



U.S. Department of Health
and Human Services
Administration for Children
and Families
Office of Family Assistance



FATHERHOOD.GOV
National Responsible Fatherhood Clearinghouse

Compendium of Curricula Used by Fatherhood Programs August 2011

This is a partial listing of curricula that have been used as part of fatherhood programs in the United States. The compendium was compiled for the National Responsible Fatherhood Clearinghouse (NRFHC) in August 2011 under a contract with the United States Department of Health and Human Services/Administration for Children and Families/Office of Family Assistance.

The compendium is for information purposes only; none of the listed curricula are endorsed by the U.S. Department of Health and Human Services.

More information on availability of curricula and facilitator training can be obtained through the contact information provided with each listing. If you know of a curriculum that we should consider adding, please send information to info@fatherhood.gov.

The curricula listing is organized by curriculum focus as follows:

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Take Time to Be a Dad Today

General Fatherhood/Parenting Education

The 7 Habits of A 24/7 Dad™

John M.R. Covey (with contributions from Christopher Brown), 2009.

Publication Information: FranklinCovey Co. and National Fatherhood Initiative, Germantown, MD.

Contact: Erik Vecere, National Fatherhood Initiative, 240-912-1278, vecere@fatherhood.org;
www.fatherhood.org.

The 7 Habits of A 24/7 Dad™ is an eight-hour workshop combining the fundamental fathering principles from National Fatherhood Initiative's 24/7 Dad™ programs (see description below) with FranklinCovey®'s 7 Habits. It can be used as a stand-alone program or as a complement to more in-depth fatherhood programming. The workshop is designed to encourage fathers to adopt and apply seven helpful habits that will revolutionize their fathering skills and help them connect with their kids. These habits are: Be Proactive; Begin with the End in Mind; Put First Things First; Think Win-Win; Listen First, Talk Second; Synergize; and Sharpen the Saw. A facilitator's guide, 10 Fathering Guidebooks, and 10 Reference Cards for dads are included.

Target Population: All fathers.

24/7 Dad A.M.™ and P.M.™ (2nd edition)

Christopher Brown (with contributions from Stephen Bavolek), 2010.

Publication Information: National Fatherhood Initiative, Germantown, MD.

Contact: Erik Vecere, Vice President of National Programming, 240-912-1278, vecere@fatherhood.org;
www.fatherhood.org.

24/7 Dad™ includes a basic program (A.M.) and a more in-depth program (P.M.). Each complete program of 12 two-hour sessions includes a CD-ROM with pre- and post-assessment instruments, recruitment and marketing tools, and session handouts. The programs can be implemented in group or one-on-one home-based settings. The 24/7 Dad™ programs are based on a philosophy that supports the growth and development of fathers and children as caring, compassionate people who treat themselves, others, and the environment with respect and dignity. The philosophy is built upon nine principles about fathering and parenting that cut across social, racial, and geographic characteristics. More than 1000 individuals representing over 400 organizations have received training and implemented 24/7 Dad™ programs. Several evaluation studies have pointed to the effectiveness of the materials, which have been used with fathers in diverse situations, including: teen dads, urban dads, suburban dads, rural dads, dads in one-on-one settings, teens in alternative high schools, and dads in healthy marriage programs. A facilitator's manual and 10 Fathering Handbooks are included.

Target Population: All fathers.

Bringing Back the Dads: A Model Program Curriculum for Non-Resident Father Engagement

Lauren Morley, Leslie Wilmot, Jane Berdie, Lara Bruce, and Paul Frankel, 2008.

Publication Information: National Quality Improvement Center on Non-Resident Fathers and the Child Welfare System, Englewood, CO.

Contact: Michelle Howard, 816-503-8428, michelleh@americanhumane.org; www.fatherhoodQIC.org.

This curriculum is designed to be used to encourage the engagement of non-resident fathers in the lives of their children. Materials and resources are provided for conducting group sessions with fathers that address the following topics: the functions of the child welfare system; service planning in the child welfare system; ensuring children have a healthy father that makes good life choices; identifying and accessing resources that are available for families; the role of culture in parenting; child development

and meeting the needs of children; the child welfare visitation process and techniques for having successful visits; the processes of the juvenile court system, legal advocacy, and court etiquette; child support and what is expected of a nonresidential father; shared parenting and recommendations for working with the child's mother, extended families, and foster parents; and workforce readiness and the importance of gaining employment. Materials for each session include information on the purpose of the session, facilitator preparation, facilitator resources, a list of materials needed for the group session, group activities, and relevant handouts. The curriculum closes with a dictionary of key terms.

Target Population: Non-resident fathers, particularly fathers and families involved with the child welfare system.

Circle of Parents® Facilitator Manual

Circle of Parents National Network, 2001 (updated 2004 and 2008).

Publication Information: Circle of Parents, Chicago, IL.

Contact: Cynthia Savage, 773-257-0111, x137, csavage@circleofparents.org;
www.circleofparents.org.

The *Circle of Parents Facilitator Manual* is used by peer support group facilitators and parent leaders as their guide for conducting Circle of Parents group sessions. It is available in English and Spanish. The *Manual* outlines best practice for the Circle of Parents' model, group development, issues that impact the group, and approaches to developing parent leadership and parenting strategies. The *Manual* is a compilation of practices from Circle of Parents' programs across the nation. Facilitators must receive training. Circle of Parents' groups are offered only in states with national Circle of Parents membership. A Parent Handbook, in English and Spanish, is available for each parent attending. A *Children's Program Manual*, in English and Spanish, is available for programs that offer children's group sessions in conjunction with parent support group meetings.

Target Population: Parents and other caregivers of children ages 0-18 years.

Dadventures™

Erik J. Vecere, 2004.

Publication Information: National Fatherhood Initiative, Germantown, MD.

Contact: Erik Vecere, Vice President of National Programming, 240-912-1278, vecere@fatherhood.org;
www.fatherhood.org.

Dadventures includes 18 short activities that can be used as a complement to any fatherhood program. The focus is on activities that elementary school aged kids and dads can do together, with the goal of connecting children directly with their dads, while teaching important character traits such as honesty, responsibility, hard work, and generosity. The activities are designed to show dads the important role they play in their child's life. Through fun activities like learning how to use a compass and whistling with a blade of grass, dads can learn how to communicate important values to their children, ways to help their children develop positive character traits, and ideas for how to spend "quality time" together. There is also a version with activities for dads and preschool kids (*Dadventures Pre School*) that was released in 2009.

Target Population: Dads and their elementary school or preschool children.

Focus on Fathering

Parents as Teachers, 2008.

Publication Information: Parents as Teachers, St. Louis, MO.

Contact: Jan Watson, jan.watson@parentsasteachers.org; www.parentsasteachers.org.

Focus on Fathering is a facilitated group meeting curriculum designed for dads. While the Fathers for Life project, for which the curriculum was created, is designed for families whose fathers are incarcerated or on probation or parole, *Focus on Fathering* is designed to be used with all fathers. The curriculum contains 12 facilitated group meeting plans on topics such as Child Development, Connecting with your Child, Discipline, Healthy Relationships, Parenting Apart, Reading with Your Child, Self-Esteem, Ways to Play, etc. These group meeting plans contain educator resources and specially designed handouts for fathers. The information can be used outside of the group meeting format, such as in newsletters, personal visits, and other activities. This curriculum is being offered to early childhood and parent education professionals at no cost to them or their programs. The intent is to disseminate the curriculum as broadly as possible. It is available for free download.

Target Population: All fathers.

The Nurturing Fathers Program

Mark Perlman, 1998.

Publication Information: Center for Growth & Development, Inc., Sarasota, FL.

Contact: Mark Perlman, 941-953-9556, mcperl@verizon.net; www.nurturingfathers.com.

The *Nurturing Fathers Program (NFP)* is a 13-week training course designed to teach parenting and nurturing skills to men. The program is adapted from and listed as an approved model derived from Stephen Bavolek's *Nurturing Parenting Programs* (see www.nurturingparenting.com). *NFP* is structured on an experiential learning model to provide fathers with experiences that allow for new cognitive (thinking) and affective (feelings) responses in order to provide the opportunity to change parenting attitudes and behaviors, and develop more nurturing, rewarding relationships with children, spouses/co-parents, and other family members. Topics covered include: the roots of fathering, self-nurturing skills, male nurturance, fathering without violence or fear, fun and games for fathers and children, communication and conflict resolution, and teamwork with spouse/co-parent. Each 2 ½ hour class provides proven, effective skills for healthy family relationships and child development. *NFP* has been successfully implemented in schools; Head Start; churches; state DSS; prisons; halfway houses; prevent child abuse, parenting, and counseling centers; military; community action agencies; and many others. Facilitator manuals and father's journal/workbooks are included, along with additional materials. A 10-week adaptation titled *MArriage & PArenting Program (MA&PA)* is designed for work with couples (married or unmarried).

Available in English and Spanish.

Target Population: All fathers.

The Nurturing Parenting Programs®

Stephen Bavolek, 1983.

Publication Information: Family Development Resources, Inc., Asheville, NC.

Contact: Family Development Resources, 800-688-5822, info@nurturingparenting.com; www.nurturingparenting.com.

The *Nurturing Parenting Programs (NPPs)* are family-based programs for the prevention and treatment of child abuse and neglect. The programs were developed to help families who have been identified by child welfare agencies for past child abuse and neglect or who are at high risk for child abuse and neglect. The first *Nurturing Parenting Program* was developed and validated in 1983 through a federal

grant from the National Institute for Mental Health (NIMH). The data showed that 80 of the 100 families completed the 15-week program with significant pre- and post-test improvements and longitudinal follow up found a recidivism rate of only 7% compared to a national average of 35% to 80%. There are now a large variety of “Nurturing” curricula and support materials available for various age groups and family situations. Based on psycho-educational and cognitive-behavioral approaches to learning, the focus is the development of awareness, knowledge and skills in five areas: (1) age-appropriate expectations; (2) empathy, bonding, and attachment; (3) nonviolent nurturing discipline; (4) self-awareness and self-worth; and (5) empowerment, autonomy, and healthy independence.

Target Population: Originally developed for work with families at risk for child abuse or neglect; applicable for all fathers.

Positive Parenting: Tips on Fathering

Children's Trust Fund, 1996.

Publication Information: Children's Trust Fund, Madison, WI.

Contact: Children's Trust Fund, 608-266-6871.

This manual provides a model curriculum and resource materials for parenting education programs for fathers. The material focuses particularly on the interests and learning styles of men. Eight workshop sessions are described: fathering, playing, disciplining, listening, building, exploring, growing, and celebrating. Background information for facilitators provides: an explanation of the importance of fathers in the lives of their children, information on how to create father-friendly environments, information on child development from newborn to three years old, recipes, and ideas for projects and activities. Reading suggestions and handouts about child safety are also included.

Target Population: All fathers.

Preparing for Successful Fatherhood

Ron Klinger, 2004.

Publication Information: Center for Successful Fathering, Austin, TX (now distributed through the City of Bryan, TX).

Contact: Ronnie Jackson, 979-209-5115, rjackson@bryantx.gov.

Preparing for Successful Fatherhood (PSF) has been used by school districts and Head Start programs in more than 20 states for work with fathers of all races and income levels. *PSF* is a curriculum for fathers of children from birth to age six, with a focus on the theory and practical applications of how to be an engaged and involved father, and is provided in a workbook format that includes case studies, interactive activities, and exercises. Information is presented in a variety of learning styles to reach any parent. There are 10 chapters addressing topics such as the role of a father, differences in male and female parenting styles, bonding through play, father as role model, solo time with your child, a mother's influence on fathering, the challenges of co-parenting, and tips for new dads. *PSF* operates under the theory that helping dads connect with their children helps them grow and mature as an adult. Fathers and mothers who complete the program typically become more involved and invested parents which increases their commitment to things like paying child support, spending quality time with their children, and shared decision making. A Spanish language version (*Paternidad Exitosa*) is available.

Target Population: Fathers and father-figures of children from birth to age six.

Quenching the Father Thirst: Developing a Dad

George R. Williams, 2003.

Publication Information: National Center for Fathering, Shawnee Mission, KS.

Contact: National Center for Fathering, 913-384-4661, 800-593-DADS, dads@fathers.com;
www.fathers.com.

Quenching the Father Thirst: Developing a Dad is a curriculum developed by the National Center for Fathering to train men to become responsible fathers/father figures that love, know, and guide their children to success. This research and theory-based curriculum is designed to be useful for fathers in any social service based setting (e.g., courts, prisons, employment agencies, hospitals, drug rehabilitation centers) and in any fathering situation (e.g., teen, single, married, divorced, non-custodial, step, father-figures). It is a tool to transform the dysfunctional father into a functioning father and the functioning father into a higher functioning father. The curriculum was designed to provide a framework for understanding the role of the father, address the systemic barriers to fathering, and provide training in specific skills to become the father his child needs.

Target Population: All fathers.

The Responsible Fatherhood Curriculum: A Curriculum Developed for the Parents' Fair Share Demonstration.

Eileen Hayes and Kay Sherwood, 2000.

Publication Information: Manpower Demonstration Research Corporation (MDRC), New York, NY.

Contact: MDRC, 212-532-3200, information@mdrc.org; www.mdrc.org.

Although intended for use in a wide range of support groups, this curriculum was developed as part of a specific project: the Parents' Fair Share (PFS) Demonstration, which targeted unemployed non-custodial fathers of children on welfare, with the goal of increasing earnings and child support payments, improving their parenting and communication skills, and providing an opportunity for them to participate more fully and effectively in the lives of their children. Adapted from *Fatherhood Development*, which was developed by Public/Private Ventures for the Young Unwed Fathers Pilot Project, *Responsible Fatherhood* was field-tested in the PFS Demonstration in the mid 1990s and then refined, revised, and retooled with input, guidance, and feedback from peer support facilitators in each of the PFS sites. Over the course of eight years, activities that promised to be helpful were added and those that were not as effective were discarded. The 18 sessions address the rights and responsibilities of noncustodial fathers; child development and behavior; coping skills; anger management; and relationships with friends, partners, and coworkers. Other issues covered include racism, time and money management, and support networks. The manual includes guidelines for facilitators and tips for modifying the curriculum and managing peer support groups. Free download.

Target Population: All fathers.

Strength Training for Strong Fathers

J. Michael Hall, 2008.

Publication Information: Strong Fathers-Strong Families, LLC, Fort Worth, TX.

Contact Information: Mike Hall, 817-301-4086, mikehall@strongfathers.com; www.strongfathers.com.

Strength Training for Strong Fathers is a 10-week program for court-ordered fathers as well as teen fathers, incarcerated fathers, and other fathers in the community. *Strength Training for Strong Fathers* is based on the premise that men learn best when they are respectfully guided through an active process. Consequently, there are many opportunities for the men to speak and to share their knowledge and experience. The curriculum is based on a "masculine model" that men respond to and includes activities that are interactive, relational, and pragmatic. The program is divided into three

sections: 1) Where You Have Been (Dealing with Feelings, Shifting Your Strength Training for Strong Fathers, Reflecting on Your Father); 2) Strength Assessment (Identifying the Roles of a Man, Valuing Your Role as a Father, Uniting the Roles); and 3) Planning & Implementation (Creating a Plan, Building a Stronger Kid, Leaving Your Imprint, Putting Your Plan into Action). The curriculum goals are to benefit children by increasing their fathers' emotional and financial support; strengthen co-parenting relationships; and promote fathers' parenting skills.

Target Population: Court ordered fathers, teen fathers, incarcerated and formerly incarcerated fathers, fathers involved with CPS, military fathers.

Strengthening Families Program

Karol Kumpfer, 1982.

Publication Information: University of Utah, Department of Health Promotion and Education, Salt Lake City, UT. Now available from the Strengthening Families Program (SFP).

Contact: Henry Whiteside, 801-583-4601, hwhiteside@lutrargroup.com;

www.strengtheningfamiliesprogram.org. For information about American Indian SFP, contact Ceceilia Tso, 801-577-2668, ctso2001@yahoo.com.

The *Strengthening Families Program (SFP)* is a 14-session parenting skills, children's life skills, and family life skills training program specifically designed for high-risk families. *SFP* was designed in 14 sessions to assure sufficient dosage to promote behavior change in high risk families and has been implemented in schools, drug treatment centers, family and youth service agencies, child protection and foster care agencies, community mental health centers, housing projects, homeless shelters, churches, and drug courts and prisons. The parenting sessions review appropriate developmental expectations and teach parents to interact positively with children (e.g., showing enthusiasm and attention for good behavior, letting the child take the lead in play activities, increasing attention and praise for positive behaviors, active listening, reducing criticism and sarcasm, and effective and consistent discipline). *SFP* is culturally sensitive rather than culturally specific, but has been successfully adapted for African American, Asian/Pacific Islander, Hispanic, and American Indian families, and has been translated into Spanish, Portuguese, Russian, Dutch, Swedish, French, Thai, and Chinese. A cultural adaptation protocol has been developed and published. Group Leader Manuals and Participant Handbooks/Handouts are provided.

Target Population: Fathers in high risk families.

Strong Fathers-Strong Schools

J. Michael Hall, 2008.

Publication Information: Strong Fathers-Strong Families, LLC, Fort Worth, TX.

Contact Information: Mike Hall, 817-301-4086, mikehall@strongfathers.com; www.strongfathers.com.

Strong Fathers-Strong Schools is a father-involvement curriculum to help educational organizations improve father-child connections, increase fathering skills, and promote positive student outcomes.

Strong Fathers-Strong Schools is an event based program that reaches fathers where the children learn. These events have been provided to over 100,000 fathers with great success and they impact the father, the child, and the communities in which they reside. By working with schools and Head Start programs, facilitators can reach substantially more fathers in an established entity with a vested interest in the lives of children. The program prescribes three to five events each school year. The most effective events have been 1) Bring Your Dad to School (activity with dads in classrooms to teach them about the important role they play in their child's education); 2) Dad and Kid Science Night (interactive science activities that help fathers and children bond through mutual discovery and play); 3) Dad and Kid Math Night or Math Morning (interactive math games to strengthen father-child interactions and math skills);

and 4) Dad and Kid Reading Night (interactive reading activities that teach fathers the skills and importance of masculine reading).

Target Population: Fathers and their young children.

Teaching Important Parenting Skills: TIPS for Great Kids!

Patti Bokony, 2011.

Publication Information: University of Arkansas for Medical Sciences, Little Rock, AR.

Contact: Teri Patrick, patrickterese@uams.edu; www.psychiatry.uams.edu/tips.

The University of Arkansas for Medical Sciences developed *Teaching Important Parenting Skills: TIPS for Great Kids!* as an innovative way to deliver parenting information. The *TIPS* toolkit, which can be used as an alternative to parenting classes or incorporated into group sessions, provides research-based parenting information in a format that allows social service programs to incorporate parenting skills and information into their existing services. Over 250 parenting tips are presented on 4" x 6" parenting tip cards covering topics of interest to parents of infants, toddlers, and preschoolers. Topics are organized into 12 domains that research has shown to be important for child well-being. *TIPS* can be feasibly implemented in early childhood education settings. Teachers and teacher assistants gain knowledge and skill in child development and building positive relationships with parents so that family risk factors might decrease over time.

Target Population: Fathers of infants, toddlers, and preschoolers; applicable for all fathers.

Young Fathers

(NOTE: while the curricula listed here were all originally developed for work with young fathers, most of them do contain material that can be used with older fathers, too.)

Fatherhood Development: A Curriculum for Young Fathers

Pamela Wilson and Jeffery Johnson, 1991.

Publication Information: Public/Private Ventures (P/PV), Philadelphia, PA. Now distributed through National Partnership for Community Leadership (NPCL).

Contact: Jeffrey Johnson, NPCL, 202-234-6725, jjohnson@npcl.org; www.npclstrongfamilies.com.

Developed by P/PV for use in the Young Unwed Fathers Pilot Project (1991-93), Fatherhood Development is based on real experiences and challenges of fathers in fragile family settings. Through 25 streetwise group discussion sessions, the curriculum offers practitioners a field-tested guide to working with fathers in providing support, information, and motivation in areas of life skills, parenthood, relationships (including marriage and team parenting), and health. The curriculum also offers a methodology for training and learning as well as a set of assessment tools. Several practitioners have described it as the “glue” that makes their programs work. Recognizing that people have different learning styles, the curriculum uses a variety of approaches (e.g., mini-lectures, brainstorming, small group discussion, competitive team activities, role-playing). The activities are designed to utilize the “experiential learning cycle” approach to ensure that all participants fully process and assimilate key ideas and develop strategies to apply them in their daily lives. Field-tested with African-American, Hispanic, and Caucasian fathers. Used in a wide variety of program settings.

Target Population: Young, primarily unwed, low-income fathers aged 16-25; applicable for work with older fathers.

ROAD to Fatherhood: How to Help Young Dads Become Loving and Responsible Parents.

Jon Morris, 2002.

Publication Information: Morning Glory Press, Buena Park, CA.

Contact: Morning Glory Press, 888-612-8254, info@morningglorypress.com; www.morningglorypress.com.

ROAD to Fatherhood is designed to help organizations develop and deliver comprehensive services for young fathers. The many needs of young fathers are explored through their real stories, together with strategies for helping them meet their individual and unique challenges. The book also helps organizations in the following areas: 1) Plan before you start your program; 2) Choose qualified and empathetic staff; 3) Recruit young fathers; 4) Evaluate curriculum; 5) Promote your services; and 6) Celebrate each father's love for his child.

Target Population: Young fathers.

Young Dads/Young Moms: A Curriculum for Facilitated Group Meetings

Parents as Teachers, 2007.

Publication Information: Parents as Teachers, St. Louis, MO.

Contact: Jan Watson, jan.watson@parentsateachers.org; www.parentsateachers.org.

Adapted from the original MELD Young Dads & MELD Young Moms curriculum, this 850-page curriculum has strengthening families' protective factors woven throughout. The materials include facilitator resources, detailed group meeting plans and activities to make it easy to engage young people. Dads receive special focus, not just in the meeting plans for dads but also in material for moms. Five units

address topics in the areas of personal development, health and safety, parenting skills, child development, and using community resources.

Target Population: Young fathers and mothers.

Young Fathers Video and Workshop Guide

Public/Private Ventures (P/PV), 2007.

Publication Information: Public/Private Ventures, Philadelphia, PA.

Contact: 215-557-4400, publications@ppv.org; www.ppv.org.

This DVD and workshop guide are designed to be used with young parents or teens who are not yet parents. The DVD features a 28-minute documentary on young fathers and seven teachable moment clips from the film that are one to seven minutes each. The documentary focuses on two young fathers and highlights the needs and circumstances of many low-income fathers, including those who have been involved with the criminal justice system. It addresses the challenges of early parenthood, the role of fathers in their children's lives, the need to build solid co-parenting relationships, and attitudes about child support and marriage. The DVD also includes information about the Fathers at Work initiative and the film. An accompanying CD features downloadable discussion guides, lesson plans, activities that can be used with a range of different audiences and settings, and general tips for group facilitators. Finally, the workshop discussion guide provides information about the equipment needed to use the materials, statistics about young fathers, tips for facilitators, and an explanation of the teachable moment clips and connecting learning activities.

Target Population: Young parents or teens.

Young Men as Fathers: Positive Parenting for Incarcerated Fathers.

California State Department of Youth Authority, 1994.

Publication Information: California State Department of Youth Authority, Sacramento, CA.

Contact: Child Welfare Information Gateway, Children's Bureau/ACYF, info@childwelfare.gov; www.childwelfare.gov. Available for download from NRFC library (www.fatherhood.gov).

This curriculum was designed by a California youth correctional agency to help young fathers in custody become more effective parents. The agency estimates that 20% of young men ages 13-25 in its custody are fathers and still more are father figures to children in their extended family. The curriculum was designed to be culturally sensitive and adaptable to the experience level of each class. Topics include: roles and responsibilities of parenting, communication, domestic violence, child development, discipline, health issues, parental drug use, nutrition, cleanliness, safety, impact of incarceration on the family, sexuality and family planning, child care, legal rights and responsibilities, parent and family goals, and family support resources. Child abuse is specifically addressed in the legal rights and responsibilities section, which reviews causes of abuse and neglect, signs of abuse, and reporting procedures. The training utilizes a variety of formats such as group discussion, videos and films, written activities, lectures, tests, guest speakers, role play, individual work, and family participation. Sample exercises and handouts and a list of resources are provided in the curriculum manual.

Target Population: Young incarcerated fathers, ages 13-25.

Specific Ethnic Groups

(NOTE: while the curricula listed here were all originally developed for work with specific ethnic groups, most of them are also applicable for multi-cultural work.)

Effective Black Parenting

Center for the Improvement of Child Caring (CICC), 1985.

Publication Information: Center for the Improvement of Child Caring, North Hollywood, CA.

Contact Information: Kerby Alvy, Executive Director, 818-980-0903, ciccparenting@sbcglobal.net;
www.ciccparenting.org.

CICC's Effective Black Parenting Program (EBPP) builds on the key concepts of CICC's Confident Parenting Program, which is for parents of all cultural backgrounds, to include culturally specific parenting strategies for parents of African-American children. Topics also include general parenting strategies and basic parenting skills taught in a culturally-sensitive manner. Parents learn that behavior is shaped by consequences and the program teaches five basic methods for managing the consequences of children's behavior: the use of praise, mild social disapproval, ignoring, time out, and special incentive methods. The emphasis is on helping parents enhance the quality of their relationships with their children by employing parenting strategies and skills that research has shown to be most helpful in raising pro-social, competent, and healthy children. A variety of teaching methods are employed with an emphasis on role playing of skills in class before having the parents use the skills at home with their children. The complete EBPP consists of 14 three-hour training sessions. It has been delivered in a variety of settings: schools, Head Start agencies, churches, mental health clinics, substance abuse agencies, hospitals, and counseling centers. An instructor's manual and parent's handbook are included.

Target Population: Selected, high risk populations.

Fatherhood is Sacred

Albert Pooley, 2001.

Publication Information: Native American Fatherhood and Family Association (NAFFA), Mesa, AZ.

Contact: Albert Pooley, 480-833-5007, apooley@aznaffa.org; www.nativeamericanfathers.org.

The goal of Fatherhood is Sacred is to strengthen the institution of family and help keep families together through responsible parenting techniques. The curriculum is designed to help fathers understand their own self-worth and value to their family, and strengthen their character and integrity by building upon five motivating principles of Native American heritage. The materials are based on key premises such as "the role of the father and family is at the heart of Native American cultures;" "real and lasting change must come from within;" "outside pressure rarely changes a person;" "when we truly understand the past, it should inspire and motivate us towards a richer, better future;" "to honor the past, we must improve upon the present;" and "filling life with hope, gratitude, and confidence has a powerful effect in changing attitudes and behavior." The approach is described as Uplifting (of one's spirit, attitude, self-image); Encouraging (of hope, desire for change, confidence and trust in self and others); Assisting (with recognizing opportunities, identifying resources, improving life skills and problem-solving abilities); and Teaching (of principles, responsibilities, self-control). Recognizing that the contributions of strong fathers and mothers are equally important, NAFFA has developed a companion Motherhood is Sacred curriculum.

Target Population: Native American fathers; applicable for work with other fathers.

Fathers with Face and Heart (Padres Con Cara y Corazon)

Jerry Tello, 2000.

Publication Information: Sueños Publications, Los Angeles, CA.

Contact: Jerry Tello, 626-333-5033, tellojt@aol.com.

Fathers with Face and Heart (Padres con Cara y Corazon) assists fathers with the day to day struggles of fatherhood with a focus on guiding and supporting them to develop an active, positive, nurturing relationship with their children. Education and personal growth are facilitated through the use of a Circulo de Hombre (Talking Circle) process with facilitator feedback, group sharing, and traditional culturally based teachings. By introducing participants to traditional stories of true manhood from all cultures, men are encouraged to find a new path in life based on respect, love, understanding, and compassion. The 10-session program looks at historical and cultural contexts, and offers simple and pragmatic methods for managing emotion and appropriately expressing anger and frustration.

Target Population: Fathers of Hispanic heritage; applicable for other fathers.

Yo Soy Papa

Maritza Concha, Carlos E. Salgado, Pablo Lorenzo, and Rocio Tafur-Salgado, not yet published (projected publication date is 2012).

Publication Information: en Familia, Inc., Homestead, FL.

Contact: Rocio Tafur-Salgado, 305-245-7288, enfamilia@att.net; www.enfamiliainc.org.

Yo Soy Papa is a culturally appropriate curriculum that meets the characteristics of the migrant Hispanic population. It consists of two-hour sessions provided over an 8-10 week period with pre- and post-evaluation assessment tools. Evaluations have shown it to be effective in changing attitudes and perceptions of cultural taboos that can damage the relationship between fathers and their children and spouses. The main objective is to facilitate participants' self-journeying process into who they are and who they would like to be as fathers. This includes guidance towards self-evaluation as well as the identification of fatherhood skills, repeated cycles, and qualities. The program philosophy proposes continuous work in self-transformation and discovery of the transcendent self. The awakening process is based on five main principles that focus on the awareness of fatherhood as a continuum cycle of learned behaviors; the impact of perpetuating a cycle of violence; male privilege, female oppression and the importance of sharing household tasks; the normalization of violence (e.g., name-calling or putdowns, screaming, actual or threatened physical harm or intimidation); and how gender socialization can harm and dehumanize men and women.

Target population: Hispanic fathers, particularly recent immigrants to the U.S.

NOTE: For more curricula with applicability to work with Specific Ethnic Groups, see also El Hombre Noble Buscando Balance in the **Domestic Violence** section.

Expectant Fathers/Fathers of Infants

Boot Camp for New Dads®

Greg Bishop, 1990.

Publication Information: New Fathers Foundation, Irvine, CA.

Contact: Karla Vertti, Program Manager, 949-754-9067, karla@bcnd.org;

www.bootcampfornewdads.org.

Boot Camp for New Dads® is a father-to-father, community-based workshop that inspires and equips men of different economic levels, ages, and cultures to become confidently engaged with their infants, support their mates, and personally navigate their transformation into dads. The focus is on fostering behaviors among new fathers that greatly benefit children and help prevent a wide range of social ills such as child abuse. The workshops feature veteran dads talking frankly about their experiences as they became dads and the issues they found to be most important. Each new group of veterans adds their own insights, which keeps the course content fresh and focused on the real needs of new fathers. *Boot Camp* prepares men to be dads in all respects, starting with holding and comforting a real baby. Veteran dads demonstrate burping, changing, and swaddling. Other issues covered include: bonding, work hours, forming a parenting team, safety, preventing child abuse, and dealing with relatives. The experiences of thousands of *Boot Camp* veterans provide the course content and the strongest emphasis is placed on the support new moms need from dads.

Target Population: Fathers of newborn infants.

Caring for My Family

Family & Consumer Sciences, Michigan State University Extension, 2003.

Publication Information: Michigan State University Extension, East Lansing, MI.

Contact: Dawn Contreras, 517-353-3886, contrer7@msu.edu; www.fcs.msue.msu.edu/cmf.

Developed by Michigan State University Extension faculty, *Caring for My Family* is designed to help mothers and fathers of newborns learn about building healthy relationships through a series of interactive educational experiences. The emphasis is on learning skills for parenting together and strengthening the family unit. The lessons and activities are based on a framework developed by James Prochaska on the stages of change. Participants assess their stage of change related to family formation and father involvement and set goals to move to the next stage(s). The model supports healthy decision-making that minimizes risk as new mothers and fathers make decisions about their relationship and their family. The program consists of four modules (Road Map to a Stable Family and an Involved Father, Caring for Myself, Relating to Others, and Caring for Our Family). Each module contains four to ten 90-minute lessons. Participants are encouraged to develop a family scrapbook or memory book to document their learning in the sessions. This book can then be added to and shared with children as they grow older. Lessons on specific topics can also be selected and tailored for one-on-one or group education.

Target Population: Fathers of newborn infants.

Conscious Fathering™

Bernie Dorsey, 1999.

Publication Information: Parent's Trust, Seattle, WA.

Contact: Bernie Dorsey, 206-233-0156 x 227, bdorsey@parenttrust.org; www.parenttrust.org.

This two-hour program helps expectant fathers learn a newborn baby's five basic needs, how to anticipate and meet those needs, how babies communicate, and how to build a solid relationship with

your child from the very first day. Topics include: How will I know when my baby is hungry? How much rest does my baby need? What will I do when my baby cries (all babies do!) and How will I soothe him/her? Dads learn how to meet a baby's cycle of care plus a framework for solid fathering for all of their child's ages and stages. Primarily a hospital based program, *Conscious Fathering™* empowers new fathers to build a partnership with mom in caring for and nurturing their children from the very first day.

Target Population: Expectant dads.

Doctor Dad™ (2nd edition)

Christopher Brown, Gordon Duvall, and Yvette Warren, 2004.

Publication Information: National Fatherhood Initiative, Germantown, MD.

Contact: Rebecca Graham, Senior Director of Healthcare Programming, 240-912-1281,

bgraham@fatherhood.org; www.fatherhood.org.

The National Fatherhood Initiative developed *Doctor Dad™* based on a philosophy that supports the importance of fathers bonding with their children during the prenatal and postnatal period. The curriculum is designed to improve a father's parenting skills in the areas of infant and toddler health. Through 4 two-hour sessions (Well Child, Sick Child, Safe Child, and Injured Child), fathers learn "the basics" to promote health, identify and treat illness, and prevent injury. Besides a focus on infant and toddler health, fathers also learn skills that they can build on as their child grows. The approach recognizes that men are visual and learn by "doing." It includes a workshop manual, facilitator's guide, father's handbook, PowerPoint® presentation, and learning objectives for each session. A self-paced, interactive version, *When Duct Tape Won't Work*, is available in CD-ROM format.

Target Population: New and expectant fathers.

Maps for Dads: Welcome to Dadhood and Doin' the Dad Thing

Gardner Wiseheart, 2005.

Publication Information: Healthy Families San Angelo, San Angelo, TX.

Contact: Gardner Wiseheart or Teri Covert, 325-658-2771, gardner.wiseheart@hfsatx.com or

teri_covert_hfsa@msn.com; www.hfsatx.com.

Understanding that fathers play a significant and critical role in ensuring positive outcomes for children, Healthy Families San Angelo developed *Maps for Dads*, a two-volume set of curricula to use with dads in home visits, office visits, or group settings. The first volume (*Welcome to Dadhood!*) covers the prenatal period and focuses on dad's role during pregnancy, supporting the family relationship, encouraging positive father-child relationships before the child is born, and preparing dad for the first postnatal weeks. The second volume (*Doin' the Dad Thing!*) concentrates on the development of newborns through age three, using a fun, informative, interactive style that supports fathers with information, skills and activities focused on creating nurturing father-child relationships, promoting healthy child development, and developing skills for effective co-parenting regardless of the parents' living situation.

Target Population: Expectant father and fathers of newborns and infants through age three.

Raising Children with P.R.I.D.E.: A Fatherhood Program (3^d edition)

Jerry Tello and Marilyn Steele, 2011.

Publication Information: Sueños Publications, Los Angeles, CA.

Contact: Jerry Tello, 626-333-5033, tellojt@aol.com.

First developed in 1993, this multi-culturally based, comprehensive parent education program is designed to assist new or expectant fathers to be positive influences in the lives of children and family while assisting them in dealing with the multitude of challenges they face. Based on the concept of PRIDE (Positive purpose, Responsibility, Interdependence, Development, and Enthusiasm) the 10 lessons

attempt to sensitize, inform, and empower fathers in a process of development that will draw on positive cultural resiliency factors while guiding them in a positive direction towards further development. The program utilizes a didactic, interactive process-oriented format, which encourages participants to process new ideas and practice newly acquired skills. Each lesson uses a four-step process (Introduction, Cultural Perspective, Lesson Integration, Review/Closing) for ease in delivery. The authors have incorporated culturally based material throughout the curriculum. A facilitator manual and pre- and post-questionnaires are included. Some of the topics covered are ethnic/cultural roots, traditions and customs, establishing paternity, communicating with value, parent responsibilities, working with children at different ages (infants, toddlers, preschool, elementary age), nurturing routines, children and nutrition, guiding my child into adulthood, traditional rites of passage, planned parenthood, obtaining a job, dealing with stress, and family and community violence.

Target Population: New or expectant fathers.

NOTE: For more curricula with applicability to work with Expectant Fathers or Fathers of Infants, see also *Dadventures* and *Preparing for Successful Fatherhood* in the **General Fatherhood/Parenting Education** section and *Becoming Parents Program* and *Bringing Baby Home* in the **Healthy Marriage/Relationship Education** section.

Co-Parenting

Children in the Middle: A Discussion Leader's Guide (7th edition)

Donald A. Gordon and Jack Arbuthnot, 2007.

Publication Information: Center for Divorce Education, Athens, OH.

Contact: Center for Divorce Education, 740-594-2526, info@divorce-education.com; www.divorce-education.com.

Children in the Middle (CIM) is a discussion group program with a DVD and leader's guide. These discussion groups are commonly offered by various community agencies for parents mandated to attend a co-parenting or divorce education program by a domestic relations court. The materials are for use by court personnel, mental health professionals, teachers, ministers, and others who wish to lead small group discussions for parents and/or children. The leader's guide provides techniques, examples, and teaching aids to facilitate skills learning and generalization. It can be used with *Children in the Middle: Parents' Version* and there is also an interactive online program for use by parents in addition to or in lieu of attending a discussion group. The online program offers a high level of interaction, quizzing at the end of each of the five vignettes (which must be passed at 70% to get a certificate of completion), self-pacing, privacy, and ease of use. The program begins with a video of a judge orienting people to the legal process, and ends with a video encouraging parents to consider reconciliation.

Target Population: Parents seeking co-parenting or divorce education.

Fathers are Forever: A Co-Parenting Guide for the 21st Century

Steven Ashley, 2001.

Publication Information: Divorced Fathers Network, Santa Clara, CA.

Contact: Steve Ashley, 831-335-5855; www.divorcedfathers.com.

This guide can be used for group and individual work with fathers who are separated or divorced. It can also be used as a reading guide by individual fathers. The focus is on encouraging dads to develop strategies to co-parent and work productively with the mother of their children. Advice is also provided on how to deal with the stress of separation and ways to manage these difficult situations in the best interests of your children. Graduates of the classes are encouraged to facilitate similar groups for other dads.

Target Population: Fathers who are separated or divorced.

The weekly group experiential activities, and the home activities in the *MA & PA* journal, help each couple to develop the attitudes and skills for successful family formation. Also available in Spanish.

Target Population: Couples.

Married and Loving it

Barbara and Terry W. Petty, 2000 (revised 2011).

Publication Information: MALI Inc., Idaho Falls, ID.

Contact: 208-523-5163, ucanbmali@aol.com; marriedandlovingit.org.

Married and Loving It! teaches relationship building skills for couples, with the goal of helping them strengthen their relationships and develop a happy, healthy marriage. The objectives of the program are to help couples identify communication skills, including love languages; give couples guidelines for establishing a sound financial situation; address anger issues and conflict resolution in a marriage relationship; and discuss the role of in-laws, extended family, and other factors that influence the marriage relationship. *Married and Loving It!* consists of five classes, lasting two hours each, that are usually taught one evening a week for five consecutive weeks. Group and individual couple activities are used to present the material. Simple homework assignments are given for each class that are to be completed together immediately after class or at sometime during the week.

Target Population: Couples.

Mastering the Mysteries of Love: A Relationship Enhancement® Program for Couples

Bernard Guernsey, Jr. and Mary Ortwein, 2008.

Publication Information: Institute for Development of Emotional and Life Skills (IDEALS) of Kentucky, Frankfort, KY.

Contact: Mary Ortwein, 502-227-0055, mary@skillswork.org; www.skillswork.org.

Mastering the Mysteries of Love (MML) is a 16-hour relationship skills program for couples adapted from the original *Relationship Enhancement (RE)*® program. The curriculum follows the activity-based learning style of *Love's Cradle RE* and *Mastering the Magic of Love RE* and covers all of the *RE* concepts and skills. *MML* was created specifically to teach couples in stable relationships how to use the *RE* skills to deepen their love by forming new habits while solving current marital issues. Group instruction includes group discussions, audio-visuals (DVD or role play), and practice activities to keep both reluctant and highly motivated learners engaged. Materials include a participant activity book, leader's guide, and instructional videos with *RE* skill demonstrations. Also available in Spanish and Korean.

Target Population: Couples.

PAIRS (Practical Application of Intimate Relationship Skills)

Lori Gordon, 1977.

Publication Information: PAIRS Foundation, Weston, FL.

Contact Info: Seth Eisenberg, 877-724-7748, info@pairs.com; www.pairs.com.

There are a variety of *PAIRS* curricula available for courses of varied lengths. The most recent version, *PAIRS Essentials*, was developed by Seth Eisenberg in 2008 and can be covered in a nine- or 12-hour format. All *PAIRS* curricula include proven lessons for deeper emotional understanding and practical skills for confiding, deepening empathy, listening, dealing with differences, and nurturing successful relationships. Some of the curricula are available in Spanish or Hebrew.

Target Population: Couples.

PREP (Prevention and Relationship Education Program)

Howard Markman, Scott Stanley, Natalie Jenkins, Galena Rhoades, Lief Noll, and Lawrence Ramos, 1980.

Publication Information: PREP Inc., Greenwood Village, CO.

Contact Info: 800-366-0166, info@prepinc.com; www.prepinc.com.

PREP (Prevention and Relationship Education Program) is a comprehensive 12-hour marriage enhancing program. It is a skills based and principles-building curriculum designed to help partners increase their positive connections. Available in English and Spanish.

Target Population: Couples.

Ready for Love: Relationship Enhancement for Singles and Solos

Bernard Guerney, Jr. and Mary Ortwein.

Publication Information: Institute for Development of Emotional and Life Skills (IDEALS) of Kentucky, Frankfort, KY.

Contact: 502-227-0055 or 859-806-4484, mary@skillswork.org; www.skillswork.org.

Ready for Love: Relationship Enhancement for Singles and Solos brings relationship enhancement skills to people making decisions about relationships. It is a 16-hour program that combines the 11 Relationship Enhancement (RE) skills with experiential learning activities around qualities of good relationships, boundaries, emotional safety, and the biology of love. It targets two groups of adults: those who are single, not in a serious relationship; and those who are coming to marriage education alone, even though they may be married.

Target Population: Single and married individuals.

Summit of Your Potential: Reaching Excellence in Relationships and Professional Life

M.P. Wylie, 2010.

Publication Information: Relationship Research Foundation, Inc., Newport Beach, CA.

Contact: M.P. Wylie, 949-725-3366, drmpwylie@aol.com; www.usrelationships.org or www.summitofyourpotential.com.

Summit of Your Potential (SYP) is a step-by-step, inner exploration workbook program designed to help fathers (individuals) reach excellence in their relationships and professional life. As *SYP* participants explore their past, they are able to release rejection, hurt, and anger along the way. They are then able to set constructive boundaries and goals and build additional self-worth. *SYP* emphasizes the exploration of relationship history (both personal and professional) from different walks of life and helps determine the outcome of different behavior and beliefs. Discovering the career they are best suited for helps fathers become successful in the workforce. Participants learn to take charge of their life without unnecessary compromise by writing their own story past, present, and future. *SYP* is formatted on extensive research and a philosophy that supports the growth of an individual's personal and professional development. Since this is a "Teach-Out-of-the-Box" program, it includes workbooks for participants, a leader's guide with step-by-step lesson plans, and support for first-time leaders. The recommended format is 20 hours over a period of 10 weekly sessions, in a group setting or one-on-one. Also available in Spanish.

Target population: Adults – single or single-again, married, separated, or divorced.

Within My Reach

Marlene Pearson, Scott Stanley, and Galena Rhoades, 2004.

Publication Information: PREP Inc., Greenwood Village, CO.

Contact: Lucinda Young, 720-227-0140 or 800-366-0166, Lucinda@PREPinc.com or info@prepinc.com; www.prepinc.com.

Within My Reach (WMR) is a variation of the original *PREP* program. *WMR* is designed as a relationship skills and decision making program to help economically disadvantaged individuals achieve their goals in relationships, family, and marriage. Three major themes in the 15-hour curriculum are Building Relationships, Maintaining Relationships, and Making Relationship Decisions. Specifically, the goals are to help the economically disadvantaged attain relationship success for themselves and their children by: (1) helping those in viable relationships to cultivate, protect, and stabilize their unions, and to marry if desired; (2) helping those in damaging relationships to leave safely; and/or (3) helping those desiring a romantic relationship to choose future partners wisely. The materials are available in English and Spanish.

Target Population: Economically disadvantaged individuals.

Within Our Reach

Scott M. Stanley, Howard J. Markman, Natalie H. Jenkins, Galena K. Rhoades, Lief A. Noll, and Lawrence Ramos, 2008.

Publication Information: PREP, Inc., Greenwood Village, CO.

Contact: 303-759-9931 or 800-366-0166, info@prepinc.com; www.prepinc.com.

Within Our Reach (WOR) is a variation of *PREP* to help low-income couples achieve their goals in marriage, family, and relationships. The curriculum is designed to build on the existing strengths of couples and add critical life and relationship skills that will help participants create safer, more stable couple relationships and, by extension, better environments for their children. Topics covered include fostering improved communication, managing expectations, and devoting yourselves to a mutual commitment and support. The curriculum also has strong messages throughout on physical and emotional safety including language and strategies, which have been vetted by leading domestic violence experts.

Target Population: Low-income couples.

Why Knot?™ A Marriage Readiness Program for Men

David H. Jones and Christopher A. Brown, 2008.

Publication Information: National Fatherhood Initiative, Germantown, MD.

Contact: Erik Vecere, Vice President of National Programming, 240-912-1278, vecere@fatherhood.org; www.fatherhood.org.

Why Knot?™ is designed to help men breakdown common misconceptions about relationships and marriage, and to equip them with the tools, attitudes, and skills they need to sustain a long, happy, and stable marriage to the mother of their children. Created for men ages 18-30, it can be incorporated into any fatherhood or relationship skills program. The curriculum includes six sessions focused on topics such as the benefits of a good marriage, greater self understanding and a stronger self-concept, how their parents' marriage affects their beliefs/conceptions, and what kind of husbands they want to be. The material includes a facilitator's guide with information about the program's themes and principles, an activities manual with a guide for facilitating each session, a CD-ROM with certificates of completion and evaluation tools, and 10 interactive journals for each participant.

Target Population: Men ages 18-30.

NOTE: For another curriculum with applicability to Healthy Marriage and Relationship Education work, see also *Keeping FAITH* in the **Incarcerated Fathers** section.

Economic Stability

All My Money

Chan, K.M, Fitzsimmons, V.R., Hardy, R.I., Kimmel, M., Stiles, S., & Taylor, S.E. (1997, 2005; under revision for 2011).

Publication information: University of Illinois Extension, Consumer and Family Economics., Champaign, IL.

Contact: Karen Chan, 847-223-8627, chank@illinois.edu;
<http://web.extension.illinois.edu/allmymoney/>.

All My Money is designed to teach basic money management and consumer skills. It was written for use by agency staff and educators who may or may not have financial expertise and who work with limited resource audiences. Hands-on activities and experiential learning are key elements of the curriculum with a focus on letting participants learn from their own experiences, each other, and from the process of doing the activities. There are eight lessons that can stand alone or be taught as part of a complete series: Making Spending Choices, Envelope Budgeting, Planning Your Spending, Understanding Credit, Handling Credit Problems, Building Consumer Skills, Taking Consumer Action, and Checks and Checking Accounts. Curriculum appendices include The Trainer's Role (Suggestions for working effectively with clientele), Evaluation (Lesson and Program Evaluations), and a "Resource Box" with tools for curriculum activities, including game cards and play money. A Spanish supplement (Todo Mi Dinero) is included.

Target Population: Participants in workforce, economic stability or career training programs.

Career Ready 101

Sheila C. Boyington and Dane R. Boyington, 2010.

Publication Information: KeyTrain, Chattanooga, TN.

Contact: 877-842-6205; www.act.org/workkeys/keytrain.

Career Ready 101 is a comprehensive career training course with an integrated approach to exploring careers and their skill requirements, building workplace skills using KeyTrain®, and creating life-literacy with such skills as financial awareness and job searching. This online course covers all aspects of career readiness training including foundational skills using the WorkKeys® system; vital life-skills such as financial literacy, career exploration, resume writing, and interviewing skills; and soft skills such as customer service and work habits. The program leads users to certification with American College Testing (ACT) WorkKeys assessments and the National Career Readiness Certificate (NCRC). Students can use self-paced lessons or extensive instructor-led documents.

Target Population: Participants in workforce, economic stability or career training programs.

Getting Ahead in a Just-Gettin'-By World

Philip DeVol, 2006.

Publication Information: aha! Process, Inc., Highlands, TX.

Contact: 800-424-9484, www.ahaprocess.com or www.gettingaheadnetwork.com.

Getting Ahead in a Just-Gettin'-By World is a workbook for people in poverty that shows how to use the hidden rules of class to build up financial, emotional, social, and other resources. Building on information developed by Ruby Payne, Philip DeVol, and Terie Dreussi Smith in the book Bridges Out of Poverty, *Getting Ahead* is designed to be used as an investigation tool by people working in groups with a trained facilitator. The participants explore the impact that poverty has had on them, investigate economic realities, complete a self-assessment of their own resources, make plans to build their own resources, and develop a mental model of community prosperity. The aim is to provide a safe, agenda-free learning environment where adults can reflect on and examine their lives, investigate new

information that is relevant to them, assess their own resources, make plans for their own future stories, offer ideas for building a prosperous community, and choose a team to help them fulfill their dreams. *Getting Ahead* is composed of 20 sessions, each 2 ½ hours long. These are often completed in 10 weeks by running two work sessions per week. Spanish translations are available.

Target Population: People in poverty.

Money on the Bookshelf – A Family Financial Literacy Program

Patricia Behal, Alice Crites, Virginia Halderman, and Jim Barcellos, 2009.

Publication Information: University of Nevada Cooperative Extension, Reno, NV.

Contact: Jo Anne Kock, 702-257-5521, kockj@unce.unr.edu; www.unce.unr.edu.

First developed in 1997, *Money on the Bookshelf* is designed to help parents teach their children money management through reading children's books and completing accompanying activities. The materials are designed to create interest in money and its use, encourage parents and children to have positive conversations about using money, provide access to family literacy materials, and encourage family money management. Secondary goals include improving family literacy; helping parents teach life skills such as communication, problem solving, and cooperation; and to provide support, encouragement, and a sense of empowerment to parents.

Target Population: Parents and their children ages 4 through 10.

Money Smart: A Financial Education Program

Publication Information:

Contact: communityaffairs@fdic.gov; www.fdic.gov/consumers/consumer/moneysmart/index.html.

Money Smart comes in four different formats, including one for adults and one for young adults (ages 12-20). The focus is on the basics of handling money and finances, including how to create positive relationships with financial institutions.

Money Smart for Young Adults consists of eight instructor-led modules that come with instructor guide, participant guide, and overhead slides. The materials are designed so that instructors do not need extensive subject matter experience.

Target Population: Adults and young adults ages 12-20.

Domestic Violence

Addressing Fatherhood with Men who Batter

Melissa Scaia, Laura Connelly, and John Downing (with contributions from Ellen Pence and Sylvia Olney).

Publication Information: Advocates for Family Peace, Grand Rapids, MN.

Contact: 218-326-0388, mscaia@stopdomesticabuse.org; www.stopdomesticabuse.org.

This new curriculum has been developed to work in tandem with the Duluth *Creating a Process of Change for Men Who Batter* curriculum. *Addressing Fatherhood with Men who Batter* is designed for batterer intervention programs or parenting skills programs seeking to address fatherhood with men who batter. The curriculum also provides information on screening for fathers who batter and working with them to address their role as a co-parent. The manual covers four main themes: 1) Examining batterers' childhood experiences with their own fathers; 2) The impact on children of men's battering; 3) Becoming a more nurturing, child-centered father; and 4) Examining how men who batter can be respectful, non-violent, and more supportive of their children's mother and of the mother-child relationship. There is an accompanying DVD that may also be used for community education on men who batter as fathers.

Target Population: Fathers who have perpetrated family violence.

Breaking the Cycle, Fathering After Violence: Curriculum Guidelines and Tools for Batterer Intervention Programs

Ann Fleck-Henderson and Juan Carlos Arean, 2004.

Publication Information: Family Violence Prevention Fund (now Futures Without Violence), San Francisco, CA.

Contact: Lonna Davis, 617-702-2004, ldavis@futureswithoutviolence.org or info@futureswithoutviolence.org; www.futureswithoutviolence.org.

These materials were developed as part of a larger project to engage all men (non-violent men and those who have used violence) in domestic violence prevention initiatives. The *Curriculum Guidelines and Tools for Batterer Intervention Programs* are designed to help fathers who have perpetrated family violence relate to their children in positive ways. The tools were created in recognition that, while many men who have been violent have contact with their children, there have been few tools available to help guide such men towards the positive involvement by a father figure that is so important to children's development. The curriculum provides information, exercises, materials in English and Spanish, and an accompanying CD to help batterer intervention programs begin these essential conversations. Materials available for free download at <http://fvpfstore.stores.yahoo.net/breaking-the-cycle-fathering-after-violence-curriculum-guidelines.html>.

Target Population: Fathers who have perpetrated family violence.

Caring Dads: Helping Fathers Value Their Children

Katreena Scott, Karen Francis, Claire Crooks, and Tim Kelly, 2006.

Publication Information: Trafford Publishing, Bloomington, IN.

Contact: Caring Dads, caringdads@oise.utoronto.ca or kscott@oise.utoronto.ca; www.caringdadsprogram.com.

Caring Dads is a group intervention manual designed specifically for men who have maltreated their children and/or exposed them to domestic violence. Developed and piloted over five years, this 17-session program draws from best practices in the fields of batterer intervention, parenting, child maltreatment, behavior change, and working with resistant clients. The manual provides clear, easy-to-

follow guidelines and activities for the implementation of the program. Intervention strategies are adapted from motivational interviewing, psycho-educational, cognitive-behavioral, and emotion-focused approaches. The program is organized around four therapeutic goals: engaging men, building positive parenting, recognizing and countering abuse, and rebuilding trust with children. Each goal is presented with a rationale and general overview followed by detailed session plans. In addition to providing specific group activities, session plans include process notes, client worksheets, and homework assignments.

Target Population: Men who have maltreated their children and/or exposed them to domestic violence.

Creating a Process of Change for Men Who Batter: The Duluth Curriculum

Ellen Pence, Michael Paymar, Lora Wedge, Graham Barnes, Barbara Jones-Schroyer, Scott Miller, and Carol Thompson, 2011.

Publication Information: Domestic Abuse Intervention Programs, Duluth, MN.

Contact: 218-722-2781, 866-417-6111, training@theduluthmodel.org; www.theduluthmodel.org.

Creating a Process of Change for Men Who Batter was first published in 1986 under the title *Power and Control: Tactics of Men Who Batter* (by Ellen Pence and Michael Paymar) to address the impact of battering, give participants insights into how their violence affects their partners, and begin the process of change for men who batter. A 2011 edition is now available with new vignettes, videos, and dialogue starters, plus a reorganized facilitator's manual that describes the theory underlying the curriculum, the key components of a men's nonviolence program based on the Duluth Model, a program's relationship to the justice system and programs for women who have been battered, how to facilitate the curriculum, and agendas for up to 30 weeks of classes. Also included are exercises for use in class, sample forms, and DVDs that correspond to the curriculum themes. These DVDs include depictions of tactics used by abusers against their partners, examples from women of how the tactics on the Power and Control Wheel were used against them, and segments with men discussing their own use of those tactics. Available in Spanish.

Target Population: Men who batter.

El Hombre Noble Buscando Balance (The Noble Man Searching for Balance)

Ricardo Carillo, Rolando Reyna Goubeau, Samuel Martinez, and Jerry Tello, 2000.

Publication Information: Sueños Publications, Los Angeles, CA.

Contact: Jerry Tello, 626-333-5033, tellojt@aol.com.

El Hombre Noble Buscando Balance is a culturally based intervention program for men who have relationship violence as an issue in their lives, with the goal of guiding them towards family harmony and healing from family violence. Many of the lessons used are drawn from indigenous teachings of the Chicano/Latino people, which include those who have Mexican, Chicano, Puerto Rican, Cuban, Central American, and South American roots, but the manual can also be applied to working with multi-culturally diverse populations. The authors' perspective is that violence does not occur in a vacuum, and that society and history have a major impact and influence on the violence, past and present, that exists in the lives of many men and their families. Therefore, the beginning sections are directed at covering an extensive history, background, philosophy, and theoretical framework for assessing violence and the multidimensional causal factors, as it relates to relationship violence. At the same time, in this manual (and in the accompanying facilitator training), an integrated process utilizing the four stages of healing is set forth as a guide to re-root and integrate a way of life based on the honoring of "All Ones Relations."

Target Population: Men who have relationship violence as an issue in their lives.

Understanding Domestic Violence™

Leonel E. Mesa, Jr. (with contributions from Erik Vecere and Christopher Brown), 2010.

Publication Information: National Fatherhood Initiative, Germantown, MD.

Contact: Erik Vecere, Vice President of National Programming, 240-912-1278; vecere@fatherhood.org;
www.fatherhood.org.

Understanding Domestic Violence™ is designed for use as a stand-alone workshop or as a supplement to other fatherhood programming. The three-session manual includes dyadic, group, and interactive activities to help participants explore issues related to domestic violence by engaging in thoughtful and engaging discussions. Through visual cues and activities, fathers learn about the effects of violence on their children and ways to address this. Topics covered include: definitions of domestic violence; its prevalence, family impact, and cyclical nature; how to recognize early warning signs; and how to foster non-violence in the home. The information is designed to encourage safe, stable, emotionally-healthy, and nurturing home environments. This preventive approach can also help keep men out of Batterer Intervention Programs (BIPs), but the module should not be used in place of a BIP because the focus of these sessions is to raise awareness of domestic violence. Any intervention after domestic violence occurs requires a more comprehensive, therapeutic approach such as provided by a BIP.

Target Population: All fathers.

Incarcerated Fathers

Fathers in Prison: Parent Education Resource Manual

P. W. Lockett and Creasie Finney Hairston, 1991.

Publication Information: Indiana University, School of Social Work, Indianapolis, IN.

Contact: Creasie Finney Hairston, 312-996-3219. Available for download from NRFC library (www.fatherhood.gov).

This trainer's manual provides instructions for presenting a parent education course for fathers in prison. The course consists of six weekly sessions that address the parenting styles of fathers, the role of fathers in child development, child reactions to separation and loss, communication, and barriers for African American fathers in prison. The resource guide outlines the objectives for each session and includes copy-ready handouts and exercises. Strategies for gaining the support of the prison administration are discussed.

Target Population: Incarcerated Fathers.

InsideOut Dad: A Premier Reentry Program for Incarcerated Fathers

Christophe Beard, Christopher Brown, John Chacón, Steven Hane, and Karen Patterson (with contributions from Stephen Bavolek), 2005.

Publication Information: National Fatherhood Initiative, Germantown, MD.

Contact: Greg Austen, Senior Director of National Programming, 240-912-1283, gausten@fatherhood.org; www.fatherhood.org.

InsideOut Dad™ is designed to help incarcerated fathers successfully reintegrate back into their families. The program reaches men on the Inside and prepares them for life when they get Out by helping them explore and heal from their pasts, while developing healthy emotions, reconnecting to their families, planning for the future, and learning more about themselves as men and as fathers. The curriculum takes a holistic approach through 12 one-hour core sessions designed specifically for incarcerated fathers and 26 optional sessions that coordinate with core topic areas. It can be used in both short- and long-term stay facilities. Developed in 2005, the curriculum is now in use in correctional facilities in 50 states and has been standardized in 23 states. Several evaluation studies have pointed to the effectiveness of the materials. As with the *24/7 Dad™* curriculum, *InsideOut Dad™* is based on a philosophy that supports the growth and development of fathers and children as caring, compassionate people who treat themselves, others, and the environment with respect and dignity. A facilitator's guide and father's handbook are included. Available in English and Spanish.

Target Population: Incarcerated fathers.

Keeping FAITH (Families And Inmates Together in Harmony)

Ron and Catherine Tijerina (with contributions from Charles Lee-Johnson), 2006.

Publication Information: The RIDGE Project, Inc., Defiance, OH.

Contact: Ron Tijerina, 419-782-1511, ron@theridgeproject.com; www.theridgeproject.com.

Keeping FAITH is a marriage and fatherhood program designed for incarcerated and recently released fathers. The program incorporates workshops, which work concurrently to establish healthy marriages/relationships and empower incarcerated and recently released fathers with the parenting skills they need to successfully re-enter their communities, homes, and their children's lives. *Keeping FAITH* has undergone rigorous evaluation through third party evaluators and has research-based evidence of its effectiveness in building healthy communication, conflict resolution skills, increasing commitment to marriage, and building effective parenting skills. It can be used in group settings or

delivered one-on-one in either institutional settings or community-based settings. Throughout the 24 hours of program modules, fathers are encouraged to build a legacy for their children by becoming leaders in their homes and communities. The *Keeping FAITH* program was developed to attack the barriers of incarceration and the negative influence of that culture while creating a new culture of safe and healthy families. In addition, the program offers participants the opportunity to move into an accountability fraternity called TYRO Chapters that is ongoing upon completion of the curriculum.

Target Population: Incarcerated and recently released fathers.

General Life Skills/Recovery

The Inner Journey Training®

Jeremiah Griffin and Melvia Wallace, 2010.

Publication Information: The Family Health and Education Institute, Inc., Seabrook, MD.

Contact: Jeremiah Griffin, 301-860-0692, jgriffin@fhei.org.

The Inner Journey Training® focuses on the attitudes and behaviors of program participants who operate outside of mainstream culture. The objective is to make participants aware of how their thinking and behavior impacts others and often sabotages their own success. The program helps participants achieve self awareness through eight critical dialogues or domains: (1) self reflection, (2) behavioral acknowledgement, (3) cognitive analysis, (4) environmental prejudice, (5) personal contribution to prejudice, (6) self-esteem and environmental impact, (7) environmental coding (defining moments), and (8) the contribution of cultural heritage. Based on a theory of adult learning known as “andragogy,” the *Inner Journey* engages participants through concepts that draw on their experience, holds them responsible for their own learning, and uses the group process to problem solve issues in their lives. The approach challenges participants to cause a paradigm shift in their thinking. Trainers often have to “hold up the mirror,” a process through which an individual is forced to look at himself and be confronted with inconvenient truths they may not have considered before. These “aha” (or breakthrough) moments are explored with the larger group. Recommended format: 20 hours over three consecutive days; ideally supplemented by additional life skills training.

Target Population: All populations.

Living in Balance: Moving from a Life of Addiction to a Life of Recovery

Jeffrey A. Hoffman, Mim J. Landry, and Barry D. Caudill, 2003.

Publication Information: Hazelden Foundation, Center City, MN.

Contact: 800-328-9000, 651-213-4200, customersupport@hazelden.org; www.hazelden.org.

Living in Balance utilizes a group-oriented treatment framework, drawing from cognitive-behavioral, experiential, bio-psychosocial, and 12-step approaches to strengthen neglected areas of an addict's life. The goal is to help bring “lives into balance” through group processes and interaction, such as discussion and role plays. The curriculum is available as three separate packages, but the sessions can be used in any order and grouped for specific issues (e.g., sexual abuse, grief, and loss), specific client populations (e.g., clients at high risk for sexually transmitted diseases), or unique treatment tracks (e.g., spirituality or self-help). The core sessions (1-12) provide basic information about addiction and recovery; 21 optional sessions (13-33) focus on “moving from a life of addiction to a life of recovery;” and additional sessions (34-43), developed by Mim J. Landry in 2009, help to integrate mental health disorder into an addiction treatment program. A facilitator's guide explains the philosophical context for the curriculum and provides practical, session-specific information. Also included are a CD-ROM and audio CD with clinical studies, session handouts, role plays, and narration and music to help clients release tension, breath deeply, and relax fully. Available in Spanish.

Target Population: Individuals in substance abuse programs.

Moral Reconciliation Therapy®

Gregory Little and Kenneth Robinson, 1985.

Publication Information: Correctional Counseling, Memphis, TN.

Contact: Correctional Counseling, 901-360-1564, ccimrt@aol.com; www.ccimrt.com or www.moral-reconciliation-therapy.com.

Moral Reconation Therapy[®] (*MRT*) is a cognitive-behavioral program for substance abuse treatment and for criminal justice offenders. It is a systematic treatment strategy that seeks to decrease recidivism among juvenile and adult criminal offenders by increasing moral reasoning. The approach combines elements from a variety of psychological traditions to progressively address ego, social, moral, and positive behavioral growth. *MRT* takes the form of group and individual counseling using structured group exercises and prescribed homework assignments. The *MRT* workbook is structured around 16 objectively defined steps (units) focusing on seven basic treatment issues: confrontation of beliefs, attitudes, and behaviors; assessment of current relationships; reinforcement of positive behavior and habits; positive identity formation; enhancement of self-concept; decrease in hedonism and development of frustration tolerance; and development of higher stages of moral reasoning. Participants meet in groups once or twice weekly and can complete all steps of the *MRT* program in a minimum of three to six months. Consistent research outcomes from a host of *MRT* implementations shows that *MRT* participants have significantly lower levels of re-arrest and recidivism in comparison to appropriate controls.

Target Population: Individuals in substance abuse treatment and criminal justice offenders.