



# WHAT WILL I LEARN?



You will be able to:

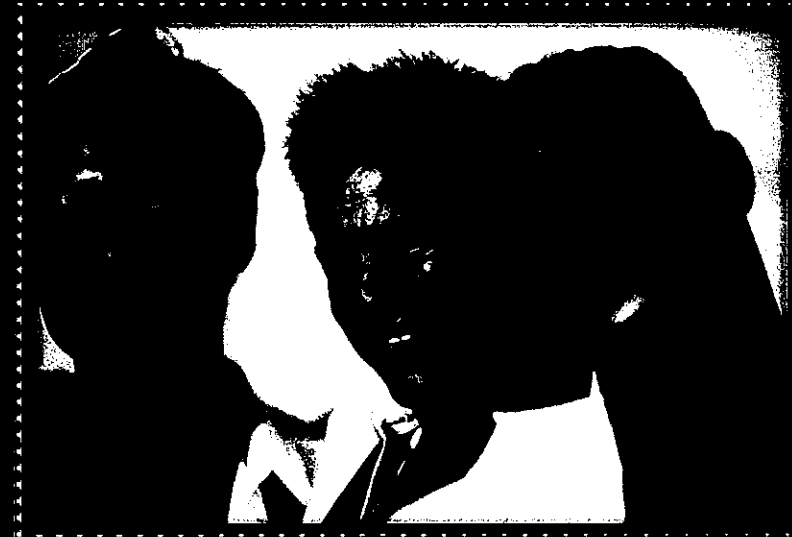
- explain the legal definitions for fathers and their rights

- cite NRS statutes regarding paternity and custody

- list 5 reasons to establish paternity

# OPENING CHALLENGE

What do we currently know about laws  
and fathers?



# POST-QUIZ DISCUSSION

Was any of this information a surprise?

Do you see an opportunity to do anything different with this information?



# PARENT'S RIGHTS



## Review Handout

= things you know and do

Yellow = things you know and  
can do more

Orange = things you learned  
and need to start doing



# WHO'S YOUR DADDY?



Putative  
Presumed  
Custodial  
Non Supporting  
Step Father  
Grandfather  
Foster Father  
Godfather



# PATERNITY: TO BE OR NOT TO BE

23  
1

25  
1



The child will have access to father's medical history.  
(Think social summary)

The child may be eligible for benefits (insurance, social security, estate)

Paternal relatives could provide resources

Kids need their Dads

It's the right thing to do

# SUMMARY

What will you walk away with from this section?





adaptive friends  
decision capacity safe parental mothers Activity needed families engagement  
support plan work process system children  
welfare mother assessments  
protective  
father's Welfare parents development new capacities actively impact mode workshop fathering believe make Child care Notice active participants  
understanding practice father's Welfare parents development new capacities actively impact mode workshop fathering believe make Child care Notice active participants  
services minutes others

# WHAT IS SUCCESS?

Nevada Partnership for Training  
University of Nevada, Reno



# WHAT WILL I LEARN?



The impact of incarceration on families and society

Barriers to working with incarcerated parents, and collaborative ways to overcome these barriers

10 things to do for kids who have incarcerated parents

# INCARCERATION CRISIS

In 2007, 1.7 million minor children had a parent in prison, an 72% increase since 1991

1 in 43 American children has a parent in prison

In 2007, there were 809,800 parents incarcerated in US. State and federal prison, an increase of 79% since 1991

In 2007, 52% of incarcerated persons were parents

A little more than half of parents in state and federal facilities reported never having had a personal visit from their child(ren).

# EFFECTS OF INCARCERATION



Financial Loss

Stigma

Loss of parent child  
bond

Added Stress on family

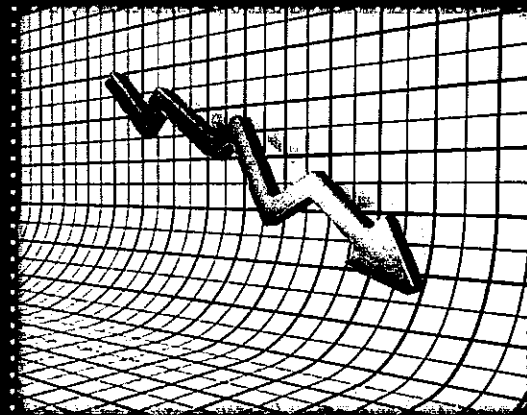
Costs to community

Loss of rights

Family instability

Loss of intimacy

Child related concerns



# CHALLENGES OF ENGAGING INCARCERATED PARENTS



Family/community

Logistics

Hostile

Environment/red tape

The system

Communication

Timeframes

Lack of Services

Personal circumstance



# OVERCOMING BARRIERS



All CFT members have a role

Child

Parent who is not  
incarcerated

Incarcerated parent

Caseworker

Judge

Correctional facility

Attorneys

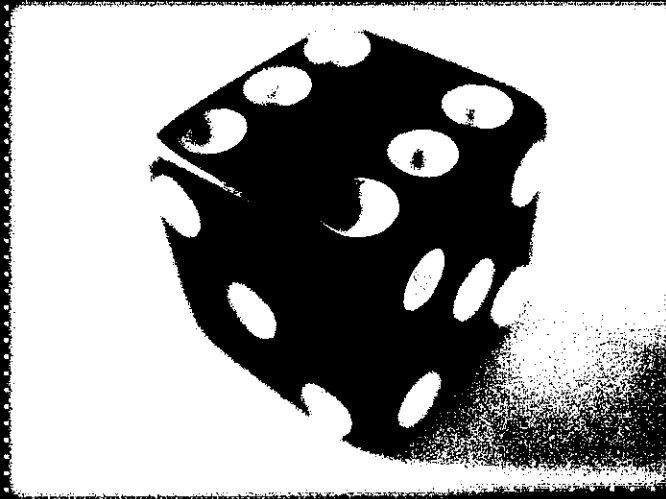
CASA

Resource parent



The Pennsylvania Child Welfare Training  
Program 305: Engaging Incarcerated Parents

# INCARCERATION STATION





# REASONS TO ENGAGE INCARCERATED PARENTS



Help children cope

Sustain parent child  
bond

Decrease recidivism

Maintain parental  
rights

Increase reunification

It's the law



# WORKING WITH CHILDREN WHO HAVE INCARCERATED PARENTS



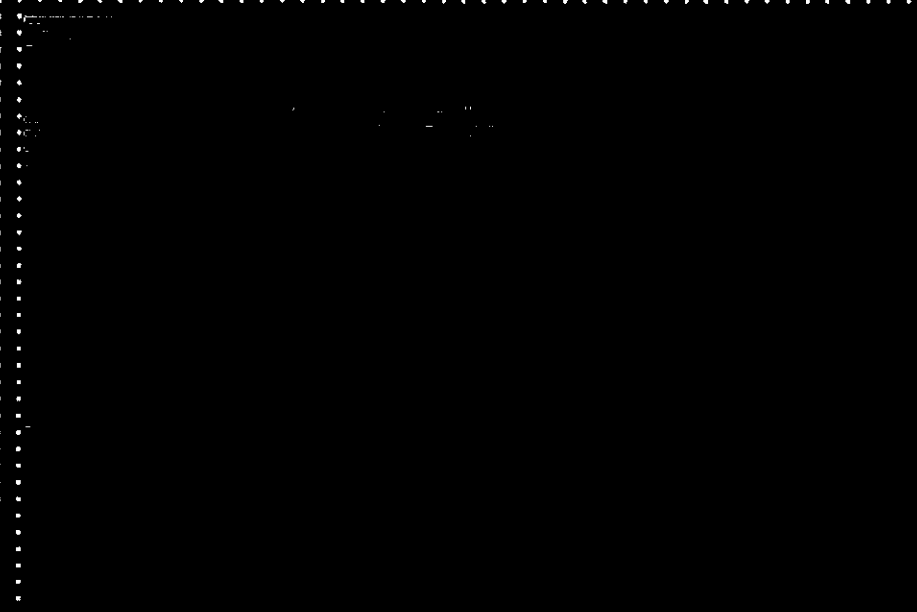
## 10 things Kids need:

1. To know it's not their fault
2. To know what's happening
3. To have contact
4. OK to love parent
5. OK to be angry
6. To express feelings
7. To feel safe
8. What will stay the same, what will change
9. People make choices that lead to consequences
10. Stability & Consistency

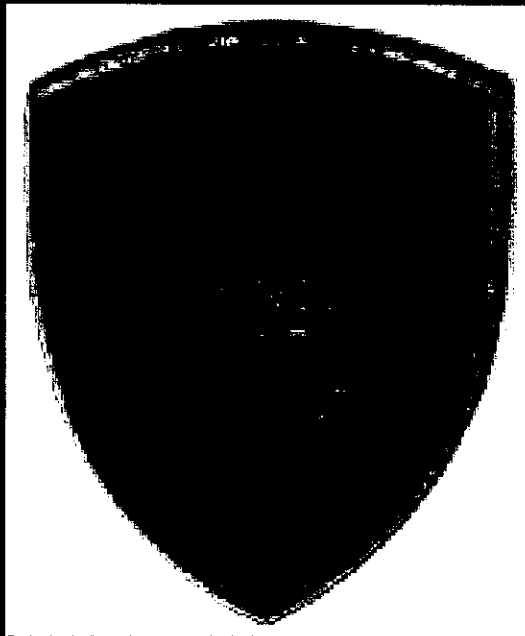


Adapted from California Department of  
Corrections and Rehabilitation And Friends  
Outside

# EXPERIENCE FROM THE FIELD



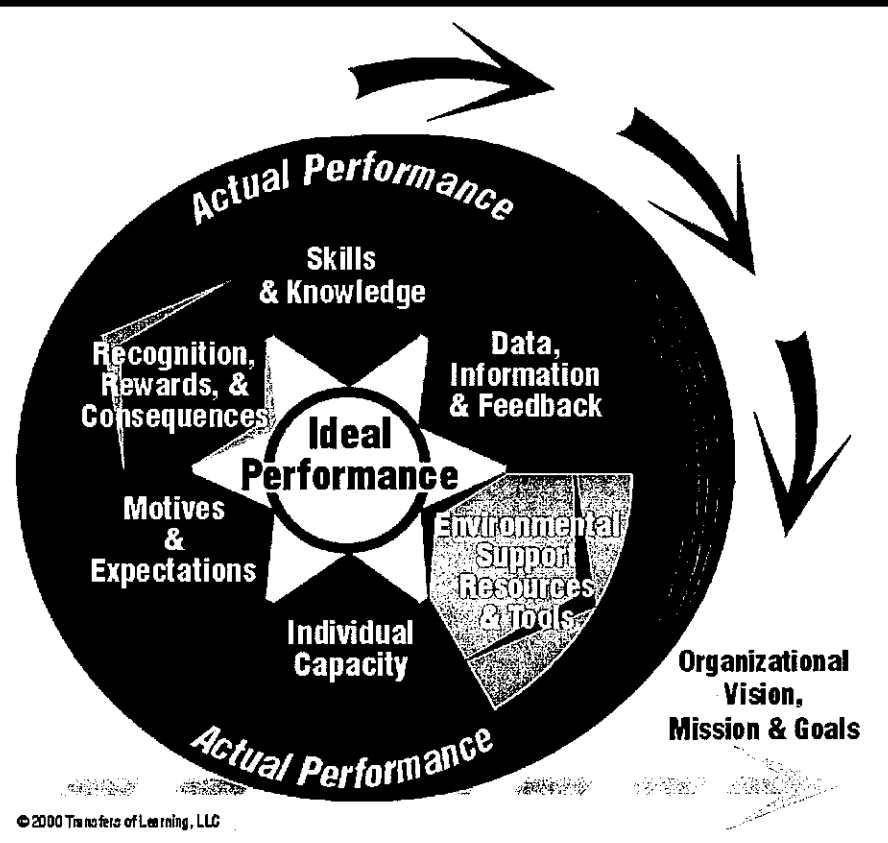
# KNOW YOUR FACILITIES



# SUMMARY



Transfer of Learning  
What will you take  
back to the office put  
into practice?



Children begin by loving  
their parents; as they  
grow older they judge  
them; sometimes they  
forgive them.



~Oscar Wilde

# WHAT WILL I LEARN?



- ✓ To keep engagement at the forefront through the life of your cases and provide information and resources to fathers and families to increase parenting skills
- ✓ To identify signs of success/balance optimism and reality
- ✓ To take care of yourself while doing the tough job of child welfare

# DOES IT HAVE TO BE PERFECT?



## ***Fathers can be involved directly***

parental roles, mentor, caregiver, role model, and playmate

## ***Fathers can be involved indirectly***

material and emotional support of mother

## ***Circumstances effect father involvement***

quality of mother/father relationship, mother's attitude,  
support from others for his involvement

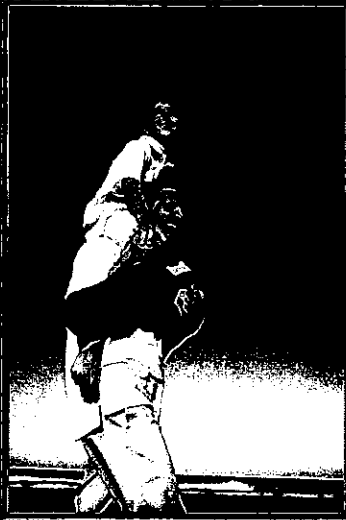




# SEVEN DIMENSIONS OF EFFECTIVE FATHERING



# INVOLVING FATHERS IN ALL THE STAGES



- ✓ Engagement
- ✓ Assessment
- ✓ Safety Planning
- ✓ Out of Home Placement
- ✓ Implementation of the Case Plan
- ✓ Permanency Planning, Re-evaluation of Case Plan



# PRACTICE TIPS



- ✓ Fathers are complex
- ✓ Maintain an open mind
- ✓ Look for and affirm fathers who want to be a constructive presence in their children's lives
- ✓ Balance optimism with the reality of the work
- ✓ Take care of yourself in the process



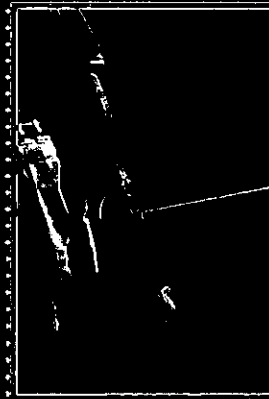
# BABY STEPS



Keep in mind that father involvement is on a continuum and there can be many levels of success in the 7 areas of effective fathering! Baby Steps Count!

Our job is to keep children safe and help parents increase their protective capacities.

Who has a success story?



# SUCCESS STORIES

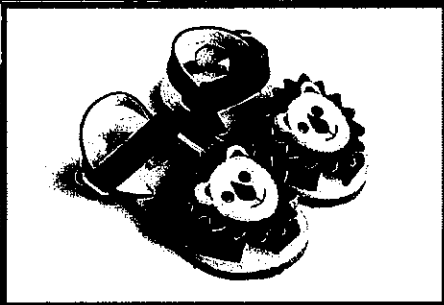
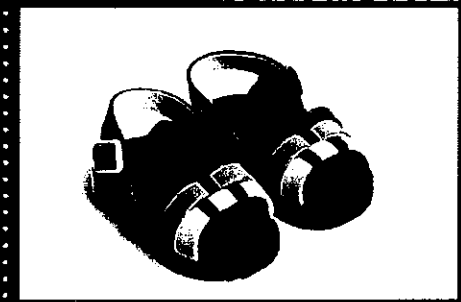


Handout: Success Stories

What stands out in these stories as a factor in father engagement?

Can we replicate these and other successes with the fathers we work with?

What would it take?



# SUCCESS REQUIRES SELF CARE



Be in-tune with yourself / Notice changes

Take steps to address your physical needs to manage stress

Identify your key support people (personal and professional) and use them

Keep learning and making changes in your practice

Share responsibilities when possible

Establish boundaries and stick to them

Take your vacation time

# REMEMBER...

You are 100% responsible for yourself

You have to learn how to honor and manage yourself

You have to keep on top of how you are doing physically, emotionally, mentally, and spiritually

You have to monitor these four areas constantly

Why? Because you have to take care of you before you can care for anyone else... your partners, your children, your pets, your parents, your friends... your clients



# SELF-CARE $\neq$ SELFISHNESS

**Selfishness** is an end in itself

**Self Care** is an end outside itself

**Selfishness** considers only its own needs

**Self Care** considers the needs of others as well

**Selfishness** demands to be served

**Self Care** asks for help





# SELF-CARE ASSESSMENT AND PLANNING



## **Assess**

Take 10 minutes to complete the Self-Care Assessment  
Identify trends and areas of concern

## **Plan**

Take 10 additional minutes to complete the Self-Care Plan  
Note that you will not have a chance to complete this  
document in class and will need to ponder and plan in the  
coming days

# BACK TO WHERE IT ALL BEGAN... NEVADA CFSR AND PIP

**Well-Being Outcome 1:** Families have enhanced capacity to provide for children's needs

Item 17. Needs/services of child, parents, and foster parents ANI 63%

Item 18. Child/family involvement in case planning ANI 56%

Item 20. Caseworker visits with parents ANI 56%



# CONCLUSION

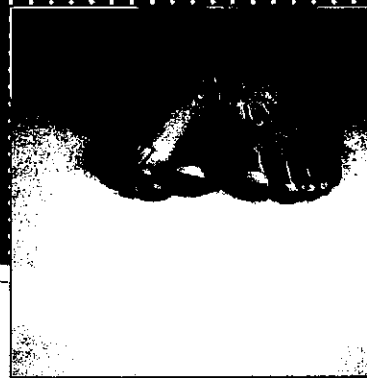


We can see that family engagement is the heart of child welfare work

Father engagement is worth the effort

Fathers can make a difference in the lives of their children and positively impact child safety, permanency, and well-being

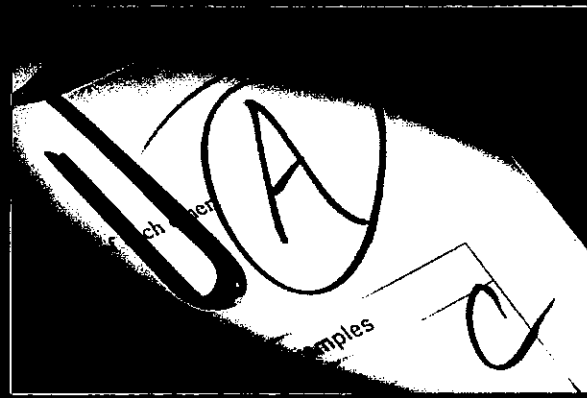
Small steps can make all the difference in the life of a child



# POST-TEST AND EVALUATIONS



Post test  
Evaluations



THANK YOU for all the hard work you do!

# FATHER FRIENDLY CHECK UP



NATIONAL QUALITY IMPROVEMENT CENTER  
ON NON-RESIDENT FATHERS AND THE CHILD WELFARE SYSTEM

## Introduction

The National Quality Improvement Center on Non-Resident Fathers and the Child Welfare System, National Fatherhood Initiative (NFI), American Humane Association, and American Bar Association Center on Children and the Law welcome you to the *Father Friendly Check-Up™* for Child Welfare Agencies and Organizations<sup>1</sup>. This tool will help you assess the degree to which your organization's operations encourage father involvement in the activities and programs you offer.

Today more American children are growing up in homes without their biological father than at any other point in American history. Trends such as divorce and remarriage, as well as more births outside of marriage, result in a diminishing role of fathers in the daily lives of their children. Involving fathers in the lives of their children becomes an even greater challenge when these children are involved in the public child welfare system. This is especially true in cases where the child has been removed from the home and placed in non-relative or stranger's care. Reunifying children with their birth families, as quickly as possible, without jeopardizing the children's safety is the first priority. However, identifying family resources, especially non-resident fathers and paternal relatives, continues to be a challenge for the child welfare system.

As discussed below, most foster children are not living with their fathers when they are removed from their home and placed in care. In such cases, child welfare agencies must identify and locate the non-resident father, ideally before such placement or at least soon thereafter which is often challenging. The agency's "reasonable efforts" to prevent placement should include a fair consideration of the father's home as a placement for a child who is considered unsafe in his or her mother's home due to abuse, neglect, or maternal incapacity. They must also assess the benefits, detriments and difficulties associated with the non-resident father's involvement in the child welfare case generally. They should also consider whether there is the potential for an appropriate placement with, or other assistance to the child, from paternal kin.

In 2006, the Urban Institute, under contract with the Office of the Assistant Secretary for Planning and Evaluation, U.S. Department of Health and Human Services, published its final report on child welfare agencies' efforts to identify, locate, and involve non-resident fathers in the child welfare process. The report, entitled, "*What About the Dads?*" reviewed 1,958 cases of children who were removed by child welfare agencies from their homes where their biological

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<sup>1</sup> For the purposes of this document, the term "Child Welfare Agencies and Organizations" includes all government entities or private entities that contract with the government to investigate and handle allegations of child abuse, abandonment and/or neglect.

father did not reside. Telephone interviews with 1,222 child welfare agency caseworkers involved in these cases showed that:

88 percent of non-resident fathers were identified by the child welfare agency;  
 55 percent of non-resident fathers were contacted by the caseworker;  
 30 percent of the non-resident fathers visited their child; and  
 28 percent of non-resident fathers expressed an interest in assuming custody of their child.

Despite these diminishing numbers, the “*What About the Dads?*” report found that 70 percent of caseworkers had received training on engaging fathers. Moreover, caseworkers who received training were more likely to report having located fathers.

Based on all of the findings, the report recommends, among other things, that child welfare agencies: (1) identify and search for non-resident fathers early in cases; (2) train caseworkers on identifying, locating, and involving fathers; and (3) develop models for engaging non-resident fathers constructively (Malm, Murray, & Geen (2006). *What About the Dads?* Health and Human Services, Administration for Children and Families, Children’s Bureau.).

This assessment is designed to help Child Welfare Agencies and Organizations take an active, positive approach in creating an environment that involves fathers and fosters the healthy development of children.

### The Assessment

You will apply the assessment categories identified below to your organization.

- Leadership and organizational philosophy
- Program management policies and procedures
- Parent-involvement program
- Program physical environment
- Staff training and professional development
- Collaboration and organizational networking
- Community outreach

This assessment will encourage staff to examine their organization as well as their own attitudes about fathers.

### Assessment Checklists

You will complete a series of assessment checklists designed specifically for Child Welfare Agencies and Organizations. There is one checklist for each assessment category.

The checklists consist of statements that might or might not be true about your organization. Quite simply, you will assess whether the statements are true of your organization. Complete the checklists by placing a checkmark in the boxes next to the statements that are true of your

organization. If a statement on a checklist is not true of your organization, do not check the box.

Use your gut reaction to assess your organization on each statement. You might discover that you can check only a few boxes in each category. If that's the case, don't worry: a low score is not an indictment of your organization as being unfriendly toward dads. You might find that your organization includes fathers to a high degree in certain areas, but not in others. Use this assessment to identify areas for improvement, no matter what you discover.

### **Your Father-Friendly Score**

After completing the assessment, you will receive a score for each category together with suggestions that the Quality Improvement Center on Non-Resident Fathers and the Child Welfare System has identified as best practices to increase the father friendliness of your Child Welfare organization. You will then have the opportunity to use the score from the *Father Friendly Check-Up™* to set goals and identify priorities that are unique to your organization's way of serving children and families.

Leadership and Organizational Philosophy
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Check the box only if the statement is true of your organization.

The leadership/administration of my organization:

	Communicates to caseworkers, attorneys and other staff that non-resident fathers (those who do not live in the home where a child has been abused or neglected) and paternal family members are a resource for the child (as a potential placement option or other care provider).
	Expects caseworkers, attorneys and other staff to engage and work with both non-resident and resident fathers proactively.
	Expects all staff to interact with fathers in a gender-responsive, non-accusatory, and non-blaming manner.
	Expects staff doing hiring for the organization to include fathers as participants/consultants in the new staff hiring process and in interviews.
	Encourages the healthy development of the father-child relationship.
	Encourages the healthy development of the father-mother relationship, whether or not the father and mother are together, except in cases where there is a history of domestic violence or other circumstances making such a relationship not in the child's best interests.
	Expects staff providing orientation and training for newly hired personnel to emphasize the importance of involving non-resident fathers in cases and to do so during the earliest days of employment.
	Expects staff doing hiring for the organization to emphasize through interview questioning the importance of involving non-resident fathers in cases and to determine whether candidates for employment personally support and value an aggressive approach to involving non-resident fathers in cases.
	Encourages couples who are considering marriage to access pre-marital education including information on parenting issues.
	Supports fathers on the organization's staff in balancing work and family life.
	Provides adequate funding and staff to effectively serve fathers.



	Provides families with balanced information on father involvement by discussing the negative impact of father absence and the positive impact of involved fathers.
	Believes that a child welfare organization's services should be provided as much to fathers as they are to mothers.
	Expects caseworkers, agency attorneys and other staff to use fathers as a resource for the child (for example, for information such as health histories, to identify potential assistance to the child from paternal relatives, and to identify potential kinship foster placements).
	Has developed a vision or mission statement that includes serving fathers.
	Encourages staff to communicate to families that fathers are just as important as mothers in raising healthy children.
	Helps families understand father involvement from a holistic perspective (i.e., physical, intellectual, emotional and spiritual involvement).
	Expects staff to include a father component in new staff orientation and training activities.
	Encourages staff to connect fathers with individuals and community-based organizations that can provide them with the resources needed to become involved, responsible, committed dads.
	Works with mothers to involve fathers in the lives of children.
	Examines and expresses their own attitudes and beliefs about supporting fathers.
	Supports fathers with tools, information, policies, and programs that help them in their fathering roles.
	Experiments and remains flexible in creating, promoting, delivering, and evaluating family-directed services.
	Displays a positive attitude about fathers and men when interacting with families.

<input type="checkbox"/>	Supports fathers in their cases in balancing work and family life.
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<input type="checkbox"/>	Total Score
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<b>Program Management Policies and Procedures</b>
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Check the box only if the statement is true of your organization.

The policies and procedures of my organization:

<input type="checkbox"/>	Include a clear expectation that caseworkers and other staff will <b>identify</b> fathers early in child welfare cases and continue to attempt to identify them throughout the life of the case.
<input type="checkbox"/>	Include a clear expectation that caseworkers and other staff will <b>locate</b> fathers early in child welfare cases and continue to search for them throughout the life of the case.
<input type="checkbox"/>	Include a clear expectation that caseworkers and other staff will <b>contact</b> fathers early in child welfare cases and continue to contact them throughout the life of the case.
<input type="checkbox"/>	Provide clear case documentation methods to include specific identifying information about fathers.
<input type="checkbox"/>	Include a clear expectation that caseworkers and other staff will utilize child support enforcement staff to identify and locate fathers.
<input type="checkbox"/>	Include a clear expectation that caseworkers and other staff will utilize parent locator services and locator technologies including the use of public assistance records, motor vehicle records, hospital records, and other public records to identify and locate fathers.
<input type="checkbox"/>	Encourage fathers/men in their cases to balance work and family life.
<input type="checkbox"/>	Ensure that a father who has not abused/neglected his child and who acts to gain custody is always subject to the same procedures and requirements that would be applied to a child's mother in the same situation.
<input type="checkbox"/>	Include a clear expectation that caseworkers, agency attorneys and other agency staff will make all relevant and appropriate case information available to fathers (for example, case plans, changes in placements, court dates).
<input type="checkbox"/>	Ensure that fathers are included in, and know and understand what is expected of them under case plans, and are provided with resources to meet those expectations.

	Ensure that fathers are consistently treated in a gender-responsive, non-accusatory, non-blaming manner.
	Include a clear expectation that all policies and procedures will promote involvement of non-custodial parents and their kin in the life of the child.
	Include a clear expectation that caseworkers, agency attorneys and other agency staff will proactively engage and work effectively with fathers in conducting the work of the organization.
	Ensure that forms for families and staff (for example, intake forms, applications and questionnaires) are gender neutral except where gender-specific information is vital to the case.
	Ensure that caseworkers, agency attorneys and other agency staff explain to fathers their rights and responsibilities while also emphasizing the importance of their involvement in child welfare and court processes.
	Include referrals to resources that help dads with personal development, parenting, and family life in general.
	Use measurement tools and methodologies for evaluating the effectiveness of services provided to fathers.
	Evaluate the effectiveness of staff in working with fathers when reviewing staff performance.
	In situations where the mother does not want the non-resident father involved with the child, include procedures for caseworkers to assess promptly and fairly whether the father's involvement would create a risk of physical or emotional harm to the child.
	Help both the mother and the father resolve differences among them, with the goal of the best interest of the child in mind.
	Provide a system and tools to hire casework staff with the knowledge, skills, and sensitivity to interact productively with fathers, as well as with mothers, and children.

Total Score

Parent-involvement Program
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Check the box only if the statement is true of your organization.

My Organization:

	Uses approaches and programs with fathers that are intended to promote meaningful and sustained father engagement in the life of his child.
	Includes a strengths-based approach to working with fathers that begins with where the father is in his development, not with where staff thinks he should be.
	Provides services that have equal regard and respect for parenting approaches typical of fathers and mothers.
	Offers services specifically directed at fathers.
	Provides families with balanced information on father involvement discussing the negative impact of father absence and the positive impact of involved fathers, as well as information on father involvement when there is a history of domestic violence.
	Periodically surveys fathers to determine their needs, concerns and interests related to the organization's child welfare work.
	Provides fatherhood resources in the form of materials and information emphasizing the importance of responsible fathering and fathering skills.
	Uses fatherhood resources, parenting curricula and educational materials that reflect the diversity of fathers served by the agency/organization.
	Provides effective measurement tools and methodologies for evaluating efforts directed at fathers.
	Expects staff to support the belief that fathers can be excellent parents.
	Expects staff to make every effort to interact with fathers.
	Promotes father engagement by involving fathers and the father's extended family in case planning early in a case.

	Provides information for fathers that includes the benefits of a healthy marriage on child development and men's well-being.
	Provides information for fathers that helps prepare men for marriage or helps fathers strengthen their marriage.
	Refers fathers to community-based father support groups when such groups are available and when referral is appropriate.
	Presents information to fathers in ways that match men's typical learning styles (i.e., hands on, interactive, visually engaging, opportunities for discussion and debate, etc.)
	Hires male staff to deliver child welfare services with the specific goal of enabling the agency/organization to interact more effectively with fathers.
	Hires service delivery staff, of either gender, that mirrors the fathers served in culture, race, language, age, etc.
	Refers fathers to peer-led programs for parents in the child welfare system when such programs are available and when referral is appropriate.
	Expects staff to avoid using language that is divisive and that stereotypes men/fathers and women/mothers.
	Maintains lists of recommended father-oriented and male-oriented resources (for example, fatherhood classes and support groups, employment services, educational services, legal services) and expects staff to promote the use of these resources with fathers when appropriate.
	Expects staff to be aware of and refer fathers to special community-based events that celebrate fatherhood and fathers.

Total Score

## Program Physical Environment

Remember: Think about your organization's overall physical environment that surrounds families being served (for example, waiting areas). Also, think about the ways in which your organization's physical environment reflects/reinforces the values held by staff members. Is the environment clearly more "female oriented" than "gender neutral"?

Check the box only if the statement is true of your organization.

The environment/atmosphere of my organization:

<input type="checkbox"/>	Says, through visible father-related images in the waiting room and in caseworkers' offices that "Fathers are expected and welcome here."
<input type="checkbox"/>	Has gender-neutral colors and decorating scheme.
<input type="checkbox"/>	Offers reading materials (i.e., books, magazines and other literature) directed toward fathers/men as well as mothers/women.
<input type="checkbox"/>	Has a staff listing containing photos of both male and female staff.
<input type="checkbox"/>	Has male staff in positions where visitors are likely to have initial visual or telephone contact with the agency/organization (for example, receptionist, security guard).
<input type="checkbox"/>	Has family restrooms or a diaper deck in the men's restroom.
<input type="checkbox"/>	If a TV or video plays in waiting areas, some of the programs or videos appeal to men.
<input type="checkbox"/>	If a library is available to families, it includes parenting and other information directed toward fathers.

☐ Total Score

<b>Staff Training and Professional Development</b>
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Check the box only if the statement is true of your organization.

The staff in my agency/organization:

	Have been trained in how to ensure that a father/man who is contacted by the organization for the first time in connection with a case knows that he and his case participation are welcome.
	Are open to constructive criticism regarding personal biases, including biases against men/fathers.
	Are comfortable with differences in parenting styles typical of fathers and mothers.
	Believe that fathers are important to the healthy development of children.
	Believe that fathers can be excellent parents.
	Have been trained on the importance of identifying, locating, and contacting fathers early in child welfare cases and continuing these efforts throughout the life of the case.
	Have been trained in the use of parent locator services and other locator technologies in order to more effectively identify and locate fathers.
	Have been trained on how to work with fathers in a gender-responsive, non-accusatory, non-blaming manner.
	Have been made aware of community resources that offer services specific to fathers, including those involved in the child welfare system.
	Have been trained on how to work effectively with both mothers and fathers when the relationships are contentious, including identifying when domestic violence is a factor in the relationship.
	Have been trained on how to work effectively with fathers who may express their opinions strongly and loudly, but who pose no physical danger to staff.
	Perceive my organization's programs and services to be as much for fathers as for mothers.
	Avoid using language that is divisive and that stereotypes men/fathers and women/mothers.

	Make every attempt to interact with mothers and fathers equally when they come in together to receive services.
	Seek fathers' input in decision-making situations involving important aspects of children's day-to-day lives.
	Have participated in training that includes explicit discussion of the importance of fathers to the healthy development of children.
	Encourage mothers to cooperate with fathers in raising children and vice versa.
	Have been trained in gender differences in communication styles.
	Have been trained in including a father component in new staff orientation and training.
	Have been trained on the best practices of father involvement used by other child welfare organizations.
	Have been trained in including questions related to father involvement in new staff hiring practices such as interviews.
	Have been trained to recognize and appreciate father's typical parenting styles, and how they differ from mothers' styles. This includes why responsible, committed fathering is important to children's well-being.
	Have been trained in cultural and familial barriers to father involvement in the lives of children.
	Have been trained to examine their own attitudes, beliefs and behavior toward accepting and including fathers.
	Have been trained in helping fathers balance work and family life.
	Have been trained in hiring casework staff with the knowledge, skills, and sensitivity to interact productively with fathers, mothers and children.
	Have been trained to recognize and know male cultural patterns and the ways they become evident when males/fathers interact with others.

Total Score



<b>Collaboration and Organization Networking</b>
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Check the box only if the statement is true of your organization.

My organization:

	Works to promote the education of juvenile and family court judges and court employees (in the various types of courts) about the ways in which children benefit when fathers are responsibly involved in the lives of their children.
	Develops a good relationship with local child support enforcement offices and staff members in order to be of mutual assistance in helping obtain appropriate financial support of children, learning more about individual family situations and in better promoting the welfare of children in the families served by the child welfare agency.
	Promotes coordination and collaboration with the larger father-engagement community, such as fatherhood programs and organizations that regularly work with fathers and families.
	Works to promote education for attorneys (especially those who represent fathers and children as well as those who represent the state or county in child welfare court proceedings) about the importance to children of having involved, responsible, committed fathers in their lives, as well as how to use the legal system to better engage fathers.
	Works to educate courts, parent attorneys, child support enforcement staff, and social service caseworkers about the importance of explaining to fathers their rights and responsibilities, while also emphasizing the importance of their involvement in child welfare and court processes.
	Actively works in partnership with one or more other public or private agencies to identify fathers of children the child welfare organization serves.
	Actively works in partnership with one or more other public or private agencies to locate fathers of children served by the child welfare organization.
	Actively works in partnership with one or more other public or private agencies to contact fathers of children served by the child welfare organization.
	Actively works in partnership with one or more other public or private agencies to engage fathers of children served by the child welfare organization.

Total Score

Community Outreach
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Check the box only if the statement is true of your organization.

My organization:

<input type="checkbox"/>	Is perceived by the <i>community at large</i> as “father-friendly”.
<input type="checkbox"/>	Is perceived by <i>fathers and men</i> as “father-friendly”.
<input type="checkbox"/>	Encourages other organizations within the broader child welfare field (including court related organizations and child support enforcement) to work with fathers on enhancing positive relationships with their children.
<input type="checkbox"/>	Encourages organizations in other professional fields (such as healthcare, business, faith-based, law enforcement) to work with fathers.
<input type="checkbox"/>	Makes presentations, holds workshops, or presents papers at conferences on the organization’s work with fathers.
<input type="checkbox"/>	Participates in a network or coalition of organizations and leaders that promotes responsible fatherhood community-wide.
<input type="checkbox"/>	Submits articles or article ideas on the organization’s work with fathers for publication in print media (e.g., journals, magazines, newsletters, newspapers).
<input type="checkbox"/>	Periodically issues press releases on the organization’s success in working with fathers.
<input type="checkbox"/>	Promotes responsible fatherhood in the community as a preventive measure in the fight to reduce the incidence of negative outcomes for children, such as poverty, out-of-wedlock pregnancy, alcohol and drug abuse and suicide.
<input type="checkbox"/>	Is willing to share best practices in working with fathers with other organizations.

Total Score

<b>Assessment Category Analysis Worksheet</b>
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How to use this worksheet:

1. Transfer your scores from each checklist to the corresponding row on this worksheet.
2. Don't combine the scores from all categories to arrive at a total score, because that score can mislead you.
3. Focus on the scores within each category, because the goal is to make your organization father friendly holistically. Determine whether your score in each category rates low, medium or high on father friendliness.
4. You should first target categories in which your score is low or medium on father friendliness. Then, revisit the statements that were not true of your organization within those categories and use them as specific target areas to work on.

Checklist	Score	Legend
Leadership and Organizational Philosophy		Low (0-8); Med. (9-16); High (17-24)
Program Management Policies and Procedures		Low (0-7); Med. (8-14); High (15-21)
Parent-involvement Program		Low (0-7); Med. (8-15); High (16-22)
Program Physical Environment		Low (0-3); Med. (4-6); High (7-8)
Staff Training and Professional Development		Low (0-9); Med. (10-18); High (19-27)
Collaboration and Organizational Networking		Low (0-3); Med. (4-6); High (7-9)
Community Outreach		Low (0-3); Med. (4-6); High (7-10)



# **QUARTER 6**

## **PIP 2.1.2**

### **Parent**

### **Survey**

## Client Engagement in Child Protective Services (CPS) - Parent Survey

Relationship to child \_\_\_\_\_

	Strongly Agree	Agree	Not Sure	Disagree	Disagree Strongly
1. I believe my family will get help we really need from CPS.	5	4	3	2	1
2. I realize I need some help to make sure my kids have what they need.	5	4	3	2	1
3. I was fine before CPS got involved.	5	4	3	2	1
4. I really want to make use of the services (help) CPS is providing me.	5	4	3	2	1
5. It's hard for me to work with the caseworker I've been assigned.	5	4	3	2	1
6. Anything I say they're going to turn it around to make me look bad.	5	4	3	2	1
7. There's a good reason why CPS is involved in my family.	5	4	3	2	1
8. Working with CPS has given me more hope about how my life is going to go in the future.	5	4	3	2	1
9. I feel that my caseworker respects me.	5	4	3	2	1
10. I have respect for my caseworker.	5	4	3	2	1
11. I'm not just going through the motions. I'm really involved in working with CPS.	5	4	3	2	1
12. My worker and I agree about what's best for my child.	5	4	3	2	1
13. I feel like I can trust CPS to be fair and to see my side of things.	5	4	3	2	1
14. I think things will get better for my child(ren) because CPS is involved.	5	4	3	2	1
15. What CPS wants me to do is the same as what I want.	5	4	3	2	1
16. There were definitely some problems in my family that CPS saw.	5	4	3	2	1
17. My worker doesn't understand where I'm coming from at all.	5	4	3	2	1
18. CPS is helping me take care of some problems in our lives.	5	4	3	2	1
19. I believe CPS is helping my family get stronger.	5	4	3	2	1
20. CPS is <u>not</u> out to get me.	5	4	3	2	1

## Client Engagement in Child Protective Services (CPS) - Family Survey

Relationship to child \_\_\_\_\_

	Strongly Agree	Agree	Not Sure	Disagree	Disagree Strongly
1. I believe my family will get help we really need from CPS.	5	4	3	2	1
2. I realize my family needs some help to make sure the kids have what they need.	5	4	3	2	1
3. My family was fine before CPS got involved.	5	4	3	2	1
4. I really want my family to make use of the services (help) CPS is providing.	5	4	3	2	1
5. It's hard for me to work with the caseworker we've been assigned.	5	4	3	2	1
6. Anything I say they're going to turn it around to make my family look bad.	5	4	3	2	1
7. There's a good reason why CPS is involved in my family.	5	4	3	2	1
8. Working with CPS has given my family more hope about how life is going to go in the future.	5	4	3	2	1
9. I feel that the caseworker <i>treated my family to respect</i> <del>respects my family</del> .	5	4	3	2	1
10. I have respect for the caseworker.	5	4	3	2	1
11. My family is not just going through the motions. We are really involved in working with CPS.	5	4	3	2	1
12. The worker and I agree about what's best for my family's child(ren).	5	4	3	2	1
13. I feel like I can trust CPS to be fair and to see my family's side of things.	5	4	3	2	1
14. I think things will get better for my family's child(ren) because CPS is involved.	5	4	3	2	1
15. What CPS wants me to do is the same as what my family and I want.	5	4	3	2	1
16. There were definitely some problems in my family that CPS saw.	5	4	3	2	1
17. The worker doesn't understand where my family is coming from at all.	5	4	3	2	1
18. CPS is helping my family take care of some problems in our lives.	5	4	3	2	1
19. I believe CPS is helping my family get stronger.	5	4	3	2	1
20. CPS is <u>not</u> out to get my family.	5	4	3	2	1