

# **Promising Life Skills Educational Programs for Incarcerated Audiences**

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This document contains a preliminary list of promising life skills educational programs for incarcerated audiences, specifically county jail inmates. The document is intended for the use of Cooperative Extension county educators and others who are currently providing educational programming in county jails or are thinking about doing so. Information in this document has been researched and reviewed by Jennifer Park, UW-Extension research assistant and Mary Huser, UW-Extension Family Living Programs State Specialist.



## Promising Life Skills Programs Chart

Program Type	Title	Source	Audience	Sessions	Resources Needed	Material Cost	Website	Contact
<b>Literacy</b>	<i><a href="#">Motherread/Fatheread</a></i>		Mothers and fathers of young children (infancy to 11 years). Has been used with prison inmates.		Books, meet audio-visual equipment	Varies by location	<a href="http://www.motheread.org/index.html">http://www.motheread.org/index.html</a>	<b>Motheread, Inc.</b> Suite 7, 3924 Browning Place Raleigh, NC 27609 Phone: 919.781.2088 <a href="mailto:motheread@earthlink.net">motheread@earthlink.net</a>
<b>Parenting</b>	<i><a href="#">Fit 2-B Fathers</a></i>	Ohio State Extension	Fathers in county jails	16 sessions	Curriculum	To be released mid 2005	<a href="http://jefferson.osu.edu/fcs/fathers.htm#Fitness">http://jefferson.osu.edu/fcs/fathers.htm#Fitness</a>	<b>Joseph J. Maiorano</b> <a href="mailto:maiorano.2@osu.edu">maiorano.2@osu.edu</a>
	<i><a href="#">Living Interactive Family Education (LIFE)</a></i>	University of Missouri	Male prisoners serving life sentences and their children; however, the author is interested in adapting for county jails.		Curriculum, 4-H club	Not yet released	<a href="http://outreach.missouri.edu/fcrp/evaluation/life.htm">http://outreach.missouri.edu/fcrp/evaluation/life.htm</a>	<b>Lynna J. Lawson, 4-H</b> Youth Specialist 1 N. Washington Street Farmington, Missouri 63640 Phone: 573-756-4539 <a href="mailto:lawsonl@missouri.edu">lawsonl@missouri.edu</a>
	<i><a href="#">It's My Child Too</a></i>	Purdue Extension	Fathers who do not live with their children. Has been used with jail and prison inmates.	14, 90-minute sessions to choose from	Curriculum, VCR/TV, Tape/CD player	\$225	<a href="http://www.cfs.purdue.edu/fathers">http://www.cfs.purdue.edu/fathers</a>	<b>Rita Hipps</b> Phone: 765-494-8573 <a href="mailto:hippsr@cfs.purdue.edu">hippsr@cfs.purdue.edu</a>

Program Type	Title	Source	Audience	Sessions	Resources Needed	Material Cost	Website	Contact
	<b><i>Parenting Piece by Piece</i></b>	Purdue Extension	Court-mandated parents. Has been used with male and female prison inmates.	8 sessions	Curriculum	\$30	<a href="http://www.ces.purdue.edu/cfs/topics/HD/guides-parenting.htm">http://www.ces.purdue.edu/cfs/topics/HD/guides-parenting.htm</a>	<b>Judith A. Myers-Walls</b> Purdue University 1200 W. State Street West Lafayette, IN 47907-2055 Phone: 765-494-2959 <a href="mailto:myerswal@cfs.purdue.edu">myerswal@cfs.purdue.edu</a>
	<b><i>Strengthening Families Program*</i></b>	University of Utah	Parents and children (3-14 years old). Has been used with prison inmates.	Three separate units lasting 14 weeks each	Curriculum, four group leaders, site coordinator, family meals, transportation and child-care	\$250	<a href="http://www.strengtheningfamiliesprogram.org/index.html">http://www.strengtheningfamiliesprogram.org/index.html</a>	<b>Karol Kumpfer, Ph.D.</b> , 21901 East South Campus Dr. Room 2142 University of Utah, Salt Lake City, Utah 84112 Phone: (801) 581-7718 <a href="mailto:karol.kumpfer@health.utah.edu">karol.kumpfer@health.utah.edu</a>
	<b><i>Nurturing Parenting Programs*</i></b>	Family Development Resources	Parents and children (all ages) Has been used with prison inmates.	Varies: 2-3½ hr/wk for 12-24 weeks	Curriculum, TV/VCR, handbooks and games provided by program	\$1100-\$1600	<a href="http://www.nurturingparenting.com/index.htm">http://www.nurturingparenting.com/index.htm</a>	<b>Family Development Resources, Inc.</b> Phone: 1-800-688-5822 For questions regarding products <a href="mailto:fdr@nurturingparenting.com">fdr@nurturingparenting.com</a> For help with training and other questions <a href="mailto:info@nurturingparenting.com">info@nurturingparenting.com</a>

♦ National Registry of Effective Programs

# Promising Program Descriptions

# **Life After Incarceration**

## **Description**

The *Life After Incarceration* program gives a rationale for, and description of, an integrated program designed to reduce recidivism and prepare individuals for their return to society. The *Life After Incarceration* program provides an integrated approach to correctional programming. Specifically, the program provides social, education and vocational knowledge and skills to support successful rehabilitation and reintegration. The goal is to achieve the offender's successful reintegration into the community and the family while providing knowledge and skills that will reduce the likelihood of recidivism.

LAI is designed to help offenders:

- recognize and cope with stress, emphasizing the link between thoughts, feelings and behaviors
- learn strategies to promote effective problem solving and decision-making
- set realistic short and long-term goals as a means to an end
- draw logical connections between education, employment and finances
- teach social and life skills believed important to facilitate self-control and reduce impulsivity
- identify and learn strategies for coping with "real barriers" faced by ex-offenders in today's society.

## **Evaluation**

An evaluation of the program implemented with youth found that participation in the program leads to a 63% reduction in the likelihood of re-incarceration. Cost benefit analysis suggests that, for every 100 youth in the program there is a potential to save \$1.3 million per year. An evaluation with adult jail inmates showed the inmates had significant gains in knowledge to improve self-control, realistic goal-setting, understanding of the link between education and achieving goals, self-perception, positive social relationships, and employment readiness and stability.

## **Material Cost**

➤ \$70

## **Contact**

**Aadron Rausch**  
Phone: 765-494-9516  
Toll-free: 888-398-4636  
[rauschaj@purdue.edu](mailto:rauschaj@purdue.edu)

## **Wisconsin Contact**

**Mary Geissler**  
Family Living Agent  
Chippewa County UW-Extension  
711 North Bridge St. Room 13  
Chippewa Falls, WI 54729  
Phone: 715-726-7950  
Fax: 715-726-7958  
[mary.geissler@uwex.edu](mailto:mary.geissler@uwex.edu)

# **Motheread/Fatheread**

## **Description**

*Motheread/Fatheread* is based on a curriculum and approach for teaching literacy skills to adults and children. It uses children's books and adult poems/narratives as the basis for instruction. These texts provide a format for adult learners to develop skills in all four areas of literacy: listening, speaking, reading, and writing. The nationally recognized instructional model and curriculum have been applied in a wide variety of settings including family literacy programs, Adult Basic Education, Head Start, Title I, Even Start, parent education, community-based literacy, Parents as Teachers, libraries, and correctional facilities.

*Motheread's* curriculum uses commercially available, multicultural children's literature. It consists of three components:

1. The Literacy and Parent Education Teacher's Guide teaches reading, writing, speaking, and listening skills in a child-and family-development context.
2. The Storysharing Handbook uses discussion questions and activities to build reading, critical-thinking, and problem-solving skills of children. For each book in *Motheread's Storysharing* curriculum, the handbook contains a guide for use by teachers in the classroom, as well as a Storysharing plan for use by parents with their children at home. The take-home parent education plans are also available in Spanish.
3. *B.A.B.Y (Birth and Beginning Years)* classes use children's literature as a basis for discussions of prenatal and child development themes, while teaching skills related to emergent literacy.

Training: Persons interested in using *Motheread's* instructional model must attend the four-day institute, "Using Story as a Way to Teach." This intensive 24-hour experiential training helps participants learn how to integrate *Motheread's* approach and materials into their existing programs. The institute offers educators and social service professionals the philosophy, structure, materials, and curriculum needed to develop parent and child literacy programs in a variety of communities. When practitioners have finished this training, they must complete an implementation plan designed to help them think about details that will promote program success. Once the plan has been received, reviewed, and approved by the national office, the training participant receives certification, as well as comments on the plan.

## **Evaluation**

In an evaluation conducted in 2000 with incarcerated and non-incarcerated parents, the program participants increased their reading competency skills. Parents also felt that the program helped them build a better bond with their children.

## **Material Cost**

- Varies by location

## **Contact**

**Motheread, Inc.**  
Suite 7, 3924 Browning Place  
Raleigh, NC 27609  
Phone: 919.781.2088  
Fax: 919.571.8579  
[motheread@earthlink.net](mailto:motheread@earthlink.net)  
<http://www.motheread.org/index.html>

## **Wisconsin Contact**

**Mary Lestrud**, Family Living Educator  
St. Croix County UW-Extension  
1960 8th Avenue, Suite 140  
Baldwin, WI 54002  
Phone: 715-684-3301 Ext 5  
[mary.lestrud@uwex.edu](mailto:mary.lestrud@uwex.edu)

**Cheryl Rew Stapleton**, Family Living Educator  
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## **Fit 2-B Fathers**

### **Description**

*Fit 2-B Fathers (F2BF)* is an educational program based on inmate and parenting education research. The short term impact of this program is for inmates to gain the knowledge, attitudes, skills and aspirations for successful completion of their sentence and for a successful reentry with their children, families, and communities. This curriculum is intended for practitioners who educate males that are either incarcerated, sentenced to an alternative to incarceration, or participating in other forms of community transition programming.

The intermediate outcomes expected to result from the program are for participants to exhibit better parenting and social behaviors (e.g. healthy relations with their children and positive interactions with others: family, friends and co-workers). Participants who apply these may then be better positioned to bond with their children and family during the remainder of their incarceration and following release.

The program consists of 17 sessions; each session and accompanying materials offer practitioners a "pick-up and go" resource. This curriculum can be used wholly or in-part. Beyond the intended audience, components of this curriculum has been used with Mothers of Preschoolers (MOPS), teen mothers and fathers, early childhood professionals, Head Start staff and parents, and other parenting-education programs.

### **Evaluation**

A pre- and post-test program evaluation of 68 of 213 inmates found that participants improved their attitudes about themselves, their role as fathers and parenting practices. The program helped participants feel better about themselves. Participants also reported a better understanding of effective discipline practices. The incarcerated fathers were also more likely to recognize play as an important way of learning for children. The program did not have an effect on recidivism rates.

### **Material Cost**

- Scheduled to be released in early-mid 2005

### **Contact**

**Joseph J. Maiorano**

Extension Agent

Family & Consumer Sciences

[maiorano.2@osu.edu](mailto:maiorano.2@osu.edu)

<http://jefferson.osu.edu/fcs/fathers.htm#Fitness>

# **Living Interactive Family Education (LIFE)**

## **Description**

The *Living Interactive Family Education (LIFE)* program is an enhanced visitation program at the Potosi Correctional Center (PCC), a maximum security prison in Mineral Point, Missouri. *LIFE* was developed jointly between the incarcerated fathers and local 4-H staff to address the needs of children of incarcerated parents.

*LIFE* consists of two main components: 4-H activities and parenting training. The 4-H activities are held monthly at the correctional facility. These meetings provide children and their incarcerated fathers with a comfortable visitation atmosphere that is conducive to positive physical and verbal interaction. At the monthly meetings, children and their fathers work together on traditional 4-H club activities such as arts and crafts projects and other curricula-based activities that focus on subjects such as conflict resolution, substance abuse resistance, teamwork, and character development.

All fathers who participate in *LIFE* also attend monthly parenting skills classes. The parenting training component seeks to help fathers learn to be a positive influence in their children's lives. Classes focus on areas such as communication, anger management, teamwork, and positive discipline. The overall objective of *LIFE* is to promote a strong, healthy, and nurturing family environment for children of incarcerated parents, while helping incarcerated parents become positive role models and mentors.

## **Evaluation**

The positive impacts that fathers attribute to the program can be grouped into five categories:

1. Stronger relationships: The development of stronger parent-child relationships through discovery, the development of mutual respect, and program activities that promote bonding.
2. Improved communication: Improvements in the lines of communication between parent and child.
3. Family unity: The creation and reinforcement of a sense of family unity between fathers, children, and caregivers.
4. Life skills: The development of important life skills in the children, such as leadership, empathy, and self-control.
5. Improved behavior: Improved behavior and academic performance by the children.

## **Material Cost**

- Manual not yet released. However, program author, Lynna Lawson, is looking forward to working with people from Wisconsin with this program.

## **Contact**

**Lynna J. Lawson, 4-H Youth Specialist**

1 N. Washington Street  
Farmington, Missouri 63640

Phone: 573-756-4539

Fax: 573-756-0412

[lawsonl@missouri.edu](mailto:lawsonl@missouri.edu)

<http://outreach.missouri.edu/fcrp/lifeevaluation/life.htm>

# **It's My Child Too**

## **Description**

*It's My Child Too* is a short-term parenting education program that helps young, noncustodial fathers learn how to participate in the healthy development of their preschool children. The program includes 14, 90-minute sessions focused on fathers' roles, children's health and behavior, responsible decision-making, and co-parenting relationships. Each module stands alone, allowing program facilitators to tailor the content to the interests and needs of the fathers in their group.

*It's My Child Too* is a research-based program developed through pilot testing in diverse communities, beginning in 1994. *It's My Child Too* received a Secretary's Honor Award from the U.S. Department of Agriculture and the Ann Hancock Award from the Purdue Cooperative Extension Service.

## **Evaluation**

Evaluations for incarcerated audiences have not been released due to privacy issues.

For non-incarcerated fathers, the pre- and post-tests revealed that fathers who completed the program expressed improvements in three areas. After completing the program, fathers reported perceiving better basic skills for caring for their children such as children's nutrition and health care. Fathers also reported perceiving more confidence in providing an appropriate environment for their child such as responding to children with positive guidance. Finally, fathers reported higher perceived competence in dealing with difficult childrearing situations such as knowing what to do if they start to feel angry with their children.

## **Material Cost**

- \$225
- Program materials
  - The training guide provides guidelines for implementing the program and supplements the training videos.
  - Two training videotapes designed to familiarize group leaders with the program, contain a description of each session, with selected demonstrations.
  - The curriculum guide is a detailed plan of activities and discussion points for each session, plus background notes and reproducible handouts for participants.
  - A program activity videotape provides vignettes of real-life situations designed to stimulate problem-solving discussions among group participants.
  - An audiotape of a baby crying is for use in an activity session on "Crying."

## **Contact**

**Rita Hipps at the Purdue Center for Families**

Phone: 765-494-8573

[hippsr@cfs.purdue.edu](mailto:hippsr@cfs.purdue.edu)

<http://www.cfs.purdue.edu/fathers/>

# **Parenting Piece by Piece**

## **Description**

*Parenting Piece by Piece* is a series of eight parenting education sessions. It was designed for use with parents who have been mandated to attend parenting training due to their identification as physically or emotionally abusive and/or neglectful parents. It is not aimed at sexually abusive parents. Although some activities may be appropriate for other audiences, please keep in mind that it was created for parents in abuse and neglect situations. This program has been modified for incarcerated audiences for Women's Prison in Indianapolis and will be available in the near future.

Each session outline includes objectives, a list of required materials, background references, detailed activity descriptions, and suggestions for "homework" or take-home activities that will help parents expand on the session's content and experiences. Sessions address normal child development, communication with adults and children, stress management, dealing with conflict and anger, discipline, and use of community resources.

The overall goal of the program is to reduce or eliminate instances of child maltreatment by participating parents. The method for achieving this goal is providing educational and social experiences that increase the use of positive parenting practices, which create an environment that facilitates the development of caring, competent, and healthy children. More specifically, the program attempts to help parents to recognize personal and parenting strengths; observe and understand their children and their development; manage stress in themselves and in their children; listen and attend to their children's feelings and ideas; model appropriate desired behavior for children and use other positive behavior-management techniques; learn problem-solving skills and teach them to their children; find, use, and create community resources when needed to benefit their children and the community of children.

## **Evaluation**

- Evaluations on incarcerated audiences not yet released although completed.
- Sample of evaluation from mandated group of parents:  
During the piloting of this program, one educator delivered the program to 30 parents with the following results:
  - Over 60% of the respondents were less likely by the end of the series to say that they wished that they were better at parenting.
  - Approximately 3/4 of the parents gave themselves a better parenting "grade."
  - Over 38% reported they had spanked their children less at the end of the course, and half had changed a rule to fit the child's developmental stage.
  - 64% of the parents reported a drop in the amount of time they felt "at wit's end."
- *Parenting Piece by Piece* was reviewed and accepted for inclusion in the Children, Youth, and Families Educational Resources database, 2001.

## **Material Cost**

- \$30

## **Contact**

**Judith A. Myers-Walls, Associate Professor and Extension Specialist**

Purdue University  
Child Development and Family Studies  
Fowler Memorial House, Room #219  
1200 W. State Street  
West Lafayette, IN 47907-2055  
Phone: 765-494-2959  
Fax: 765-494-0503  
[myerswal@cfs.purdue.edu](mailto:myerswal@cfs.purdue.edu)

# **Strengthening Families Program**

## **Description**

The *Strengthening Families Program (SFP)* involves not just parents or children alone, but the whole family. It was developed specifically as a selective prevention strategy for 6 to 12 year old high-risk children of substance-abusing parents. In multiple replications with diverse ethnic groups in universal settings (schools, churches, neighborhoods), it has been found effective in reducing risk factors and increasing protective/resilience factors. The most immediate results are improvements in children's pro-social behaviors, mental status, and grades combined with reductions in aggression, violent behaviors, and substance use. Longitudinal follow-ups find reductions in alcohol, tobacco, and other drugs after up to five years.

The *SFP* is a science-based family skills training program designed to increase resilience and reduce risk factors for behavioral, emotional, academic and social problems. *SFP* builds on protective factors by improving family relationships, parenting skills, and improving the youth's social and life skills. *SFP* has been modified for African American families, Asian/Pacific Islanders, Hispanic and American Indian families, rural families, families with early teens, and families affected by incarceration. Although originally developed for children of high-risk substance abusers, *SFP* is used with non-substance abusing parents.

The *SFP* curriculum includes three 14-week courses: Parent Training, Children's Skills Training and Family Life Skills Training. To reduce barriers to attendance family meals, transportation, and child-care have been provided. To increase generalization and use of skills learned, booster sessions are encouraged as well as providing on-going family support groups for *SFP* graduates on-site.

## **Evaluation**

- Highly rigorous evaluations conducted with non-incarcerated and incarcerated families found:
  - Decreased use and intention to use alcohol, tobacco and other drugs.
  - Enhanced children's protective and resilience factors by improving their social and life skills, peer resistance, and communication skills.
  - Improved parent/child attachment and family relations, communication, and organization.
  - Improved adults' parenting skills, reductions in excessive punishment or lax discipline and improvements in parenting self-efficacy,
  - Reduced youth behavior problems (i.e., substance use, conduct disorders, aggression, violence, and juvenile delinquency) as well as reduced emotional problems such as depression and psychosomatic disorders.
- Selected as one of three science-based, substance abuse prevention programs by the National Institute on Drug Abuse (NIDA) for replication.
- "Model Program" for the National Registry of Effective Programs

## **Material Cost**

- The 2001 revised manuals cost \$250 for a master set of 6 manuals on CD from which unlimited copies may be made the purchasing agency's own use.

## **Contact**

**Karol Kumpfer, Ph.D., Psychologist and Program Developer Associate Professor of Health Promotion and Education Department of Health Promotion and Education**  
21901 East South Campus Dr. Room 2142  
University of Utah, Salt Lake City, Utah 84112  
Phone: (801) 581-7718  
Fax: (801) 581-5872  
[karol.kumpfer@health.utah.edu](mailto:karol.kumpfer@health.utah.edu)  
<http://www.strengtheningfamiliesprogram.org/index.html>

# **Nurturing Parenting Programs**

## **Description**

The foundation of the *Nurturing Parenting Programs* is that parenting is learned.

- The family is a system. Involvement of all family members is essential to change the system. Parents and children participate together in group or home-based interventions.
- Empathy is the single most desirable quality in nurturing parenting. Empathy is the ability to be aware of the needs of others and to value those needs. When empathy is high among family members, abuse is low. The two are essentially incompatible. The Programs seek to develop empathy in all family members.
- Parenting exists on a continuum. To some degree, all families experience healthy and unhealthy interactions. Building positive, healthy interactions between family members is an important key to reducing family violence.
- Learning is both cognitive and affective. To be effective, education or intervention must engage the learner on both the cognitive (knowledge) level and the affective (feeling) level.

## **Nurturing Parenting Programs**

- *Parents and Their Infants, Toddlers and Preschoolers®*  
A 48-session home-based or 24-session group-based program. Parents learn about recognizing and understanding feelings, infant and child development; nurturing parenting routines; alternatives to hitting; effective non-violent discipline, and ways to build self-esteem and self-confidence in children.
- *Parents and Their School-Age Children®*  
A 15-session group-based program where parents and children learn about empathy, appropriate behaviors, rewards and punishments, praise and self-esteem, nonviolent discipline, and ways to have fun as a family.
- *Parents and Adolescents®*  
A 12-session, group-based program where families learn nurturing styles of communication; how to recognize, understand and honor each others feelings and needs; the importance of self-concept, personal power, and self-esteem; and discuss pregnancy delay, sex, chemical/drug abuse; AIDS, suicide and peer pressure.

## **Evaluation**

- An evaluation involving 5 states including Wisconsin found that 1 year after the program:
  - Positive changes occurred in the parenting and child-rearing attitudes of the parents. These changes included an increased empathic awareness of children's needs, appropriateness of the parents' expectations of their children relative to their developmental level, and a decrease in parent-child role reversal.
  - Children's attitudes about parenting practices also changed positively. Children reported an increase in self-awareness and a decrease in their support of corporal punishment.
  - Family interaction patterns changed positively. Increases were seen in family cohesion, family expressiveness, family organization, and moral-religious emphases. Family conflict decreased for the reporting families.
- National Registry of Effective Programs: Promising Program.

## **Material Cost**

- Parents and their Infants, Toddlers and Preschoolers (Birth to 5 Years) (\$1,616.60)
- Parents and School-Age Children (5-11 Years) (\$1,287.70)
- Parents and Adolescents (\$1,099.80)

## **Contact**

**Family Development Resources, Inc.**

Toll-Free: 1-800-688-5822

[fdr@nurturingparenting.com](mailto:fdr@nurturingparenting.com)

<http://www.nurturingparenting.com>

## Additional Resources

The following resources have been used with prison and/or jail populations; however, the evaluations associated with the programs' effectiveness with incarcerated audiences were lacking or not made available to the authors of this report. Additionally, some of the evaluations did not have a control/comparison group or had too small of a sample size to generalize the results to the general public.

Subsequently, this creates an opportunity for educators using these resources to incorporate a systematic evaluation to further contribute to this field of study. Note that some of these resources may best be used as supplemental materials with the previous promising educational programs

### Programs

#### **Breaking Barriers with Books**

*Breaking Barriers with Books* is literacy program originally designed for prisoners in Wisconsin.

Contact:

Margaret Genisio, Ph.D.,  
Assistant Vice Chancellor  
University of Wisconsin Oshkosh  
Dempsey Hall/335  
800 Algoma Blvd.  
Oshkosh, WI 54901-8667  
Phone: 920-424-3190  
Fax: 920-424-0247  
[genisio@uwosh.edu](mailto:genisio@uwosh.edu)

#### **Kids Connection: A Parent/Child Book Sharing Program**

*Kids Connection* is a Wisconsin-based literacy and parenting program designed for county jail inmates. The target audience is parents of young children. This program has promising pre and post evaluations; however, the evaluation study did not include a control group.

Contact:

Mary Lestrud  
St. Croix County Extension  
Phone: 715-684-3301 ext. 5  
[mary.lestrud@uwex.edu](mailto:mary.lestrud@uwex.edu)

#### **Parenting Wisely**

The *Parenting Wisely* intervention is a self-administered, computer-based program that teaches parents and their 9- to 18-year-old children skills for combating risk factors for substance use and abuse. The Parenting Wisely program uses a risk-focused approach to reduce family conflict and child behavior problems, including stealing, vandalism, defiance of authority, bullying, and poor hygiene. The interactive and CD-ROM format can be used alone, in a group, or with a practitioner at a variety of locations such as public agencies, schools, libraries, or at home. Semiliterate parents can use the Parenting Wisely program, as it provides the option to have the computer read all text aloud. The program has been used with parents of youth who are on probation, with positive results. Additionally, the program is a "Model Program" for the National Registry of Effective Programs.

The material cost is \$660.

Contact:

Family Works, Inc  
1005 East State St Suite G  
Athens, Ohio 45701-3751  
Phone: 740-594-2502 or 541-488-0729  
Toll-Free: 866-234-WISE  
Fax 541-482-2829  
[familyworks@familyworksinc.com](mailto:familyworks@familyworksinc.com)  
<http://www.parentingwisely.com>

## **Turning Points**

*Turning Points* is a twelve-week course for parents with children of all ages, who are incarcerated or are transitioning back into society. The course addresses the parenting role, dynamics of parenting, developmental appropriate practices, prevention of child abuse, and how to enhance one's role as a parent. The curriculum is available in English and in Spanish. Complete lesson plans, handout masters, evaluation instruments and a supplementary video are included with the price.

The material cost is \$300.

Contact:

Lucy Long, Director  
Practical Parent Education  
1300 19th Street  
Plano, TX 75074  
Phone: 469-752-2275  
[Llong2@pisd.edu](mailto:Llong2@pisd.edu)

## **F.a.t.h.e.r. (Fathers Acting to Heal, Educate and Reconnect)**

*F.a.t.h.e.r.* is a parenting curriculum for use with incarcerated men. The lessons are designed to be used by a diverse group of inmate fathers—from young fathers to older fathers, expectant fathers to those who have grown children, those going home soon to those incarcerated for years, those with frequent contact with their children to those who rarely see their children.

Contact:

Motheread, Inc.  
Suite 7, 3924 Browning Place  
Raleigh, NC 27609  
Phone: 919.781.2088  
Fax: 919.571.8579  
[motheread@earthlink.net](mailto:motheread@earthlink.net)  
<http://www.motheread.org/index.html>

## **Incarcerated Fathers: Reaching Outside**

*Incarcerated Fathers: Reaching Outside* is a series of downloadable activity sheets designed for fathers and based on assessed needs at four men's prisons in North Carolina. There are three sets of activity sheets for the family: 1) to be completed by the father in a parenting class; 2) to be completed by the child either by mail or when the father was with the child; and 3) a third set was written to extend what was learned by the father to the caregiver on the outside.

Contact:

Dr. Karen DeBord  
Phone: 919-515-9147  
[karen\\_debord@ncsu.edu](mailto:karen_debord@ncsu.edu)  
<http://www.ces.ncsu.edu/depts/fcs/smp9/incar.htm>  
<http://www.ces.ncsu.edu/depts/fcs/smp9/dadhomework.pdf>

## **Father Times**

This parenting newsletter series for fathers and father figures of young children is an in-depth educational newsletter resource designed to provide fathers and father figures of young children with quality information and ideas about healthy parenting and child development. Nine issues cost \$60 and come with an electronic copy of all of the newsletters.

Contact:

Dr. Sean Brotherson  
Phone: 1-701-231-8113  
Fax: 1-701-231-9645  
[sbrother@ndsuent.nodak.edu](mailto:sbrother@ndsuent.nodak.edu)

### **Long Distance Dads**

*Long Distance Dads*<sup>™</sup> is a character-based education and support program that assists incarcerated men in developing skills to become more involved and supportive fathers. The curriculum consists of 12 modules each delivered in two to three hours.

Contact:

Marcos R. Torres  
Executive Director of Incarcerated Programming  
National Fatherhood Initiative  
Phone: 505-523-7371  
[mtorres@fatherhood.org](mailto:mtorres@fatherhood.org)

### **Keys to Successful Life Choices**

*Keys to Successful Life Choices* is a life skills education program used with pre-release inmates. The original developers have discontinued using the program with incarcerated audiences due to lack of grant funds.

Contact:

Sissy Osteen  
Resource Management Specialist  
Assistant Professor  
Design, Housing and Merchandising  
[osteen@okstate.edu](mailto:osteen@okstate.edu)

### **People Empowering People**

The *People Empowering People (PEP)* program is designed to build on strengths of adults and teens. *PEP* recognizes the unique strengths, life experiences and capacities of each person. It emphasizes the connection between individual and community action. Participants include people with limited financial resources, parents and single adults, teen parents, incarcerated men, women and teens, and individuals with mental health and substance abuse issues. Participants attend ten weekly two-hour training sessions followed by bi-monthly or weekly training and support meetings. The ten training sessions include values clarification, communication skills, problem solving, the helping role, parenting, action planning, community assessment and community issues. They also conduct two or more individual or group projects that benefit their community.

Contact:

Cherry Czuba  
University of Connecticut Extension Educator  
Community Development, Families  
1066 Saybrook Rd. Box 70,  
Haddam, CT 06438  
Phone: 860-345-4511  
[cczuba@canr.uconn.edu](mailto:cczuba@canr.uconn.edu)  
<http://www.canr.uconn.edu/ces/pep>

### **Money Management for Inmates**

University of Florida Extension Service has developed a curriculum specifically for inmates in Florida jails and prisons.

Contact:

Joan Elmore  
Jackson County, FL Extension  
Phone: 850-482-9620  
[JPElmore@mail.ifas.ufl.edu](mailto:JPElmore@mail.ifas.ufl.edu)

## **Prison Resources**

### **Family and Corrections Network (FCN)**

FCN is an organization for and about families of prisoners. FCN offers information, training and technical assistance on children of prisoners, parenting programs for prisoners, prison visiting, incarcerated fathers and mothers, hospitality programs, keeping in touch, returning to the community, the impact of the justice system on families, and prison marriage.

<http://www.fcnetwork.org>

### **Prisons Foundation**

The Prisons Foundation is a nonprofit organization dedicated to promoting education and the arts behind bars and alternatives to incarceration. Available to order are resources such as the Prisons Help Sourcebook & Prisons Almanac 2005.

Prisons Foundation

1718 M Street NW, #151

Washington, DC 20036

<http://www.prisonfoundation.org>

### **Correctional Education Association**

The Correctional Education Association (CEA), founded in 1945, is a non-profit, professional association serving educators and administrators who provide services to students in correctional settings.

<http://www.ceanational.org>

### **National Institute for Correctional Education**

The National Institute for Correctional Education (NICE) is the program for providing needed services to correctional educators. The NICE Research Agenda is multi-faceted and involves a variety of collaborative efforts to collect, organize, and disseminate *original* and *innovative* research data related to correctional education. NICE Curriculum Development involves a competency-based model curriculum in correctional education. NICE conducted research revealing the inadequate and inconsistent standards for the preparation of correctional educators.

<http://www.iup.edu/NICE>

### **The Center for Children of Incarcerated Parents**

The Center for Children of Incarcerated Parents [CCIP] was founded in 1989 by Denise Johnston and Katherine Gabel. CCIP's mission is the prevention of intergenerational crime and incarceration. CCIP's goals are the production of high quality documentation on and the development of model services for children of criminal offenders and their families.

<http://www.e-ccip.org>

### **Federal Resource Center for Children of Prisoners**

The Resource Center conducts research and evaluation, collects and disseminates information, provides training and technical assistance, and increases awareness among the many disciplines and service systems that come in contact with families separated by incarceration. The Resource Center's ultimate goal is to improve the quality of information available about children with incarcerated parents and to develop resources that will help create better outcomes for these children and their families.

<http://www.cwla.org/programs/incarcerated/>

### **National Criminal Justice Reference Service**

NCJRS is a federally funded resource offering justice and substance abuse information to support research, policy, and program development worldwide. NCJRS offers reference and referral services to answer questions about crime and justice-related research, policy, and practice. Staff can offer statistics and referrals, discuss publications, compile information packages, search for additional resources, and provide other technical assistance - all tailored to your particular information needs. The NCJRS sponsoring agencies publish hundreds of reports and other information products each year to share with you and your colleagues. The types of reports and their content are designed to meet the broad range of interests in the field and the audiences who use them. Most of the titles are available online through the NCJRS Web site.

<http://www.ncjrs.org>

### **Every Door Closed Fact Sheet Series**

Each year, approximately 400,000 mothers and fathers finish serving prison or jail sentences and return home eager to rebuild their families and their lives. As these parents struggle to make a fresh start, they encounter many legal barriers that will make it very difficult for them to successfully care for their children, find work, get safe housing, go to school, access public benefits, or even, for immigrants, stay in the same country as their children. This new set of 8 two-page fact sheets, a joint project of CLASP and Community Legal Services, Inc., of Philadelphia, details the scope of the challenges these families face and offers solutions for federal, state, and local policymakers.

[http://www.clasp.org/publications/EDC\\_fact\\_sheets.pdf](http://www.clasp.org/publications/EDC_fact_sheets.pdf)

### **Families Left Behind: The Hidden Cost of Incarceration and Reentry**

The imprisonment of nearly three quarters of a million parents disrupts parent-child relationships, alters the networks of familial support, and places new burdens on governmental services such as schools, foster care, adoption agencies, and youth-serving organizations. Little attention has focused on how communities, social service agencies, health care providers, and the criminal justice system can work collaboratively to better meet the needs of the families left behind. This policy brief is intended to help focus attention on the hidden costs of criminal justice policies.

<http://www.urban.org/url.cfm?ID=310882>

### **Returning Home: Understanding the Challenges of Prisoner Reentry**

This is the final technical report for a pilot study of *Returning Home: Understanding the Challenges of Prisoner Reentry*. The study examined the process of prisoner reentry within the city of Baltimore. It involved self-administered surveys with 324 male and female prisoners. The report's purpose is to inform policymakers and service providers about how released prisoners navigate these challenges of reentry.

<http://www.urban.org/url.cfm?ID=410974>

For more information about this document, please contact:

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Mary Huser at [mary.huser@uwex.edu](mailto:mary.huser@uwex.edu)