A *Tool* Kit:
Planning and Implementing Fatherhood and Mentoring Initiatives and Activities

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International Committee on Fatherhood and Mentoring,
Omega Psi Phi Fraternity, Inc.

September 15, 2015

**International Committee on Fatherhood and Mentoring,
Omega Psi Phi Fraternity, Inc.**

District Committee Membership:
  Brother Robert Fairchild, Chairman
  Brother Earl Wilson, Co-Chairman
  Bro Thabiti Boone, International Spokesman on Fatherhood

District 1	Brother Donald Thomas
District 2	Brother Dominick Boyce
District 3	Brother Raymond Bell
District 4	Brother Alan Bannister
District 5	Brother Oliver Williams
District 6	Brother Melvin Williams
District 7	Brother Jonathan Gaines
District 8	Brother Dr. Mateen Diop
District 9	Brother Dr. Omar Montgomery
District 10	Brother Judge Gregory C. Pittman, Esq.
District 12	Brother Dr. George D. Taylor
District 13	Brother Rogers Tyghter; Brother Mike Robinson

Organization of the Tool Kit. This Tool Kit is organized by topic as follows:

Purpose

TK 1.0 Values and Beliefs

TK 2.0 S.M.A.R.T. Goals and Objects, w/example

TK 3.0 Strategies and Tactics

TK 4.0 Categories of Fatherhood and Mentoring Initiatives

TK 5.0 Types of Fathers

TK 6.0 Sample of Fatherhood Initiatives

TK 7.0 The Omega Mentoring and Leadership Program

TK 8.0 Quality Mentoring Program Standards

TK 9.0 Mentoring Module Objectives

TK 10.0 Parental Expected Outcomes

TK 11.0 Subject Matter Experts

TK 12.0 APPENDIX

      12.1 Logic Model, the theory

      12.2 Example of Curriculum for Fathers of Youth Program Participants:

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      12.5 Omega Mentoring Leadership Academy Program Homework Tracking Form

Purpose: This **Fatherhood and Mentoring Tool Kit** has been developed to enhance the ability of the Omega Psi Phi Fraternity, Inc., through its Chapters in 12 Districts world-wide: *To support President Barack Obama's Fatherhood & Mentoring Initiative and his emphasis on strengthening the family structure.* The Omega Psi Phi Fraternity, Inc., formally implemented a "Call to Action" at its 2011 Grand Conclave to address this initiative. Through its twelve Districts consisting of thousands of college educated professional men, the Omega Psi Phi Fraternity, Inc., aims to **enhance-educate-engage** particularly African American fathers as well as the general populous in closing the gap of father absenteeism in the lives of their children.

    Further, as mentors to our youth and others, the Fraternity understands the need to assume a number of different roles during the course of a successful mentor-mentee relationship. This **Tool Kit** will serve to guide the Fraternity and its members as it becomes a significant contributor to the initiative by highlighting, improving and facilitating enhanced relationships between fathers and their families in our Nation's communities.

TK 1.0 Our Fatherhood Core Values and Beliefs:

    All that undergirds our work with fathers and youth are grounded in the Fraternity's founding cardinal principals: *manhood, scholarship, perseverance and uplift* as well as our values and beliefs:

We believe that:
- Friendship is essential to the soul;
- Manhood compels men to be active in enriching the lives of their children socio-culturally, economically, educationally, politically and spiritually;
- Emphasis upon academic excellence, community service, and personal growth can best be achieved through scholarship, perseverance, and uplift;
- Integrity and sound judgment, as well as social and ethical values serve as a foundation in civilized societies for respectable conduct and valued productivity.

TK 2.0 S.M.A.R.T. Goals and Objectives:

Each year we ask each Chapter to set fatherhood and mentoring goals and objectives for the upcoming year/evaluation period. We ask that as you to write your goals, create "**S.M.A.R.T. goals**." A **S.M.A.R.T.** goal is defined as one that is **s**pecific, **m**easurable, **a**chievable, **r**esults-focused, and **t**ime-bound.

Specific: the What, Why, and How of the S.M.A.R.T. model.
Measurable: that which can be quantifiable and determinable.
Achievable: that which is attainable and practicable.
Results-Focused: that which effects a desired and predictable consequence.
Time-inevitable: that which is concluded at a mutually agreeable interval.

For example:

Goal (*example*): **To plan and implement at least <u>one</u> initiative/activity per quarter (*beginning in October of each year*) that is <u>designed to aid fathers</u> in becoming/remaining involved in the lives of their children and families. POC-Point of Contact**

Objective (*example*)	Key Benchmarks	Responsible Parties	Measure	Timeline
Develop list of POC on Fatherhood Initiatives (FI) in each Chapter within District __.	List of name of POC on FI in each District Chapter	a. Chapter Basileus or Designee b. District FI Chairman c. District Representative	Received name & contact info from each Chapter by _____.	Objectives completed by mo/da/yr

TK 3.0 Strategies and Tactics:

It is not the intention of this **Tool Kit** to "tell" Chapters what to do to achieve their stated goals and objectives. Rather, this **Tool Kit** serves as a guide to enhance each Chapter's ability to plan, organize, implement, evaluate and distribute the results of their efforts to meet their Fatherhood and Mentoring Goal(s). In any given situation, there may be more than one strategy that will achieve a particular goal. For example, if my goal is to get to the mountain top, as a strategy I <u>can</u> walk, run, drive or fly if I choose to do so. However, of these strategies, I <u>will</u> as a tactic use only one (of the many) to get to the mountain top. Several factors may influence my decision on which tactic I choose. So think through the many options available to you and your Chapter and select the option you think is best for you or most needed in your area of influence.

TK 4.0 Categories of Fatherhood and Mentoring Initiatives:

Chapters are expected to plan and implement programs and activities that are appropriate to their locations and communities. In accomplishing the four tenets that undergird the president's Fatherhood Initiative, i. e., *public awareness, partnership development, public advocacy (funding & good legislation), and uplift and celebrating the image of fathers*, we recognize that a fine-tuned prescriptive "*one-size-fits-all*" approach to achieving Fatherhood and Mentoring Goals may be counterproductive. Therefore, we encourage Chapters to engage in creativity and originality in the delivery of programs and activities.

4.1 In working with Fathers and Youth, some Districts have chosen to plan, organize and implement programs and activities around specific themes, such as:

The Law and Family Relations: Refers to men of Omega promoting and facilitating discussions of legal principles affecting family law; guide to divorce, child custody and visitation, support, property division, violence and kidnapping. See Website: http://familyrelationslaw.com/

Violence Prevention: Refers to activity conducted under the colors of the OPPF that results in a reduction in the number of acts of violence by adults or youth in areas where Omega Psi Phi is engaged in a program of violence prevention. See the URL below for guidance. http://www.cdc.gov/ViolencePrevention/.html

Promoting Educational Equity: Refers to Men of Omega actively engaged in efforts to promote the benefits of education which leads to student success. Student success refers to participants who become eligible to enter college after completing prerequisites or who are sufficiently trained in any socially acceptable area that will enable them to become economically self-sufficient.

Promoting Social Equity: Men of Omega actively engaged in efforts to promote full participation and fair access by fathers and future fathers to livelihood, education, and resources; full participation in the political and cultural life of the community; and self-determination in meeting fundamental needs.
See website: http://www.reliableprosperity.net/social_equity.html

Scholarship Opportunity: Men of Omega actively engaged in seeking resources that enables youth to further their education beyond high school.

Father/Child Activity, i.e., road trips, camping, and fishing: Refers to initiatives that enable fathers and their children to experience a change of immediate environment for short periods of time where they can engage in activity of mutual interest.

Youth and Parent Leadership Conferences: Refers to an organized formal or informal activity where Fathers can come together to discuss concerns of mutual interest. Concomitantly, an organized activity where youth are brought together to learn from men the precepts of manhood, scholarship, perseverance, uplift and respect for self and others.

Values Clarification: Refers to a prescribed curriculum that enable fathers to define and examine their own core child-rearing beliefs. For example, who am I and what/who do I really care about?

Effective Communication: Refers to a prescribed curriculum that enable fathers to define and examine their own style/pattern of communication, e.g., if I say something and no one listens, have I been an effective communicator?

Job Opportunity: Planning and implementing initiatives that assist fathers in finding jobs.

Spirituality: Promoting the spiritual well-being of fathers and youth as appropriate.

Healthy Families, Block Walks: Fathers actively engaged in promoting healthy and safe communities.

Developing Partnerships with others: i.e. HUD, big brothers/big sisters/100 Black Men, Concerned Black Men of Los Angeles, and My Brother's Keeper.

School Visits: Fathers visiting schools and becoming actively engaged in the educational (teaching/learning) process of their children.

Virtual mentoring: Some Men of Omega might find it more applicable and effective to interact with fathers and youth through virtual gadgetry.

Discussion/workshop/exploration of most important father/son issues: These sessions provide an opportunity for open exchange of communication between fathers and sons. They are facilitated to provide a bonding experience between father and son(s).

TK 5.0 Types of Fathers:

Each of these types of Dads present their own peculiar problems. To develop an effective program, the type of Dad must be taken into consideration. There are some issues and items that may be common to all Dads. i.e., health, jobs, mental issues, etc. It is very important that the unique areas are addressed with the appropriate material peculiar to their needs. In all cases individuals who specialize in the respective area should be brought in to provide the appropriate support.

5.1 List of Types of Fathers:
Dads at home
Re-entry Dads
Divorced Dads
Single Dads
Non-custodial Dads
Custodial Dads

TK 6.0 Sample of Fatherhood Initiatives:

6.1 Direct Types of Deliver Systems for Fatherhood Services and Activities:
A formal structured program that has been designed based on the needs and requirement of the community. These programs are staffed by permanent personnel and have a funding source that has laid out specific requirements which must be met. The staff is usually formally trained and certified. The program length may range from 1 week to 6 months.

6.2 Indirect Services and Activities:
Participants in this area usually partner with a formal structured program as indicated in item 6.1. The primary role in this case is to provide manpower support.

6.3 Rallies and Conferences:
Invited support agencies provide a wide variety of subject areas for the father to select from. These events range in duration from 1 to 3 days. Specialist from various agencies are on site and available to provide counseling and other support services. Panel and roundtable presentations are also a part of the agenda.

TK 7.0 The Omega Mentoring and Leadership Program

Our Mission
The Omega Psi Phi Fraternity Inc., Youth Mentoring Program is a cultural approach to engage and support participants in reaching their academic and personal endeavors. The participants will learn how to use culture dynamics that will empower them with skills sets that will assist them in becoming future leaders and role models. As mentors to our youth and others, the Fraternity understands the need to assume a number of different roles during the course of a successful mentor-mentee relationship.

Our goal
Our goal is to provide primarily young African American males with the confidence and social tools needed to approach many of the distractions that may affect their ability to achieve the personal and academic goals. Participants will be assigned mentors who will be liaison to a support network to assist them with their immediate aspirations and long-term goals.

Participants Expected Outcomes

- Participants will learn the importance of culture, family values, and true brotherhood

- Participants will learn how to be role models and importance of civic responsibility

- Participants will have a basic understanding of leadership concepts

- Participants will understand the value of fiscal responsibility

- Participants will be exposed to the proper etiquette for various events and activities

- Participants will learn basic organizational structures

Our Mentoring Core Values

| Manhood | → | Scholarship | → | Perseverance | → | Uplift |
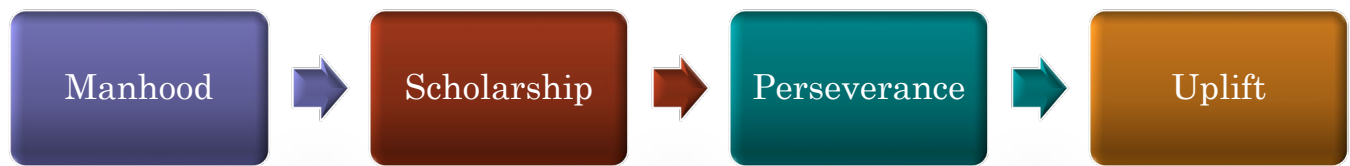
Manhood – To share with young men core qualities such as courage, determination, heath integrity, respect for self and others and nobility. The goal is to show young-men the true character of being a man among men.

Scholarship – To explain the importance of having a quest for knowledge and the impact it could have on your life. The goal is to encourage young men to embrace education and use their knowledge learned to become community role models and productive citizens.

Perseverance – To encourage and teach young-men how to be persistent when facing adversity. The goal is to empower young-men to use the resources available to them in order to address obstacles that may impede them from accomplishing their goals.

Uplift – Teaching young-men the process & work of improving life; socially, intellectually, economically and morally. The goal is to develop young-men into future leaders by educating them on their family, community and civic responsibilities "Lifting as we climb."

What Impacts African American Males

Family: Family structure is a young man's first introduction to society and initial development.

Peer: Peers have a direct influence a young man's independent process for decision-making.

Environment: Community surroundings and home environment has a strong influence on morals and values.

Pop Culture: Long term and short term pop culture trends can influence level of a child's self-esteem and how they are acculturated to society.

Media: All forms of media can have a direct influence on youth's reflection of society and in many cases can reinforce both positive and negative stereotypes.

TK 8.0 Quality Mentoring Program Standards

STANDARD 1: The OMP DEFINITION OF YOUTH MENTORING

Mentoring is an engaged relationship built on a foundation of trust between the mentor & mentee. The mentor is a volunteer role model who is committed to assisting the mentee into making better informed choices as he matriculate in life. The mentor shares what he has learned as he matured with the mentee in an effort to help the mentee avoid the mistakes the mentor has made. The mentoring process will include guidance, support, and assistance through difficult periods such as academic challenges, career and personal development. Mentoring is a coaching, teaching and supportive friendship based on a special committed trust that is built over time.

STANDARD 2: RECRUITMENT PLAN

The program has a recruitment plan strategy for mentors and mentees. One that aligns with the school system to accommodate those needs and requirements and one that aligned with a community based program structure. The program also has a system for timely mentor and mentee follow-up and enrollment, which includes the following:

A. Strategies that incorporate accurate expectations, eligibility, and benefits for mentors and mentees.

B. Year-round marketing and public relations for mentor recruitment includes undergraduate and graduate brothers and men in the local community.

C. Targeted outreach of Omega men and other male mentors and mentees based on program objectives and participant needs.

D. Clearly stated program goals and objectives.

E. A written mentor position description outlining roles and responsibilities.

F. Volunteer opportunities beyond mentoring available within the organization (i.e., special events, fundraising, outreach, office support, advocacy, committees, etc.).

STANDARD 3: ELIGIBILITY SCREENING

The program screens mentors and mentees for eligibility and compatibility.

The screening process includes:

A. For Mentees:
1. A written application, which is reviewed by trained staff or volunteers.
2. Parent/guardian written permission.
3. A face-to-face interview between trained staff or volunteer with the youth and family is highly recommended.
4. An established criteria based on each chapter/program identified needs.
5. Mentee interest survey.
6. Agreement to complete mentee training and orientation and meet program expectations.

B. For Mentors:
1. A written application, which is reviewed by trained staff or volunteers.
2. A face-to-face interview with trained staff or volunteer is highly recommended.
3. Reference checks (personal and professional).
4. A background check which includes:
   i. State and FBI criminal history check by fingerprint.
   ii. Driving record check and proof of insurance for mentors who will transport youth.
   iii. Sex offender registry check.
5. Suitability criteria that relate to the needs of the identified mentee population and the program's mission statement and Omega Psi Phi's Social Action Mandates. This could include some or all of the following: personality profile, skill identification, gender,

age, language and racial requirements, level of education, career interest, motivation for volunteering and academic standing.
6. Agreement to complete training and orientation and meet program expectations.
7. Mentor and mentee applications and all relevant data are reviewed for eligibility and acceptance.

STANDARD 4: ORIENTATION AND TRAINING
The program provides each mentor, mentee, and parent/guardian of mentee orientation with training and support materials. Trained staff or volunteers conduct these sessions, which are held prior to the match.
  A. The program orientation for mentor, mentee, and parent/guardian clearly outlines the program and includes the following information:
1. Program overview.
2. Program description.
3. Description of mentor and mentee eligibility and time commitment.
4. Program benefits and rewards.
5. Program contacts
6. A parent involvement component with specified requirements for parents

  B. The program training, which takes place in one or multiple sessions lasting a minimum of two hours, with a recommendation of 6 hours, includes:
1. A summary of program policies.
2. Description of roles, responsibilities, and expectations.
3. Discussion regarding building a healthy mentoring relationship.
4. Information referral and support services (e.g., libraries, counseling, academic support, parks, etc.).
5. Age-appropriate activities for mentee skill development.
6. Cross-cultural and diversity awareness training, including cultural sensitivity and appreciation.
7. Provide shadowing opportunities for new mentors and mentees.
8. Positive Youth Development Principles
9. Child abuse reporting and recognition, including youth safety issues.
10. Crisis management and problem-solving resources.
11. Establishing appropriate expectations.
12. Guidelines regarding confidentiality, risk and liability management.
13. Communication skills.
14. Explanation of site rules, as applicable.

  C. Ongoing training sessions will be provided as necessary and when requested.

STANDARD 5: MENTOR SUPPORT, RECOGNITION AND RETENTION
The program supports mentoring relationships, recognizes volunteers, and has strategies for volunteer retention. These could include:
A. A kick-off event held on a regular basis (e.g., annually, seasonally)
B. Ongoing recognition, appreciation activities, and celebration.
C. Ongoing training and development.

D. Reflection on relevant issues.
E. Relevant and timely information dissemination.
F. Making mentors aware of volunteer opportunities for mentors and mentees, such as Make a Difference Day, Feeding the Homeless, Martin Luther King, Jr. Day of Service, etc.
G. Providing networking opportunities for mentors with appropriate resource organizations.
H. Includes a process to recognize mentees for their consistent participation and progress during the match that includes incentives such as scholarships.
I. Oracle, Chapter Newsletters, Facebook/Twitter/Insta-gram/Email Blasts, annual reports, and other correspondence with mentors, mentees, supporters, and funders to share program accomplishments.
J. Social gatherings for mentors/mentees.

STANDARD 6: PROGRAM EVALUATION

The program conducts an evaluation process, which includes both process and outcome evaluation.
A. The process evaluation determines the overall effectiveness of the program including tracking program activities from the beginning such as mentor and mentee recruitment, screening, orientation, matching, matching system, training, support, and mentor retention. Demographic information for mentors and mentees should be included.
B. Outcome evaluation measures changes in the program participants. Outcome measures for youth should relate to positive youth development and track specific alterable indicators such as school success, improvement in social skills, Life Skills and behaviors, etc.
C. Based on evaluation findings and community dynamics the program reflects and refines the program design and operation.
D. Evaluation findings are reported to key stakeholders within the program, parents/guardians and the community.
E. The evaluation is conducted in partnership with school systems for data collection, tracking and input.

STANDARD 7: ORGANIZATIONAL MANAGEMENT

The program has established organizational management practices that are consistent with Omega Psi Phi Fraternity's organizational structure, policies and procedures and needs of mentors and mentees, available community resources, staff and volunteer skill level, and ability to meet the Omega Mentoring Leadership Quality Program Standards. These practices include:
A. Paid or volunteer staff with appropriate skills to complete necessary program functions.
B. Written position descriptions for all mentoring coordinators and volunteers.
C. Composition of volunteers, and program participants that reflects the diversity of the community, as appropriate for program effectiveness.
D. Written procedures and a fund development plan that allows for diversified resources to support and sustain the program.
E. Written eligibility requirements for program participants.
F. Registration with Mentor: National Mentoring Partnership or other local, or state mentoring coalitions.
G. A comprehensive system for managing program information including finances, personnel records, program activity, mentor/mentee matches, and program evaluation.
H. A public relations and communications plan to educate the community, stakeholders, and other target markets about the need, impact and benefits of mentoring and the value of the mentoring program. This plan includes mentor recruitment.

I. Partnerships with schools for proper communication and collection of student data and information

J. Partnerships with other community based organizations that further the mission of the Omega Mentoring Program

K. Optional program curriculum to enhance and complement the mentoring experience such as Rites of Passage, Life skills Plus, Leadership Development, academic tutorial, Dr. Ronald McNair STEM Academy, etc.

L. Partnerships with local BBBS, Fatherhood, and Youth Leadership Programs

TK 9.0 Mentoring Module Objectives

Manhood – To share qualities of "Manhood" such as courage, determination, integrity, and nobility. The goal is to show young-men the true character of being a man among men.

a. What is Manhood
   b. The importance of learning about African American culture and its impact on Black Males.
   c. Finding the root of conflict and strategies on how to address it.
   d. Understanding family dynamics and how to analyze your family's current condition.
   e. Self-Awareness and Cultural Identity: What is your responsibility to your family, community, peers, and of all yourself?
   f. Finding mentors and resources outside of the family
   g. Understanding your Body: Health and hygiene
   h. Drug and Alcohol awareness

Scholarship – To explain the importance of having a quest for "Knowledge" and the impact it could have on your life. The goal is to encourage young men to embrace education and use their knowledge to become community role models.

a. Street knowledge vs. Academic knowledge and how to use both
   b. The importance of being well rounded student
   c. How to create a schedule to reduce procrastination
   d. Understanding the value of being proactive
   e. The importance of planning long term and short term goals
   f. Using your goals to inspire confidence and ambition
   g. Understanding the difference between having a job and a career
   h. How to research a career

Perseverance – To encourage young-men to be steadily persistent when facing adversity. The goal is to empower young-men to use the resources available to them in order to address obstacles that may impede them from accomplishing their goals.

a. The importance of planning for long term and short term goals
   b. Five year plan
   c. Developing a personal "Mission Statement"
   d. Using your goals to inspire confidence and ambition
   e. What is a leader and how to become one
   f. The science of being a responsible leader and how to hold people around you accountable.

Uplift – Teaching young-men the process or work of improving life; socially, intellectually, and morally
a. Understanding proper etiquette in public, school, and with your family

b. Dressing for success
c. Proper ways of addressing the opposite sex
d. Proper ways of addressing the same sex
e. How to dress for different events
f. How to be confident in unfamiliar surroundings

TK 10.0 Parental Expected Outcomes

The goal of the Parent Huddles is to introduce the participants to the best practices of parenting and discussing unique strategies to enhance the children academic performance. Parents have a goal for their child(ren) to perform well in school but some parents need additional assistance on how to turn their home into an educational center regardless of their economic status. The Parent Huddles are also a safe place where parents can discuss among themselves what is going on in their homes, discipline practices, and other strategies they use to address household issues.

Parents sometimes neglect themselves because they put so much effort into their children but this neglect can cause additional issues that could impact a child's academic performance. The Huddles also assist parents with interpersonal development which includes how to manage stress, anger, increase financial literacy, and strategies to have what most people refer to as "me time". This approach to increasing academic performance is a holistic model that includes all of the areas that impacts a child's academic performance and making the house hold the first line of support and positive reinforcement.

- Best practices for raising male children.

- The importance of a nutritious household diet

- Peer support

- Rewarding your efforts

- Budgeting and Planning your financial future

- How to take time for yourself

- How to manage anger and stress

- Turning your home into a productive learning environment

- Preparing your child for college

- How to communicate with teachers and school administrators

Parent Module Objectives

Understanding You

a. What is your parenting philosophy
b. What factors influenced your parenting style and what impact do they have on your children?
c. What are your cultural resources and how do you use them?
d. February 14th Black Love Day! (see: Black Love Day)

Finance Workshop

a. Ideas/techniques for helping children become financially savvy!
b. Cool tools to give yourself and your family a financial check up!
c. How gambling addictions work

Communicating With My Child(ren)

1. What are the issues
2. Role Play! Methods for interactive listening and talking
3. Methods for controlling your emotions when dialoguing with your child

Discipline vs. Behavior Modification

a. What are you currently doing and how to evaluate it
b. Where are you finding success?
c. Do you have a support team? If not, how to build a darn good one!
d. What are best practices?

Taking Care of Myself

a. How to eat VERY healthy on a slim budget!
b. Current research on laughter, smiling, and other positive notions!
c. How to achieve and maintain good mental health
d. Who need professional counseling? When do I know I/we need it?

Parental Etiquette and Brand

a. Role-play best practices of teaching our children to date creatively and safely!
b. How do you teach etiquette to your child/ren?
c. Fashion etiquette: what's useful and what is not
d. Do not be afraid to seek help or advice from a professional

Curriculum Assessments will include report cards, high school graduation, college enrollment, interviews from both participants and parents.

Middle School Objectives	Time Dedicated	Assessment Results/Questionnaire	Results, Outcomes
Understanding the Role of Mentees and mentors	00.00	00.00	00.00
You are a genius! The meaning of education and how to use it as part of my development into manhood.	00.00	00.00	00.00
My Teenage biological clock/ Hygiene, Cleanliness, and understanding my body	00.00	00.00	00.00
Problem solving; Bullies, gangs, and Drugs	00.00	00.00	00.00

	Time Dedicated	Assessment Results/Questionnaire	Results, Outcomes
Understanding my Brand as Man! Dressing and looking the part of success:	00.00	00.00	00.00
Responsibility with Technology: Pros and Cons of Social Media and Video games!	00.00	00.00	00.00
Financial Literacy for Middle School	00.00	00.00	00.00
Developing a life plan for high school and beyond	00.00	00.00	00.00
Parents and Mentors Session	00.00	00.00	00.00
Communicating with your Child or Mentee	00.00	00.00	00.00
Communicating with you Child's School and Teachers	00.00	00.00	00.00
How to turn your house into a university on a skim budget	00.00	00.00	00.00
Financial Literacy for adults	00.00	00.00	00.00
Disciplining and the Law	00.00	00.00	00.00
How to address stress and taking time out for yourself	00.00	00.00	00.00
Community resources and Support for families	00.00	00.00	00.00
Taking control of the technology in your house	00.00		
Total	**0,000.00**	**0,000.00**	**0,000.00**

High School Objectives	**Time Dedicated**	**Assessment Results/Questionnaire**	**Results, Outcomes**
Understanding the Role of Mentees and mentors at the high school level	00.00	00.00	00.00
College Preparation from day one in High School.	00.00	00.00	00.00
Taking Responsibility for may actions and my body	00.00	00.00	00.00
Problem solving for High School Students: Bullies, gangs, Drugs, and the law	00.00	00.00	00.00
Understanding my Brand as Man! Leaving the child behind and transitioning into Manhood.	00.00	00.00	00.00
Responsibility with Technology: Pros and Cons of Social Media and Video games!	00.00	00.00	00.00
Financial Literacy for High School Students	00.00	00.00	00.00
Developing a life plan for College and beyond	00.00	00.00	00.00
Parents and Mentors Session	00.00	00.00	00.00
Communicating with your High School Child or Mentee	00.00	00.00	00.00

Communicating with your Child's School and Teachers	00.00	00.00	00.00
How to turn your house into a College preparation laboratory on a skim budget	00.00	00.00	00.00
Financial Literacy for adults and preparing for the college finances: FAFSA, Savings and Scholarships.	00.00	00.00	00.00
Best Practices for disciplining High School Students and the Law	00.00	00.00	00.00
Stress Management	00.00	00.00	00.00
Community resources	00.00	00.00	00.00
Taking control of the technology in your house	00.00		
Total	0,000.00	0,000.00	0,000.00

Sample Calendar of Activities

January 2014– Meet with Current TOOMP Participants and parents to explain the new format.

February 2014–Workshop for Current TOOMP Members

March 2014–Workshop for Current TOOMP Members and Parents

April 2014 – Workshop for Current TOOMP Members and launch registration for August Conference

May 2014–Last Workshop for Current TOOMP members and Parents (Luncheon or Breakfast) Continue marketing conference

June–August 2014 - Market Conference

September20, 2014-Conference (50 – 100 attendees)

October 2014 – Preparing for Higher education and your Career; First workshop of the new Class: Parent Workshop: Turning you House into a University.
November 2014 – What is Manhood: Developing a Life Mission: Workshop

December 2014 – Civic Responsibility Workshop and Community Service Activity; Adopt a Block Cleaning: Parent Workshop-Communication is Key to working with your Child(ren)

January 2015 – Workshop: Personal Mission Presentations (Parents and Participants together: Holiday Event)

February 2014 – Workshop; Financial Literacy: Parent; (Starting the Year being Fiscally Responsible and Planning for College)

March 2015 – Workshop; Culture Awareness workshop: Black History is year around:

April 2015 – Workshop: Health Awareness: Understanding Your Body: Parent Workshop: A Nutritious Home Enhances Intelligence

May 2015 – Group Presentations: Qualities of a Leader

June 2015 – Luncheon June 21, 2013
July – August Market 2015

September 2015 2nd Annual Conference

TK 11.0 Subject Matter Experts:

Subject Matter Experts

Name	Expertise	Phone #	Email address	Comments
Robert Fairchild	Fatherhood and Mentoring programs Partnerships with other groups	703 899 0111	rfairchi@msn.com	How to organize Fatherhood and Mentoring Programs, Rallies and Conferences
Thabiti Boone	Fatherhood and Mentoring programs Liaison with White House	917-442-1906	thabitinyc@aol.com	How to organize Fatherhood and Mentoring Programs

Earl Wilson	Fatherhood and Mentoring programs	404-219-6624	undenied16@aol.com	How to organize Fatherhood and Mentoring Programs And Rallies
Melvin Williams	Grants & finance sources Fatherhood Programs	919-602-0764	proudfathersinc@gmail.com	501c3.Grants writing How to manage a certified Fatherhood program
. Alan Bannister	Grants & finance sources	419-392-0300 (c) 419-245-1041 (w)	albannister72@hotmail.com	How to get grants approved
Oliver Williams.	Fatherhood Programs/ Mentoring programs	901-359-4066	oliver@hc-grace.org	How to manage a certified Fatherhood program
Ricky Lewis	Youth Leadership &Programs	213-841-5151	rickylewis@earthlink.net	How to organize large youth conferences
Omar Montgomery	Data Collection	323-632-6973	omarmontgomery@ucdenver.edu	How to collect Date for Funding purposes
Mateen Diop	Data Collection Partnership with schools	210-273-5133	mateen@drmateendiop.com	How to develop a partnership with schools
B. Bell	Data input & systems	770-434-5017 x2227	bbell@iss2.com	IHQ data & systems expert
George D. Taylor, Ed.D.	Marketing & Public Relations	626-616-3266	geodtaylor@sbcglobal.net	Communication with the community and members in the Fraternity

TK 12.0 APPENDIX.

12.1 Logic Model, the theory:

A logic model (also known as a logical framework, theory of change, or program matrix) is a tool used by funders, managers, and evaluators of programs to evaluate the effectiveness of a program. Logic models are usually a graphical depiction of the logical relationships between the resources, activities, outputs and outcomes of a program. While there are many ways in which logic models can be presented, the underlying purpose of constructing a logic model is to assess the "if-then" (causal) relationships between the elements of the program; if the resources are available for a program, then the activities can be implemented, if the activities are implemented successfully then certain outputs and outcomes can be expected. Logic models are most often used in the evaluation stage of a program, they can however be used during planning and implementation.

A logic model presents a picture of how your effort or initiative is supposed to work. It explains why your strategy is a good solution to the problem at hand. Effective logic models make an explicit, often visual, statement of the activities that will bring about change and the results you expect to see for the community and its people. A logic model keeps participants in the effort moving in the same direction by providing a common language and point of reference.

More than an observer's tool, logic models become part of the work itself. They energize and rally support for an initiative by declaring precisely what you're trying to accomplish and how.

12.2 Example of Curriculum for Fathers of Youth Program Participants:

12.3 Example of how to use LOGIC MODEL for Program Evaluation
INSTRUCTIONS: To create a logic model for a program or project, first enter the name of the program or project in the blank on the first line of the logic model worksheet. Using the File, Save As commands in Word, save the logic model worksheet as a new file. Rename the new file with a name that reflects the name of your project/program. To complete the logic model, place the cursor within each of the boxes of the logic model worksheet (i.e., SITUATION, PRIORITIES, INPUTS, OUTPUTS, OUTCOMES, ASSUMPTIONS AND EXTERNAL FACTORS) and enter the appropriate information about your program/project in each box. If the information you enter causes the worksheet to exceed one page in length, the logic model will automatically wrap over onto the next sheet.

SITUATION: Research, U. S. Census Data and other sources show:
- a STRONG correlation between a father's absence from home, family stability, and a healthy community:
- 33% of American children (66% of AA Children) live apart from biological father;
- 71% of HS dropouts are from fatherless homes;
- Girls without a father in the home are at-risk of teenage pregnancy, unhealthy relationships and low self-esteem;
- Children in father-absent homes are five times more likely to live in poverty;
- 66% are more likely to engage in illicit drug use;
- become teenage parents; engage in criminal behavior; participate in gang activity; be victims of child abuse; and,
- experience educational, health, emotional and behavioral problems
- 50% Black Men who don't go to college become non-custodial fathers.

PRIORITY (Example): The Zeta Tau Foundation, Inc., in conjunction with other community-based nonprofit organizations will undertake to enhance, educate and engage fathers of teenage participants in programs, services and activities to close the gap of father absenteeism in the lives of their children.

Curriculum for Fathers of Youth Program

S No	Inputs	Outputs		Outcomes		
		Activities	Participants	Short	Medium	Long
1	**Values:** Refers to the regard to which something is held; strongly held beliefs, perceptions, attitudes and behaviors.	List 25 values	Fathers of Youth/Mentees	Clarity what one really cares about in family relations and in life.	Begin to establish a pattern of behavior toward family and child that is consistence with the ideal definition of fatherhood.	To behave in a manner toward my child that is consistent with values determined to be congruent with a healthy family life system.
		Select 5 most important values	Fathers of Youth/Mentees			
		Rank order these 5 values from highest to lowest	Fathers of Youth/Mentees			
2	**Communication Pattern:** Refers to the ability to effectively transmit and receive a message.	**Participants** will engage in verbal and nonverbal role playing and problem solving exercises to better understand their ability to effectively communicate within the family structure.	Fathers of Youth/Mentees	Reduction in conflict	Establish new pattern of communication	Repectable behavior towards children and family
3	**Establishing Family Norms**	Participants will engage in a guided discussion of "What is important to my child, my family and me?" They will be asked to apply knowledge gained in the previous modules to complete the tasks associated with this module.	Fathers of Youth/Mentees	Better understanding of family needs	Establish pattern of behavior within the family	Consistent behavior congruent with healthy family lifestyle
4	**Legal Aspects of Fatherhood**	Better understanding of legal principles affecting family law	Fathers of Youth/Mentees	Better understanding of legal principles affecting family law	Behavior consistent with legal requirements	Established pattern of behavior congruent with healthy family lifestyle
5	**Financial Aspects of Fatherhood and Family**	Planning and implementing initiatives that assist fathers in finding jobs	Fathers of Youth/Mentees	Better understanding of role of father within the family	Established behavior consistent with expectations of a father	Consistent behavior congruent with a healthy family lifestyle
6	**What's New!**	Open discussion	Fathers of Youth/Mentees	Self awareness	Behavior consistent with fatherly expectation	Consistent behavior congruent with a healthy family lifestyle

Assumptions: **External Factors**

12.4 Example of the Application of Logic Model to Family Development Initiative Program

Family Development Initiative: A Logic Model

Inputs

NPCL Fatherhood Development & Motherhood Curriculums

Rites of Passage Curriculum

Dedicated Staff

Staff training & Professional Development

Staff time

Funding Support

Research

Technology

Partnerships

Volunteers

Materials

Equipment

Outputs

Activities

System of Care Approach for Parents:

Fatherhood & Motherhood Peer Support Groups
Intensive Case Management
Legal Assistance
Housing
Physical & Mental Health
Recreation
Child Support
Access & Visitation
Healthy Relationship & Marriage Education
Home-based Services
Parental Cooperation
Rites of Passage Sessions

Employment
Job Training
Job Placement
Adult Basic Education
Financial Literacy

GED
Educational Enhancement
EITC

Participation

intakes & assessments
fatherhood development classes
support groups (Peer)
fathers served
mothers served
parenting education classes
couples relationship & marriage education classes
father/child events
parenting education classes
co-parenting classes

Job training classes (soft skills & hard skills)
GED or ABE participants
Workforce referrals

Outcomes

Short

Increased knowledge of the role of fathers & mothers in early child development. Increased knowledge of what is good parenting.

Increased knowledge of healthy relationships & marriage.
Understands the importance of parental cooperation (co-parenting) in child development

Father spends quality time with child (residential or non-residential)
Understands the importance of managing anger & relationships

Personal development milestones achieved
GED, H.S. Diploma Or other educational degree attained
Upgraded labor market skills

Medium

Increased relationship satisfaction
Responsible parenting
Intimately engaged in child's life

Anger management under control
Improved parental relationships
Co-parenting agreement

Regular visits with child
Reads and talks to children on a regular basis
No family or community violence

Financial stability
Regular payment of child support
Self sufficient
Arrears managed

Long

Educational
Increase in GPA
Increase in achievement test scores
Improved school readiness
Increased class attendance
Improved self-regulation

Behavioral
Social & Emotional Competence
Decrease in oppositional behavior

Assumptions: Responsible parenting is a community concern and agencies that serve impoverished communities are well aware of the importance of good parenting skills and strong positive relationships between parents, mothers and fathers, and are prepared to partner to enhance the skills and knowledge, and change the attitudes and behaviors of parents.

External Factors: Nonresident father; father figure; low demand for low-skilled and semi-skilled participants in the labor market; high child support arrearages; returning citizens; spatial mismatches; health issues....

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12.5 Omega Mentoring Leadership Academy Program Homework Tracking Form

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Omega Mentoring Leadership Academy Program
Homework tracking form

Directions: This form is to be used by the classroom teacher and mentor to share information about an individual student's weekly homework assignments and study habits. For each homework assignment, the teacher fills out the information in column one and gives the form to the mentor. After assisting the student, the mentor fills out the information in column two and returns the form to the teacher. We are aiming for a 95% homework completion and satisfaction goal.

Today's Date:	
Student's Name:	
Teacher's Name:	
Mentor's Name:	
Completed by teacher.	**Completed by mentor.**
The homework for the week is:	This student: ❑ Completed the homework easily and independently. ❑ Had difficulty understanding what was asked in the homework. ❑ Had difficulty completing the homework. ❑ Had difficulty focusing on the assignment.
Please pay special attention to:	This student required: ❑ No help with the assignment. ❑ A little help. ❑ Occasional help. ❑ A great deal of help. ❑ See comments on back.
This homework should take _____ minutes to complete.	The homework took _____ minutes to complete.

Omega Mentoring Leadership Academy
Parent Survey (cont.)

14- Does your child complete more homework assignments since participating in the mentoring program?

      YES   NO

15- Would you recommend the mentoring program to other parents?

      YES   NO

16- Have you participated in an orientation and received an Omega Mentoring Leadership Program Parent Handbook?

      YES   NO

17- Do you believe every school/community needs a mentoring program?

      YES   NO

18- Has your child participated in a mentoring program before?

      YES   NO

19- What suggestions would you have for future program improvements to better meet your and your child(ren)'s needs?

_____

_____

_____

_____

_____

Omega Mentoring Leadership Academy Program Teacher survey

This survey is administered at the end of the school year. This survey asks school-day teachers to report whether "regular participants" those students participating in at least 36 hours of mentoring whether academic related behavior improved or did not improve in certain areas. *Teacher selection:* For every student we have identified as a regular participants (**36 hours or more during the year**), we ask that you complete the teacher survey for each student. There should be one teacher survey filled out for every student identified as a regular attendee. This will allow us to better monitor our progress and interactions with students or lack thereof and address accordingly. We are here to support you in your efforts to educate and empower our children to learn, by providing the necessary quality mentoring intervention needed. Thank you for your time!

Student Name: _____ Grade: _____ Subject: _____ School Year: _____

Change in Academic Behavior	To be completed for regular participants				
	Slight	Moderate	Significant	Declined	Never an issue
Improved in turning in his/her homework on time					
Improved in completing homework to your satisfaction					
Improved in participating in class					
Improved in motivation and attitude towards school					
Improved in attending class regularly					
Improved in being attentive in class					
Improved in behavior in class					
Improved in having classroom academic performance that was satisfactory or better					
Improved in coming to school ready and prepared to learn					
Improved in getting along well with other students					
Improved in getting along with teachers/staff					

THE FATHER ABSENCE CRISIS IN AMERICA

There is a crisis in America. According to the U.S. Census Bureau, 19.7 million children, more than 1 in 4, live without a father in the home. Consequently, there is a "father factor" in nearly all of the societal ills facing America today. Research shows when a child is raised in a father-absent home, he or she is affected in the following ways...

Source: 2017. U.S. Census Bureau. Data represent children living without a biological, step, or adoptive father.

POVERTY
4X GREATER RISK OF POVERTY

TEEN PREGNANCY
7X MORE LIKELY TO BECOME PREGNANT AS A TEEN

BEHAVIORAL PROBLEMS
MORE LIKELY TO HAVE BEHAVIORAL PROBLEMS

CHILD ABUSE
MORE LIKELY TO FACE ABUSE AND NEGLECT

MOM-CHILD HEALTH
2X GREATER RISK OF INFANT MORTALITY

SUBSTANCE ABUSE
MORE LIKELY TO ABUSE DRUGS AND ALCOHOL

INCARCERATION
MORE LIKELY TO GO TO PRISON

CHILD OBESITY
2X MORE LIKELY TO SUFFER OBESITY

CRIME
MORE LIKELY TO COMMIT CRIME

EDUCATION
2X MORE LIKELY TO DROP OUT OF HIGH SCHOOL

19.7
MILLION CHILDREN WITHOUT THEIR FATHER AT HOME

National Fatherhood Initiative®

Visit http://bit.ly/fatherfacts7
for more facts on father absence