

**Indiana Restoring Fatherhood
Initiative Evaluation:**

Phase II

Submitted by:

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I. Introduction

The following report contains the recommended Evaluation Instrument to be used in future efforts to evaluate father programs funded under the auspices of the Indiana Family and Services Social Services Administration (FSSA). This instrument was formulated based upon the review of:

- ❖ instruments used by fatherhood programs funded by Indiana FSSA from 1997-2000
- ❖ instruments used in studies evaluating father programs found in professional journals (e.g. *Journal of Marriage and the Family*, *Journal of Family Issues*, *Family Relations*, *Journal of Divorce and Remarriage*, etc.)
- ❖ instruments used in analogous programs not funded by Indiana FSSA
- ❖ instruments suggested by the LEWIN GROUP INC., in their report entitled: *An Evaluability Assessment of Responsible Fatherhood Programs: Final Report*

This report will be divided into nine separate sections. Eight of these sections will correspond to the 8 original goals of the Restoring Fatherhood Initiative. The ninth section deals with basic demographic information that all programs should collect. Since programs funded through this initiative were free to pursue any one (or more) of these eight goals it was recognized that programs will need to pick and choose those instruments that fit the goals they were pursuing. This type of flexibility of instrumentation should allow for more consistent use of the instruments and permit programs to truly measure the effects of their individual program.

The demographic section contains an instrument that would allow programs to collect valuable information about clients served. By collecting such information, we will be in a better position to identify exactly who is served by the various programs across the state. Demographic information is also helpful in identifying at-risk populations. This type of information is also help in developing "profiles." For example, an individual program might be able to identify a particular population of fathers that seem to gain the most from their program and the profile of the type of father who doesn't seem to benefit from the program. This information can be very helpful in making changes to a program in order to meet the needs of all participants.

Each of the sections will contain various types of "quantitative" measures of success. When participants answer these types of questions program administrators will possess a numerical score that provides feedback on the level of gains made by program participants. In addition to these quantitative measures, suggestions will be made for the collection of "anecdotal" or "narrative" information. This type of information can be useful to programs as it provides more in-depth information about particular program aspects. For example, a program may measure the change in the level of father-child contact as a result of the program. A numerical score is obtained prior to the program and after the program. Hopefully the number increases as a result of attendance. The higher number would indicate that fathers are in more contact with their children after the program. However,

the number does not tell us what specific aspect of the program led fathers to desire more contact with their children. A narrative-type question could lead to a better understanding of this issue. For example, a program could ask participants "Which part of the program had the greatest impact on your desire to see your child more frequently?" This additional question adds information that cannot be found in the quantitative data.

Finally, it should be noted that this instrument is to be viewed as a "starting point." It needs to be acknowledged that future researchers exploring the effectiveness of these programs should have the latitude to make changes to the instrumentation as deemed necessary. Of course these changes should not be capricious, but rather the result of discussions with program directors and staff members, program participants, and FSSA administrators. However, the option for making necessary changes should be understood to be a critical ingredient to conducting effective research.

Goal One:

Increasing Father Involvement with their Children

Section I: Measures of Frequency of Contact

Father-Child Activity Scale

Instructions: Please indicate how often you did the following activities with your child in the past month. Think of the month overall, not just for the time your child was with you. For example, if you saw your child once last month and took him/her to the park, you would circle **2** for going to the park once during the month. You would not circle **4** for taking him once in the week you saw him/her. If you have not been seeing your child (even if it is not by your choice), then many of your answers may be "never in the past month." Circle DA for doesn't apply if the activity described is not age appropriate for your child. For example, if the activity is "supervise bedtime" and your child is 14, circle DA.

Never in the Past Month 1	Once in the the Past Month 2	2-3 times in the Past Month 3	Once or Twice a Week 4	3-4 Times a Week 5	5 Times a week or more 6	
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1. CHILD CARE

a. I put my child to bed at night	1	2	3	4	5	6	DA
b. If my child cried or called out at night I would take care of him/her	1	2	3	4	5	6	DA
c. I watch my child when my former partner is busy or away from home	1	2	3	4	5	6	DA
d. I have taken care of my child for one full day or more	1	2	3	4	5	6	DA
e. I supervise bath time	1	2	3	4	5	6	DA

2. ACTIVITIES IN THE HOME

a. I play games with my child	1	2	3	4	5	6	DA
b. I teach my child proper manners at the table	1	2	3	4	5	6	DA
c. I encourage my child to assist me when doing household chores (gardening, repairs, etc.)	1	2	3	4	5	6	DA
d. I play sports with my child	1	2	3	4	5	6	DA
e. I have one meal or more a day with my child	1	2	3	4	5	6	DA
f. I work together with my child on hobbies or other interests of the child.	1	2	3	4	5	6	DA
g. I intentionally create activities that will be of special interest to my child	1	2	3	4	5	6	DA

3. SCHOOL AND COMMUNITY ACTIVITIES

a. I take my child to sports events	1	2	3	4	5	6	DA
b. I praise my child when he/she has done well on some project or task	1	2	3	4	5	6	DA
c. I go to parent-teacher conferences regarding my child	1	2	3	4	5	6	DA
d. I attend activities in which my child is a participant (recitals, programs, etc.)	1	2	3	4	5	6	DA
e. I make an effort to know about my child's progress at school/day care.	1	2	3	4	5	6	DA
f. I encourage my child to take part in community activities by my example or by providing transportation, or money	1	2	3	4	5	6	DA

4. PERSONAL INTERACTION

a. I read or have read books to my child	1	2	3	4	5	6	DA
b. My child and I discuss various common interests (Child's personal activities, your activities, sports, etc.)	1	2	3	4	5	6	DA
c. I take my child shopping for clothes and things he/she may need	1	2	3	4	5	6	DA
d. I talk with my child about his/her personal problems	1	2	3	4	5	6	DA
e. I personally buy gifts for my child for special occasions	1	2	3	4	5	6	DA
f. I show affection to my child	1	2	3	4	5	6	DA
g. I take an active role in the guidance and discipline of my child	1	2	3	4	5	6	DA
h. I provide time to be alone with my child for one-to-one interaction	1	2	3	4	5	6	DA

5. OTHER

a. I called my child on the phone	1	2	3	4	5	6	DA
b. I sent my child a letter, card, or e-mail	1	2	3	4	5	6	DA
c. I called my child's mother to see how my child was doing.	1	2	3	4	5	6	DA

6. Basic Contact Information

1. In the last **month**, how many times have you had contact (phone call, visit, letter, etc.) with your child?

1. Never
2. 1-2 times
3. 3-4 times
4. 5-8 times
5. 9-12 times
6. 12+ times

2. Write in how many times (for each way) you have actually had contact with your child during the last month.

_____ Visited the child (at mother's home, your home, grandparent's home, school, daycare)

_____ talked to the child on the phone

_____ total number of contacts during the last month

3. How many times in the last month have you attempted to reach your child but for some reason you did not get to visit or talk to him/her.

_____ attempted to make arrangements with mother to visit child but still did not get to visit with my child

_____ went to visit child (without arranging before) at home/school/daycare but did not get to visit with child

_____ called but did not talk to child (child was not home, was in bed, not available, etc)

_____ other attempts to reach child (such as _____)

Goal One

Section II: Quality of the Father-Child Relationship

Instructions: The following questions deal with the relationship that you have with your child/ren. Consider the relationship that you have with your child and answer the following questions. Please circle the number that best describes how often you did the demonstrated the following behaviors toward your child in the past month. Think of the month overall, not just for the time your child was with you.

Never in the Past Month 1	Once in the the Past Month 2	2-3 times in the Past Month 3	Once or Twice a Week 4	3-4 Times a Week 5	5 Times a week or more 6
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RELATIONSHIP QUALITY

a. You say nice things to your child	1	2	3	4	5	6	DA
b. You helped your child with school problems	1	2	3	4	5	6	DA
c. You helped your child with problems with peers	1	2	3	4	5	6	DA
d. You showed your child that you like having them around	1	2	3	4	5	6	DA
e. You were thoughtful	1	2	3	4	5	6	DA
f. You gave your child kisses or hugs	1	2	3	4	5	6	DA
g. You comforted them	1	2	3	4	5	6	DA
h. You made them feel loved	1	2	3	4	5	6	DA

Next, consider the following areas in the relationship you have with your child. Circle the number that best describes how often you and your child have conflicts over these issues.

a. How your child spends their allowance	1	2	3	4	5	6	DA
b. Your child's choice of television programs	1	2	3	4	5	6	DA
c. Your child's choice of friends	1	2	3	4	5	6	DA
d. Your child's use of drugs and/or alcohol	1	2	3	4	5	6	DA
e. Your child's sexual behavior	1	2	3	4	5	6	DA
f. Your child's personal appearance (clothing, hairstyle)	1	2	3	4	5	6	DA
g. Your child's school work	1	2	3	4	5	6	DA
h. Your child's show of respect for you	1	2	3	4	5	6	DA
i. Your relationship with his/her mother	1	2	3	4	5	6	DA

Quality of Father-Child Relationship: Questions for Child

The next few questions ask you about things that have to do with you and your parents. Following each statement there is a scale from 1 to 5 (1=almost never, 3=sometimes, 5=almost always). Circle the number that tells **HOW OFTEN** this statement happens. Think about how things have been in the past 2 months.

	1 Almost never	2	3 Sometimes	4	5 Almost Always
1. My dad likes being with me	1	2	3	4	5
2. My dad talks to me about big choices in life.	1	2	3	4	5
3. I feel my dad cares about me.	1	2	3	4	5
4. I have chores to do at my dad's house	1	2	3	4	5
5. My dad says he loves me and gives me hugs	1	2	3	4	5
6. When I leave his house, my dad knows where I am and who I am with	1	2	3	4	5
7. If I have problems, my dad knows about it	1	2	3	4	5
8. My dad asks me about my day in school	1	2	3	4	5
9. My dad knows who my friends are and what they are like	1	2	3	4	5
10. My dad knows what kinds of things I do after school	1	2	3	4	5
11. When I do something wrong, my dad talks to me about it	1	2	3	4	5
12. My dad praises me when I do something good at home or at school	1	2	3	4	5
13. I spend time doing fun things with my dad.	1	2	3	4	5
14. My dad knows who my teachers are and how well I am doing in school	1	2	3	4	5
15. I have rules I follow at my dad's house	1	2	3	4	5
16. I talk to my dad	1	2	3	4	5
17. I talk to my dad about my problems	1	2	3	4	5
18. My dad says nice things to me	1	2	3	4	5
19. When my dad says he is going to punish me, he does	1	2	3	4	5
20. I talk my dad out of punishing me after I do something wrong	1	2	3	4	5
21. My dad talks to me about my friends	1	2	3	4	5
22. My dad is patient with me	1	2	3	4	5
23. I talk to my dad about how I feel about the separation/divorce	1	2	3	4	5
24. I talk to my dad about things I do well.	1	2	3	4	5

Goal One

***Section III: Narrative Questions to Explore Impact of Program on
Father-Child Relationship***

Goal One: Narrative Questions

Following are a list of questions that could be used to explore in more depth the impact of the program on the father child relationship:

1. Describe the ways that your relationship with your child has changed as a result of attending this program.
2. How has your notion of what makes a good father-child relationship changed as a result of being in this program?
3. What part(s) of the program increased your desire to have more contact with your child?
4. What part(s) of the program helped you to gain a better understanding of the importance of having a good father-child relationship for healthy child development?
5. What changes would you make to the program in order to improve it?

Goal Two: Increasing Paternity Establishment

Section I: Quantitative Methods

Direct Measures:

Questions related to establishing paternity are fairly clear-cut. Methods to determine if paternity has been established include:

1. Asking the mother
2. Asking the father
3. Checking court records

It seems fairly obvious that the most reliable method to determine if paternity has been established would simply be to **check court records**. This is the method that would be suggested within the FSSA supported programs.

Measures of Program Materials:

In addition to determining whether paternity was established, it may be helpful to ask several questions about how successful the program presented material related to establishing paternity.

-----Instructions: Circle the number that best describes your experience in the program and the information you received:

As a result of attending this program:

	Strongly Agree 1	Agree 2	Disagree 3	Strongly Disagree 4
a. I have a better understanding of how to establish paternity	1	2	3	4
b. I have a better understanding of the advantages of establishing paternity	1	2	3	4
c. I have a better understanding of my rights as a father	1	2	3	4
d. I have a better understanding of the important role I can play in my child's life	1	2	3	4
e. I have a better understanding of my responsibilities as a father	1	2	3	4
f. I am more likely to make an effort to establish paternity	1	2	3	4

Goal Two

Section II: Narrative Questions to ask to Explore Impact of the Program on Establishing Paternity

Goal Two: Narrative Questions

In addition to checking records for paternity establishment, questions could be formulated that would give a better sense of specific elements of the program that helped fathers to make the decision to establish paternity. These include:

1. What part(s) of the program increased your desire to establish paternity?
2. What part(s) of the program helped you to gain a better understanding of the importance of establishing paternity to your child?
3. What part(s) of the program helped you understand the steps that you need to undertake in order to establish paternity?
4. How has your thinking changed about the importance of establishing paternity as a result of attending this program?

Goal 3: Increase Child Support

Section I: Quantitative Methods

Direct Measures:

As with questions related to establishing paternity, questions related to determining child support payments are also fairly clear-cut. Methods to determine if child support has been paid include:

1. Asking the mother
2. Asking the father
3. Checking court records

As with paternity establishment, the most reliable method to determine if child support has been paid would simply be to **check court records**. It is recognized that this method might be difficult for some programs to pursue, however, this is the method that is suggested within the FSSA supported programs.

Basic Questions for Father and Mother

It would be helpful to ask fathers and mothers the following questions regarding child support:

1. Is there a court ordered for child support payment? ☐YES ☐NO
2. What is the amount of the order?
3. In the last month, approximately what percent of the court ordered child support was paid?
 - a) 0%
 - b) 25%
 - c) 50%
 - d) 75%
 - e) 100%

Measures of Program Materials:

In addition to determining whether support was paid, it may be helpful to ask several questions about how successful the program presented material related to paying child.

Instructions: Circle the number that best describes your experience in the program and the information you received:

As a result of attending this program:

	Strongly Agree 1	Agree 2	Disagree 3	Strongly Disagree 4
a. I have a better understanding of the importance of child support for my child's well-being	1	2	3	4
b. I have a better understanding what to do in the event I'm unable to pay child support	1	2	3	4
c. I have a better understanding of other ways that I can help out with my child beyond child support (in-kind help to mother)	1	2	3	4
d. I have a better understanding how the mother of my child uses child support to help my child	1	2	3	4
e. I am less likely to use child support as a way to "get back" at my child's mother	1	2	3	4
f. I am more likely to pay child support	1	2	3	4

Goal Three

Section II: Narrative Questions to ask to Explore Impact of the Program on the Payment of Child Support

Goal Three: Narrative Questions

In addition to checking records for payment of child support, questions could be formulated that would give a better sense of specific elements of the program that helped fathers to make the decision to pay regular child support. These include:

1. What part(s) of the program increased your desire to pay child support?
2. What part(s) of the program helped you to gain a better understanding of the importance of child support to the well being of your child?
3. What part(s) of the program helped you understand that child support cannot be used a way to “get back” at your child’s mother?
4. How has your thinking changed about the importance of paying child support as a result of attending this program?

Goal Four: Decrease Out-of-Wedlock Pregnancies

Section I: Quantitative Methods

Direct Measures

This particular goal poses difficult measurement issues. Although the answer to the question as to whether an out-of-wedlock pregnancy occurred is a simple “yes” or “no,” the reality is that it will be very difficult to obtain this information from individual program participants. First, this would require monitoring the participant over an extended period of time. Second, it requires that the participant be forthcoming in responding honestly to a follow question from the program regarding his sexual activity. Third, most programs would not have the resources to thoroughly monitor participants over an extended amount of time. Finally, there are measurement issues related to whether you are exploring the sexual behaviors of adults or the behaviors of teens.

Given the difficulty in obtaining a direct measure of this goal, programs will probably need to identify those attitudinal, cognitive, and behavioral changes that might lead to a decrease in out-of-wedlock pregnancies. There is a wide range of acceptable programming efforts to be expected in this area. For example, one program may wish to pursue “sexual abstinence” as an effective means to reduce out-of-wedlock pregnancies while another program may choose to teach participants “safe sex” practices. Because of these different types of tactics, there will be the need to provide flexible evaluation instruments to programs pursuing this goal. By flexible, we mean instruments that allow for differing program content. For example, the program teaching abstinence would probably want to measure participants’ knowledge of the benefits of abstinence over other prevention methods, whereas the program teaching safe sex would probably want to measure participants’ knowledge of the various forms of birth control methods. There may be the need to work directly with these programs to develop an instrument that best fits the contents of their program. In lieu of that option, the following measures are offered.

Part I: Basic Knowledge about Pregnancy Prevention

T	F	DK	1.	A female can't get pregnant the first time she has sex.
T	F	DK	2.	The pill is as effective as abstinence.
T	F	DK	3.	The best way to use a condom is to leave space at the tip for sperm.
T	F	DK	4.	Partners who use "withdrawal" do not have to worry about pregnancy.
T	F	DK	5.	A female can get pregnant at any time of the month.
T	F	DK	6.	Once you reach a certain point of sexual excitement, having intercourse really can't be avoided
T	F	DK	7.	Contraceptive foam, jelly, or cream can be put in the vagina many hours before intercourse.
T	F	DK	8.	Sperm can live for a few days in the women's body
T	F	DK	9.	If a female has sex during her period, she can still get pregnant.
T	F	Dk	10.	A highly reliable method of avoiding pregnancy is to use a condom
T	F	DK	11.	A female can get pregnant through oral sex
T	F	DK	12.	A female is protected from pregnancy as soon as she starts taking the pill.
T	F	DK	13.	If a female forgets to take her pill for three days, she is still protected from pregnancy.

Sexual Attitudes Related to Pregnancy Prevention (For Teen Programs)

	Strongly Agree 1	Agree 2	Disagree 3	Strongly Disagree 4
<i>a. I think it is best if I wait until I'm older to have sex</i>	1	2	3	4
<i>b. I think it is ok to have sex with a serious girlfriend.</i>	1	2	3	4
<i>c. My friends will think I'm weird if I wait to have sex until I'm older</i>	1	2	3	4
<i>d. I could say no to my girlfriend she wanted me to have sex but I felt I wasn't ready</i>	1	2	3	4
<i>e. I wouldn't turn my girlfriend down for sex because she may stop loving me</i>	1	2	3	4
<i>f. Sex is the only way to really show someone that you care about them</i>	1	2	3	4
<i>g. Sometimes when a girl says "no" to sex she really means "yes"</i>	1	2	3	4

Sexual Experiences

1. Have you ever had sexual intercourse with a female (sometimes this is called "making love," "having sex," or "going all the way")?

YES NO
2. How old were you when you had sexual intercourse with a female for the first time?

_____ YEARS OLD
3. About how many times have you had sexual intercourse in the last 12 months?
[Post-test: "How many times have you had sexual intercourse since completing the program?"]

_____ NUMBER
4. How many different females have you had sexual intercourse with in the last 12 months, (that is since this time last year)?
[Post-test: "How many different females have you had sexual intercourse with since completing the program?"]

_____ NUMBER
5. Have you ever actually made someone pregnant?
[Post-test: "Since completing the program, have you made someone pregnant?"]

YES NO
6. Was a child born from that pregnancy?

YES NO

Contraception Use

1. The last time you had intercourse with a female, did you yourself use any method of contraception— that is, something to prevent pregnancy or sexually transmitted diseases?

YES NO

2. What method did you use? (Check one)

- ☐ CONDOM
☐ WITHDRAWAL, PULLING OUT
☐ COMBINATION OF METHODS
(SPECIFY): _____
☐ OTHER (SPECIFY): _____

3. The last time you had intercourse with a female, did she use any of the contraceptive methods listed on this survey? (CIRCLE ONE)

YES NO DON'T KNOW

4. What method did she use?(CHECK THAT APPLY)

- ☐ DEPO-PROVERA
☐ DIAPHRAGM OR CERVICAL CAP
☐ DOUCHING (WASHING OUT) AFTER INTERCOURSE
☐ FEMALE CONDOM
☐ SPERMICIDAL FOAM/JELLY/CREAM OR SUPPOSITORY
☐ IUD, COIL, LOOP
☐ NORPLANT
☐ PILL
☐ RHYTHM, OR SAFE PERIOD
☐ STERILIZATION
☐ TODAY SPONGE
☐ VAGINAL CONTRACEPTIVE FILM OR INSERT
☐ COMBINATION OF METHODS (SPECIFY):
☐ SOMETHING ELSE (SPECIFY):

5. Since you first had intercourse with your girlfriend, about what percent of the time, if ever, did you use a condom?

____ %

6. Since you first had intercourse with your most recent sexual partner, about what percent of the time, if ever, was she using the pill?

____ %

7. Since you first had intercourse with your most recent sexual partner, about what percent of the time did you and she have sex without using a condom, the pill, or another effective method like a diaphragm or Norplant?

____ %

Attitudes Toward Male Responsibility for Contraception

Read the following statements about using contraception. Think about each statement, and tell how much you agree or disagree. Your choices are: you agree a lot, agree a little, disagree a little, or disagree a lot?

	Strongly Agree 1	Agree 2	Disagree 3	Strongly Disagree 4
1. Before a male has sexual intercourse with a female, he should know or ask whether she is using contraception.	1	2	3	4
2. If a couple has never discussed contraception, the male should bring it up.	1	2	3	4
3. If a male does not want to have a child, he should not have intercourse without contraception	1	2	3	4
4. If a male makes a female pregnant, the child is his responsibility as much as the mother's.	1	2	3	4

Reaction to Pregnancy

	Very Upset 1	A little upset 2	A little pleased 3	Very pleased 4	They wouldn't care 5
1. If you got a female pregnant now, how would your parents react?	1	2	3	4	5
2. If you got a female pregnant now, how would your friends react?	1	2	3	4	5
3. If you got a female pregnant now, how would you feel?	1	2	3	4	5

4. If you got a female pregnant now, how much would it make you feel like you were a real man? Would you say: (CHECK ONE)

- ☐ A lot
- ☐ Somewhat
- ☐ A little
- ☐ Not at all?

Expectations Regarding Condoms

You can choose one of the answers on this card, and give me the number. (CIRCLE ONE NUMBER FOR EACH STATEMENT)

	<i>No Chance 1</i>	<i>A Little Chance 2</i>	<i>A 50-50 Chance 3</i>	<i>A Pretty Good Chance 4</i>	<i>An Almost Certain Chance 5</i>
1. What are the chances: that if you bought a condom in a drugstore, you would feel embarrassed?	1	2	3	4	5
2. What are the chances: that if you used a condom, you would feel less physical pleasure?	1	2	3	4	5
3. What are the chances: that if a new partner knew you had a condom ready the first time you had sex the new partner would be upset?	1	2	3	4	5
4. What are the chances: that it would be embarrassing for you and a new partner to discuss using a condom?	1	2	3	4	5
5. What are the chances: that it would be embarrassing to put on a condom in front of a new partner?	1	2	3	4	5

Goal Four

Section II: Narrative Questions to ask to Explore Impact of the Program on Out-of-Wedlock Pregnancies

Goal Four: Narrative Questions

In addition to the various quantitative scales listed for determining the impact of the program on decreasing out-of-wedlock pregnancies, various questions could be formulated that would give a better sense of specific elements of the program that helped fathers to make the decision to reduce out-of-wedlock pregnancies. These include:

1. What part(s) of the program increased your desire to avoid out-of-wedlock pregnancies?
2. What part(s) of the program helped you to gain a better understanding of the consequences of out-of-wedlock pregnancies for your life and the life of your partner?
3. What part(s) of the program helped you understand that life can be more difficult for children born out-of-wedlock?
4. How has your thinking changed about the importance of taking precautions to avoid out-of-wedlock pregnancies?

Goal Five: Increase Service Accessibility for Fathers

Section I: Quantitative Methods

Measuring the success of increasing service accessibility for fathers may pose some evaluation challenges. For example, sometimes service providers refer fathers to services and the father decides to defer pursuing the referral, but may decide at a later date to use the resource. Unless the service provider is doing extensive monitoring and follow up work with the father, the provider may not be aware that the father used the resource at a later date. As with other goals, long-term follow up is not always an option for some programs due to such things as low staff numbers or limited funds. Therefore, some successes will be missed because they occur after program contact. Programs can approach this problem from at least two different ways. First, they could have fathers keep weekly logs of actual contacts made with appropriate services, secondly, a program could ask participants to rate program materials in regards to how well the program increased their knowledge of resources that were available and how well the program encouraged them to pursue these other options. We will present examples of both of these approaches within this section.

Father Weekly Contact Log

1. What is your personal goal for this week? Write it below:

2. With help of your worker, list possible resources that may be available to help you meet this goal:

=====

3. Last week your personal goal was:

[Worker writes this in from last week]

4. The resources we listed that might help you are listed below, check the ones that you used.

<input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> _____ <input type="checkbox"/> _____
--	--

5. Describe what kept you from following through on all the referrals:

Measures of Program Materials:

In addition to determining the types and number of services that were used by fathers, it may be helpful to ask several questions about how successful the program presented material related to increasing their knowledge of available services.

Instructions: Circle the number that best describes your experience in the program and the information you received:

As a result of attending this program:

	Strongly Agree 1	Agree 2	Disagree 3	Strongly Disagree 4
1. I have a better understanding of the types of programs that exist to help me be a better father	1	2	3	4
2. I would feel more comfortable contacting a professional for help	1	2	3	4
3. I have a better understanding of the types of services that exist that might help my child	1	2	3	4
4. I would be more likely to contact someone to help me with my relationship with my former partner	1	2	3	4
5. I feel more confident that I am not alone in my efforts to stay involved with my child and that there are agencies that could help me to do this.	1	2	3	4

Goal Five

Section II: Narrative Questions to ask to Explore Impact of the Program on Increasing Service Accessibility for Fathers

Goal Five: Narrative Questions

In addition to the various quantitative scales listed for determining the impact of the program on increasing service accessibility for fathers, various questions could be formulated that would give a better sense of specific elements of the program that helped fathers to make the decision to that it was appropriate for them to seek help from others.

1. What part(s) of the program increased your willingness to seek help from professionals if you need it in the future?
2. What part(s) of the program helped you to gain a better understanding of the various agencies that exist to help you and your child?
3. What part(s) of the program helped you understand that it is normal to need assistance from others at some point in your life?
4. How has your thinking changed about the normalcy in asking for help when it's needed?

Goal Six: Improve Fathers' Parenting Skills

Section I: Quantitative Methods

The Parenting Dimension Inventory

Answer the following questions about your relationship with your child over the last two months. If the question does not make sense to for your child, then circle DA for doesn't apply.

Not at all Descriptive of me 1	Slightly Descriptive of me 2	Somewhat Descriptive of me 3	Fairly Descriptive of me 3	Quite Descriptive of me 4	Highly Descriptive of me 5	Doesn't Descriptiv of me 6	Apply		
DA									
			1	2	3	4	5	6	DA
1. I encourage my child to talk about his/her troubles			1	2	3	3	5	6	DA
2. I always follow through on discipline for my child, no matter how long it takes			1	2	3	4	5	6	DA
3. Sometimes it is so long between occurrence of a misbehavior and an opportunity for me to deal with it that I just let it go.			1	2	3	4	5	6	DA
4. I do not allow my child to get angry with me			1	2	3	4	5	6	DA
5. There are times I just don't have the energy to make my child behave as he/she should			1	2	3	4	5	6	DA
6. My child can often talk me into letting him/her off easier than I had intended			1	2	3	4	5	6	DA
7. My child convinces me to change my mind after I have refused a request			1	2	3	4	5	6	DA
8. I think a child should be encouraged to do things better than others			1	2	3	4	5	6	DA
9. My child and I have warm intimate moments together			1	2	3	4	5	6	DA
10. I encourage my child to be curious, to explore, and to questions things			1	2	3	4	5	6	DA
11. I find it interesting and educational to be with my child for long periods			1	2	3	4	5	6	DA
12. I don't think children should be given sexual information from their parents			1	2	3	4	5	6	DA
13. I believe a child should be seen and not heard			1	2	3	4	5	6	DA
14. I believe that parents who start a child talking about his/her worries don't realize that sometimes it is better to leave well enough alone			1	2	3	4	5	6	DA
15. I encourage my child to express his/her opinions			1	2	3	4	5	6	DA
16. I make sure my child knows that I appreciate what he/she tries to accomplish			1	2	3	4	5	6	DA
17. I let my child know how ashamed and disappointed I am when he or she misbehaves			1	2	3	4	5	6	DA

The Parenting Dimension Inventory (continued)

18. I believe in toilet training a child as soon as possible	1	2	3	4	5	6	DA
19. I believe that most children change their minds so frequently that it is hard to take their opinions seriously	1	2	3	4	5	6	DA
20. I have little or no difficulty sticking with my rules for my child even when close relatives are there	1	2	3	4	5	6	DA
21. When I let my child talk about his/her troubles, he/she ends up complaining even more	1	2	3	4	5	6	DA
22. I expect my child to be grateful and appreciate all the advantages he/she has	1	2	3	4	5	6	DA
23. Once I decide how to deal with misbehavior of my child, I follow through on it.	1	2	3	4	5	6	DA
24. I respect my child's opinion and encourage him/her to express it.	1	2	3	4	5	6	DA
25. I never threaten my child with punishment unless I'm sure I will carry it out.	1	2	3	4	5	6	DA
26. I believe that once a family rule has been made, it should be strictly enforced without exception	1	2	3	4	5	6	DA

Handling Discipline Issues

1. Your child has gone outside without picking up his or her toys (or belongings) as you requested.

	<i>Always</i>	<i>Often</i>	<i>Sometimes</i>	<i>Rarely</i>	<i>Never</i>
Let the situation go	1	2	3	4	5
Take away a privilege (like no TV)	1	2	3	4	5
Assign an additional chore	1	2	3	4	5
Take away something material (like no dessert)	1	2	3	4	5
Send to room	1	2	3	4	5
Physical punishment	1	2	3	4	5
Reason with child	1	2	3	4	5
Ground child	1	2	3	4	5
Yell at child	1	2	3	4	5
Other:	1	2	3	4	5

2. After arguing over toys/belongings, your child hits a playmate

	<i>Always</i>	<i>Often</i>	<i>Sometimes</i>	<i>Rarely</i>	<i>Never</i>
Let the situation go	1	2	3	4	5
Take away a privilege (like no TV)	1	2	3	4	5
Assign an additional chore	1	2	3	4	5
Take away something material (like no dessert)	1	2	3	4	5
Send to room	1	2	3	4	5
Physical punishment	1	2	3	4	5
Reason with child	1	2	3	4	5
Ground child	1	2	3	4	5
Yell at child	1	2	3	4	5
Other:	1	2	3	4	5

3. Your child "talks back" while you discipline him or her.

	<i>Always</i>	<i>Often</i>	<i>Sometimes</i>	<i>Rarely</i>	<i>Never</i>
Let the situation go	1	2	3	4	5
Take away a privilege (like no TV)	1	2	3	4	5
Assign an additional chore	1	2	3	4	5
Take away something material (like no dessert)	1	2	3	4	5
Send to room	1	2	3	4	5
Physical punishment	1	2	3	4	5
Reason with child	1	2	3	4	5
Ground child	1	2	3	4	5
Yell at child	1	2	3	4	5
Other:	1	2	3	4	5

4. You receive a note from your child's teacher that your child has been disruptive in school.

	<i>Always</i>	<i>Often</i>	<i>Sometimes</i>	<i>Rarely</i>	<i>Never</i>
Let the situation go	1	2	3	4	5
Take away a privilege (like no TV)	1	2	3	4	5
Assign an additional chore	1	2	3	4	5
Take away something material (like no dessert)	1	2	3	4	5
Send to room	1	2	3	4	5
Physical punishment	1	2	3	4	5
Reason with child	1	2	3	4	5
Ground child	1	2	3	4	5
Yell at child	1	2	3	4	5
Other:	1	2	3	4	5

5. You catch your child lying about something he or she has done that you would not approve of.

	<i>Always</i>	<i>Often</i>	<i>Sometimes</i>	<i>Rarely</i>	<i>Never</i>
Let the situation go	1	2	3	4	5
Take away a privilege (like no TV)	1	2	3	4	5
Assign an additional chore	1	2	3	4	5
Take away something material (like no dessert)	1	2	3	4	5
Send to room	1	2	3	4	5
Physical punishment	1	2	3	4	5
Reason with child	1	2	3	4	5
Ground child	1	2	3	4	5
Yell at child	1	2	3	4	5
Other:	1	2	3	4	5

6. You see your child playing at a busy street which you have forbidden him or her to go near for safety reasons

	<i>Always</i>	<i>Often</i>	<i>Sometimes</i>	<i>Rarely</i>	<i>Never</i>
Let the situation go	1	2	3	4	5
Take away a privilege (like no TV)	1	2	3	4	5
Assign an additional chore	1	2	3	4	5
Take away something material (like no dessert)	1	2	3	4	5
Send to room	1	2	3	4	5
Physical punishment	1	2	3	4	5
Reason with child	1	2	3	4	5
Ground child	1	2	3	4	5
Yell at child	1	2	3	4	5
Other:	1	2	3	4	5

Goal Six

Section II: Narrative Questions to ask to Explore Impact of the Program on Improving Parenting Skills for Fathers

Goal Six: Narrative Questions

In addition to the various quantitative scales listed for determining the impact of the program on improving father parenting skills, various questions could be formulated that would give a better sense of specific elements of the program that helped fathers to make the decision to improve their parenting skills. These include:

1. What part(s) of the program increased your willingness to seek help from professionals if you need it in the future?
2. What part(s) of the program helped you to gain a better understanding of the various agencies that exist to help you and your child?
3. What part(s) of the program helped you understand that it is normal to need assistance from others at some point in your life?
4. How has your thinking changed about the normalcy in asking for help when it's needed?

Goal Seven: Improve Co-Parenting Relationships

Section I: Quantitative Methods

Quality of Co- parental Communication (Ahrons)

Thinking back over the past 6 months, answer the following questions about your current relationship with the mother of your child. If you have children who have different mothers, complete a form for each. If the question does not apply to your situation, then circle DA for doesn't apply.

	<i>Always</i>	<i>Often</i>	<i>Sometimes</i>	<i>Rarely</i>	<i>Never</i>	<i>DA</i>
1. When you and your former partner discuss parenting issues how often does an argument result	1	2	3	4	5	DA
2. How often is your interaction with your former partner filled with anger or hatred?	1	2	3	4	5	DA
3. How often is the conversation stressful or tense?	1	2	3	4	5	DA
4. Do you and your former partner have basic differences of opinion about issues related to child rearing?	1	2	3	4	5	DA
5. If your former partner has needed to make a change in visiting arrangements, do you try to work it out?	1	2	3	4	5	DA
6. Does your former partner go out of the way to work out any changes you need to make?	1	2	3	4	5	DA
7. Do you feel that your former partner understands and is supportive of your special needs as a noncustodial father?	1	2	3	4	5	DA
8. Would you say that you are a help to your former partner in raising the children?	1	2	3	4	5	DA

Content of Co- parental Interaction

In the past six months, how often have you and your former partner done the following **together**?

	<i>Always</i>	<i>Often</i>	<i>Sometimes</i>	<i>Rarely</i>	<i>Never</i>	<i>DA</i>
1. Major decisions regarding your children's lives?	1	2	3	4	5	DA
2. Made day to day decisions regarding your children's lives	1	2	3	4	5	DA
3. Discussed personal problems your children may be experiencing?	1	2	3	4	5	DA
4. Planned special events in your children's lives?	1	2	3	4	5	DA
5. Talked about your children's accomplishments and progress?	1	2	3	4	5	DA
6. Talked about problems you are having raising the children?	1	2	3	4	5	DA
7. Discussed how the children are adjusting to the break-up?	1	2	3	4	5	DA
8. Discussed finances in regard to your children?	1	2	3	4	5	DA
9. Discussed parenting issues regarding your child?	1	2	3	4	5	DA

Acrimony Scale – Co- parental

(Ahrons)

	<i>Always</i>	<i>Often</i>	<i>Sometimes</i>	<i>Rarely</i>	<i>Never</i>	<i>DA</i>
1. Do you feel friendly toward your former partner?	1	2	3	4	5	DA
2. Do your children feel friendly toward your former partner?	1	2	3	4	5	DA
3. Are gifts to children a problem between you and your former partner?	1	2	3	4	5	DA
4. Is visitation a problem between you and your former partner?	1	2	3	4	5	DA
5. Do you have friendly talks with your former partner?	1	2	3	4	5	DA
6. Is your former partner a good parent?	1	2	3	4	5	DA
7. Do you see your children as often as <u>you</u> would like?	1	2	3	4	5	DA
8. Does your former partner like the amount of time you spend with your children?	1	2	3	4	5	DA
9. Do you and your former partner agree on discipline for the children?	1	2	3	4	5	DA
10. Do you and your former partner disagree in front of the children?	1	2	3	4	5	DA
11. Do the children take sides in disagreements between you and your former partner?	1	2	3	4	5	DA
12. Are child support payments a problem between you and your former partner?	1	2	3	4	5	DA
13. Do your children feel angry toward your former partner?	1	2	3	4	5	DA
14. Does your former partner say things about you to the children that you don't want them to say?	1	2	3	4	5	DA
15. Do you say things about your former partner to the children that he/she wouldn't want them to hear.	1	2	3	4	5	DA
16. Do you have "heated" disagreements with your former partner?	1	2	3	4	5	DA
17. Do you feel anger toward your former partner?	1	2	3	4	5	DA
18. Does your former partner feel anger toward you?	1	2	3	4	5	DA
19. Can you talk to your former partner about problems with the children?	1	2	3	4	5	DA
20. Do you have a friendly separation?	1	2	3	4	5	DA
21. Are pick-ups and drop-offs of the children between you and your former partner a difficult time?	1	2	3	4	5	DA
22. Have you adjusted to ending your relationship with your former partner?	1	2	3	4	5	DA
23. Has your former partner adjusted to ending the relationship with you?	1	2	3	4	5	DA

Co-parental Behavior Questions - For Children

(Stolberg, et. al)

1. AGE:
2. Are you a boy _____ or a girl _____? (Check one)
3. GRADE:
4. Rate your parents' separation/divorce: (Circle the number that fits for you)

1	2	3	4	5
hard				Easy
for you				for you
5. Have you ever talked to a school counselor, teacher, or psychologist about problems you have had at home?
 YES NO (Circle one)

The next few questions ask you about things that have to do with you and your parents. Following each statement there is a scale from 1 to 5 (1=almost never, 3=sometimes, 5=almost always). Circle the number that tells HOW OFTEN this statement happens. Think about how things have been in the past 2 months.

	1 <i>Almost never</i>	2	3 <i>Sometimes</i>	4	5 <i>Almost Always</i>
1. My parents complain about each other.	1	2	3	4	5
2. My dad tells me bad things about my mom	1	2	3	4	5
3. My parents argue about money in front of me.	1	2	3	4	5
4. My parents talk nicely to each other.	1	2	3	4	5
5. My mom asks me questions about my dad that I wish she would not ask	1	2	3	4	5
6. My dad asks me to carry messages to my mom	1	2	3	4	5
7. My parents fight about where I should live	1	2	3	4	5
8. My mom wants me to be close to my dad	1	2	3	4	5
9. My dad asks me questions about my mom that I wish he would not ask	1	2	3	4	5
10. My mom asks me to ask my dad about child support	1	2	3	4	5
11. When my mom needs to make a change in my schedule, my dad helps.	1	2	3	4	5
12. My mom tells me bad things about my dad	1	2	3	4	5
13. When my parents talk to each other they get angry	1	2	3	4	5
14. My mom asks me to carry messages to my dad.	1	2	3	4	5
15. My mom tells me good things about my dad.	1	2	3	4	5
16. My dad wants me to be close to my mom	1	2	3	4	5
17. My parents get along well	1	2	3	4	5
18. My parents yell at each other	1	2	3	4	5
19. When my dad needs to make changes to my schedule, my mom helps.	1	2	3	4	5
20. My dad tells me good things about my mom	1	2	3	4	5

Goal Seven

Section II: Narrative Questions to ask to Explore Impact of the Program on Co-Parenting Relationship

Goal Seven: Narrative Questions

In addition to the various quantitative measures mentioned in Section I, the following questions could be asked of participants to gain more in-dept information about program effects:

1. What part(s) of the program increased your desire to get along better with your former partner?

2. What part(s) of the program helped you to gain a better understanding of the importance of getting along with former partner to the healthy development of your children?

3. What part(s) of the program helped you understand that it is important to let go of your angry feelings toward your former partner?

4. How has your thinking changed about the importance being able to communicate directly with your former partner?

**Goal Eight: Increase the High School Graduation Rate
of Teen Fathers**

Measuring the success for those programs attempting to increase the graduation rate for teen fathers is fairly straightforward. Unlike the many of the other goals of the Restoring Fatherhood Initiative, the measure of this goal can be provide by a simple number count. School records can provide readily available information as to whether a student graduated. As an alternative measure of success, programs could also track those participants who completed a G.E.D. rather than a high school diploma. In addition to checking school records for completion of a high school diploma, programs could also explore participants' evaluation of the program materials.

Measures of Program Materials:

In addition to determining whether participants graduated from high school or obtained a GED, it may be helpful to ask several questions about how successful the program presented material related to education.

-----*Instructions: Circle the number that best describes your experience in the program and the information you received:*

As a result of attending this program:

	Strongly Agree 1	Agree 2	Disagree 3	Strongly Disagree 4
a. I have a better understanding of the importance of having a high school diploma/GED	1	2	3	4
b. I have a better understanding of how I can be a more responsible father as a result of getting my diploma/GED	1	2	3	4
c. I have learned skills that made me a better student	1	2	3	4
d. I felt supported in my efforts to be a student and a father	1	2	3	4
e. I have a better understanding of my responsibilities as a father	1	2	3	4
f. I have a better sense of my future career and life goals	1	2	3	4

Goal Eight

Section II: Narrative Questions to ask to Explore Impact of the Program on Obtaining a High School Diploma

Goal Eight: Narrative Questions

In addition to the various quantitative measures mentioned in Section I, the following questions could be asked of participants to gain more in-dept information about program effects:

1. What part(s) of the program increased your desire to get your diploma/GED?

2. What part(s) of the program helped you to gain a better understanding of the importance of having a diploma as a way to be a better father?

3. What part(s) of the program helped you understand that it is important to let try your hardest in school?

4. How has your thinking changed about the importance getting an education in order to be a more responsible father?

5. How have your career and life goals changed as a result of being in this program?