

Doña Ana County Head Start Father-friendly Environmental Assessment

Walk through your center and complete the following assessment. If you are a woman it might be helpful to take a man with you.
Scoring for each section (letter) as follows; 2 points if all yes answers, 0 points for all no answers, 1 point if any other combinations.

A. First Impressions

1. Is the initial center area free of signs or posters that would possibly be intimidating for men? (E.g., posters that target men as batterers?)	YES <input type="checkbox"/>	NO <input type="checkbox"/>	PARTIALLY <input type="checkbox"/>
2. Is the name of the center neutral or inclusive of men?	YES <input type="checkbox"/>	NO <input type="checkbox"/>	PARTIALLY <input type="checkbox"/>
3. Is the staff warm, friendly, and comfortable with men and fathers participating in program activities?	YES <input type="checkbox"/>	NO <input type="checkbox"/>	PARTIALLY <input type="checkbox"/>

Section A points _____

B. Physical Landscape

1. Do all visual materials include men and fathers of varied racial and ethnic backgrounds in positive roles?	YES <input type="checkbox"/>	NO <input type="checkbox"/>	PARTIALLY <input type="checkbox"/>
2. Do all visual materials of men and fathers have positive, non-stereotypic messages?	YES <input type="checkbox"/>	NO <input type="checkbox"/>	PARTIALLY <input type="checkbox"/>
3. Are magazines and brochures relevant to both men and women?	YES <input type="checkbox"/>	NO <input type="checkbox"/>	PARTIALLY <input type="checkbox"/>
4. Are materials available in the home languages of the families?	YES <input type="checkbox"/>	NO <input type="checkbox"/>	PARTIALLY <input type="checkbox"/>

Section B points _____

C. Role Models

1. Are there men present in the agency, including male staff working with parents and children in roles other than driver, janitor or accountant?	YES <input type="checkbox"/>	NO <input type="checkbox"/>	PARTIALLY <input type="checkbox"/>
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Section C points _____

D. Linguistic Landscape

1. Do verbal and nonverbal language and cues avoid stereotyped generalizations about men?	YES <input type="checkbox"/>	NO <input type="checkbox"/>	PARTIALLY <input type="checkbox"/>
2. Joking or humorous conversations where men/fathers are the butt of the joke are not present?	YES <input type="checkbox"/>	NO <input type="checkbox"/>	PARTIALLY <input type="checkbox"/>
3. No personal conversations can be overheard that portray men in a negative way?	YES <input type="checkbox"/>	NO <input type="checkbox"/>	PARTIALLY <input type="checkbox"/>

Section D points _____

E. Materials / Activities for Parents

1. Is the equipment, resources, and types of parenting activities diverse and relevant for both fathers and mothers?	YES <input type="checkbox"/>	NO <input type="checkbox"/>	PARTIALLY <input type="checkbox"/>
2. Are there specific brochures/publications available for fathers, and non-custodial fathers?	YES <input type="checkbox"/>	NO <input type="checkbox"/>	PARTIALLY <input type="checkbox"/>
3. Do referral lists for services include information for fathers as well as mothers?	YES <input type="checkbox"/>	NO <input type="checkbox"/>	PARTIALLY <input type="checkbox"/>
3. Are fathers involved in planning and implementing fatherhood involvement programs, and other activities for the agency?	YES <input type="checkbox"/>	NO <input type="checkbox"/>	PARTIALLY <input type="checkbox"/>

Section E points _____

F. Communication and Roles

1. Are men in the agency, whether staff or fathers, listened to with open minds? And considered thoughtfully?	YES <input type="checkbox"/>	NO <input type="checkbox"/>	PARTIALLY <input type="checkbox"/>
2. Are the differences in male/female communication styles recognized and respected?	YES <input type="checkbox"/>	NO <input type="checkbox"/>	PARTIALLY <input type="checkbox"/>
3. Are men appreciated in both traditional and nontraditional roles? (E.g., men are not asked to do all the heavy labor tasks)	YES <input type="checkbox"/>	NO <input type="checkbox"/>	PARTIALLY <input type="checkbox"/>
4. Is the ability of men to be effective and appropriate in their interactions with young children recognized?	YES <input type="checkbox"/>	NO <input type="checkbox"/>	PARTIALLY <input type="checkbox"/>

Section F points _____

G. Interaction with Parents

1. Do mothers and fathers get equal respect from staff?	YES <input type="checkbox"/>	NO <input type="checkbox"/>	PARTIALLY <input type="checkbox"/>
2. If possible, are fathers addressed by name in their primary language?	YES <input type="checkbox"/>	NO <input type="checkbox"/>	PARTIALLY <input type="checkbox"/>
3. Does the staff expect fathers to be involved?	YES <input type="checkbox"/>	NO <input type="checkbox"/>	PARTIALLY <input type="checkbox"/>
4. Does staff welcome fathers warmly?	YES <input type="checkbox"/>	NO <input type="checkbox"/>	PARTIALLY <input type="checkbox"/>
5. Does staff recognize and respect the differences in male and female parenting styles, and avoid "correcting" fathers as they interact with their children?	YES <input type="checkbox"/>	NO <input type="checkbox"/>	PARTIALLY <input type="checkbox"/>

Section G points _____

H. Classroom Environment

1. Are father-friendly children's books, including non-fiction available?	YES <input type="checkbox"/>	NO <input type="checkbox"/>	PARTIALLY <input type="checkbox"/>
2. Do pictures, posters and other visual materials show fathers at work, and at home?	YES <input type="checkbox"/>	NO <input type="checkbox"/>	PARTIALLY <input type="checkbox"/>
3. Are there materials available that fathers might enjoy using with young children?	YES <input type="checkbox"/>	NO <input type="checkbox"/>	PARTIALLY <input type="checkbox"/>
4. Are curriculum topics and learning experiences appealing to men?	YES <input type="checkbox"/>	NO <input type="checkbox"/>	PARTIALLY <input type="checkbox"/>
5. Are all stereotypic presentations of men in books, posters, toys, or conversations avoided?	YES <input type="checkbox"/>	NO <input type="checkbox"/>	PARTIALLY <input type="checkbox"/>

Section H points _____

Center: _____ Total points _____

The Father-Friendly Environmental Assessment is designed to help prepare your program to provide services to fathers and support their involvement in the lives of their children. Completing this form will help to steer your program toward successful father involvement efforts and help establish a firm foundation for building the rest of your work with fathers.

Rating: 0-5 pts Just beginning
6-10 pts In process
11-14 pts Almost there
15-16 pts Congratulations!

Taken from: This assessment form was sent to those attending the Father Factor: National Head Start Institute on Father Involvement and is included in the Building Blocks for Father Involvement. It was adapted from the Male-Friendliness Environment Audit developed by Pam Wilson under contract with the Head Start Bureau, 2001.