Committee included:

- Receipt of Community Service hours for BTM involvement
- Victim impact requirement completion
- Violence intervention requirement completion
- First Aid/CPR training and possible certification
- Peer facilitation of the sessions
- Stipends for participants
- Job readiness training



Graduation Cake for BTM

Since the Bridges to Manhood program officially started, at least 36 sessions (varying from 10-24 weeks) has exposed over 300 young men to information, guidance, and opportunities that bolster their competency to become successful citizens and responsible fathers. More than half have successfully completed the program.

V. In Hindsight/Looking Forward

As the first Juvenile Court to introduce responsible fatherhood into probation interventions, Cook County has been able to map some previously uncharted territory. The program intervention is continually refined as a result of the administrator's openness to learn and implement innovations. Nonetheless, a considerable amount of knowledge has been gained, and achieved in the five years of official program implementation. Some evidence of this is summarized below:

1. **Buy-in from stakeholders.** The idea of a fatherhood intervention works best when introduced to a critical mass of people at the same time so they can talk to one another about its potential. It must be framed to meet the goals of all pertinent parties in the juvenile court system. The focus should be on client success.
2. **Leadership to advance the agenda.** Someone with broad departmental influence who is committed to the idea should be identified to spearhead the fatherhood intervention. Leaders need to be able to promote the multiple benefits of a fatherhood intervention.
3. **Capacity-building.** Key personnel throughout the system involved in the fatherhood intervention need specific training in the issues involved in responsible fathering generally, and how an effective fatherhood component can be a probation intervention that reaps multiple benefits for the youth participants, their families (especially the children), and the justice system.
4. **Data collection to support decisions.** The program needs to demonstrate success in order to warrant the continued support of judges and other key court personnel. An effective method of data collection to document results should be built in from the start. You will want to decide what results you should measure, being careful to calibrate what you can and should be accountable for and for what time period, given all of the other influences of the participants' lives. Wherever possible, existing administrative data bases should be used for tracking data in order to reduce the amount of time involved in this task.
5. **Partnerships with other providers.** Both the fatherhood curriculum and program participants' access to additional services will be enhanced through partnerships with other service providers. They can help to expand the program administrator's knowledge base around what youth are dealing with, deliver parts of the curriculum, and become bridges for adolescent fathers' access to additional support services.
6. **Adult supports for adolescent fathers' participation.** The best chance for high attendance in the program comes from the young men who have adults in their lives that encourage them to

attend. Helping a parent understand how the program will benefit their son engages the participant's parent in the process of teaching the need to be responsible for himself and others, particularly the participant's young child. The challenge is having manpower to make these home visits. Probation officers are another adult support whose appreciation of the program's value can be enlisted to encourage regular attendance.

7. **Openness to change.** The focus should always be on what works best for the adolescent



L-R: Group Facilitator PO Jermaine Sampson, BTM graduate, Fatherhood Consultant Cozell Harris, Judge T. Sharkey

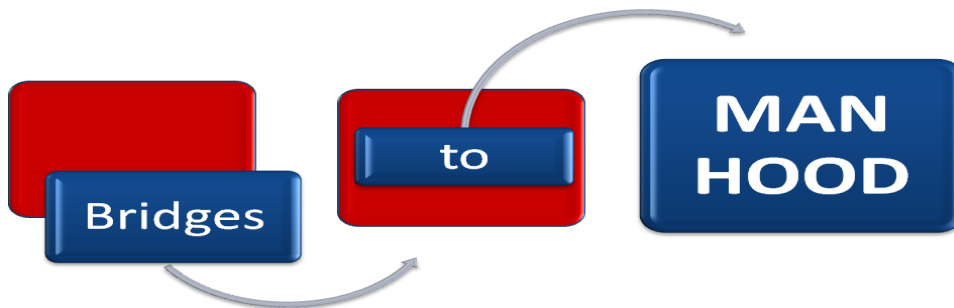
father rather than holding onto decisions (e.g., curricular content, number of sessions) just because that would be easier for the time being. Throughout the life of the fatherhood intervention, Cook County Probation has experimented with varying schedules, messages, curricula, and facilitation of groups (large and small), all with the objective of adjusting the program to achieve the best possible outcomes. After approximately seven years since we first envisioned this work, we have experimented with scheduling, messaging, curricula, and group facilitation. Fine-tuning must continue in order to ensure that the probation

intervention is getting the best possible results for every adolescent father in the system who is interested in receiving help to become the best father he can be.

Supervising Probation Officer Dwayne Johnson, one of the early proponents of BTM offers the following assessment: "Fatherhood programming has proven itself to be one of the most effective interventions for young men in our system. Overall it is not new knowledge; we have known for decades that a father is a very important piece of a child's development. What I did learn is that fatherhood is also a very valuable teachable moment that provides an opportunity to influence change in the lives of young men in the Juvenile Justice system."

TOOLS FOR ADVANCING FATHERHOOD DEVELOPMENT AS A PROBATION INTERVENTION

1. Bridges to Manhood Brochure
2. Bridges to Manhood Logic Model
3. Considerations for Vetting Consultants
4. Considerations in the Pilot and Review Process
5. Bridges to Manhood 14-Week Curriculum



The Cook County, Illinois, Juvenile Probation Office is pleased to share some of the documents it has developed for Bridges to Manhood with the hope that these can help you streamline your process for introducing this work into your menu of supports for young men. We would appreciate if you do use them in whole or in part, that the following acknowledgement is made:

STATE OF ILLINOIS

CIRCUIT COURT OF COOK COUNTY

JUVENILE JUSTICE AND CHILD PROTECTION DEPARTMENT

PROBATION DEPARTMENT

For questions or additional information, please contact Dwayne Johnson at:

Djohnson.group@yahoo.com

Phone 708.837.8684

1. Bridges to Manhood Brochure

Statistics are very consistent when it comes to a lack of paternal involvement. Father's presence has been known to positively affect:

- Child's Social Economic Status
- Maternal / Infant Physical and Mental health
- Incarceration of the child
- Delinquency
- Teen Pregnancy
- Child Abuse
- Drug and Alcohol Abuse
- Child Obesity
- Education

Children have never been very good at listening to their elders, but they have never failed to imitate them.

-James Baldwin

Group Meeting Sites

- Juvenile Court Building 1100 S. Hamilton Chicago IL 60612
- 6th District Auditorium Chicago Police Department 7808 so. Halsted Chicago IL 60620

Michael J. Rohan
Director of Probation & Court Services

Honorable Michael J. Stuttley
Supervising Judge

Honorable Timothy C. Evans
Chief Judge

Honorable Curtis Heaston
Presiding Judge
Juvenile Justice Division



For further information contact:
DCPO Mark Werner
312 433 – 4657
SPO Dwayne Johnson
312 433 – 5510
Dwayne.johnson@Cookcountyil.com

State of Illinois
Circuit Court of Cook County
Juvenile Justice Division



**Juvenile Probation
Department's
Bridges to Manhood
Program**

1100 South Hamilton 2nd FL. Chicago,
IL 60612
312.433.5510

Side 1

Bridges to Manhood Brochure

Mission Statement

In conjunction with the principles of balanced and restorative justice, the Probation Department will engage young men and assist them in developing competencies through the probation experience necessary for fulfilling parenting responsibilities and becoming better men.

"The Supreme test of any civilization is whether or not it can teach men to become good fathers"
-Margaret Mead

Goals

- To educate, support, and encourage young fathers to assume an active role in the care and nurturing of their child/children.
- To teach young fathers the importance of working cooperatively with the custodial parent and other significant family members.
- To teach young fathers the importance of not having repeated pregnancies.

Topics of Discussion

Values

Communication

Conflict Resolution

Anger Management

Developing Healthy Relationships

Manhood/ Stereotypes

Becoming Self - Sufficient

Decision-Making

A Woman's point of view- Panel Discussion

Domestic Violence

Dealing with stress

Men's Health and Sexuality

Understanding the Child Support System

Man to Man -Panel Discussion

Child Development

Single Fathering

Building self-esteem

Benefits of the Program

- Mentorship/Internship Opportunities
 - Life Skill Development
- Leadership Skills Development
 - Job Readiness Training

- Stipends to support employment and education opportunities (when available)
- Juvenile Offenders learn about values and responsibility in parenting
- Credit for Community Service Hours (when approved)
- Child Support Resource
- Peer Group Facilitation

Target Market

- The Bridges to Manhood Fatherhood Program focuses on young men between the ages of 13-18 years of age.
- Young men who are on probation and who currently have a child or are expecting a child.
 - Young fathers who are referred through court orders or directly from the probation officer.
- Community partners are able to make referrals to this program that are not court involved.

Program Description

- Program last 12 to 14 sessions /weeks.
- Usually one session a week
- Dually Facilitated when possible
- Peer facilitators involved when possible

Side 2

2. Bridges to Manhood Logic Model

Circuit Court of Cook County, Juvenile Probation Department

Module 1: Bridges to Manhood Administration			
ACTIVITY BEING IMPLEMENTED	WHAT'S BEING MEASURED?	WHAT IS THE INPUT?	WHAT IS THE OUTCOME?
Referral and Assessment	Number of fathers referred to program from the Court or self referred into Bridges to Manhood.	Individual interview, discussion and assessment.	Fathers are accepted and individual needs are assessed.
Orientation	Number of youth accepted and ready to begin the program.	Providing youth with specific information regarding the program.	Youth are accepted and ready to begin the training process.
Acceptance	Number of youth enrolled in the Bridges to Manhood program.	Youth are engaged in 10 weeks of fatherhood responsibility training, coaching/ case management	Fathers are empowered by the fatherhood program and now have skills to be responsible and committed fathers.
Module 2: Life Skills Self Assessment			
ACTIVITY BEING IMPLEMENTED	WHAT'S BEING MEASURED?	WHAT IS THE INPUT?	WHAT IS THE OUTCOME?
Workshops: Values/Goal Setting/Self Esteem	Youth will learn how to identify their own values, goals, and self worth.	Bridges to Manhood (BTM) Curriculum, NPCL curriculum, Fatherhood Development Program (FDP), lecture, discussion, exercises, activities, and role play.	Recognize that values are principles that reflect what they believe to be right or wrong about things that really matter to them, and they influence their own self perception, decisions, choices of friends, leisure-time activities, goals, etc.
Workshop: Communication	Fathers will increase their awareness of the communication process, including: practicing	BTM Curriculum, NPCL curriculum, Fatherhood Development Program, MI curriculum, lecture,	Fathers are more successful in their understanding and awareness of nonverbal

	listening skills, importance of feedback in effective communication, and consequences of poor listening skills.	discussion, exercises, activities, and role play.	and verbal communication and how it affects their interactions.
Workshop: Conflict Resolution/Anger Management/Coping with Stress	Fathers will understand behavioral, emotional, and physical symptoms of stress. They will learn to identify sources of conflict, to explore their triggers for anger and healthy avenues to express it.	BTM Curriculum, NPCL curriculum, Fatherhood Development Program, MI curriculum, lecture, discussion, exercises, activities, and role play.	Fathers will be more adept at coping with stress, practice methods of resolving conflict and appropriately dealing with anger.

Module 3: Effective Fathering

ACTIVITY BEING IMPLEMENTED	WHAT'S BEING MEASURED?	WHAT IS THE INPUT?	WHAT IS THE OUTCOME?
Workshop: Fathering from a Distance	Fathers will comprehend the legal and financial responsibilities of a non custodial parent and the importance of fostering a loving relationship with their child.	BTM Curriculum, NPCL curriculum, Fatherhood Development Program, MI curriculum, lecture, discussion, exercises, activities, and role play.	Fathers will develop an action plan defining their legal and financial responsibilities and increase their ability to provide part time care for their children.
Workshop: The Child	Fathers will learn about the developmental stages and recognize the connection between the parent's behavior (words, body language, attitudes, etc) and their child's self esteem.	BTM Curriculum, NPCL curriculum, Fatherhood Development Program, MI curriculum, lecture, discussion, exercises, activities, and role play.	Fathers will be able to identify their child's cognitive stages and age appropriate ways to deal with children's behavior.
Workshop: Passing the Torch	Fathers will discover traditions and cultural customs they'd like to pass onto their children.	BTM Curriculum, NPCL curriculum, Fatherhood Development Program, MI curriculum, lecture, discussion, exercises, activities, and role play.	Fathers will determine what cultural/traditional information must be passed to their children and how to best disseminate it.

Module 4: Healthy Relationships

ACTIVITY BEING IMPLEMENTED	WHAT'S BEING MEASURED?	WHAT IS THE INPUT?	WHAT IS THE OUTCOME?
Workshop: Relationships	Fathers will discuss and research the structure of relationships, the positive and negative influences on relationships and the people in them.	BTM Curriculum, NPCL curriculum, Fatherhood Development Program, MI curriculum, lecture, discussion, exercises, activities, and role play.	Fathers will be able to identify the varied types of relationships and factors that influence those relationships.
Workshop: Teen Dating Violence / Domestic Violence	Fathers will discuss the negative effects of engaging in violence in their personal relationships, and how that violence is a harmful influence on their children.	BTM Curriculum, NPCL curriculum, Fatherhood Development Program, MI curriculum, lecture, discussion, exercises, activities, and role play.	Fathers will be able to identify violent behavior and practice alternatives to violent behavior in their relationships.
Workshop: Health & Sexuality	Fathers will learn about the complex balance between their personal health and sexual behavior.	BTM Curriculum, NPCL curriculum, Fatherhood Development Program, MI curriculum, lecture, discussion, exercises, activities, and role play.	Fathers will understand safe sex practices, personal hygiene, and means of living a healthier lifestyle.

Module 5: Evaluation

ACTIVITY BEING IMPLEMENTED	WHAT'S BEING MEASURED?	WHAT IS THE INPUT?	WHAT IS THE OUTCOME?
Workshop: Putting it all together	Fathers will recap their learning experience in a group setting and assessment process.	Focus group and post assessment instrument. Additional focus group with child's mother and other members of youth's support.	Fathers will demonstrate increased responsibility, involvement, and commitment in the lives of their family and community.

3. Considerations for Vetting Consultants

✓ **CONSULTANT BACKGROUND**

- Understands culture of juvenile justice system
- Has related experience

✓ **VISION COMPATIBILITY**

- What is our goal? (CONSULTANT AND CLIENT)
- How are we going to get to our goal? (CONSULTANT AND CLIENT)
- Understanding of the needs, limitations, strengths of the client

✓ **WORK STYLE**

- Can consultant allow ideas to develop from client?
- Can consultant coordinate and develop effective feedback, while receiving information from differing areas and levels in client organization?
- Is consultant skilled at conferencing in person or via technical media?

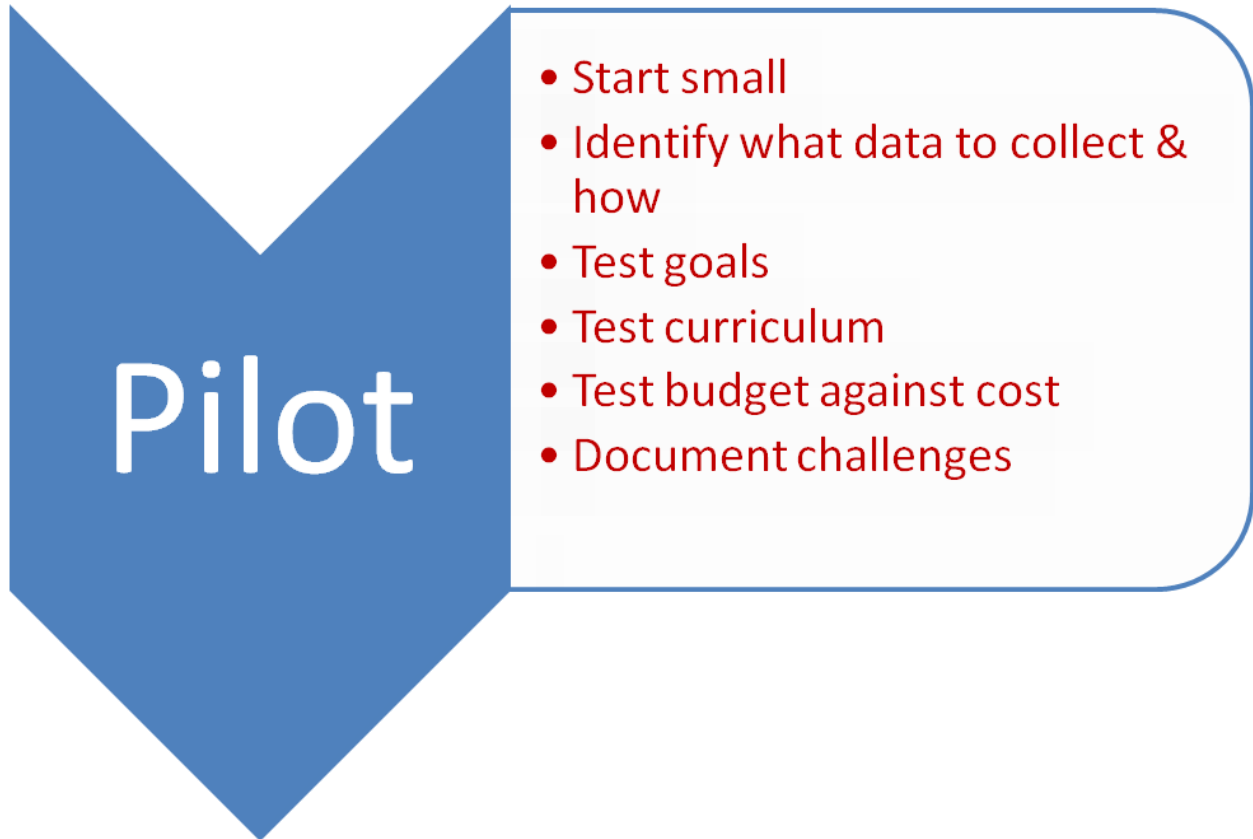
✓ **ACTUAL PRODUCT DELIVERY**

- Is what you get from the consultant the product you talked about?
- Does the Consultant have the actual information needed? (Ex. Curriculum examples, sample work flow charts, actual fatherhood literature and new updates, logic models etc.)

✓ **AVAILABILITY FOR FOLLOW-UP**

- Simply put, does the consultant demonstrate the ability to give timely and appropriate follow up?
- If working from a distance, can consultant communicate via technical media or otherwise provide services?
- Program development can take months or years; can consultant sustain commitment to the project?

4. Considerations in the Pilot and Review Process



5. Bridges to Manhood 14-Week Curriculum

MODULE I: PERSONAL DEVELOPMENT

Session 1. Introduction to Fatherhood (The facts) and **Values** (Define values, Identify own values, how values relate)

Session 2. Communication (Components of communication, importance of feedback, and effects of listening skills)

Session 3. Conflict Resolution / Anger Management (Finding a way to deal with the people in my life and in the life of my child)

Session 4. Developing Healthy Relationships (Identifying roadblocks and strategies for resolving common dilemmas)

Session 5. Manhood/ Stereotypes (Exploring the definitions of manhood along with own beliefs)

MODULE II: LIFE SKILLS

Session 6. Becoming Self – Sufficient / Decision-Making (Assess recent decisions, Identify range of consequences, Explore own ability, Begin to develop a plan of action as a father)

Session 7. A Woman’s point of view (A panel discussion with at least three mothers of differing ages, marital status, and other background considerations, debriefing the discussion at the conclusion)

Session 8. Domestic Violence (Guest Presenter)

Session 9. Dealing with stress / Domestic Violence review (Identify physical and emotional reactions to stress, Assess own stress levels, learn and practice stress reduction and stress management, Identify sources of stress and expand personal support network, Debrief domestic violence presentation, explore beliefs and patterns regarding violence in relationships)

Session 10. Men’s Health and Sexuality (Explore general health issues for men, and own health needs, Increase knowledge, dispel myths, increase ability to make responsible family planning decisions)

(continued on next page)

MODULE III: RESPONSIBLE FATHERHOOD

Session 11. Understanding the Child Support System (Guest presenter)

Session 12. Man to Man (A panel of proven fathers discuss a father's influence and children's needs, preferences, activities and developmental characteristics. Discussion will also include recognizing age-appropriate behaviors, setting limits with children, developing techniques to discipline young children with respect and clarity)

Session 13. Child Development (stages of development from birth through age ten)

Session 14. Single Fathering/Building self-esteem (Understanding the dynamics of part-time care/full time love, Increase awareness of relationship between parental behavior and child's self esteem, Practice techniques for showing love and respect to their children)

Graduation Day (Certificates awarded, Parental, Probation, and Judicial support and congratulations) Child and mother are also invited.



*Group Facilitator PO Eric Brady , Deputy Director
Tom Morgan, Group Facilitator PO Bron Hill*

“The Bridges to Manhood program provides not only information regarding fathering but also discussions and workshops on life skills needed by our service population. During sentencing, the BTM program provides a viable avenue for young men who are fathers to become not just better fathers, but better men.”

Judge Terrence V. Sharkey



May, 2011