

The Dominic Fuentes Project



The County of San Bernardino
Preschool Services Department
Fatherhood Engagement Program

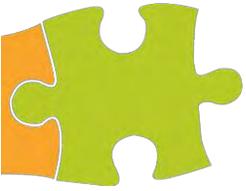


Table of Contents

Dedication	<u>3</u>
Purpose	<u>4</u>
Editor's Message	<u>6</u>
Program Design	<u>8</u>
<u>Appendix / Toolkit</u>	
Staff and Parent Resources	<u>17</u>
Father-Child Activities	<u>21</u>
Agenda Templates	<u>29</u>
Recruitment Flyer Template	<u>33</u>
Family Partnership Agreement Sample	<u>34</u>
Contact Sheet	<u>35</u>
Evaluation Form	<u>36</u>
School to Home Activities Form	<u>37</u>
Powerpoint Sample	<u>39</u>
Human Services Release of Liability Form	<u>46</u>
Thank you	<u>Back Cover</u>





Dedication

PSD embarked upon the pilot project of the Fatherhood Engagement Program at the Del Rosa Head Start site in San Bernardino on March 22, 2013. The meeting was facilitated by an unassuming site volunteer and father, David Fuentes. Mr. Fuentes, albeit reserved, had a passion for his strength: fatherhood. Mr. Fuentes is a father to 5 children. He also coaches a little league baseball team. Mr. Fuentes is very involved with his extended family (i.e. nieces and nephews) as he is aware of the impact a positive male figure has on the life of a child.

The most fascinating and touching aspect of David Fuentes' story is that 10 months prior to the first meeting of the pilot project, David lost his 6 year old son Dominic to cancer. David's endurance and perseverance was driven by his desire for his son's life to be a legacy and to be greater than the hurt that existed as a result of his passing. David's love, dedication, and involvement with all of his children, but specifically his son Dominic during the 6 years of his life should be an example to all fathers of how to devote yourself to your children. Each day that a parent spends with their child is precious and the responsibility of parenting, including educating your child, should not be taken lightly.

The day of the first meeting for the pilot program would have been Dominic's 7th birthday. Little Dominic's life was far too short, but PSD's Fatherhood Engagement Program is dedicated to him and our desire is that the legacy of the relationship between him and his father will impact families for many years.

Dominic Elonzo Fuentes (AKA Ninis)
3/22/2006 – 5/23/2012





Purpose

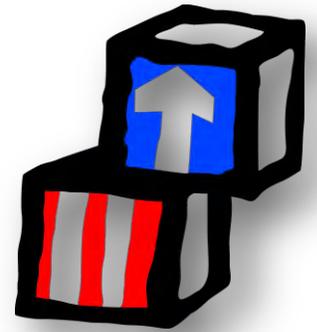
The purpose of this document is to provide the Preschool Services Department staff with guidance to implement effective site level engagement of fathers and father figures. As a program funded by the Office of Head Start, the County of San Bernardino Preschool Services Department (PSD) is not only encouraged to engage fathers, the department staff are required to engage fathers and father figures in an effort to positively impact the education of their children:

The Head Start Act

Section 641(d)(2)(J)

(vii) to extend outreach to fathers (including father figures), in appropriate cases, in order to strengthen the role of those fathers in families, in the education of young children, and in the Head Start program, by working directly with the fathers through activities such as—

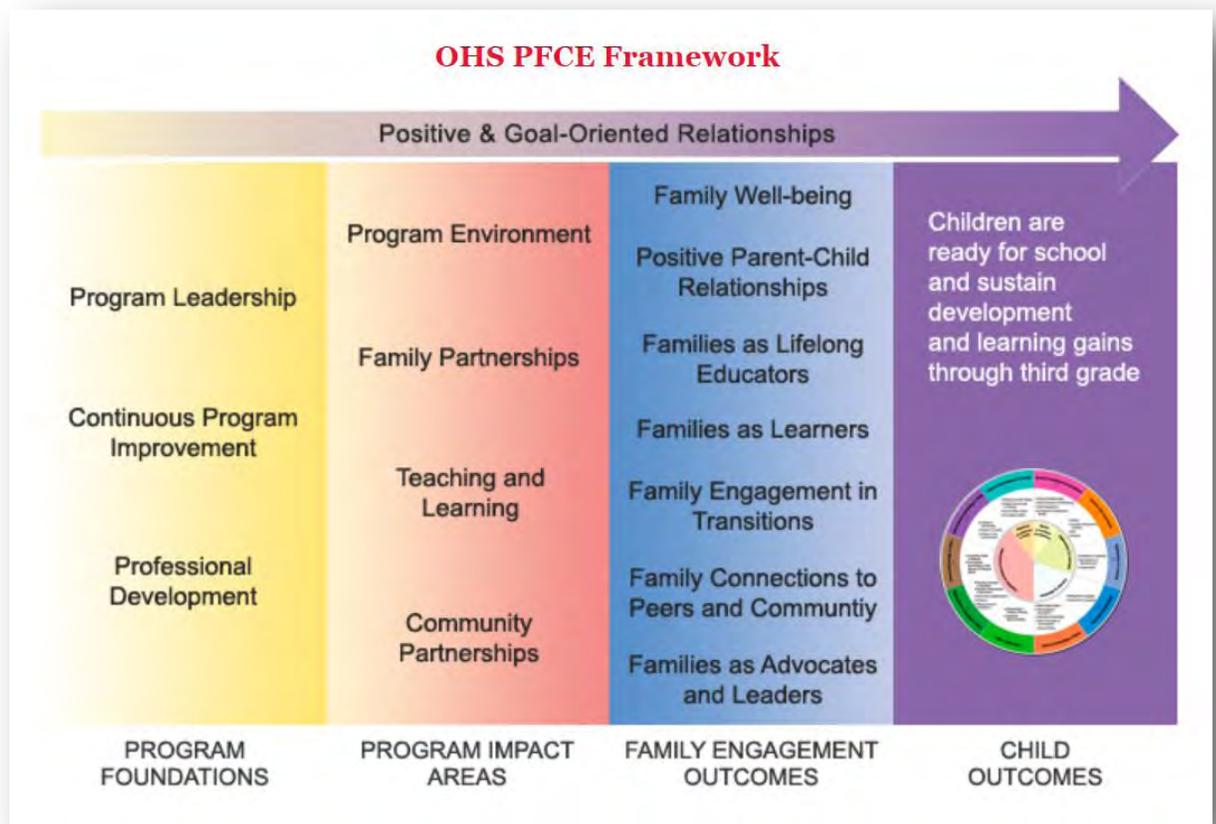
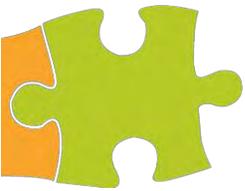
- (I) in appropriate cases, including the fathers in home visits and providing opportunities for direct father-child interactions; and
- (II) targeting increased male participation in the conduct of the program



The PSD Fatherhood Engagement Program aims to impact the culture of each PSD site to be naturally supportive of fathers and their involvement in their child's education. It has been substantiated by the input of many fathers of Head Start children that educational institutions treat the fathers as a secondary caregiver. Numerous fathers have expressed the experience of the mother being addressed in education meetings as if the father is not present in the very same meeting. The Fatherhood Engagement Program will assist staff in countering those negative experiences with more supportive environments for fathers.

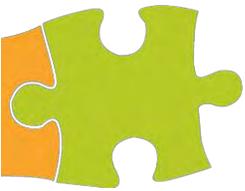
Utilizing the guidance of the Office of Head Start's Parent, Family, and Community Engagement Framework, PSD's Father Engagement Program effectively promotes school readiness by strengthening the parent-child relationship. The program's father engagement activities are to be systematically implemented at all PSD sites, building upon the agency's established family engagement program integrated across all program impact areas. As the family engagement outcomes are achieved by the Fatherhood Engagement Program, the result is children who are healthy and ready for school.





PSD incorporates parent engagement into professional development by evaluating program staff on their customer service when engaging parents. Program Generalists are also evaluated by the effectiveness in assisting the parents in reaching their goals to better support their children. All staff are to participate in the fatherhood engagement process by (at a minimum) creating an environment where fathers are welcomed and well-informed about their child's progress in school as well as the resources that are available to their family. The fathers will learn how to participate and even create activities with their children that promote brain development. The Fatherhood Engagement Program aims to prepare fathers for meaningful impact on the education of their children. Program staff will assist the fathers in identifying goals related to an increase in parental involvement. Steps will be identified to achieving goals and a timeline will be established in order to monitor the goals that have been set. During meetings with the child's teacher, the teacher will discuss the goals that the father has established to support school readiness. Assistance will be offered by both the teacher and the program generalist to support the parent in achieve their goal for their family and their child. With goal oriented parent-child relationships as a foundation, school readiness is easily achievable and the benefits will extend far beyond kindergarten.





San Bernardino Countywide Vision

The Fatherhood Engagement Program will also assist PSD in achieving the Cradle to Career regional goal of the San Bernardino Countywide Vision. Some of the action steps of this regional goal will be achieved as follows:

- **Educating the public on the broad impacts of students dropping out of school and the benefits of completing high school and advancing to post-secondary education**

The Fatherhood Engagement Program will educate fathers on their direct impact on student dropout rates and will foster a mentality of parent advocacy in preparation of kindergarten to continue throughout high school. Fathers will also learn that post-secondary education is necessary in ending the cycle of poverty.

- **Engaging parents and the community as partners in efforts to improve students throughout their educational careers**



The Fatherhood Engagement Program will provide a guide for staff to effectively engage fathers while linking the fathers to available community resources enabling the fathers to better support their child during their educational careers. The program also builds a network of dedicated fathers with a like goal of ensuring education success for their children.

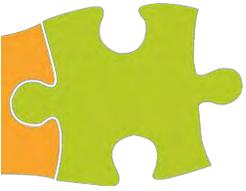
- **Providing adult intervention, tutoring and mentorship to students**

Fathers will learn that they are their child's first teacher and advocate. As a result, they must spend time with their child in order to support their child's learning. Fathers will learn how to access resources in the community if additional support is needed.

- **Addressing the social and economic needs of families that impact educational success**

Fathers will be engaged by program staff and encouraged to set goals and establish Family Partnership Agreements that will assist their family in achieving social and economic success. All barriers that hinder the child's progress in achieving





success in school will be addressed by program staff by providing referrals to community services in order to remove the barriers.

- **Setting higher goals for educational and career achievement in the community**

Goals established by the Family Partnership Agreement will be high, yet realistic in order for the parents to build upon successes. The concept of having a desire for the children to be better than themselves will be shared with the fathers as they are encouraged to set high, yet realistic expectations for their children.

The Fatherhood Engagement Program adds additional quality to an already thriving Head Start program. The staff of PSD care about the work that they do and most have a passion for providing quality service to our clients. This program is an additional tool that compliments the existing services, thereby improving upon the quality of the service.





Editor's Message

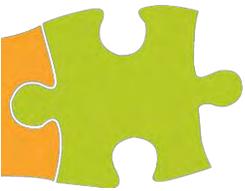
It is with great pride that I present the Dominic Fuentes Project: PSD Fatherhood Engagement Program. From the time that I arrived to the Preschool Services Department in 2009, I was encouraged to contribute to the development of a program to engage our Head Start fathers. I've spent the last 4 years trying to learn and understand the essence of the Head Start program as well as the Preschool Services Department. In doing so, I have gained a solid understanding of the correlation between child educational success and parent involvement. Studies of our program have helped my approach to education with my own children as I am fortunate enough to be able to receive feedback from teaching staff and support staff about how involved parents impact their child's education.

As a result of my own personal experiences, I've made a conscious choice to be extremely active in all areas of the lives of my children. Good, bad or indifferent, they don't have a choice! I believe that my children will be better as a result of my commitment to them. I have a strong desire to share that commitment with other men. It is an awesome feeling to walk into a PSD site and have all of the children change their demeanor. Some become shy, but most are eager to engage me. I wondered about this, but was quickly informed by the staff "they love it when the men come around". "Wow", I always think. What power and influence men have on the children. It is disappointing to me that many fathers squander the power and obligation they have to properly support their children. In that same regard, I applaud men that do recognize that they have received a gift in their children and as a result, much will be required to support that child.

Dedicated fathers have good intentions, but sometimes we aren't given clear direction in the best way to support our children. My hope is that the Fatherhood Engagement Program can bridge the gap between dedicated fathers and the knowledge they need to successfully support their child's education.

Phalos Haire, MA
Program Manager
County of San Bernardino
Preschool Services Department





Program Design

The PSD Fatherhood Engagement Program is an agency wide program that encompasses all of the specific activities PSD engages in to support father and father figure involvement in the educational success of their children. The specific activities of the program can be classified within two broad categories: Father-Friendly culture and Fatherhood Engagement Workshops.

A Father-Friendly Culture

All staff are to be welcoming and supportive of males that the child and/or parent view as a father figure to the child. The pilot project welcomed any male that the child and/or parent viewed as a father figure. Among the attendees of the first group was a 14 year old uncle as well as a 60 year grandfather. A popular acronym that was used to describe the limitations (or lack thereof) on relationships with the enrolled child was F.U.D.G.E. (Friends, Uncles, Dads, Granddads, and Etc.). All father figures were invited to the pilot project. Many of the fathers shared negative experiences that they had in elementary schools and early child education centers. Many felt “invisible” when visiting the school. One father said that he received detailed reports from his wife when she picked up their child, but when he picked up the child, the teacher’s conversation with him was very brief. Another father shared that when he went to the site with his girlfriend to meet with his child’s teacher, the teacher only talked to the girlfriend, as if he was not there. During the fatherhood workshops, the fathers will learn how to advocate for their children and ask the teacher questions. However, in a father friendly culture we should provide our fathers with the opportunity to know about what their child is learning by being forthcoming with information.



Site Supervisors are to greet the fathers with a warm welcome when they visit the site. Fathers are to feel welcomed at the site. If available, posters encouraging father participation should be posted on site walls in conspicuous locations. Site supervisors should partner with Program Generalists to coordinate fatherhood engagement events and workshops. Fathers should be encouraged to participate in the parent committees, policy council, the apprenticeship, and various parent trainings offered at the site.





Program Supervisors are to ensure that Program Generalists are engaging fathers on a continuous basis. Program Supervisors are to monitor the success of the fatherhood engagement workshops and work with Program Generalists to remove any barriers to the workshops' success.

Program Generalists are to coordinate quarterly fatherhood workshops, by recruiting fathers and other males in the community to attend the meetings. Program generalists are to identify male leaders either at the site or within the community to facilitate fatherhood workshops. Program Generalists are to support

the workshops by addressing any logistical needs of the workshops (i.e. printing, assisting with agenda setting, contacting parents, etc.).

Teachers and Teacher Aides are to welcome fathers at the site. Fathers should be encouraged to participate in home visits, parent conferences, and site events. If the father is present at meetings, staff are to include the father in the discussions and spend equal amount of time addressing both parents. Fathers should be included in Family Partnership Agreement discussions and follow-up. Teaching staff should also encourage fathers to participate in the quarterly workshops.

Maintenance workers, Center Clerks, Custodians, and Food Service Workers often have many opportunities to interact with the fathers. All staff should take ownership of their contribution to the father-friendly environment. Fathers should be made to feel welcomed by every PSD staff they encounter. Smile at the dads and take the opportunity to inform them of site events whenever possible.

Quarterly Fatherhood Engagement Workshops

Each quarter, the Program Generalist, in partnership with the Site Supervisors, are to coordinate a fatherhood workshop. The quarterly workshops are to provide an opportunity for fathers and father figures to learn about being their child's advocate, have the opportunity to network with other fathers with similar goals for their children, and to provide the fathers with activities to strengthen the parent-child relationship.





Although the initial workshop can be guided by the staff, the workshops are to be parent-driven, allowing for the parents to provide input on workshop topics and activities. To promote continuity at all PSD sites, program materials will be uniformed utilizing templates that can be found in the appendix section of this document. PSD staff should attend all meetings in order to document in-kind contributions made by the parents, provide support to workshop attendees and to ensure that material and subject matter is appropriate.

Although a uniformed look is desired for the fatherhood engagement workshops, each site should customize their workshops to compliment the needs of their fathers. The meetings times should be set at the most suitable time for the most fathers and the activities should be decided upon by the fathers. Each group will be different. Some groups will have more vocal parents and some will have less vocal parents. Some groups will have parents that have limited English speaking ability. Some groups will be large and some will be small. Whatever the dynamics may be, it is okay! The staff and parents will adapt to the circumstances and make the best of the situation. Staff are to model the ability to adapt to the parents in order to encourage flexibility.

To further the goal of school readiness, the homework assigned in between workshops adds a literacy component. Each father will be tasked to take their child to the library and read a specific book related to the activity and/or season. Staff are encouraged to assist parents in setting FPA goals related to the literacy activity. Home visits are a great opportunity to check-in with the parents and provide follow up regarding their literacy goals.



Staff should provide resources and potential guest speakers from the community in order to meet the needs of the group.

If there are other sites in close proximity, it is encouraged for the sites to coordinate the workshops in partnership in order to maximize resources. Delegate and Contract Partner agencies in close proximity to PSD sites should coordinate fatherhood engagement workshops with grantee sites as necessary.





Quarterly workshop meeting dates are to coincide with the seasons as much as possible in order to gear workshop activities towards the respective seasons. This will create an additional learning opportunity for children and allow for additional dialogue with the parent about the season and the related activity.

Quarterly workshops are to be evaluated at the end of each meeting in order to gain insight as well as to determine if the workshops are meeting the participant's needs.

Workshop Format

The first meeting is held without the children as the men are establishing group format, rules, expectations, and initial rapport. The first meeting is a critical meeting as the participants are getting a feel for the group dynamics and deciding if they will continue to participate. The children may be a distraction during this initial process and therefore are discouraged during this first workshop.

Workshop #1 (Children Not Present):

- Greeting
 - All group members introduce themselves and provide some brief information about their children.
- Explanation of the purpose of the workshops
 - PSD staff explains why the workshops exist and what the agency hopes to accomplish by having the groups. Feel free to use the language from the purpose section of the document.
- Sharing/rapport building
 - Have the group talk about why they decided to attend the workshop and what they expect to get in return.
- Material review/video
 - Utilize the resource section of this document in addition to other resources to provide materials and/or a video to review.
- Discussion about material/video
 - Discuss material and/or video relative to parenting and specifically the father's impact as a parent.
- Planning/expectations for next workshop
 - Discuss what group members would like to see in future workshops and staff may want to create a task list for gathering items for future activities.





- Each father is tasked to take their child to the library and obtain a library card prior to the next meeting, if they do not already possess a library card.
- Evaluation
 - Encourage the parents to complete an evaluation of the workshop in order to determine what successes can be repeated as well as address in areas that may need improvement prior to the next meeting.

NOTE: As the budget permits, staff are encouraged to provide light refreshments for fatherhood engagement workshops.

Workshop #2 – 4 (Children Present):

- Greeting
 - New and returning group members introduce themselves and their children.
 - Allow children to make a contribution if they are comfortable enough to do so.
- Sharing/Rapport Building
 - Have the new members talk about why they decided to attend the workshop and what they expect to get in return.
 - Point out similarities between new members' reasons for attending and what existing members have stated previously.
- Material Review/Video
 - Utilize the resource section of this document in addition to other resources to provide materials and/or a video to review.
- Discussion about material/video
 - Briefly discuss material and/or video relative to parenting and specifically the father's impact as a parent.
- Activity with Children
 - Select one of the activities from the appendix section of this document or choose an activity proposed by the group.
 - Fathers are to be reminded during the activity time that the project is not what is important, the process is important. Although their project might not turn out that well, however, the time that they are spending teaching their children is what is valuable.
- Planning for Next Workshop
 - Discuss what group members would like to see in future workshops and staff may want to create a task list for gathering items for future activities.
- Evaluation





- o Encourage the parents to complete an evaluation of the workshop in order to determine what successes can be repeated as well as address in areas that may need improvement prior to the next meeting.

Staff are to ensure that all parents complete the contact sheet (see appendix) with email address in order to ensure that parents receive correspondence for future workshops and other relevant information.

Strengthen Countywide Fatherhood Engagement

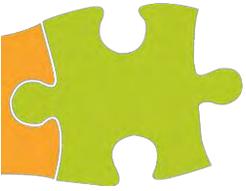
PSD will make all efforts to strengthen countywide fatherhood engagement initiatives. PSD has and will continue to be very active in all efforts to increase the participation of fathers in the lives of their children in San Bernardino County. PSD staff will support projects, attend events, and promote events that would benefit PSD fathers and fathers in the community at large. PSD supports projects led by county agencies, city agencies and community based organizations.



Two of the more notable father focused events that PSD participated in this year are the annual Fatherhood Involvement Breakfast and the First Fathers conference.

In partnership with the Department of Children and Family (CFS) Services and First 5 San Bernardino, PSD invited male caregivers of foster children as well as other enrolled fathers to an



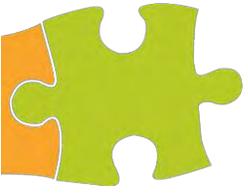


appreciation breakfast in honor of their dedication.

PSD's participation in the First Fathers conference afforded the department the opportunity to contribute toward the planning of a countywide fatherhood engagement movement. Sponsored by Catholic Charities and coordinated by First Fathers, a community based organization with the goal of providing young fathers with the necessary resources as well as the skill sets required to be successful parents, the conference was attended by important stakeholders such as the San Bernardino City Unified School District, CFS, and a host of community based organizations.

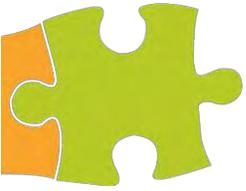
All programs and projects that demonstrate a positive support for father involvement will be supported by the Preschool Services Department.





Appendix / Toolkit Section





Staff and Parent Resources

Video Resources

Did You Know? Video: <http://www.youtube.com/watch?v=cL9Wu2kWwSY>

- Thought provoking video about the progression of information technology.

Office of Head Start Building Blocks for Fatherhood Involvement Videos:

1. Clip #1:
<http://eclkc.ohs.acf.hhs.gov/hslc/hs/resources/video/Video%20Presentations/AppreciatingHow.htm>
2. Clip #2:
<http://eclkc.ohs.acf.hhs.gov/hslc/hs/resources/video/Video%20Presentations/BuildingBlockst.htm>
3. Clip #3:
<http://eclkc.ohs.acf.hhs.gov/hslc/hs/resources/video/Video%20Presentations/BuildBlockstoFa.htm>
4. Clip #4:
<http://eclkc.ohs.acf.hhs.gov/hslc/hs/resources/video/Video%20Presentations/BuildBloctoFath.htm>
5. Clip #5:
<http://eclkc.ohs.acf.hhs.gov/hslc/hs/resources/video/Video%20Presentations/BuildBlocktoFa.htm>

Office of Head Start Video Library:

<http://eclkc.ohs.acf.hhs.gov/hslc/hs/resources/video/Video%20Presentations>

President Barack Obama Video: Promoting Responsible Fatherhood

<http://www.youtube.com/watch?v=eRJBkoq1DXs>

Today Show special on Fatherhood Involvement:

<http://www.youtube.com/watch?v=kL9UBVG5eHc>

Internet Resources

Office of Head Start Building Blocks for Fatherhood Involvement Documents:

1. Building Block #1: Appreciating How Fathers Give Children a Head Start
http://eclkc.ohs.acf.hhs.gov/hslc/hs/resources/video/Video%20Presentations/building_blocks1.pdf





2. Building Block #2: First Thoughts on Getting Fathers Involved in Head Start
http://eclkc.ohs.acf.hhs.gov/hslc/hs/resources/video/Video%20Presentations/building_blocks2.pdf
3. Building Block #3: Building a Foundation to Work with Fathers
http://eclkc.ohs.acf.hhs.gov/hslc/hs/resources/video/Video%20Presentations/building_blocks3.pdf
4. Building Block #4: Planning for Success
http://eclkc.ohs.acf.hhs.gov/hslc/hs/resources/video/Video%20Presentations/building_blocks4.pdf
5. Building Block #5: Bringing a Fatherhood Plan to Life
http://eclkc.ohs.acf.hhs.gov/hslc/hs/resources/video/Video%20Presentations/building_blocks5.pdf

National Responsible Fatherhood Clearinghouse – Online clearinghouse of activities, programs, and resources for dads: www.fatherhood.gov

The Importance of Fathers in the Healthy Development of Children - ACF Office of Child Abuse and Neglect:
<https://www.childwelfare.gov/pubs/usermanuals/fatherhood/fatherhood.pdf>

National Fatherhood Initiative: online resource providing publications that may be useful to group facilitators during workshops: www.fatherhood.org

Storybird.com – Online books for preschool children:
<http://storybird.com/categories/ages/preschool/>

Doctor Mad Science – “Cool and Easy” Science Experiments for Children:
<http://www.doctormadscience.com/>

Parents as Teachers Fatherhood Toolkit – online resource of publications to assist staff and parents to understand significance of father involvement. Website provide links to many items that may be utilized by a group facilitator for workshops:
<http://www.parentsasteachers.org/resources/promoting-responsible-fatherhood/fatherhood-toolkit>

Academic Performance Index (API) Scores – Resource for fathers of children that are transitioning into kindergarten. The API reports measure the academic performance and growth of schools on a variety of academic measures:
<http://api.cde.ca.gov/reports/page2.asp?subject=API&level=County&submit1=submit>





Local San Bernardino County Resources

Preschool Services Department: www.sbcounty.gov/psd

First Fathers, Inc.: www.firstfathers.org

Description of services according to provider –

The goal of the parenting classes are to provide young fathers and young parents in general the necessary resources as well as the skill sets required to be successful parents. Job assistance and education assistance is also offered.

Services are offered on-site countywide.

Office: 323.989.4504

Making a Difference Association:

<http://www.icarol.info/ResourceView2.aspx?First=1&country=United States&sp=CA&county=San Bernardino&city=-1 &org=2286&agencynum=7427283>

Description of services according to provider –

This program provides fathers/caregivers a time to hangout over breakfast. This group offers men a time to share, give, receive support and obtain community resources. The group is led by a foster/adoptive father of children with special needs and is open to all fathers who are in need of support and encouragement.

1430 E Cooley Dr

Colton, CA, 92324

Office: 909.420.0413

Reach Out: <http://we-reachout.org/parenting-classes-inland-empire/>

Description of services according to provider –

The Fatherhood Program focuses on keeping father's involved with their children and is offered to dads of all ages, including teens. These parenting classes are designed to give fathers with children ages zero to five the practical parenting skills they need to play a substantive role in their lives.

1126 W. Foothill Blvd.

Suite 150

Upland, CA 91786

Office: 909.982.8641

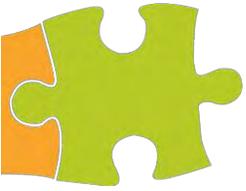
Fax: 909.982.8642

Email: info@we-reachout.org

Young Visionaries Youth Leadership Academy: http://testsite.yvylla-ie.org/?page_id=230

Description of services according to provider –

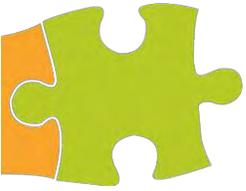




Volunteer opportunities are offered to impact the community and neighborhoods. Young Visionaries Youth Leadership Academy is an award winning nonprofit organization proudly serving the youth of San Bernardino County since 2001. The organization's purpose is to help enrich the lives of young people through life building activities and instruction in the areas of education, employment, health, mentoring, and community service.

1331 W Kendall Drive Ste 2
San Bernardino, CA 92407
Office: 909.881.3382
Youth Shelter: 909.486.3454
Fax: 909.880.3434
Email: info@yvyla-ie.org





Fall Activity #1: 3D Cloud Art

Materials:

- 4 oz. bottle of Elmer's Glue
- $\frac{3}{4}$ cup shaving cream
- 1 disposable bowl
- 1 plastic disposable spoon
- Blue construction paper



Instructions:

1. Pour glue into the bowl.
2. Pour the shaving cream into the bowl and stir with the plastic spoon.
3. Use the plastic spoon to drop the glue and shaving cream mixture onto the construction paper.
4. Have your child maneuver the mixture into the shape of cloud.
 - a. Try to avoid having your child smear the mixture until it is flat. The cloud should be 3 dimensional.
5. Set the child's art outside to dry if possible.
6. Cloud may have to dry at home.
 - a. Once dry, the cloud will feel like a marshmallow.

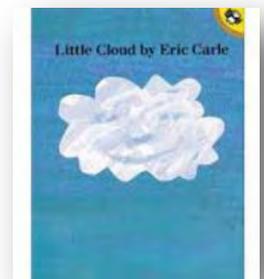
Clean up and ENJOY!!!

Remember: "It's not about the project, it's about the process!"

Sample questions that the father may ask in order to provoke discussion with the child:

- How do clouds get into the sky?
- What happens sometimes after the clouds form in the sky?
- Are there any clouds in the sky now?
How did that happen?

Homework: Visit the library with your child and read, **Little Cloud**. E. Carle. 2001. Putnam Juvenile.





Fall Activity #2: No Heat Lava Lamp

Materials:

- 1 empty plastic bottle (no cap)
- ½ cup water
- 1 cup cooking oil
- Food coloring
- Alka Selzer (in pieces)
- 1 funnel (Can cut off the top of a water bottle)



Instructions:

1. Pour water into the bottle.
2. Put 3 drops of food coloring into water.
3. Swirl bottle around to mix water and food coloring.
4. Slowly pour in cooking oil.
5. Drop in Alka Selzer pieces.
6. Drop in additional pieces as the child's interest peaks.

Clean up and ENJOY!!!

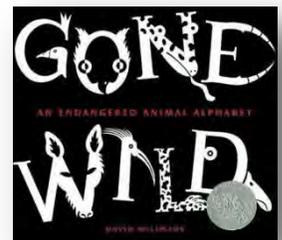
Remember: "It's not about the project, it's about the process!"

Dads are encouraged to engage their children in dialogue during the activity. Sample questions that the father may ask in order to provoke discussion with the child:

- What do you think will happen when I drop the Alka Selzer into the jar?
- Normally, when water bubbles, it is hot. Do you think that the water is hot?
- Will the bubbling stop? How do you know?

Homework:

Visit the library with your child and read, ***Gone Wild: An Endangered Animal Alphabet***. D. McLimans. 2006. Walker Books.





Winter (Indoor) Activity #1: Fun Slime

Materials: ½ cup liquid starch
4 oz. bottle Elmer's glue (white or clear)
¼ cup water
1-2 drops of food coloring (optional)

Medium size bowl
Measuring cups
Ziploc bag



Instructions: A preschool-age child should be able to participate in every step of the activity after the father has measured the necessary materials.

1. Pour glue into the bowl
2. Add food coloring (optional)
3. Use the glue bottle (top down) as a stirring utensil
4. Add liquid starch
5. Stir using the glue bottle
6. Add water
7. Stir using the glue bottle
8. Knead with hands into the water until the slime no longer sticks to your hands
9. Pour out excess water from the bowl

Clean up and ENJOY!!!

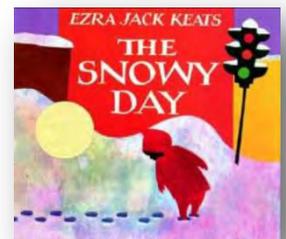
Remember: "It's not about the project, it's about the process!"

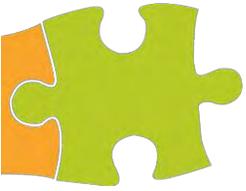
(Place slime in bag when activity is completed)

Sample questions that the father may ask in order to provoke discussion with the child:

- What do you think will happen when I add the water? Why?
- Why is the slime thick when it started out watery?
- If there is glue in the slime, why is the slime not sticking like glue?
- Why is the slime hot or cold?

Homework: Visit the library with your child and read, **The Snowy Day**. E.J. Keats. 1962. Viking Press.





Winter (Indoor) Activity #2: Balloon Blow Up – No Hands!

- Materials:**
- 1 empty water bottle
 - 1 medium size balloon
 - 1 small funnel (Can cut off the top of a water bottle to use as a funnel)
 - 1 tablespoon baking soda
 - ½ cup vinegar



Instructions: A preschool-age child should be able to participate in every step of the activity.

1. Pour vinegar into the empty water bottle
2. Use the funnel to pour the baking soda into the balloon
3. Attach the balloon to the top of the water bottle (Be careful not to shake in the baking soda before you are ready)
 - a. This step will require dad's assistance
4. Shake down the baking soda into the bottle
5. Watch the balloon expand
6. Pull off the balloon and tie it off prior to the balloon bursting!

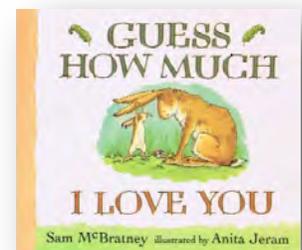
Clean up and ENJOY!!!

Remember: "It's not about the project, it's about the process!"

Sample questions that the father may ask in order to provoke discussion with the child:

- What do you think will happen when I add the baking soda? Why?
- What would happen if I added more baking soda and vinegar?
- Is there anything else that you can think of that bubbles like this?
- What are we going to do with our balloon?

Homework: Visit the library with your child and read, ***Guess How Much I Love You***. S. McBratney. Illus. A. Jeram. 1994. Candlewick Press.





Spring Activity #1: Birdfeeder

- Materials:**
- 1 empty water bottle w/cap
 - Scissors
 - 2 wooden spoons
 - 1 Small hook (*used for hanging small items on walls*)
 - Bird seed



Instructions:

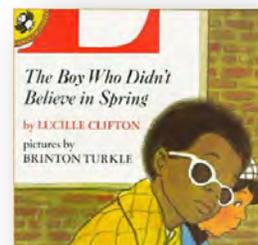
1. Use the scissors to cut out two small openings opposite of one another, toward the middle of the bottle.
(Hint: pinch the plastic bottle in order to make a cut.)
2. Repeat step 1 towards the bottom of the bottle. Please make sure that the openings are not in line with the openings from step 1. You should now have four holes for the 2 wooden spoons to fit through.
3. Slide the wooden spoons through the holes. One wooden spoon will be placed through two holes in the middle of the bottle. The other wooden spoon will be placed through the holes towards the bottom.
4. Make a hole just above the rounded side (opposite of the handle) of the wooden spoons. This will allow bird seed to fall into the spoon.
5. Twist the hook into the top of cap.
6. Tie string to the hook.
7. Fill bottle with birdseed.
8. Place cap back onto the top of the bottle.

Clean up and ENJOY!!!

Remember: "It's not about the project, it's about the process!"

Dads are encouraged to engage their children in dialogue during the activity.

- Homework:** Visit the library with your child and read, ***The Boy Who Didn't Believe in Spring***. L. Clifton. Illus. B. Turkle. 1992. Puffin.





Spring Activity #2: Straw Kite

Materials:

Colored Straws
Elmer's glue
Large colored sheets of tissue paper
Scissors
String

Instructions:

1. Glue straws to the tissue paper in the shape of a kite (see image).
 - a. Cutting straws may be required.
2. Allow the child to cut along the edges of the kite shape.
3. Fold the excess paper over and glue to the straws.
4. Attach 1 ft. of string to end of kite with glue.
5. Cut 3 separate $\frac{1}{2}$ " strips of different colored tissue paper.
6. Fold the strips and tie the center of the folded strips to create the look of a bow. Use the hanging string from the kite to tie the bows every 3 inches
7. Tie a long piece of string to the crossbar of the kite.



Clean up and ENJOY!!!

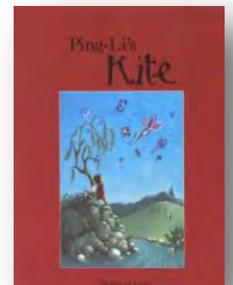
Remember: "It's not about the project, it's about the process!"

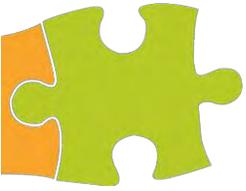
Sample questions that the father may ask in order to provoke discussion with the child:

- What other shapes do you think can form a kite?
- What places would you like to fly your kite?
Why?

Homework:

Visit the library with your child and read, **Ping-Li's Kite**. S.T. Loo. 2002. Front Street Inc.





Summer Activity #1: Homemade Ice Cream in a Bag

- Materials:**
- 2 – 1 quart size Ziploc bag
 - 1 – 1 gallon size Ziploc bag
 - 4 cups ice
 - 6 tablespoons salt
 - ½ cup whole milk*
 - 4 tablespoons sugar
 - ½ teaspoon vanilla extract
 - 2 small bowls (optional)
 - 2 spoons



Instructions:

1. Combine milk, vanilla extract, and sugar in one of the 1 quart Ziploc bags. Try to squeeze out most of the air and seal the bag.
2. Place the 1 quart bag with the milk mixture inside the other 1 quart bag. Try to squeeze out most of the air and seal the bag.
3. Place the ice in the 1 gallon Ziploc bag. Pour the salt into the same bag and shake the bag in order to mix the salt and ice.
4. Place the double bagged milk mixture into the center of the bag with the salt and ice mix.
5. Shake the bag for at least 8 minutes until milk mixture is a creamy texture.
6. Divide the ice cream into the bowls for you and your child.

Clean up and ENJOY!!!

Remember: "It's not about the project, it's about the process!"

Sample questions that the father may ask in order to provoke discussion with the child:

- What do you think will happen to the milk? Why?
- What other ingredients do you think we can add to the ice cream next time?

*If milk allergies prevent participation, utilize lactose free milk or consider other activities.

Homework: Visit the library with your child and read, **Caterpillar Spring, Butterfly Summer**. S. Hood. 2003. Reader's Digest Children's Publishing.





(Pre) Summer Activity #2: Mother's Day Magazine Flower Bouquet

The mother's day magazine flower bouquet is meant to be a gift for anyone considered as a mother figure (i.e. mother, grandmother, other, etc.)

Materials: Colorful pages of glossy magazine
Pair of scissors
Buttons
Green pipe cleaners
1 ruler
1 pencil
1 hole punch tool



Instructions:

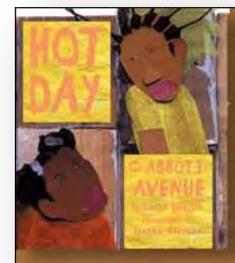
1. Using the pencil and ruler, draw lines down the length of the magazine pages $\frac{1}{2}$ inches apart.
2. Let the child cut down the lines to create multiple $\frac{1}{2}$ " strips of magazine paper.
3. Use ruler and pencil to mark holes $\frac{1}{2}$ " from both ends of the magazine strips.
4. Use ruler and pencil to mark a hole in the middle of each strip.
5. Fold both ends of each strip into the middle so that all holes line up.
6. Feed the pipe cleaner through one button and then through each folded "pedal" strip.
7. Feed the pipe cleaner through a second button so that the strips cannot slide off of the pipe cleaner.
8. Feed the pipe cleaner through both buttons several times to secure the pedals.
9. Spread pedals evenly. And repeat steps 1-9 for desired amount of flowers.

Clean up and Give to Mom on mother's day!!!

Remember: "It's not about the project, it's about the process!"

Dads are encouraged to engage their children in dialogue during the activity.

Homework: Visit the library with your child and read, **Hot Day on Abbott Avenue**. K. English. Illus. J. Steptoe. 2004. Clarion.





PRESCHOOL SERVICES
DEPARTMENT



Fatherhood Fall Workshop





PRESCHOOL SERVICES
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Fatherhood Winter Workshop





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Fatherhood Spring Workshop



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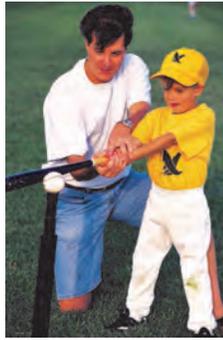


Fatherhood Pre-Summer Workshop



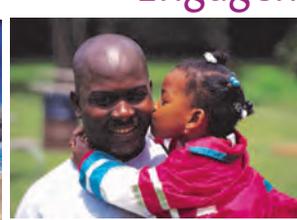
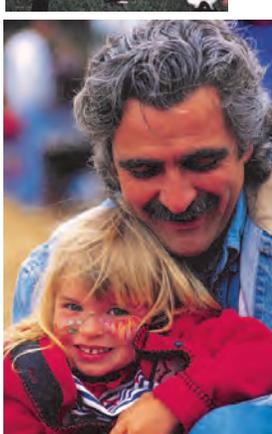
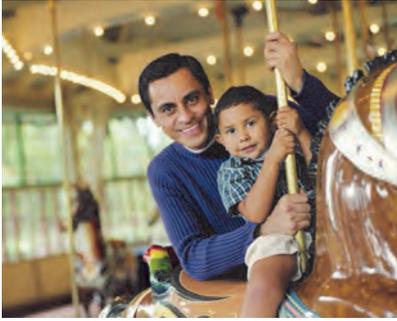


PRESCHOOL SERVICES
DEPARTMENT



Father Involvement

PSD Fatherhood
Engagement Program



Meeting Information

LOCATION:

DATE:

TIME:

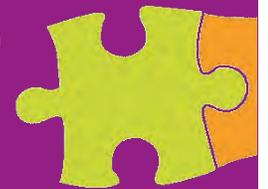
For Dads, About Dads, and by Dads

You are invited to the Preschool Services Department's Father Involvement Meeting!

- ✓ Want to find out why your involvement with your child is important to your child's development?
- ✓ Are you looking for fun activities to contribute to the development of your child?
- ✓ Want to know more about what your child is learning in our school?
- ✓ You want to provide input that will improve how services are provided to you and other fathers?
- ✓ Want to learn from other dads about strategies that have helped them with their child?

WE'LL SEE YOU AT THE MEETING!

Refreshments will be provided





Family Partnership Agreement

COPA COPA Train

Docs DMR Monitoring Family Child Enrollment Agency

Family Partnership Agreement - Goals

Family Name: [COPA DAD](#) Family ID: [226124](#) Birthdate: 01-01-1981

[Display Areas of Concern/Need](#) [Display Areas of Strength](#)

Goal Date: 09-29-2013 Goal Status: In Progress Completion Date: []

Goal

Goal Category: Parent Involvement

Goal Description: Father to become more involved in child's education

Goal Planning

Steps Needed: What steps do you need to take to reach your goal?

1. Attend fatherhood workshops.
2. Attend parent conferences and meet with the teacher during home visits.
3. Read with child on a weekly basis.

Support Needed: What services or support do you need to get this done?

Need to connect with another father in order to carpool to workshops.

When will this be completed 11-01-2013 **and by whom?**

Parent to attend fatherhood workshop.

What's plan B for you if something unexpected happens?

Contact Program Generalist to assist with finding another father that may be attending fatherhood workshops.

Did you accomplish your goal? Please explain. (If yes, please update the status and completion date)

Goal still in progress



PRESCHOOL SERVICES DEPARTMENT SIGN-IN SHEET

SESSION: Fatherhood Engagement Workshop

DATE:

HOURS:

FACILITATOR:

LOCATION:

Check all that apply Head Start Early Head Start Parent Training

PRINT NAME	SITE/AGENCY	PHONE #	EMAIL ADDRESS
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

County of San Bernardino – Preschool Services Department

EVALUATION

Date :

Name of Workshop: **Fatherhood Engagement**

Who:

Name of Facilitator:

1. Was this workshop appropriate for you?

2. What did you learn today from this session?

3. How are you going to use this new information?

4. How do you rate the facilitator(s)?

Poor
Good
Excellent

5. Overall comments and suggestions

6. In what way are you connected with Head Start? Check One

<input type="checkbox"/> Parent	<input type="checkbox"/> Volunteer	<input type="checkbox"/> Site Staff	<input type="checkbox"/> Admin	<input type="checkbox"/> Specialist	<input type="checkbox"/> Policy Council
---------------------------------	------------------------------------	-------------------------------------	--------------------------------	-------------------------------------	---

VOLUNTEER SERVICE RECORD SIGN-IN SHEET INSTRUCTIONS

This form is used to record the actual time spent by volunteers in each activity. Please use only ink (black or blue) and complete the following information:

HEADER – To Be Completed By Staff

- Month / Year– Please Enter the Reporting Month and Year
- Class Number – PSD Class Number, not the Building Room Number
- Site Name – Enter the Site Name
- Teacher Name – Please Enter Teacher's Name
- Child's Name – Please Print Child's Name

BODY – To Be Completed by Volunteer - (All the information in this section MUST be in the VOLUNTEER'S handwriting - please use ink-PENCIL IS NOT ALLOWED)

- Date of Volunteer Service (No pre-dating, complete date and year)
- Volunteer Type – Choose one of the following:
 1. Parent, Guardian or Former Parent
 2. Job Training / TAD
 3. Student / Intern – (Must be ASSIGNED by PSD)
 4. Court Ordered Community Service – (Rarely used)
 5. Community Volunteer – (Grandparents, Relatives, Babysitters, Etc. must be over the age of 18)
- New Vol - If this is the very first time that you have volunteered for this school year, please place a check mark in the column titled "New Vol?" Otherwise leave blank.
- Printed Name – Print volunteer's full name legibly (do not use child's name). INITIALS WILL NOT BE ACCEPTED.
- Signed Name – Signature is Required in volunteer's handwriting.
- Specify Activity – Specify activity for all volunteer hours coded to school to home.
- Hours / Minutes –Please use exact hours and minutes spent, do not use estimates. Do not use decimals or fractions of hours or minutes. If numbers are changed, please confirm that they are legible. Must be in the Volunteer's Handwriting.

FOOTER – To Be Completed By Staff

- Total Hours – Add the "HRS" column and place total in the bottom
- Total Minutes – Add the "MINS" column and place total in the bottom (**Do not convert minutes to hours**)
- Site Supervisor Signature – After Form is Completed, Read Certification Statement and then Sign in Original Handwriting Only – No Signature Stamps, No PRE-SIGNING Blank sheets, No Copied Signatures
- Site Supervisor Printed Name – Print legibly, type, or a name stamp may be used
- Date – Enter the Date the Form Was Actually Signed

INSTRUCCIONES PARA LA HOJA DE REGISTRACIÓN DE ACTIVIDADES DE LA ESCUELA AL HOGAR

Esta forma se usa para anotar el tiempo que voluntarios dedican en cada actividad. Por favor use tinta (negra o azul) y complete la siguiente información:

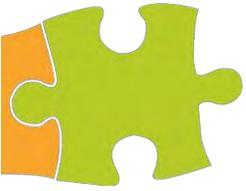
PARTE DE ARRIBA – Serà completado por el Empleado

- Mes / Año - Por favor apunte el mes y año que está reportando
- Número de la clase – El número de la clase de PSD, no el número del cuarto del edificio
- Maestra – Por favor apunte el nombre de la maestra
- Nombre del Centro – Apunte el nombre del centro/escuela
- Nombre del Niño/a – Nombre del niño/a legible en imprenta.

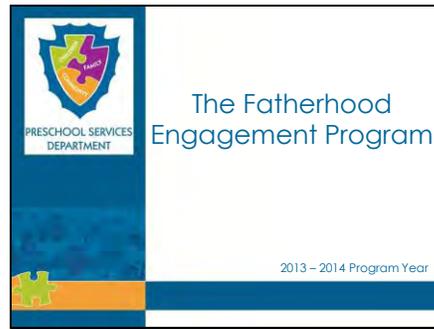
PARTE PRINCIPAL – Serà Completado por el Voluntario - (Toda la información en esta sección TIENE QUE estar en la letra del VOLUNTARIO. Por favor use tinta (negra o azul)

- Fecha – Fecha del servicio del voluntario (No apunte la fecha de antemano)
- Tipo de Voluntario – Escoja uno de los siguientes:
 1. Padre, Tutor Legal, o Padre de Head Start del Pasado
 2. Aprendiz / TAD
 3. Alumno / Interno – (Tiene que ser **ASIGNADO POR PSD**)
 4. Servicio a la Comunidad ordenado por la Corte– (Raramente usado)
 5. Voluntarios de la Comunidad – (Abuelos, parientes, proveedores del cuidado del niño, etc. deben ser mayores de 18 años de edad)
- Vol Nuevo - Si es su primera vez como voluntario en el año escolar, por favor indique en la columna con el título "Nuevo?" de otra manera déjelo en blanco
- Imprima el Nombre Completo – El Nombre completo del voluntario es requerido, en letra de molde. El nombre debe ser legible. (Por favor, no use el nombre del niño), INICIALES NO SERAN ACEPTADAS.
- Firma – La firma es requerida en la letra del voluntario.
- Especifique Actividad – Especifique la actividad para todas las horas del voluntario escritas en esta forma.
- Horas / Minutos – Por favor use el tiempo exacto, no aproximados. No use decimales o fracciones de horas o minutos. Si los números cambian, por favor asegure que son legibles. Deben ser escritos en la letra del voluntario.

*PIE DE LA PAGINA – Serà completado por el Empleado

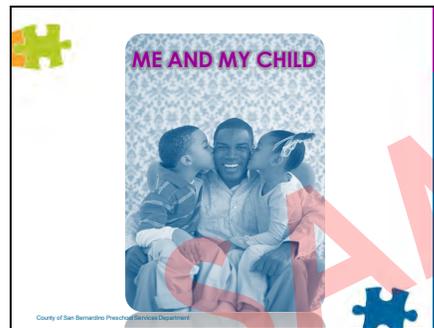


Slide 1



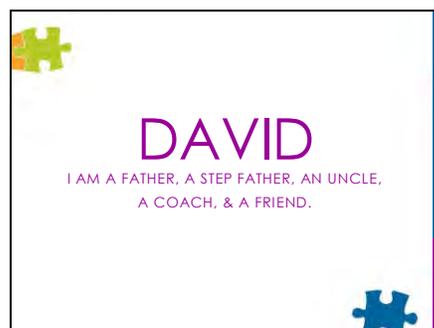
Facilitator(s) introduces themselves.

Slide 2



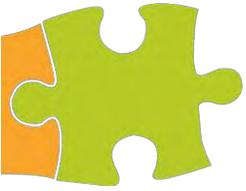
Facilitator to instruct the group to share who they are and to talk briefly about their child(ren) (i.e. names, ages, what they like to do, etc.).

Slide 3



Facilitator talks more about himself and his family in order to build rapport with the group.





Slide 4

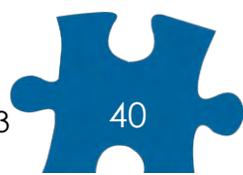


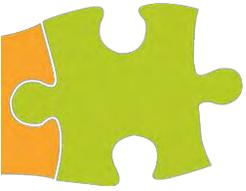
Pictures of the facilitator's family are optional.

Slide 5



Slide 6

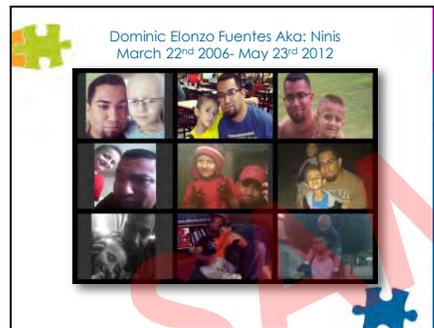




Slide 7



Slide 8



Facilitator may share more personal information that is relevant as their comfort level allows.

Slide 9

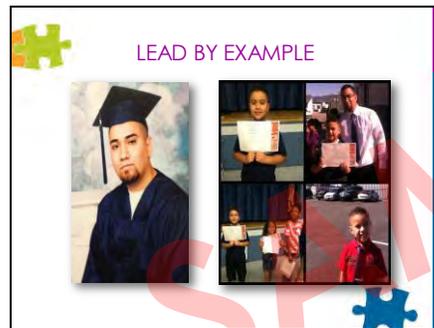




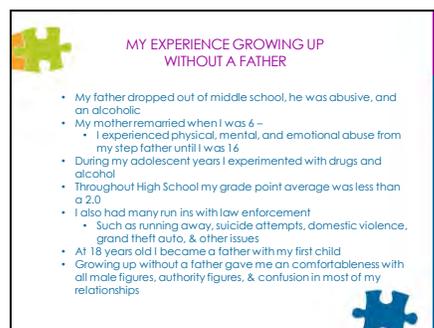
Slide 10



Slide 11



Slide 12



Again, personal information helps the group to build trust with the facilitator, but is not necessary.





Slide 13

WHY AM I HERE?

To stress the importance of male involvement in the lives of not just our own children, but the lives of all children. We have the power to make an impact and make a difference for our future and theirs.

Slide 14

WHY ARE YOU HERE?

County of San Bernardino Preschool Services Department

Facilitator allows the group members to explain why they decided to attend the fatherhood engagement workshop. Facilitator should point out any similarities or trends that are shared by the group members.

Slide 15

SOME FATHERHOOD STATISTICS

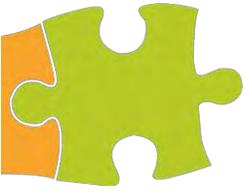
- **63% of youth suicides are from fatherless homes**
• [Source: U.S. D.H.H.S., Bureau of the Census]
- **90% of all homeless and runaway children are from fatherless homes**
• [Source: U.S. D.H.H.S., Bureau of the Census]
- **85% of all children that exhibit behavioral disorders come from fatherless homes**
• [Source: Center for Disease Control]

Love You Dad

County of San Bernardino Preschool Services Department

Facilitator goes over some fatherhood statistics emphasizing the impact that absent or not involved fathers have on their child and community at large.





Slide 16



SOME FATHERHOOD STATS (CONT.)

- **80% of rapists motivated with displaced anger come from fatherless homes**
 - (Source: Criminal Justice & Behavior, Vol 14, p-403-26, 1978)
- **71% of all high school dropouts come from fatherless homes**
 - (Source: National Principals Association Report on the State of High school)
- **70% of juveniles in state-operated institutions come from fatherless homes**
 - (Source: U.S. Dept. of Justice, special Report, Sept 1988)



County of San Bernardino Preschool Services Department

Slide 17



SOOO WHAT????

Children whose fathers are not involved are more likely:

- to commit suicide.
- to run away from home.
- to have behavioral disorders.
- to commit rape.
- to drop out of high school.
- to abuse chemical substances.
- to end up in a state-operated institution.
- to end up in prison.



County of San Bernardino Preschool Services Department

Slide 18



DID YOU KNOW VIDEO

[HTTP://WWW.YOUTUBE.COM/WATCH?V=YMWWRGV_AIE](http://www.youtube.com/watch?v=YMWWRGV_AIE)



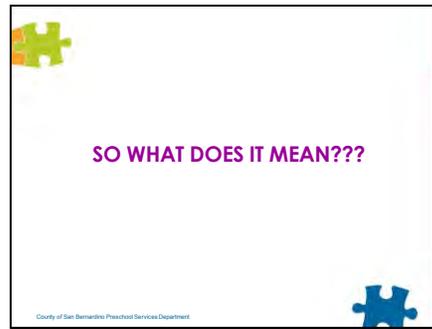
County of San Bernardino Preschool Services Department

Facilitator plays the Did You Know video.





Slide 19



Facilitator asks the group what does everything shown in the video mean? Allow group members to discuss the significance of the video. Facilitator will summarize that the video is noting how advanced the world is becoming and how we must be vigilant in preparing our children kindergarten and tomorrow's world. The children will depend on their fathers to be involved in preparing them for tomorrow. "They depend on us".

Slide 20



See birder feeder activity page in the program guide.

Slide 21



Facilitator will discuss plans for next meeting. Topics of discussion should include:

- Meetings times and dates.
- Materials to bring to the next meeting (if any).
- Any homework assignments.
- What group members would like to do in the next meeting in order to feel that the meeting is beneficial to them.

The Dominic Fuentes Project



Thank you to the 25 men that participated in the pilot project from the Mill Center, Westside Annex, Westside Plaza, and Del Rosa sites.

Thank you to Victoria Bucchino for her dedication to father involvement and providing guidance and inspiration for the project. Her expertise is invaluable.

Thank you to Joy Anderson for her logistical support and input during the pilot project.

Thank you to Traci Martin and the Del Rosa site staff for being gracious and supportive hosts of the pilot project.

Thank you to Steve Thomson and Joe "J. T." Turner for their input and assistance.

Thank you to PSD leadership for being supportive and dedicated to engaging fathers to positively impact the lives of their children.

A special thank you to Jessica Mata, the Policy Council representative for the Del Rosa site where the pilot project was held. The project might not have happened if it weren't for her advocacy on behalf of the dads at her site.

And lastly, thank you to David Fuentes for setting the standard for father involvement. Through this project, you and your dear son will impact the lives of families throughout San Bernardino County for many years to come.