



**305:
Engaging Incarcerated Parents
PARTICIPANT GUIDE**

**Developed by:
Katie Jones Pomeroy**

**Revised by:
Amber Snyder**

**The Pennsylvania Child Welfare
Resource Center**

**University of Pittsburgh,
School of Social Work**

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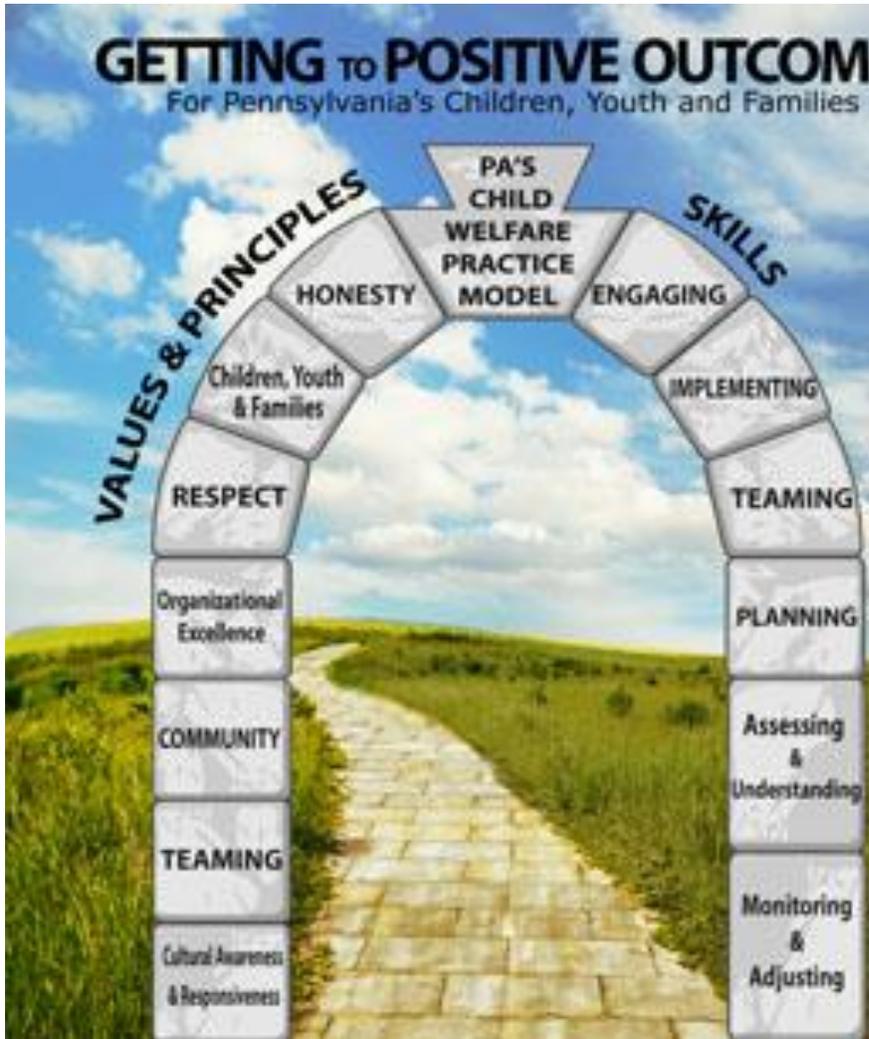
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Introductions

Tell us your:

- Name
- County
- Experience engaging incarcerated parents
- One thing you want to know or be able to do by the end of this training



What skills are related to your identified learning goals?

Don't forget to network!

Who do you want to keep in touch with and why?

Agenda

Today's workshop is divided into three main content areas:

- Teaming with other systems
- Case planning
- Contact and visitation

Competency

The competency you will be working towards today, as it relates to engaging an incarcerated parent in case planning and visitation:

The child welfare professional is familiar with models of effective parenting and can teach parenting strategies to parents by explaining and demonstrating parenting techniques, can support parents in trying new strategies, and can refer parents to formal training classes or groups when needed.

Learning Objectives

Upon completing this workshop, you will be able to:

1. Explain the ways that incarceration impacts parents, children, families, and communities.
2. Specify one or more challenges of engaging incarcerated parents in case planning and visitation.
3. Describe the professional roles in the criminal justice system and how to team together to support positive outcomes for families.
4. Draft achievable objectives to include in a Family Service Plan for an incarcerated parent.
5. Communicate the importance of visitation and contact.
6. Describe the specific benefits of at least one local and/or statewide tool or strategy that supports the engagement of incarcerated parents.

Online Module Review

Directions: In this three-part review, you will work with others to share the outcomes of your online module activities.

Part 1: The Impact of Incarceration (5 minutes)

In the online portion of this training, you explored the impact of incarceration on individuals, family, and community through the lens of social capital. You were asked to list the losses of human capital and social network that may result from incarceration.

With your group, generate a master list of ways that social capital is impacted by incarceration. Record your list on flip chart paper.

Post the flipchart paper near your table when you are finished recording.

Part 2: Law and Policy (10 minutes)

In the Law and Policy section of the pre-work, you were asked to locate and summarize any formal or informal policies your agency has that address working with incarcerated parents. Please review your findings, using the following prompts:

- Does your agency have written policies that specifically address engaging incarcerated parents?
- If so, what do the policies address?
- If not, summarize any specific efforts and strategies your agency regularly employs in working with incarcerated parents and their families

Summarize and record your answers on a second sheet of flipchart paper. When your group has finished, post the flipchart paper to the right of your previous post.

Part 3: Programs and Resources (10 minutes)

You were asked to identify the programs and resources available in your community and local correction facility that can support incarcerated parents and their families.

Share any program or resource you have identified with your group, including information about the population it serves and how it can be accessed. List the programs or resources your group identified on a third sheet of flipchart paper.

When you are finished recording, post the third flipchart paper to the left of the two previous posts. Your flipcharts should be displayed like this:

Programs and Resources	The Impact of Incarceration	Laws and Policies
-------------------------------	------------------------------------	--------------------------

Key Principles of Multidisciplinary Collaboration

- Build and maintain trust that embodies mutual respect
- Reach agreement on core values
- Reach agreement and remain focused on common goals
develop a common language
- Demonstrate respect for the knowledge and experience of each participant
- Assume positive intentions on the part of all participants involved
- Recognize the strengths, needs, and limitations of all participants
- Work through conflict, and share decision-making, risk-taking, and accountability

*A Coordinated Response to Child Abuse and Neglect
(Goldman and Salus, 2003)*

Consider child welfare and criminal justice professionals.

What is the drive of each profession?

Where might these professionals feel at odds?

In what ways are they working towards the same goals?

Key Terms and Definitions

Probation	
Parole	
Jail	
Prison	

Federal Institutions		
High Security	High security federal facilities are referred to as United States Penitentiaries, or USP's.	Pennsylvania houses three high-security federal facilities: <ul style="list-style-type: none"> • USP Allenwood • USP Canaan • USP Lewisburg
Medium or Low Security	Medium- or low-security federal facilities are referred to as Federal Correctional Institutions, or FCI's.	Pennsylvania houses five Federal Correctional Institutions: <ul style="list-style-type: none"> • FCI Allenwood Low • FCI Allenwood Medium • FCI Loretto • FCI McKean • FCI Schuylkill
A Federal Correction Complex, or FCC , is an institution that houses all security levels within close proximity. This close proximity allows for the sharing of resources between the institutions.		The Allenwood Federal Correction Complex in Pennsylvania is made up of: <ul style="list-style-type: none"> • FCI Allenwood Low • FCI Allenwood Medium • USP Allenwood
State Institutions		
At the state level, facilities are referred to as State Correctional Institutions, or SCI's. Pennsylvania's Department of Corrections classifies their institutions according to security levels:		
Maximum Security	Fayette, Forest, Frackville, Grateford, and Greene (supermax security)	
Close Security	Camp Hill, Huntingdon, Smithfield, and Muncy (female institution)	
Medium Security	Albion, Benner, Coal Township, Chester, Dallas, Houtzdale, Mahanoy, Retreat, Rockview, and Somerset	
Minimum Security	Laurel Highlands, Mercer, Pittsburgh, Waymart, Cambridge Springs (female institution), and Quehanna (motivational bootcamp)	

Roles

Assigned Role: Corrections Counselor Superintendent
 Parole Agent Corrections Officer



Jigsaw Reading Directions:

Your task is to develop expertise of every member of your group in the content assigned, so that every member of the group is able to summarize it for others. Take the following steps:

1. Read and review the content assigned to your group together.
2. Make sure all of the material is clearly understood. Ask questions about and work through anything that is not clear.
3. Respond to the following prompts below. This is the information you will share. Make sure all group members are able to communicate the summary to others. Group members may wish to take notes.
4. If time remains, have group members practice delivering the information.

Summarization Guidelines:

1. Briefly summarize the role and key responsibilities of this professional.
2. How might a child welfare professional interact or team with this individual?
3. Identify any shared goals or competing priorities.
4. What else might a child welfare professional need to know about the perspective, priorities, or expertise of this role?

Roles (Continued)

Corrections Counselor

Superintendent

Parole Officer

Corrections Officer



PROTECT YOUR RIGHTS

What You Should Do Now if You are Incarcerated and Your Child is in Foster Care or County-Paid Kinship Care

When your child is in foster care or kinship care, the law says you can't wait to act. You need to take steps now to protect your rights. Know your rights and responsibilities and stay involved with your child's life during your incarceration.

YOUR RIGHTS

If your child is in foster or kinship care, you have the right to:

Have a say in where your child is placed. If you have a safe relative or family friend who can care for your child, tell your Agency caseworker. The Agency must try to first place children with relatives.

Visit your child. Unless a judge said you can't, you have the right to regular, in-person visits with your child.

Know how your child is doing and where your child is living. The Agency must keep you informed about your child's health, education, and development. They must give you the address of where your child is staying, unless there is a documented reason not to.

Help make plans for your child. A Family Service Plan (FSP) will be made and you will be given goals to meet. The Agency must involve you in making the FSP, and you should have a say about what goals and supports will help your family.

Help to meet your goals. The Agency must make "reasonable efforts." That means that the Agency should help you stay in contact with your child and support you in meeting your goals.

An attorney. If you can't afford an attorney, you can request that the court appoint you one. Your attorney must communicate with you and represent your wishes in court.

Participate in court hearings. If you can't be taken to court for your hearing, ask to participate by phone.

YOUR RESPONSIBILITIES

If your child is in foster or kinship care, you have the responsibility to:

Make regular contact with your child. Have in person visits, send letters and ask for phone contact. You can also send cards and gifts, no matter the age of your child. Staying in touch is good for your child and shows the judge and the Agency that you care about your child.

Stay in touch with your children's workers. Make sure you have the names, phone numbers, and addresses of the Agency workers who work with your family. Let them know about the progress you are making and ask them for updates about your child.

Work on your Family Service Plan goals. Do everything you can to meet the goals you have been given while incarcerated. Tell the Agency and your attorney if goals on your FSP aren't possible in jail/prison.

Participate in court hearings. If you can't be there in person or by phone, ask your attorney to represent your wishes in court.

Stay in touch with your attorney. Tell your attorney about your progress on your FSP goals and any problems you are having. Be sure to give your attorney any papers you have that show you are working on your FSP goals. This information can be given to the court.

Help in planning for your child. Help to make educational, medical, and treatment decisions for your child. Stay informed about how your child is doing and what supports your child needs.

Your Parental Rights: What You Need to Know

The Adoption and Safe Families Act (ASFA) says that if a child has been in foster or kinship care for 15 of the past 22 months, the Children & Youth Agency must file to terminate parental rights (TPR) so that the child can be adopted. But, the Agency does **not** have to do this in certain situations, like if your child is living with a relative or if adoption is not a good idea for your child. This decision is made on a case-by-case basis by the court. The most important thing you can do to prevent losing your parental rights is to work on having a strong relationship with your child.

This document was prepared by the PA State Roundtable's Dependent Children of Incarcerated Parents Workgroup and supported by the following organizations.



Considerations to Case Planning

	Child/Youth	Child Welfare Professional	Non-Incarcerated Caregiver	Incarcerated Parent
What do I need or want from case planning?				
What concerns might I have about the plan?				
How can I contribute to planning?				
What obstacles am I facing?				
What abilities and/or resources can I draw on to meet the goal and objectives of the plan?				

FAMILY SERVICE PLAN

Goals

Represent the desired overall outcome toward which all case activities are directed

Correspond to the accepted permanency goals for children as indicated in the Federal Adoption and Safe Families Act

Objectives

Describe in measurable terms exactly what change is desired to support the achievement of the goal

Are statements which describe a specific desired outcome or "end state"

Are more specific in scope than goals

Are derived from the Comprehensive Family Assessment

Generally, represent the elimination of the identified need or problem

Are SMART (Specific, Measurable, Action-Oriented, Realistic, and Time-limited)

Tasks

Need to specify when task is to take place, including desired time frames for beginning and completing each task

Identify what activities will be performed to achieve an objective

Need to specify how they will be measured

Need to specify who is responsible for the implementation of each task

Are a step-by-step implementation plan which will structure and guide the provision of services

Eva Family Scenario

The Scenario:

Your agency received a new referral on the Eva family. The referral was related to children, Gwen (age 8 years) and John (age 3 years). Neighbors had reported that the children were often left home alone and spent a lot of time outside unsupervised. One neighbor believes the children were home alone overnight, as she saw lights on in the home and people moving about but no car in the driveway until the following day.

Your agency discovered that Gwen and John's mother, Joyce Eva, is currently on probation for forging prescriptions for pain medications. Originally, Mrs. Eva had received the opioids legitimately through a doctor. A year earlier she was in a car accident with her husband. Her husband sustained fatal injuries and passed away. Mrs. Eva continued to experience back and neck pain. She formed an addiction to the pain medication and due to numerous attempts to obtain more medication from her doctor by making up various stories about losing her prescription bottle, her doctor will no longer write prescriptions for her.

Mrs. Eva explains that her family moved to Pennsylvania a little over a year ago for her husband's job. Extended family lives in California and Washington State. Mrs. Eva has not formed many friendships in light of all that has happened since their move. She has made some connections through work and Narcotics Anonymous but has reservations about introducing them to her children and 'blurring boundaries'. She admits that she relies on Gwen to watch John when they play in the yard, but she insists she never leaves them alone.

Mrs. Eva tested clean on a drug test conducted by your agency. However, due to concerns about her supervision of the children, your agency opens a GPS case for the family. A week later, Mrs. Eva is arrested for breaking into her neighbor's home and stealing pills and a credit card. Due to her probation status, Mrs. Eva is arrested and taken to the county jail. She is not able to post bond, so she remains incarcerated until her hearing.

Since Gwen and John's father is deceased and they have no relatives or close connections in the area, the children are placed in substitute care. At the hearing, Mrs. Eva is sentenced to two years in SCI Cambridge Springs.

You speak with Mrs. Eva after her incarceration. She is very cooperative and even admits to leaving the children alone while she attended NA meetings on at least two occasions. She wants to maintain contact with her children and reunite with them after her sentence.

Please see additional information about the risk factors, safety threats, and protective capacities, as well as the Family Service Plan goal and concurrent goal on the following page.

Eva Family Scenario

The identified risk factors rated moderate or high:

I. Child factors

1. Vulnerability
2. Severity, frequency, and/or recentness of abuse/neglect

II. Caregiver/household member/perpetrator factors

5. Age, physical, intellectual or emotional status
7. Parenting skill/knowledge
8. Alcohol/substance abuse
9. Access to children
11. Parental relationship with child

III. Family environment factors

14. Family supports
15. Stressors

The identified safety threats:

6. Caregiver(s) cannot or will not control their behavior.
9. Caregiver(s) in the home are not performing duties and responsibilities that assure child safety.
10. Caregiver(s) lack of parenting knowledge, skills, and/or motivation presents an immediate threat of serious harm to a child.

The protective capacities designated to address those threats:

Behavioral: The caregiver demonstrates impulse control: This protective capacity is currently diminished, as demonstrated by her criminal behavior related to her addiction.

Cognitive: The caregiver plans and articulates a plan to protect the child: This protective capacity is currently diminished. Not only do we want to see Mrs. Eva learn to plan for age-

Eva Family Scenario

appropriate child care for her children when she is not around, but we also want her to be a part of planning for her children's safety and wellbeing while she is incarcerated.

Emotional: The caregiver is resilient as a caregiver: This protective capacity is currently diminished. Mrs. Eva has undergone a great deal of loss and trauma with her move, the loss of her husband, her car accident and personal injuries her recent addiction and incarceration. Can she find healthy ways to cope with these setbacks and care for her children?

The goal:

Child entered substitute care with the goal of returning to parents.

The concurrent goal:

Adoption.

In conversations with Mr. Eva's corrections counselor, you learn that SCI Cambridge Springs offers the following programs:

Narcotics Anonymous

Individual outpatient counseling for drug addictions

Family therapy

Parenting I – Cambridge Spring's Parenting I program is a 10-week program that teaches basic parenting skills for children from 1 to 8 years old. The program focuses on teaching your child at home by: looking and listening, building self-esteem, developing good emotional health, and good behavior. The program's secondary goals are to teach the inmates to become good role models and to stop the cycle of incarceration.

Parenting Skills Training (Pennsylvania Prison Society) - Parenting Training Skills is a 12-week semiweekly (weekly – Huntingdon) program administered by the Pennsylvania Prison Society. The program is designed to develop positive parenting skills and an increased awareness of familial responsibilities through education, skills training, group therapy, problem solving, therapeutic experiences and individualized plans of reunification. The program's primary foci are: child development, communication skills, disciplining children, bonding with children, effects of incarceration on families, effects of alcoholism and drug abuse, domestic violence, self-parenting, breaking the cycle of crime, and reintegration into the family.

Parents Anonymous – The Parents Anonymous program is an ongoing self-help group that allows incarcerated parents to help each other by sharing their experiences, insight, and knowledge with other inmates to help foster a loving and nurturing relationship with their children. Group members also

Eva Family Scenario

discuss issues and crises that arise regarding their children. The program also encourages participants to seek additional parenting assistance upon their release.

Psychology of Child Development - The Psychology of Child Development program is a 12-week semiweekly program that provides an overview of child development including the history of studying children, practices used to study children, and theories used to explain development of children from the prenatal to adolescence. Key focus areas are theory development, heredity and environmental issues, growth and physical development, cognitive development, language development, and emotional development. The secondary goal is that by educating inmates regarding the basic and general expectations of human behavior, inmates will be able to develop healthier expectations of their children’s development and behavior.

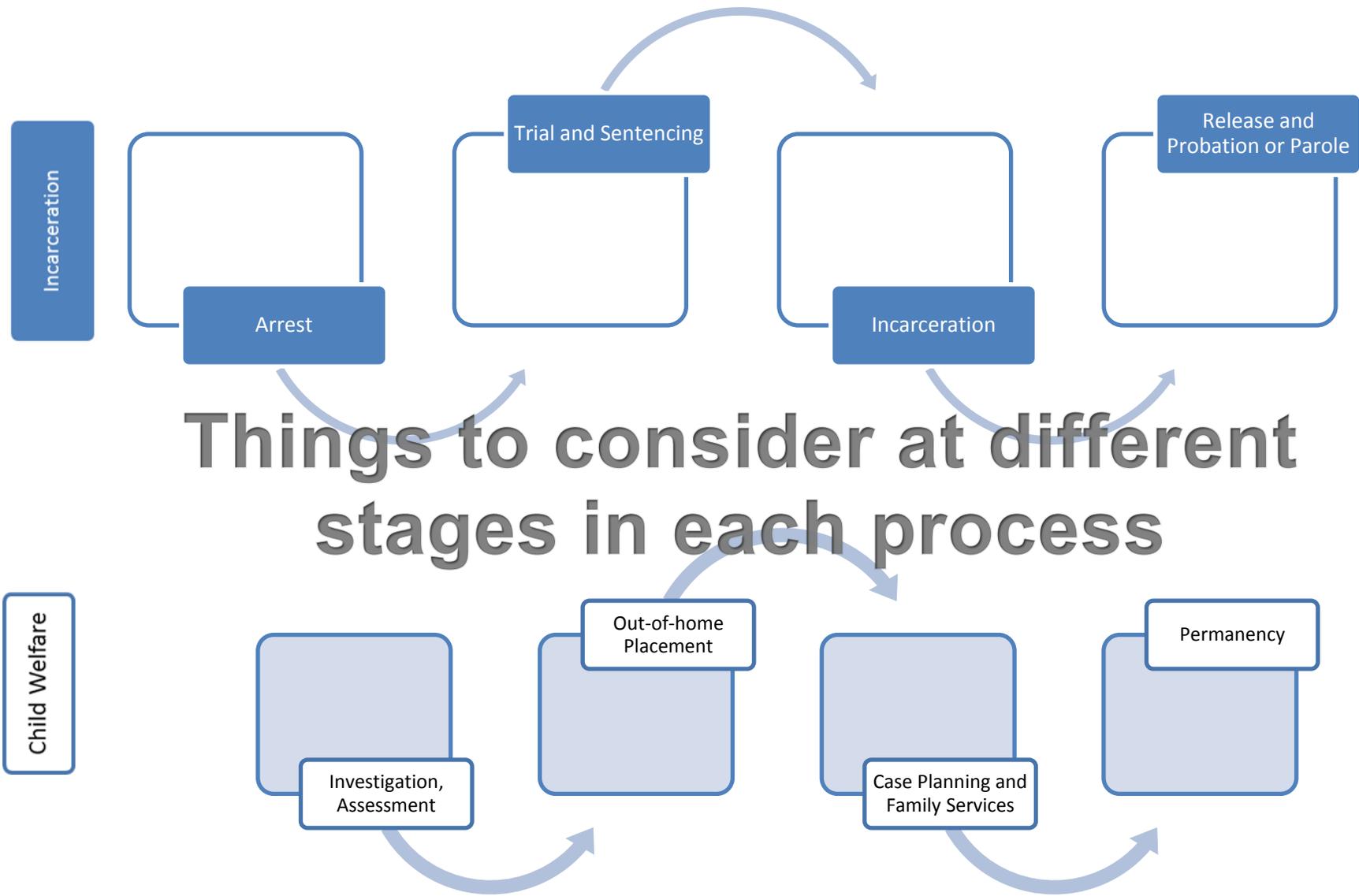
Mom’s Story Time - Mom’s Story time is a 5-week program designed to enhance communication between incarcerated mothers and their children by videotaping the inmate mother while she reads stories to her children. Classes are about the benefits of reading to the children and teach how to show the children all of the joys and pleasures that come from reading. Other goals of the program are to make the mother a role model for her children and to bring the mother to the family via videotape.

(Information retrieved from the Directory of Pennsylvania Department of Corrections Parenting Programs, compiled by the Center for Organizational Research & Evaluation, 2001. Participants should not assume that all of these listed programs are still available at SCI Cambridge Springs. Please use the DOC website to explore current listings of prison programs).

ACTIVITY:

Please create an objective for Mrs. Eva to support and develop her identified protective capacities. Then list specific tasks necessary to accomplish the objective.

SERVICE PLAN					
OBJECTIVE:					
Related Concerns:					
Who	Will Do What Task	By When	How This Task Is Measured	Date Started	Date Completed
Joyce Eva					
Joyce Eva					



Things to consider at different stages in each process

Contact and Visitation



Questions About Contact and Visitation



Benefits of Contact and Visitation



When Contact and Visitation Should NOT Occur

When the child is the victim of the crime for which the parent is incarcerated AND there is a grave threat of harm to the child.

When the child is scheduled to testify as a witness at a trial against the incarcerated parent.

When a qualified mental health professional trained in grief and loss has stated that it would be emotionally harmful for the child to visit with the incarcerated parent AND the judge feels this is an appropriate recommendation.

When the child does not wish to visit with the incarcerated parent AND the judge feels it is an appropriate request.

When the child is medically fragile and a qualified physical indicates that visitation in a prison should not occur due to the child's health condition.

Administrative Office of Pennsylvania Courts (2012). *Report to the Pennsylvania State Roundtable: Dependent Children of Incarcerated Parents*. Harrisburg.

Supporting Visitation

Use this space to capture helpful ideas from the “Gallery Walk” activity.

Before the Visit		
Child/Youth	Incarcerated Parent	Non Incarcerated Caregiver

During the Visit		
Child/Youth	Incarcerated Parent	Non Incarcerated Caregiver

After the Visit		
Child/Youth	Incarcerated Parent	Non Incarcerated Caregiver

McAbee Family Scenario

Part I

Kanesha Hardin, a child welfare professional, went to the home of Samantha McAbee and Sean Hazlet over reports that Samantha's seven-year-old daughter, Molly, is often left home alone and that she often complains that she is hungry.

Through interviews with Ms. McAbee, Kanesha found out that Sean Hazlet has been abusive towards Samantha McAbee. Other safety threats exist and Kanesha has recommended that her agency open the case for services.



Part II

Kanesha's supervisor has suggested Kanesha work with Ms. McAbee to assess the safety and, if appropriate, coordinate visits with Molly and her father.

Through a phone conversation with Ms. McAbee, Kanesha discovers that Molly's father is Emmitt Eastwood and he is serving five to ten years for robbery. He is two years into his sentence at SCI Pittsburgh. The facility is roughly 70 miles from where Ms. McAbee currently resides.

Kanesha is not aware of any aggravated circumstances that would keep her from pursuing visitation between Molly and Mr. Eastwood.

Simulation Activity Instructions



The Non Incarcerated Caregiver (Mrs. McAbee)

You are playing the role of the non-incarcerated caregiver, Samantaha McAbee. Tune in to this perspective. Pull from your observations and experience to create a true-to-life, caring caregiver, delivering a realistic response in this scenario.

Use Appendix #7



The Child Welfare Professional (Kanesha)

You will be playing the role of yourself in an interaction with a non-incarcerated caregiver. Like Kanesha Hardin from the scenario, you must work with Samantha McAbee to advocate for the best interest of Molly, which may include visiting her incarcerated parent.

Use Participant Guide Page 21



The Observer

You will observe this simulation. Step back and watch what happens. How is the child welfare professional coming across? How is the non-incarcerated caregiver responding to this interaction? Tune in to each participant. Do not intercede during the simulation. You will be asked to provide feedback later.

Use Participant Guide Page 22

Instructions:

In this simulation, the child welfare professional (#2) will have a conversation with a non-incarcerated caregiver (#1) about the possibility of arranging visits with the incarcerated father.

The child welfare professional should be sure to:

- Discuss the benefits to Molly of maintaining a relationship with her incarcerated father.
- Address any concerns the non-incarcerated caregiver has about Molly visiting her father in prison.
- Answer any questions the non-incarcerated parent has about visitation, as it relates to the child's well-being, or the logistics of visitation.
- Team with the non-incarcerated parent to begin to coordinate contact or visitation.

CWP Cue Card

What are the potential benefits?	
<ul style="list-style-type: none"> • Alleviating a sense of loss • Alleviating the trauma of separation • Maintaining the parent/child attachment • Helping the child know they are not alone • Alleviating a child’s feelings of fear, guilt, and shame • Promoting a realistic understanding of their parent’s circumstances 	
When should visitation NOT occur?	
<ul style="list-style-type: none"> • When the child is the victim of the crime for which the parent is incarcerated AND there is a grave threat of harm to the child • When the child is scheduled to testify as a witness at a trial against the incarcerated parent • When a qualified mental health professional trained in grief and loss has stated that it would be emotionally harmful for the child to visit with the incarcerated parent AND the judge feels this is an appropriate recommendation • When the child does not wish to visit with the incarcerated parent AND the judge feels it is an appropriate request • When the child is medically fragile and a qualified physical indicates that visitation in a prison should not occur due to the child’s health condition 	
<p><i>[Administrative Office of Pennsylvania Courts (2012). Report to the Pennsylvania State Roundtable: Dependent Children of Incarcerated Parents. Harrisburg.]</i></p>	
Common Question and Concerns	Answers and Notes
(You can locate this information on the PA Department of Corrections website, under General Population Visiting Rules, or by contacting the facility)	
Visitation hours	
What (not) to wear / bring	
Transportation options	
What type of visitation / contact is allowed?	
What is the visitation room / waiting area like? Kid friendly?	
Are there any programs specifically for children visiting incarcerated parents?	
Steps in Coordinating Contact or Visitation:	
<ul style="list-style-type: none"> • Contact a state correctional institution and request to speak to the corrections superintendent assistant (CSA). The CSA will refer you to the incarcerated parent’s corrections counselor. • Contact the corrections counselor to arrange a time to speak with the incarcerated parent and to determine visitation and contact options appropriate in their facility. • The corrections counselor can help you schedule visits or calls. • The child welfare professional may want to work with the incarcerated parent and the corrections counselor to obtain referrals to prison and reentry programs that can build protective capacities. • An incarcerated parent must request paperwork authorizing their minor children to visit, including forms DC313 and DC313A. 	

Observation Checklist

<p>While playing the role of Observer, please note the demonstration of the following skills:</p> <p><i>Discuss the benefits to Molly of maintaining a relationship with her incarcerated father.....</i></p> <p><i>Address any concerns the non-incarcerated caregiver has about Molly visiting her father in prison.....</i></p> <p><i>Answer any questions the non-incarcerated parent has about visitation, as it relates to the child's well-being, or the logistics of visitation.....</i></p> <p><i>Team with the non-incarcerated parent to begin to coordinate contact or visitation.....</i></p>	Yes	No	N/A	<p>How were they demonstrated?</p>			
<p>Overall: Communicate Effectively and Maintain Rapport</p> <p>Shows respect and avoids judging client</p> <p>Maintains relaxed, friendly, and attentive body postures and eye contact</p> <p>Uses simple, clear language</p> <p>Uses open-ended and probing questions correctly.....</p> <p>Listens carefully to client (paraphrases and reflects)</p> <p>Asks client about feelings (and shows empathy).....</p> <p>Encourages client participation</p> <p>Explains what will occur.....</p> <p>Ensures client understanding and corrects misunderstandings</p> <p>Uses job aids appropriately</p>	Yes	No	N/A	<p>Establish Rapport and Assess Client's Needs and Concerns</p> <p>Provide information and options related to client's concerns.....</p> <p>Help client make an informed decision or address a problem.....</p> <p>Asks client if he or she has any questions about the issue... ..</p> <p>Agrees on decision or plan in partnership with client</p>	Yes	No	N/A
<p>Comments and Observations</p>							

Notes

Action Plan

Create a plan to use the knowledge that you gained in this workshop in your efforts as child welfare professional. If you need assistance or have any questions, please talk with your trainer.

Something I will use when working with an incarcerated parent and his/her family:

Programs and resources available in my county, community, or local correctional facility to support and benefit an incarcerated parent and their family:

My next step in preparing to effectively engage incarcerated parents, their children, and their families:

Resources

PROGRAMS AND SERVICES

- **Alleghany County Jail Family Activity Center**
<http://www.alleghenycounty.us/jail/visit.aspx#FamilyActivityCenter>
- **Alleghany County Jail Re-Entry Program**
<http://fswp.org/services/alleggheny-county-jail-re-entry-program>
- **Directory of Pennsylvania Department of Corrections Parenting Programs**
http://www.portal.state.pa.us/portal/server.pt/community/corrections___alternative_sanctions/7625/parenting_programs_in_prisons/517659
- **DOC Approved Transportation Services**
http://www.portal.state.pa.us/portal/server.pt/community/inmate_information/7278/inmate_family_transportation_services/796458
- **Families Outside (Trips to State Correctional Facilities)**
<http://fswp.org/services/trips-state-correctional-facilities>
- **Family Services of Western Pennsylvania**
<http://fswp.org/>
- **Lydia's Place**
<http://www.lydiasplace.org/>
- **Pennsylvania Prison Society: Programs and Services**
<http://www.prisonsociety.org/#!programs-services/c1gzk>
- **Pennsylvania Prison Society: Transportation**
<http://www.prisonsociety.org/#!transportation/c24yf>
- **Program for Women and Families**
<http://www.thewf.org>
- **Read to your Child / Grandchild**
http://www.portal.state.pa.us/portal/server.pt/document/1331457/%E2%80%98read_to_your_child_grandchild%E2%80%99_program_returns_pdf?qid=38518226&rank=1
- **Southwestern Pennsylvania Re-Entry Project (A coalition of non-profit organizations)**
<http://www.monvalleyinitiative.com/main.asp?page={0592F63D-96EE-4FCE-9618-36CC880E52E3}>
- **Virtual Visitation Program**
http://www.portal.state.pa.us/portal/server.pt/community/inmate___visiting_information/7278/virtual_visitation/1107340

ONLINE RESOURCES FOR PROFESSIONALS

- **Children in Foster Care with Parents in Federal Prison: A Toolkit for Child Welfare Agencies, Federal Prisons, and Residential Re-Entry Centers**
<http://csgjusticecenter.org/wp-content/uploads/2013/06/COIP-Toolkit.pdf>
- **Children of Incarcerated Parents (Arrest through Pre-Adjudication)**
<http://nicic.gov/coip>
- **Dependent Children of Incarcerated Parents Workgroup**
<http://www.ocfcpacourts.us/childrens-roundtable-initiative/state-roundtable-workgroups/dependent-children-of-incarcerated-parents>
- **Fact Sheet: Incarcerated Women: The Whole Truth**
http://media.wix.com/ugd/4c2da0_a5cc084d2adfe6e27601b41ffbe8b5d4.pdf
- **Fact Sheet: Support Children with Incarcerated Parents**
http://media.wix.com/ugd/4c2da0_fb72f522118eba8b9fc5a873ae2365de.pdf
- **Fact Sheet: The Effects of Parental Incarceration on Children: Needs and Responsive Services**
http://media.wix.com/ugd/4c2da0_e4697a022e0fd827ad4e331d717e846d.pdf
- **Family and Corrections Network**
fcnetwork.org
- **Federal Bureau of Prisons (BOP)**
<http://www.bop.gov/>
 - **Facilities**
http://www.bop.gov/about/facilities/federal_prisons.jsp
 - **Inmate Locator**
<http://inmatelocator.cor.state.pa.us/inmatelocatorweb/>
 - **Visitation**
<http://www.bop.gov/inmates/visiting.jsp>
 - **Communication**
<http://www.bop.gov/inmates/communications.jsp>
- **National Institute of Corrections (Library and Trainings)**
<http://www.nicic.org/>
- **Statewide Adoption and Permanency Network (SWAN) Legal Services Initiative Incarceration Resource Manual**
http://www.diakon-swan.org/media/uploads/irm_final.pdf
- **Training Video for Judges and Legal Professionals**
[http://www.ocfcpacourts.us/assets/upload/Sneak%20Peek%2008-29-2013\(1\).f4v](http://www.ocfcpacourts.us/assets/upload/Sneak%20Peek%2008-29-2013(1).f4v)
- **U.S. Government Accountability Office Report on Foster Care Children with Incarcerated Parents**
<http://www.gao.gov/assets/590/585386.pdf>

ONLINE RESOURCES FOR INCARCERATED PARENTS AND THEIR FAMILIES

- **A Handbook for the Families and Friends of Pennsylvania Department of Corrections Prison Inmates**
http://www.portal.state.pa.us/portal/server.pt/document/1365656/handbook_for_family_and_friends_pdf
- **Children of Prisoners Library**
<http://www.fcnetwork.org/cpl/cplindex.html>
- **Family and Corrections Network**
fcnetwork.org
- **Father Source**
<http://www.fathersource.org>
- **Girl Scouts Beyond Bars**
<http://www.girlscouts.org/beyondbars>
- **InsideOut Dads™**
<http://store.fatherhood.org/c-106-insideout-dad-program-kits.aspx>
- **National Fatherhood Initiative**
<http://www.fatherhood.org/>

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